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Volume 15, Number 2, Spring 2005

Saint Mary's Senate Approves New Student Evaluation of Teaching Instrument

Dr. Terry Murphy, Vice-President, Academic and Research

Since my return to Saint Mary's in 2001, I have been deeply impressed by the strong commitment to excellence in teaching that characterizes our university. Continuing this tradition of excellence through innovation and renewal is one of the priorities of the Academic Plan.

One of many tools that can help us fulfill the commitment to continuous improvement is a better instrument for student evaluation of teaching than the one that has been in use for thirty-five years. The current instrument has a number of widely recognized shortcomings, including limited value as a means of gathering formative feedback.



Dr. Terry Murphy, VP Academic and Research

In January 2002, therefore, following an MOU between the university and SMUFU, I worked with the Faculty Union to form a committee to explore possible alternatives. After nearly two years of meetings, surveying Saint Mary's faculty and students, considering the research literature on evaluation instruments per se and investigating instruments in use at other universities, the committee, chaired by Dr. Shelagh Crooks, Department of Philosophy, submitted a report recommending the Students' Evaluation of Educational Quality (SEEQ) as a replacement for Saint Mary's current form.

The Students' Evaluation of Education Quality (SEEQ) was developed by Dr. Herbert Marsh, University of Western Sydney, an internationally recognized expert in the area of psychometrics. The SEEQ, now in the public domain, has been extensively tested and used in more than 50,000 courses with over one million students at both the graduate and undergraduate levels.

In providing a rationale for making their recommendation, the committee indicated that the SEEQ:

- is associated with a wealth of psychometric information which establishes its reliability and validity,
- has both formative and summative applications,
- can be tailored to fit individual teaching contexts,
- provides for clear and efficient feedback,
- is supported by an extensive literature on strategies for enhancing teaching effectiveness.

In addition to recommending the SEEQ, the committee also recommended that the university provide a number of information/interactive sessions for faculty to explore the instrument and its potential and to gather any feedback before taking the recommendation to Senate. Three workshops were organized at my request by the Office of Instructional Development, in April, October and December, 2004.

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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 Office of Instructional Development. Articles and responses by faculty, students and staff are welcome.

Quality of Teaching Committee Members 2004/05

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Vice-President, Academic & Research

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At the January 14, 2005, meeting of Senate, Senate members voted to adopt the Students' Evaluation of Educational Quality (SEEQ) for use at Saint Mary's University, beginning in the 2005/06 academic year.

To assist with this next phase, I have again asked Dr. Crooks to chair a 'SEEQ Implementation Committee' to ensure that the process of implementation is

consistent with the Memorandum of Understanding (MOU) between the university and the Faculty Union as outlined on p. 130 of the current Agreement. The Committee plans to submit an implementation plan by June of 2005 with a view to introducing the SEEQ form in the winter semester of 2006. ♦

Instructional Development Grants Program

Each year the Quality of Teaching Committee awards a number of Travel and Small Project Grants (to a maximum of \$700 each) and one Major Project Grant (to a maximum of \$2,500).

The IDG program was established to support projects that improve upon or develop new and creative approaches to teaching and learning practices.

Travel/Small Project Grants: Congratulations to Prof. David Sable, Religious Studies, and Dr. Stella Gaon, Political Science, who each received a small project/travel grant. Dr. Gaon is involved in the development of a new first year course on 'critical analysis. Prof. Sable is continuing to develop his expertise in the use of contemplative practice in higher education.

Large Project Grant: Congratulations to Pawan Lingras, Math and Computing Science, who is this year's recipient of the \$2,500 grant. Dr. Lingras will be working with the Liberated Learning (LL) Project, Atlantic Center for Students with Disabilities, in the development of software that will make it possible to design, implement and test new models for semantic enhancement of course notes created by faculty using LL technology.

Proposals for small project grants may be made at any time during the calendar year. The application deadline for the Major Project Grant is February 15th each year.

For more information on eligibility, criteria, application procedures or application forms, http://www.smu.ca/administration/oid/i_d_grants.htm

❖ Activities/Events ❖



Julie-Ann Stodolney,
Director, Writing Center at
Saint Mary's, facilitating a
faculty workshop, "Grading
and Responding to Student
Work", February 22, 2005.

