



Teaching and Learning in Higher Education

ASSESSMENT

Teaching in the Small Business Program for Regent Park and its Neighbouring Communities: What We Have Learned

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Regent Park is Canada's first public housing community and has a long connection to the University of Toronto. In 1949, the Dean of Social Work, Albert Rose, was one of the advocates who successfully convinced governments to build public housing.¹ It is now undergoing a ten-year \$1.5 billion revitalisation as the whole site displayed many signs of the passage of time. In addition to new mixed housing, the revitalisation will create a sports facility and an arts centre.

The Rotman School of Management at the University of Toronto has offered a small business development course for the residents of Regent Park and its



neighbouring communities since 2006. This course is part of a larger learning exchange partnership between the University of Toronto and the residents of Regent Park. The Partnership, spear-headed by Dr. Frank Cunningham and sponsored by the Provost's Office, has included courses in computer science, women's studies, textiles and sport, as well as small business development.

The Rotman School's course runs over a month and the participants meet twice a week for three-hour classes. There are eight content sessions taught by faculty. The topics include business plan development, idea generation, cultural fluency and effective communication, marketing, financing, and information access. There are also coaching sessions, which are held with individuals or in

teams to offer in-depth feedback on the participants' business plans. These coaching sessions are facilitated by alumni, staff, current students, and friends of the Rotman School. The coaches receive training and are connected through Facebook for peer learning and personal development.

While we hold the learning sessions in the community, we hold the culminating activity at the Rotman School. There, the participants present their business plans to a group of bankers, venture capitalists, angel investors, and credit union lenders. Some of the participants have started their own businesses; these include a

The culminating event is another key aspect of the success of the program: it provides focus and encouragement, and ends with a celebration of the participants' achievement. The graduation ceremony, coupled with a festive meal, not only fosters a sense of community, but also helps create an alumni network.

We have learned the importance of working closely with the residents of Regent Park and with community partners to refine the program. For example, we have included short coaching sessions (30 minutes) at

Some of the participants have started their own businesses; these include a music school, a yoga centre, and an educational program for autistic children in Regent Park.

music school, a yoga centre, and an educational program for autistic children in Regent Park.

Everyone involved in the project is a volunteer, and the program is supported by a program manager and a small budget.

What We Have Learned

We have attracted some of our most skilled faculty to teach in the program; this strong faculty participation has been central to the program's success. The coaches too play an important bridging role in helping the participants understand and, most importantly, apply the key concepts to their own business plans. They also reinforce the participants' self-confidence when they work together to enhance their oral presentation skills.

the start and conclusion of each content session to address any questions about the content. As well, we would not be able to provide the degree of ongoing support without the dedication of the program manager.

¹ Hall, J. (2009) The New Regent Park - Will it Work?, http://www.research.utoronto.ca/behind_the_headlines/the-new-regent-park-will-it-work/, accessed December 31, 2009.

Relationship between Area of Academic Concentration, Supervisory Style, Student Needs, and Best Practices

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In an effort to elucidate reasons for attrition in graduate education (around 50% in the United States, Hoskins & Goldberg, 2005), Egan and colleagues (Egan, Stockley, Brouwer, Tripp and Stechyson, 2009) statistically analysed graduate students' supervision ratings. Researchers analysed ratings by 1335 graduate students (283 PhD candidates and 1052 Master's students) upon completion of their program. The current article views supervision through a quantitative lens; however, in a forthcoming work headed by Stockley, our team will analyse written comments with qualitative methods. In both studies, the link between graduate student supervision and student satisfaction is clear. Moreover, findings in the field have established the essential role of supervisors in guiding students fruitfully on their journey through graduate education (Berkowitz, 2003; Haksever, 2000; Lamm, 2004).

In this study, our specific aim is to understand how graduate students from diverse disciplines and cultures respond to different aspects of the supervision process. Specifically, we categorised students by characteristics of their discipline using the Biglan-Becher matrix. The Biglan-Becher construes academic disciplines as "hard pure" (e.g., physics, mathematics, economics), "hard applied" (e.g., engineering, health science, law), "soft pure" (e.g., English, history, linguistics), and "soft applied" (e.g., commerce, education, geography) (Neumann, 2003; Cullen, Pearson, Saha, & Spear, 1994). The term "hard" refers to disciplines that are more empirically driven, whereas "soft" denotes reliance on theories that may not be quantifiable, or at least not quantifiable with fine-grained distinction. The second word in these compound terms specifies the intent of the discipline. When the primary aim of scholars within a domain is to apply findings to societal functions, the domain is termed "applied". In contrast, disciplines devoted to furthering human understanding, with or without direct application, are termed "pure".

It is inherently dangerous to make broad distinctions across entire domains. However, we posit that if differentiated supervision needs prevail in light of confounding interdisciplinary variance, such findings may be useful to the academic community. Indeed, we found important similarities and differences within these dimensional constraints. Specifically,

graduate students from "soft" disciplines relied more heavily on time with their supervisor when making judgments of overall supervisory satisfaction. For these students, 83% of the variance in their satisfaction ratings was accounted for by time allocation, a distinct contrast to the 58% of the variance in "hard" disciplines. On the other hand, after time had been entered into the regression equation, variables such as encouraging meetings and feedback, general field knowledge, constructive criticism, prompt return of work, etc, only accounted for between 4 and 6 percent more variance. These results illustrate that regardless of a discipline's nature, the value of student "face time" supersedes other essential variables.

