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 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 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.utsca.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 students 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...
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.

- 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 the Café sessions, developing games as well as speaking publicly.

- Vocabulary Café
  Founded in Fall 2008, this program facilitates the learning of vocabulary often used in university texts. Students play a game called 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.

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 in the decision on whether to take a deep or surface approach to reading. Design 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. For example, if you assess learning from the textbook, students will probably not read the text as it 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 first and the best one is hired.

- **FacBook or MySpace profile. Give students an article and ask them to create a MySpace profile of the topic of the article.** For example, if you read about Tacitus’s Mithras film, ask them to choose a character and to imagine that character’s Mithras film, books, and friends. If they are 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 Amazing Race: Students need to read an article on a topic discussed in class. Then, they need to write an 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: Facilitators-in-training who run from the classroom to the library, then to the teacher’s office, then to the computer lab, and then back to the classroom. The students work out their own knowledge and skills. They can run off the course, to the library, to the computer lab, and 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 in their next relational step.

- **Some Facebook or MySpace profile. Give students an article and ask them to create a MySpace profile of the topic of the article.** For example, if you read about Tacitus’s Mithras film, ask them to choose a character and to imagine that character’s Mithras film, books, and friends. If they are 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 strategies presented above promote effective, significant and active learning. This type of learning, to become really innovative, needs to be dynamic and full of life: the students work out their own knowledge and skills. They can run off the course, to the library, to the computer lab, and 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 in their next relational step.

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 and not to understand academic texts. When part of an aligned course that places George Lucas as the main character and asks 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 students work out their own knowledge and skills. They can run off the course, to the library, to the computer lab, and 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 in their next relational step.

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Teachers perhaps have to take decisions in the different dimensions about ergonomic conditions in the classroom and didactic technological resources, about the use of new technologies in the development of the course, about the organizational rules and it implementation trying to create a better environment for teaching. So, collaborative learning, active methodologies, and strategic assessment procedures complement 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 need high quality learning much easier.

**The Teacher as a Manager**

The central question is whether the teacher can manage this mechanism, taking the role of 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.

The teaching team is made up of individuals who take decisions in the different dimensions about ergonomic conditions in the classroom and didactic technological 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 relational space that presents the three dimensions present in the innovative learning classroom how to design the course, the use of the tools and the activities to give added value to attendance allowing the collaborative learning deal with motivation and feedback processes, and the assessment procedures which define the structure, instruments and criteria of the assessment and evaluation of the system. The teachers perhaps have to transform the organization form to take advantage of the relational and physical space and the relational atmosphere. So, that is why active methodologies are the main option for teaching. The space and all the relationships generated in it have to be well organized. For that purpose, the assessment procedures play a crucial role. It is well known how students could be pushed to certain aspects of learning without using a strategic use of assessment. So, clear rules, norms, and procedures are fundamental for the good running of the system. In the case of the Church, all the teachers work out their own knowledge and skills. They can run off the course, to the library, to the computer lab, and 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 in their next relational step.

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Placing Notes or Powerpoint Slides to Students Before Lectures Decreases 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 are not appreciating 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 significant difference in attitude between faculty and students on this issue. While faculty believed that posting notes decreases class attendance, students did not believe this at all.

An analysis of the literature suggests that the hypothesis above is false; that, in fact, providing notes or slides beforehand and students believed that having notes would not decrease their attendance. 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 poses that students see Powerpoint...as part of a pedagogical package, including the interest the topic holds 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 appreciate 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 favorably 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 discussion.

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.

REFERENCES


President’s Report

Jay Mighty
STHE President
Queen’s University

Many of us have no doubt been personally and professionally affected by the deepening of the global economic crisis. You may be wondering what implications the current economic downturn will have for teaching and learning in general, and for STHE in particular. These are complex issues, and the ramifications of the downturn are currently unclear. Reduced business and open space can often be a catalyst for increased resourcefulness and innovation, 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 is assures you that we will communicate any decisions arising from our deliberations. That the work of the Society continues, notwithstanding the current crisis, is a testament to the commitment of all of you who have entrusted the leadership of our beloved organization.

I take this opportunity to express my deep appreciation to the following Board of Directors 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. Significantly, Lynn has been the leading force behind the creation of the Canadian Journal for the Scholarship of Teaching and Learning (CJSTL), STHE’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 and Events. STHE wishes to particularly acknowledge the work that the Society has now an outstanding conference manual that guides successful 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 STHE publications. Under his leadership, the Society produced, in 2008, its first electronic publication: Centre for Teaching and Learning, a website devoted to current developments in education, and a project of refocusing the Society’s image, including a website and research Development society (poD) network from the USA, the staff and Educational Development Association (SEDA) from the UK, and the Higher Education and Research Development Society of Australia (HERDSA), to publicize and promote the teaching and learning publications each produces. STHE now enjoys 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, Lynn, Alan and all our best wishes for continued success in your various endeavours.

