



Teaching and Learning in Higher Education

"CREATIVE APPROACHES TO TEACHING"

Creative Ways of Meeting English as a Second Language (ESL) Challenges: 1-3-6

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Immigration and internationalization have contributed to greater diversity in our student demographics. However, the benefits of diversity cannot be realized if a significant proportion of the students struggles to integrate with their academic community (Chang, Denson, Saenz, & Kimberly, 2005; Gurin, Dey, Hurtado, & Gurin, 2002). Problems that English as a second language (ESL) students face are well documented (Fox, 2005). Students who cannot cope end up on probation or suspension, and then are referred to remedial attention.

One proactive, holistic, and empowering approach

Conventional ways of serving ESL students, such as through remediation or credit English for Academic Purposes courses, need to be supplemented with a proactive and student-empowering approach which builds on students' capacities to help themselves and their peers. This article outlines the University of Toronto Scarborough Writing Centre's English Language Development Support Initiative that began in 2004 and has evolved into a comprehensive support network easily adaptable to different teaching-learning contexts.

Three key principles

1. De-stigmatizing ESL support. By promoting support as English Language Development (ELD), which focuses on academic communication and critical thinking skills, ELD serves all students, not only ESL students. Thus, ESL students do not feel stigmatized due to remedial attention.
2. Creating a risk-free environment. Providing ELD support as a voluntary option offers students an "all to gain but nothing to lose" position. This option allows students to feel they control how much effort they invest. The students then work with intrinsic motivation to learn.
3. Empowering students, by moving them away from of a helpless, deficit paradigm. Helping their peers allows students to use their newly-acquired confidence and language skills in an empowered paradigm.

Six empowerment options that resonate with students

Applying these principles has assisted hundreds of ESL students and others in a trajectory of evolving confidence and achievement.

i. Communication Café: Unlike conversation programs that focus on conversation practice, Communication Café participants develop a range of interpersonal communication skills for academic and professional contexts. Through specially designed pedagogic games which develop critical thinking, fluency, vocabulary, confidence and interpersonal skills, students learn to participate actively

them become more confident writers. The writing, sent through email, takes place outside of coursework. Students also improve their critical thinking skills through interaction with the Writing Centre instructor assigned to them. Students become more intrinsically motivated when they notice their greater ease with reading and writing. Many have moved their essay writing ability from C or D to a B level within a semester or two.

iii. English Language Development Summer Learning Institute (ELD SLI) Piloted in 2004, this program proactively prepares incoming students



Students working at the University of Toronto Scarborough Writing Centre

in class discussions, and make effective presentations in class and at conferences. This program grew exponentially (from 42 visits in Fall 2005 to 621 in Fall 2008). Students found the learning fun and effective. (See <http://www.utsco.utoronto.ca/~ctl/eld/communication.html> for samples of student achievements)

ii. Reading and Writing Through Email (RWE) program. Through this program, which began in 2005, students voluntarily read materials of interest to them and articulate their thoughts in writing every day. This activity is designed to help

during the summer before they begin their first year program. In this intensive one-and-a-half week ELD SLI, students learn critical thinking skills, develop research skills, write university-level style assignments, and enhance their presentation skills. Having transitioned effectively, ELD SLI graduates often volunteer and help new ELD SLI students in subsequent years.

This first phase of the ELD program is documented in the booklet, *Beating the Odds: Success Stories of Students*

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Overcoming English Language Challenges, which provides a glimpse of its implementation and impact. As more students became empowered, the ELD program expanded to provide formal training in leadership and peer support.

iv. Facilitator Training Certificate Program
This leadership program, which began in 2007, trains students to facilitate Communication Café sessions. Facilitators-in-training develop greater interpersonal skills and creativity as they learn about facilitating sessions, developing games as well as speaking publicly.

v. Vocabulary Café
Piloted in Fall 2008, this program facilitates the learning of vocabulary often used in university texts. Students play Communication Café-style games that reinforce their acquisition of the new vocabulary. Preliminary surveys show that students leaving each session learn most of the words introduced each session and are able to use them in a communication task.

vi. APA Café
Over 800 students have learned how to use the American Psychological Association (APA) style through this group interactive game.

Conclusion

Through one proactive, student-empowering approach based on three principles and six options, the ELD program was implemented with few additional resources. This program was originally offered through the Writing Centre in 2004, with only one full-time lecturer. In 2007, the program was scaled up and the ELD team now includes six part-time writing instructors and relies on increased involvement of the full-time faculty. It provides a viable voluntary alternative to all students wishing to improve their academic communication skills. The model can easily be adapted to different contexts. In the summer of 2008, New College became the first unit at the University of Toronto St. George campus to successfully emulate the first three components of this program. The University

of Saskatchewan also successfully launched their Communication Café in 2007.