Faculty Evaluation – **Work That Matters Should Be Work That Counts**

Mary Taylor Huber and Rebecca Cox

Reprinted with permission of the Carnegie Foundation for the Advancement of Teaching

The hallmark of academic freedom is the opportunity it affords faculty members to pursue innovative or unconventional scholarship. But what happens when innovative scholarship is hard to judge by the standard metrics of faculty evaluation?

Consider the scholarship of teaching and learning. Over the past decade or so, inquiry into college teaching has become more than just a specialist's concern. Across the country, teaching initiatives in higher education are gaining visibility, innovation is on the upswing, and mainstream faculty are consulting the pedagogical literature, looking critically at education in their subjects, researching the ins and outs of student learning in their classrooms, and using what they are discovering to improve their teaching. Many are also making this work public in practice to benefit from peer review and contribute to understanding and better practice in the teaching and learning of their fields.

Yet these extraordinary efforts are not always rewarded when it is time for a tenure, promotion, or merit review. In part, this is because using the scholarship of teaching and learning for purposes of academic advancement is so new. But the pioneers are also finding that the “standard metrics” – despite their apparent objectivity – can make unfamiliar kinds of scholarship look substandard instead. The conferences and journals in which they present their work may not be well known to department colleagues. The funding may be less than generous; the external reviewers less prestigious; the methods might seem soft. Pedagogical and extracurricular reform projects are often highly collaborative, aimed at improving practice. They may also draw on literature from other fields, and involve unusual products, like course portfolios or new media materials. Perhaps more troubling is the fact that successful

teaching innovations often circulate without the innovator's name attached – making it hard to trace and lay claim to the impact of one's work.

This is not just another case of the teaching versus research debate. Faculty who bring their disciplinary expertise to community development have also had white-knuckle experiences gaining academic recognition for their work. And in many fields, research itself is changing to include more multi-disciplinary, collaborative work oriented to solving real-

The scholars we have worked with in our study, and many many more, are helping to make teaching and learning in higher education an area that advances through discussion and demonstration.

world problems, and resistant to the standard evaluative practices of academe. Clearly, this is all work that matters, and there is a lot at stake in finding ways to ensure that it is work that counts.

For the past few years, we have been studying the careers of four research university faculty who have achieved national prominence in the scholarship of teaching and learning in their fields. Each was warned by caring and responsible mentors that they were taking risks in treating teaching so seriously. But they persisted, were tenured and promoted to associate professor, and so far two have further advanced to full professor. And their stories now circulate in their scholarly communities as signs that the scholarship of teaching and learning can be woven successfully into an academic career. That is the good news.

The bad news is what their experiences reveal about the faculty evaluation strate-

gies commonly used in American universities. Scholarship may be changing, but evaluation continues to reward most readily work that conforms to older norms. Many campuses have changed their guidelines to encourage innovation, but whether this new work will readily count is a question that is now being answered case by case. People still tell discouraging stories about faculty who take the risk and find their careers derailed. But there is much to learn from the growing number of scholars who succeed.

These more hopeful stories underline how important it is for faculty who take up new kinds of scholarship to be strong advocates for what it is they're doing and explain in every way possible why it is both intellectually and professionally serious. But the primary responsibility should not be borne by the most vulnerable. So the second lesson concerns the responsibility of senior faculty and academic administrators who believe in the work's value to support it as mentor, interlocutors, external reviewers, and recommenders. There is also ample need for lobbying, policy reform, and debate about standards that might strengthen the communities in disciplines and on campus that understand, value, and reward such work.

The scholars we have worked with in our study, and many many more, are helping to make teaching and learning in higher education an area that advances through discussion and demonstration. They are showing that faculty who are trained and committed to the standard subject matter and methods of their fields and disciplines can use those same habits of mind to become informed and inquiring college teachers. They are showing that their students are benefiting from such work. And they are showing through the ups and downs of their own academic lives that it is possible to make

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the scholarship of teaching and learning a vital and viable part of an academic career.

With good policy, good work, and good will, it appears, colleagues who care can make faculty evaluation systems flexible enough to “see” and fairly judge such unconventional kinds of scholarly work.

Mary Taylor Huber is a senior scholar at the Carnegie Foundation for the Advancement of Teaching, where she works with the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) and Carnegie’s Initiatives in Liberal Education. Huber is co-author of Scholarship Assessed (1997), the Foundation’s follow-on report to Scholarship Reconsidered* (Boyer, 1990), to which she also contributed.*

Rebecca Cox is a research assistant for Carnegie’s Cultures of Teaching program, directed by Mary Huber.

