

# Teaching and Learning in Higher Education

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## Teaching Professor Learns Lessons of Being a Student

**Maryellen Weimer**  
Penn State

*Maryellen Weimer, a keynote speaker at this year's STLHE conference on "The Student Experience of Learning", explores key lessons learned from her recent experiences as a student.*

A year ago, it was astronomy. I took the course with 60 first semester students. Last fall, it was chemistry. I took the course with 20 first semester business majors. Both courses fulfilled general education science requirements; neither were courses for majors.

For years, I've (sort of) facetiously proclaimed that if we are really serious about improving college teaching, there is a simple way we could accomplish that goal: require college faculty to take a course outside of their field once every three years.

I will continue to make that claim, but no longer facetiously. Being a student is a powerful motivator and mechanism for change in one's classroom and in one's thinking about how education works. Here's a brief run down of some of the most important insights that came to me through this process.

### 1. Beginning college students connect first and foremost to the instructor - not the content.

They don't see the content as relevant, accessible, or particularly interesting. They gravitate to the prof and define their relationship to the course in terms of their feelings about him/her. They characterize these relationships in highly personal ways that most of us would consider irrelevant: "He's mean."

"She's nice." "He doesn't like me." "She intimidates students." Most amazing and frightening to me is how strongly these thoughts about their teachers impact motivation and learning.



*First year students in a Chemistry Lab*

### 2. When you are required to learn something that you don't see as important or relevant, you don't experience the joy of learning.

The thick fog of all that is required - assignments, reading, labs, and

homework - obliterates the landscape. The beauty, general shape of and the connections within a knowledge domain, the answers to questions that do matter, none of these are seen by students. I took both these courses because I'm 55 and all but science illiterate. I was thrilled to finally understand the difference between global warming and ozone depletion. Students take these courses to get credit, because they're required, something to get out of the way on their way to other courses. Will they be science literate when they're 55? Will they love learning?

### 3. There is joy when you learn by doing.

I loved chem lab; it smelled strange, the drawers held glassware with funny names and other weird equipment we learned how to use. We wore safety goggles and knew how to operate the emergency shower - it wasn't like a "regular" classroom. We collected data with not a clue as to why we were getting those results, and we wondered why. The questions arose naturally out of what we were doing and sometimes so did the answers. And those were moments of insight, revelation, and understanding. Even class curmudgeons were on occasion captivated.

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## STLHE/SAPES

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### Electronic Discussion:

#### STLHE Forum

The STLHE electronic mail forum has been active since October 1988, to support the exchange of opinions, ideas and experiences concerning teaching and learning in higher education.

To subscribe, contact the list coordinator, Russ Hunt, e-mail: [hunt@stu.ca](mailto:hunt@stu.ca) or visit the STLHE website at [www.stlhe.ca](http://www.stlhe.ca) in Communication.

### Teaching and Learning in Higher Education

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## Spring Newsletter: The Student Experience of Learning

The STLHE conference is quickly approaching. This year Prince Edward Island is the picturesque site for the annual conference, with the theme **“A Fine Balance: The Student Experience of Learning / Trouver le juste milieu: l’aventure de l’apprentissage chez l’étudiant.”** This newsletter will build on the conference theme, and will also provide an overview of STLHE activities.

The Fall Newsletter will celebrate teaching excellence and recognize the Teaching Award winners from 2005. We welcome submissions of approximately 500 words. Please send any contributions or questions to the editor.

In the future, we would like to recognized members of the STLHE who are taking new positions or retiring. Additionally, if there are any publications from STLHE members that you would like to see identified or reviewed in the newsletter, please let us know.

Your feedback on any aspect of the newsletter is always welcome.

## STLHE Green Guide Series

Green Guides are short handbooks that offer pragmatic advice on a wide variety of teaching and learning issues, with the aim of encouraging reflection on current practice and enhanced effectiveness.

For details:

[www.mcmaster.ca/stlhe/publications/green.guides.htm](http://www.mcmaster.ca/stlhe/publications/green.guides.htm)



- No. 1: Teaching Large Classes  
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by Sergio J. Piccinin
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### To Order:

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## Teaching Professor

Continued from page 1

Learning takes courage.  
Teachers must respect that.

**4. Our own disciplines and fields of study we wear like a pair of glasses - everything passes through and is changed by those lenses.**

Folks in the sciences don't define theory anything like we do in the humanities - it took me way longer than it should have to figure that out.

**5. Perceived prowess as a lifelong learner can melt like ice under a hot sun once you find yourself in a new, arid, unfamiliar learning territory.**

In both of these classes, after concerted attempts to understand basic concepts, I seriously wondered if I had what it took to master the material.

