Teaching and Learning in Higher Education

Good Practices for Internationalizing the Curriculum

Sheryl Bond, Jun Qian & Jinyan Huang
Queen's University

Internationalization is multifaceted and it recognizes, values, and nurtures respect of difference among the cultures and communities of the world.

Given the diversity of people, it becomes clear there is no one way to go about internationalizing courses. Organized by theme, the following practices were identified by one or more faculty as playing an important role in "getting down to it."

Get to Know Your Students Very Early

- Make a handout so that students can tell you about themselves.
- Ask students about their different experiences (including education) in Canada and outside Canada.
- Be careful not to single out international students as different or exotic.
- Find out how many languages are spoken in your class.
- Find out how many students have lived or worked abroad, and where.
- Ask about the ways in which your students have been taught before, particularly recently.
- Ask students what teaching strategy seems to work best for them.
- Disclose the languages you speak, even a little (See Chat, www.campuschat.ca).

Develop a Climate of Trust and Respect

- Make it known in your course outline and in your first meeting with your students that you invite them to contribute their ideas and experiences.

Internationalization is increasingly an area of interest for Canadian institutions, and has important connections with this issue's theme, "Knowledge and its Communities." It includes ensuring international content in our courses, developing a culture in which all students feel valued and respected, and providing opportunities to study abroad. The following article is an excerpt from a report summarizing the findings of a national survey of faculty and International Student Advisers, sponsored by the Canadian Bureau for International Education. Excerpt adapted with permission, for full document contact www.cbie.ca

- Describe your own experiences living and working in different cultures to help shape the course.

The University of Victoria leads a workshop on Internationalization.

- Tell your students about yourself, including your cultural heritage.
- Disclose what you believe about respect, diversity and inclusivity (course outline). Make these beliefs explicit; practice them in the presence of students.
- Set out in the course outline, or develop with the students, guidelines for conflict resolution should they be needed.

- Discuss with students your choice(s) of teaching strategies and your reasons for making the choices; convey strategies in your course outline.
- Try to use as many different teaching strategies as possible.
- Be open to and invite disagreement.
- Recognize that some students do not feel comfortable speaking in large groups; provide different types of opportunities for participation.

Instructional Strategies

- Build on your students' linguistic and cultural distinctiveness.
- Use current issues whenever possible to present or contextualize your course content.
- Use experiential learning whenever possible (e.g. field-based assignments, group work, case studies); the more active the learning the better.
- Create assignments which build on students' background knowledge and experience.
- Encourage your students to think critically and abstractly.

Group Assignments

- While group work has the potential to enhance learning, students who look or speak differently may be at a

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.

Spring Newsletter Theme:

Knowledge and its Communities

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

The theme for the Fall Newsletter will reflect the Celebration of Teaching Excellence.

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

Update to Founding Institutional Members

The STLHE is very proud to include the latest Founding Instutional Members. Six more instutions have now joined as Instutional Members, showing their support and dedication to the important role of teaching and learning:

Malaspina University-College
Mohawk Collge
Niagara College
University of Ontario Institute of Technology
Sheridan College Institute of Technology and Advanced Learning
University of Victoria

The University of Saskatchewan and the Université du Québec à Montréal are also in the process of joining.

For a complete list of members, and additional information please see the STLHE website: www.mcmaster.ca/stlhe/ membership/information.html

Recent Publications by STLHE Members

Knapper, C. (2004). *Research on college teaching and learning: Applying what we know.* Retrieved May 8, 2006 from the Society for Teaching and Learning in Higher Education Web site: http://www.mcmaster.ca/stlhe/publications/member.publications.html

Murray, H. (2004). *Student evaluation of teaching: Has it made difference?* Retrieved May 8, 2006 from the Society for Teaching and Learning in Higher Education Web site: http://www.mcmaster.ca/stlhe/publications/member.publications.html

Development of the Teaching Assistant Community: Addressing Language Barriers
International Column

Virleen Carlson
Immediate Past President of POD Network

This article is the third instalment of an exchange among the presidents of the societies for teaching and learning from Canada, Australasia and United States.
In this article, Virleen Carlson, past president of the Professional and Organizational Development Network in Higher Education (POD), reflects on current challenges in teaching assistant (TA) development in the United States.

Virleen Carlson

POD NETWORK

The most pressing problem in the United States concerning teaching assistants is the language barrier when the graduate student and the undergraduate student are not native speakers of English. More often, the non-native speaker is an international graduate student studying in the United States and the native speaker is the undergraduate.

Undergraduate students, many for the first time, are coming in contact with an unfamiliar accent. This is compounded for the graduate scholars teaching the hard sciences, which are admittedly considered "hard" by undergraduates.

The best TA development programs invite native and non-native speakers to sit side by side in workshops, mentoring programs, classes, seminars, brown bag discussions, orientations, and large guest lectures. It is also very productive to have programming without faculty present, as the politics of asking questions in front of faculty has been known to keep many TAs from asking what they want to know.

Centers for Teaching and Learning across the United States have a faculty development component, plus a teaching assistant component if there are enough graduate students to warrant services beyond the

departmental level. A third level of services is the highly specialized area of International Teaching Assistant (ITA) development programs. This work combines the pedagogy of TA development, plus the pedagogy of pronunciation for comprehensibility.

