

ONE CHANGE CHALLENGE

Submissions for 2018-2019

(in no particular order)

SIAM GROBLER

School of Business
ADMM3441h: Social Enterprise and Social Innovation

I have been using Socrative (www.socrative.com) as a way to monitor how many of my students actually learn something from my lectures. And since students have to provide their name to complete the quiz, I also use it as a way to monitor attendance. Socrative is typically employed at the end of class, right before the class is dismissed. The Socrative app can be found on smart phones but you can also access it for any device. I change and provide the updated login for every class so that students have to be present in the lecture in order to complete the Socrative quiz. Each quiz consists of 2-3 questions, covering material that was just presented. And since my attendance is based on the Socrative, I can be very precise with my attendance grade. Socrative for 1 class is free for teachers and it is always free for students.

ELIZABETH RUSSELL

Psychology
PSYC 3550H: Adult Development and Aging
PSYCH 4170H: History of Psychology

One change I have implemented this semester is **ongoing planning and visioning related to writing timelines** in both my courses (3rd and 4th year). Inspired by the concept of New Years' Resolutions, in January during class time, I had students watch a video on goal setting (for inspiration) and then work through a worksheet related to setting their own personal and professional goals for 2019 - these goals were very open and big-picture. This was something we actually came back to throughout the semester. Following from those broader goals, as the semester progressed, students were given worksheets in class to allow them to set individual writing goals for the assigned essay that make sense for their *own* timelines and due dates, and they spend time sharing these goals with a partner. As the semester has progressed and as deadlines loom(ed), we revisited and modified these goals. I created corresponding handouts that are quite specific about the steps required for writing, and when we do these activities, they are asked to bring in what they have written so far (in draft form), to receive real-time informal feedback from their peers, the TA, and myself. I also send periodic, strategically-timed reminder emails in the evenings through Blackboard to help students who might be working on a particular writing deadline revisit and manage their pre-set goals and objectives. I have implemented this new approach with the overall idea that breaking one very big task down into quite manageable goals, assigning personalized due dates next to those, and sharing those goals with peers and the professor, students are more likely to see these as do-able and complete them in advance of the deadline. The outcomes of this still remain to be seen - but early evidence of the draft papers I've seen so far shows promise.

CHARLES WYSZKOWSKI

School of Education
Year 2 Practicum

In preparation for their (hopefully) upcoming interviews, I developed this year a Review competition between the two halves of my class (could be more teams with larger classes.)

The idea was that they had to come up with the challenge questions themselves (AND be prepared to answer them if required to do so - see attached competition rules.)

They also had to judge professionally the value of the response to their question. (Again, see the attached rules.)

I, as facilitator, was also able to clarify or extend intended learning.

Example:

Review Competition

A/ Split the class into two teams facing each other

B/ EACH TC (independently!!) writes 2 challenge questions to ask the other team: the question can be on assessment or anything from Prac **in either Year 1 or Year 2.**

C/ Each team selects a 'reader' and the questions are handed in to him/her. The reader identifies any repetition or overlap and asks for alternative questions from the team to make up the right number of questions.

D/ A coin flip determines who asks the first question.

E/ A correct response receives 2 points; a partially correct response receives 1 point; no answer receives 0 pts; an incorrect answer has a 1 point deduction (**can't go below 0 Total**)

- A 'no answer' or an incorrect answer turns the question back to the questioning team for an answer: **same points apply.**
- Teams may consult before answering

F/ The 'asking' team decides and comments on the merit of the answer given. [**Because these are Teachers Candidates, the asking team comments on how the response may be received by a Board interview committee. This might include further clarification of the issue.**] **This resulted in much profitable interaction!**

G/ I am the official referee as to 'right or wrong'

KEVIN PETERS

Psychology
PSYC 2019H

I teach our department's core second-year courses in research methods (PSYC 2018H) and statistics (PSYC 2019H). It is fair to say that these courses are 'dreaded' by many of our students as they are required to take them, and they do not always see the relevance of these courses to what they think psychology is all about (e.g., "why do I have to learn about statistics when I want to help people?"). The

sections I teach have around 200 students enrolled in them, so it can be very challenging to get students engaged with the content.

One of the major changes I made this past year was to incorporate two-stage tests into these courses. Stage 1 is a typical test, where students write the test individually. The novelty lies in Stage 2, which is a group test. After completing Stage 1, the students get into groups of up to 4 students and write the same test as a group. The individual test counts as 85% of their grade and the group test counts as 15% of their grade. Although I had read about other instructors using two-stage tests at other institutions, I was a little apprehensive about trying them in my courses.