**6. The gap between the one who knows (the teacher) and those who don't (the students) is much larger than I ever realized.**

Sometimes you literally cannot figure out what you need to ask. And then when you finally do get a question framed, sometimes the one who knows doesn't understand the question, probably because it's framed in such a convoluted manner. And then when he or she answers, you don't understand the answer, probably because it's framed in a way totally unrelated to what you do know and understand.

**7. It is safer and often more productive to first ask questions of fellow students.**

They don't always know and sometimes give wrong answers but in the process of trying to figure it out together, you work with the content. It does become clearer, and you do learn more than when you are just given the answer straight out.

**8. Exams provoke enormous amounts of anxiety.**

Even if you keep up with the reading, attend all classes, take careful notes, and do the homework (I tried to model productive student behaviors), you still cram the night before—focusing on memorizing details, going over notes, doing problems. Are you learning? Yes. Are you loving it and finding pleasure in this mastering of the material? No.

The sense of mastery gets inextricably tied up with the grade only at that point where a sinking feeling tells you that you wouldn't do nearly as well on this exam if you had to take it again right now.

**9. I couldn't believe that I, self-proclaimed devotee to learning, bragged shamelessly about earning an A, complained bitterly about getting a C, and that I did both without ever discussing what I learned.**

What is the best way I can describe my experiences in these two classes?

Exhilarating and humiliating. As a consequence of these experiences, I have resolved never to forget what may be my most important insight: learning takes courage. Teachers must respect that.

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Maryellen Weimer is one of the keynote speakers at the STLHE 2005 conference.

*Editor's Note:*

*The Teaching Professor* is an excellent resource. For subscription information visit [www.magnapubs.com](http://www.magnapubs.com)

## Errer ou périr

Denis Bélisle

Université de Sherbrooke

*Le Conseil des récipiendaires du Prix d'enseignement 3M lancera, dans le cadre du congrès de la SAPES, "Toute la différence: Hommage au Prix d'enseignement 3M." Vous en trouverez un extrait dans les paragraphes qui suivent; il s'agit d'un témoignage composé par un étudiant auprès duquel un de nos collègues a joué un rôle très important. Bonne lecture! -Alex Fancy*

Je l'ai rencontré la première fois il y a plus de vingt ans, dans une salle de cours bondée, où l'attendaient plus de cinquante jeunes adultes, assis comme au théâtre mais sans fébrilité, disposés par paliers, devant une plate-forme centrale qui jusque là n'avait surtout été, pour moi du moins, qu'une tribune servant à débiter du déjà lu déjà vu. Rien de neuf sous la pluie en ce matin de septembre 1980, et encore moins dans cette salle humide, sentant l'imperméable et le linge mouillé, alors que tous s'affairaient aux petits objets du culte académique : cahiers, tablettes, livres, crayons, chacun consacrant ainsi son petit autel et se préparant pour la cérémonie des notes – la prise de celles qui en apporteront, espère-t-on, une bonne à la fin. Moi, je n'avais que cigarettes, café, et la certitude que pour quiconque a un peu d'imagination, il est impossible de ne pas rater sa vie.

Par dérision, par nécessité, je me retrouvais encore à l'école. Ce moyen terme entre l'hypnose salariée des entreprises et l'indigence immonde de la cloche. Étudier, apprendre, savoir... Le refuge ultime, toujours à refaire, le soi; qui se construit de doutes harnachés, de certitudes anéanties et d'anticipations acharnées. J'avais toujours pressenti l'existence d'un royaume de secrets, tout proche, prêt à être révélé, et pourtant si loin, puisque personne ne semblait y être allé. Personne même pour reconnaître qu'il y a là une forme essentielle de vie : la connaissance, celle qui se déploie et qui nous possède à un degré tel qu'elle se confond avec nous-mêmes. C'était une soif intense, déçue.

Ma première année universitaire m'avait, encore une fois, exposé à une immense vacuité de sens, servie par des glottes inconscientes, ânonnant des litanies de recettes aussitôt recopiées par des centaines de doigts, rabaisant d'innombrables yeux sur des blancheurs griffonnées, au lieu de faire les fronts s'élever et d'entraîner l'esprit à chercher

quelque chose qui soit digne de regard. Aussitôt les derniers examens terminés, la gorge en feu, j'ai fui. Trente dollars en poche, le pouce, l'Ouest.