The difficulty lies in the foundations of the two TA pedagogies. Whereas the TA developer traditionally comes from the pedagogy of higher education research on learning, the ITA developer hails from the English-as-a-Second-Language and linguistics background. This is not always the case, but it occurs often enough to make it worth noting. When working with the two groups of developers, very few people move fluidly back and forth between the 'learning' literature and the linguistics literature.

Even the traditional professional development conferences split the two groups. Whereas POD in the US now draws over 100 participants who identify themselves as being interested in TA Development, the TESOL (Teachers of English to Speakers of Other Languages) conference has an equally dedicated group of over 100 participants who identify themselves as being interested in international TA development.

POD conferences become the ideal forum for all teaching assistant developers to meet, exchange ideas, and present sessions. Because the wider goal is the success of the graduate student, the POD committee for teaching assistant developers chose a new name recently, the committee for Graduate Student Professional Development.

There are two levels of success. The first occurs when the graduate student, native English speaker or non-native, has a positive experience in the American classroom. Undergraduate students find it easy, comfortable, and rewarding to study with a well-trained and supported graduate student, particularly if comprehensibility is there.

The second occurs when the graduate student, degree in hand, leaves the University for a teaching position. This teaching position could be anywhere in the world. Increasingly, US natives seek positions around the world, and international students return to their home countries seeking faculty positions. There are many permutations of these global changes and exchanges.

It is the goal of every teaching assistant and international teaching assistant developer that I know, myself included, to ensure that the next "crop" of faculty members assume their teaching careers with the best start possible, and that students have the best teachers as soon as possible. We have too much research going back a quarter of a century to ignore the ethics and pragmatics of making all our TAs better, faster.

2006 POD Conference

October 25-29, 2006
Portland, Oregon, U.S.A.

Theory and Research for a Scholarship of Practice

"Theory and Research for a Scholarship of Practice," underscores the values of excellence and community.

This conference aims to support participants in their ongoing commitment to be equipped in the service of teaching, learning, and organizational development.

Workshops, concurrent sessions, mealtime conversations, educational expeditions, and other informal opportunities will all facilitate the sharing of programs and approaches grounded in theory and research. The wonderful diversity within POD will provide perspective and encourage exploration and adaptation.

podnetwork.org
podnetwork@podweb.org

Internationalizing the Curriculum

continued from page 1

disadvantage. Effective group work/assignments require students who are prepared for what is expected and know how to handle issues such as conflict or non-participation.

- If you use group work, structure the membership to be diverse.
- Assess group work based on individual effort.

Preparing to Internationalize Content

- Find out what your International Student Office and other campus services can offer you.
- Collaborate with colleagues at home and abroad.
- Join networks of faculty who teach the same or similar courses in Canada and outside North America.
- Make good use of international guest speakers who are on campus.
- Use examples in all assignments that introduce original materials from other countries and cultures.
- Avoid stereotypes.

In addition to the efforts of individual faculty, both associations and institutions are also working to internationalize the curriculum and provide Canadian students with the opportunity to study abroad. Some innovative examples include:

1. Dual Dgree Programs: A few faculties/institutions have created the opportunity for students to graduate with dual degrees; one degree in the discipline and one degree in "international." For example, a student would earn a degree in English and a second degree in "International."

The courses in a faculty/institution are assessed in terms of the degree to which the content and processes used reflect intercultural aspects of the subject. The assessment generates points. To earn a dual degree, students have to earn enough points. Points can also be earned by demonstrating language competence and for study abroad programs in the subject area.

2. International Program Stream: A few faculties have identified an international program stream within the degree. For example, a student in an education program could graduate with a degree in International Education as well as with a B.Ed. The student has to complete selected courses which are international in focus. In addition, other courses are encouraged to be inclusive and reflect the changing global context.

3. Research: The need for research which is practical and useful to faculty in colleges and universities is increasingly important. The British Columbia Centre for International Education publishes papers and gives workshops aimed at assisting faculty in an effort to internationalize the curriculum.

4. Mobility Fund: The final example comes from outside the post-secondary educational experience, but has a clear focus on increasing the mobility of faculty and students, making immersion experiences and deep learning possible. See the Quebec Ministry of Education mobility fund, www.meq.gouv.gc.ca/daic

A few best practices were brought to our attention by students. In addition to student NGOs (Non-Governmental Ogranizations) that have established programs to place students in international contexts, a recently formed student group demonstrates how students are capable of finding innovative ways to enrich the learning environment and to get students speaking with each other in the diverse languages that are actually represented but seldom heard on campus.

Undergraduate students designed a logo and a promotional campaign for 'Chat' (www.campuschat.ca). Buttons with the logo are made up in different colors and identify different languages. Wearing the button(s) invites other people to talk with the person in the language on the button. An area which merits study is student involvement in the international-ization of education, including the curriculum.

