

Teaching & Learning

Volume 22, Number 2, Winter 2012

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From Dilemmas to Dialogue: Parenting in Academia

Rohini Bannerjee, Modern Languages & Classic

For many faculty members creating work-life balance is an ongoing project. When that project involves more than grading papers, writing grant proposals and attending Senate meetings, like for example finding a reasonably priced snowsuit for a growing toddler in a hurry and possibly scrambling something more than eggs for dinner, it can get complicated. With the support of the CAID, I had the privilege of leading an informal discussion series this fall on parenting in academia. Faculty members from all over campus participated and shared some well-tested strategies, skills, and ideas to be effective, happy, and balanced in their complex lives.

From dilemmas sprouted dialogue, including one colleague who candidly discussed what it was like being the only professor in her department to take a maternity leave. As she described how her new growing physique made teaching and passing certain doorways on campus tricky, another participant in our series, expecting her first child in December 2011, listened carefully. We all noted how times have changed on campus as pregnancy leaves now are often accompanied by parental leaves, open to either mother or father, biological or adoptive parent. As I watched one seasoned faculty member share her experiences with another junior faculty, I realized a new space was being created for exchange and learning,



Rohini Bannerjee with her sons, Ishan Mukhida and Vikesh Mukhida. *Courtesy of Rohini Bannerjee*

a space that, according to a number of faculty members with whom I have spoken, has been looking for a floor plan for a while now. Thanks to the CAID, its foundation is now set.

From pregnancy woes and joys we discussed the presence of our children on campus. I was surprised (and somewhat relieved I was not the only one!) by how many colleagues have opted to

bring their children to their office on an in-service day or to the occasional departmental meeting because their spouse was out of town and/or their caregiver was ill. “You do what you have to do” was what several of us repeated around the table. One point that was noted by Dr. Carol Roderick, our CAID liaison, was that many washrooms on campus do not have change tables, neither in the women’s nor the men’s facilities. And of course, these tables would not just benefit faculty but in turn, our student population who are parents and in addition, our guests from the greater community visiting our campus. Some of us parents may not have noticed this since we have found very inventive spots to change (and possibly stash) a dirty diaper!

For those privileged enough to have managed to confirm a day care spot at Point Pleasant Child Care either on campus or at Ogilvie, the advantage of having our children only steps away from us is priceless. Since this series has started, I have now been able to put a name to the parents I see every weekday morning as I bring my son to Rice. They

continued on page 3



One University. One World. Yours.

Blackboard Learn 9.1 Is Coming

Carol Roderick, Centre for Academic and Instructional Development

Since early in 2009, Saint Mary's has been using Blackboard CE8 to complement campus courses and as the key platform for online course delivery.

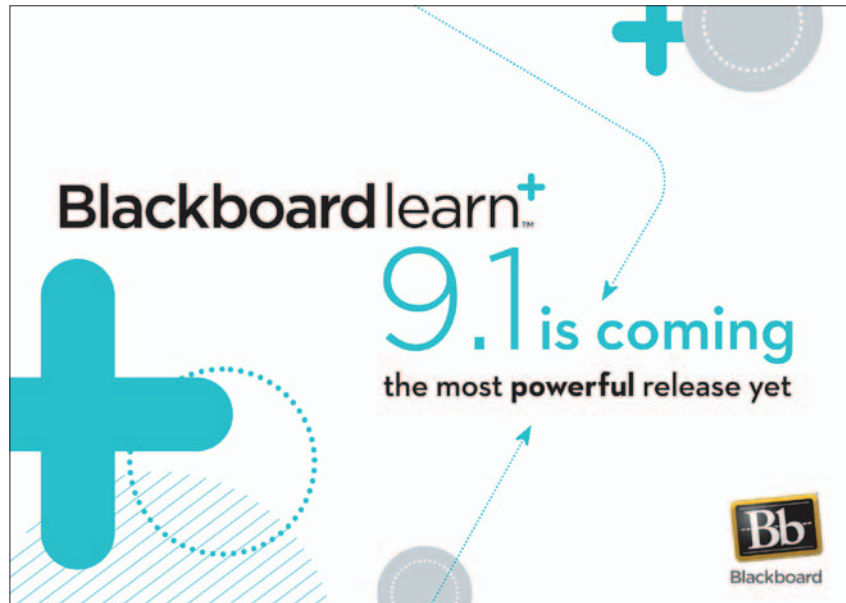
Each term, the university sees an increase in the number of courses, both face-to-face and fully online, being taught with Blackboard. This growth is driven by recognition of the benefits to learning among faculty, encouragement from each Faculty, ITSS support, and

well-developed training and support from both CAID and Continuing Education.

