

Teaching and Learning in Higher Education

Number 42

Winter 2006

Strengthening the Scholarship of Teaching and Learning in Canada

Julia Christensen Hughes

STLHE President
University of Guelph

Advancing the Scholarship of Teaching and Learning is one of STLHE's four strategic directions. This article reviews recent activity by the Society in support of this important goal.

The scholarship of teaching and learning (SoTL) has recently emerged as an important international movement in higher education. Founded on the work of Ernest Boyer, past President of the Carnegie Foundation, this movement seeks to support faculty who are interested in bringing a scholarly approach to their teaching practice. Faculty who are engaged in the SoTL study the impact of their teaching on student learning, respond to the results in meaningful ways, and disseminate their findings.

According to Maryellen Weimer, Editor of *The Teaching Professor*, this type of scholarship holds much promise for improving the quality of teaching and learning in higher education, grounding instructional practice in a knowledge base, professionalizing the field, and valuing and rewarding college and university teaching¹. Lee Shulman, current President of the Carnegie Foundation, has suggested that the SoTL is also imperative to the integrity of academe².

We can hardly be a moral community with mission statements that talk about the central place of teaching and learning if we are not also places that investigate those processes and place them at the center of the scholarship in which we properly take such pride.

Acknowledging this promise and imperative, two years ago STLHE formally adopted *Advancing the Scholarship of Teaching and Learning* as one of its four strategic

directions. We also created a portfolio for its achievement, which is currently headed by Lynn Taylor from Dalhousie University. Several events have now occurred in support of this direction.



Julia Christensen Hughes working with colleague Arshad Ahmad.

Last spring the Society organized, in partnership with the Centre for Higher Education Research and Development (CHERD), Canada's first "National Symposium on the SoTL." Hosted by Teresa Dawson and the University of Toronto's Scarborough campus, the symposium attracted over 100 university and college administrators who came together to explore what the SoTL is, why it is important, and what administrators can do to support it at their own institutions.

One of the outcomes of this symposium was the call for the development of a *National*

Framework for supporting the SoTL in Canada. For a copy of the draft framework please see www.mcmaster.ca/stlhe/documents/SoTL.strategy.paper.pdf

This past October, the University of British Columbia and Malaspina University College hosted the 2nd annual conference of the International Society for the Scholarship of Teaching and Learning (ISSoTL). STLHE's Gary Poole and Nancy Randall were the Canadian organizers and the Society had a significant presence at the conference: the National Framework was further developed, with input from both Canadian and international colleagues; Lynn Taylor provided the keynote address; and I was asked to speak on a panel that reflected on the SoTL from various national perspectives.

As I listened to my colleagues, I was struck by the extent of government involvement in other countries and how "grass roots" the nature of the movement in Canada has been. Unlike elsewhere, within Canada there have been no multi-million dollar government grants or institutes created to support this work, or legislation introduced requiring faculty to participate in teaching development programs.

This lack of government involvement in Canada is likely due in part to the mandates of our Federal and Provincial governments. The SoTL can be viewed as both a research/scholarly activity (which is primarily the responsibility of the Federal Government)

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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 or visit the STLHE website at www.stlhe.ca. See Communication.

Teaching and Learning in Higher Education

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Recent Publications by STLHE Members

DeRoth, L. (2005). *Enseigner en couleurs: 33 réflexions pour les exposés magistraux dynamiques*. Publié par l'Université de Montréal dans la série, « Les dossiers du Cefes ».

Hoddinott, J. & Wuetherick, B. (2006). The teaching-research nexus. *Education Canada, 46 (1)*, 32-35.

Nilson, L.B. & Weaver, B. E. (Eds.). (2005). Enhancing learning with laptops in the classroom. *New Directions for Teaching and Learning, 101*, Spring. San Francisco: Jossey-Bass, 3-13.

Winter Newsletter Themes:

1. Writing Across the Curriculum
2. Scholarship of Teaching and Learning (SoTL)

This winter, two themes were chosen for the newsletter. The first focusses on a practical issue - Writing Across the Curriculum: How can instructors help students develop writing skills?

The second theme is an ongoing topic that has risen in profile and has been highlighted in several articles over the last few years. The Scholarship of Teaching and Learning is a growing movement that supports the importance of teaching and learning in higher education.

The theme for the Spring Newsletter will be "Knowledge and its Communities" to complement the upcoming STLHE conference at the University of Toronto, June 14 to 17, 2006.

