

Teaching and Learning in Higher Education

Number 44

Fall 2006

Sharing Successful Learning Strategies

For Learners

Testing in Collaborative Teams Improves Learning

Gary Hunt

Thompson Rivers University

One effective way to get small student groups actively engaged in discussing course content is to have them take graded tests in teams. Team testing is one component of a teaching strategy called Team-Based Learning (TBL), described by Larry Michelsen.¹

The TBL method includes three main parts:

- 1) Individual study
- 2) Individual and group testing and feedback,
- 3) Follow-up discussion and/or assignments.

Teams of 5 or 6 students work together for the duration of the term. Class time is used for team work and students are expected to study content material outside of class. The grading scheme includes marks for team tests and a peer evaluation of teamwork is part of the assessment process.

After attending an excellent workshop on TBL offered by Brent MacLaine at the 2005 STLHE Conference in PEI, I tried the approach in three courses last year. The results have convinced me of its value. My students are better prepared for class, and report that they studied more (so they could contribute more to the team) and that they learned more course content.

Each year in the Fall issue we celebrate excellence in teaching. This year we begin a new, regular column to share teaching and educational development practices. We hope these ideas will have broad applicability and help enhance the quality of teaching and learning on our campuses.

For Teachers

Conferences Add Spice to Workshop Offerings

Linda Nilson

Clemson University

Almost every year I send several faculty members to teaching conferences and workshops. When they return, I ask them to make presentations or run workshops for other faculty, adding variation and breadth to the unit's faculty development offerings.

I choose events based on quality and low cost for high value. Of course, the events have to be about **teaching**- anything from teaching with technology to creating effective student assessment.

To find faculty who are interested, I put out a call on the faculty email list. I never have to make more than one announcement. Usually, those who respond first are chosen to attend. However, I always accept extra, because about half withdraw for one reason or another.

After the conference, each faculty member puts on his/her workshop twice, at different times, to accommodate different schedules. Attendance at each offering varies between 12 and 20 participants.

For more information, contact Linda Nilson at nilson@clermson.edu



Group learning at the 2006 STLHE Conference

I also found I could vary the elements from the defined procedure and still take advantage of collaborative team learning and the great interaction that occurs in team testing. For example, you can give a lecture, have teams discuss focused questions about the content, and then do the testing elements.

I am sold on the value of diverse, permanent teams that stay together for the semester. It provides a structure that makes it very easy to flip from lecture, or other activities, to team discussions.

For more information contact Gary Hunt at gahunt@tru.ca

| www.ou.edu/idp/teamlearning/index.htm

Please send any ideas for future issues to rosalie.pedersen@ucalgary.ca

STLHE/SAPES Steering Committee

Russell Day, BC
Margaret Wilson, AB
Dieter Schönwetter, SK/MB
Debra Dawson, ON, SW
Open, ON, Central
Aline Germain-Rutherford, ON, NE
André Bourret, Francophone QC
Bluma Litner, Anglophone QC
Lynn Taylor, NS
Eileen Herteis, NL/NB/PEI

Ex-Officio Members

Julia Christensen Hughes, President
Gary Poole, Past-President
Joy Mighty, President Elect
Alan Wright, Chair, Publications Cmt.
Arshad Ahmad, Teaching Awards
Bob Sproule, Treasurer
Alex Fancy, Council of 3M Teaching Fellows
Teresa Dawson, Educational Developers Caucus

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

Number 44, Fall 2006

Newsletter of the Society for Teaching and Learning in Higher Education (STLHE/SAPES)

Editor: Erika Kustra

c/o Centre for Leadership in Learning
McMaster University
Hamilton, ON L8S 4K1 Canada
e-mail: kustraed@mcmaster.ca

Editorial Associates:

Julia Christensen Hughes,
Rosalie Pedersen, Alan Wright
Assistance: Sylvia Riselay

Material may be reprinted or photocopied for institutional use within Canada. Please note appropriate credit and, as a courtesy to the author, forward two copies of the reprint to the above address.

Fall Newsletter Theme: Celebrating Excellence

Once again, we come to the Fall Issue - a Celebration of Teaching Excellence. We are extremely pleased to showcase some of the excellent teachers in Canada, through the awards offered by the STLHE: 3M Teaching Fellowships, the Alan Blizzard Award and the Chris Knapper Lifetime Achievement Award. This issue also recognizes many other excellent teachers and educational developers through the articles and reports.

In addition, this year we are pleased to welcome several new sponsors for teaching awards. University Affairs will sponsor the Call for the Alan Blizzard Award. Magna Publications will play a role in sponsoring the Christopher Knapper Lifetime Achievement Award: thanks to Maryellen Weimer for her support.

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

Recent Publications by STLHE Members

Caswell, D. (2006). *Creative Problem Solving*. Green Guide No. 7. Society for Teaching and Learning in Higher Education / La société pour l'avancement de la pédagogie dans l'enseignement supérieur.



STLHE Green Guides

Green Guides are short handbooks that offer advice on a wide variety of teaching and learning issues.

To order: University of Western Ontario
www.bookstore.uwo.ca



Canada's Magazine on Higher Education

University Affairs is published 10 times a year by the Association of Universities and Colleges of Canada, and takes readers inside Canada's universities. Each issue contains:

- News
- People on the move
- Book reviews
- Research highlights
- Opinions
- In-depth articles

We also carry the country's most comprehensive career advertising for faculty and administrative personnel at Canadian universities - both in print and on our web site.

