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Volume 20, Number 2, Winter/Spring 2010

## CAID Moves to the Atrium: Increased Services for Faculty and Students

Margaret-Anne Bennett, Director, Centre for Academic and Instructional Development

Whoever said packing for a move across campus would be easy? For faculty, the current renovation project in McNally meant putting 20, 25, 35 years of books, files, equipment etc. into storage boxes and temporarily settling into relatively unfamiliar parts of campus. For others, it meant moving all our boxes and relocating into new office and lab space in the Atrium Building. Did it also provide an opportunity to clean up and clean out old files? Or, to cut down on the amount of material that will go into new or newly renovated space? Maybe! Maybe not! It's very difficult to let things go in the name of reorganizing or downsizing or whatever we call it, so we all make personal decisions as to how to approach our move and attack years of accumulated belongings.

So it was within the Centre for Academic and Instructional Development (CAID) last semester as we moved from our 10-year space in McNally, to new space in the Atrium Building (AT 106, 107 and 212). Now that we've pretty much settled in, we're pleased to let you know about our expanded facilities and services for faculty and our new services for students.

**CAID Office:** Both Carol Roderick, Instructional Development Associate, and I are now located in Atrium 106, which also houses our Resource Collection of research and literature in higher education. These resources are used for individual and group consultations and faculty may sign them out on loan.



**CAID Classroom:** On the second floor of the Atrium, the CAID classroom (AT 212) offers flexible space for faculty to engage in a broad range of educational development activities. Our winter semester workshop series includes everything from podcasting, RSS feeds, to designing multiple choice questions and exams, and managing student grades through Blackboard.

When fully completed, AT 212 will be equipped with many of the teaching and learning technologies now available in the classrooms in the Atrium Building and in many of the soon to be renovated classrooms and seminar rooms throughout McNally. New technologies include large LCD monitors; a CRESTRON touch panel control system for presentation

equipment (computers, projector, etc.); a SMART podium (an interactive pen display unit that allows you to write over slides in digital ink, save your notes, access website or multimedia files, and project your work onto a large screen); and a document camera that allows you to display and capture three-dimensional objects. Stay tuned for opportunities to learn about these technologies and to test-drive them before you enter your new or newly renovated classrooms.

By summer 2010, AT 212 will also be equipped for video conferencing and can be booked through the CAID for faculty and departmental use.

# Teaching as Inquiry

Shelagh Crooks, Department of Philosophy



Photo: Kelly Clark Photography

*This article was originally delivered by Dr. Shelagh Crooks as a presentation to the Association of Atlantic Universities (AAU) President's Council September 29, 2009. As a winner of the AAU's 2009 Distinguished Teaching Award, Dr. Crooks has been recognized as one of the region's top university educators.*

Universities have long fostered a robust academic culture for sharing the results of disciplinary research. This tradition of open exchange is the essence of the academy, and it is essential to the advancement of knowledge. It is no accident that this is so: knowledge is a social phenomenon, and it grows through social interaction. The hurly-burly of intellectual debate among peers is the testing ground of academic theories: in debate, theories are clarified, refined, corrected, and extended, and they become the creative spark for new theories and for new ways of conceptualizing issues.

But teaching in the academy is not at all like this. It operates within a culture of individualism and isolation. As teachers, we have developed few habits or conventions for exploring the impact of our pedagogical practices on student learning, or for sharing what we know about teaching with colleagues who might build upon it. As teachers, we almost always work alone. When we walk into our workplace, the classroom, we close the door on our colleagues. When we emerge, we do not talk about our teaching, about what is going well and what is not, and why, for we have no shared experience to talk about. Indeed, teaching problems are seen to have a significantly different status in the academy than research problems do. Teaching problems are regarded as 'troubling' or, perhaps, 'bothersome,' but not 'interesting' and 'important'. They are problems to be fixed, or failing that, covered up and ignored, but they are not problems to be investigated. In teaching, a problem is something you don't want to have, perhaps because it signifies a personal failure of some kind. In research, a problem is a good thing. It is the point of departure for inquiry, the centre around which all intellectual activity revolves. And so we have side-by-side in the academy, two disparate cultures, two solitudes – one that is deeply based in inquiry and collegiality, and the other that is anything but.