Almost half of all courses are now using Blackboard. Several groups on campus also make use of Blackboard to facilitate their programming, including the Writing Centre (Writing Help Online), the library (Research Base), and Facilities Management. Some departments on campus also use Blackboard to communicate between faculty and staff and to share documentation (i.e. History Department).

In the upcoming year, Saint Mary's will be upgrading from Blackboard version CE8 to release 9.1. Details of the upgrade will be provided to you as they become available. In the meantime, here are some of the features of Blackboard 9.1 that you can anticipate:

- An enhanced and easy to use grade center;
- A new user interface that allows you to more easily integrate web 2.0 tools, such as YouTube videos and library resources, into your courses;
- A more logical and visually impactful environment that requires less clicking and moving between screens. Blackboard 9.1 has incorporated drag-and-drop features, drop-down menus, and contextual help options;
- Enhanced accessibility. Content re-ordering and options to alter viewing so that it is easier to see (or hear) content on the screen;



- New tools such as blogs and journals that enable public reflection with peer review and private reflection with instructor review;
- A simple and efficient central group workspace where groups within your class can organize, share and communicate. This includes discussion forums, group files, group blogs, e-mail, membership, tasks, assignments and more.

We encourage you to test drive Blackboard 9.1 by requesting a 30-day preview account.

Visit: <https://bblearn-preview1.blackboard.com>

Training and Support

Throughout the upgrade, the Centre for Academic Technology (CAT), part of CAID, will be providing enhanced support for faculty, staff and students. We will be offering individual support and workshops to help you become familiar with the new system, move existing courses from one platform to the next, and see new ways of enhancing learning with Blackboard. Training for online course delivery will be supported through Continuing Education.

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 2011/12

Faculty Representatives:

Shelagh Crooks, *Arts: Chair*
Valerie Creelman, *Commerce*
Paul Muir, *Science*

Senate Representative: Mark Barr, *English*

Patrick Power Library: Heather Sanderson

Continuing Education: Stefani Woods

Part-Time Faculty Rep: Howard Donohoe, *Geology*

Part-Time Student Rep: Justine Stacey

SMUSA Rep: Sarah MacDonald

Members-At-Large:

Anne-Marie Dalton, *Graduate Studies*

Roxanne Richardson, *Biology*

John Measor, *Political Science*

Jason Grek-Martin, *Geography*

Carol Roderick, Margaret-Anne Bennett

Centre for Academic and Instructional Development

Mary Kendall Brooks

Secretary to the Committee

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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.

are no longer just Baby X's mum but in fact, I realize they are a colleague in the Faculty of Science and now a regular participant in our series who, like myself, may be calling in Thai food for dinner tonight! We exchange restaurant ratings and shuffle our children quickly into our respective vehicles, checking off our mental to-do list: survive rush hour traffic, reassure the hungry 2 year old, entertain the tired 6 year old, grade a set of midterms, figure out which lunches to prepare, tweak tomorrow's PowerPoint lecture, and so on...

Another great point of discussion concerned flexibility. We talked about how flexibility doesn't necessarily equate to parents in academia having more time. In fact, it means that the time devoted to all aspects of our lives is malleable, stretchable, and often, to non-academics, justifiable. Here are a few lines shared amongst the group: "You can teach and finish up the grading at home, you know, with the kids" or "Gosh, my job is 9-5 pm, but you are able to leave at 2:30 pm after your class, if you want, and get to the dentist well before picking up the kids" and the classic "You only teach

until April and then you get four months off. You can bake the cupcakes for our son's class party, you have loads of time!" Ha! We all had a good laugh around the table as the flexibility card has been spotted many times to be a potential advantage. However, for example, when some of our spouses who are not in academia and who have more fixed

Parenting in Academia

Friday January 20th, 2-3 pm

Friday February 10th, 2-3 pm

Friday March 9th, 2-3 pm

Friday April 13th, 2-3 pm

All sessions will be held in Atrium 212.

hours and thus are unable to re schedule a missed ballet lesson or run to the bank for a signature, this card is not always the desired one to have!