*Copies of Scholarship Reconsidered and Scholarship Assessed are available in the OID Resource Center. ♦

❖ Activities/Events ❖



Dr. Julia Christensen-Hughes, Director, Teaching Support Services, University of Guelph and current President of STLHE with Dr. Terry Murphy. Dr. Christensen-Hughes’ presentation, “Supporting a Culture of Integrity: Real Challenges/Practical Solutions” was given at Saint Mary’s on Friday, November 26, 2004.

Halifax Career Fair – Creating Opportunities for Students

Mary Ellen MacEachern, Manager, Student Employment Centre

Research on student success in university suggests that connections established between faculty and students, both inside and outside the classroom, are a primary factor in the ‘student success equation’. While a professor’s influence on students’ academic success may be obvious, their influence in other spheres – the social, personal, and career choices of students – is often underestimated. At Student Employment Centers, we are well aware of the impact professors have on the lives of their students. For this reason, we make every effort to inform faculty of events of importance to students trusting that this information will be discussed, both inside and outside the classroom. One such event is the Halifax Career Fair.

In 1997 staff from Student Employment and Career Service offices at Saint Mary’s, Dalhousie and Mount Saint Vincent University formed a partnership to offer a career fair for students from the three schools. This partnership allows students access to employers, the majority of whom are interested in recruiting new university graduates. Both the private and public sector are represented with many employers offering opportunities to Co-operative Education students, internships and summer hiring.

The Halifax Career Fair, held each year in late September at the World Trade and Convention Center, has grown in popularity with employers and students. Labor market conditions impact on participation rates but typically it attracts an average of 80 employers and 1,500 students each year. While there are larger Fairs across the country, employers have praised the Halifax event as one they can count on to

help them reach well educated and well prepared students in larger numbers than at similar events elsewhere. Student feedback is also positive and for many it is the first time they have had an opportunity to meet potential employers.

The Executive committee that oversees the Fair conducts surveys each year with both students and employers, paying special attention to the information received and to labor market conditions to keep the event current. One consistent finding from the student surveys has been that students are more likely to attend this event if they learn about it from their professors. As a result of this feedback each year, Committee members from each university have messaged faculty asking for their support in encouraging students to attend the event. All students – those in their graduating year, younger students looking for career information, students

interested in summer or coop or scholarship information or those merely curious to learn more about the recruiting process – can benefit from attending the Halifax Career Fair. For most students, the first

lesson they learn is about ‘timing’. Students think that recruiting happens late in the academic year and they are quite surprised to learn that recruiting efforts actually occur in early fall.

Significant efforts by the Executive Committee are devoted to educating students and employers about how to get the most from the Fair:

For students there are Prepare for the Career Fair workshops, resume critique services and other events designed to help them ‘put their best foot forward’. The program is released in advance so that students can access the employer list and

One consistent finding from the student surveys has been that students are more likely to attend this event if they learn about it from their professors.

research the companies that will be attending; they can read about success stories and learn more about networking, follow up etiquette, how to dress for success and other issues germane to the business of finding a career.

For employers, a communication known as the Backgrounder is prepared to help them understand how their message may be received by students and what the expectations are. Employers are also encouraged to bring information about other company and organizational contacts for students who may attend the Fair but who may not fit within the recruiting needs represented on the day of the event.

The three-university partnership has more recently collaborated with the Nova Scotia College of Art and Design and the NS Community College to offer two Arts and Culture Fairs. These Fairs were held at Pier 21 as the location was thought to be more representative of the occupations traditionally associated with the arts and culture field.

More recently, the Saint Mary's, Dalhousie and Mount Saint Vincent Universities' partnership offered a Summer Job fair. The event was held last year at Dalhousie, and this year, on Friday, February 11, 2005, at Saint Mary's. The website for this event is still active at www.summerjobfair.com

This year's Halifax Career Fair is scheduled for September 30, 2005, at the World Trade Center. Given the benefits to students who attend the Fair, and faculty's influence on their attendance, your support of the event and your help in making students aware of it would be appreciated. Faculty and students can learn more about the 2005 event by visiting www.halifaxcareerfair.ns.ca ♦

Goodbye, Dick and Jane. Hello, Caleb and Emily¹ **Millennial Learners at the university**

Linda MacDonald, Acting Director, Division of Continuing Education

A revolution in learners is happening on campuses across North America, according to Neil Howe and William Strauss, authors of *Millennials Rising: The Next Great Generation* (2000)².