Cet été-là, j'ai vagabondé sur plus de quinze mille kilomètres, occupant divers emplois au gré des nécessités, séjournant dans les montagnes, traînant dans les villes. J'ai rencontré des destins tout tracés, qui me venaient d'étrangers : un jeune homme avec de riches parents qui me voulait pour associé, une jeune femme tombée amoureuse de moi, une autre que j'ai aimée, un bandit qui voulait m'entraîner dans la contrebande, d'autres étudiants, des travailleurs, des indiens, des voyageurs, tous des gens en mouvement, évoluant dans les décors de ce monde, faits de boulevards, d'océan, de gratte-ciel, de falaises, de maisons et de forêts. La carrière? Très peu pour moi. Mon seul but a toujours été de faire l'expérience de la condition humaine, et la plus sublime de ses richesses semblait être cette vie intérieure, cette pensée fluide qui se forme et se déforme en nous, qui nous habite, mais dont personne ne parle...

Je suis revenu à l'automne, tel un migrateur, vers l'école. Par habitude. Mais ce matin-là, jour de rentrée, entre les parapluies et les

cahiers des autres, les yeux encore pleins de soleil et d'aventures, j'en étais à préparer un choix – un choix capital. Je me souviens encore des mots exacts qui me venaient alors à l'esprit : «S'il ne se passe pas bientôt quelque chose de dramatiquement différent, la semaine prochaine je retourne dans l'Ouest. Au diable toute cette mascarade!»

9h10 – Il est en retard. Il arrive, un gobelet de café à la main. Pas de livres, pas de documents. Il nous regarde comme en passant, sourit, boit une gorgée de café. Il arpente la salle de long en large en nous jetant de brefs coups d'oeil. Pendant quelques minutes, c'est tout ce qu'il fait, en buvant le café. Soudain il s'arrête, déclare : «Bonjour! Je serai avec vous cette session pour que nous fassions ensemble un bout de chemin. Je parle vite. Je sais que je parle vite. Je parle vite parce que je ne veux pas que vous preniez de notes. Dans ce cours, il n'y aura pas de livre, pas d'examen. Nous allons plutôt parler – parler de connaissance...» Puis il offre son discours, sa pensée qui chemine et qui, par la sympathie des choses, le pousse encore à marcher, de long en large – comme un fauve en cage, il nous fait rêver de liberté.

Je ne suis pas retourné dans l'Ouest la semaine suivante. Dix ans plus tard je terminais mes études doctorales avec ce personnage qui, somme toute, ne ressemble en rien à l'image que je pouvais avoir d'un universitaire. Regardez-le : Il rit! Il s'amuse. Il a de l'audace, il tente le sort et parfois même, Oh ! Hérésie !, il a tort. Cela a été un voyage fabuleux, entraîné à sa suite comme par une vague me poussant vers mes propres découvertes. J'ai eu bien des enseignants, dont certains ne manquaient pas d'intelligence, de culture ou de bienveillance mais, à la lumière de ce que ma jeunesse avait de désir et d'intensité, j'ai souvent l'impression que, de professeur, je n'en ai eu qu'un seul.

English version on page 5

## To Roam or to Perish

Denis Bélisle

Université de Sherbrooke

*“Making a Difference: A Celebration of the 3M Teaching Fellowship” is a project of the Council of 3M Teaching Fellows and a publication of the STLHE; it will be launched at our June conference. This book also celebrates teaching and learning and features both teacher and student voices. To whet your appetite we have decided to publish in the following paragraphs an excerpt which is a text written about one of our colleagues by a former student.*

I first met him more than twenty years ago in a tightly-packed classroom where fifty young adults were waiting as in a theatre but without the barely contained excitement, seats arranged in graduated levels around a central platform, which until then had been for me a pulpit devoted to dispensing “scores” already read and heard too many times. Nothing new under the rain on this September morning in 1980, even less in this damp room smelling of raincoats and wet clothes, as all busied with the cult objects of academe: notebooks, books, pencils, everyone preparing and dedicating their small altar for the ceremony of note-taking. I came with cigarettes, coffee, and the conviction that for anyone who has a little imagination, it is impossible not to waste one’s life.

By self-mocking necessity, I found myself back in school, this halfway house between the wage-induced hypnosis of the work place and the hideous deprivations of vagrancy. Study, learn, understand . . . the ultimate refuge of the self ever in need of reinvention, which grows out of self-doubt, annihilated certainties, obstinate expectations.

I had always felt the existence of a realm of secrets, so near that would be revealed, but so far since no one seemed ever to have been there: the place where knowledge unfolds and possesses us, becoming indistinguishable from ourselves. My thirst was intense and unquenched. My first year at university had offered nothing but boundless emptiness of meaning, dispensed by insensible glottises, braying litanies of old recipes that pulled hundreds of eyes down to scribblings rather than lifting them toward something worth looking at. As soon as the last exam had been written, my

throat on fire, I fled with thirty dollars in my pocket and thumbed my way west.