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Strategies to Promote a Deep Approach to Reading

Julian Hermida
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It is a recurring complaint among faculty that students do not complete their assigned readings or that they read them superficially. Despite the importance of academic reading skills for university success, we seldom teach them the skills as we generally presuppose that students already have acquired them. The reality is that many university students lack academic reading skills and adopt a surface approach to reading.

Surface reading

Surface reading is the tacit acceptance of information contained in the text, which leads to superficial retention of materials for examinations and does not promote understanding.

Deep reading

A deep approach to reading is an approach where the reader uses higher-order cognitive skills such as the ability to analyze, synthesize, solve problems, and thinks meta-cognitively in order to negotiate meanings with the author and to construct new meaning from the text. The deep reader focuses on the author's message, makes connections to already known concepts, and uses this understanding for problem solving in new contexts.

The need for constructive alignment

An aligned course is a course where there is consistency among the objectives, the teaching and learning activities (TLAs), and the assessment. Research shows that placing academic reading at the forefront of the curriculum in aligned courses encourages students to take a deep approach to reading.

The following strategies aim at promoting deep reading:

• Course objectives

Design a course whose main objective is to encourage students to take a deep approach to reading. Make these objectives explicit to students, as most students tend to see only facts and principles as the sole content of courses.

• Assessment

Assessment is the component of the teaching system that plays the most influential role in the decision on whether to take a deep or surface approach to reading. Design the course assessment in order to measure whether students are using higher-order cognitive skills to understand academic texts.

• Teaching and Learning Activities (TLAs)

Design TLAs to promote a deep approach to reading in consonance with the proposed objectives. If, for example, you lecture from the textbook, students will probably not read the text as they will rely solely on your oral explanations and the notes they take from these lectures.

Examples of creative TLAs that foster deep reading

• The Apprentice. Assign each group a journal article. Give teams reading guides to encourage them to evaluate, judge, compare, and synthesize information from these texts. Ask each team to make a presentation to the rest of the class on some aspect of the text. The worst teams are fired and the best one is hired.

- Facebook or MySpace profile. Give students an article and ask them to create a MySpace type of profile about the topic of the article. For example, if they read about Lucrecia Martel's films, ask them to choose a character and to imagine that character's favourite songs, films, books, and friends not mentioned in the article or film. If they read about theoretical models of criminal justice, ask students to imagine a criminal justice agent that is enrolled in one of the theoretical models and ask them to build their Facebook profile.
- The movie studio. Students need to read an article on a topic discussed in class. Then, they need to write a script outline for a documentary about the content of the article and pitch the idea for funding to executives from a film company.
- The Amazing Race: Students in teams have to run from the classroom to the library, then to the teacher's office, then to the computer lab, and then back to the classroom. In each of these stops, they have to analyze academic texts and answer some questions about the texts aimed at helping them engage in deep reading.

All these activities have in common the fact that they encourage students to read for a purpose, which they find motivating. Furthermore, in order to achieve the activity goals, students need to use higher-order cognitive skills to process academic texts. When part of an aligned course that places academic reading at the forefront, students are more likely to take a deep approach to reading.

The Creative Teacher as a Classroom Manager

Núria Hernández Nanclares
Universidad de Oviedo

Have you, as a teacher, ever thought about yourself as a manager? Have you ever seen yourself as someone who takes decisions; who has to organise students' resources and to implement the most efficient policies to promote effective, significant and active learning? If not... you are losing one of the most creative and challenging aspects of our job.

Teachers, it is true, have to develop creative strategies to manage the many variables that influence this desired learning. The question is that many of them are external learning factors outside the learner and related with the space, the localization, where this learning is developed. The physical and relational proximity between students and teachers generates several advantages in the form of exchange, communication, collaboration and interdependency processes. So, the classroom is the space where all these things happen as well as the sphere of influence of the teacher.