So, how did it go? Amazing! As an educator it was so satisfying to see the students actively debating about their answers to the questions as they went through the test. Students were gesturing, smiling, laughing, and very engaged with one another as they went through the test as a group. The room was absolute chaos at times with the groups so busily talking about the questions, and there was definitely an 'energy' in the room. My sense is that most students really enjoyed the experience. It is worth pointing out that the group test is voluntary – students may elect to have the individual test count as 100% of their grade and not stay for the group test.

One of the things that I have found over the years in teaching these courses is that students seldom come in to see which questions they did not answer correctly, and why they made the mistakes they did. The group test component allows for this form of immediate feedback – students get to see why they made certain mistakes. The format is not perfect, as the group still does make some mistakes, but the interactive component makes the exercise worthwhile. In a course such as statistics, mistakes in understanding content early in the course make the rest of the courses very difficult. I also think the group test component helps to reduce some of the anxiety that students have about writing a statistics test.

Although my experience with two-stage tests is very limited, I have seen higher test grades on the individual test components than in previous years, suggesting that there is some merit to this approach. I am very pleased with the first round of using the two-stage tests and I will continue to use them.

BALAJI SUBRAMANIAN AND DAVE MARSHALL

Department of Physics and Astronomy
PHYS 3130H and PHYS 4140

Demonstration of resonance phenomenon in upper year classical mechanics courses:

The concept of resonance is key to understand several physical systems and plays a major role in the pedagogy of physics, especially in upper year courses. Usually the concept of resonance is taught in classical mechanics course through the theory of oscillators. Often the idea of resonance is discussed through differential equations. It is followed by presenting physical situations one might encounter such as natural frequency of bridges and why soldiers are asked to break their stride, role of resonance in tuning in to radio etc. Although these physical situations are very interesting, creating a strong intuition about resonance is far more important to understand the theory of oscillators. In this context, on my request, Mr. Dave Marshall developed the forced oscillator system, which has the unique ability to demonstrate resonance in the class. This forced oscillator is nothing but a disc which is attached with an electric motor whose frequency of rotations can be controlled. Here the plane of the disc is

perpendicular to the plane of the floor and rotation happens in the plane of the disc. A simple pendulum (a hanging mass in a string) can be coupled to the rotating disc. Students are asked to calculate the natural frequency of the hanging mass in the string using the well-known relation among the frequency of oscillation of the pendulum, length of the string and gravity. Then the simple pendulum is coupled to the disc which is attached to the forced oscillator (i.e. motor-disc setup). Now the motor is rotated at a frequency way below the calculated natural frequency of the pendulum and again at a frequency way above. The observed oscillations would not show any significant changes in the amplitude of the pendulum. However, when the frequency of the oscillator matches or closer to the natural frequency of oscillation of the pendulum, the amplitude of the pendulum increases dramatically. At this condition the pendulum will be swinging wildly. This is a simple but yet dramatic display of the concept of resonance. This demonstration was conducted just after the lecture in which we derived the resonance conditions, and students were able to appreciate the connection between the lecture and the demonstration.

KAI CHUNG

School of Business

FROM DIDACTIC TEACHING TO SITUATED LEARNING: THE EMERGENCE OF SOCIAL LEARNING

Traditional Teaching

Traditional teaching approaches in academic institutions have been overwhelmingly based on *didactic teaching*. Generally, didactic teaching is viewed as a pedagogical approach based on various teaching modals – from visual to auditory to reading-writing and kinesthetic modes. These multi-modal didactic teaching methods have generally been effective in aiding the instructor to teach theoretical knowledge with the students in a classroom or laboratory. Students grasp theoretical knowledge through cognitive critical thinking. Hence, didactic teaching focuses on teaching from the instructor to the students.

Contemporary Learning

A contemporary teaching approach known as '*situated learning*' have been argued by recent scholars since the late 1980s to shift the pedagogical focus from didactic teaching within classrooms to situated learning within social groups. In essence, these scholars believe an instructor should look at '*how*' the students learn – instead of '*how*' the instructor teaches. Situated learning does not focus on the multi-modal methods of teaching but rather on the multi-interactive social learning amongst the student groups. The instructor becomes a facilitator that encourages students, as a collective social group, to engage in social learning.