If you have any items for 'Recent Publications' or any other suggestions regarding the STLHE Newsletter, please contact the Editor.

The deadline for submissions for the Spring Newsletter will be April 14, 2006.



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.

Hot Topics in Teaching and Learning in Higher Education

Sergio Piccinin

University of Ottawa, Retired

An educational developer from another country asked what I saw as the important issues in teaching and learning in higher education. I decided to seek other views through STLHE's ido-listserv.

A number of individuals from across Canada and the USA responded, including 27 Ontario Educational Developers from 12 different post secondary institutions.

Here in no particular order is a summary.

Scholarship of Teaching (SoTL)

SoTL is increasingly a focus of attention, as expressed in the opening article of this newsletter. National and international conferences have been convened. Educational development centres across the country are developing programs and incentives to foster faculty engagement in research on teaching and learning.

Malaspina College in B.C. has taken the bold step of announcing Canada's first chair in SoTL. Other universities are offering postdoctoral fellowships. Interest in institutional research on issues related to pedagogy and student learning is also increasing. Some current areas of exploration include: academic misconduct, curricular innovations, faculty career stages, and the integration of minority faculty.

Accountability

Governments and the public are demanding greater accountability from universities and colleges. Helping to develop appropriate accountability measures, rather than having measures imposed, is a current challenge. There are questions about the quality of students, of undergraduate programs, and teaching. A major issue is the development of guidelines and standards for undergraduate programs, as well as strategies to enhance the undergraduate learning experience.

Accountability requires teaching and learning centres to look at the impact of their own

services and programs. This has resulted in attempts to measure the impact of educational development centre programs.

Quality of Undergraduate Students

One respondent raised the issue of the quality of undergraduate students in terms of their academic preparation, general knowledge, motivation to learn, inflated self-esteem, lack of respect for academic authority and cognitive abilities.

Quality of Undergraduate Education

Another concern was undergraduate teaching and program quality, and their connection with the life skills students require. Specific concerns included teaching that is too didactic; faculty who lack proper preparation, or who focus on research agendas; simplistic assessment using traditional and trivial measures; discipline-dominated curricula that are too heavy on seat-time; and lack of meaningful interpersonal contact between faculty and students.

One person commented that if students manage to get anything out of university it may have more to do with the networks they establish, extra-curricular activities, and four sheltered years to mature, than it has to do with our efforts as academics.

Curriculum Change

Some respondents focussed on the need for curriculum change. Concerns included increased focus on funding expediencies at the expense of a curricular vision, movement away from a shared vision of core arts and science education, and the perceived erosion of bottom-up decision-making in the educational direction of institutions.

The Ontario Educational Developers group perceived evidence of change. Developers report increasing demands for support with planning and implementing curricular changes. Examples of curricular innovation include the introduction of inquiry-based programs, service learning, and interdisciplinary curricula.



Serge Piccinin

Managing Change in Universities

Some educational developers report being asked to play larger roles in managing change within universities. Working with middle managers, such as department heads, is critical to influencing the place and importance of teaching and curricula in universities. At the same time, developers are asking questions about how to become better change agents.

Introduction and Use of Technology

How is technology best integrated into teaching and learning? Some people feel that blended or hybrid-learning will transform higher education in the near future. These changes call for an ongoing partnership of technologists with educational developers who must themselves develop expertise and skills in this area. How is this partnership best established and fostered?

Faculty and Graduate Student Development

There is a demand for appropriate support programs for new, mid-career and senior faculty, as well as for graduate students. Given accelerating retirement rates, there is special concern for the preparation of future faculty. Increasingly, mentoring programs, courses and certificates are being introduced and online options are being explored.

Given the increasing numbers of international faculty and students, linguistic and cultural adaptation have become significant issues. And one respondent reflected that helping professors teach large classes is very much a hot topic.

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Hot Topics

Continued from page 3

Status, Qualifications and Roles of Educational Development Officers

Educational development officers are being called upon to play more varied roles on campuses. This gives rise to important questions related to how to enhance the credibility, importance and centrality of educational development within institutions. Many questions are being asked:

- Who should be in educational development?

- How they prepare for their roles?
- What knowledge and skills should they have? Should minimal requirements be developed? Should educational developers be “professionalized”?