Free Subscription opportunities for faculty, staff and students.
For more details, visit www.universityaffairs.ca/subscribe

U University Affairs
Affaires universitaires

In the Spotlight: Teaching and Learning as a National Enterprise

Shelda Debowski
President, HERDSA

Both Australia and New Zealand have placed a high priority on profiling teaching and learning in their current national reform strategies. While New Zealand is still in the process of determining its focus, Australia has progressed rapidly with its push toward recognising and rewarding quality teaching.

When first implemented in 2005, the *Learning and Teaching Performance Fund* prompted considerable discussion as it tied university funding to the rankings from the assessment process. There have been amendments to the criteria for the second round to increase the accuracy of the analysis, but there remain significant challenges in finding suitable measures for national benchmarking of institutional teaching outcomes.

The strategy is being reviewed with some interest in New Zealand as a way of recognising institutions that have aimed to build strong support for teaching and learning. The exercise has been very beneficial in encouraging institutional consideration of the ways they can generate positive and effective student experiences and outcomes.

The *Carrick Institute for Learning and Teaching in Higher Education* is a second recent Australian government initiative. The Institute acts as a national focal point for encouraging quality teaching and exploration of teaching-related issues. Its areas of major activity relate to rewarding quality teaching, promoting scholarship of teaching and learning and encouraging discipline-based activities.

The Australian Awards for University Teaching, a highly regarded and long-standing national recognition scheme, have now been expanded from 13 to 260 awards. This has been carefully handled to ensure the value of being recognised is not diminished. Over 200 citations recognised teaching leaders, librarians, student support officers and university teachers who have strongly assisted student learning. In addition, the Institute will continue its smaller scheme recognizing individual teaching excellence and programs that enhance learning. These

This article is part of an ongoing international exchange among the presidents of the societies for teaching and learning from Canada, Australasia, and the United States. Shelda Debowski, President of Higher Education Research and Development Society of Australasia (HERDSA), examines the recognition and reward of quality teaching in Australia and New Zealand.

awards are very prestigious and strongly profile the need to provide quality learning and teaching leadership.

Scholarship of learning and teaching is receiving a similar boost with the recent bestowal of three inaugural Carrick Senior Fellowships and eight Associate Fellowships. These prestigious awards will promote the

learning and teaching. This level of sponsorship also promotes increased consideration of teaching and learning by policy makers and university leaders. The advocacy roles of the Carrick Institute for Learning and Teaching in Higher Education, its New Zealand equivalent, and HERDSA in promoting the value of learning and teaching research and scholarship to those who judge



Professor Shelda Debowski, President of the Higher Education Research & Development Society of Australasia



value and importance of research relating to learning and teaching in a more public and credible manner. This is particularly critical as a new Research Quantum Framework emerges in 2007. The Research Quantum will identify and reward quality research – but it is likely that teaching and learning will be only marginally recognised through this system as the publication routes are less well-recognised.

It is very exciting to see the increased emphasis on teaching and learning across the two nations. The government initiatives have provided an important stimulus to the higher education community through their recognition and encouragement of quality

research outcomes will also be very important.

As the stakes for teaching and learning rise, there will be an increasing focus on how each academic can contribute to the overall institutional and national positioning of this critical activity. Although government strategies are generating wider interest and commitment from institutions, the effecting of change is largely dependent on the work of each individual. There is still much work to be done by HERDSA and its members in making teaching and learning a fundamental concern for all who work in universities. But at least we are now in good company!

Reflections of Excellent Teachers: Introducing the 2006 3M Teaching Fellows

Arshad Ahmad

Program Coordinator/Coordonnateur du programme
3M Teaching Fellow,/Récipiendaire du Prix d'enseignement 3M

Last June we welcomed and celebrated our 2006 3M Teaching Fellows at the STLHE conference banquet. Each fall, we also introduce them in this Newsletter by providing brief descriptions highlighting their leadership in teaching (see www.mcmaster.ca/3Mteachingfellowships).

To learn more, we asked this year's cohort to reveal something about themselves that is critical in shaping their teaching. The Fellows accepted the challenge. Their engaging reflections below will surely tempt you to get to know more about Canada's best!



Deborah Berrill

School of Education and Professional Learning
Trent University

I have two beliefs that resonate throughout all of my teaching. One is that every human being has unique potential and the obligation to develop that potential as fully as possible. The other is that we

born into different privileges and those of us born into greater privilege have a responsibility to use that privilege to benefit all.

In my teaching, I try to support my students in developing their own sense of agency; to help them connect their own beliefs, skills and talents to the teachers they are becoming; and to ensure that when they graduate, they are ready to take up their positions as teachers themselves in what I believe is one of the most honourable and important professions one can pursue.

Robert Burk

Department of Chemistry
Carleton University

I am always thinking of the fact that we must seek to understand and then acknowledge the personal experiences and strategies that our current students bring to the classroom, and adapt and enhance our teaching in ways that will best enable these students to engage with and appreciate the materials that we present to them.

This requires that we, as professors, must make all of our teaching efforts about them, and what helps them to learn, and not about our own learning experiences, and what was relevant during our own university careers. Inside and outside my classroom, this translates into extensive use of technology. Students are constantly looking at one screen or another – why not put some chemistry on it?



Je suis toujours conscient du fait que nous devons sans cesse chercher à comprendre et à reconnaître les expériences et les stratégies personnelles que nos étudiants actuels apportent dans la salle de classe. Nous devons adapter et améliorer notre enseignement par les moyens qui conviennent le mieux pour aider ces étudiants à apprécier et assimiler la matière que nous leur présentons.