I find this state of affairs remarkable. It is remarkable because the university is a place of learning, and yet there is very little systematic research about learning going on. It is remarkable because the university calls itself a community of scholars and yet, with rare exceptions, no such community exists for those who want to pursue inquiry into teaching and learning. It is remarkable because faculty who ordinarily demand rigorous standards of evidence and justification for knowledge-claims within their special field of inquiry, seem content with lesser standards for beliefs and practices in regard to teaching. And it is remarkable, because it is not at all clear that problems in teaching are less significant and less deserving of rigorous investigation than research problems within the disciplines.

**The truth is that teaching is a complex intellectual and human activity. It can be done well and it can be done poorly. If we are to be effective teachers, we need to know a good deal more than just our subject.**

We need to know how individuals experience the subject. We need to know the ways the subject can come to be understood, and the ways in which it can be misunderstood. And to engage in this kind of inquiry, we need to have given some thought to the nature of understanding itself. We need to ask ourselves:

- *What is it to understand a concept or theory?*
- *How is understanding to be manifested in the context of a conversation in class, in a group presentation, in an item of analysis, or in fictional writing?*
- *How is understanding demonstrated in my discipline?*

And we need to have a clear conception of why understanding particular subject matter, rather than the retention of facts about it, should be the goal of teaching in the first place. These are serious, challenging, intellectual questions. They are questions that cannot be answered intuitively or anecdotally; they require investigation and careful reflection on the results of

## Teaching and Learning at Saint Mary's

A forum on teaching and learning sponsored by the Quality of Teaching Committee and edited and produced by the Centre for Academic and Instructional Development. Articles and responses by faculty, students and staff are welcome.

### Quality of Teaching Committee Members 2009/010

#### Faculty Representatives:

Shelagh Crooks, *Arts*  
Valerie Creelman, *Commerce*  
Adam Sarty, *Science, Committee Chair*  
Senate Representative: Diane Crocker, *Sociology & Criminology*  
Patrick Power Library: Collette Saunders  
Continuing Education: Stefani Woods  
Part-Time Faculty Rep: Howard Donohoe, *Geology*  
Mature Student Rep: Lisa Verge, *OPTAMUS*  
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Roxanne Richardson, *Environmental Studies*  
Alec Soucy, *Religious Studies*

Carol Roderick  
*Centre for Academic and Instructional Development*

Mary Kendall Brooks  
*Secretary to the Committee*

**Editor:** Carol Roderick

**Design:** Kimberley Dunn, Public Affairs

#### Photography this issue

**(expect where indicated):** Mary Kendall Brooks  
*Centre for Academic and Instructional Development*

The opinions expressed in this publication are those of the authors and do not necessarily reflect the views of the editor or the Quality of Teaching Committee. The editor reserves the right not to publish a submission.

that investigation. They are questions to be discussed and debated with peers, and even with students. Indeed, I would argue that these questions are presupposed in the very act of teaching, for the manner in which individual teachers answer them has consequences in terms of the decisions they make about curriculum design, teaching methodology, and assessment.

There are other questions to be investigated – questions which speak to pressing institutional and public concerns about student success in higher education. Among these are questions such as, ‘Why is it that first-year students drop out of university at a rate of 30%?’ and ‘Why do only 50% of students who are in university actually graduate?’ And there are questions that are peculiar to a particular discipline or to a particular instructor. I teach philosophy, and I am intent that my students experience their learning in my classroom as relevant and, indeed, important to their lives. I want them to make a connection – to apply the concepts, arguments, and critical methods of philosophers to the problems and issues that really matter to them. And so, I find myself inquiring into issues of teaching methodology. I ask ‘How can I create a bridge between my students’ daily experience and decision-making, and philosophical analyses of, say, personal identity, or the principle of universalizability in ethics?’ and ‘How will my students come to know that the real take away from philosophical training is not a familiarity with the writings of the great philosophers, but the development of a capacity for analytic thinking, and with that, the development of their own intellectual autonomy?’