Bond, S., Qian, J. & Huang, J. (2003) The Role of Faculty in Internationalizing the Undergraduate Curriculum and Classroom Experience, *Millennium Series, No. 8,* Canadian Bureau for International Education. www.cbie.ca

Assessment of Quality - Approaches and Tools

Dale Roy
McMaster University

A little over a month ago, I attended a conference in Hamilton entitled: *Innovations in Quality Assessment in Post Secondary Education: Beyond Inputs and Outputs*. Several hundred of us were asked to consider presentations on a cluster of questions all centered on the assessment of quality on our campuses.

The major questions included: Why measure quality? What are current practices or strategies for measuring quality? What is worth measuring in undergraduate education and in research? How do government policy, institutional policy and ranking systems influence quality?

The audience consisted of academics from around the country and beyond, senior university administrators, government officials, elected officials, and media representatives. As far as I was able to determine, neither students nor parents were present.

Bob Rae provided an impetus for the conference by asking us to consider why we need to assess quality and why now. He made a strong case for the need to provide a clear description of what we do best in universities, and to provide evidence that we do it well.

We need to explain how we contribute to the public good. Unlike health care, the needs

and contributions of higher education are not part of the larger public consciousness, nor a part of public debate. Consequently, it is difficult to attract the public resources necessary to support higher education.

There was a serious attempt to look at how useful assessment can be done and a review of several models, some homegrown and some from Australia, New Zealand and the United States. It was clear that we need to move beyond simple inputs (books in the library) and outputs (percent graduating) and several promising ideas about how to do this (measuring the change in students' analytical abilities) were offered. For more information, see www.educationalpolicy.org/quality2006.html

Knowledge and Its Communities: A perspective on the STLHE Conference

Kenneth Bartlett, Teresa Dawson and Pam Gravestock
STLHE 2006 Co-Chairs

Amy Baier, Cathy Baillie and Kathleen Olmstead
STLHE 2006 Local Arrangements Committee

A former President of the University of Toronto referred to the University as an academic city. Today it is a city of over 70,000 students speaking almost 100 languages, on three campuses that define the contours of our geographic community. But, the UofT is more than all of these things: it is a community of communities, an integrated mosaic which is a microcosm of Canada and a reflection of the complexity of our world.

Faculty do more than transmit and extend knowledge: they serve as resources for volunteer groups, government and industry; our students do more than study: they work, care for their families and volunteer; and our staff do more than keep this huge operation functioning: they provide leadership and support both within and without the academy by applying their skills and knowledge to the broader community.

It is for these reasons that the STLHE conference organizers chose the theme of *Knowledge and its Communities* for its first ever meeting at the University of Toronto. The full implications of what constitutes a community can only be explored in the abstract here but immediate and manifold examples can be found for illustration. Because every discipline, subject and profession is represented, this microcosm can be seen to reflect whatever perspective our colleagues introduce in the sessions and in the informal discussions at the conference, where, we all know, much of the work is accomplished.

A university is not only the formal elements of teaching and research, it is the informal learning that our students and colleagues engage in as part of the wider citizenship. It includes community service learning which we and many of our peer institutions are now embracing in a significant way, and it presupposes experiential education that has long since moved from the professional schools and practical or clinical subjects to the entire structure of the university.

We now encourage courses that are taught outside the classroom or laboratory, or even outside the country through study abroad. And, we encourage those who have been traditionally marginalized by the fastness of the ivory tower to enter and become part of a shared journey of knowledge and understanding. Some of our most promising students now enter through bridging or transitional year programs or through non-credit courses offered by continuing studies; and some of our most dynamic teachers arrive through appointments very distant from the usual academic *cursus honorum*.

Any university is devoted to learning. The STLHE conference this year celebrates how we, in our lives and careers, further institutionalize that mission through various and diverse means. Learning in itself creates community and a community requires learning and understanding.

What we hope will emerge is a common sense of citizenship and a shared language of engagement, collegiality and commitment. Come to STLHE this June and experience why we have focussed on this most central function of higher education and how the University of Toronto is working to participate in all of our many communities.

Communities at the University of Toronto

Le SOTL ou comment valoriser l'enseignement à l'apprentissage ?

Anne-Marie Grandtner
Université du Québec

Parler de Scholarship of Teaching and Learning en français peut paraître périlleux. Car, comment traduire le nom de ce mouvement sans précédent? SOTL? Érudition en enseignement? Expertise académique? Recherche-action en pédagogie universitaire? Mouvement de valorisation de l'enseignement ou de l'apprentissage? Difficile de trouver une seule étiquette pour couvrir les différentes facettes de cette nouvelle avenue dans le développement de la qualité de la formation universitaire. Pourtant, peu importe les appellations, il s'agit bien là de variations sur un même thème : l'amélioration de la qualité des apprentissages.

De nombreux développements caractérisent ce mouvement. Ainsi, dès le début des années 1990, la proposition d'Ernest Boyer de redonner ses lettres de noblesse à l'enseignement grâce à une revalorisation de la recherche en pédagogie universitaire a fait naître plusieurs projets prestigieux (CASTL). Ce nouveau lien enseignement-recherche avait, et a toujours, pour but de mieux comprendre l'apprentissage des étudiants dans les différentes disciplines.