According to their research, the students arriving on campus over the years 2001 to 2010 are smarter, more clean-cut and polite, more cooperative and respectful of authority than any young people seen since the end of WWII. "Over the next decade the Millennial Generation will entirely recast the image of youth from downbeat and alienated to upbeat and engaged" they conclude from their surveys of schools in Fairfax, Virginia.³

Recently I had two opportunities to become better acquainted with the work of Howe and Strauss: a national teleconference hosted by the Canadian Association for Distance Education⁴; and the session Millennial Service for Millennial Students, held at the University of New Brunswick in November 2004 and now available on their web site⁵. The goal was to create awareness of the conclusions of Howe and Strauss, but Canadian participants raised comments and questions that challenged the American findings.

Described by Don Tapscott (1998) as the Net Generation⁶, millennial learners are arriving at university with high goals and high expectations that they shall achieve those goals. The focus of their schooling to date has been to develop and sustain high esteem; they have not encountered failure as they moved along with their school cohort into the next grade each year. As Sharon Carroll of UNB said, "They feel they have only to show up and the world is theirs"⁵. This sense of entitlement is also expressed in their approach to learning. You have likely already encountered students who expect to receive a part grade because they have got part of the answer correct. They expect that their voice will be heard, that they will have a say in how their education will be delivered, and that they will be the centre of that education. But while they are achievement oriented, the satisfaction arises not from the accomplishment itself but from recognition in the form of medals, credentials, and activities to be included on the resume.

This group of young people has been the most watched over and supervised by parents who try to ensure that every

opportunity and advantage is provided their children. Because parents have tightly scheduled the lives and activities of these students as children, millennials now have difficulties in managing their time, making choices, and solving problems. Howe and Strauss observe that millennials identify with their parents' values, and regularly consult with their parents, usually by cell phone, as part of decision-making. When millennials encounter disappointment or difficulties, they turn to their parents who are only too ready to take action to make it right for their child.

Learning is considered a consumer good like any other commodity. The attitude of both learner and parent is that education is a purchase, that the product can be adjusted to the learner's preference with the university responsible for deliver-



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Learning Disabilities in the Classroom: **Through the Students' Eyes**

On February 1st and 9th, Barbara Van Tassel and Joel Miller, two Saint Mary's students with learning disabilities facilitated an interactive, informative workshop on dealing with learning disabilities in the classroom. Through a series of activities, simulations and demonstrations, Barb and Joel provided an opportunity for participants to experience many of the difficulties they encounter as LD students, to gain an understanding of the ways in which they actively work to succeed within the academic environment and to discuss the issues of support and accommodations commonly requested by students with learning disabilities. **A key point made was that, while students with learning disabilities have weak-**

nesses which they bring to the academic environment, they also have positive strengths which have gotten them into university in the first place. These strengths include persistence, a desire to learn, and a willingness to devote a lot of time and energy to their studies.

A follow-up workshop to the student facilitated workshops was held on March 11th when a faculty panel presented on teaching issues related to students with disabilities and on teaching strategies they have developed to support and accommodate them. **A key point made was that teaching strategies that assist students with LD – teaching to diverse learning styles, multiple modes of examinations,**



Barbara Van Tassel (L) with Learning Disabilities workshop participants, Feb. 9, 2005

using technology to make course work available (P-drive; WebCT, voice recognition software, etc.) – actually assists all students learn and succeed in their academic work.

The Quality of Teaching Committee wishes to thank the students, staff and faculty who participated in his event.



Learning Disabilities Panel, Friday March 11, 2005

L to R: Gene Barrett, Sociology & Criminology; Joel Miller, student; Roxanne Richardson, Biology; Barbara Van Tassel, student; Judy Haiven, Management; Madeleine Lelievre, Atlantic Center

9th Annual Dalhousie Conference on University Teaching and Learning May 4 – 6th, 2005

Connections Across the Curriculum

Expertise in a discipline is characterized not only by how much knowledge we have, but also by the connections that exist among elements of that knowledge, how they can be applied, and how they are related to the knowledge of other disciplines. When teaching and learning experiences assist students in explicitly making these connections, learning is deep, functional, and lasting. Professors provide many different kinds of connection-building strategies, including opportunities to apply concepts and methods, assignments that encourage critical reflection, learning portfolios, team teaching, interdisciplinary courses, service learning, and capstone courses.