A Few Observations

Clearly a wide range of “hot” issues confront those looking to enhance the quality of teaching and learning in higher education. The many challenges faced and the

tremendous efforts expended speak to the substantial growth, vibrancy and expertise of our teaching and learning centres nationwide.

There would be merit in having teams of individuals focus on a prioritized list of these issues, with a view to exploring strategies to better deal with them, and providing regular reports to regional and/or national conferences on their deliberations.

Scholarship of Teaching and Learning

Continued from page 1

and as an approach to improving the quality of the student learning experience (which is primarily the responsibility of the provinces). While the SoTL has the potential to bridge these mandates, something that badly needs to occur, unfortunately, it seems to have largely fallen between the cracks.

Despite this situation, much activity is occurring across the country in support of the SoTL. For example:

- Many faculty developers have plans to support faculty interested in the SoTL.
- Some institutions have expressed interest in studying the effects of various “signature pedagogies” on student learning (e.g., co-op education, inquiry based-learning, learner-centredness).
- The SoTL has begun to be explicitly acknowledged in faculty hiring, promotion and tenure policies.
- Tenure track “teaching faculty” positions are being created, in which faculty are expected to engage in the SoTL within their disciplines.
- Institutes for the SoTL have been founded on several campuses.
- Several institutions have either established private Teaching Chairs or sought to fill Canadian Research Chair (CRC) positions with people expert in the SoTL.
- Offices of Research have joined with Educational Development Centres to highlight the SoTL that is occurring on individual campuses.
- At least one Canadian graduate program requires its PhD students to take a course

on pedagogical theory and practice.

- Conferences dedicated to the SoTL are being planned across the country, including this year’s winter conference of STLHE’s Educational Developers Caucus.
- National teaching awards coordinated by STLHE require evidence of the SoTL.
- Representatives of the Federal government have been very supportive of STLHE’s efforts to raise awareness of the SoTL at the national level.

Taken together, these initiatives demonstrate that there is a lot of interest in the SoTL across the country. However, many of these activities exist in isolated pockets, lacking coordination and, most importantly, meaningful financial support and recognition. The question that we now face as a Society is how can we best build on these efforts to create a truly national movement?

I had the opportunity to address this question at last November’s National Dialogue on Higher Education, held in Ottawa and organized by the Canadian Federation for the Humanities and Social Sciences. In my presentation I called for enhanced cooperation; a new form of federal, provincial and institutional partnership in support of an integrated national plan for supporting teaching and learning in higher education. Such a plan would ideally include:

1. A strategy for supporting innovative curricular reform
2. A strategy for supporting the training and development of the future professoriate
3. A strategy for supporting the SoTL

I also argued that rather than wait for such a plan to be developed, that there were concrete steps, well within the Federal Government’s current mandate, that could be taken now in support of the SoTL. These steps include:

- The development of a national research agenda for the SoTL in the disciplines, including the study of signature pedagogies (e.g., labs in the sciences, seminars in the humanities, case studies in management, and clinical rounds).
- The identification of sources of funds, including extending NSERC and SSHRC funding, to support the SoTL.
- Extending the Canada Research Chairs program to explicitly include the SoTL.
- Introducing funding requirements that strongly encourage academic institutions to address potential barriers to the SoTL, such as ensuring promotion and tenure processes explicitly value this work.

Response to these ideas was very positive and we are now in the process of planning follow-up activities. This is important work for the Society and we are excited by the progress we have made to date.

¹ Weimer, Maryellen Pedagogical Scholarship: A Primer on Previously Published Work. Workshop handout, presented at the University of Guelph, November 2005.

² Shulman, Lee, Visions of the Possible, www.carnegiefoundation.org/elibrary/docs/Visions.htm

An Ego-free Approach to Improving Our Students' Writing Skills

Joan Flaherty
University of Guelph

"We are our own worst enemies."

If devotees of pop psychology, self help and Dr. Phil can accept that statement, why not writing instructors, too?

Perhaps the latter, myself included, have become so preoccupied with seeing our students – or, more accurately, our students' weak writing skills – as the enemy that we have lost sight of how our own attitudes and behaviours may be getting in the way of our students' writing progress.

Consider the following statements:

1. I want to have a relatively quick, discernible impact on my students' writing.
2. I get annoyed, impatient or angry when students write in ways that suggest they have not been listening to my advice.
3. My time is valuable; I am a highly educated, respected scholar who should not have to spend time teaching writing fundamentals.