La plupart des efforts orchestrés l'ont été avec comme but d'engager les professeurs dans des projets de recherche pour favoriser à la fois la création de nouvelles connaissances et la publication de ces résultats. En plus d'alimenter un domaine de recherche caractérisé par la pénurie de développements, ces efforts de recherche posent par ailleurs quelques questions.

- Comment favoriser la diffusion, le partage et la valorisation des résultats de recherche?
- Qui peu porter le rôle d'« agents de valorisation » de la recherche en enseignement supérieur et dans quelles conditions?
- Comment et dans quel contexte redonner aux professeurs leur regard de chercheur?
- Comment assurer que les résultats de cette recherche viennent alimenter une pratique réflexive à construire chez les professeurs en formation, en insertion professionnelle ou en exercice?
- Comment assurer le développement d'innovations pédagogiques (conceptions ou modalités)?
- Comment ouvrir la réflexion sur l'apprentissage à de nouveaux publics?
- Une action cohérente est-elle possible?

Comme nous le faisaient remarquer Lynn Mc Alpine et Cynthia Weston de l'université McGill, l'engagement des professeurs dans des actions de recherche est progressif. Les différentes étapes qui caractérisent ce processus sont autant d'étapes où l'action du conseil pédagogique est bienvenue. Car avant d'arriver à la publication d'articles sur une recherche menée en bonne et due forme, une palette d'actions peuvent être envisagées pour permettre aux professeurs de retrouver leur regard de chercheur, de mieux comprendre l'apprentissage et, par ricochet, de mieux vivre leur propre enseignement. Mais alors comment s'engager dans le SOTL?

Un retour aux balises proposées par Lee Shulman de la Fondation Carnegie apparaît encore pertinent. Pour que l'enseignement soit partagé, public, validé par les pairs, alimenté aux résultats de recherche et basé sur l'instauration d'une pratique réflexive, le SOTL bénéficiera d'un ingrédient déterminant propose par Mary Huber de la Fondation Carnegie sous le nom de « Teaching commons ».

Ainsi, cette idée propice de créer occasions et lieux d'échange ainsi que communautés de pratique (réelles et virtuelles) permet d'envisager une action de conseil pédagogique cohérente progressive et ouverte sur une possibilité de projets de recherche. Ces derniers restent possibles en autant que puisse être instauré un mode de travail réflexif, un mode de dialogue entre professeurs et un accompagnement à la recherche.

Anne-Marie Grandtner
photo: Nathalie St-Pierre

C'est tout à fait ce que visent les actions du GRIIP – nouveau Groupe d'intervention en innovation pédagogique du réseau de l'Université du Québec. Rassemblant des représentants des centres de pédagogie des différentes institutions, ce groupe a pour mandat de favoriser le transfert des recherches en pédagogie universitaire, de créer des structures de travail collaboratif et d'échange de ressources au sein de ce réseau universitaire afin de catalyser l'innovation pédagogique sous toutes ces formes. Créer un terreau fertile pour que certains questionnements soient traduits par des projets de recherche plus spécifiques.

Dans son dernier article, Julia Christensen Hughes de la SAPES souligne l'importance de mettre les administrations universitaires dans la boucle des actions à poser en faveur du SOTL. Et outre les questions liées à la conduite des projets de recherche proprement dits (méthodologies et éthique), le développement de compétences spécifiques d'accompagnement à l'engagement des professeurs dans un processus de SOTL devront être ajoutés à la liste des chantiers à poursuivre pour améliorer l'apprentissage en enseignement supérieur. Certains demanderont : « améliorer l'apprentissage des étudiants, celui des professeurs ou celui des conseillers pédagogiques ? »

Mais ceci est une autre histoire...

Collaboration Leads to Changes in Student Learning: Alan Blizzard Award 2006

Aline Germain-Rutherford
Alan Blizzard Award Coordinator

The Society for Teaching and Learning in Higher Education (STLHE) and award sponsor McGraw-Hill Ryerson are pleased to announce the winners of the 2006 Alan Blizzard Award.

Outcomes-Based Learning
The 2006 Alan Blizzard Award has been awarded 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, Dr. Gerry Clarke, Jo Anne Colford, Kathleen Fong, Jonathan Foster, Rick Hutchins, Dr. Victoria Moon Joyce, Dr. Neyda Long, Eamonn Lynch, Dr. Thomas Mengel, Valerie Reeves, Carol Roderick, Dr. Jennifer Pazienza, Dr. Al Sharp, Dr. Richard Sapcek and Dr. John Valk.

This unique project provides students a liberal education with a focus on leadership approached through effective citizenship, multi-literacy, problem-solving, personal well-being, social interaction and knowing self and others. Assessment of student growth and competency is choreographed in the harmonious integration of in-course and program-wide approaches such as portfolios, co-curricular and extra-curricular activities, and external assessors.

The project and the award will be presented at the June 2006 STLHE annual conference in Toronto and distributed in a special publication by McGraw-Hill Ryerson.