One question that seemed to recur often was whether being an academic in fact affects how we parent. Is it true the instinctive teacher in us always wants our children to do ballet and soccer

and tae-kwon do and skating, all on Saturday morning, and all before the age of 7? Is this just part of being a parent and an academic? Is there a tendency for us to expect a lot of ourselves and of our children? We had some wonderful reflections on this topic and gave each other some reassurance that we are not alone on the Type A road of parenthood!

Due to popular demand, our discussion series will continue on into the winter term from 2:00-3:00 pm on the following Fridays: Jan. 20, Feb. 10, March 9 and April 13. So far our series has attracted primarily female faculty members, and so we would especially like to encourage faculty who are fathers to join the group and discuss how they manage and prioritize the to-do lists of daily life. Adding mums and dads to the mix will definitely steer the dialogues in different directions and consequently create more intricate paths of learning for all of us. In turn, with the support of the CAID, I will be developing a website for Parenting in Academia that will soon be accessible to all members of the Saint Mary's community. Please do check us out! Un grand merci!

Saint Mary's Website Update

Perry Sisk, Acting Chair of the Saint Mary's Web Steering Committee

The Saint Mary's University website is currently in a state of transition. Although not overly obvious from a design or visual standpoint, we are making a move to a new Content Management System (CMS) – a system that will provide a variety of fresh tools and enhanced features for supporting, managing, and editing the University website.

The new CMS, called "Site Manager" by TERMINALFOUR, will replace our current website software, Adobe Contribute. Although it will not alter

the visual appearance of the website, it will greatly improve its functionality and efficiency. For example, the software is web-based, which means web editors (those who edit or post to one of the Saint Mary's websites) can log into their account and edit their office's website from any location with an Internet connection. Web editors can also assign an automatic "take-down" date and time for postings, store photos in a central photo bank within the software, and seamlessly integrate social media into their website updates.

With over 8,000 web pages to convert, the timeline for this project is somewhat loosely defined. However, we anticipate all web editors on campus will be actively using Site Manager by the summer of 2012. Please stay tuned for more details and information about training opportunities!

Questions about the new CMS? Please contact Predrag Rajnis (Web Manager, ITSS) at predrag.rajnis@smu.ca or (902) 496-8185.

Making Sense of Copyright

Carol Roderick, Centre for Academic and Instructional Development

When preparing our courses, our objective is to select high quality reading materials for students, materials that complement, illustrate, and reinforce the ideas explored in class. Traditionally, these materials consisted primarily of text books and course packs purchased by students through the university bookstore. Optional and supplemental course readings were placed on library reserves. Evolutions in technology have created vast possibilities for course materials. In addition to traditional options, there are e-books, online journals, websites, YouTube videos, podcasts, wikis, etc. There is now a vast range of strategies for distributing these materials: the bookstore, library reserves, in class handouts, e-mail, via e-resources that complement textbooks, course websites, and course management systems such as Blackboard and Course Tools.

The opportunities and challenges that these new media present co-exist with a shifting copyright landscape. In 2010, Access Copyright proposed a new fee structure for universities of \$45 per full time student, up from \$3.83 per student plus \$0.10 per page for course packs. See www.gazette.gc.ca/rp-pr/p1/2010/2010-06-12/html/sup1-eng.html for details on the proposed new tariff. In response to an outcry from postsecondary

institutions, the Copyright Board implemented a ruling to temporarily maintain the original fee structure through an interim tariff, while the details of a new fee structure are negotiated. The Copyright Board decision can be found at <http://cb-cda.gc.ca/decisions/2011/20110316.pdf>. The Association of Universities and Colleges of Canada (AUCC) is providing leadership in the university challenge to the proposed new tariff. See www.aucc.ca/policy-issues/copyright for information on copyright provided by AUCC.