That summer I wandered more than 15,000 kilometers, taking odd jobs as necessity dictated, lingering in mountains and cities. I was offered ready-made destinies by strangers: a young man with wealthy parents who wanted me for a business partner; a young woman who fell in love with me; another one whom I loved; a thief who wished to drag me into smuggling ventures.

I met other students, workers, native peoples, travelers all, on the move, against the various backdrops of the world, boulevards, ocean, skyscrapers, cliffs, houses, forests. A career? Not for me. My sole aim was always to experience the human condition, and its most sublime expression seemed to be this inner life, this fluid pulsation of thought rising and falling of which no one ever speaks . . .



In the fall, like a migratory bird, I returned to school. By habit. That very morning, that back-to-school morning, making my way among the umbrellas and notebooks, I made a momentous decision: if something

dramatically different does not happen soon, by next week, I’m going west again. To hell with this masquerade!

9:10 a.m.—He is late. He walks in, a cup of coffee in his hand. No books, no documents. He looks at us almost *en passant*, smiles, takes a sip of coffee. He paces through the room, glancing at us from time to time. For a few minutes, that is all he does. Suddenly, he stops and declares, “Hello. I’m here to travel with you on a stretch of road this term. I speak fast. I know I speak fast. I speak fast because I don’t want you to take notes. In this class, there will be no books, no exam. Rather we will talk—talk about knowledge . . .” And then he begins, his flow of thought pushes him to resume the pacing, back and forth, and like a big cat in his cage, he makes us dream of freedom.

I did not go back west the next week. Ten years later I was completing my doctoral studies with this character who in no way resembles how I pictured a university professor. Look at him: he laughs, he enjoys himself. He is bold, takes risks, and sometimes, God forbid, he is wrong. It has been a fabulous journey, swept along in his wake, like a wave pushing me towards my own discoveries.

I have had scores of teachers, some of whom did not lack intelligence, scholarship or benevolence, but in light of the longing and intensity which marked my youth, I often have the impression that, as far as professors go, I only had one.

*En français à la page 4*

# Designing “Student Experiences” for Learning in Higher Education

**Barb Bloemhof & Kristina Trim**  
McMaster University

*In exploring the theme “The Student Experience of Learning”, the authors reflect on whether instructors can play a role in promoting good student experiences.*

Good teaching is not an accident. Careful course design aligns the teaching method, course objectives and assessment, before packaging them into a nice tidy syllabus. During the course, accessible, engaging classes also require planning in order to build in links to students’ prior knowledge and experiences. Periodically, instructors then seek feedback in class to ensure they are achieving the goals set for the class.

But what are students’ experiences of university life? Our recollections of our own undergraduate experiences are of a challenging time, with many fits and starts in learning life lessons.

*“I remember feeling directionless and frustrated that I couldn’t find what I wanted in the library – and then later in the year, working with purpose and realizing that I COULD find what I wanted.”*

*“I felt just crushed because I was asked to re-write an essay: I was exhausted and terrified when re-writing the paper, but later, proud and relieved to hear my peer reader say that I had done a ‘good job’ with the writing.”*

*“...Arguing with my friends over beer about the interpretation of the film we watched in class: we took great delight in outdoing each other with bizarre interpretations!”*

## What are the instructors’ contributions to “student experiences”?

Our own reflections on our undergraduate experience indicate that much learning goes on outside of the classroom. Casual peer conversations or one-on-one time with a professor, what may be termed informal

learning, are the memorable occasions that crystallized understanding. The social aspects of learning that appear to be among the most critical to learning also appear to be beyond our ability to influence.

**Or are they?** Our experiences as instructors confirm that students learn well when involved with other students in academic activities as well as during more social times. And students can learn from other students. Our role is to *facilitate* that interaction as part of how we structure the course. The student experience outside of the classroom can depend on what we put in the course design. Just as we facilitate the micro-learning environment of our classroom, good practice demands that we facilitate the macro-learning environment. The macro-learning environment includes the structure of the course and the community of learners that we make available to students to draw on as resources in the journey through our course.

## Course work as a vehicle to promote these experiences.

In prior years, STLHE conferences explored:

- 1) using interactive textbooks (Brazier & Hildgen);
- 2) enhancing student learning with learning portfolios (Oberle);
- 3) how neon clipboards or lanyards could be added to coursepacks to provide instant peer recognition when students are outside of their superlarge classes (Atkinson); and
- 4) how to use authentic peer review of journal articles to build connections (Steuter).