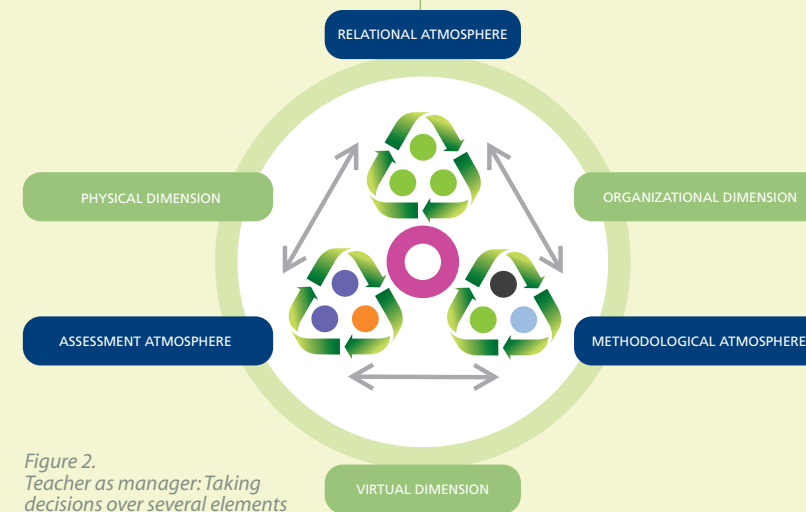


Figure 2. Teacher as manager: Taking decisions over several elements

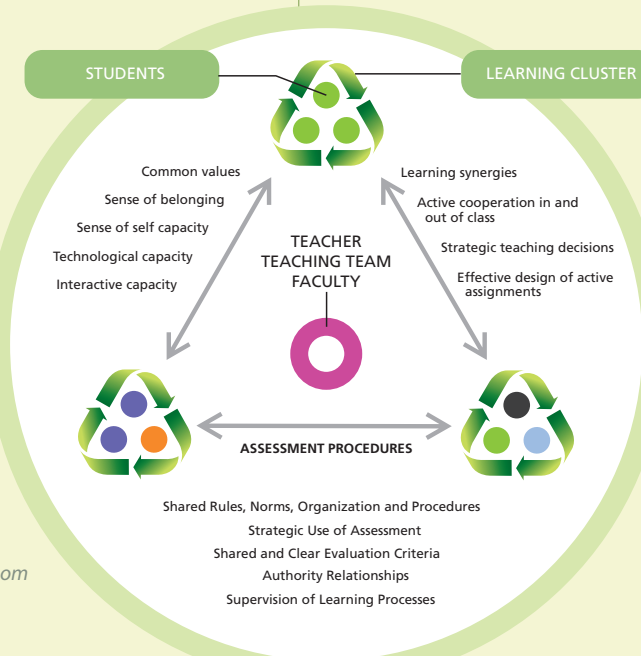


Figure 1. The innovative learning classroom

The Innovative Learning Classroom

An "innovative learning classroom" is a spatial learning system which empowers the advantages of a shared space, physical proximity and knowledge spillovers, and also of motivation and relational forces. As can be seen in Figure 1, the students are organised in learning teams where agglomeration economies operate. The spatial concentration of learning activities generates positive effects on the other individual students and groups. What's more, each student receives knowledge from the environment in which he or she learns. This derives from proximity, diversification, and interaction with the other agents of that environment. So, collaborative learning is the more convenient organizational form to take maximum advantages of the physical and relational proximity.

This type of learning system, to become really innovative, needs to be dynamic and full of life; the students work out their own knowledge together, exploiting all the possibilities of the physical and relational space. That's why active methodologies are the main option for teaching.

The space and all the relationships generated in it have to be well organised. For that to happen, the assessment procedures play a crucial role. It is well known how students could be pushed to certain types of learning with a strategic use of assessment. So, clear rules, norms, and procedures are fundamental for the good running of the system. Well-established authority relationships, founded in shared and clear evaluation criteria, make easier formative

assessment: feedback and supervision of learning processes and products avoiding the pressure of grading.

So, collaborative learning, active methodologies, and strategic assessment procedures combine in a relational space to foster learning. The learning groups and the teaching team are involved in a complex system with its own dimensions and atmospheres which make high quality learning much easier.

The Teacher as a Manager

The central question is whether the teacher can manage this mechanism, taking the most effective decisions, and transforming the learning space into an innovative learning classroom. For that reason, this type of classroom can be described with three dimensions (physical, organizational and virtual) and three atmospheres (relational, assessment and methodological). And the teacher has to be extremely creative to deal with all the variables involved and to take a huge amount of important decisions to manage this fantastic world.