Many universities found the proposed fee structure to be unacceptable, and a growing number are opting out of the Interim Tariff Agreement. Faculty members at these universities are relying on a variety of guidelines for the selection and distribution of course materials to ensure they comply with copyright legislation. These guidelines include the exceptions for fair dealing as presented in sections 29 to 29.2 of the *Copyright Act*; using sources such as library licensed resources, works in the public domain, and open source / open access resources; and by seeking permission directly from rights holders for course materials that do not fit within these guidelines.

In August 2011, Saint Mary's University decided to operate within the Access Copyright Interim Agreement for the current year. A University Copyright Committee was established and tasked by the Executive Management Group (EMG) with developing recommendations to monitor and insure compliance with the *Copyright Act* and to assess what opting out of the Interim Tariff Agreement may mean for Saint Mary's, should the university proceed in that direction. Opting out could possibly change the manner in which coursepacks are provided. If this occurs the University will determine what procedures will be required in order to ensure that students obtain course materials in a cost-effective and timely manner.

The University Copyright Committee includes:

Marie DeYoung, University Librarian (Committee Chair)
Larry Haiven, Faculty of Commerce and SMUFU Representative
John Measor, Faculty of Arts
David Clarke, Faculty of Science
Stefani Woods, Program Director, Distance Education
Carol Roderick, Instructional Development Associate, CAID
Don Harper, Manager, Bookstore
Gail Levangie, Manager, Procurement
Sarah MacDonald, SMUSA VP Academic Affairs



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.

ONLINE CL@SSROOM
IDEAS FOR EFFECTIVE ONLINE INSTRUCTION

Teaching with Imagination

Dalhousie Conference on University Teaching and Learning

May 2nd and 3rd, 2012

Look for the Call for Proposals at: www.learningandteaching.dal.ca

Copyright and Course Materials

Please keep the following items in mind when selecting and distributing course materials:

- There are no copyright issues when adopting textbooks as course materials that students purchase and the digital supplements that may come with these textbooks.
- The bookstore and print shop help to facilitate compliance with copyright for the development and production of course packs.
- For reproduction limits on day-to-day copying, handouts, and course packs visit: www.accesscopyright.ca/media/6089/interimtariffcommunication.pdf
- It is legal to copy works when:
 - They are in the public domain (50 years after the author(s) death, materials enter the public domain);
 - It is explicitly allowed by the rights holder through a Creative Commons license or similar statement;
 - The work is licensed for this purpose by the library (e.g. many electronic journals);
 - You own the copyright or have permission of the rights holder;
 - Copying falls under one of the educational exceptions of the Copyright Act; and
 - Copying falls under fair dealing provisions of the Copyright Act.
- Digital copies are not licensed under the Interim Tariff at Saint Mary's, and fall outside the realm of fair dealing. Permission is needed from the copyright holder to digitize materials and post them to Blackboard or Course Tools.
- Within Blackboard and Course Tools, you can link students to most online items such as e-books, electronic journal articles from licensed library databases, Open Access sources, Creative Commons licence, and websites.
- Rather than emailing materials to students, send them a link to the material if it is available online.
- Library reserves are a good way to facilitate student access to supplementary course readings.
- Our librarians will help you locate quality reading materials for your courses.

For further information, please email Marie DeYoung, University Librarian and Chair of the Copyright Committee, marie.deyoung@smu.ca.

Improving How Evolution is Taught: Facilitating a shift from memorization to evolutionary thinking

Tim Frasier, Department of Biology

How do we know if students are really learning what we are trying to teach them? What do we do if we find that they're not? As members of an academic community, addressing these questions should be our top priority. Unfortunately, an increasing number of studies are showing that students do not take as much away from university courses as we would like to think. Indeed, an alarming number of studies, across a wide range of topics, show that students can have the same misunderstandings of a topic upon completing a course as they did when they first enrolled.

