

Fall Perspectives on Teaching

Thursday, September 1, 2011
Social Science Centre, Room 2050

Welcoming Remarks

9:00 a.m. – 9:15 a.m.
SSC 2050

Amit Chakma, President and Vice-Chancellor
Debra Dawson, Director, Teaching Support Centre

Keynote Session

9:15 a.m. – 10:30 a.m.
SSC 2050

Educating Global Ready Graduates: Intercultural Competence on Campus *Darla Deardorff, Duke University*



Western students will work in multinational teams, travel around the world and communicate across cultures daily in their careers after graduation. In order to succeed, they will need complex skills to navigate an ever changing global landscape. What does it mean for our students to be “global-ready?” During our time together, we will explore the complex concept of “intercultural competence” through the introduction of a research-based framework of intercultural competence. Through sharing of concrete ideas and examples from a variety of institutions and disciplines, we’ll discuss how we can begin to educate global ready graduates and explore the implications of intercultural competence in our teaching practice, in the curriculum, and on campus.

Dr. Darla K. Deardorff is Executive Director of the Association of International Education Administrators (AIEA), based at Duke University. Editor of the The Sage Handbook of Intercultural Competence (Sage, 2009), she has published widely on international education and cross-cultural issues. With nearly 20 years of experience in the field of intercultural education, she is on faculty of The Summer Institute of Intercultural Communication in Portland, OR. She has given invited talks, trainings and workshops around the world on intercultural competence and assessment and serves as a consultant and trainer on these topics. The intercultural competence models developed from her research are being used in numerous countries and she is recipient of several awards related to her work.

Refreshment Break

10:30 a.m. – 10:45 a.m.

Plenary Session

10:45 a.m. – 12:00 p.m.
SSC 2050

International Education at Western

How do Western students benefit from international education experiences such as study abroad, Alternative Spring Break, and international service learning? How do international experiences enhance the curriculum? How can the hundreds of international students and faculty on campus help our graduates be “global ready”? Members of the panel will share their perspectives on international learning experiences and answer questions from the audience.

*Moderator: Janice Deakin, Provost and Vice-President (Academic)
Julie McMullin, Special Advisor to the Provost (Internationalization)
Jeff Tennant, Department of French Studies
Melyssa Kerr, Student Representative, Alternative Spring Break Program
Nanda Dimitrov, Teaching Support Centre*

Registration is free. Please register online at www.uwo.ca/tsc
Refreshments will be available at 8:45 a.m. and during the morning and afternoon breaks.

Concurrent Sessions – Choose One

Session A

1:00 p.m. – 2:15 p.m.
SSC 2050

Bringing the World to Western Students

International learning experiences are transformative and influence students' education and career choices for many years to come. Some of these learning experiences take place in remote cultures, while others may happen without ever leaving the classroom. Three Western colleagues and their students will share the preparation and planning behind their successes and discuss how they facilitated international learning experiences during a three month internship in Tanzania, an anthropology field course in Madagascar, and an Advanced International Relations course on campus.

Bob Gough, Western Heads East

Stephanie Varriano, Western Heads East

Radoslav Dimitrov, Department of Political Science

Student Representative, Department of Political Science

Ian Colquhoun, Department of Anthropology

Student Representative, Department of Anthropology

Session B

1:00 p.m. – 2:15 p.m.
SSC 2032

Information Illiteracy: Does it exist? Can we fix it?

The presentation is designed to provide the audience with a brief overview of our information literacy instruction (ILI) project funded, in part, by the Fellowship in Teaching Innovation. The project rests on two basic suppositions: information illiteracy among undergraduate students is widespread and it is possible to improve information literacy skills by changing the approaches most common to ILL. To assess the former, we will report initial results of 1200 student surveys administered at the beginning and end of the 2010-11 academic year. We then discuss the results of class-level surveys designed to test the efficacy of our efforts to embed a collaborative approach to ILL into a second year Political Science course.

Peter A. Ferguson, Department of Political Science

Bruce Fyfe, Western Libraries

Refreshment Break

2:15 p.m. – 2:30 p.m.

Plenary Session

2:30 p.m. – 4:00 p.m.
SSC 2050

Rescuing Flopping Questions and Resuscitating Student Learning

Instructors strive to make their classes interactive and to teach thinking skills by posing questions. But students aren't always able or prepared to answer the questions. What then? How do you continue the dialogue so that learning continues? This afternoon's panel will highlight strategies for minimizing both instructor and student embarrassment and maximizing student learning when posing questions in class.

Anton Allahar, Department of Sociology

Wendy Pearson, Department of Women's Studies & Feminist Research

Cam Tsujita, Department of Earth Sciences