Statistically detectable differences between groups also indicated supervisory styles required by different cultures. Given the rather small number of international participants relative to domestic counterparts, we were obliged to rather broadly categorise students as Canadian or foreign, all the while realising that variation within the international group may supersede between group variance. However, our research led us to believe that domestic students required more "concrete" assistance from supervisors, such as constructive criticism and timely return of work, and that foreign students required more "holistic" assistance, such as the supervisors' willingness to spend necessary time engaged with the students and helping them acquire knowledge

of school regulations. In contrast with our expectations, holistic variables predicted more variance in supervisor satisfaction regardless of cultural origin or academic discipline. Concrete variables were also very important but not to the same extent, particularly for international students.

Generally our research thus far has led to the conclusion that regardless of citizenship or program, from the graduate students' perspective, allocation of time, and support at academic and interpersonal levels are essential to effective graduate supervision. Unfortunately, our data currently offers a limited perspective. We fully acknowledge that students, and in particular graduate students, are autonomous agents whose attributes and attitudes are of paramount importance when discussing the success (or lack thereof) of graduate supervision. However, the scope and nature of our data did not provide opportunity for a more rounded analysis. Thus, we defer this important component to future research.

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Human and Humane Resources: Matching the Two for Maximum Effectiveness

International Column for HERDSA/POD/STLHE-SAPES Newsletters

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As is often the case in difficult economic times, we hear of positions cut, programs cancelled, and reductions in teaching staff. Especially in these times, it strikes me that higher education has not done a stellar job of protecting its human resources. On occasion, I have even heard policy and practices referred to as "inhumane." The first question, of course, is "Who are these human resources?" I believe that we have to answer that question by first considering the primary goals and mission of post-secondary education and then, by identifying those who are primarily responsible for carrying out that mission.

Mission statements include language about the production, translation, dissemination, integration, and application of knowledge. Clearly, faculty members are charged with those traditional responsibilities on a daily basis. Others contribute, but not to the same degree of involvement. Other mission statement language suggests responsibility for the personal, ethical, and social development of students who, as a result of their education, adopt a mode of lifelong learning and become informed, productive, and caring members of society. Broad demands for "accountability" have increased the pressure on education to address these goals, and these aspects of the mission require contributions from many staff and faculty members. Of course, organisational structure and operational efficiency are required to keep these efforts moving, but ultimately, the success or failure of education depends mainly on the faculty. I hasten to add that from a different perspective, students are also critical human resources. However, as their responsibilities are different, I would like to keep this brief discussion to the issues surrounding the faculty.

There is much relevant research that has come from management and related business fields, and we sometimes don't pay enough attention to what it suggests. For example, the work of David McClelland (1993, 1998) clearly identified the need to consider individual differences and strengths in order to place people in positions where they can be most effective. John Holland's (1997) typologies (especially as translated to educational settings by Smart, Feldman, and Ethington, 2000) provide strong evidence that students have greater success when their individual interests and styles match with those of the

disciplines. George Mild (1982) proposed that one often enters a professional field with high levels of interest, commitment, enthusiasm, and expertise that lead to success. However, success leads to upward mobility into positions that distance individuals from what they liked best and did well. The result is often disappointment and a desire to return to familiar ground. Only when individuals have the motivation, develop new skills, and have a need to advance, are these new positions comfortable.

Lately, colleagues and I have been referring to college teaching as a "Meta-Profession", one which requires a solid "base profession" (in one's discipline) but which carries the need to be very proficient in a wide array of other skills. When institutions hire new people to enter the college teaching profession, there is often an expectation that they will have meta-professional skills or that they will somehow acquire those skills alone. Research literature in the past two decades (e.g., Katz, 2006; Trower, Austin, & Sorcinelli, 2001; Schuster, 1991-92), has noted an increasing sense of isolation among faculty (especially new faculty), accompanied by increasing pressure to excel in all areas of performance. Some institutions have responded by providing additional resources for professional development, but this encouraging note is tempered by the hard economic fact that many institutions have fewer resources to give.

However, professional/educational development does not need to be costly. One of the most effective mechanisms for promoting improvement and enhancing productivity is simply to ensure that our critical human resources have sufficient time to work together to construct shared understandings of their common profession, to build common bonds, to examine their roles and work, and to

identify areas where resources are most needed and can do the greatest good. This does not diminish their disciplinary affiliations, but it does provide an environment where there is a focus on "making our work more effective." The key word here is "our", because shared goals promote shared leadership and shared effort. As Jon Wergin notes, "... colleges and universities may be effectively led by emergent acts of leadership from anyone who chooses to lead" (2007, p. XVI). In other words, one does not have to be in a formal leadership position to effect growth or change.

In post-secondary education, the group of people most critical in this regard and those most likely to emerge as leaders are the faculty. When we remember our critical human resources, and when we provide humane treatment and opportunities for them to emerge as leaders, we are sustaining not only our institutions, but education itself.

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This article is part of an ongoing international exchange among the presidents of the societies for teaching and learning from Canada, Australia, and the United States.

President's Report

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STLHE President
Queen's University

I welcome this opportunity to update you on some of the recent activities of the board of Directors. First there has been a portfolio reshuffle. As you know, my term of office as President ends in June 2010, and although the By-Laws allow for me to extend my term by an additional year, I have decided not to. Of course, I will remain on the Board of Directors as the immediate Past-President and will assume the role of Vice-President (Advocacy) that past-presidents have traditionally undertaken. In the meantime, I am delighted to congratulate Arshad Ahmad on his nomination and subsequent ratification by the STLHE membership as President-Elect. Arshad will serve as President-Elect until Saturday, June 26, 2010, at the closing plenary of the STLHE's annual conference, when my three-year term of office as President officially ends and his begins.

Arshad has had a long history of service to our Society. In particular, he has served as a member of the Board of Directors in his



capacity as the Chair of the Awards Committee, which recognizes outstanding teachers and educational leaders in post-secondary institutions across Canada. For the past ten years, he has also served as the Coordinator of the 3M National Teaching Fellowship Awards program. We can therefore be assured that Arshad will bring to his role as President the wisdom and experience gleaned from his many years of excellent service to the Society.

