



*Less Teaching
More Learning*

SYMPOSIUM SERIES
APRIL 2009



UNIVERSITY
teaching services

Less Teaching! More Learning!

The Faculty of Engineering, Student's Union, Learning Solutions and University Teaching Services welcome you to a series of symposia on assessment practices aimed at improving teaching and learning.

Symposium Series I

Date & Time	Session Title	Location
Thursday, April 16 8:30am – 10:00am	Interactive Talk I: Less Teaching, More Learning: Seven research-based guidelines and practical strategies Presenter: Dr. Thomas Angelo La Trobe University Melbourne, Australia	236/238 TELUS Centre
Thursday, April 16 10:30am – 12:00pm	Interactive Talk II: Lecturing for Deeper Learning: Effective, efficient, research-based strategies Presenter: Dr. Thomas Angelo	236/238 TELUS Centre
Thursday, April 16 1:00pm – 4:30pm	Workshop I: An Introduction to Classroom Assessment: Finding out how well they're learning what we're teaching Presenter: Dr. Thomas Angelo	236/238 TELUS Centre
Friday, April 17 8:30am – 12:00pm	Workshop II: Harnessing CATs and CoLTs: Linking Classroom Assessment and Collaborative Learning Techniques Presenter: Dr. Thomas Angelo	236/238 TELUS Centre
Friday, April 17 1:00pm – 4:30pm	Workshop III: Promoting Learning by Design: Aligning teaching, assessment, feedback, and support to improve learning outcomes. Presenter: Dr. Thomas Angelo	236/238 TELUS Centre

Symposium Series II

Thursday, April 23 1:30pm – 2:30pm	Workshop I: How will we know? Beginning the conversation Presenters: John Braga VP Students' Union & Stanley Varnhagen Extension Learning Solutions, University of Alberta	236/238 TELUS Centre
Thursday, April 23 3:00pm – 4:00pm	Workshop II: Midcourse Correction: Results from a campus-wide study. Presenters: John Braga & Stanley Varnhagen	236/238 TELUS Centre

Symposium Series III

Thursday April 30 3:00pm – 4:30pm	Keynote: Evaluating complex outcomes: The shortcomings of criteria based schemes and what to do instead Presenter: Dr. Royce Sadler Griffith University Brisbane, Australia	1-003 ETLC
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SYMPOSIUM SERIES I

INTERACTIVE TALK I: LESS TEACHING, MORE LEARNING: SEVEN RESEARCH-BASED GUIDELINES AND PRACTICAL STRATEGIES

Presenter: Dr. Thomas Angelo | Pro Vice Chancellor (Curriculum & Academic Planning), Director of the Curriculum, Teaching & Learning Centre, and Professor of Higher Education.

No matter how excellent your teaching, students ultimately have to do the hard work of learning themselves. This interactive talk will explore seven guidelines based in current research—from psychology, cognitive science, and education—that can help us help our students to better understand course content, increase their motivation, study more effectively, and apply what they are learning. You can expect to leave this session ready to adapt and apply one or two practical techniques to organize lectures and presentations more effectively, strengthen assignments, improve assessment and testing, and clarify grading standards. The goal is to teach less—or at least expend no more of your time and effort—while students learn more.

Date & Time	Location
April 16, 2009, 8:30 am – 10:00 am	236/238 TELUS Centre

session description

INTERACTIVE TALK II: LECTURING FOR DEEPER LEARNING: EFFECTIVE, EFFICIENT, RESEARCH- BASED STRATEGIES

Presenter: Dr. Thomas Angelo | Pro Vice Chancellor (Curriculum & Academic Planning), Director of the Curriculum, Teaching & Learning Centre, and Professor of Higher Education.

To paraphrase Mark Twain: Rumors of the lecture's death of have been greatly exaggerated. Despite myriad online and other options available, lectures are still the most common form of teaching. What are lectures good for? Why lecture at all – given the other options now available? How can lectures promote better learning? How can we prepare more effectively in less time? This session briefly shares highlights from the fascinating, sometimes counter-intuitive research on attention span, cognitive load, expert-novice differences, and interactive engagement. The goal is to help you identify practical, personally useful applications of research and good practice – specifically, options for “interactive lecturing” – to make your lecture preparation more rewarding and less burdensome and your lectures more engaging and effective.

Date & Time	Location
April 16, 2009, 10:30 am – 12:00 pm	236/238 TELUS Centre

session description

WORKSHOP I: AN INTRODUCTION TO CLASSROOM ASSESSMENT: FINDING OUT HOW WELL THEY'RE LEARNING WHAT WE'RE TEACHING

Presenter: Dr. Thomas Angelo | Pro Vice Chancellor (Curriculum & Academic Planning), Director of the Curriculum, Teaching & Learning Centre, and Professor of Higher Education.