I believe that asking these questions, and countless others like them, makes me a better teacher. It makes me inquire into my own assumptions about my discipline, about my students, and about teaching itself. It makes me inclined to try new things in the classroom, to conduct experiments using different course materials and different pedagogies. It makes me engage the scholarly literature in teaching and learning, and it allows me to take the risk of revealing to my colleagues that I actually have teaching problems and to seek their advice. In doing all of this, I learn about teaching and learning.

And so, I am here, not to speak to the issue of the importance of good teaching in the academy, but to speak to the importance

of supporting good teaching. I believe that good teaching is no accident – it is the product of substantive intellectual work, work that goes well beyond the development of an individual or ‘signature’ classroom technique. Thus, if we are going to support good teaching, it is imperative that we create an environment in the university where teaching inquiry is respected and rewarded, where innovations in curriculum and pedagogy get tried out, and where questions and answers about education are exchanged, critiqued, and built upon. In short, we need to bring teaching out of the closet in the academy.

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**We need to create a new culture around teaching – a culture that is dynamic, inquiry-based, and, above all, collegial.**

.....

Of course, cultural change, especially in the complex and often-conflicted workplace of the university, does not happen quickly or easily. Institutions, and leaders within institutions, will need to embrace the vision of teaching as inquiry, and they will need to commit to making change happen. In practical terms, this means that universities will need to put their money – understood both literally and figuratively – where their mouth is.

Let me be more specific. First of all, teaching inquiry needs to become a fully legitimate, ‘counted’ kind of scholarly work in the university. Faculty simply will not pursue teaching inquiry if, in doing so, they risk their careers. This means that teaching inquiry can’t be treated as just something extra that a faculty member does – an add-on to her real/disciplinary scholarship. It needs to be recognized and rewarded as scholarship full stop.

Secondly, good talk about good teaching is unlikely to happen if the leaders in the university -- presidents, deans, and department chairs -- do not expect it and invite it into being. This means that leaders need to organize and protect time for interested faculty to work together on inquiry projects. And this work needs to be celebrated and made public, not just during the annual teaching workshop for faculty – but in new venues and in new ways that are likely to draw attention to teaching and teaching inquiry in the university.

Thirdly, taking teaching inquiry seriously means investing in it. The mechanisms of support in place for disciplinary research – grants, sabbaticals, assistance with grant writing, travel money – need to be made available to scholars of teaching, and should be seen as an important institutional investment in the development of a culture of teaching and learning.

Finally, I would like to say that although I believe that teaching inquiry is valuable in itself, I believe that its greatest value lies in its potential to have a positive impact on what happens in the classroom between the teacher and her students, and, by extension, its potential to address the very serious problems of student retention and success that I alluded to earlier. If I am right about this, then universities have a very powerful reason, indeed an obligation, to get into the business of promoting and developing teaching inquiry among faculty. And given what is at stake here – student success or failure – we should waste no time in getting on with it.

**Dalhousie Conference on University Teaching and Learning, April 28-29, 2010**

**Learning Outside the Classroom**

**CALL FOR PROPOSALS**

Faculty, graduate students, librarians, student services professionals, space design experts, and educational developers are invited to participate in a conference focusing on the many ways our students learn outside the classroom.

Interested individuals are invited to submit proposals for 50-minute sessions in the format of presentations, interactive panels, workshops, and roundtables.

Visit: [teachingandlearning.dal.ca](http://teachingandlearning.dal.ca) for proposal submission guidelines.