Pour ce faire, il nous faut comme professeurs axer tous nos efforts pédagogiques sur les étudiants et sur ce qui favorise leur apprentissage, et non sur nos propres expériences éducatives ou sur ce qui était de mise pendant notre propre formation universitaire. À l'intérieur aussi bien qu'à l'extérieur de ma salle de classe, ceci se traduit par un recours intensif à la technologie. Les étudiants regardent constamment un écran ou un autre – pourquoi ne pas y mettre de la chimie?

Réflexions d'excellents professeurs : Présentation des récipiendaires du 2006 Prix d'enseignement 3M

En juin dernier, nous avons accueilli et honoré nos récipiendaires du Prix d'enseignement 3M au banquet du congrès. Chaque automne, nous vous les présentons également dans ce bulletin, à l'aide de brèves descriptions qui font ressortir leur leadership dans le domaine de l'enseignement (voir www.mcmaster.ca/3Mteachingfellowships).

Pour en savoir plus, nous avons demandé à la cohorte 2006 de décrire un trait personnel qui influe de manière cruciale sur leur style d'enseignement. Les récipiendaires du Prix d'enseignement ont accepté de se prêter au jeu. Nous vous présentons leurs réflexions, engageantes, qui vous inciteront sûrement à vouloir en savoir plus sur la crème des enseignants canadiens!

Deux croyances trouvent un écho dans l'ensemble de mon enseignement. La première veut que chaque être humain possède un potentiel unique et l'obligation de développer pleinement ce potentiel. L'autre est que nous naissons tous avec des talents différents et que les plus privilégiés d'entre nous ont la responsabilité d'utiliser ces talents au bénéfice de tous.

Dans mon enseignement, j'essaie d'encourager mes étudiants à développer leur propre sens de l'initiative pour les aider à relier leurs propres croyances, compétences et talents à l'enseignant qu'ils sont en train de devenir. J'essaie de m'assurer qu'au moment où ils recevront leur diplôme, ils seront prêts à exercer eux-mêmes la fonction d'enseignant, que j'estime être l'une des professions les plus honorables et les plus importantes qu'ils puissent embrasser.

Gweneth Doane
School of Nursing
University of Victoria

"No man (sic) can reveal to you aught but that which already lies half asleep in the dawning of your knowledge. The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and his lovingness. If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind." This quote by Kahlil Gibran captures the essence of what I aspire to as a teacher - namely to not identify and/or be identified as the central character in the educational story. Rather, when I hear students telling stories of their educational experiences and their stories focus on their own personal journeys as learners, their struggles and successes, their transformation and growth as knowledgeable people, I know that somewhere in the shadow walks a skillful teacher.



« Aucun homme [sic] ne peut rien vous révéler, sinon ce qui repose déjà à demi endormi dans l'aube de votre connaissance. Le maître qui marche à l'ombre du temple, parmi ses disciples, ne donne pas de sa sagesse mais plutôt de sa foi et de son amour. S'il est vraiment sage, il ne vous invite pas à entrer dans la maison de sa sagesse, mais vous conduit plutôt au seuil de votre propre esprit. » Cette citation de Khalil Gibran capte l'essentiel de ce à quoi j'aspire dans mon enseignement – notamment ne pas m'identifier et/ou être identifiée comme le protagoniste du récit éducatif. Au contraire, quand j'entends les étudiants relater leurs expériences éducatives et que ces expériences évoquent leur propre parcours personnel comme apprenants, leurs luttes et leurs succès, leur transformation et leur épanouissement comme personnes bien informées, je sais que quelque part, à l'ombre, marche un professeur talentueux.



Susan Drain
Department of English
Mount Saint Vincent University

All my teaching comes down to two points. First is a query, as we read and write and interpret the world: "Is this a matter of description or prescription?" How easily and how often the former is taken for the latter.

Driving a wedge of inquiry between what is and what should be, between description and prescription, is a way to open up possibilities of what might be. Second is a similar wedge of inquiry. Writers often focus on "who, what, why, when, where and how?" but the most important question is "So what?" What difference does this observation make?

Tout mon enseignement se résume en deux points.

Tout d'abord une question, alors que nous lisons et écrivons et interprétons le monde : « Y a-t-il matière à description ou à prescription? » On confond si souvent les deux! Guider un esprit inquisiteur entre ce qui est et ce qui devrait être, entre description et prescription, est une manière d'ouvrir la voie à de nouvelles possibilités. En second lieu, une autre interrogation : les auteurs se concentrent souvent sur « le qui, le que, le quoi, le comment, le quand et le pourquoi », mais la question la plus importante est « Et alors? » Quelle différence cette observation fait-elle?

Frédéric Gourdeau
Department of Mathematics and Statistics
Laval University

Smiling and demanding, for sure. But beyond the smiles and the clear explanations I can give, I would like students to remember not only *what* they understood, but that they have the *ability* to understand, the ability to give their best if they work professionally and collaboratively with everyone from diverse backgrounds and perspectives. When I think of mathematics in particular, I see a profoundly human endeavour that allows us to understand how a person, by trial and error, comes to understand the surrounding world. That's a beautiful subject, a great challenge we tackle with wonderful students.



Souriant et exigeant, sûrement, mais au-delà des sourires et de la clarté des explications que je peux donner, je souhaite que les étudiants et étudiantes retiennent non pas simplement ce qu'ils ont compris, mais bien plus la conviction qu'ils peuvent comprendre, qu'ils sont capables du meilleur s'ils travaillent avec professionnalisme et en collaboration avec toutes et tous, d'origines et de perspectives diverses. Quant aux mathématiques, j'y vois une entreprise profondément humaine dans laquelle on peut déceler les essais et erreurs de l'humain qui veut comprendre le monde qui l'entoure. Un beau sujet, un grand défi et des étudiants merveilleux.