In keeping with the requirements of the Society's By-Laws, the position that Arshad vacates as Chair of the Awards Committee will be filled by another duly elected Board member, Denise Stockley, who represents Ontario North East on the Board and currently serves as Vice-President (Partnerships). Denise's replacement in the role of Vice-President (Partnerships) will be announced in due course. In the meantime, a committee has been named to determine a process for selecting a new Coordinator of the 3M Awards Program.

Second, under the leadership of Shannon Murray, the Chair of the Membership Committee, the Society is currently conducting a brief survey of all members. The purpose of the survey is to find out more about our members' interests and perspectives on the various activities and services we currently offer with the intent of improving our services and setting priorities for meeting members' needs in the future.

Third, this year marks the 25th anniversary of the Society's partnership with 3M Canada in recognising outstanding teaching and educational leadership through the 3M National Teaching Fellowship Awards program. STLHE is enormously grateful to 3M Canada for its continuous sponsorship of this award. The Council of 3M National Teaching Fellows has taken the lead in organising a series of activities in celebration of this milestone.

Finally, towards the end of last term, I travelled to Toronto for a site visit in preparation for the 30th STLHE Annual Conference that will be hosted by Ryerson University and the Ontario College of Art and Design (OCAD) from June 23 to 26, 2010. The site visit included tours of the facilities on both the OCAD and Ryerson campuses, as well as a meeting with the Conference Advisory Committee.

I feel confident that the stewardship of the 2010 STLHE Annual Conference is in good hands and that the conference will respect the various STLHE traditions and practices while embracing innovative features made possible through the collaboration of two unique institutions. The conference planning is on track and everything points to a stimulating, enjoyable and altogether successful conference that will advance the STLHE goals of enhancing teaching and learning in higher education.

Rapport de la présidente

Joy Mighty
Présidente de la SAPES
Université Queen's

Je profite de l'occasion qui m'est offerte pour faire le point sur certaines des activités récentes du conseil d'administration. En premier lieu, j'aimerais vous informer qu'il y a eu un remaniement des portefeuilles. Comme vous le savez, mon mandat à titre de présidente prend fin en juin 2010 et, bien que le règlement interne me permette de le prolonger d'une autre année, j'ai décidé de ne pas le faire. Bien entendu, je continuerai de faire partie du conseil d'administration en tant que présidente sortante et j'endosserai le rôle de vice-présidente (Promotion) que les présidents sortants assument traditionnellement. Dans l'intervalle, je suis ravie de féliciter Arshad Ahmad pour sa nomination et son élection subséquente par les membres de la SAPES à titre de président. Arshad agira comme président élu jusqu'au samedi 26 juin 2010, à la séance plénière de fermeture du congrès annuel de la SAPES, moment où mon mandat de trois ans à titre de présidente se terminera et où le sien commencera.

Arshad œuvre au service de la Société depuis longtemps. En particulier, il a siégé au conseil d'administration à titre de président du Comité des prix, qui honore les chefs de file les plus remarquables en pédagogie et en enseignement dans les établissements postsecondaires au Canada. Depuis les dix dernières années, il se distingue également comme coordonnateur du programme de Prix nationaux 3M pour l'excellence en enseignement. Nous pouvons dès lors être assurés que la sagesse et l'expérience acquises par Arshad au cours de ses nombreuses années d'excellent service à la Société lui profiteront dans son rôle de président.

Conformément aux exigences du règlement interne de la Société, le poste de président du Comité des prix laissé vacant par Arshad sera comblé par une autre membre du conseil d'administration élue en bonne et due forme, Denise Stockley, qui représente la région du nord-est de l'Ontario au conseil et occupe actuellement le poste de vice-présidente (Partenariats). Par ricochet, ce poste de vice-président(e) (Partenariats) sera pourvu en temps venu. On a formé un comité qui est en train de définir un processus de sélection d'un nouveau coordonnateur du programme des Prix 3M.

Deuxièmement, sous la direction de Shannon Murray, la présidente du Comité des membres, la Société mènera bientôt un court sondage auprès de tous les membres. Le but de ce sondage est de mieux connaître les intérêts des membres et leur opinion sur les activités et services variés offerts actuellement par la SAPES, afin d'améliorer ceux-ci. Nous voulons également établir des priorités pour mieux répondre aux besoins de nos membres dans l'avenir.

Troisièmement, cette année marque le 25^e anniversaire du partenariat de la Société avec 3M Canada. Ce partenariat permet de souligner le travail remarquable de leaders dans le domaine de l'enseignement et de la pédagogie au moyen du programme des Prix nationaux 3M pour l'excellence en enseignement. La SAPES est extrêmement reconnaissante à l'égard de 3M Canada pour son parrainage soutenu concernant ces prix. Le Conseil des récipiendaires du Prix national 3M pour l'excellence en enseignement a pris l'initiative d'organiser une gamme d'activités pour souligner cette étape marquante.

En dernier lieu, vers la fin du dernier trimestre, je me suis rendue à Toronto pour visiter le lieu où se tiendra le 30^e Congrès annuel de la SAPES, du 23 au 26 juin 2010, et dont les hôtes sont l'Université Ryerson et l'Ontario College of Art and Design. J'ai eu l'occasion de visiter les installations des deux campus, celui de Ryerson et celui du collège, et d'assister à une réunion avec le comité consultatif du Congrès.