**Submission Deadline:  
Friday, February 26, 2010**

# Reflections on the UPEI Faculty Development Summer Institute

## **Dr. Jason Grek-Martin, Department of Geography**

In my experience, the frantic pace of teaching (along with research, service commitments and life in general!) leaves little time for critical reflection. Things that have worked reasonably well in the classroom are repeated term after term because they are familiar and safe. Such repetition is usually healthy because it allows proven teaching methods to be fine-tuned. There is, however, a danger of going stale and of missing out on alternative pedagogical approaches that might foster fruitful new engagements in the classroom. To remedy this, I try to confer with my colleagues about the approaches they use and I have picked up some wonderful insights this way. Unfortunately, such conversations are infrequent and far too fleeting, carried out, as they usually are, 'on the fly' in the course of our busy days. Teaching can indeed feel like an isolated pursuit!

This reality makes a workshop dedicated to active learning in the university classroom appealing. I jumped at the opportunity to take part in the UPEI's Faculty Development Summer Institute in 2009. An August sojourn on the 'Gentle Island' is always an enticing proposition but the program firmly indicated that we would be spending an intensive four days in air-conditioned classrooms rather than in golf carts and on beach towels. And yet, the time invested has proved invaluable. Over the course of the week we were introduced to a diverse array of active learning strategies and techniques, ranging from 'low-risk' lecture intermissions (one minute papers; think/pair/shares) to 'high risk', course-encompassing, team-based learning approaches. Naturally, we learned by trying the exercises out for ourselves – an active learning approach to active learning! But the Institute is about more

than sharing techniques; it also provides a relaxed and convivial atmosphere for a group of international and inter-disciplinary university instructors to share their thoughts on, and experiences in, the classroom. It is a rare pleasure to come together as a community of colleagues united in a shared commitment to making the classroom a more enriching environment for our students and ourselves. Spending a glorious August week sequestered indoors, talking about teaching might seem a peculiar form of self-denial, but if you have a chance to attend the Institute, don't hesitate; you'll thank yourself for taking the time and so will your students.

## **Dr. Daphne Rixon, Department of Accounting**

When it was suggested that I attend the UPEI Faculty Development Summer Institute in 2009, I was immediately interested. I had recently transitioned from industry to academia and was keen to avail of any training that would enhance my teaching.

I found the Institute to be interesting, stimulating, and fun! The instructors were very dynamic. That the program has been around for a long time, 27 years, shows the strength of this experience. Topics included student motivation, strategies to reward mastery rather than grades, active learning in both small and large classes, collaborative learning for group work, giving and receiving feedback and criticism, and using writing as a learning tool. My favourite aspect of the program was its 'hands on' approach. The instructors illustrated various techniques and we were then given an opportunity to try them in class. These techniques are easy to implement and do not take up a significant amount of time. Since completing this program, I have used several of the

## **Interested in Furthering your Teaching?**

**Attend the Faculty Development  
Summer Institute at UPEI,  
August 2-6, 2010.**

For the past several years, the Quality of Teaching Committee and the Deans have jointly sponsored up to three Saint Mary's faculty members to participate in the UPEI Faculty Development Summer Institute on Active Learning and Teaching. Each year, participating faculty members derive considerable value from their participation.

This summer, the Institute will celebrate its 27th year of providing quality professional development opportunities. It remains the only program of its kind in Canada. The overall goal of the Institute is to improve teaching and learning by supporting teachers to learn and to use active learning in their classrooms.

For further information, visit:

[www.upei.ca/lifelonglearning/  
FDSInstitute](http://www.upei.ca/lifelonglearning/FDSInstitute)

If you are interested in attending the 2010 Institute, please apply to the Quality of Teaching Committee (c/o Centre for Academic and Instructional Development) before Friday February 26, 2010. In your application letter, please indicate why you are interested in attending and what you hope to gain from the experience.

**The Quality of Teaching Selection  
Committee will notify successful  
applicants by March 31, 2010.**

techniques in my second and third year Accounting courses and have found them to be very effective in engaging students.

I highly recommend this educational development program particularly for those who are new to teaching, but I'm sure that even seasoned professors would find the summer institute beneficial.