The 2005 Dalhousie Conference on University Teaching and Learning will feature sessions focusing on the work of colleagues who, in their teaching, foster connections within and across courses and disciplines.

We look forward to welcoming faculty colleagues from across the region. For registration information, visit:
<http://www.dal.ca/~clt/dcut05.html>

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

A Fine Balance: The Student Experience of Learning

**University of Prince Edward Island
June 8 – 11, 2005**

The Conference theme A Fine Balance: The Student Experience of Learning emphasizes both:

- the importance of seeing university teaching from the student perspective, and
- the necessity of balance in all that we do.

Keynote speakers:

Dr. Mary-Ellen Weimer, editor,
The Teaching Professor

Dr. Alastair Summerlee, President,
University of Guelph

For 2005 Conference details and registration information, visit:

<http://www.mcmaster.ca/stlhe/welcome.htm>

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ing what the student wants when it is wanted. On the service and support side, learners are demanding a quick fix that matches their expectations and they will keep coming back until they get what they believe they are entitled to.

These technologically-savvy students have always had a computer, a cell phone, a PDA, and multi-tasked throughout school. They are comfortable with talking on their cell phone while instant messaging while surfing the web while downloading music onto their MP3's while doing their homework or school-work. Estimates are that by age 21 millennials will have sent 200,000 emails, spent 10,000 hours on cell phones, but under 5,000 hours reading texts. Spending three or more hours a day online, they are also a driving force behind e-commerce and e-banking. Connection to friends is imperative with the result that messages are flying from PDA's and cell phones even in the midst of a class lecture – and for these students what we might consider rude manners is simply natural behaviour. They are accustomed to having resources instantly at their fingertips but likely have minimal skills in evaluating these resources.

Implications for teaching millennials

Growing up in an environment where every need has been anticipated for them and defined by parents, millennials are not very competent in recognizing when they need help. They expect someone to tell them when help is needed and to prescribe what needs to be done. They may get into academic difficulty without even being aware that a problem exists and lack any strategies for addressing the situation. Active and early intervention by professors and by administrators at signs of distress may be required as steps towards learners' self-sufficiency.

A good starting point for instructors is to examine ways that the learning can be structured to build on the strengths of millennials while developing new capacities. A straightforward lecture may simply lack enough stimulus for millennials with their comfort zone in multitasking. Short group activities that address the need for connection and relationship on which

millennials place a high premium are opportunities to generate hypotheses or evaluate alternative solutions. Providing multiple options and pathways for accessing information is useful as long as a structure is also in place for the information to be gathered and evaluated. Millennials are accustomed to skimming the surface, of flitting from one task to another, without deep consideration of meaning, intention, irony, or ambiguity. Learning activities which require comparison and synthesis can help to develop ability to integrate concepts and to think critically and reflectively.

With unlimited access to information, millennials need direction in moving from the identification of discrete bits of data to constructing patterns and relationships among ideas. Working in groups encourages differing perspectives while the process of articulating their thoughts helps to define their understanding.

While millennials are described as respectful of authority and careful to follow the rules, they are also accustomed to taking on multiple roles in gaming situations. A consequence is that they reason contextually, acting according to the role of the moment. They may find no disjuncture between reading prohibitions on plagiarizing and then engaging in this very activity, because they are pressed for time, want to get a good grade, and feel that they are entitled to the best available. Rules are to be observed only as long as they cannot find a loophole which serves them better.

The Internet is the primary communication modality for millennials. Instant messaging is the preferred mode of communication and faculty will find this an expected mode of communication. A frequently updated course web site will help to keep learners on track and on time. With grade schools now enabling students to download assignments and upload homework via their PDA's as they walk by the teacher's desk, we can expect that the pace of the instant response will only intensify. Faculty proficiency with high-tech innovations is important to maintaining credibility with millennial learners; setting boundaries and defining expectations for each other is the complementary step.

In contrast to their parents who use technologies to do conventional things, millennials stand on the threshold of extending horizons and creating new possibilities because the technology is transparent for them as a means, not an end in itself.