The main reason behind this disconnect should come as no surprise. If we, as "adults", want to better understand a topic, we do not ask someone to make a slide show for us or to send us their notes. Instead, we use

the resources available to conduct an investigation ourselves. We use critical thinking to separate reliable information from fluff. We consider alternative ideas,

.....
If we, as "adults", want to better understand a topic, we do not ask someone to make a slideshow for us or to send us their notes.
.....

make a few mistakes along the way, learn from them, and ultimately come to a better understanding. When learning in this way, we come to *understand* the topic, and this understanding does not fade over time. This method of learning works. In fact, it is essentially the Scientific Method, which represents the most effective means of gaining the reliable knowledge that we have.

Wouldn't it make sense to teach students this way? An increasing number of educators have recognized this, and have started to shift their role from "deliverer of facts" to "guides" through the educational process. This change requires replacing lectures with more active learning/problem solving activities, where students go down a path of inquiry together, and improve their understanding of the topic through their own ingenuity and thought processes. The results are staggering. Students completing such courses show increased critical thinking skills, improved understanding of the topic, increased long-term retention of the information, and they *enjoy* learning more.

Inspired by this teaching approach, and the advantages it seems to bring, I decided to try it with a second-year course on evolution. One change that

I made included using lectures only sparingly. Instead, about half of each class was devoted to the students working/thinking through problems in small groups, with the second half being devoted to class-wide discussions. Instead of classic textbooks, we used two “popular” books that applied evolutionary thinking to topics students encounter on a daily basis. The goal here was for the students to practice applying the ideas discussed in class to their daily lives. Lastly, instead of pre-defined lab projects, students worked in groups to design and implement their own research projects: conducting background research, developing research proposals, developing a research design, conducting their experiments, and interpreting and disseminating their results. The goal of this process was to get students thinking and acting like scientists, learning how science works, and learning how to apply the scientific method to test an evolutionary hypothesis.

The first thing I learned in this process was that switching from lectures to an active learning approach is extremely difficult. Developing appropriate activities/questions that really challenge and encourage students to think deeply about a topic, without giving too much information away, is

surprisingly hard and time consuming; far more so than developing lectures.

To evaluate the effectiveness of this teaching approach, I worked with Carol Roderick of the Centre for Academic and Instructional Development (CAID). We took two approaches. First, on the first and last day of class, students took a “concept inventory” on evolution.

They now find themselves involuntarily applying evolutionary thinking to their day-to-day lives, which was precisely the goal of the course. I couldn't have asked for more.

This is a questionnaire (that was not part of their grade) that is designed to test how people think through evolutionary problems and scenarios, where performance cannot be improved by memorizing facts. Thus, it should test how students are *thinking*. Second, at the end of the term students participated in focus groups where they discussed what they liked and didn't like about this new teaching approach, and how they thought it worked.

The results from the concept inventory questionnaires were very encouraging. The way students thought

through evolutionary problems/ scenarios dramatically improved, over the term, indicating that they had learned to apply “evolutionary thinking” to biological problems. The results from the focus groups were even more encouraging, with many students saying that the course really forced them to think through their ideas, which in turn engaged them more and resulted in a better understanding of the topics. Many said that they now find themselves involuntarily applying evolutionary thinking to their day-to-day lives, which was precisely the goal of the course. I couldn't have asked for more.

Did the students like it? There is no simple answer. While most students seemed to see the benefit of this approach, many found it too demanding. Indeed, many students have become accustomed to (and enjoy) passively sitting through lectures, so they are taken off guard when they are expected to actively participate during every class period, and to develop their own laboratory experiments. As a result, many students did not like this approach, even though they knew it was effective. Secondly, they were unclear about how they would be graded, which made them uneasy. If the goal was not to memorize a certain amount of information, or to get a specific result in the lab, how would they be graded? This sort of ambivalence is extremely common when teachers first adopt an active learning approach, and student response made it clear that I need to be more explicit about expectations in the future.

In summary, this teaching approach was very effective, with students showing significant progress in their understanding of evolution, and in approaching biological problems from an evolutionary perspective. The improvements were even larger than I had expected. However, making this change was extremely difficult, and many students were not comfortable with this teaching approach. Thus, there is clearly substantial room for improvement. I would like to convert all of my courses to active learning environments, but it is now clear that this will be a very long, though rewarding, process.