David Kahane
Department of Philosophy
University of Alberta

I know that a class is going well when there is laughter, attentive dialogue, we are staying on track with tough questions, and manifesting a deep respect for the material and each other. All of these things are enabled, I think, when I am able to stay present - to move beyond an implicit sense of inadequacy that drags me away from the moment into my own predictable stories (of being a good or a lousy teacher, of what script I or the class should be following, etc.). When I am present, I am deeply curious; I am very much myself; and I am able to model a joy in learning that is, I think, the most important thing I can give to my students.

Je sais qu'une classe se déroule bien quand sont présents le rire, un dialogue attentif, et que nous maintenons le cap en posant des questions difficiles et en manifestant un profond respect les uns pour les autres et envers la matière. Tout cela devient possible, je pense, quand je suis capable de rester présent – d'aller au-delà du sentiment implicite de ma propre insuffisance, qui m'entraîne loin du moment, dans mes propres histoires prévisibles (être un bon ou mauvais professeur, quel scénario la classe ou moi devrions suivre, etc.) Quand je suis complètement présent, je suis profondément curieux, je suis tout à fait moi-même, et je suis capable de modéliser une joie dans l'apprentissage, et c'est là, selon moi, la chose la plus importante que je peux donner à mes étudiants.



Anthony To-Ming Lau

Department of Mathematics and Statistical Sciences
University of Alberta

Teaching is one of the most rewarding and changing activities in my life. I want to ensure that students will find the learning experience enjoyable through sharing experiences, encouragements and challenges; that they will be able to master the subject, to solve problems; and that they will be able to use it for the development of models in the sciences.

Teaching is about sharing experience. As a teacher, I share knowledge of the subject that I teach. I share insights, on how to learn the subject, that I have gained from my own studies and research. I try to share the enjoyment that I have experienced from my own research activities in the subject.



Heather Smith

International Studies
University of Northern British Columbia

Are you genuine? This is a question posed to me by my Instructional Skills Workshop Facilitator, Russell Day. Needless to say this is not an easy question to digest, especially if you think you are a reasonably good teacher. Yet, this most profound question challenged me to teach not just from my head, but from my heart. Russ' question dared me

to peel the layer of 'competence' that functioned to keep me distant and detached in the classroom. I was there physically and intellectually – but was I there emotionally and spiritually? "Are you genuine?" is a simple question that has fundamentally disrupted my teaching...and me.

Robert Summerby-Murray

Department of Geography
Mount Allison University

Central to my teaching is the process of shared discovery, where formal roles of teaching authority are replaced with collaborative learning, where knowledge is as much a verb as a noun, where we are all learners engaged in the passion of inquiry. Shared discovery involves breaking down notions of expert knowledge and valuing the contributions of all learners. I seek to be involved in students' learning as a colleague, taking my part as a member of study groups, a contributor to seminars, a participant in field data collection, a participant in discussion of scholarly work, and a critical colleague in the assessment of written and oral work.

Susan Wurtele

Department of Geography
Trent University

My teaching seeks to provide an 'engaged pedagogy' which generates an 'education for citizenship'. Engaged pedagogy is described by bell hooks as engaging students while creating a place where teachers will grow and be empowered. I believe that this empowerment is the root of education for citizenship. I try to model involvement for my students stressing that we all, in whatever way, need to be committed citizens. Some are already there, some leap at what for them is a new idea, others need a nudge, but in the end they all recognize that it is crucial to be an engaged citizen and more importantly, they have learned some of the ways to be that person.

L'enseignement est l'une des activités les plus gratifiantes et changeantes dans ma vie. Je veux m'assurer que les étudiants trouveront l'expérience de l'apprentissage agréable grâce au partage d'expériences, d'encouragements et de défis; qu'ils pourront maîtriser la matière, résoudre des problèmes, et qu'ils pourront utiliser ce qu'ils auront ainsi acquis dans le développement de modèles scientifiques.



L'enseignement repose sur le partage d'expériences. Comme professeur, je partage la connaissance de la matière que j'enseigne. Je partage des perspectives sur la façon d'apprendre la matière, sur ce que j'ai retiré de mes propres études et recherches. J'essaie de partager le plaisir que j'ai retiré de mes propres activités de recherches dans le domaine en question.

Es-tu authentique? C'est la question que m'a posée mon animateur d'atelier sur les compétences pédagogiques, Russell Day. Bien entendu, ce n'est pas une question facile à digérer, surtout si tu penses que tu es un assez bon professeur. Cependant, cette profonde question m'a mise au défi d'enseigner non seulement avec ma tête, mais aussi avec mon cœur. La question de Russ m'a mise au défi d'abandonner la couche de « compétences » qui me permettait de rester distante et détachée dans la salle de classe. J'étais là physiquement et intellectuellement – mais étais-je présente sur le plan émotif et spirituel? « Es-tu authentique? » est une question en apparence simple, qui a bouleversé ma manière d'enseigner... et moi-même.