Honourable Mention
The STLHE and McGraw-Hill Ryerson are also pleased to award an Honourable Mention to the team from Cape Breton University for their project, *Process Based Learning: A Unique Theoretical and Active Learning Model of Faculty Collaboration, Student Collaboration and Experiential Learning*. Team members to be congratulated are: Elizabeth Beaton, Nicole Claener, Jane Connell, Rob Gildert, John Hudec, Richard MacKinnon, Barry Moore and Pam Seville. Thirty years ago Cape Breton University initiated a Service Learning Program that combined classroom learning plus work placements and community intervention projects. Today this much evolved outstanding learning model allows students to develop their creative individual capacities as engaged citizens and valuable contributors in a rapidly changing economic environment.

The Award will be presented at the June 2006 STLHE annual conference in Toronto. Both awarded papers will be available in the spring on the STLHE website.

The Alan Blizzard Award annually rewards outstanding collaborations in teaching and learning, to encourage and disseminate scholarship in teaching and learning. Information about this award is available: www.mcmaster.ca/stlhe/awards/information.html

le Prix Alan Blizzard 2006

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.*

Les membres de l'équipe lauréate à féliciter sont: Mark Bishop, Mike Carr, Dr. Gerry Clarke, Jo Anne Colford, Kathleen Fong, Jonathan Foster, Rick Hutchins, Dr. Victoria Moon Joyce, Dr. Neyda Long, Eamonn Lynch, Dr. Thomas Mengel, Valerie Reeves, Carol Roderick, Dr. Jennifer Pazienza, Dr. Al Sharp, Dr. Richard Sapcek and Dr. John Valk.

Au cœur de ce projet collaboratif réside une éducation libérale intégrant de façon harmonieuse les activités curriculaires, co-curriculaires et extra-curriculaires. Dans cette approche globale les étudiants développent un bien-être personnel, une connaissance d'eux-mêmes et des autres, des compétences de réflexion critique et de résolution de problèmes pour devenir des citoyens informés, sensibles et responsables.

Le projet et le prix seront présentés à la conférence annuelle de la SAPES qui aura lieu cette année à l'Université de Toronto, et une publication spéciale du projet sera aussi distribuée.

Mention Honorable
La SAPES et McGraw-Hill Ryerson sont aussi heureux d'annoncer l'attribution d'une Mention Honorable pour l'équipe de l'Université du Cape Breton, pour leur projet: *Process Based Learning: A Unique Theoretical and Active Learning Model of Faculty Collaboration, Student Collaboration and Experiential Learning.* Les membres de l'équipe lauréate à féliciter sont: Elizabeth Beaton, Nicole Claener, Jane Connell, Rob Gildert, John Hudec, Richard MacKinnon, Barry Moore and Pam Seville.

Il y a trente ans, l'Université du Cape Breton initiait un programme d'enseignement et apprentissage par l'engagement communautaire, combinant un enseignement théorique en classe à un apprentissage sur le terrain au sein des communautés environnantes. Aujourd'hui, ce programme a évolué de façon spectaculaire en popularité et en qualité et présente un modèle d'apprentissage original qui permet aux étudiants de développer leur créativité individuelle de citoyens engagés pour devenir des contributeurs essentiels dans une société en changement constant.

Le prix leur sera présenté lors de la conférence annuelle de la SAPES à l'Université de Toronto. Les projets des deux équipes lauréates seront accessibles prochainement sur le site web de la SAPES.

Chaque année le prix Alan Blizzard est attribué à un projet collaboratif d'enseignement et apprentissage de grande qualité dans le but d'encourager et de diffuser des pratiques et des recherches exemplaires en enseignement et apprentissage. Pour plus d'information sur le prix vous pouvez consulter le site: www.mcmaster.ca/stlhe/awards/information.html

L'exposé magistral en milieu universitaire revu et corrigé
Revue de livre

Jean-François Boutin
Université du Québec / Lévis (UQAR)

«Je dois confesser que l'idée d'écrire un livre sur l'enseignement universitaire ne vient pas de moi!» (p.8). Cédant finalement aux pressions de ses pairs, qui l'imploraient depuis longtemps de rédiger un ouvrage où seraient réunies ses idées quant à la pédagogie universitaire, le professeur Laszlo DeRoth a délibérément rejeté la voie de la prescription au profit du partage éclairé et de la stimulation de l'instinct pédagogique propre à chacun de ses lecteurs.

Dans son livre *Enseigner en couleurs. 33 réflexions pour des exposés magistraux dynamiques,* le professeur DeRoth, récipiendaire de nombreux prix d'excellence en enseignement, revisite de façon dynamique et, ma foi, très pertinente l'une des pratiques pédagogiques dominantes, principalement à l'université, à savoir l'exposé magistral, sans conteste l'un des chemins les plus fréquentés en enseignement supérieur…

«L'exposé magistral est un art et une science […] une interaction, donc une communication, et un processus d'enseignement-apprentissage […] un acte de savoir à transmettre» (p. 21). Ainsi esquissé par DeRoth, l'exposé magistral devient l'objet d'une série de 33 réflexions inventives où l'auteur en appelle justement – et de façon constante – à la créativité des membres de la *communauté apprenante*, qu'ils soient enseignants ou étudiants.