Teachers perhaps have to take decisions in the different dimensions about ergonomic conditions in the classroom and didactic and technologic resources; about the use of new technologies in the development of the course; about the organizational rules and its implementation trying to create a "course culture". As well, they have to decide a lot of things in the three dimensions present in the innovative learning classroom: how to design the course; the use of the tasks and activities to give added value to attendance at classes; how to manage collaborative learning; deal with motivation and feedback forces; manage power relationships; plan the structure, instruments and criteria of assessment... and much more to transform a traditional classroom into a space where students can become creative learners.

Does Providing Class Notes or Powerpoint Slides to Students Before Lectures Lead to Lower Class Attendance?

John Dawson
University of Guelph

The relationship between the use of Powerpoint and providing students with the notes or slides before class and attendance in class has been the subject of recent discussion. At the outset, there is a basic assumption in this discussion: we believe there is value in attending lectures. This discussion presents an opportunity for researchers to model the process of research for our students and for us. Thus, we begin with the question in the title and pose a hypothesis: that providing notes or slides to students before lectures decreases class attendance.

An Analysis of the Literature

First, the sentiment among faculty that students' motivation for attending lectures and their actual attendance at lectures is decreased when notes are posted is not unusual. However, a study of 33 faculty and 250 students by James et al. (2006) found a

instructor-provided notes and those who had to generate their own notes. This result was recently reproduced by the work of Cornelius & Owen-DeSchryver (2008). Apperson et al. (2008) found that students preferred having the notes beforehand and students believed that having notes would not decrease their attendance.

So Why Don't Students Come to Class?

If the literature suggests that having notes or slides beforehand would not decrease attendance, why do faculty members perceive a drop in attendance in their lectures? Perhaps it has to do with the use of Powerpoint as a pedagogical tool. In this regard, the recent work of Clark (2008) is instructive. She posits that students see Powerpoint "... as part of a pedagogical package, including the interest the topic held for them, [and] the personality and delivery style of the lecturer..." That is, there is an intimate relationship between the content of the course, the Powerpoint slides, and the lecturer. The literature suggests that using Powerpoint has a positive impact on maintaining attention, but the work of Clark (2008) suggests that using Powerpoint in the same manner year after year may have a negative impact. Students appreciated the use of Powerpoint when it facilitates variety. Part of this variety is the use of attractively designed slides.

Novelty was the most important factor in maintaining interest. We might believe that using Powerpoint in the classroom is a novel thing, but our students have adapted and accepted it much

faster than we have. As a result, the novelty of using Powerpoint has worn off for them. Because using Powerpoint is no longer novel, simply using it no longer captures their attention. In her work, Clark applies the thought that "The medium is the message" (McLuhan, 1964). In essence, students responded favourably to Powerpoint presentations that were well-presented; that included colour, animation, variations in design, and used progressions well. In fact, students linked a lack of these things in presentations with poor preparation and a lack of skill on the lecturer's part; that is, students linked the success of the lecturer directly to the success of the presentation.

The danger is that students might focus on the form of presentations, rather than the content. As Clark states, "Form without substance will not engage." Therefore, while there is value in attractive presentations that uses up-to-date

presentation styles (and there is plenty of literature to help in this regard), providing those presentations is only a fraction of the equation that maintains student interest and attention.

The Role of the Lecturer is Crucial

In summary, providing students with class notes or slides before lectures does not appear to impact their decision to attend class or not. I have not addressed the issue of what kind of notes or slides could or should be provided to students and what constitutes effective use of Powerpoint; that is a topic for another time.

The main factor in keeping class attendance up is maintaining the interest and attention of the students and the primary variable in this equation is the lecturer. It is the lecturer who selects the content, who crafts the presentation, and who can choose to use technology in ways that engage students and keep them coming back to class. Students appreciate Powerpoint for its potential to bring variety to presentations; we need to use Powerpoint effectively and in combination with other presentation modes to provide variety in our lectures, thereby maintaining attention and keeping interest, resulting in our desired outcome of student attendance in classes.

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The Conference of the Society for Teaching and Learning in Higher Education (STLHE) at the University of New Brunswick, June 17-20, 2009



The Conference of the Society for Teaching & Learning in Higher Education (STLHE) takes place at a different Canadian institution every year and the University of New Brunswick (UNB) is proud to host the 29th annual conference for 2009. Mark your calendar for June 17-20 for the opportunity to network with others from across Canada, and around the world, with a wide range of experiences and from various disciplines.



This conference attracts an international audience of more than 400 participants and presenters.

We are looking forward to presenting our beautiful campus to the conference delegates along with the Maritime hospitality for which we have become renowned.