Je suis certaine que la gestion du Congrès annuel de la SAPES est entre bonnes mains et que l'on respectera les diverses traditions et pratiques de la Société tout en faisant place à des nouveautés issues de la collaboration de deux établissements uniques. La planification de la conférence suit son cours normal et tout laisse croire que le prochain congrès sera une expérience stimulante, agréable et pleinement positive et qu'il contribuera à promouvoir les objectifs de la SAPES en matière d'avancement de la pédagogie dans l'enseignement supérieur.

Book

Review

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University of New Brunswick

Chism, N.V.N. (2007). Peer review of teaching: A sourcebook (2nd ed.). Bolton, MA: Anker.

Given the emerging consensus regarding the pedagogical paradox that, while student learning is the goal of college teaching, students themselves are not in a position to assess solely or even primarily the complex challenges of scholarly teaching through individual course evaluations, Nancy Van Note Chism's discussion of peer review of teaching as a viable alternative is timely and pertinent. Chism's stated aim in this second edition, as in the first, is to empower faculty members to move beyond the notion of peer review as merely a set of forms and procedures. She encourages faculty members to articulate their own set of criteria and standards for assessing scholarly teaching, perform reviews systematically and thoughtfully, and conceptualize themselves as participants in an ongoing discussion about teaching as a complex, challenging, and shared enterprise.

In her study, Chism provides a comprehensive analysis of the stages involved in implementing a peer review of teaching system. More than a sourcebook of documents, Chism's text offers theoretical discussion of principles and goals, along with guidelines and practical resources. The first part, which comprises Chapters 1 through 4, provides a preliminary account of foundational issues, such as the importance of prising apart formative and summative evaluation or the need for a shift from thinking about teachers as individuals working in isolation to thinking about teachers working collaboratively in a community. Here, Chism articulates the theoretical underpinnings that justify the attempt to make scholarly teaching open to public scrutiny, on par with scholarly research, and outlines the various challenges that need to be anticipated in developing a systematic process for peer review of teaching. The second section of the text (Chapters 5-9) offers specific guidelines and sample resources, drawn from various North American post-secondary institutions, to facilitate the peer review of different kinds and aspects of teaching, including course materials, classroom observation, contributions to teaching that take place outside of the classroom, and teaching portfolios. New to the second edition, Chapter 7 describes peer review strategies to accommodate not only special contexts for teaching, such as clinics, studios, and practice settings, but also new forms of teaching, such as team teaching or online teaching. In the final chapter of this study, Chism lists the "habits of the heart" (186) and the ethical principles that must underpin any successful peer review process. Worth mentioning, too, are the detailed table of contents, the index, and the impressive list of references (dating back to 1973) for further reading, all of which help the reader to navigate both the book and the topic.



While I support the tenor of Chism's book in its advocacy of teacher-scholars conceptualizing themselves as working collaboratively within communities of practice, a notion indebted largely to the work of Lee S. Shulman and Pat Hutchings, I nonetheless have two main criticisms. Firstly, there is a conspicuous lack of attention given to the important issue of teaching graduate students how to teach; surely the kind of self-regulating community of teacher-scholars Chism envisages would acknowledge its obligation to develop and nurture subsequent generations of teachers. Secondly, this text contains an unresolved tension between its theoretical and practical aspects: the proposed view of teaching as community property does not quite tally with many of the sample forms that seem designed to assess individual

performance. This perhaps points to the larger problem of distinguishing between formative evaluation (to improve teaching) and summative evaluation (to make personnel decisions); that is, despite the benefits of formative peer review that Chism and others have identified, the reality of limited resources and institutional priorities more often than not subsumes formative within summative review. Despite her ostensible aim to empower faculty, Chism has written a book that empowers administrators to manage faculty by providing strategies to overcome faculty resistance to peer review of teaching.

However, perhaps more than assessing the relative merits of Chism's book, my concerns lament the impossibility of conceptualizing a community of teacher-scholars—who view teaching as community property and who discuss the challenges of teaching rather than assess individual performance—within institutional structures whose very hierarchical nature and system of rewards continue to enshrine both the notion of individualism and the competitive culture of academia. In other words, we aren't there yet in terms of establishing the norm of community culture that Chism herself identifies as a precondition for implementing peer review of teaching.

La Baladodiffusion/le podcasting : outil novateur à la rescousse des professeurs et des étudiants

Andrée Roy
Université de Moncton

De plus en plus souvent, nous entendons des collègues parler des « podcasts » qu'ils développent afin de rendre leurs cours plus interactifs et d'approfondir certains sujets en présentant des documents sonores ou visuels supplémentaires pertinents aux domaines traités.



L'objectif de cet article est d'expliquer brièvement ce qu'est la baladodiffusion (ou le podcasting), de présenter les avantages de ce médium pour les professeurs ainsi que pour les étudiants, et d'expliquer comment procéder à la création d'un podcast.

Qu'est-ce que la baladodiffusion (ou le podcasting)?

Le terme podcasting provient de la contraction des mots « iPod » et « broadcasting ». Les termes anglais « podcasting » et « podcast » sont utilisés beaucoup plus fréquemment que les termes français équivalents, soit « baladodiffusion » et « balado ».

La baladodiffusion ou le podcasting est, selon Wikipedia, un moyen de diffuser des fichiers (audio, vidéo ou autre) communément appelés podcasts ou balados sur Internet. Ce procédé permet l'écoute ou le téléchargement d'émissions audio ou vidéo sur des baladeurs numériques, tels qu'iPod ou MP3, en vue d'une écoute immédiate ou ultérieure.

La disponibilité des baladeurs numériques à des prix abordables et le virage pris par la majorité des canaux audio-visuels de masse (radio et télévision) dans la diffusion de leurs émissions en différé augmentent rapidement la popularité de ce mode de communication. La popularité d'iTunes, auprès des jeunes et des moins jeunes, contribue également à sa popularité. A lui seul, iTunes possède une bibliothèque de plus de cent mille podcasts qui portent sur des sujets divers comme, par exemple, la grammaire, l'histoire médiévale, le mandarin, la communication et le marketing.