Situated Learning @ Trent University

I adopted the above pedagogical approach of situated learning as the '***One Change***' into my current Winter 2019 course - that centered on two areas:

a) Situated Learning in Course Design

To create a social learning group amongst the students in my class, I designed my course by combining didactic general theoretical knowledge with situated specific experiential (real-world) knowledge - as provided below:

- 1) I provided 10% of total marks on class participation to encourage each and all students to engage in classroom discussions, and exchange views.
- 2) I selected a real-world case study for the group assignment - instead of relying on textbook. Here, I encouraged my students to proactively conduct online research to gain different social views on the same problems.

- 3) I empowered the students to participate and discuss in class on how best to format the final exam structure. I merely facilitate the discussion.

b) Situated Learning in Course Delivery

To inculcate situated learning during course delivery, I provided three '*social learning artifacts*' that enhanced the experiential learning by the students – as provided below:

- 1) I started my weekly class by sharing briefly at least one real-world event relevant to the course with the students. As a facilitator, I encouraged my students to engage and participate in collective discussion on each real-world event.
- 2) I peppered my class presentation slides with examples from the real-world (not from textbook) to allow students to 'situate' themselves in the real-world context and apply the didactic theoretical knowledge taught into these learning contexts.

Way forward, as our knowledge-based society gets more learned, traditional didactic teaching by instructor has to evolve and combine with situated learning by the students. My above-mentioned '**One Change**' in this course is merely an early precursor to the inevitable arrival of the reality... where instructors shall facilitate the interactive situated learning by the students within social contextual groups in any academic institution.

BRANDON TOZZO

Politics

I instruct American politics and government in the politics department. One change I made this year is that on the week on race and racism in America, before the lecture I have my students take a Literacy test that was commonly given to black people in the South before the civil rights act. I try to see if undergraduates have the literacy skills "required" to vote.

Invariably, they all failed the test and it showed them the level of racism that was around - and is still around in the United States. It was a great teachable moment and generated some excellent class discussion.

JIM COSGROVE

Sociology

In my 4th year course Key Concepts in Sociological Analysis (key concept this year "Risk"), I was able to give my students the option of working with the City of Oshawa's Teaching City/City Lab initiative, which gives students experiential learning opportunities working with the City on urban issues it is facing. This year, students who participated chose the issue Homelessness/Tent Cities/Drug use in Parks. Students have remarked on what a great opportunity this was. We had the Showcase presentations of students' Posters at Oshawa City Hall on Friday April 5th. This was not so much a change in what goes on in class, but rather getting students out of the class to apply their sociological knowledge and skills.

JONATHAN BORDO

Cultural Studies

The From lecture to workshop — a note on the discursive transformation of Cultural Studies 3556 Place Matters

Over a lengthy academic career at Trent with an appointment to teach art history and aesthetic theory, I have followed the long established academic format of someone trained in philosophy lecture, materials, tutorial — the lecture sets out the ideas, the materials as the evidence, the tutorials as the engagement of the student with the ideas and the materials. Students wrote papers. Works of art belonged in work shop courses, which were paired to the academic offerings in visual art. There was a strong complementarity. The very idea, the topics and the approach and even the materials for them course entitled Place Matters challenged the academic pedagogical format by the very question posed at the outset by asking the place question in a variety of iterations — where is this? what spot is this? Where am I? What entitles me to be here? The question is directed at somewhere by a subject who poses the question. It introduces reflexivity — a me that asks the question, both third person and first person and the dialectic between them. The course offers an approach to engage and respond to that question by inviting the student to give a rendering of a place of their determination. By putting the place question as the starting point, the X marks the spot as the initiation of the discourse, I crowded out both the lecture and the materials. The difficulties I had after two years of trial and error forced me to effect a flip or a turn where the pursuit of a site place of the student occupied the centre of the learning while the lectures and documents inform the discovery of a site and the elaboration of a distinct and singular place advanced by each student. An approach that I have advanced in my research called “critical topography” establishes the way or the steps to proceed as a discourse formation. Over the last iteration of the course, I taught in this way without recognizing that I had transformed a lecture dominant course into a site centered workshop course. Next year I will teach the course explicitly as a workshop course from the outset which I hope will be more comprehensible and available to an academically diverse demography of students across the University. Students can produce essays, word image albums, narratives, videos, curate an exhibition. Essays are fall back positions. Thus the course initiates and encourages research creation. The pedagogy derives from and is informed by my research and publications and the transformation influenced by three years of doctoral teaching of the second year course in discourse formation.

