



Professional Development Workshops Fall 2022 – Workshop Schedule September – December 2022

Message from Beverlie Dietze

Teaching and learning with students offer college faculty and instructors an incredible journey with many twists, turns, and new discoveries. As we think about the incredible learning that educators have engaged in since the start of COVID-19, we are struck by Herbert Kohl's quote "One of the beauties of teaching is that there is no limit to one's growth as a teacher, just as there is no knowing beforehand how much your students can learn." Professional learning is a continuous process.

The Learning and Applied Research and Education Technology team provides support and resources to advance evidence-based teaching and learning practices. Our goal is to assist faculty and instructors in enhancing practices that support the expansion and effective engagement of the student experience, their learning, and their success.

As outlined in Appendix A, the process of teaching and learning is ever changing over a career. For most educators, they move through a continuum of developmental stages. It is important to note that as new teaching and learning pedagogies evolve, such as moving from face-to-face to on-line delivery or creating hybrid courses, educators may move back and forth on the continuum. Hence, the years of teaching may not necessarily be the only indicator of placement on the continuum.

To promote the greatest development experience for educators, the Learning and Applied Research and Education Technology team use a professional development framework that identifies the intended audience for workshops and courses. The workshops are categorized as Emerging, Evolving and Mastering. Please refer to Table A to obtain information on each of the categories.

Beverlie Dietze, PhD
Director of Learning and Applied Research



Date	Time	Level/Facilitator	Workshop
Monday, Sep 19	11 – 12 pm	Emerging/Evolving Tom Esson / Chantale Hutchinson	Student Open Education Week What comes to mind when you hear the term OER? Textbooks perhaps? While it is true that there is a wealth of open education texts that span disciplines, OER also encompasses a broad range of digital resources including e-portfolios, and interactive activities. These resources can be adopted or created by both educators and students. Join us to explore how OER could be integrated into your courses. Learning Outcomes: <ul style="list-style-type: none">• Define open education resources• Explore examples of OER resources• Discuss the application of OER within various disciplines• Discuss the benefits of OER for learning and teaching
Monday, Oct 17	11:30 – 12:30 pm	Emerging/Evolving Chantale Hutchinson	Are you looking for new teaching and learning strategies? It's that time in the term when things are rolling smoothly, but perhaps you are looking for some new tools for your toolbox to heighten learner engagement. If this is the case, we invite you to this session where we will share both new and tried and true strategies to invigorate learning in your classes. Learning Outcomes: <ul style="list-style-type: none">• Discuss challenges in fostering learner engagement• Participate in independent and group learning activities• Share examples of successful student engagement activities in your courses



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Date	Time	Level/Facilitator	Workshop
Tuesday, Oct 18	9 – 10 am	Emerging/Evolving Beverlie Dietze	The Ten-Step Process to Curriculum Design Curriculum design is more than creating courses from the Table of Contents of a textbook. There is a strategic process used in curriculum design. Topics include: <ul style="list-style-type: none">• Introduction to the ten-step process of curriculum design.• Strategies used as a team to identify curriculum content.• The relationship of curriculum development to student success and teaching and learning strategies. Learning Outcomes: <ul style="list-style-type: none">• Identify the ten-step process to curriculum design.• Discuss how curriculum design informs teaching, learning and student assessment. This session is completely interactive.
Monday, Oct 24	10 – 11 am	Evolving Tom Esson / Chantale Hutchinson	Looking at Moodle Analytics for the good of the student Moodle is increasingly used to support student learning and as a result, is capturing a range of useful data that can help educators meaningfully evaluate student progress and respond to learner needs. Learning Outcomes: <ul style="list-style-type: none">• Identify the types of Moodle analytics available• Discuss how and where to access the data• Discuss how to apply findings to inform learner supports



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Date	Time	Level/Facilitator	Workshop
Wednesday, Oct 26	1 – 2 pm	Emerging/Evolving Chantale Hutchinson	Classroom Space and Place: Engaging Learners Online and Face-to-Face Place matters. Creating a connection with where we are can be beneficial to learning. Join this session to learn more about the role of space and place in both online and face-to-face teaching to support student engagement and understanding. Learning Outcomes: <ul style="list-style-type: none">• Examine current research on the role of space and place in student learning• Share examples of potential learning environments, including the benefits and limitations of each• Develop a lesson to capitalize on a unique space or place
Monday, Nov 7	11 – 12 pm	Evolving / Mastering Stephen Brown	Introducing MOM, the My Okanagan Math Assessment System Leveraging IMathAS Join this session to learn more about how the recent integration of MOM into Moodle can support a range of student assessment options. IMathAS is an Internet Mathematics Assessment System. It is primarily a web-based math assessment tool for delivery and automatic grading of math homework and tests. Questions are algorithmically generated and numerical and math expression answers can be computer graded. Learning Outcomes: <ul style="list-style-type: none">• Introduce you to MOM (My Okanagan Math) and its capabilities• Explain how to integrate MOM into your Moodle Courses• Model the creation of 3 question types• Discuss potential applications for your courses