At different points along the path of my twenty-odd years as a university writing instructor and for varying lengths of time, the sentiments underlying all three statements have influenced my teaching approaches – for the worst.

Fueled by a desire for immediate results, I have given my students ten-minute grammar overviews at the start of class, followed by two-minute grammar quizzes. Worn down by student inquiries as to the proper way of completing a writing assignment, I have distributed *en masse* a one-page handout, consisting mostly of a bulleted, "check off" list, on how to write properly. And frustrated by the task of teaching the latter, I have delegated the job to guest lecturers, teaching assistants, and on-line readings.

Mostly, those approaches accomplished one thing - they addressed (and not always successfully) my desire to be validated, deferred to, and respected. They did not do much, though, in terms of helping the students.

With their emphasis on quick fixes and on learning but not on applying the rules, these approaches ignored the foundation of good writing - clear, logical thinking. The hallmarks of effective writing are presenting an idea, fully and coherently developing it, and relating it to material that may, at first glance, appear unconnected.

These hallmarks require a learning environment that places the needs of student and subject matter first, as opposed to the ego-driven needs of the instructor.

Such an ego-free approach would allow the students:

- time to think;
- a risk tolerant environment; and
- a thoughtful response to their work.

Everyone reading this newsletter knows that the path to a well-written document is not typically a smooth one. It is full of false starts, missteps, and considerable backtracking as the writer tries to figure out his or her way. That is the nature of writing.

Consequently, the nature of our job as writing instructors is to allow students to make mistakes and provide advice to help them recover from those mistakes. It is an engaging, challenging process that is relentlessly time-consuming and not infrequently hard on professorial egos impatient for results.

No wonder so many of us become discouraged and limit our efforts to lectures about proper punctuation or correct report formatting. No wonder we justify these

scaled-down efforts with various rationalizations such as:

- helping students improve their writing is a remedial task;
- it should have been addressed earlier in their education;
- and time spent on it takes us away from more important, scholarly matters.

No wonder we so often forget the truth that John Kenneth Galbraith points out about the place of writing in our scholarly community:

"While I was still in the Ontario Agricultural College, I was editor of a student newspaper called the OACIS, and that exercise was the result of my early conviction that, more than mathematics and statistics, it was the quality of one's writing that won one an audience and influence."

I never departed from that belief. The writing I have counted as important as the economics itself."

Maclean's Magazine, January 2005

It is a truth, and our impatient egos sometimes need to be reminded.



Learning Through Writing: A Compendium of Assignments and Techniques

Book Review

Margaret Proctor
University of Toronto

This book is evidence that Canadian universities are committed to teaching inventively. It is also a resource to develop that commitment further. Its 120 pages of annotated sample assignments set out practical and usable activities that any university instructor can read with enjoyment and consider for use. Without relying on jargon or forcing its point, it demonstrates ways to use the key principles of writing pedagogy as part of courses across the curriculum.

This revised edition builds on the success of Dalhousie's homegrown 1993 collection, by expanding the pool of samples from other Canadian universities and organizing the components.

The first two chapters offer encouraging statements about the ways students learn through writing, but they might not in themselves convince us. The subsequent chapters show us what instructors have asked students to do, and what they have done themselves in presenting and grading student work. The chapters let us see the possibilities for our own situations. If they lack theory, they more than make up for it by being lively, varied, and inventive.

The sample assignments are grouped under chapter titles that suggest specific functions to improve:

- comprehension
 - analytic skills
 - involvement with the process of writing.
- The longest chapter gives assignments in different formats. Really all of the chapters do all of those things.

Some assignments use non-standard forms such as letters to clients (a fledgling dentist explains his choice of filling material to a civil engineer) or a class publication (complete with editorial board and rejection slips). They also integrate oral discussions and presentations (including a mock courtroom on whether to apply feminist theory to a classic short story).

Some of the best examples also use standard forms of assignments creatively, as in the abstract or grant proposal written retroactively from a published journal article, or the lab report or essay submitted in sections for cumulative feedback. John Thompson of the University of Saskatchewan narrates his dramatic classroom exercise of drafting a Sociology essay "live" during a class period.