Pourquoi utiliser la baladodiffusion/le podcasting?

Les avantages associés à l'emploi du podcasting dans l'enseignement encouragent les professeurs et les enseignants dans les universités, les collèges et les écoles à privilégier ce médium complémentaire dans leur enseignement ou leur apprentissage. Les enseignants et les étudiants bénéficient de cette plate-forme multimédia.

Le podcasting permet à l'enseignant de produire lui-même un certain contenu, de rendre un cours interactif, d'approfondir un sujet en présentant des ressources supplémentaires qui enrichissent les connaissances, d'améliorer la compréhension, de faciliter la prise de notes et la synthèse du contenu, de multiplier les modes d'apprentissage tout en pratiquant d'autres stratégies pédagogiques, d'engendrer un processus de rétroaction, d'encourager l'apprentissage informel, et de remplacer une classe annulée ou manquée. De plus, le podcasting donne aux étudiants la possibilité de faire leurs études selon le concept du « n'importe quand n'importe où ». En effet, un étudiant peut regarder grâce à son iPod ou son MP3 les podcasts lorsque cela lui convient, par exemple, lorsqu'il voyage en auto avec ses parents, en autobus ou tout simplement assis dans son lit à deux heures du matin.

Par ailleurs, le podcasting donne à l'enseignant l'occasion de produire un support pédagogique et, par ricochet, d'améliorer sa prestation, d'offrir un soutien supplémentaire à ses élèves, d'utiliser sa créativité, de valoriser son travail pédagogique et de motiver les élèves par l'utilisation d'un outil issu de leur quotidien.

Comment créer un podcast?

Pour créer un podcast audio, il est nécessaire d'avoir certains éléments technologiques, tels qu'un logiciel pour enregistrer la voix, un micro, un espace web et un lecteur. Pour la création d'un podcast vidéo, il faut de plus prévoir une caméra ou un appareil photo numérique muni d'une fonction vidéo. Cependant, avant de commencer la création du podcast, il faut tout d'abord concevoir une idée ou imaginer un concept.

Plusieurs logiciels pour les ordinateurs Mac ou PC permettent de créer des podcasts. Par exemple, on peut utiliser les logiciels Garage Band, Wire Tap Pro et Audacity avec les Mac. Audacity et Pod Producer, qui peuvent être téléchargés gratuitement, ainsi qu'iPodcast Producer sont compatibles avec les PC.

Le micro peut être intégré à l'ordinateur sous forme de casque ou de micro. Si le micro-casque est le choix retenu, un casque d'écoute avec une sortie USB est à privilégier. Il en existe plusieurs catégories sur le marché à des prix très raisonnables. Si le micro avec une sortie jack est retenu, un ampli audio est à prévoir.

Un espace web est nécessaire pour héberger les podcasts. On peut envisager différentes alternatives telles qu'un espace sur un serveur ou un blogue (le blogue est créé sur un hébergeur de blogues, comme Blogger, Over-Blog et Podemus qui sont gratuits). Un lien RSS est aussi nécessaire pour diffuser les podcasts. Les universités, les collèges et autres institutions d'enseignement ont habituellement leur propre serveur. Ces serveurs privés et restreints à une clientèle précise peuvent être une alternative intéressante pour héberger les podcasts développés dans le cadre de certains cours.

Finalement, un lecteur est un logiciel qui permet de lire, d'écouter ou de voir des documents multimédia. Windows Média Player, Real Player, Quicktime et Dew Player sont des exemples de lecteurs qui peuvent être téléchargés gratuitement à partir de l'Internet et permettent la lecture du podcast que vous avez créé.

Conclusion

Développer des podcasts est à la fois stimulant et amusant tant pour les enseignants que pour les étudiants. Donc, enseignants et étudiants, à vos podcasts!

STLHE Green Guides

Short handbooks on a wide variety of teaching and learning issues



- 1 Teaching Large Classes**
Alan Gedalof
- 2 Active Learning**
Beverly Cameron
- 3 Teaching the Art of Inquiry**
Bob Hudspith and Herb Jenkins
- 4 Feedback: Key to Learning**
Sergio Piccinin
- 5 Teaching with Cases**
David Dunne and Kim Brooks
- 6 Teaching for Critical Thinking**
Geraldine Van Gyn, Carole Ford, et al.
- 7 Creative Problem-Solving**
Daryl Caswell
- 8 Cultural Diversity and Inclusive Teaching**
Shibao Guo and Zenobia Jamal
- 9 Leading Effective Discussions**
Erika Kustra and Micheal K. Potter
- NEW 10 The Portfolio Process**
Eileen Herteis and Nicola Simmons

To order the Green Guides, please visit:
www.bookstore.uwo.ca
The Bookstore at The University of
Western Ontario

Les effets des représentations sociales sur l'évaluation en Français Langue Etrangère par des professeurs d'université au Mexique

Noëlle Grout

Universidad Nacional Autónoma de México,
Mexico

I. Introduction

Nous avons entrepris une recherche au Département de Français du Centre d'Enseignement de Langues Etrangères (CELE) de l'Université Nationale Autonome du Mexique, pour identifier les paradigmes de représentations sociales susceptibles d'interférer dans la pratique et le travail d'évaluation des professeurs. L'importance de l'évaluation dans certains contextes de la vie sociale et particulièrement en classe, et le fait que nous agissons tous selon des paradigmes de représentations en tant que sujet social, justifient ce travail.