Mon enseignement repose sur un processus de découverte partagée, où les rôles officiels de l'autorité enseignante font place à l'étude en collaboration, où la connaissance est autant un verbe qu'un nom, où nous sommes tous des étudiants touchés par la passion de la découverte. La découverte partagée exige de déconstruire la notion de la connaissance experte et d'évaluer les contributions de tous les étudiants. Je cherche à être impliqué dans l'apprentissage des étudiants en tant que collègue, en tant que participant aux groupes d'étude, aux séminaires, à la collecte de données sur le terrain, à l'examen des travaux savants, et en tant que collègue-critique dans l'évaluation des travaux écrits et oraux.

Mon enseignement cherche à offrir une pédagogie engagée qui produit une « éducation à la citoyenneté ». D'après bell hooks, une pédagogie engagée sollicite la participation des étudiants tout en créant un lieu propice au développement et à l'habilitation des enseignants. Je crois que cette habilitation est au cœur de l'éducation à la citoyenneté. J'essaie de modéliser la participation pour mes étudiants en insistant sur le fait que nous tous, dans toutes nos activités, devons être des citoyens engagés. Certains le sont déjà, un certain nombre saisissent avec enthousiasme ce qui est pour eux une idée nouvelle, d'autres ont besoin d'un coup de pouce, mais à la fin tous s'entendent pour dire qu'il est crucial d'être un citoyen engagé. Et surtout, ils ont acquis quelques moyens pour y parvenir.



Alan Blizzard Award 2006

Aline Germain-Rutherford
Alan Blizzard Award Coordinator

At the June 2006 SLTHE Conference, the Alan Blizzard Award was presented to the team from Renaissance College, University of New Brunswick, for their outstanding collaborative project *Outcomes-Based Learning at a Whole Program Level*. Congratulations to team members Mark Bishop, Mike Carr, Gerry Clarke, Jo Anne Colford, Kathleen Fong, Jonathan Foster, Rick Hutchins, Victoria Moon Joyce, Neyda Long, Eamonn Lynch, Thomas Mengel, Valerie Reeves, Carol Roderick, Jennifer Pazienza, Al Sharp, Richard Sapcek and John Valk. For the description of the award, please see Number 43, Spring 2006.

le Prix Alan Blizzard 2006

Aline Germain-Rutherford
Coordinatrice du Prix Alan Blizzard

La société pour l'avancement de la pédagogie en enseignement supérieur (SAPES) et la maison d'édition McGraw-Hill Ryerson, sponsor et partenaire, sont heureux d'annoncer que le Prix Alan Blizzard 2006 a été attribué cette année à l'équipe du Collège Renaissance de l'Université du Nouveau Brunswick, pour leur projet : *Outcomes-Based Learning at a Whole Program Level*.
Détails: Number 43, Spring 2006

We are thrilled to report that University Affairs will sponsor the 2007 Call for Nominations.



The Society for Teaching and Learning in Higher Education (STLHE) would like to invite applications for the Alan Blizzard Award. This Award for collaborative projects that improve student learning will be presented to the winners at the STLHE Annual Conference held at the University of Alberta in June 2007.

The submission forms can be downloaded and printed from our website at the following address:
www.mcmaster.ca/stlhe/awards/alan.blizzard.award.html

All copies of the completed application must be submitted by January 12, 2007, to the following address:

Aline Germain-Rutherford,
Alan Blizzard Award Coordinator / Coordinatrice du Prix Alan Blizzard
c/o Sylvia Riselay, Executive Secretary, Society for Teaching and Learning in Higher Education,
McMaster University, 1280 Main Street West, REF-201 Hamilton, ON L8S 4K1

Comme chaque année la société pour l'avancement de la pédagogie dans l'enseignement supérieur (SAPES) est heureuse d'inviter les candidatures pour le Prix Alan Blizzard 2007. Ce prix, qui récompense les projets en collaboration pour l'amélioration de l'apprentissage des étudiants, sera remis aux lauréats lors du congrès annuel de la SAPES qui aura lieu en juin 2007 à l'Université d'Alberta.

Les informations concernant ce prix et les dossiers de candidatures sont téléchargeables à l'adresse internet suivante :
www.mcmaster.ca/stlhe/awards/alan.blizzard.award.html

Merci de bien vouloir diffuser cet appel de candidature au sein de votre université, et d'envoyer les dossiers de candidature, avant le 12 janvier 2007, à l'adresse suivante :



Magna Publications has supported higher education since 1972, providing educational resources for students, faculty, and administrators. The company currently publishes eleven higher education newsletters including *The Teaching Professor*, manages numerous online seminars, and holds in-person conferences for student leaders (*The National Conference on Student Leadership*) and faculty (*The Teaching Professor Conference*).

Beginning 2007, Magna is pleased to become the sponsor of the Christopher Knapper Lifetime Achievement Award. In addition, Magna is delighted to support all STLHE members by offering a 20% discount on select newsletter subscriptions and online seminars. In doing so, Magna is looking to demonstrate its commitment to all of those in higher education who are working to improve teaching and learning.

For more information, please visit Magna's website at www.magnapubs.com/stlhe.html.

Teaching Large Classes Green Guide Review

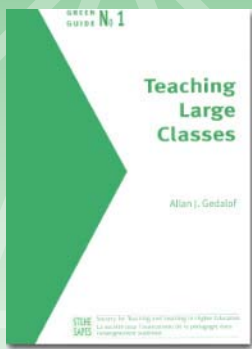
Anne Cordon

University of Toronto, at Mississauga

Whether you are currently teaching a large class or are about to teach one for the first time, you will benefit from reading this insightful monograph, written by a veteran teacher.