See for example: Jonathan Bordo “The Homer of Potsdamerplatz – Walter Benjamin in Wim Wender’s Sky Over Berlin/Wings of Desire, (Images – A Journal of Jewish Art History and Visual Culture, Amsterdam: Brill, 2008) pp.85-108

GARY BURNES AND LANNA DESANTIS

Biology

I wanted to alert you to a new thing that Dr. Lanna Desantis and I tried as a midterm in our BIOL-3840, Animal Physiology course. The class is 2 hours. So, we had a multiple choice mid-term for the first 50 minutes (using a scantron). Students then took a break for about 10 minutes, and then they had the option to re-write questions from the mid-term again, but this time working in groups of 3-4 (again, using a scantron, although each individual in a group submitted their own scantron). The group mid-term was worth 20% of their total midterm grade, while the portion they wrote on their own was worth 80%. This group exercise was entirely optional, and students could choose to leave after they wrote the

individual midterm, if they chose to. Questions for the group midterm were projected onto the screen using powerpoint, so we did not need to use extra printing.

The average, not surprisingly, was higher on the group mid-term. Interestingly, not all students did better on the group exercise; some did better on their own. We intentionally chose the harder questions that might benefit from discussion, so our suspicion is that if students did worse it was probably because they got the same questions wrong on the group midterm and the individual midterm. Because some students write in the CAT office and are allocated extra time, we had these students start their midterm early, so that they could return to class to participate in the group exercise (should they choose to). The only challenge with this was to ensure that students did not have another class immediately preceding our class (it seemed to work out though).

Our sense is that students found the exercise an interesting twist on a traditional midterm. But until the course evaluations come back we will not be able to say for sure. Certainly it was the loudest midterm we have been involved with!

KATHRYN NORLOCK

Philosophy

My introductory class exceeded 100 students again, and I wanted to skip the use of clickers this year but keep my grading manageable. I somewhat nervously turned to Blackboard reading-quizzes online once a week, outside of class, on a multiple choice/true-false basis, worrying the whole way that attendance would drop off. I'm pleasantly surprised to report that for the majority of term, attendance was every bit as good as it was when I was using Clickers for in-class quizzes. The questions on the weekly assessments were always based on the material covered in class that week, so students were aware that attendance enhanced the ability to do well on the low-stakes, but reasonably challenging, quizzes. The questions were fun to write, and designing the quiz questions to elicit critical thinking was a pedagogical challenge that moved me to really think about what I wanted to do in the lectures, and what I most wanted students to learn. Attendance was less consistent in the second half of term, after reading week, and I'm going to continue to think about how to motivate students to value being in class. But I'm definitely using Blackboard reading-quizzes again next term. And unlike the year I used clickers, this year attendance was a little lower, but participation was much higher. Instead of showing up for the purposes of taking the quiz, the students were showing up in order to make sure that they would know what they were doing by the end of the week. It's been rewarding.

DAVID BERESFORD

Biology

This year in the Biology of Invasions course (4th year BIOL4520H), we used live specimens that the students collected in February for a lab study. We undertook the collection in the first half hour of the lab period as a class. Students, TAs, and I collected burs from the burdock plants that are in the ditch along adjacent to the DNA building. In the lab, students opened the individual burs to find that many of them contained moth larvae inside the seed-heads that wiggled out of the burs, making themselves known to the students. It was great to be able to have our students be outside in the winter to explore the wildlife around campus, and to discover these and other living creatures that share our campus with

us in these overlooked places. The biggest impact from this new lab protocol was that it demonstrated that winter is not just a time when everything outside stops, and that weeds such as the burdocks are important habitat for many animals, even if they seem unimportant to us. Some of the students saved the moth larvae to feed their goldfish. The entire lab period was filled with delightful chat as the students examined their catches under the microscopes, seeing through the transparent exterior to the internal structures. In the past we have worked with seeds only for this particular lab experiment. The innovation was changing species so we could include these small but delightful hidden animals which made this learning lots of fun! The larger lesson – the underlying purpose behind the lab, was to reveal what is already all around us, that even waste places, ditches, and weed-beds are habitat for a myriad of creatures.

KIM ENGLISH

Nursing

I teach a 4th year online course in rural nursing practice. If students have not had an experience with a rural community, they do not always get the context for this practice setting. I have begun using a couple of different tools to assist with this. The first is I have the students participate in a "virtual field trip" to a remote nursing station in an Indigenous community. Students get to hear the stories of nurses working in this setting, elders who also work in the centre and community members. I then have started having students create their own digital story about a rural or remote community, including looking at health issues, social determinants of health, access and the role of the RN in such a community. This change has led to greater understanding of the realities of rural communities, and the work nurses do in these communities. I was fortunate to receive funding to enhance this course and am planning to expand the digital stories throughout the course.