With this year's theme, *Between the Tides*, we have already piqued the interest of many people and we are sure to create some interesting conversations on many topics that have been considered as 'dilemmas' for many conference goers.

Alex Lowy (Keynote Speaker) is an internationally recognized thought-leader specializing in the creation of innovative work, learning and information systems. He is co-founder and past president of Digital 45ight, a global technology think tank and strategy consulting firm with headquarters in Toronto, Canada. He has co-authored two best-selling business books: *Digital Capital, Harnessing the Power of Business Webs* (Harvard Business School Press, 2000), and *Blueprint to the Digital Economy: Creating Wealth in the Era of E-Business* (McGraw Hill, 1998) with Don Tapscott and David Ticoll. Alex is a sought after strategic advisor and educator, and has contributed award-winning articles to journals including *Business 2.0*, *Training and Development*, and the *Journal for Group and Organizational Studies*. In 2003 Alex formed the Transcend Strategy Group. He lives in Toronto, Ontario.

In 2007, Alex released his new book: *No Problem*, a guide to framing personal and business challenges and applying solutions appropriate to the level of the problem.

For further information and registration please visit our website at www.unb.ca/stlhe.



significant difference in attitude between faculty and students on this issue. While faculty believed that posting notes decreases motivation to go to class, students did not believe this at all.

An analysis of the literature suggests that the hypothesis above is false; that, in fact, providing notes and using Powerpoint in class holds students' attention to a greater degree. Szabo and Hastings (2000) found that attendance increased with Powerpoint presentation, while 95.7% of students surveyed by Clark (2008) believed that Powerpoint use maintained attention in class. Conversely, a study of a Russian fairy tales course by Frey and Birnbaum (2002) related that 15% of students believed they were less likely to go to class when the notes are posted. The work of Vandehey et al. (2005) showed no difference in attendance between students with

President's Report

Joy Mighty
STLHE President
Queen's University

Many of us have no doubt been personally and professionally affected by the deepening unprecedented global economic crisis. You may be wondering what implications the current climate will have for teaching and learning in general, and for STLHE in particular. Of course we expect resources to be significantly reduced. But resource scarcity can often be a catalyst for increased resourcefulness and creativity, as we adapt to a new normal that necessitates not only doing more with less, but also doing things differently. The Board of Directors is therefore exploring the full implications of the economic downturn and I assure you that we will communicate any decisions arising from our deliberations. That the work of the Society continues, notwithstanding the current crisis, is a clear testament to the commitment of all those whom you have entrusted with the leadership of our beloved organization.

I take this opportunity to express our deepest gratitude to the following Board members whose terms of office expired at the end of February:

• **Lynn Taylor**, the representative for Nova Scotia, undertook the daunting role of the inaugural Vice-President responsible for the strategic goal of advancing the Scholarship of Teaching and Learning (SoTL). Under her leadership, the Society collaborated with a variety of government agencies and national and international organizations to develop a national framework for SoTL. Most significantly, Lynn has been the leading force behind the creation of the Canadian Journal for the Scholarship of Teaching and Learning (CJSoTL), STLHE's electronic journal whose first issue is scheduled for Fall 2009.

• **Margaret Wilson**, who represented the province of Alberta, was the Society's Conference and Events Coordinator and Chair of the Standing Committee on Conferences. It is largely through Margaret's efforts that the Society now has an outstanding conference manual that guides successive hosts of our annual conference. You will recall that Margaret also successfully led the Society through the long and arduous process of becoming incorporated.

• **Alan Wright**, has been an ex officio director and Chair of the Society's Standing Committee on Publications, serving as the Editor-in-Chief of the popular Green Guide Series and, over the years, collaborating with various editors of the newsletter and those involved in other STLHE publications. Under Alan's leadership, the Society produced, in 2008, its first electronic publication: *Collected Essays on Learning and Teaching (CELT)*

• **Debra Dawson**, the representative for the Ontario South-West region, served as the Chair of the Standing Committee on Public Relations and Communications, a role that has become increasingly important with the Society's continued growth. In this capacity, Deb led numerous initiatives that enhanced STLHE's public image, including a website redesign project and others that intersected with the Publications, Partnerships, and Advocacy portfolios. She was, for example, responsible for the excellent relationship the Society now enjoys with the University of Western Ontario's library and bookstore which respectively support the production and marketing functions for some of our publications.

which was distributed in CD format to attendees at last year's annual conference. Alan also played a significant role in establishing reciprocal agreements with several of STLHE's sister organizations, notably the Professional Organizational Development (POD) Network from the USA, the Staff and Educational Development Association (SEDA) from the UK, and the Higher Education and Research Development Society of Australasia (HERDSA), to publicize and promote the teaching and learning publications each produces.