Footnotes

- ¹ *Most popular names of the 1990's*
<http://www.babynamguide.com/top100.html>
- ² Howe, N. and W. Strauss. (2000) *Millennials Rising: The Next Great Generation*. New York: Random House
- ³ Life Course Associates
<http://www.millennialsrising.com>
- ⁴ Hardy, D. and D. Olcott. *The Millennial Learners: Are We Ready?* CADE teleconference held on February 16, 2005
- ⁵ Carroll, Shirley. (2004) *Millennial Services for Millennial Students*
<http://www.unbf.ca/its/tuesday/view.php?id=77>
- ⁶ Tapscott, D. (1998) *Growing Up Digital: The Rise of the Net Generation*. Toronto: McGraw-Hill

**Recording Teaching
Accomplishment Institute
Dalhousie University, Halifax,
Nova Scotia
June 20 – 24, 2005**

**A five-day institute to develop individual
teaching dossiers**

The Recording Teaching Accomplishment Institute provides faculty with an opportunity to assemble and finalize a teaching dossier with the advice and guidance of experienced facilitators. It also provides an opportunity to discuss effective teaching with colleagues from a variety of disciplines and university settings. This event, first organized in 1995, has attracted academic staff from across Canada, the United States, the United Kingdom, and the Caribbean.

For further information, visit:
<http://learningandteaching.dal.ca/tp.html>

Registration fee is \$200. Space is limited. To register, please contact the Center for Learning and Teaching at Dalhousie, 494.1622, or email clt@dal.ca.

WebCT – What Can It Do For Me?

WebCT is a leading Course Management System (CMS) designed to help you manage and deliver your course either fully online, or to support your classroom based course. Originally developed at UBC by Professor Murray Goldberg, its use throughout the world has grown dramatically. It is used in higher education by over 2600 schools and consortia worldwide in over 70 countries. When considering the use of WebCT, ask yourself, “What can it do for me?”

Syllabus Tool

You can quickly post your syllabus online or you can develop one online using a template.

Scheduling/Calendar Tool

WebCT provides an online calendar for instructors and students to track course information and major milestones. Students see your newest calendar postings when they log onto WebCT.

Online Course Materials

You can create/display course materials in WebCT using Word documents, web pages, Power-Point presentations, image galleries, etc. This content can be made available for selected time intervals/dates if desired. You can also post links to other Internet resources.

Quiz/Survey Tool

You can create and deliver online assessments in a variety of formats. Multiple-choice assessments can be automatically evaluated and recorded in the WebCT gradebook.

Online Gradebook

You can use WebCT to manage your grades – and have results from WebCT quizzes automatically populate the gradebook.

Communication Tools

Set up virtual office hours using email, use chat and whiteboard for class or group discussions in ‘real time’, use the discussion board and mail utility to post and archive online discussions between students and/or students and professor.

Assignment Management

Assignments can be set in WebCT with their supporting documents. You can then collect and manage submissions from students online in a variety of ways, including restricting the time allotted or allowing multiple submissions.

Password Protected Content

WebCT courses are protected by password for use only by members of your class.

How Do I Get Started With WebCT at Saint Mary’s?

Step 1:

Contact the Online Course Development Center (OCDC) in the Division of Continuing Education at 420-5024 and ask Hanaa to create a WebCT shell for your course.

Step 2:

Contact the Center for Academic Technologies (CAT) for an introductory training session. The TTA’s in the CAT are here to help you develop and expand your use of WebCT.

The CAT is staffed during regular university office hours during the academic year and over the summer months. Contact the CAT at 496.8168, cat@smu.ca, or call the Office of Instructional Development at 420.5088, oid@smu.ca for further information or to set up an appointment.

22nd Annual Faculty Development Summer Institute University of Prince Edward Island July 25-29, 2005

Active Learning and Teaching in University and College

Since 1984, hundreds of participants have had an opportunity to work with colleagues from Canadian, American and overseas colleges and universities who believe that teaching is both an art and a science. Participants discover new ideas that help them help their students learn more effectively. The curriculum includes designing effective group projects, active learning strategies for large classes, incorporating diversity into the classroom, using writing as a learning tool, reflecting on ethical and professional issues in teaching, micro-teaching, and more.

For the past five years, the Quality of Teaching Committee and the Deans have jointly sponsored three Saint Mary’s faculty members to attend this Institute. Following a general call for expressions of interest, congratulations are extended to faculty members selected to attend the 2005 Institute:

Dr. Val Marie Johnson, Sociology and Criminology
Dr. Cristian Suteanu, Geography
Prof. Jie Dai, Finance & Management Science

For more information, visit:
<http://www.upei.ca/extension/FDSInstitute.htm>