At this year’s conference in Charlottetown there will be even more examples of innovative ways to plan for connections between our students and the larger learning environment.

## What is the end result?

All of these examples share a mutual risk and mutual investment in the learning outcome, a feature of good peer teaching. They are not merely social, they are structured to break down the isolation that a demanding course load can engender. Designing a course with the broader learning environment in mind is our challenge to enhance the student experience of learning.

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# Providing Students with Opportunities to Practice: Case-Based Teaching

## Green Guide Review

**Filippo Salustri**  
Ryerson University



"Teaching with Cases", a Green Guide by Dunne and Brooks, is an ideal text to introduce instructors to case-based teaching, and a very useful reference for instructors who want to develop cases or improve their existent use of cases.

As a professor of mechanical engineering, I have found case teaching an invaluable tool. Most important is the connection of practice to theory. Engineering students have relatively little opportunity to practice; cases help to alleviate this significantly.

Based on a survey of current practice as well as existent literature, the guide is divided into three parts. First is an introduction to teaching with cases drawing from three disciplines where cases are used extensively: law, business, and medicine, as well as anecdotal reports from survey respondents.

The second part of the guide explains the learning principles that underlie case teaching, and explains key advantages and disadvantages.

I found Part 3 of this guide, on implementation, to be especially useful. It is a practical guide for instructors interested in finding, writing, and developing cases. Also covered are strategies for evaluating student learning and implementing effective lessons that incorporate cases. It contains an easy, step-by-step approach to developing lessons that embed cases. It will allow me, and hopefully others, to focus their efforts on actual case development.

The presentation of material is well-written, clear, and balanced. Case teaching is not proposed as a universal cure. Advantages are balanced with disadvantages. Shortcomings, both from the points of view of instructors and students, are presented and addressed. The connection between case teaching and the Socratic Method is explained in a way that helps the reader determine how to best implement cases in specific circumstances.

In summary then, although I was already a proponent of case teaching as a valid teaching tool, reading this Green Guide has crystallized my thoughts on the subject and convinced me even more fully that case teaching has a place among the "best practices" of teaching in higher education.

Dunne, D. & Brooks, K.(2004). *Teaching with Cases*. Green Guide No. 5. Society for Teaching and Learning in Higher Education / La societe pour l'avancement de la pedagogie dans l'enseignement superieur.

## Feedback: Key to Learning

### Green Guide Review

**Trevor Holmes**  
University of Guelph

One lesson learned by teachers and educational developers is that many learners see us as a model for their own learning behaviours. Serge Piccinin's Green Guide *Feedback* reinforces this with concrete examples based on some of his research.

Although his advice begins with "why" and "how," the final chapter before the summary is almost a better starting point: "Receiving Feedback Effectively" helps us to get beyond the typical doubts we face when we ask for student input. In turn, we're likely to provide more effective feedback to others.

This year, for example, after a "grading gripes" session in which I absented myself from the room, I specifically told students that I would do my best to demonstrate how to receive feedback immediately upon my return. Previously I had taken their

feedback home with me and promised a response within a week. Immediate modelling was better, because I could then refer to my own attempts to deal with feedback when handing back their next round of papers. I would not have been prepared to do this without Piccinin's help.

In my educational development work, I have used Piccinin's guide to shape two workshops. One is a workshop on effective assessment for distance education teaching assistants in a large first-year zoology course. The other is a microteaching session with several graduate students at the end of a six-week course for international teaching assistants (ITAs). In both settings, the *Feedback* Green Guide has proven its worth.

The Guide assumes that it is our job in higher education not only to give feedback

to learners but to receive it in order to transform ourselves. The goal is laudable, and Piccinin manages the potentially prescriptive message better than most. His style is friendly and his research not limited to his own projects, but usefully informed by them.

In laying out all the steps involved in giving and receiving feedback, in discussing thoroughly the forms feedback can take and the barriers to its flow, Piccinin provides the best of what a Green Guide can be. Highly recommended for faculty, teaching assistants, and educational developers.

Piccinin, S. (2003). *Feedback: Key to Learning*. Green Guide No. 4. Society for Teaching and Learning in Higher Education / La societe pour l'avancement de la pedagogie dans l'enseignement superieur.