STLHE owes an enormous debt of gratitude to these outgoing Board members whose dedication and tireless contributions to the work of the Society over many years and in many capacities have been invaluable. Thank you Deb, Marg, Lynn and Alan and best wishes for continued success in your various endeavours.

We also thank all those who allowed their names to stand in elections to replace our outgoing Board members, and we congratulate the following members on their election to the Board:

- Glen Loppnow, University of Calgary, representing Alberta
- Mercedes Rowinsky-Geurts, Wilfrid Laurier University, representing Ontario South-West
- Sonya Major, Acadia University, representing Nova Scotia

I also take this opportunity to congratulate the recipients of the 2009 3M National Teaching Fellowships. As usual, we will have an opportunity to welcome this cohort of winners personally at our annual conference. I especially want to thank the Selection Committee, led by Arshad Ahmad, the Chair of the Standing Committee on Awards and the Coordinator of the 3M National Teaching Fellowship Awards program, for their exceptional hard work and diligence in reading the many nominations submitted and selecting the winning candidates.

I am happy to report that last November, Margaret Wilson and I visited the University of New Brunswick (UNB), hosts of the Society's upcoming 29th annual conference (See: <http://www.unb.ca/stlhe/>). We were struck by the advanced levels of planning and organization already under way by the members of the coordinating team who are working enthusiastically to make this conference a uniquely engaging and completely memorable experience for all who attend. I am eagerly looking forward to returning to UNB in June and I encourage you to join me, as together we explore the theme "Teaching and Learning in Higher Education: Between the Tides".

Finally, as you prepare for this year's conference, I hope you will encourage your senior administration to renew your institution's membership in STLHE (or to join if they have not done so previously) as one way of demonstrating their commitment to promoting excellence in teaching and learning in your institution and their support of individual members who benefit from a discounted membership rate as a direct result of institutional membership.

Rapport de la présidente

Joy Mighty
Présidente de la SAPES
Université Queen's

Il va sans dire que nous sommes nombreux à avoir été personnellement et professionnellement touchés par la grave crise économique mondiale sans précédent. Vous vous demandez sans doute quelles seront les répercussions de la conjoncture actuelle sur la pédagogie et l'enseignement en général, et sur la SAPES en particulier. Nous nous attendons bien évidemment à ce que les ressources en soient grandement affectées. Or, la rareté des ressources peut souvent servir de catalyseur à un regain d'ingéniosité et de créativité, alors que nous nous adaptons à un nouvel ordre qui nous oblige non seulement à faire plus avec moins, mais aussi à agir différemment. Notre conseil d'administration étudie, par conséquent, toutes les répercussions du ralentissement économique, et je tiens à vous assurer que nous vous ferons part de toutes les décisions prises à la suite de nos discussions. Le fait que la Société poursuive ses activités, malgré la situation actuelle, témoigne sans conteste de notre engagement à l'égard de celles et de ceux d'entre vous qui nous ont confié la direction de notre chère organisation.

J'aimerais profiter de cette occasion pour exprimer notre profonde gratitude aux membres du Conseil dont le mandat est arrivé à terme à la fin février. Il s'agit de :

• **Debra Dawson**, qui représentait la région du Sud-Ouest de l'Ontario. Debra a présidé le Comité permanent des Relations publiques et des Communications, un rôle qui a pris de plus en plus d'importance en raison de l'expansion soutenue de la Société. C'est à ce titre que Debra a dirigé un certain nombre d'initiatives qui ont permis de valoriser l'image publique de la SAPES, avec notamment un projet de refonte du site Web ainsi que d'autres projets croisés avec les portefeuilles des publications, des partenariats et des actions de sensibilisation. Elle est, notamment, à l'origine des excellents rapports qui existent désormais entre la Société et la bibliothèque et la librairie de l'Université Western Ontario qui contribuent à la production et à la commercialisation de certaines de nos publications.