For most of my 30-year career I have taught mega-classes with over 1000 students; sometimes I was fortunate to teach large classes of merely 400 students. Large and mega classes are not the same as small intimate seminar groups; they are not only quantitatively different, but also qualitatively different.

The strength of the STLHE Green Guides is that each is a concise practical discussion on a common pedagogical issue. Allan's understanding of both instructor concerns and student needs makes his guide useful regardless of the discipline. His witty truisms



are liberally sprinkled throughout the text. For example:

- “*Begin as you mean to go on*”: set the tone early and show students your passion for the discipline and interest in them as learners.
- “*Especially in large classes, you can teach only two or three big ideas*”: you will be able to cover less material, because repetition and alternative ways of seeing the same concept are even more important with a large diverse student body.
- “*If nobody is learning, you are just talking, not teaching*”: do not obsess about covering less if many students are engaged and learning.

Issues in large classes, such as dealing with team teaching or coordinating teaching assistants are mentioned briefly, but are not the focus of this guide.

The guide discusses excellent ways to make class time more effective for large classes. All of these suggestions are useful in small classes too, but are critical in large classes:

- Advance preparation of course material means a much longer lead time from inception to implementation.
- Texts must be ordered well in advance.
- You can not *wing it* in class by handing out readings or assignments at the last minute.
- Handouts are particularly problematic . It is better to find alternatives such as linking electronic versions to course websites or having reading packages.

Allan Gedalof's advice is sound and invaluable whether you are a novice or a veteran with large groups.

Gedalof, A. (1998). *Teaching Large Classes. Green Guide No. 1.* Society for Teaching and Learning in Higher Education / La société pour l'avancement de la pédagogie dans l'enseignement supérieur.

Bente Roed: Christopher Knapper Lifetime Achievement Award

Christopher Knapper

Queen's University

Excerpt adapted from Christopher Knapper's speech during the award presentation to Bente Roed, STLHE Conference, June 2006.

The Christopher Knapper Lifetime Achievement Award was created in 2002 to honour those who make an outstanding contribution over their career to teaching, learning, and educational development in Canadian higher education. For most of you it will be a wonderful surprise to hear that the award is being presented to Bente Roed of the University of Alberta.

I have known Bente for over 20 years during her long term as Director of Alberta's University Teaching Services (UTS). We have worked together on many different initiatives, including an ambitious plan to reform teaching and learning at Alberta in 1988 (the Inventory and Plan for Teaching Effectiveness), and more recently the successful annual orientation for new faculty.

Many of you will know UTS for its unrivalled workshop program and its widely circulated,



Bente Roed, University of Alberta

most beautifully illustrated newsletter. UTS was one of the earliest and best-known educational development centres in Canada, and the first to host an STLHE conference outside Ontario in 1989. Bente served on the STLHE Steering Committee for many years, and on almost all its other committees.

Apart from her work as an educational developer, Bente has many other talents. For example she is a professional gallery curator,

published writer on art (especially print-making), gardener, cook and despite her slight figure - general gourmand who knows the best restaurants in every conference venue. In 2002 she was honoured by the Academic Women's Association of Alberta as their “Woman of the Year”, and there is a graduate scholarship in her name.

Despite all these accomplishments, perhaps Bente's greatest attribute is not to push herself forward, but rather to marshal the efforts and resources of others, indeed, to let others shine - something she does with a mixture of modesty and tenacity.

Her nominators describe her as a welcoming presence, mentor, role model, and general inspiration and support. They say this especially for women, but I can attest also for the men who are lucky enough to come within her orbit.

For all these reasons it gives me great pleasure to present the third Christopher Knapper Lifetime Achievement Award to Bente Roed. Bente will make a special presentation at next year's conference.

ED Caucus Corner: Educational Developers Caucus

Le coin du Réseau de formateurs en pédagogie de l'enseignement supérieur

Teresa Dawson
EDC Chair, University of Victoria

It gives me great pleasure to congratulate Joy Mighty, past EDC Chair, on her recent election to the STLHE Presidency. Her experience leading the Caucus is bound to stand her in good stead in her new role and she continues to actively serve the EDC membership as past chair on the Executive.

J'ai le grand honneur d'offrir mes félicitations à Joy Mighty, ancienne présidente du Réseau de formateurs en pédagogie de l'enseignement supérieur «Réseau», pour sa récente élection à la présidence de la Société pour l'avancement de la pédagogie dans l'enseignement supérieur (SAPES). Son expérience à la direction du Réseau devrait lui être d'une grande utilité dans son nouveau rôle. Joy continue en outre de servir activement les membres du Réseau à titre de présidente sortante du comité exécutif.

Caucus Update

I am deeply honoured to have the opportunity to serve as EDC's second chair. As a result of Joy's inaugural leadership, and the work of the Executive committee, I take the reins of a Caucus that has a strong organisational, procedural and financial structure beyond its years. Financially we are in good order thanks to our Treasurer, Andre Oberle, and to the hard work of each and every one of you who has promoted the advantages of STLHE and EDC to colleagues. Please contact Trevor Holmes, Communications, tholmes@uoguelph.ca, if you want to join EDC, or have a colleague who does!

En ce qui concerne les statuts constitutifs de la Société, le comité exécutif du Réseau souhaite remercier le comité de direction de la Société des efforts continus qu'il déploie pour reproduire dans ces statuts la nature unique de la relation entre le Réseau et la SAPES. Carole Dence, ancienne présidente du sous-comité des règlements du Réseau, et Margaret Wilson, qui travaille inlassablement à la constitution en société de la SAPES, ont joué un rôle particulièrement important dans ce processus.