II. Cadre théorique

L'évaluation des étudiants englobe en général différents enjeux et défis pour les professeurs, et cela aux niveaux psychologique, professionnel, social et culturel. De plus, elle sert à rendre compte des acquis, à décider des succès et des échecs. Elle peut aussi être un moyen de contrôler le bon déroulement de la classe. On ne la considère plus maintenant comme un moment isolé dans le processus d'enseignement et d'apprentissage, mais plutôt comme un acte qui s'inscrit dans un réseau de communication sociale.

La théorie des représentations sociales (RS) a été formulée par Moscovici en 1961 dans sa thèse « La psychanalyse, son image, son public ». Les RS sont des processus mentaux qui fonctionnent comme une grille de lecture de la réalité sociale. Il s'agit d'un concept dynamique, car il y a construction à partir de la communication et de l'interaction sociales, dans des contextes culturels particuliers. Les RS s'organisent en trois dimensions par rapport à leurs objets : l'information, le champ et l'attitude.

En fonction des quelques notions brièvement évoquées ci-dessus, on peut affirmer que l'évaluation est un objet de RS (Moliner, 2001). Elle est importante pour les sujets car elle représente une partie fondamentale de leurs activités d'enseignement. Les sujets sont en interaction réelle; l'évaluation représente

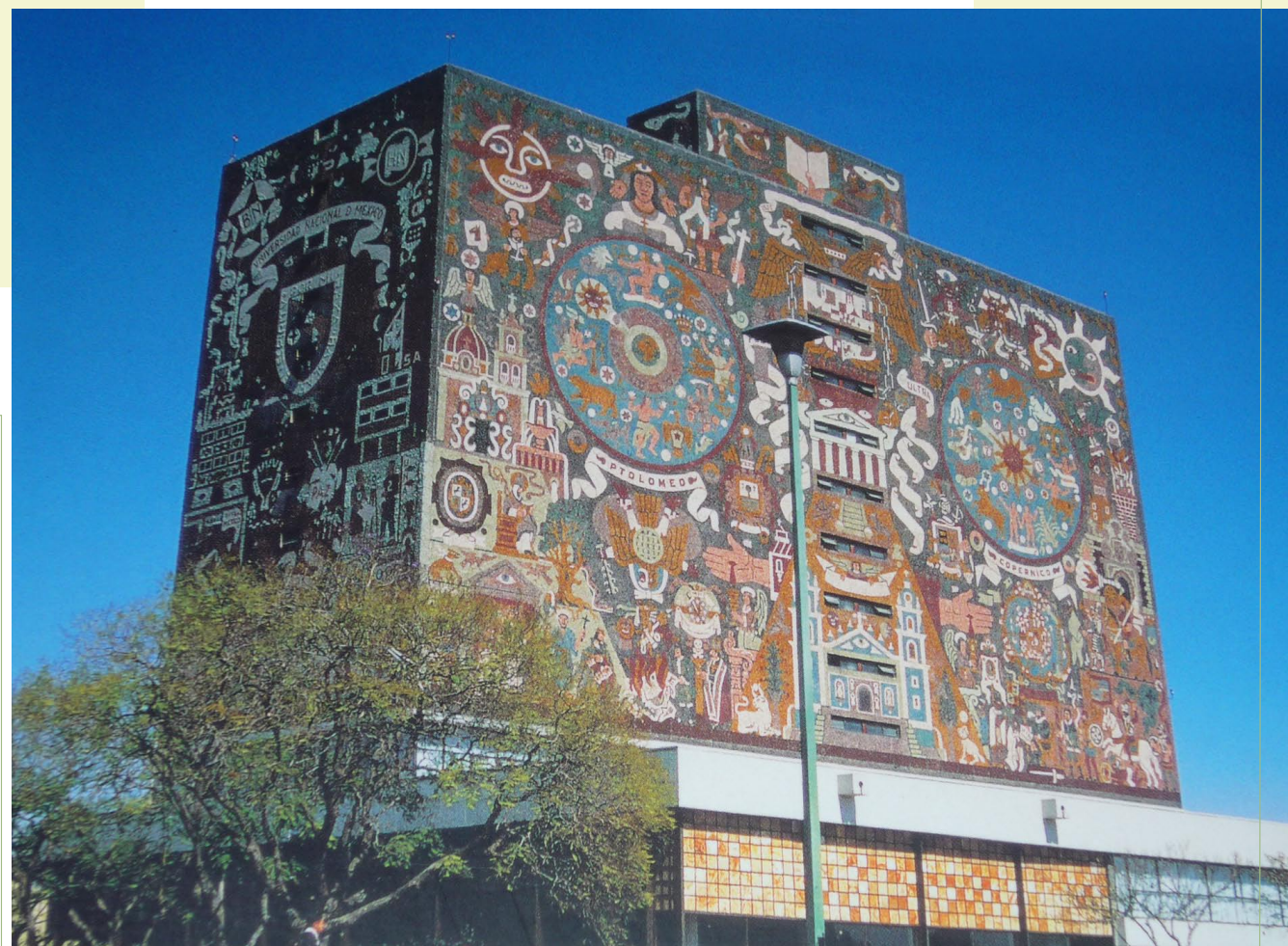
un enjeu quant à la cohésion du groupe de professeurs; c'est constamment un sujet de discussion bien qu'il existe des instances régulatrices.

III. Méthodologie

Nous avons utilisé différents outils, dans une optique de recherche qualitative pour essayer de cibler, en priorité, les aspects processuels des RS de nos sujets. Nous voulions en effet arriver à découvrir comment s'étaient formées leurs représentations et quels en étaient leurs contenus.