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Monday, Nov 14	2 – 3 pm	Emerging/Evolving Beverlie Dietze	<p>Program Mapping – What does it mean and why have one</p> <p>Program mapping is a matrix that visually represents the goals of the program with course learning outcomes and the level of the outcome.</p> <p>Topics include:</p> <ul style="list-style-type: none">• The relationship of program maps to program quality.• Strategies for developing program maps.• How program maps connect to curriculum development and faculty/instructor teaching and learning <p>Learning Outcomes:</p> <ul style="list-style-type: none">• Identify what is meant by program maps.• Examine how and why program maps support faculty/instructors and students in learning.• Highlight the relationship of program mapping to curriculum design. <p>This session is completely interactive.</p>
Tuesday, Dec 13	9 – 10 am	Emerging/Evolving Chantale Hutchinson	<p>Creating a Course Syllabus for Student Success</p> <p>The course syllabus is a significant document. One that not only outlines course learning outcomes and expectations to students, but also one that can foster student success. This session will provide the top ten tips for creating a top-notch syllabus students will actively reference, saving it from the dark fate of lying crumpled in the bottom of a backpack.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none">• Discuss the role of the syllabus• Brainstorm the core elements of a well-designed course syllabus



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			<ul style="list-style-type: none">Evaluate a syllabus from a past course and identify its strengths and areas for development
Tuesday, Nov 1	10 – 11 am	Emerging Ben Halsall	Teaching with Kaltura’s Virtual Classroom Kaltura is an online classroom that is included in every Moodle shell. Learn how to use the basic features of Kaltura’s Virtual Classroom. You create playlists using PowerPoints, PDFs and videos as well as launching breakout rooms, creating quizzes or polls, learning how to record live sessions and more. Learning Outcomes: <ul style="list-style-type: none">Launch a Kaltura Virtual ClassroomCreate a whiteboard, playlist, quiz & pollShare your screen and record a virtual classroom
Wednesday, Nov 16	12 – 12:30 pm	Emerging Ben Halsall	Micro session Poodll An introduction Poodll for language teachers. This toolkit includes powerful applications designed for language learning. ReadAloud, Poodll Solo and Wordcards provide tools to provide speaking practice, word learning, oral reading, pronunciation that can be embedded in your course shell right inside Moodle. Learning Outcomes: <ul style="list-style-type: none">Discuss Poodll features and their applications in language teaching.Examine how these tools work inside your Moodle course.Explore ReadAloud, Poodll Solo & Wordcards for assessment and engagement.



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Date	Time	Level/Facilitator	Workshop
Wednesday, Oct 19	12 – 12:30 pm	Emerging Ben Halsall	Micro session Screen Capture & Editing This micro skill session will look at how you can use tools such as Zoom, Kaltura and PowerPoint can be used to screen record video & voice to be shared in your course shells. You will also learn how to edit your videos right inside Moodle. Learning Outcomes: <ul style="list-style-type: none">• Create a screen recording.• Upload a recording.• Edit a recording in Moodle.
Thursday, September 8	2:30-3:30 pm	Emerging Julie Dais	Moodle Quick Start Your Moodle shell design is integral to the student learning experience. This is a hands-on, workshop in which you can work on building a new Moodle course or update an existing course while following along with the facilitator’s instructions. The pacing will be nice and slow to give participants time to actively make changes to their Moodle page. Learning Outcomes: <ul style="list-style-type: none">• Examine the key features of Moodle including Moodle blocks, activities, resources, and gradebook• Create or modify your Moodle course to enhance the student experience
Tuesday, September 13	10:00 –11:00 am		