# Roving Reporter Asks Students: What type of in-class activities contribute to your success?



**Evan Cervelli B. Sc.**  
(Environmental  
Science)  
4th Year

I feel successful in the classroom when I have fully understood a topic and can relate it to my world. Visual, auditory and hands on learning are very beneficial for me.

This can include videos, photographs, and musical interludes, physical demonstrations by the professor or students, and objects passed around to the class. Discussion is also very important for my success, even if I am not contributing directly. Discussion breaks up the monotony, raises questions in my mind, and reveals the two sides of a story. I also really enjoy guest speakers and in-class debates



**Karen Reyna**  
B. Comm. (Management/Certificate in HR)  
4th Year

I have found that teaching has greatly evolved in the last couple of years, and lectures, as the sole way of teaching, have become less frequent. Therefore, just as many professors have adopted a role as facilitators of learning, we – as students – have assumed a similar role as active learners in the classroom. When used effectively, group work is one of the many in-class activities that greatly benefit my learning. Planning in-class group work

does not only entail making groups and giving instructions but also being able to lead the groups in their activities and in a fruitful discussion of the outcomes. In this manner, I am not only actively learning about the concepts in class but also developing team and leadership skills. In addition, class presentations are extremely helpful for my future success. They help me develop communication skills and increase my confidence. Thus, I consider these in-class activities as valuable assets for my future career, for they will better prepare me to excel in today's competitive workforce.

## Community of Practice, 2009 – 2010

A Community of Practice on teaching and learning provides an opportunity for faculty to share teaching ideas, methods, concerns, and to engage in scholarly inquiry. This year, Saint Mary's Quality of Teaching Committee has initiated a Community of Practice on the topic of first-year academic success with particular emphasis on issues such as writing in the classroom, policies, conduct and expectations in the classroom, course content and textbooks, and assessment and evaluation.

The Community is lead by Howard Donohoe, Geology and Shelagh Crooks, Philosophy. This is the second year a Community of Practice has existed at Saint Mary's University. The first, in 2008-9, was lead by Edna Keeble, the University Teaching Scholar. Members of the Community of Practice represent a broad university constituency including: Adam Sarty, Physics and Astronomy; Alexandra Dobrowolsky, Political Science; Colleen Barber, Biology; Carol Roderick,



Photo: Howard Donohoe

CAID; Valerie Creelman, Marketing; Daniel Wadden, Marketing; Marc Patry, Psychology; Paul Muir, Mathematics; Nancie Erhard, Religious Studies; Nicole Neatby, History; Mythili Rajiva, Sociology and Criminology; Roxanne Richardson, Environmental Studies; Russell Westhaver, Sociology and Criminology; and Susan Walter, Anthropology.

The Centre for Academic and Instructional Development is pleased to provide support for communities of practice within Saint Mary's University. If you are interested in establishing a Community of Practice for the 2010-11 academic year, please contact Carol Roderick ([carol.roderick@smu.ca](mailto:carol.roderick@smu.ca)) or Margaret-Anne Bennett ([margaret-anne.bennett@smu.ca](mailto:margaret-anne.bennett@smu.ca)) to discuss your ideas.

# Integrating Sustainability into the Curriculum

Did you know that sustainability is one of Saint Mary's University's core values?

The Mission Statement reads:

*Saint Mary's aspires to be the University of choice for aspiring citizens of the world. In achieving its mission, the Saint Mary's community is guided by core values of academic integrity, the pursuit of knowledge, responsiveness to community needs, openness to change, concerns for a just and civil society, a commitment to environmental sustainability and fiscal responsibility (January, 2008).*

In May 2010, the University's Sustainability Committee, in conjunction with the Centre for Academic and Instructional Development (CAID), will be piloting an innovative program to help fulfill the university's commitment to environmental literacy and sustainability. The format will be modeled after the Ponderosa Project (Northern Arizona University) and the Piedmont Project (Emory University). This program will enable faculty members from diverse fields across the university to come together in a one-day workshop to learn about environmental issues and sustainability and develop related course materials. Further support will be provided during the 2010/11 academic year. If you would like to enhance your engagement with environmental issues and incorporate a focus on sustainability into one or more of your courses, this program may be of interest to you.