Nous avons organisé et enregistré un entretien avec chaque professeur. L'entretien portait sur de nombreux aspects, y compris ses coordonnées personnelles, sa façon de mettre en pratique l'évaluation dans ses classes, ses opinions sur l'enseignement, le département d'affiliation, les catégories d'élèves, les conseils que le sujet pourrait donner à un professeur novice sur l'évaluation des élèves ainsi que des commentaires sur les modalités d'évaluation proposées par le Département. Celles-ci se limitent à demander aux professeurs de chaque niveau d'appliquer en fin de semestre un seul examen qui devrait suffire à juger les performances de leurs élèves en ce qui concerne les quatre habiletés (compréhension écrite, production écrite, compréhension orale, production orale), la grammaire, le lexique et la capacité de communication. Ces examens sont élaborés par un ou deux professeurs et n'ont pas évolué en fonction des changements subis ces derniers semestres par les programmes et les objectifs de chaque niveau.

Nous avons travaillé avec 24 enseignants : 6 hommes et 18 femmes ; 15 Mexicains, 9 Français (erreur de ma part). Dix sujets avaient entre 31 et 40 ans, 14 plus de 41 ans ; 19 avaient suivi le cours de formation du CELE ; 19 avaient fait des études dans le domaine des Humanités ; 12 avaient plus de 10 ans d'expérience et 12 moins de 10 ans ; 15 ont déclaré être professeur de FLE par hasard et 9 par vocation.



IV. Résultats

Les professeurs ont exprimé une représentation sociale de l'évaluation qui est la suivante. 21 professeurs considèrent que l'évaluation est un processus, alors que deux seulement pensent que c'est un produit ; un professeur est indécis. Cependant, tous les sujets coïncident sur les autres traits caractéristiques de l'évaluation, que nous pourrions qualifier de périphériques selon la nomenclature habituelle en RS. Ainsi, l'évaluation est fondamentalement utile pour tous les acteurs bien qu'elle soit une source de pression et d'anxiété. Par ailleurs, elle doit être continue, formatrice, cohérente avec les cours, personnalisée et qualitative. Elle doit être basée sur l'engagement de l'élève, la négociation, l'auto évaluation, la coresponsabilité et l'autorégulation. Finalement, elle devrait cibler la séquence d'apprentissage, les quatre compétences, la capacité à communiquer et les progrès.

Pour nos enseignants, l'évaluation qu'ils organisent eux-mêmes est plus importante,

adéquate et significative que l'examen officiel du département. A ce sujet, les professeurs ont critiqué assez durement les examens qu'ils jugent mal conçus : sans modification d'un semestre à l'autre, sans activités significatives, sans rapport réel avec le programme mais avec des erreurs de syntaxe et un niveau de difficulté tout à fait inadéquat.

Conclusion

Nous pouvons conclure que la RS que nous avons détectée s'inscrit dans le courant des normes actuelles d'évaluation en didactique et nous laissent entrevoir des professeurs informés sur le sujet dont les pratiques vont de pair avec leurs représentations. Ils se présentent comme un groupe homogène, qui montre une cohérence et une cohésion assez fortes vis-à-vis des politiques d'évaluation du département, qui sont l'objet de leurs critiques.

Bibliothèque centrale du
Campus de l'UNAM. Ses
4000m² de mosaïques
créés par Juan O'Gorman
en 1956 représentent le
processus de formation
du Mexique actuel.

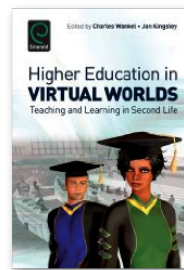
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Recent Publications

New and Noteworthy

Charles Wankel, Jan Kingsley eds. *Higher Education in Virtual Worlds: Teaching & Learning in Second Life. Emerald Group, Howard House: Bingley (November 2009). ISBN: 1849506094.*



A compendium of clear, applicable, cutting-edge reports from practitioners and academics, with effective learning activities using the Second Life virtual world platform. This book shows how to sidestep barriers and move to effective educational application of this engaging technology.

New Online Publication

We are pleased to announce that *Collected Essays on Learning and Teaching (CELT)*, Volume II, edited by Alan Wright, Margaret Wilson, and Dawn MacIsaac is now available online at: <http://www.stlhe.ca/en/publications/celt.php>

CELT, volume II, associated with the annual conference of the Society for Teaching and Learning in Higher Education (STLHE), features thirty-six articles based on presentations at the 2008 STLHE conference hosted by the University of Windsor in Windsor, Ontario. Each article was reviewed by three individuals from across Canada through a blind peer-review process. CDs of Volume II were distributed at the 2009 STLHE conference in Fredericton, New Brunswick.

CELT, volume II, presents outstanding articles by an international roster of authors, including:

Alice Cassidy,
University of British Columbia
François Georges et Marianne Poumay,
Université de Liège
Gail Frost & Maureen Connolly,
Brock University
Nicola Simmons,
University of Waterloo
Dave Berry & Cynthia Korpan,
University of Victoria

Forty articles, submitted for publication in volume III, are being peer-reviewed across the country at this time. Volume III will be published in CD format in time for distribution at STLHE 2010 hosted by Ryerson University and the Ontario College of Art and Design.

CELT, volume I, is also available online at: <http://www.stlhe.ca/en/publications/celt.php>

Feel free to contact Alan Wright at celt@uwindsor.ca for more information.

Call for Co-Editors

Expressions of interest are invited for co-editors of "Teaching and Learning in Higher Education," the STLHE/SAPES newsletter which is published three times annually.

The appointment is for a term of three years, with an option to renew. The co-editors are involved in all stages of production and work in collaboration with a graphic designer. One of the co-editors should be Francophone and will be responsible for encouraging bilingual contributions and for translations.