De ce parcours émerge, au bout du compte, une conception réactualisée et fort novatrice de l'exposé magistral, qui apparaît désormais comme une *méthode de présence* du pédagogue au sein du groupe des étudiants, matrice interactive où se co-génèrent le savoir, le savoir-faire et le savoir-être.

Peu d'éléments échappent au regard éclairé et sage de DeRoth; qu'il s'agisse de la prestation physique de l'enseignant, des outils informatisés, des objectifs de la présentation, du recours à l'humour, voire à l'écriture, des examens où l'on apprend vraiment, de l'apprentissage par problème, etc., l'auteur partage, sous le ton de la confidence, ses impressions et ses convictions profondes à l'égard des multiples facettes de l'exposé magistral.

Sans chercher à le faire, DeRoth parvient à nous convaincre de retourner à notre propre planche à dessin pédagogique. De ces 33 réflexions proposées par l'auteur, je retiendrai d'abord et avant tout cette puissante idée qu'un cours magistral devrait toujours être une œuvre de création (p. 127-129). Voilà un jalon qui, je l'avoue, me rassure quant à l'essor de la pédagogie universitaire.

DeRoth, L. (2005). *Enseigner en couleurs. 33 exposés magistraux dynamiques.* Montréal : CÉFES (Université de Montréal).

Critical Thinking Demystified
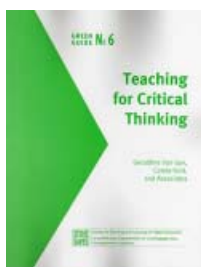## Green Guide Review

Christina Halliday
Ontario College of Art & Design

As the Director of the Writing & Learning Centre at the Ontario College of Art & Design, I look forward to recommending *Teaching for Critical Thinking* to my colleagues and using it in my faculty and curriculum development work.

Despite some imperfections, this Green Guide provides a comprehensive approach to teaching for critical thinking in content-based courses. It will prove useful for postsecondary instructors new to critical thinking instruction and equally useful for those with much more experience.

The most important aspect of *Teaching for Critical Thinking* is also quite obvious: it encourages instructors to be *intentional* in teaching critical thinking. Having worked in academic support for a number of years, I have seen liberal arts students struggle to understand what exactly is being asked of them in assignments that demand they 'be critical.' Often the confusion results from an instructor who assumes that students will pick up critical thinking skills by osmosis. I know that many students, particularly those in first year, struggle to 'be critical' in ways that meet course expectations.

Enter *Teaching for Critical Thinking*. In the Guide, the authors lay out a rigorous process for planning and delivering curricula that support student critical thinking development in disciplines as diverse as fine arts and chemistry. They focus the readers' attention on the need to explicitly define for students the meaning of critical thinking in a particular discipline and a specific course. They offer a framework for identifying student demonstrations of critical thinking as well as correlative strategies for assessing what counts as good critical thinking.

To follow the process of planning outlined in *Teaching for Critical Thinking* is to make a significant, pre-course time and energy commitment. If you can get past some of the abstract language in the text and make sense of the tables for organizing information, this Guide will help you create a curriculum that demystifies 'being critical' for your students.

Van Gyn, G., Ford, C. & Associates. (2006). *Teaching for Critical Thinking*. *Green Guide No 6*. Society for Teaching and Learning in Higher Education / La société pour l'avancement de la pédagogie en enseignement supérieur.

ED Caucus Corner: Educational Developers Caucus

Joy Mighty
EDC Chair, Queen's University

One of the highlights of this academic year was the very successful Annual Conference of the Educational Developers Caucus (EDC) held in Victoria, British Columbia, in February. On behalf of the Executive and the entire Caucus, I extend our congratulations and deep gratitude to our wonderful hosts in the Learning and Teaching Centre at the University of Victoria, for their warm hospitality, tireless effort, and incredible efficiency. The conference provided excellent opportunities for us to network, share best practices and resources, and engage in professional development in a friendly, collegial atmosphere. Thank you Geri Van Gyn, Yolanda Olivotto, and Amy Tews!

The theme of the EDC conference was the Scholarship of Teaching and Learning (SoTL), a topic that has been gaining increasing prominence in recent years. The opening plenary updated us on the coordinated efforts to create a national framework for promoting SoTL, expertly facilitated by Lynn Taylor, Dalhousie, and Teresa Dawson, University of Toronto at Scarborough. Their overview provided an excellent background for the conference and paved the way for the outstanding plenary facilitated by Richard Gale, Executive Director of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Higher Education Program. Richard Gale stimulated us to explore ways to promote SoTL.

New and exciting features of our conference this year were the pre-conference workshop on Course (Re)Design, the rotating poster presentations on Best Practices, and the time scheduled for self-directed teamwork and critical reflection. These features were very well received and reflect the responsiveness to members by both Lynn Taylor, Vice-Chair, Professional Development, responsible for the conference program, and our conference hosts.

At the General Meeting, a nominating committee was elected. The members,

Eileen Herteis (Mount Allison; Chair), Judy Britnell (Ryerson), and James McNinch (Regina; the Executive's appointee), are responsible for coordinating the nominations and electronic elections process for the two positions whose incumbents' terms of office end in June. These are the positions of Chair and Vice-Chair, Professional Development.