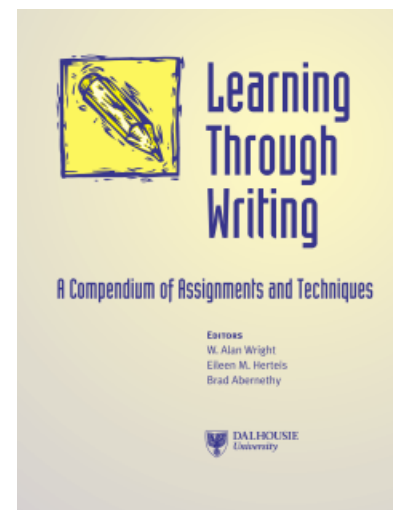
Plenty of assignments ask for intensive analysis of readings—they could have been called exercises in intertextuality, if jargon were allowed, or simply training to avoid plagiarism. Exercises in exploratory or ungraded writing are well represented, with many variations of the reflective journal entry that was introduced tentatively in the first edition, and several uses of group work or peer review. A few pieces include short samples of student work, and a number include grading rubrics—though none shows the rubric applied to an actual student piece.

This book was created from a call for contributions sent out over the STLHE listserv a few years ago. I would welcome another edition that gave more examples to address the problems of large classes, diversity of preparation, and the temptations of internet plagiarism. The library section needs updating to indicate the new challenges of online searching, and the chapter on writing and computers could mention more advanced strategies. It would also be useful to have a collected list of the references on teaching and writing that are scattered through the book.

But these are only quibbles. I really want a new edition because my copy is falling apart from so much use.

Wright, W.A., Herteis, E.M. & Abernathy, B. (Eds.). (2001). *Learning Through Writing: A Compendium of Assignments and Techniques, 2nd edition*. Halifax: Dalhousie University Office of Instructional Development and Technology.

I really want a new edition because my copy is falling apart from so much use.



Copies of *Learning Through Writing* may be ordered directly from the Dalhousie Bookstore (bookstore@dal.ca) \$12 plus shipping <http://learningandteaching.dal.ca/ltw.html>

Sample Writing Exercises

Practical writing exercises reproduced with permission from: Wright, W.A., Herteis, E.M. & Abernathy, B. (Eds.). (2001). *Learning Through Writing: A Compendium of Assignments and Techniques*, 2nd edition. Halifax: Dalhousie University Office of Instructional Development and Technology.

Different Formats for Assignments: Asking Students to Design and Answer an Exam Question

Len Diepeveen

Dalhousie University

Instructions to Students:

1. Design an exam essay question based on one of the two short stories we have just read. The essay question should be answerable in a half-hour of solid writing. Do not base the question on the sample questions at the end of the story.
2. Tell me why this is a good question. What difficulties or complexities in the story does it address? What major aspects of the story does it address?
3. How would you grade this question? How would you differentiate between an A, B, C or D answer? What would be wrong or right in an answer? What would allow for more interpretive leeway?

Address this section to the content of the question, not its writing style, and address this to your specific question, not all good questions in general (e.g., do not just say it should have plenty of examples).

4. Give me a sample "A" answer.

Writing Assignments to Improve Comprehension: The Abstract Exercise

Martin Willison

Dalhousie University

This exercise, recommended for third-year students, improves students' writing and helps them identify the salient points in complex scientific works.

1. From a journal that uses a numbering system in reference citations, photocopy a good four- or five-page paper.
2. Now, take your scissors and remove all identifying marks from the paper - title, author's name, abstract, reference list, anything that would help the student locate the source.
3. Now reassemble, copy and distribute the anonymous paper to your class and ask them to write an abstract for the paper in 200-250 words.
4. Return their graded versions along with a copy of the original abstract so the students can compare their versions with the author's.

Tips for Writing Assignments in Large Classes

Eileen Herteis

University of Saskatchewan (now Mount Allison)

Large classes mean lots of marking, and it is understandable that teachers resist assigning writing tasks because the additional grading is onerous. There are, however, ways to give your students individual feedback on their writing without adding unreasonably to your own workload. I have used all of these.

1. Assign a one- or two- minute paper in class. Have students review a neighbour's paper for content, organization, and grammar.
2. Assign a short piece of writing for homework; take in only some of the work, based on a scheme that you devise for yourself. For example, one week those whose surnames begin with the letters A-D pass in the work; the next week, M-P, etc. (Make sure you keep track of the names you have already called on.)
3. Divide your class into groups. When you assign short homework writing, have the members of the group review and comment on one another's work. Ask each group to pass in the best answer based on their review.
4. Compile, comment upon, and copy the "best examples" and distribute these examples to the entire class. Alternately, select the piece you think is best, copy it on an overhead transparency, and comment on it in class.