## ED Caucus Corner

### Educational Developers Caucus

**Trevor Holmes,**  
EDC Vice-Chair Communications  
University of Guelph



*Educational Developers Caucus, 2005 Winter Meeting, Queen's University*

February 2005 saw Educational Developers (ED) Caucus mature in ways that, I hope, will make the original architects of STLHE and the "IDO group" proud. 67 people attended the annual winter meeting, and took advantage of the numerous concurrent sessions offered. The Queen's University setting was ideal for what has really become a conference of no small significance. The first day opened with Robert Sauder from HRSDC (Human Resources and Skills Development Canada), who challenged us to find measures of quality in what we do within the higher education system.

Members had numerous top-notch concurrent sessions from which to choose, thanks to the peer reviewers coordinated by Dalhousie's Lynn Taylor, with the able assistance of Carol O'Neil and Suzanne LeMay Sheffield. Of particular note was the fact that several of our colleagues from the community college system were participants and presenters.

Our business meeting led to some decisions with implications for our future: a budget was passed and a membership fee structure established for individuals. For the first time, joining Caucus will cost \$50 (\$25 for students and retirees) over and above the parent organization's fee. Membership includes voting rights at the Annual General Meeting (in June at STLHE) and eligibility to apply for seed funding for special projects. Details are available on our Web Community, which is accessible through our member database at [www.tss.uoguelph.ca/edop](http://www.tss.uoguelph.ca/edop)

Since last summer, our numbers have grown to 170 members, 101 of whom are

now listed in the Profiler database (at 52 different Centres!). This database was unveiled in Fall 2004 and has been useful in limited ways so far. We will continue to monitor its usefulness as we go forward with community-building efforts and particular projects in mind.

Our plans are constrained only by the imaginations and time of our members, so I would encourage people to get involved with the work of Caucus as we continue to grow. Our Executive as of June 2005 is:

Joy Mighty, Queen's  
Chair  
Lynn Taylor, Dalhousie  
Vice-Chair Professional Development  
Trevor Holmes, Guelph  
Vice-Chair Communications  
André Oberle, Winnipeg  
Secretary-Treasurer  
Carole Dence, Independent Consultant,  
formerly Carleton  
Ros Woodhouse, York  
Carol O'Neil, Dalhousie  
Past-Chair Collective

A very special thanks to Angie Best (Trent), outgoing Secretary-Treasurer, who has done a fabulous job getting the ED Caucus going. Kudos also to the interim Nominating Committee, who may well have loved their work so much that they wish to continue it forever:

James McNinch, Regina  
Eileen Herteis, Mount Allison  
Jeanette McDonald, Wilfrid Laurier  
Denise Stockley, Queen's

Please let us know if you have ideas about how best to serve the educational development community in Canadian higher education. Contact: [tholmes@uoguelph.ca](mailto:tholmes@uoguelph.ca)

## Banff Summer Retreat: Reflecting on Our Teaching

How does who we are affect how we teach, and how does teaching affect who we are? What does it mean to lead a professional life as a teacher in a post-secondary institution? What aspects of ourselves are the most supported and engaged by the work we do? What aspects are the most threatened?

If you're interested in these questions and looking for a unique professional development opportunity to turn inward and reflect on your teaching with a group of interested colleagues, join Mark Weisberg (Queen's) and Jean Koh Peters (Yale) at the Banff Centre next July for three days of thinking, talking, writing, and walking.

Having facilitated two highly evaluated reflection retreats in recent years, Mark and Jean are looking forward to building on their experience, hoping, as in the previous retreats, participants will explore their teaching through a variety of lenses, meet people with similar concerns and goals, come away with renewed energy for teaching. . . and have fun doing so.

For more information and to register:  
[www.iathe.org/BanffRetreat](http://www.iathe.org/BanffRetreat)  
Limited to 30 participants.



Mark Weisberg

## Council of 3M Teaching Fellows Report

**Alex Fancy**

Chair, Council of 3M Teaching Fellows

The Council of 3M Teaching Fellows was created in May 2003 at an exhilarating Toronto think tank. We have worked to identify initiatives the fellowship is best placed to undertake and which support our mission to “enhance teaching and learning in Canadian universities.”

“Making a Difference: A Celebration of the 3M Teaching Fellowship”, which will be launched at the upcoming STLHE conference, is such an initiative. In addition to marking the twentieth anniversary of the program, this book also celebrates teaching and learning and features both teacher and student voices (*excerpt page 5*).

We are also planning the Second International Forum of Teacher-Scholars, “Towards a Framework for Quality

Assurance for Teaching and Learning: An Exploratory Seminar”, which we will host in Charlottetown following the conference. We are looking forward to a dialogue among colleagues from several countries, and are committed to wide distribution of our report and possible recommendations.

On June 11, we will convene our second assembly in Charlottetown. At that time we will identify projects that will engage as many colleagues as possible.