Society for Teaching and Learning in Higher Education

“Learning without boundaries? Apprentissage sans limites?”

- Does learning have boundaries?
- What boundaries do we have or need?
- Are boundaries productive? Constructive? Liberating?
- Which boundaries need to be re-drawn, crossed, broken or maintained?

Proposals for presentations are invited. Please submit proposals by Thursday January 19, 2012. Registration opens soon. Visit: www.mcgill.ca/stlhe2012sapes to learn more.

The Society for Teaching and Learning in Higher Education (STLHE) is a vibrant community of academics interested in the improvement of teaching and learning in higher education. The Society sponsors an annual conference, an electronic bulletin board, a national awards program, and publishes a tri-annual newsletter, Green Guides, and Collected Essays on Learning and Teaching. To learn more about STLHE or to join visit: www.stlhe.ca



Tuning in to Turning Technologies

Mary Kendall Brooks, Centre for Academic and Instructional Development

Time to poll the audience...

What is the new clicker system at Saint Mary's?

- Astaire and Rogers Dance Studio
- Castanets
- Turning Technologies Canada
- What do you mean, "clicker"?!

Clickers are interactive response systems that allow students to participate in class anonymously and gain immediate feedback. They help instructors to track student participation and assess comprehension. We have been polling students with clickers at Saint Mary's since the 2005-06 academic year.

This January, we're pleased to announce that Saint Mary's University has adopted the Turning Technologies Canada system for all courses using wireless responders and polling software.

Turning Technologies is easy to use. If you know PowerPoint, you know TurningPoint. You can post a question on PowerPoint, poll students, and the

whole class can see the results displayed graphically at the front of the room. The results can also be stored so that you can analyse them later. Alternatively, you can use TurningPoint Anywhere within any PC or Mac application for interactive presentations from any format, platform, or web browser. Both versions are flexible and intuitive, with a minimal learning curve.

Students can continue to purchase clickers, known as Response Cards, from the bookstore. They are compact, durable, and easy to use. With Turning Technologies, students now also have another option. They can use their smartphones, laptops, tablets or other WiFi enabled mobile devices as a clicker by using ResponseWare and an access code. Access codes are available from the bookstore. Within a class, both can be used simultaneously.

Students may return their old clickers to the Bookstore for a rebate on either a ResponseCard or a ResponseWare access code. Instructors may return their old

receivers and clickers to the Centre for Academic Technologies in exchange for the Turning Technologies products.

Technical support is available to faculty, students, and staff, from the Centre for Academic Technologies (www.smu.ca/administration/cat/fac_click.html) and from the technology provider's website (www.turningtechnologies.ca). We are also able to provide in-class orientation for students, and workshops for faculty to explore all of the exciting options available in our new wireless response system.

Nominate a Colleague: Saint Mary's University Teaching Awards

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

This award recognizes a faculty member who has made significant contributions to the education of Saint Mary's students through excellence in teaching and service. For award guidelines and nomination deadline, please visit the Alumni Association website: www.smu.ca/alumni/window/FrStewartAward.html

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.

Nomination forms are due February 24th, 2012; supporting documentation is due Friday March 23rd, 2012. For award guidelines, please visit the CAID website: www.smu.ca/administration/caid/dev_awards.html

Learning From and In Educational Development Practice



EDC + RFPES

Educational Developers Caucus
le Réseau de formateurs en pédagogie
de l'enseignement supérieur

February 22-24, 2012

Dalhousie University and Saint Mary's University

The Centre for Academic and Instructional Development (CAID), Saint Mary's University and the Centre for Learning and Teaching, Dalhousie University are pleased to be co-hosting the national Educational Developers' Caucus (ECD) annual conference in Halifax this February.

The CAID will also be hosting the annual winter meeting of the Board of Directors for the Society for Teaching and Learning in Higher Education (STLHE) at Saint Mary's on **Tuesday, February 21st, 2012.**

We look forward to welcoming approximately 120 of our colleagues from universities and colleges across Canada to our city and to our campuses.