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Thursday, September 15	9:00-10:00 am	Emerging Julie Dais	Moodle Quiz Development Moodle quizzes are one method of assessment in Moodle. They can be used for formative or summative purposes, and question design options are wide-ranging. In this hands-on workshop we will create a variety of Moodle questions, organize the questions for easy access in the future, and apply user overrides to quizzes (important for students requiring extended time during a quiz). Learning Outcomes: <ul style="list-style-type: none">• Create a Moodle Quiz using a variety of question styles.• Organize quiz questions with categories or tags• Apply user overrides to a quiz
Tuesday, October 4 Wednesday, December 7	2:30-3:30 pm 3:30-4:30 pm		
Thursday, November 24 Wednesday, December 7	3:30-4:30 pm 9:00-10:00 am	Evolving Julie Dais	Alternate Assessments in Moodle Beyond Moodle Quizzes, there are many tools in Moodle that can be used for measuring learning outcomes. Alternative assessments can encompass everything from take-home or timed, open-book exams, demonstration of learning through the term using portfolios, and even student produced videos. Bring your ideas to this workshop and we can discuss assessment possibilities. Learning Outcomes: <ul style="list-style-type: none">• Examine alternative question styles and delivery methods suited to various alternative assessment methods• Determine the appropriate alternative assessment methods to meet the learning outcomes in your course.



Date	Time	Level/Facilitator	Workshop
			<ul style="list-style-type: none"> Discuss the development of pretest guidelines and marking rubrics
<p>Tuesday, September 20</p> <p>Tuesday, September 20</p> <p>Thursday, October 27</p> <p>Wednesday, November 30</p> <p>Wednesday, December 7</p>	<p>10:00- 11:00 am</p> <p>3:00-4:00 pm</p> <p>9:00-10:00 am</p> <p>3:30-4:30 pm</p> <p>11:00-12:00 pm</p>	<p>Emerging/Evolving</p> <p>Julie Dais</p>	<p>Gradebooks in Moodle</p> <p>Students rely on the gradebook in Moodle to ensure they are keeping on track. It is important to check the gradebook as it appears to students periodically to ensure accuracy. Each time you add an Activity in Moodle, there is the possibility that a default grade category will appear. In this workshop, we will examine how to organize the grades into categories, adjust the weights, fix quiz totals, and how to drop the lowest grade in a category.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Create a gradebook that matches the evaluation set in the course outline. Enter and change grades. Set up grade categories and weights that make sense
<p>Tuesday, Nov 8</p>	<p>1 – 2 pm</p>	<p>Emerging/Evolving</p> <p>Beverlie Dietze</p>	<p>Research Funding Opportunities</p> <p>Acquiring research funding is an integral part of supporting applied research endeavours. Funding can be granted from a range of agencies including external and internal sources. Join us to learn about research funding opportunities, strategies for successful proposals, and more.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Discuss funding agencies and types of grants Explore strategies for success Become familiar with the application process



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Date	Time	Level/Facilitator	Workshop
Wednesday, Sep 14	10 – 11 am	Emerging Youry Khmelevsky	Research Board Ethics: Everything You Need to Know The Research Ethics Board (REB) at Okanagan College is responsible for reviewing REB applications, ensuring the methods are ethical, and granting approval. Find out whether your research requires ethics approval, when to submit your application, and tips on how to be successful. Learning Outcomes <ul style="list-style-type: none">• Discuss tips for success• Identify application submission timeline• Explore the internal review process
Wednesday, October 12	12-1	Emerging John Devitt	Mitacs: From Applications to Acceptance Mitacs empower Canadian innovation through effective partnerships that deliver solutions to our most pressing problems. By driving economic growth and productivity, they create meaningful change to improve the quality of life for all Canadians. This session will provide an overview of the programs offered, the application and review process, and continuous learning offerings. Join us for a unique opportunity to engage with a Mitacs representative and ask your questions. Learning Outcomes: <ul style="list-style-type: none">• Identify current programs• Examine program eligibility and criteria• Discuss student opportunities and professional development



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October 13	9:00-3:00	Emerging/Evolving Tom Esson Ben Halsall	Moodle Mid-term Health Check You're almost halfway through the term, and things seem to be going well. Take this opportunity to ensure that your Moodle site is serving your needs and the needs of your students, and identify any possible settings, tools, and/or approaches that may help avoid common potholes and other challenges on the road to student success. Learning Outcomes: <ul style="list-style-type: none">• Review Moodle courses to identify potential problem areas• Resolve issues identified• Answer your Moodle questions
September 14 November 28 November 29 (PEN)	1:00-4:00 9:00-11:00	Emerging/Evolving Tom Esson Ben Halsall	Moodle Housekeeping Drop-in You've got questions, we have answers. Take this opportunity to bring your Moodle questions and concerns to a Moodle expert to help keep your course(s) on track in an open, friendly environment. Learning Outcomes: <ul style="list-style-type: none">• Review Moodle courses to identify potential problem areas• Resolve issues identified• Review Gradebook and Exams• Answer your Moodle questions