Rapport de la présidente

Jay Mighty
Présidente du SAPES
Université Queen’s

Il n’a pas dit que nous sommes nombreux à avoir été personnellement et professionnellement touchés par la grave crise économique mondiale sans précédent. Vous demandez sans doute si nous pouvons estimer l’impact de la conjoncture actuelle sur la pédagogie et sur les institutions, et si les cours et les formations du SAPES en particulier. Nous nous attendons bien évidemment à une réduction des effectifs et que les ressources se fassent grandement affectées. Or la raréité 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 renforcement économique, et je tiens à vous assurer que nous vous ferons part de toutes les décisions et les répercussions de l’organisation. Le fait que la Société poursuive ses activités, malgré la situation actuelle, témoigne non seulement de notre engagement à l’égard de celles et de ceux d’entre vous qui ont confié la direction de notre chère organisation.

J’aimerais profiter de cette occasion pour exprimer notre profonde gratitude aux membres sortants dont Margaret a été désigné à arriver à une fin à temps autre. Il s’agit de :

- Debra Dawson, qui représentait la région du Sud-Ouest. Debra a présidé le Comité permanent des Relations publiques et des Communications, un rôle qui a pris de l’importance avec l’expansion soutenue de la Société. C’est à ce titre qu’elle a occupé le poste de rédactrice en chef de la revue électronique de la SAPES, dont le premier numéro est paru l’an dernier.

- Mercedes Rowinsky-Geurts (Université Wilfrid Laurier) qui a occupé le poste de rédactrice en chef de la revue électronique : Collected essays on the Scholarship of Teaching and Learning (CETL) qui a été distribuée en format imprimé à différents cours et congrès. Cela est due à l’ampleur des efforts de Margaret que la Société dispose de successeurs aux modifications des organisations. Margaret a également joué un rôle déterminant dans la conclusion d’ententes de réciprocité avec plusieurs organisations cœurs de la SAPES, notamment le Professional Organisational 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 Australia (HERDSA), afin de faire connaître les projets que promeuvent le SAPES et le gouvernement public chaque organe dans le domaine de la pédagogie et de l’enseignement. Le SAPES est extrêmement reconnaissant aux membres sortants du Comité dont le dévouement et les nombreuses contributions ont soutenu notre organisation. Les membres sortants du Comité qui ont soutenu des membres individuels bénéficient d’un tarif réduit, ce qui est la conséquence directe de l’adhésion de leur établissement. Nous adhèreons l’année prochaine à toutes nos institutions membres 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 publication des nombreux candidats qui ont soutenu des cours de notre programme national 3M pour l’excellence en enseignement.

Présidez le conseil, et alors que vous vous préparent pour le congrès de cette année, j’espère que vous allez visiter votre établissement et s’assurer l’adhésion de votre établissement à la SAPES et à diverses initiatives qui sont déjà en place et qui pourraient être profitées par les membres sortants. Les membres sortants ont bien du travail à faire, y compris la mise en place d’un plan d’action et l’enseignement et l’apprentissage au sein de l’établissement. Nous interrogerons des membres individuels bénéficiant d’un tarif réduit, ce qui est la conséquence directe de l’adhésion de leur établissement.
Virginia S. Lee, POD Network in Higher Education

Taming and taming in the widening gory
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 Barack 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 large, mysterious forces at work even now, the broken relationship between falcon and falconer, of a camel race en masse, a short trip to Qatar in December; and “[t]hings fall apart;” of book 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 economic, 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 rest of the world in designer credit instruments of mass destruction. Somewhere along the line, we lost our moral compass. In his 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, in her keynote address, “Leadership in an Era of Urgency,” at the annual meeting of AAC&U in Seattle, Washington, Schneider encouraged us to merge 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 world-wide capacity building in material 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 randomized 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 toward 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 even wider and more diverse community.

This article is part of an ongoing international exchange among the presidents of the societies for teaching and learning in Canada, Australia, and the United States. Visit our partners’ websites:

The POD Network (Professional and Organizational Development Network in Higher Education), United States

HERDSA (Higher Education Research and Development Association Inc.), Australia

Visit www.podnetwork.org

HERDSA (Higher Education Research and Development Association Inc.), Australia

www.hersda.org.au

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
- Fall (November): In the Centre, in the Margins, in Between
- Winter (March): Assessment and Evaluation

Visit our partners’ websites:

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/stlh/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 (ie. 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.

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. It is use APA style for consistency within the issues.

6. Include a picture (300 dpi) if possible.
   a. Pictures of the author or 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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Welcome to our new Board members:

Glen Loppnow,
University of Calgary,
representing Alberta

Mercedes Rowinsky-Geurts,
Wilfrid Laurier University,
representing Ontario South-West

Sonya Major,
Acadia University,
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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