To learn more visit:
www.smu.ca/administration/caid

Interested in Furthering your Teaching?

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 the Institute.

This summer, the Institute will celebrate its 29th year of great faculty professional development. It remains the only one of its kind in Canada. The overall goal of the Institute is to improve teaching and learning by supporting teachers to learn and use active learning in their classrooms.

If you would like to attend, please submit a letter to the Quality of Teaching Committee (c/o Centre for Academic and Instructional Development) that states your interest and what you hope to gain from the Institute. Letters should be submitted before Friday February 24th, 2012.

Here is what 2011 participants had to say:

There are many reasons people go to the UPEI Summer Institute. Of the participants this past August, there were teachers just starting post-secondary instruction, eager to stock their war-chest of teaching techniques for the challenges ahead, there were educators with almost 20 years' experience still on a journey to expand their repertoire and challenge their pedagogy, and there were those in the middle – some just curious about “collaborative learning” or (like me) seeking to re-inspire their dedication to a teaching philosophy that can sometimes be difficult to maintain in the face of a growing student desire for definitive outcomes and pat answers. I got that inspiration and more.

This was not some “get in touch with your inner teacher” workshop full of rope courses and meditation, but a week of concentrated lecture, seminar, demonstration and participation in an enormous range of collaborative learning techniques. Some (a very few) I'd been using for over a decade; most I'd never heard of before, but could see their potential for encouraging student engagement with, instead of passive reception of, course

content. I'm using what I learned this term: these techniques don't all work, but they do all challenge and shift the axis of my teaching. And if it's important to demand that students question their conceptions and think critically, shouldn't I be doing something analogous in my own work?

– Mark Barr, English

**Faculty Development
Summer Institute
July 30 – August 3, 2012
Contact the CAID to learn more.**

As someone who's relatively new to full-time teaching, I'm still looking for opportunities to develop as an instructor. When I heard about the UPEI Summer Institute, I jumped at the opportunity to spend an entire week focused on instructional development.

On one level it was very validating. The workshop leaders, all recipients of 3M teaching awards, talked a lot about active learning and the need to rethink courses to allow for this more engaging approach

to teaching. I was already making efforts to use this approach. It was good to hear I was on the right track and to learn more about active learning's pedagogical underpinnings.

The institute was also very practical. I picked up ideas for improving the quality of in-class discussions, for making group work more effective, and for getting students timely feedback without the need for a lot of work on my part. Since the instructors had first-hand experience with most of these approaches, they shared their personal insights of what worked and what didn't. Their interactive presentations and the small group conversations generated a lot of additional ideas.

Our closing activity required us to map out a plan for incorporating a few ideas into our fall lesson plans, with the idea that they'd be mailed to each of us at the end of term. When I get my envelope from UPEI, I'm planning to pull out my reference binder from the Institute and reflect on the success I had with the new activities I incorporated. I'll definitely be tweaking a few things, but I know I am building on a much stronger foundation.

– Margaret McKee, Management

Welcome New Full and Part-time Faculty, 2011



Suzanne Robichaud, Public Affairs

Back row, (l-r): Martin Hubley, History; Darryl Leroux, Sociology & Criminology; Christine Panasian, Finance; Shiva Nourpanah, Sociology & Criminology; Yannick Marchand, Linguistics; Wilma Vanderveen, Sociology & Criminology. *Middle row, (l-r):* Kirsten E. Robertson, Economics; Shana McGuire, Modern Languages & Classics; Andrew Hare, Mathematics & Computing Science; John Gallant, Astronomy & Physics. *Front row, (l-r):* Diego Rojas, Mathematics & Computing Science; Phaniel Antwi, English; Leigh Claire La Berge, English; Joshua Bray, Astronomy & Physics; David Dansereau, Biology.

Produced by the Centre for Academic and Instructional Development
We welcome your comments and suggestions on this and future issues of Teaching & Learning.

Tel: 420.5088
Email: caid@smu.ca

Please visit our offices, Atrium suites 106 and 107
or online at www.smu.ca/administration/caid