MELISSA PESTILL & KIM ENGLISH

Nursing

In our first year Nursing course, my colleague Melissa and I have walked away from using powerpoint and lecturing. Instead, based on work Melissa started doing in one of her 3rd year courses, we have moved to using mind maps. We use the map in place of a powerpoint, we then have iPads which we teach from. This allows us to move around the large lecture theatre, engaging with students. We can write on our map, embed hyperlinks and videos - all seamlessly as we are engaged with the class. Adopting this approach has allowed us to move away from lecturing at, to learning with these students. After using this approach this past fall, we noticed an improvement in active learning in the class (which can be a challenge with 240 students) and their overall testing scores. We plan to continue adapting this work in the Fall when we teach the course again.

DR. NAVEEN KALRA

Trent School of the Environment
ERSC 4350H: Climatic Change

It was my first experience of teaching at Trent University, although I have more than 30 years of research, teaching and training experience in Analyzing Impact of Climate Change and Climatic Variability in Natural Resource Management, Agriculture and Forests.

In ERSC 4350 H, I planned to design the syllabus with more emphasis on basics of climatic change and on applied aspects in key sectors viz. agriculture, forests, energy.

I got the able support and guidance of Prof. Shaun Watmough and Prof. Stephan Hill for designing the syllabus and during mid-course advice. 60 students registered in this course, Basics of Climatic Change and Climatic Variability

My aim was to deliver the basic knowledge of climatic change, which primarily included climate change, climatic variability, climate extremes/episodic events, ozone hole, aerosols, carbon sequestration, vulnerability assessment, mitigation /adaptation strategies, scenarios of future climate change and management/control options for Canadian environment, land use/land cover change dynamics, IPCC and national/inter-national deliberations.

Advanced Knowledge related to Climatic Change Assessment

The newer concepts of climatic change introduced to students were as under:

Introduction of key extreme climate indices, through use of Module- RCLIMDEX

Characterization of climatic variability through conventional, statistical and modelling approaches

Key Outcomes

Students learnt major actions for pursuing climate change and climatic variability studies for characterization and impacts analysis

ROBIN QUANTICK & DAVID NEWHOUSE

Indigenous Studies
INDG 1002H and INDG 1002H

This year the Indigenous Studies ICR came into play and our numbers went up significantly. From one section of 150 to this semester 4 sections of 200 each. In this process it became more challenging to find ways to engage in large group lecture. We needed to begin working to find new ways to ways link the goals of the course to the content of the lectures and then make measurable links to the assessed work submitted by students in a large lecture environment.

Two changes in approach in lecture emerged that made a difference to our students and their ability to connect theory to content and content to their written submissions. They are as follows;

The Glossary of Terms:

In the first lecture session we posted a list of 10 essential terms. Rather defining them and asking students to commit definitions to memory we provided a list of resources and put them into groups of 4. We then assigned each group a term and then tasked them with submitting that term to blackboard for discussion at the week two lecture.

We posted the glossary for all of the students to share and we used a refined version of the glossary in our lectures and assessed activities throughout the course. The visible outcome of this new practice was that our students were better able to engage with the material. The activity helped to create a common shared language from which to begin a discussion.

Poll Everywhere Software:

One of the Challenges of large group lectures is the inability to work in groups. The use of Poll Everywhere software came courtesy of the staff of INDG 1002H Peterborough: Phil Abbott, Will Horton and Gabriel Maracle.

Using Poll Everywhere software we put students into pairs and groups of 4 and had them engage in discussion around key questions that emerged in the readings, their research and the lecture content. Using the software they responded in real time to questions and had their responses displayed in a variety of formats from the front of the room. All of this can be done from a cell phone or a laptop. The visible outcome of this new no cost practice is greater engagement in class and improved attendance at lecture. Ultimately we believe this has contributed to students making more connections.

ANNA ROOKE

Biology

There are over 35 000 species of fishes. That's more than all other vertebrate species combined. In *Ichthyology* (BIOL4210) we explore the incredible diversity of fishes from around the world. This course was designed to emphasize active, student-directed learning, and to highlight the power of creative communication in science. The plan was to have each student pick a fish taxa, research it, and share their knowledge. But I wanted it to be fun, so instead of assigning an essay, I assigned an UnEssay.