The Scholarship of Teaching and Learning at the University of Waterloo

Vivian Schoner

University of Waterloo

Faculty engagement in the Scholarship of Teaching and Learning (SoTL) at the University of Waterloo has grown steadily since its inception in 2003. Development and expansion of this initiative has generated a unique focus on the importance of teaching-based research in many diverse classroom settings across the campus.

From this, a new group of faculty scholars have emerged to form the "Teaching-based Research Group" (T-BRG) comprising members committed to improving teaching and learning who use, share and disseminate results from their studies.

Thus, all members of the T-BRG come with an interest in enhancing their teaching through scholarly activities. Activities

include assessing students' learning experiences and ways to improve them; developing innovations in teaching methods and conducting classroom-focused action research or more formal empirical studies including quantitative, qualitative or mixed designs and methods to assess impacts on student learning processes and outcomes.

Members come from all campus Faculties and from all ranks – professors, associate professors, assistant professors, lectures and laboratory instructors. They have in common an interest in systematic validation of the effects of teaching on student learning.

Because T-BRG members have a vested interest in this work, we have in place a support process to assist with designing

and implementing studies intended to be "of publishable quality" and members regularly present their work in open-campus forums, in discipline-based meetings and conferences and, as more studies are completed, in discipline specific or more general teaching journals.

Research projects are given seed funding through the University's 'Learning Initiatives Fund' grant process. The application process is competitive. For a sample of SoTL work, please see the T-BRG web site at www.learning.uwaterloo.ca/research and click on the brochure or "current projects."

For further information please contact Vivian Schoner 519-888-4567 ext.2940 vschoner@admmail.uwaterloo.ca .

Call for Nominations Appel de Candidatures

2006 3M Teaching Fellowships Program Prix d'enseignement 3M 2006

The Society for Teaching and Learning in Higher Education and 3M Canada invite nominations for the 3M Teaching Fellowships Program. Up to 10 awards, presented annually at the STLHE Conference in June, recognize exemplary contributions to educational and teaching excellence in Canadian universities. Awards are open to all individuals currently teaching in a Canadian university, regardless of discipline or level of appointment.

La société pour l'avancement de la pédagogie dans l'enseignement supérieur et 3M Canada lancent un appel de candidatures. Dix prix, remis chaque année au mois de juin lors du congrès de la SAPES, soulignent les contributions remarquables à l'avancement de l'enseignement supérieur dans les universités canadiennes. Est admissible toute personne qui enseigne actuellement dans une université canadienne, quels que soient sa discipline et son niveau hiérarchique.

Details: www.mcmaster.ca/3Mteachingfellowships
Deadline/Date limite: Received by **March 3, 2006**
Telephone/téléphone: (514) 848-2424, ext. 2928 or 2793
Email/Courriel: [Arshad Ahmad \(arshad@jmsb.concordia.ca\)](mailto:arshad@jmsb.concordia.ca)

Christopher Knapper Lifetime Achievement Award

2006 Call for Nominations

This award was created to honour individuals who have, over their career, made significant contributions to teaching, learning and educational development in Canadian higher education. The award comprises a citation and a small gift, presented at the annual STLHE Conference. This year's award holder will be invited to make a special presentation at the 2007 STLHE Conference which will be held at the University of Alberta. Travel expenses will be paid by the Society.

STLHE members may make a nomination of one or two paragraphs summarizing the nominee's career contributions and reasons why he or she merits the award. This may be followed up with more detail if needed. Nominees will normally be a member of the Society and service to the Society will be an important factor considered by the selection committee.

The deadline for this round of nominations is **April 14, 2006**. Nominations should be sent electronically to:

Sylvia Riselay, Administrative Coordinator, STLHE
riselays@mcmaster.ca
For more information:
www.mcmaster.ca/stlhe/awards/chris.knapper.award.htm

Une première à l'Université du Québec à Rimouski un colloque sur la pédagogie universitaire

Jacinthe Tardif

Université du Québec à Rimouski



Un colloque sur la pédagogie universitaire, UQAR

Pour marquer de manière spéciale le lancement du « Centre de pédagogie universitaire » de l'Université du Québec à Rimouski (UQAR), créé en avril dernier, les responsables du comité ont organisé un colloque sous le thème « La pédagogie universitaire, j'en fais mon affaire ». Ce colloque où étaient conviés tous les professeurs et chargés de cours s'est tenu au Campus de Lévis le 2 décembre dernier.