## Message du Conseil des Récipiendaires du Prix d'enseignement 3M

**Alex Fancy**

Président, Conseil des Récipiendaires du Prix d'enseignement 3M.

Que de terrain parcouru depuis mai, 2003 lorsque nous avons créé le Conseil des Récipiendaires du Prix d'enseignement 3M!

Depuis ce temps-là nous avons pu conjuguer l'engagement, l'expérience et la générosité de beaucoup de nos collègues; deux projets actuels nous aident à réaliser notre mission qui consiste à “mettre en valeur l'enseignement et l'apprentissage dans les universités canadiennes.”

“Toute la différence: Hommage au Prix d'enseignement 3M” que nous lancerons lors du congrès de la SAPES, donne la parole à plus de soixante-dix étudiants et enseignants, et nous permettra de célébrer un anniversaire important tout en échangeant avec un grand public des réflexions riches et variées (*extrait page 4*).

Un forum international, prévu pour le 11 juin, donnera la parole à une trentaine de

collègues venus de plusieurs pays, et nous comptons assurer une distribution importante des actes de notre dialogue.

Le 11 juin, lors de notre deuxième assemblée, nous réfléchirons à d'autres activités qui nous permettront de privilégier la vision de mai 2003, et qui sont susceptibles d'engager, elles aussi, un grand nombre de nos collègues.

## Harry Murray to give Chris Knapper Award Presentation

Harry Murray, Emeritus Professor of Psychology at the University of Western Ontario, and winner of the 2004 Christopher Knapper Lifetime Achievement Award, will make a special presentation at the PEI conference.

Harry was honoured at the conference banquet last year as one of the founders of STLHE, a pioneer educational developer, teaching award winner, and one of Canada's most prominent researchers on teaching and learning in higher education. He is especially well known for his ground-breaking work on the evaluation of teaching, and his 2005 presentation will

deal with the history and impact of teaching evaluation in Canadian universities, and whether it has made a difference to teaching effectiveness.

The presentation will also explore future directions for evaluation of teaching, including possible alternatives to traditional student ratings. Harry's presentation will be on Friday, June 10, from 4:00 to 5:15 p.m.

The Knapper Award was created in 2002 to mark the contributions of Christopher Knapper, STLHE's first president. Harry is the second person to receive the award; the first was Chris Knapper himself.



*Harry Murray  
University of Western Ontario, Emeritus*

## Message de la présidente

**Julia Christensen Hughes**  
STLHE President  
University of Guelph

Le printemps semble enfin arrivé apportant un vent de renouveau et de défis à relever. C'est en tout cas ce qui inspire le comité directeur de la Société qui nous fait part des changements en cours.



*Le printemps semble enfin arrivé*

Le comité directeur se réunit en hiver avec le réseau de formateurs en pédagogie. La réunion de cette année a eu lieu à l'Université Queen's de Kingston. Un grand merci à Joy Mighty de son accueil. De nombreuses décisions ont été prises à l'issue de cette réunion qui fut très productive. Soulignons en particulier :

- la planification du lancement d'une campagne d'inscriptions institutionnelle au printemps,
- l'évaluation de différentes possibilités de constituer la Société en personne morale,
- les progrès notables accomplis dans l'élaboration d'un document qui quidra nos relations avec les autres organisations (p. ex. les parrainages, les affiliations et les partenariats) et
- le choix de l'Université de Toronto pour accueillir notre congrès 2006 dont le thème provisoire est " La connaissance et ses communautés ."

Vous en apprendrez davantage sur ces initiatives à l'assemblée générale annuelle qui se tiendra au cours de notre prochain congrès à l'Î.-P.-É. Nous vous invitons à y participer car votre point de vue nous est très précieux.

De nouveaux événements d'importance et des pratiques utiles pour la Société seront annoncés lors du congrès dont :

- un formulaire standardisé d'inscription au congrès et d'adhésion
- une cérémonie d'accueil pour les nouveaux membres qui se déroulera immédiatement avant la réception d'ouverture
- une série de séances simultanées destinées aux administrateurs d'universités et de collèges et
- une nouvelle publication de la Société: *CELT – Collections of essays on Learning and Teaching.*

Nous aimerions recevoir vos commentaires sur ces sujets. Merci à Shannon Murray et à son équipe pour l'organisation du congrès. Le programme est des plus intéressants.