In addition to reports from Executive members on their respective portfolios, the General Meeting also heard reports from two subcommittees.

EDC Conference is a wonderful opportunity for professional development through networking.

Carole Dence, Chair of the Bylaws Committee, reported that the draft Bylaws had been posted on the EDC site prior to the conference for input and feedback from members. They were further discussed at the General Meeting and will be translated into French before an electronic adoption vote is held. It is expected that the Bylaws will take effect at the Annual General Meeting in June 2006.

Denise Stockley (Queen's University) presented recommendations for the Resource Sharing Project, a collaborative mechanism to highlight salient literature in educational devleopment. This initiative, discussed at the 2005 Annual Conference, is critical to our practice and the advancement of scholarship in educational development. A coordinator will collate and distribute, via monthly emails, resource summaries provided by EDC members as a means of

simultaneously keeping current, sharing resources and distributing the workload. The recommended system was adopted for implementation, beginning in June 2006. Jennifer Jasper (UBC) will be the first EDC Resource Sharing Project Coordinator.

We are enormously grateful for the excellent work of these two committees and for Jennifer's willingness to coordinate the Resource Sharing Project over the next year.

This has been another good year for the EDC. We continue to play an important role in supporting and promoting the strategic goals of our parent organization, the STLHE. We consolidated our organizational structure and advanced our five year professional development plan (developed at the Annual Conference in 2005).

With a membership of over 180 individuals representing about 60 centres, educational developers are uniquely positioned to promote the Society within our institutions. We played a pivotal role in the STLHE institutional membership drive, demonstrating strong leadership in articulating the benefits of institutional membership.

On a personal level, I would like to take this opportunity to express my profound gratitude to all EDC members for the tremendous cooperation and support you have given me during my tenure as the inaugural chair. I particularly appreciate and value the individual and collective contributions of the members of the Executive Committee whose collegiality, commitment, and incredibly hard work made my role as Chair relatively easy and always enjoyable. I look forward to continuing to serve the EDC community for the next year as a member of this dedicated leadership team as Past-Chair.

Finally, I encourage you to begin making plans to attend the 2007 EDC Annual Conference which will be co-hosted by the universities of Guelph and Waterloo.

Message de la présidente

Julia Christensen Hughes
Présidente de la SAPES
Université de Guelph

C'est difficile de croire que le printemps est là depuis un bon moment déjà et que nous sommes à quelques semaines seulement de la tenue de notre congrès annuel qui se tiendra du 14 au 17 juin à l'Université de Toronto. Il promet d'être un évènement charnière dans l'histoire de la Société puisque nous accueillerons les établissements d'enseignement membres fondateurs (on en compte environ 50).

De plus, la rédaction des articles de notre constitution va bon train et nous soulignons la collaboration du magazine Maclean's en tant que commanditaire du Prix 3M pour l'excellence en enseignement. La Société est ravie de pouvoir compter sur ce partenaire pour célébrer et souligner davantage l'importance que l'excellence, l'innovation et le leadership en pédagogie donne à l'enseignement supérieur au Canada.

Nous serons aussi très heureux de féliciter le futur récipiendaire du Prix 3M, ceux du prix Alan Blizzard et celui du prix Christopher Knapper.

Le thème du congrès de cette année, "La science et ses communautés" est particulièrement approprié car la recherche et la pédagogie en enseignement supérieur est de plus en plus en vogue en raison des avantages coûts bénéfices pour la société, le niveau d'engagement des étudiants dans le processus d'apprentissage et les possibilités accrues d'intégration (p. ex. les liens entre la recherche, l'enseignement et l'apprentissage). La Société a joué un rôle prépondérant dans les évènements récents qui suivent:

1 *Innovations in Quality Measurement in Post-Secondary Education: Beyond Inputs and Outputs* (activité organisée par *Educational Policy Institute* et l'Université McMaster)

2 *Roundtable on Research, Teaching and Learning* (animée par la Société et commanditée par l'Université de Guelph et Ressources Humaines et Développement social Canada)

3 L'assemblée annuelle des *G-10 Vice Presidents Academic* (tenue à l'Université de Toronto)

4 *Canadian Summit on the Integration of Research, Teaching and Learning* (tenu à l'Université de l'Alberta)

5 Le 900e anniversaire de *Hólar University College* en Islande

Pour plus de renseignements, veuillez consulter: www.mcmaster.ca/stlhe

Le prochain congrès permettra de poursuivre nos enrichissantes discussions entamées au cours de ces évènements et de souligner les meilleures pratiques. Félicitations à nos collègues de l'Université de Toronto qui organisent le congrès annuel de la SAPES pour 2006: Ken Bartlett, Teresa Dawson, Pam Gravestock, Amy Baier, Cathy Baillie and Kathleen Olmstead. Au plaisir de vous y accueillir.

Le Conseil des récipiendaires du Prix d'enseignement 3M

Alex Fancy
Mount Alison University

Quelle conjoncture passionnante pour tous les membres de notre communauté! Inspirés par le comité d'étude (Lynn Taylor, Pat Rogers, Alex Fancy) qui a recommandé l'harmonisation des procédures de notre entreprise commune, nous comptons inviter tous les congressistes à participer à la troisième assemblée du Conseil des Récipiendaires du Prix d'enseignement 3M qui se tiendra à Toronto tout de suite après la clôture du congrès.