EDC Conference

Within EDC, plans are forging ahead for the 22-23 February 2007 Conference entitled "Engagement and Educational Development" to be co-hosted by the Universities of Guelph and Waterloo. Following the EDC Professional Development plan facilitated for us by Lynn Taylor, outgoing Vice-Chair, Professional Development, two preconference workshops will be offered: one for new educational developer colleagues and one showcasing the University of Waterloo's successes in engaging faculty. Our conference keynote speaker will be Matt Ouellet, incoming POD President, who is very thoughtful about engaging diverse educational development audiences internationally.

EDC Grants

We will soon be announcing the availability of EDC grants that are "designed to enhance critical reflection, inquiry, and communication about educational development practice within the EDC community." Alice Cassidy (Vice-Chair, Professional Development) and I will offer a brief information session and workshop during the February conference for all members interested in applying.

Communications

Notre vice-président, Communications, Trevor Holmes, est présentement à la tête d'un sous-comité, et il cherchera bientôt des volontaires pour lui donner un coup de main. Ce sous-comité explorera des moyens d'utiliser davantage le site Web de la Société pour y stocker vos idées et vos ressources communes et pour les rendre accessibles aux autres.

Cette démarche découle du merveilleux travail accompli par Jennifer Jasper (avec une aide appréciable de Nicola Simmons), qui remplit sa promesse d'agir à titre de première coordonnatrice du Projet de mise en commun des ressources du Réseau. De plus, l'initiative *Ideas*, lancée par Jeanette

McDonald, s'étend maintenant aux idées qui seront utiles pour les centres de développement éducatif et pour les enseignants présentés dans ce bulletin.

New Positions

Finally, since at least one position on the EDC Executive (Vice-Chair, Communications) will be open shortly, I encourage you to consider putting your name forward. Remember that all members in good standing may do so. We particularly encourage our colleagues from colleges and university colleges, as well as from universities, to consider putting their names forward in order to further diversify our group.

We will soon be announcing the availability of EDC grants...



Teresa Dawson, EDC Chair, presenting at the STLHE 2006 Conference

Message de la présidente

Julia Christensen Hughes
Présidente de la SAPES
Université de Guelph

Lorsque vous recevrez ce bulletin, la session d'automne sera déjà bien entamée. J'espère que vous avez passé un été agréable et productif qui vous a permis de vous détendre et de vous ressourcer, et que vous avez hâte à la session à venir.

Je suis très heureuse de souhaiter la bienvenue à Joy Mighty, la nouvelle présidente élue de la Société! Joy nous fera bénéficier de sa riche contribution sur les plans de l'expérience, de l'engagement, de la sagesse et des connaissances. Je remercie les trois candidats, Joy Mighty, Arshad Ahmad et Pierre Zundel qui, tous, ont contribué à faire de l'événement un succès pour la Société!

Naturellement, le point culminant de l'été pour la Société a été notre congrès, *La science et ses communautés*, organisé en juin à l'Université de Toronto. Le congrès a attiré près de 600 participants (dont une cinquantaine d'étudiants du premier cycle et des cycles supérieurs), représentant une centaine d'établissements répartis dans sept pays.

Nous avons eu le grand plaisir d'accueillir nos membres fondateurs institutionnels – une cinquantaine à l'heure actuelle. Nous avons également félicité les Récipiendaires de nos Prix d'enseignement 3M, du Prix Alan Blizzard et du Prix d'excellence Christopher Knapper pour l'ensemble de leurs réalisations. Félicitations à tous.

L'évaluation du congrès a été très positive. Les commentaires se sont concentrés sur la qualité et l'équilibre des séances, l'organisation globale et l'engagement de l'équipe de l'Université de Toronto. Comme



Founding Institutional Members/ Membres Fondateurs Institutionnels

l'a fait remarquer un participant : « Un excellent congrès, démontrant un équilibre parfait entre séances théoriques et pratiques. Endroit superbe, personnel fantastique. Félicitations! » Le congrès a également produit un bénéfice substantiel, ce qu'apprécie grandement la Société. Sincères remerciements aux coprésidents du congrès, Ken Bartlett, Teresa Dawson, Pam Gravestock et Amy Baier.

Nous attendons maintenant avec intérêt le congrès de 2007, sous le thème de l'« Évolution des connaissances ». Il se tiendra à l'Université de l'Alberta et nous aurons le plaisir d'y accueillir notamment Carl Wieman, Prix Nobel, qui prononcera la conférence d'ouverture. Le congrès de 2007 jouera un rôle de premier plan pour ce qui est de mettre en évidence l'engagement de la Société dans l'avancement du dossier des bourses en enseignement et en apprentissage. Margaret Wilson et son équipe vous tiendront au courant des progrès.

Citons quelques-unes des activités prévues par la Société au cours de l'année qui vient :

- élire de nouveaux représentants régionaux;
- mener à bien la rédaction nos statuts constitutifs;
- passer en revue notre site Web et nos activités de relations publiques;
- lancer de nouvelles publications;
- lancer une campagne institutionnelle de renouvellement de l'adhésion;
- appuyer le travail du Réseau de formateurs en pédagogie de l'enseignement supérieur et du Conseil des récipiendaires du Prix d'enseignement 3M;
- consolider nos relations avec un certain nombre d'associations nationales et avec la communauté francophone;
- mener à bien notre cadre national pour les bourses en enseignement et en apprentissage;
- exercer un suivi relativement aux suggestions formulées à notre table ronde du printemps.