Une cinquantaine de participantes et participants ont répondu à l'invitation. Cette rencontre leur aura permis de discuter pédagogie, d'acquérir des techniques et astuces pour améliorer leur enseignement et de rencontrer d'autres professeurs et chargés de cours qui, comme eux, se préoccupent de pédagogie.

L'introduction de nouvelles technologies, les changements dans les conditions d'exercice de l'enseignement universitaire et les différentes transformations de la relation pédagogique sont porteurs de contraintes, mais peuvent également être à l'origine de nombreuses innovations.

Lors de ce colloque, les professeur(e)s et les chargé(e)s de cours ont été amenés à

réfléchir au sens à donner à ces mutations. « La pédagogie universitaire ne peut se développer que s'il existe une réflexion sur les pratiques des enseignant(e)s qui aboutirait à des propositions et des actions concrètes » (AIPU, 2004)

Les conférenciers qui ont partagé leurs expériences pédagogiques provenaient de l'UQAR mais aussi des autres constituantes du réseau de l'Université du Québec. Lors de cette journée, plusieurs ateliers ont été proposés aux participant(e)s. Ces derniers ont eu la possibilité d'examiner avec les conférenciers invités différents aspects du contexte de l'enseignement universitaire.

Parmi les thèmes proposés, citons la créativité en enseignement, l'entretien d'explicitation comme outil d'analyse de la pratique éducative, les plateformes de gestion de cours, les processus cognitifs dans l'apprentissage, le rôle de la recherche en enseignement (SoTL) et un exemple d'intégration de compétences communicationnelles et informationnelles. Quant à la conférence d'ouverture, on y présentait, de façon succincte, un portrait de ce qui se fait en pédagogie universitaire ailleurs au Canada.

Selon M. Claude Galaise, président du comité organisateur de ce colloque, la mission que s'est donnée le centre de pédagogie universitaire de l'UQAR est de « valoriser l'enseignement universitaire auprès des professeurs et chargés de cours de l'UQAR, de favoriser l'excellence en pédagogie et la réussite étudiante dans tous les programmes ». Si l'on se fie aux commentaires recueillis lors du cocktail de clôture, le colloque aura été un lieu d'échanges propices à la valorisation et à l'enrichissement des expériences personnelles.

Ce fut également avec un immense plaisir que l'équipe organisatrice a accueilli pour cette journée plusieurs membres de la direction de l'UQAR qui, par leur présence, cautionnait l'activité mais plus encore, démontrait que l'expertise d'une institution universitaire présuppose aussi la qualité de l'enseignement qui y est dispensé. En ce sens, le colloque « La pédagogie universitaire, j'en fais mon affaire » aura contribué à la valorisation de l'enseignement dans notre milieu universitaire.

International Review of Research in Open and Distance Learning (IRRODL)

www.irrodl.org

Editor: Terry Anderson, Canada
Research Chair in Distance Education

IRRODL is a fully peer-reviewed, open-access e-journal whose purpose is to advance research, theory and practice in open and distance learning worldwide. IRRODL is sponsored by Athabasca University - Canada's Open University.

According to a recent Google citation search, since 2000 (the first year IRRODL was published) we are the most cited distance education Journal.

Message de la présidente

Julia Christensen Hughes

Présidente de la SAPES
Université de Guelph

Il me fait plaisir d'accueillir les quarante établissements membres et de vous présenter mes voeux de bonne année. Nous sommes ravis de recevoir au sein de notre organisation des représentants d'universités et de collèges de tous les coins du pays. La Société est maintenant plus en mesure de remplir son mandat grâce à l'appui de ces membres dans divers domaines et dont celui des finances. Je remercie tout spécialement Eileen Herteis de l'Université Mount Allison et Russell Day de l'Université Simon Fraser pour leur travail de coordination de la campagne de recrutement ainsi que tous les membres qui ont souligné l'importance de se joindre à la Société au sein de leur propre établissement.