En plus que de rencontrer la nouvelle cohorte et le nouveau comité exécutif, les participants pourront se renseigner sur la remise sur pied de la revue électronique de la société; nous conseiller sur la gestion de deux nouveaux projets; et discuter le nouveau partenariat avec Maclean's Magazine.

Les participants dialogueront aussi sur l'engagement des étudiants, thème du troisième forum multi-national qui se tiendra à Nottingham, Angleterre, en juillet, lors d'une rencontre de collègues d'au moins six pays.

Encouragés par nos homologues internationaux qui ont participé au deuxième forum (Charlottetown), nous avons proposé la nouvelle appellation Prix d'enseignement 3M Canada.

Des lecteurs continuent à réserver un très bon accueil à notre livre, "Making a Difference / Toute la différence: A Celebration of the 3M Teaching Fellowship / Hommage au Prix d'enseignement 3M", dont des extraits seront lus en Angleterre cet été lors du congrès de la Higher Education Academy.

President's Report

Julia Christensen Hughes
STLHE President
University of Guelph

It is hard to believe that spring is well upon us and that we are now just weeks away from our annual conference. This year's conference at the University of Toronto, June 14 to 17th, promises to be a pivotal event in the Society's history as we welcome our founding institutional members (now almost 50 strong), continue to make progress on our articles of incorporation, and welcome Maclean's magazine as the media sponsor for our 3M Canadian Teaching Fellows. The Society is delighted that we now have a national media partner to help celebrate and bring increased focus to the importance of teaching and learning excellence, innovation, and leadership in Canadian higher education.

Of course, we look forward to welcoming our newest 3M Canadian Teaching Fellows, the winners of the Alan Blizzard Award, and the recipient of the Christopher Knapper Lifetime Achievement Award.

The theme of this year's conference – Knowledge and its Communities - is particularly timely as research, teaching and learning in post-secondary education are increasingly under the spotlight with respect to their benefits and costs to society, the extent to which students are actively engaged in the learning process, and opportunities for increased integration (i.e., the research, teaching/learning nexus). Recent events where the Society has played a role in exploring these various issues include:

1 *Innovations in Quality Measurement in Post-Secondary Education: Beyond Inputs and Outputs* (organized by the Educational Policy Institute and McMaster University)
2 *Roundtable on Research, Teaching and Learning* (facilitated by the Society and cosponsored by the University of Guelph and Human Resources and Social Development Canada)
3 *Annual meeting of the G-10 Vice Presidents Academic* (held at the University of Toronto)

4 *Canadian Summit on the Integration of Research, Teaching and Learning (*held at the University of Alberta)
5 *900th anniversary of Hólar University College in Iceland*

A core message in the remarks I have made at these various events is that learning is - at its heart - a socially based process of critical inquiry that has multiple potential benefits for society (social as well as economic); benefits that need to be more explicitly recognized and fostered nationally, provincially and institutionally.

For further information on these events please see: www.mcmaster.ca/stlhe

This year's conference promises to provide a rich opportunity for continuing the important discussions initiated at these various events, disseminating the scholarship of teaching and learning and showcasing best practice.

I look forward to welcoming you to Toronto along with the members of the conference organizing committee, Co-Chairs: Ken Bartlett, Teresa Dawson and Pam Gravestock; Local Arrangements Committee: Amy Baier, Cathy Baillie and Kathleen Olmstead, who have been hard at work on your behalf.

The Council of 3M Teaching Fellows

Alex Fancy
Mount Alison University

Just as these are exciting times for the STLHE community, so they are for the Council of 3M Teaching Fellows. In keeping with the 'joint imaging' recommended by our Task Force (Lynn Taylor, Pat Rogers, Alex Fancy) we plan to invite everyone who attends the STLHE conference to participate in our Third Assembly on June 17.

Participants in this open forum will meet the 2006 cohort of 3M Teaching Fellows as well as the Council's new Executive Commitee;

hear about the re-establishment of 'PosPed', the Society's electronic journal; and discuss how best to enact two new Council projects as well as the partnership with Maclean's Magazine, our media sponsor.
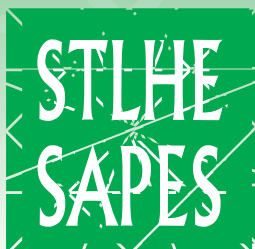
In addition, participants will discuss engagement and retention of students, the theme of our Third Multi-National Forum to be held in Nottingham on July 5, where several Council members will dialogue with colleagues from at least six countries.

Prompted by participants in our Second Multi-National Forum, we have recommended that the award be re-named the 3M Canadian Teaching Fellowships.

Excerpts from our book, "Making a Difference / Toute la différence: A Celebration of the 3M Teaching Fellowship / Hommage au Prix d'enseignement 3M", will be read at the conference of the Higher Education Academy, in the United Kingdom in July.

Society for Teaching and Learning in Higher Education

STLHE SAPES

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

What's inside?

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