By participating actively in this half-day workshop, you can expect to realise seven learning outcomes. First, you'll find out what Classroom Assessment (CA) is, how it works, and how it can help your students become more independent, effective learners. Second, you'll hear examples of successful CA projects in at least six different disciplines. Third, you'll get hands-on practice using at least six simple, flexible CA techniques. These are tools you can adapt both to assess your students' learning and to help them assess and improve their own learning. Fourth, you'll learn what experienced teachers identify as the pros and cons of this approach and benefit from practical guidelines for success—dos and don'ts—based on nearly two decades of field-testing. Fifth, you'll receive materials and resources for follow-up. Sixth, you'll be prepared to try at least one or two new ideas for assessing and improving your students' learning. And, last, you'll have opportunities to meet, collaborate with and learn from colleagues who share your interest in improving learning.

Date & Time	Location
April 16, 2009, 1:00 pm – 4:30 pm	236/238 TELUS Centre

session description

WORKSHOP II: HARNESSING CATs AND CoLTs: LINKING CLASSROOM ASSESSMENT AND COLLABORATIVE LEARNING TECHNIQUES

Presenter: Dr. Thomas Angelo | Pro Vice Chancellor (Curriculum & Academic Planning), Director of the Curriculum, Teaching & Learning Centre, and Professor of Higher Education.

Engaging students in productive group work is key to deep learning—but also very hard to do well. Likewise, formative assessment can contribute greatly to learning by providing early feedback, but it can also be difficult to manage and time consuming. In this interactive session, we'll consider and experiment with a variety of simple, practical classroom assessment techniques (CATs) and collaborative learning techniques (CoLTs) that can make teaching and learning more engaging and more effective.

Date & Time	Location
April 17, 2009, 8:30 am – 12:00 pm	236/238 TELUS Centre

WORKSHOP III: PROMOTING LEARNING BY DESIGN: ALIGNING TEACHING, ASSESSMENT, FEEDBACK, AND SUPPORT TO IMPROVE LEARNING OUTCOMES

Presenter: Dr. Thomas Angelo | Pro Vice Chancellor (Curriculum & Academic Planning), Director of the Curriculum, Teaching & Learning Centre, and Professor of Higher Education.

While effective, engaging teaching is clearly important, good course design may ultimately matter more in supporting deep learning. In a well-designed course, even an inexperienced but willing teacher can help average students achieve above-average learning. In a poorly designed course, on the other hand, even experienced, excellent teachers and above-average students struggle simply to survive. This workshop provides several simple, practical strategies for designing/re-designing undergraduate courses to promote learning outcomes effectively and efficiently. Key concepts demonstrated include: constructive alignment, backward design, cognitive loading – as well as the “parrot” and “bus” tests for course design quality. Please bring the syllabus, outline, or description of a course you hope to design or redesign.

Date & Time	Location
April 17, 2009, 1:00 pm – 4:30 pm	236/238 TELUS Centre

SYMPOSIUM SERIES II

WORKSHOP I: HOW WILL WE KNOW? BEGINNING THE CONVERSATION

Presenters: John Braga | VP Academic Students' Union &
 Dr. Stanley Varnhagen | Academic Director Learning Solutions, Faculty of Extension

Assessing student learning is an important component of courses, yet what do current assessment measures actually tell us about the success of the course and how much students have learned? Is outperforming 90% of the class the same as demonstrating competency within a particular domain? With the growing role of professional accreditation in Canada, it is becoming increasingly important for students to not only receive high grades, but also to demonstrate competency. It can be difficult for instructors to know whether students are really learning, especially with large undergraduate courses. The normal curve is the primary method for determining student grades; yet, with the normal curve being usually used to determine grade distribution, how do instructors know whether the learning objectives are being met or whether instruction is improving? What formative information is typically provided to students so that they know what to do to improve their grades? Do the existing methods of assessment give a balanced view of higher order learning, such as conceptual understanding and critical thinking?

This panel of instructors and students will explore these and other related questions from each of their perspectives. They will discuss their satisfaction with the current system, and possible future directions.

Date & Time	Location
April 23, 2009, 1:30 pm – 2:30 pm	236/238 TELUS Centre

WORKSHOP II: MIDCOURSE CORRECTION: RESULTS FROM A CAMPUS-WIDE STUDY

Presenters: John Braga | VP Academic Students' Union &
 Dr. Stanley Varnhagen | Academic Director Learning Solutions, Faculty of Extension

Date & Time	Location
April 23, 2009, 3:00 pm – 4:00 pm	236/238 TELUS Centre

SYMPOSIUM SERIES III

KEYNOTE: EVALUATING COMPLEX OUTCOMES: THE SHORTCOMINGS OF CRITERIA BASED SCHEMES AND WHAT TO DO INSTEAD

Presenter: Dr. Royce Sadler | Professor of Higher Education, BSc, BEd, PhD (QLD),
MLitt (UNE) Griffith Institute for Higher Education,
Griffith University. MT Gravatt Campus, QLD, Australia