• **Lynn Taylor**, qui représentait la Nouvelle-Écosse. Lynn s'est attaquée à la tâche gigantesque de première vice-présidente responsable de l'objectif stratégique visant à dynamiser le concept de professionnalisation de l'enseignement et de l'apprentissage (Scholarship of Teaching and Learning ou SoTL). C'est sous sa direction que la Société a collaboré avec divers organismes gouvernementaux et des organisations nationales et internationales à l'élaboration d'un cadre canadien en matière de SoTL. Lynn a surtout eu un rôle de premier plan dans la création du Canadian Journal for the Scholarship of Teaching and Learning (CJSoTL), la revue électronique de la SAPES, dont le premier numéro devrait paraître à l'automne 2009.

• **Margaret Wilson**, qui représentait la province de l'Alberta, a exercé les fonctions de coordonnatrice des conférences et des activités spéciales au sein de la Société ainsi que celles de présidente du Comité permanent des Conférences. C'est en grande partie grâce aux efforts de Margaret que la Société dispose à présent d'un excellent guide de conférences qui fournit des informations utiles aux hôtes réussis de notre congrès annuel. Est-il besoin de rappeler que Margaret a également dirigé de main de maître la Société pendant le long et difficile processus menant à son constitution en société?

• **Alan Wright**, a été administrateur de droit et directeur, au sein de la Société, du Comité permanent des Publications, en plus d'avoir occupé le poste de rédacteur en chef de la populaire série des Guides verts et il a, au fil des années, collaboré avec différents rédacteurs du bulletin ainsi qu'avec des personnes travaillant à d'autres publications de la SAPES. C'est sous sa direction que la Société a produit, en 2008, sa toute première revue électronique : *Collected Essays on Learning and Teaching (CELT)* qui a été distribuée en format cédérom aux personnes présentes au congrès annuel de l'année précédente. Alan a aussi joué un rôle déterminant dans la conclusion d'ententes de réciprocité avec plusieurs organisations sœurs de la SAPES, notamment le Professional Organizational Development (POD) Network aux États-Unis, la Staff and Educational Development Association (SEDA) au Royaume-Uni, et la Higher Education and Research Development Society of Australasia (HERDSA), afin de faire connaître et de promouvoir les revues que publie chaque organisme dans le domaine de la pédagogie et de l'enseignement.

La SAPES est extrêmement reconnaissante aux membres sortants du Conseil dont le dévouement et les nombreuses contributions à la Société pendant de nombreuses années et dans différentes fonctions sont inestimables. Merci à Debra, à Margaret, à Lynn, ainsi qu'à Alan, et tous nos meilleurs vœux de réussite dans vos différentes activités.

Nous aimerions également remercier toutes les personnes qui se sont portées candidates au remplacement des membres sortants de notre Conseil, et nous aimerions féliciter les membres suivants qui ont été élus au sein du Conseil :

- Glen Loppnow (Université de Calgary) représente l'Alberta
- Mercedes Rowinsky-Geurts (Université Wilfrid Laurier) représente le Sud-Ouest de l'Ontario
- Sonya Major (Université Acadia) représente la Nouvelle-Écosse

J'aimerais également en profiter pour féliciter les lauréats des Prix nationaux 3M de 2009 pour l'excellence en enseignement

dont les noms ont été annoncés. Comme à l'accoutumée, nous aurons le plaisir d'accueillir en personne cette cohorte de lauréats au cours de notre congrès annuel. Je tiens à remercier tout particulièrement le Comité de sélection, dirigé par Arshad Ahmad, président du Comité permanent des prix et coordonnateur du programme des Prix nationaux 3M pour l'excellence en enseignement, pour le travail remarquable et la diligence dont le comité a fait preuve dans la lecture des nombreuses candidatures reçues et la sélection des candidats gagnants.

Je suis ravie de vous signaler, qu'en novembre dernier, j'ai accompagné Margaret Wilson dans la visite de l'Université du Nouveau-Brunswick (UNB), qui accueillera le 29e congrès annuel de la Société (<http://www.unb.ca/stlhe/index-fr.php>). Nous avons été frappées par l'état d'avancement de la planification et de l'organisation effectuées par les membres de l'équipe de coordination qui a travaillé avec enthousiasme à faire en sorte que ce congrès soit une expérience tout à fait motivante et mémorable pour toutes les personnes présentes. Je suis vraiment impatiente de me retrouver à l'UNB en juin, et je vous encourage à en faire de même, pour que nous explorions ensemble le thème « L'enseignement et l'apprentissage au niveau postsecondaire : Entre les marées ».