La SAPES participe aussi au symposium : *Leadership for the Scholarship of Teaching and Learning: A National Symposium for University and College Administrators* en collaboration avec le **CHERD**. Nous avons atteint le nombre maximal de participants avec plus de 85 inscriptions. Merci à tous ceux et celles qui ont fait la promotion du symposium en particulier à Teresa Dawson, Directrice (UTSC) et le Dr. Kwong-Loi Shun, Vice-président (Université de Toronto) et Directeur (UTSC) de leur parrainage et leur accueil à UTSC. Nous apprécions votre collaboration.

Pour conclure, j'aimerais attirer votre attention sur la participation de Gary Poole à certaines activités. Au nom de la SAPES, Gary a participé en décembre dernier à une journée sur la mesure de la qualité en éducation supérieure. Les participants ont analysé l'ébauche d'un document élaboré par Ross Finnie de l'Université Queen's et Alex Usher de l'*Educational Policy Institute*, intitulé "*Measuring the Quality of Post-Secondary Education: Concepts, Current Practices and a Strategic Plan.*" Vous trouverez le document final sur notre site web [www.mcmaster.ca/stlhe/projects/quality.in.higher.education.htm](http://www.mcmaster.ca/stlhe/projects/quality.in.higher.education.htm)

Il fera l'objet de discussion lors du congrès de l'Î.-P.-É. La Société porte un intérêt particulier à la définition et la mesure de la qualité en éducation supérieure et surtout aux façons de fournir soutien et reconnaissance. Nous vous invitons à participer au débat en cours.

Au plaisir de vous revoir à l'Î.-P.-É.

*English version on page 11*

## President's Report



**Julia Christensen Hughes**  
STLHE President  
University of Guelph

It appears that Spring is finally here, bringing with it a sense of renewal and opportunity. This is certainly the mood of the Society's Steering Committee – there is much occurring to update you on.

The Steering Committee meets each winter in conjunction with the winter meeting of the Educational Developers Caucus (EDC). This year we met at Queen's University in Kingston. Thanks very much to Joy Mighty for hosting us. Our meeting was highly productive with many decisions made. Of particular note, we:

- plan to initiate an institutional membership campaign this spring;
- are exploring avenues for the incorporation of the Society;
- have made great progress on a document that will be used to guide our relationships with other organizations (e.g., sponsorships, affiliations, partnerships); and
- have selected the University of Toronto to host our 2006 conference, with the tentative theme, "Knowledge and its Communities".

You will hear more about all of these initiatives at the Annual General Meeting during our upcoming conference at PEI. Please plan to attend, since there is much we need your input on.

The conference will also introduce a number of important new events and

practices for the Society, including:

- a standardized conference registration and membership form;
- a welcome event for new members (immediately prior to the opening reception);
- a stream of concurrent sessions for university and college administrators;
- special student rates; and
- a new publication for the Society, *CELT Collections of Essays on Learning and Teaching*.

We welcome your feedback on any of these additions. Thanks to Shannon Murray and her team for organizing such a great conference for us. The program looks wonderful.

Another event STLHE was involved with (in collaboration with CHERD), was the *Leadership for the Scholarship of Teaching and Learning: A National Symposium for University and College Administrators*. With over 85 registrants we reached capacity. Thanks to all of you who helped in promoting the Symposium. A special thank you to Teresa Dawson, Director (UTSC) and Dr. Kwong-

Loi Shun, Vice-President (UofT) and Principal (UTSC), for sponsoring the event and for hosting us at UTSC. We are grateful for your support of this important event.

Finally, I would like to draw your attention to some advocacy work Gary Poole has been involved with. In December of last year, on behalf of STLHE, Gary attended a one-day forum on the measurement of quality in higher education. The focus of that day was a draft paper by Ross Finnie of Queen's University and Alex Usher of the Educational Policy Institute, entitled "*Measuring the Quality of Post-Secondary Education: Concepts, Current Practices and a Strategic Plan*." The final paper is now available through our website [www.mcmaster.ca/stlhe/projects/quality.in.higher.education.htm](http://www.mcmaster.ca/stlhe/projects/quality.in.higher.education.htm) and will be discussed during the PEI conference. How quality in higher education should be defined, measured and most importantly - supported and rewarded - is of much interest to the Society. We welcome your involvement in this ongoing debate. Looking forward to seeing you in PEI.

*En français à la page 10*

**A FINE BALANCE • TROUVER LE JUSTE MILIEU**  
*The Student Experience in Higher Education / L'aventure de l'apprentissage chez l'étudiant*  
STLHE CONFERENCE/CONGRES SAPES • JUNE 8-11 JUIN, CHARLOTTETOWN, PE



Society for  
Teaching and Learning  
in Higher Education



La société pour  
l'avancement de la  
pédagogie dans  
l'enseignement supérieur

What's inside?

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