In the meantime, here are Six Principles Guiding the Integration of Sustainability into College and University Curricula (Geoff Chase, San Diego State University, 2009. Reprinted with permission.):

## **1. Sustainability is local**

Although sustainability is about the health of our planet, it is rooted in place and in the challenges that emerge from the interrelationship of forces where we live.



## **2. Sustainability is global**

From weather and water to arms markets, the WTO [World Trade Organization] and religious ideologies, sustainability is also broadly international.

## **3. Sustainability is about relationships and community**

We have myriad connections with each other, with other species, and with all the features of the natural world. The challenges we face emerge from the communities, large and small, in which we live, and must be addressed as community issues.

## **4. Sustainability is about systems**

Sustainability calls to the foreground the interdependence that characterizes life and directly addresses both biological and social systems.

## **5. Sustainability is about learning and questioning throughout the curriculum**

Teachers, like students, find learning in many contexts, and sustainability challenges can only be addressed through interdisciplinary approaches across the curriculum. Students and faculty, together, practice new lenses and strategies to understand and respond to sustainability challenges. Further, a focus on sustainability places student learning in the foreground of our educational efforts.

## **6. Sustainability is transformative**

Beyond simply tweaking the status quo, sustainability in the curriculum challenges all to work for transformation of society.

To learn more about the Sustainability program at Saint Mary's and how you can participate, please contact Cathy Conrad, Department of Geography, (cconrad@smu.ca) or Carol Roderick, CAID, (carol.roderick@smu.ca).

CAID Moves to the Atrium  
continued from the cover

**Centre for Academic Technology:**

The CAT lab (AT 107) has expanded both in size and in the scope of services offered. Adding to the iMac, laptop, scanners, and other technology peripherals, our compliment of PCs in the lab has more than doubled. The addition of wireless connectivity, two large display monitors, multiple-computer control panels, and flexible seating has improved our capacity for small group demonstrations.

In addition to our usual support services to faculty, the CAID/CAT will begin offering a scanning service for multiple-choice exams beginning with the first summer session in May/June. Dalhousie's decision to cease providing this service to outside organizations beyond the current academic year coincided with our ability to bring the service in-house. Representatives from Dalhousie, CAID and ITSS are working together to ensure a smooth transition by May 2010.

**Support for Students:** As part of the move to the Atrium and Global Learning Commons, the CAT has begun to offer support for students who require assistance using technology and software to perform their course work. Please advise your students to drop in to the CAT (next to the Just Us Café in the Learning Commons) or set up an appointment if they require technology support and training. You may also wish to communicate these services with students in class or by posting this information and a link to our website [www.smu.ca/administration/caid/academic.html](http://www.smu.ca/administration/caid/academic.html) within Blackboard or CourseTools.

Finally, to accommodate increased demand and the addition of support to students, the CAT has expanded hours of operation for faculty and students from 9am – 7pm, Monday – Thursday and 9am – 5pm on Fridays.

**Feedback:** If you haven't already done so, drop by or get in touch and let us know how we can best support you in our new location with our enhanced amenities and services. We look forward to seeing many of you in the coming weeks and months as we increase our educational development activities.

## Saint Mary's University Teaching Awards

**Father William A. Stewart,  
S.J. Medal for Teaching**

This award is open to current faculty members who have completed at least five years of teaching service at Saint Mary's University and have made significant contributions to the education of Saint Mary's students through excellence in teaching and service.

For award guidelines, please visit the Alumni Association website:

[www.smu.ca/alumni/window/rec teach.html](http://www.smu.ca/alumni/window/rec teach.html)

**Deadline:  
Friday, March 13, 2009**

**Dr. Geraldine Thomas  
Educational Leadership Award**

This award recognizes a faculty member who has provided leadership among colleagues in developing institutional structures and processes, and in pursuing activities that help create an environment at Saint Mary's University in which teaching excellence is fostered and appreciated.