Comme toujours, si vous avez des commentaires à formuler sur la Société ou que vous désirez prendre une part plus active dans le travail de la Société, n'hésitez pas à communiquer avec moi.

English version on page 11

Le Conseil des récipiendaires du Prix d'enseignement 3M

Alex Fancy
Mount Alison University

Le Conseil des Récipiendaires du Prix d'enseignement 3M poursuit son dialogue fructueux et engageant!

L'équipe exécutive vient de terminer une proposition de recherche et de publication

qui explorera le silence dans l'enseignement et l'apprentissage; un groupe de collègues s'apprête à publier "Enseigner dans la joie", une revue électronique; et six récipiendaires du Prix d'enseignement 3M ont contribué au troisième Forum international de recherche sur l'enseignement qui a identifié des

questions qui retiendront son attention à l'avenir.

Bienvenue à notre nouvelle cohorte! Vous entendrez leurs voix ailleurs dans cette publication. Régalez-vous!

English version on page 11

President's Report

Julia Christensen Hughes
STLHE President
University of Guelph

By the time you receive this newsletter the fall semester will be well underway. I do hope that you have had an enjoyable and productive summer, were able to take some time to relax and rejuvenate, and are looking forward to the terms ahead.

President Elect

I am extremely pleased to welcome Joy Mighty as the Society's new President-Elect! Joy brings a wealth of experience, commitment, wisdom, and knowledge to the role. I thank all three candidates, Joy Mighty, Arshad Ahmad, and Pierre Zundel, all of whom helped make the election such a successful event for the Society.

2006 Conference

The highlight of the summer for the Society was of course our June conference, *Knowledge and its Communities*, hosted by the University of Toronto. The conference attracted almost 600 participants, including approximately 50 undergraduate and graduate students, and representing over 100 institutions and 7 countries. We were particularly delighted to welcome our founding institutional members – now almost 50 strong. We also congratulated our newest 3M Teaching Fellows, Alan Blizzard Award winners, and recipient of the Christopher Knapper Lifetime Achievement Award. Congratulations once again to all of you.

The Council of 3M Teaching Fellows

Alex Fancy
Mount Alison University

There are exciting days ahead for the Council of 3M Teaching Fellows!

Our new Executive Team (Arshad Ahmad, Don Cartwright, Maureen Connolly, Aline Germain-Rutherford, Clarissa Green, Ron Marken, Sylvia Riselay and myself) has discussed and refined a proposal for a new publication with the following working title: *Silence in Teaching and Learning: Conversations We Never Had*. Our second book will welcome voices from outside our fellowship,



First Nations Welcome Ceremony, STLHE 2006 University of Toronto

The evaluation of the conference was very positive. Comments focused on the quality and balance of the sessions, overall organization, and the commitment of the University of Toronto team. As one participant remarked "an excellent conference, with a perfect balance of theoretical and practical sessions. Excellent location, wonderful staff. Congratulations!" It also generated a substantial profit, which the Society very much appreciates. Heartfelt thanks go to co-chairs Ken Bartlett, Teresa Dawson, Pam Gravestock, and Amy Baier.

2007 Conference

We now look forward to turning our attention to the 2007 conference, "Evolving Scholarship." It will be held at the University of Alberta and feature Nobel Laureate Carl Wieman as the opening keynote speaker. The 2007 conference will be pivotal in underscoring the Society's commitment to advancing the scholarship of teaching and learning. Margaret Wilson and her team will be updating you as plans progress.

and we hope to issue a call for submissions in the near future.

An enthusiastic group of Fellows (Roger Moore, Dana Paramskas, Srin Sampali, Rick Schwier, John Thompson, Ron Marken and other members of the Executive Team) have devised a plan to revive Positive Pedagogy, the Society's electronic journal, with the following tentative title: *And Gladly Teach*, for which we acknowledge the help of Chaucer. Stay tuned!

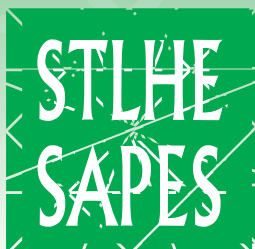
Other key activities for the Society in the year ahead include:

- electing new regional representatives
- finalizing our articles of incorporation
- reviewing our website and public relations efforts
- launching new publications
- initiating an institutional membership renewal campaign
- supporting the work of the Educational Developers Caucus and Council of 3M Teaching Fellows
- strengthening our relationship with a number of national associations and the francophone community
- finalizing our national framework for the Scholarship of Teaching and Learning, and
- following up on the suggestions generated at our spring Roundtable

As always, if you have any comments concerning the Society or would like to become more actively involved, please do not hesitate to contact me. Best wishes.

En français à la page 10

Society for
Teaching and Learning
in Higher Education



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

What's inside?

CONTENTS

Sharing Successful Learning Strategies Testing in Collaborative Teams Conferences Add Spice to	1
Recent Publications	2
In the Spotlight: Teaching and Learning as a National Enterprise	3
Reflections of Excellent Teachers/ Réflexions d'excellents professeurs	4
Alan Blizzard Award	7
Teaching Large Classes: Green Guide Review	8
Bente Roed: Christopher Knapper Lifetime Achievement Award	8
ED Caucus Corner/Le coin du Réseau	9
Message de la présidente	10
Le Conseil des récipiendaires du Prix d'enseignement 3M	10
President's Report	11
The Council of 3M Teaching Fellows	11



c/o Centre for Leadership in Learning
Temporary Building 13, Room 124
McMaster University
Hamilton, Ontario, Canada, L8S 4K1