

Students as Architects of Their Learning: Eight Stories from Three Countries

Objective

To write, edit and disseminate eight narratives that focus attention on the roles students can play in shaping the process of teaching and learning.

Process

Our process will comprise the following steps. We will each write a narrative that:

1. Contains a timeline.
2. Shows evidence of student voices.
3. Answers the following basic questions: Who? What? Where? Why? and How?
4. Reflects the following continuum: the scholar, scholarly teaching and scholarship of teaching.

We will try to limit our narratives to 1,500 words.

All the narratives will be circulated to the entire group by June 1, 2004.

We will, through email discussion, devise an editorial process by June 15. (It was suggested that we might form pairs who would offer each other suggestions).

The final version of the narratives will be completed by July 15, 2004.

We will apply strategies, and test theories, that emerge from the narratives, with a view to recording the results of our experimentation.

We will disseminate our narratives, as well as experimentation and commentary, and will plan to meet again at the June, 2005 conference of the Society for Teaching and Learning in Higher Education, in Charlottetown, Prince Edward Island, Canada.

Group Members

Elizabeth F. Barkeley, Professor and Chair, Music Department, Foothill College (CA).

Richard Butler, Professor of Anatomy, McMaster University (ON, Canada).

Heidi Elmendorf, Assistant Professor of Biology, Washington (DC).

Alex Fancy, Wallace & Margaret McCain Professorship in Teaching, Director of Drama, Mount Allison University (NB, Canada).

Lee Gass, Emeritus Professor of Zoology, University of British Columbia (BC, Canada).

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Whitney May Schlegel, Assistant Professor of Cellular and Integrative Physiology, Indiana University (IN).

Sherri Messersmith, Assistant Professor of Mathematics, College of DuPage (IL) / McGraw-Hill Ryerson.