For award guidelines, please visit the CAID website:

[www.smu.ca/administration/caid dev\\_awards.html#smu](http://www.smu.ca/administration/caid dev_awards.html#smu)

**Deadline:  
Friday, February 26, 2010  
(nomination forms) and  
Friday, March 26, 2010  
(supporting documentation)**



The Center for Academic and Instructional Development and the Quality of Teaching Committee are pleased to provide online subscriptions to two highly informative newsletters for all Saint Mary's faculty and staff.

*The Teaching Professor* is a lively, informative newsletter that provides ideas and insight for educators who are passionate about teaching.

*Online Classroom* explores the challenges and opportunities presented by this dynamic, fast-growing teaching medium, and helps educators to stay current with the latest trends in online learning.

To subscribe, please contact the CAID, by phoning 420-5088, or e-mailing [caid@smu.ca](mailto:caid@smu.ca).

**ONLINE CL@SSROOM**  
IDEAS FOR EFFECTIVE ONLINE INSTRUCTION



## Winter 2010 Workshops

To register for an upcoming workshop, email [caid@smu.ca](mailto:caid@smu.ca).

### *LibGuides: Getting Student Research On-track*

January 12th, 1:00-1:30pm, Atrium 212

### *Make a New Years' Resolution to Organize Your Research with RefWorks*

January 19th, 2:30-3:45pm, Atrium 107

### *How Do I Get Students To Read Their Assignments Before Class?*

January 18th, 2:30-3:00pm, Atrium 212

January 22nd, 12:00-12:30pm, Atrium 212

### *Teaching and Learning with Wikis*

January 29th, 11:30am-12:30 pm, Atrium 212

### *Designing Multiple Choice Questions and Exams*

February 11th, 11:30am-12:15pm, Atrium 212

March 5th, 12:00-12:30pm, Atrium 212

### *Podcasting*

March 4th, 12:00-12:30pm, Atrium 212

### *RSS Feeds*

March 11th, 12:00-12:30pm, Atrium 212

### *Managing Student Grades through Blackboard*

March 15th, 12:00-12:30pm, Atrium 212

### *New Classroom Technologies Test Drive*

TBA

## Society for Teaching and Learning in Higher Education (STLHE) Conference

Creative Teaching and Learning: Exploring. Shaping. Knowing

The Conference theme provides recognition of the important place of creativity in pedagogical approaches in higher education. It will provide an opportunity for host institutions Ryerson University (RU) and the Ontario College of Art & Design University (OCAD) to showcase new and innovative teaching and learning practices that promote student engagement and creativity.

<http://luna.ccs.ryerson.ca/stlhe2010/index.php>

## Quality of Teaching Committee Instructional Development Grants

Do you have an idea for a project that will enhance your own instruction, and improve teaching and learning at Saint Mary's?

Are you interested in attending a teaching and learning conference, workshop, or seminar... or maybe even organizing a talk or workshop at Saint Mary's focused on teaching and learning?

The Quality of Teaching Committee Instructional Development Grants program supports projects that improve upon or develop new and creative approaches to teaching and learning.

Three types of grants are available:

**Small Project Grant** – valued up to \$1500

*Applications accepted on an ongoing basis*

**Travel Grant** – valued up to \$1500

*Applications accepted on an ongoing basis*

**Teaching/Learning Major Project Award** – valued up to \$5000

*Application Deadline: February 28th, 2010 (one awarded annually)*

For further information and application instructions visit the CAID website:

[www.smu.ca/administration/caid/dev\\_grants.html](http://www.smu.ca/administration/caid/dev_grants.html), or e-mail [caid@smu.ca](mailto:caid@smu.ca)



### Stay in touch

We welcome your comments and suggestions on this and future issues of *Teaching & Learning*.

Email [margaret-anne.bennett@smu.ca](mailto:margaret-anne.bennett@smu.ca)

Tel 420.5087

or visit our office at MM202C