Pour conclure, et alors que vous vous préparez pour le congrès de cette année, j'espère que vous allez inciter votre direction à renouveler l'adhésion de votre établissement à la SAPES (ou à devenir membre si ce n'est pas déjà le cas), car c'est l'une des façons de prouver son engagement à la promotion de l'excellence dans l'enseignement et l'apprentissage au sein de votre établissement et d'apporter son soutien à des membres individuels bénéficiant d'un tarif réduit, ce qui est la conséquence directe de l'adhésion de leur établissement.

Educational Development in Early 2009:

A United States Perspective

Virginia S. Lee,
POD Network in Higher Education

*Turning and turning in the widening gyre
The falcon cannot hear the falconer;
Things fall apart; the center cannot hold...*

Sitting in the study of my home on Ward Street in Durham, North Carolina in the United States on February 10, 2009, the morning after President Obama's first publicized press conference during prime time, I am very aware of the uncertainty of the present moment. The first three lines of Yeats's *The Second Coming* remind me of larger, mysterious forces at work even now; the broken relationship between falcon and falconer, of a camel dressage event I attended during a short trip to Qatar in December; and "[t]hings fall apart," of books by Chinua Achebe and Pema Chodron bearing the same title. Even sitting here, the context seems larger, if not coherent.

Global uncertainty and instability are extreme, and there is a worldwide economic crisis. Arguably, the root problem is excesses inherent in capitalism as practiced in the United States and left unchecked in an era of deregulation with little accountability. Dazzling technical skill and virtuosity by Wall Street financiers exquisitely adapted to the expectations of the modern workplace brought extraordinary wealth to the already wealthy and extended hope of easy wealth to the unwealthy. And we exported the problem to the rest of the world in designer credit instruments of mass destruction. Somewhere along the line, we lost our moral compass.

In her keynote address, "Leadership in an Era of Urgency," at the annual meeting of the American Association of Colleges and Universities (AAC&U) in Seattle, Washington January 2009, AAC&U President Carol Geary Schneider called on the 1,300 educational leaders gathered there "to take the lead in shaping educational priorities worthy of a great democracy." Indeed. In keeping with one of AAC&U's major initiatives, Making Excellence Inclusive, Schneider encouraged us to merge two ongoing dialogues in U.S. higher education—sustaining American capability and enhancing underserved student success—in a compelling vision of higher education. (In the United States underserved students—often students from communities of color, often low income, often unprepared for university-level work—are the fastest growing segment of the

college and university student population.) For all students, Schneider urged us to seek evidence that they can apply essential learning outcomes to complex problems, and to hold ourselves accountable to what we find.

Following the June 2008 ICED Conference in Salt Lake City, Utah, I thought a lot about the development of human capacity and what we mean by it, its relationship to worldwide capacity building, and the role of higher education and educational development specifically in both processes. As I observed in a short article for the HERDSA Journal, frequently we cast worldwide capacity building in materialistic terms, harnessing it to a vision of universal prosperity inspired by the unsustainable standards of living of Western economies and their toxic patterns of consumption. Bound to that vision, the higher education agenda becomes little more than rarefied vocational training, focused on helping students acquire the skills and attitudes required to compete in an increasingly global economy and thereby secure national competitive advantage. Lost oftentimes is the classic vision of a liberal education and education as vehicle for social activism: the development of wide understanding, reflective discernment, and a sense of identity and purpose towards a broader conception of human and social betterment.

My hope for the POD Network is that we can find more and more ways to support our members as they revitalize their institutions through a broader and clearer collective vision of human capacity. They revitalize faculty through renewed engagement with students and other faculty. Lastly, they revitalize the organizational structures and processes required to further our enlarged vision of human capacity within an ever wider and more diverse community.

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

Visit our partners' websites:

The POD Network (Professional and Organizational Development Network in Higher Education), United States
www.podnetwork.org

HERDSA (Higher Education Research and Development Society of Australasia Inc.), Australia
www.herdsa.org.au



Call for Newsletter Submissions

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

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

The themes are as follows:

Spring (June): Promoting Success	Submission due date: April 17, 2009
Fall (November): In the Centre, in the Margins, in-Between	Submission due date: August 29, 2009
Winter (March) Assessment and Evaluation	Submission due date: January 3, 2010

Protocol for Revision of Submissions to the STLHE

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

STLHE Newsletter Writing Guidelines

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

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

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

2. Topic

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

3. The tone should be appropriate for a newsletter.

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

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

4. Length

- a. 300 words to a maximum of 800 words

5. Reference Style

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

6. Include a picture (300 dpi) if possible

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

7. Title

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

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representing Nova Scotia*

**Electronic Discussion
Discussion électronique**

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

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

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