Preference will be given to people with:

- experience in editing and publishing
- organizational skills
- ability to work well with others
- access to a network of educators
- infrastructure to support the editorial process
- membership in STLHE

Selection Process: Candidates will be selected by a panel including representation from the STLHE President, Educational Developers Caucus and Council of 3M National Teaching Fellows.

Transition: One of the retiring co-editors will assist the incoming co-editors with one issue in order to facilitate a smooth transition.

Submissions: Candidates should submit a written letter of interest indicating relevant experience, ideas for future directions, and a curriculum vitae.

To: Sylvia Avery at riselays@mcmaster.ca

Date: Tuesday, June 1, 2010

Appel de candidature pour co-rédacteurs/trices

Nous vous invitons à poser votre candidature pour les postes de co-éditeurs/co-éditrices du bulletin de la SAPES, publié trois fois par an.

La nomination est pour une période de trois ans, avec possibilité de renouvellement. Les coéditeurs/coéditrices travaillent à toutes les étapes de production et collaborent avec un designer graphique. Un-e des coéditeurs/coéditrices devrait être francophone et aura le mandat d'encourager les contributions francophones et de s'occuper des traductions.

La préférence sera accordée aux candidats qui présenteront les atouts suivants :

- Expérience de la rédaction et de l'édition
- Capacité d'organisation
- Capacité à collaborer avec d'autres personnes
- Accès à un réseau d'éducateurs
- Accès à une infrastructure de soutien pour le processus rédactionnel
- Statut de membre de la SAPES.

Processus de sélection : Les candidats seront sélectionnés par un jury formé de la présidente de la SAPES, de représentants du Réseau de formateurs en pédagogie de l'enseignement supérieur et des membres du Conseil du Prix d'enseignement 3M.

Transition : Une des corédactrices sortantes assurera la corédaction d'un numéro avec les nouveaux corédacteurs/les nouvelles corédactrices de manière à assurer une transition facile.

Candidatures : Les candidats sont invités à soumettre une lettre de déclaration d'intérêt où ils feront état de leur expérience et de leurs idées concernant les orientations futures, ainsi que d'un curriculum vitae.

Destinataire: Sylvia Avery à riselays@mcmaster.ca

Date: mardi 1er juin 2010

For additional information, please contact: corinne_beauquis@utsc.utoronto.ca

Pour tout renseignement supplémentaire, veuillez contacter : corinne_beauquis@utsc.utoronto.ca

Call for Newsletter Submissions

Please submit your articles, book reviews, photos, and other teaching and learning news to the co-editors for consideration in the STLHE Newsletter.

Submissions must be in accordance with STLHE Newsletter Writing Guidelines and must relate to the issue theme.

The themes are as follows:

**Fall (November):
Exploring. Shaping. Knowing**

Submission due date: August 30, 2010

**Winter (March):
Risk-taking in teaching and learning**

Submission due date: December 30, 2010

Protocol for Revision of Submissions to the STLHE

- 1 The editors closely read and scrutinize all submissions and make changes in order to reduce errors, improve sentence structure, and to improve the quality of expression in the submission;
- 2 Authors have the opportunity to review the submission (quick turnaround) as modified;
- 3 Authors have the opportunity to seek explanations of the editors and to withdraw the submission should they (the authors) not approve the proposed changes;
- 4 The editorial team maintains the right to reduce the length of a submission to meet the stringent space requirements of the newsletter; and
- 5 The editorial team posts the policy on the STLHE website as part of the instructions for authors.

STLHE Newsletter Writing Guidelines

Articles will be reviewed by the co-editors and Editorial Associates, including the President of STLHE and the Chair of Publications. As a general rule, there are some changes for consistency of text within an issue, and for length. Previous issues are available at: www.mcmaster.ca/stlhe/publications/newsletter.html

1. Remember the focus for audience is the STLHE Membership.

- a. The membership is primarily faculty and Educational Developers/Instructional Developers, but there are also other members such as Administrators.
- b. The focus of all material is teaching and learning in Higher Education.
- c. The audience background is very diverse (ex. many discipline areas, different countries, different levels of experience, etc.).

2. Topic

- a. Each issue has a theme. Articles related to the theme will be given preference within an issue, however, some articles of general interest may be included even if they are not related to the theme.

3. The tone should be appropriate for a newsletter.

- a. Preference for practical articles with elements that people can use.
- b. A strong, catchy beginning to an article is more effective.
- c. Paragraphs are generally short, to help with visual scanning.

- d. Sentences that are short and in the active voice are generally preferable.
- e. Use bullets, charts or figures when they will help a reader with scanning an article.
- f. Headings and sub-headings are helpful, particularly in articles that are over 300 words in length.
- g. The article should be easily read by people from a variety of disciplines, so jargon specific to one discipline should be avoided.
- h. Spell out all acronyms the first time: ex. Society for Teaching and Learning in Higher Education (STLHE)

4. Length

- a. 300 words to a maximum of 800 words

5. Reference Style

- a. Some references can be included as appropriate (they are not required), but this is not a scholarly paper.
- b. Use APA style for consistency within the issues.

6. Include a picture (300 dpi) if possible

- a. Pictures of the author or of a topic relevant to the article are helpful to readers.
- b. Pictures are best submitted as electronic files.

7. Title

- a. Include a draft title. This may be adapted, but it is helpful to the co-editors.

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Electronic Discussion Discussion électronique

The STLHE electronic mail forum, active since October 1988, supports the exchange of opinions, ideas and experiences concerning teaching and learning in higher education. To subscribe, contact the list coordinator: Russ Hunt, email hunt@stu.ca or visit Communication at www.stlhe.ca.

If you have a recent publication you would like to reference, or if you have suggestions regarding the new format of the Newsletter, please contact the co-editors. We would like to hear from you!

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STLHE SAPES

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

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