This presentation will come in three parts. The first deals with the two basic models used for evaluating complex phenomena. One of these is the analytic, which employs multiple criteria specified in advance of the actual judgment. The other model is the holistic, which makes an overall judgment and subsequently unpacks it. Analytic approaches dominate in many areas of education, yet their theoretical backing is weak. They therefore often produce unsound judgments. The second part of the presentation will take this general argument and apply it to evaluations of academic teaching, and conclude that a radical shift in approach is needed. The third part will apply the argument to assessing and grading complex student responses to assessment tasks, and lead to a similar conclusion.

Date & Time	Location
April 30, 2009, 3:00 pm – 4:30 pm	1-003 ETLC

Profile

Dr. Thomas Angelo



Pro Vice Chancellor (Curriculum & Academic Planning), Director of the Curriculum, Teaching & Learning Centre, and Professor of Higher Education. La Trobe University in Melbourne, Australia

In July 2008, Tom Angelo was appointed Pro Vice-Chancellor (Curriculum & Academic Planning), Founding Director of the Curriculum, Teaching & Learning Centre, and Professor of Higher Education at La Trobe University in Melbourne, Australia.

Prior to joining La Trobe, he had served as a faculty member, faculty developer, administrator and/or researcher at several US institutions, including DePaul University, the University of Miami, the American Association for Higher Education (AAHE), Boston College, the University of California at Berkeley, and Harvard University – and, most recently, four years at Victoria University of Wellington, New Zealand.

He earned his BA, with Honors, in Government from California State University at Sacramento, an MA in political science and a second Master's in education from Boston University, and his doctorate from Harvard's Graduate School of Education.

Tom Angelo's best-known publication is [Classroom Assessment Techniques: A Handbook for College Teachers](#) (with K. Patricia Cross, 1993), with more than 80,000 copies in print. A greatly revised 3rd edition of the book is due in 2009. Other publications include [Classroom Research: Early Lessons from Success](#) (1991), [Classroom Assessment and Classroom Research: An Update on Uses, Approaches, and Research Findings](#) (1998), and more than thirty articles and chapters. His current research projects focus on formative assessment, curriculum renewal and redesign, and research-led teaching.

Tom Angelo has consulted on teaching, assessment, and learning improvement in eighteen countries, in all 50 of the United States, for more than 60 higher education associations/ systems, and in 250 postsecondary institutions. He has also served as keynote speaker at more than 75 higher education conferences internationally.

Professor Angelo has held fellowships in Italy with the Fulbright Program (1983), in Portugal with the Gulbenkian Foundation (1978). In 1998, he served as Visiting Scholar for the Higher Education Research and Development Society of Australasia (HERDSA) and, in 2007, as an Honorary Visiting Scholar with Australia's Carrick Institute for Learning and Teaching in Higher Education.

A teacher, first and foremost, since 1979, Tom Angelo has taught high school students, undergraduates and graduate students, and returning adults in a variety of institutions. Most recently, to learn firsthand about the student academic experience at La Trobe, he led weekly tutorials for a course in Australian Foreign Policy.

Profile

Dr. Royce Sadler



Professor of Higher Education, BSc, BEd, PhD (QLD), MLitt (UNE) Griffith Institute for Higher Education.
 MT Gravatt Campus, QLD, Griffith University in Brisbane, Australia

“I have been teaching and researching in higher education for over 40 years in four different institutions, and in addition have held various senior administrative positions from time to time. Since 1973, my primary research and writing focus has been the assessment of academic achievement, both formative and summative. My publications are now widely cited. I have offered workshops, keynote addresses and consultancies for many universities in Australia and overseas on assessment and other issues. I have now shed all administrative roles so I can concentrate on thinking, writing and publishing, which I thoroughly enjoy. I am a member of the editorial advisory boards of two international assessment journals, and a regular manuscript reviewer for several others.” ~Royce Sadler

About Our Symposium Series

Throughout the year, teaching staff are invited to attend the Teaching and Learning Symposium Series. The symposium series are interdisciplinary and in partnership with University Teaching Services. The symposiums series' are aimed at:

Exploring teaching and learning issues related to the University's academic plan and;
 Discovering practical ways to apply educational theory and research to positively transform our everyday classroom practices.

Topics/Issues explored range from Global Education & Citizenship to Evaluating Teaching on Campus to Integrating Teaching & Research to Faculty Work-Life Balance.

The delivery format for each symposium varies depending on the topic. Listen to guest speakers, engage in interactive sessions and debates, and attend panel discussions.

We thank you for attending this year's final symposium, and hope you will join us again in the upcoming year!