An UnEssay (<http://people.uleth.ca/~daniel.odonnell/Teaching/the-unessay>), is an engaging and educational project that is NOT an essay. As long as the project communicated scientific information about the fish taxa, and it was not an essay, it was acceptable. As you might imagine, this resulted in a very open-ended assignment, and students were a little hesitant when I first introduced it. To alleviate these concerns, I met with each student individually to discuss their plans and progress in developing the project piece. Students were also required to submit a written statement outlining the scientific information portrayed in their project piece and reflect on the process of making it. In the end, I received a wide variety of projects including pamphlets, videos, cartoon strips, board games, and even a cake. I was impressed by the creativity and effort students put into producing their UnEssays. It was clear that students had embraced the assignment, and learnt a lot about their chosen taxa.

An unexpected and pleasant outcome of this assignment was its ability to promote peer-to-peer learning. Students that were nervous about public speaking found discussing the UnEssay piece with peers much less intimidating, which facilitated group discussions. Many students voluntarily chose to present their UnEssay pieces to the class, which resulted in several creative and entertaining presentations. The UnEssay project allowed students to personalize the course to their own interests, and challenged their creativity while developing research and communication skills. Overall this assignment was a great success, and I would definitely assign something similar in the future.

SHAOLING WANG

Trent Centre for Language and Linguistics
French and Francophone Studies

Unlike teaching content courses, language teaching requires constant interactions between the learners and the educator in class, and how to guide the learners to be able to use the target language(s) outside of the classroom, in real world situations is the priority of language educators.

The other challenge a language educator faces is there are different levels of target language speakers with different linguistic backgrounds in one class, especially when the language courses are limited. Take my Chinese courses here at Trent University as an example, some students are zero beginners while some of them have had experiences in speaking but do not know how to read and write. Since we do not currently offer different courses, I have to change the way I taught in other institutions such as University of Hawaii, Harvard University, Wellesley College in the U.S. and University of Toronto in Canada where different levels of courses are offered. When I have mixed students as such, assignments and exams are thus designed differently to fulfill different needs and demands.

The summary of the above statements is a responsible language educator has to constantly change and find creative ways to instruct in class. It is not just one change but many changes.

However, since I joined Trent in 2007, the most popular, according to the students, change I have made with my language courses in these recent years is to connect the courses with community events, as well as language festivals and symposiums held and organized by me at Trent.

Peterborough ReFrame Film Festival run by ReFrame, a non-profit organization, is an annual documentary film festival. It brings the Peterborough and surrounding communities together to learn and care about international issues on human rights, environments, society, politics, economy, etc. The films are made in different languages with English subtitles.

In the past three years since I joined the Board, I have learned that there is very little youth involvement and lack of youth interests. Thus, I have been thinking the way to bring it to my students' attention and at the same time relate to the courses I teach. Since there are always Chinese film submissions to the festival, I have implemented watching one of the Chinese films into the curriculum, and the students have said this not only helps them linguistically but it gives them a chance to better understand the Chinese culture and the way of thinking in order to better communicate with Chinese people.

About three years ago, I started the Trent Language Festival (this year with the support and assistance of Professor Boyne from Linguistics, it was called Trent Language and Linguistics Symposium held in March) to give all the language including ESL and Linguistics students a platform to showcase their language learning results. For students in the Chinese section, this was one of their assignments. Some of them chose to do poster presentations while others did oral presentations in Chinese. Students in different language sections had a chance to share their language learning experiences and exchange different language learning strategies.

So what is the one change I have made in my course design? It is to create more input (like listening) and output (production) opportunities for the students by supporting community and Trent events.

RHONDA SMITH

Forensic Science

We have a new Masters of Forensics Program at Trent. One of the courses offered is a Presentation of Expert Evidence in Court course where students learn how to give scientific evidence in a way that can be understood to non-scientists in courts. For the first time ever I had only 19 students in a course so I was able to play with some really intensive role playing. About mid-way through the course we changed the Professor/Student roles to Counsel/Expert roles. From that point on in the course all email exchanges were as if we were in those roles. Students were subpoenaed to court using real subpoenas, they had to correspond with each other (not only were they experts for one fact scenario, they worked in teams as defence counsel for another) in those roles, and then in the culminating exercise they were put on the stand, in open court, in front of people they did not know and gave their evidence. I have taught a 4th year course on the same topic for years but the numbers are much larger so the ability to be as hands on is more restricted. The deportment of these Masters students was amazing. They demonstrated professionalism at every step. Their feedback on the exercise was very positive and while many went into it feeling fear about doing it in front of people they did not know, they realized they were actually not really bothered by that after-all.

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