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Date	Time	Level/Facilitator	Workshop
September 6 September 7 September 8 September 9	9:00-3:00	Emerging/Evolving Tom Esson Ben Halsall Julie Dais	Power-Up Drop ins This drop-in series of workshops is designed to identify new tools and approaches that can help “Power Up” your teaching experience. We work with you to identify bespoke opportunities based on your experiences and the way in which you wish to engage your learners. Learning Outcomes: <ul style="list-style-type: none">• Review Moodle tools and resources to enhance Teaching & Learning• Align Gradebook with Course Outline• Resolve Moodle Questions



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	Emerging	Evolving	Mastering
<p>Our area is here to support you in finding the answers and resources you need in each of the areas outlined here.</p>	<p>How do I design my course and lessons? How do I use learning outcomes to support my course delivery?</p> <p>What supports are available to develop my philosophy and instructional practice?</p> <p>What types of assessment strategies are there? How do I assess their validity?</p> <p>How might I connect with other faculty and instructors to ask questions and share ideas?</p> <p>What is Moodle? What is asynchronous and synchronous teaching mean?</p>	<p>How can I further develop my instructional and assessment strategies?</p> <p>Which educational technology resources are there to enhance and support learners in my classes?</p> <p>Where can I share successful projects and teaching strategies with others?</p> <p>What does differentiated learning look like in application?</p> <p>How can I further enhance my scholarship of teaching?</p>	<p>What are the trends that are up and coming in education?</p> <p>What are the characteristics of the next generation of learners?</p> <p>How might I further integrate technology into my courses in pedagogically sound ways?</p> <p>How might I connect with other faculty to share experiences and learn from one another?</p> <p>What opportunities are there for cross-curricular collaboration and research? How might I share my learning?</p>
<p>Engagement</p> 	<p>One-to-one consultations Outreach to new faculty / instructors Departmental orientations Connections to mentors /coaches</p>	<p>Communities of practice One-to-one consultations Mentor / Mentee opportunities Ed tech champions Departmental initiatives Celebrations of student learning</p>	<p>Communities of practice One-to-one consultations Mentorship opportunities Applied research and paper presentations Ed Tech champions</p>
<p>Education</p> 	<p>Unit / Lesson plans Moodle shell (basics) Assessment Accommodations Classroom management</p>	<p>Program mapping Instructional design (FTF, online, blended) Differentiated instruction Universal Design for Learning (UDL) Teaching online Metacognition</p>	<p>Program mapping Evaluation methods Immersive learning Student co-created learning Competencies Scholarly inquiry</p>
<p>Applying Technology to Learning</p> 	<p>Moodle Sandbox Course building supports Just-in-time training for Moodle</p>	<p>Resources for accessibility Moodle New tech sandbox College wide / department specific workshops Open Education resources and E-texts Video / podcast production / synchronous & asynchronous delivery</p>	<p>Advanced applications in Moodle Progressive technologies – AI, VR, Learning analytics Piloting opportunities for both instructional hardware and software Video recording, podcasting, live streaming</p>



Emerging	Evolving	Mastery
Sessions for emerging instructors and faculty will provide a general overview and introduction to tools and approaches, allowing time to respond to questions, evaluate examples and participate in guided practice.	Evolving sessions will involve more in-depth focus into topics while facilitating dialogue on successful practices and challenges amongst participants.	Mastering sessions are intended as collaborative engagements where participants share practices and problem solve while exploring and piloting new tools and approaches.

Five tips for making the most of your learning experience and transferring new knowledge/skills to practice – make the session work for your learning style!

- If you wish to try the ideas that are being presented, feel free to do so – either use a second screen or divide your screen in two.
- If you have specific questions about how you may use a strategy presented in your teaching and learning environment, please stay on the session at the end or connect with the presenter, your LAR/Technology team to explore further.
- As you learn about new strategies that fit with your teaching and learning style, record them and then have them available when mapping out your course for the semester. Refer to your LAR/Tech team for further information or support when mapping your course.
- Set up the number of lesson plans that you require for the semester. Sequence the new teaching and learning strategies that you wish to present throughout the course.
- Discuss your learning from the sessions with a colleague. Constantly think about how the learning will support student engagement, curriculum delivery, learning outcomes, student success and your teaching and learning philosophy.

Workshop Schedule
September – December 2022
Please register at [Learning and Applied Research](#)