Je me permets de vous mettre à jour sur d'autres importantes initiatives. Nous planifions entre autres de constituer la

Société en corporation. Vous en saurez davantage après l'assemblée du comité directeur tenue en hiver qui aura lieu à l'Université de Victoria le 25 février dans le cadre du congrès d'hiver des formateurs. Pour être plus précis, nous afficherons l'ébauche des règlements afin que vous puissiez nous faire part de vos commentaires. Nous prévoyons être incorporés d'ici l'assemblée générale annuelle en juin.

Nous avons également mis en place un groupe de travail chargé de revoir et d'améliorer les aspects administratifs de la Société et de ses éléments (le réseau des formateurs et le Conseil du programme 3M de bourses). Une revue des services fournis par McPherson Clarke est également prévue. Notre nouveau trésorier, Bob Sproule de l'Université de Waterloo, en sera le président.

En ce qui a trait à la défense de notre cause, nous continuons à souligner l'importance d'appuyer la fonction d'enseignement et d'apprentissage à l'échelle nationale. Nous espérons également participer au printemps prochain à une réunion pour donner suite à la conférence sur le dialogue national tenue en novembre à Ottawa.

Et enfin au cours des prochains mois, nous préparerons le congrès 2006 qui aura lieu à l'Université de Toronto du 14 au 17 juin. Le thème de cette année est "La science et ses communautés". Nous espérons vous y accueillir.

Bon succès pour le semestre d'hiver.

English version on page 11


ED Caucus Corner Educational Developers Caucus

Did you know that there is a Caucus for Educational Developers in STLHE? If you are a faculty developer, an instructional designer, or a professional and organizational developer in a community college or university, contact Trevor Holmes for details about joining the ED Caucus.

Connaissez-vous l'existence du réseau des formateurs en pédagogie de la SAPES ? Si vous êtes spécialiste en pédagogie, concepteur de programmes ou spécialiste en développement organisationnel dans un collège communautaire ou dans une université, nous vous invitons à communiquer avec Trevor Holmes pour vous inscrire.

Trevor Holmes:
tholmes@uoguelph.ca

www.mcmaster.ca/stlhe/subgroups/edcaucus.htm



www.utoronto.ca/ota/stlhe_sapes06

*Welcome to the University of Toronto
Bienvenue à l'université de Toronto*

**Knowledge and its Communities
La science et ses Communautés**

June/Juin 14-17, 2006

**STLHE
SAPES** Society for Teaching and Learning in Higher Education
La société pour l'avancement de la pédagogie dans
l'enseignement supérieur

President's Report



Julia Christensen Hughes
STLHE President
University of Guelph

Happy New Year and a very warm welcome to our 40 Founding Institutional Members. We are delighted to have such strong representation from across the country and from both university and college

communities. With the support that these memberships will provide (both financial and otherwise) the Society is now in a much stronger position to achieve its mandate. Special thanks to Eileen Herteis from Mount Allison University and Russell Day from Simon Fraser University for coordinating our membership campaign and to all of our members who promoted the importance of joining the Society within their institutions.

There are several other important initiatives to update you on. One is the incorporation of the Society. You will be hearing more about this following the winter meeting of the Steering Committee, which is being hosted by the University of Victoria on February 25th (as part of the Educational Developers Caucus Winter Conference). Specifically, we will be posting draft by-laws for your input and endorsement. Our plan is to become incorporated by the time of the Annual General Meeting in June 2006.

We have also struck a task force to review the administrative support needs of the Society and its constituents (the Educational Developers Caucus and the Council of 3M

Teaching Fellows) and how they can be best served. This will include a review of the services being provided by our Ottawa secretariat McPherson Clarke. The taskforce is being chaired by our new treasurer, Bob Sproule from the University of Waterloo.

In terms of our advocacy work, we continue to champion the importance of national support for the scholarship of teaching and learning and hope to be involved in a follow-up event to the National Dialogue conference (which was held in Ottawa in November) this spring.

Finally, over the next few months we will be busy preparing for our 2006 Conference at the University of Toronto, June 14 to 17, 2006. This year's theme is "Knowledge and its Communities" and we hope to see you there.

Best wishes for a successful winter term.

En français à la page 10

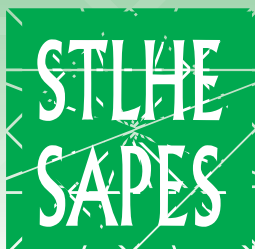
Founding Institutional Members of STLHE

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Mount Saint Vincent University
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Northern Lights College
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Society for
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La société pour
l'avancement de la
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