



Teaching and Learning in Higher Education

"PROMOTING SUCCESS"

Educating for Change: The Potential of Interdisciplinary Teaching and Learning for Solving Complex Problems of the 21st Century

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Joy Mighty
STLHE President

The complex problems of the twenty-first century are transforming the practice of postsecondary education throughout the world. These problems require new ways of thinking and of seeing the world so that we bring together in a fully integrative and cohesive way all of our available knowledge, methodologies, and resources to help us solve these problems, or run the risk of failing. What are some of these problems that require such radically new approaches?

Arguably, the most critical problem is the current economic crisis. This crisis is truly global, and reaches well beyond those in the financial industry with its litany of woes, including failed mortgages and the subsequent failure of the banking system, bankruptcies, job losses, foreclosures, national and individual debt burdens, and plummeting stock markets. But, the global recession is only one of a myriad of problems we face at this particular time of human existence. To these, we might well add: climate change (more specifically global warming), poverty - especially the worldwide hunger crisis, the HIV/AIDS epidemic, war and armed conflict, the lack of potable water; sustainable energy, and so on.

The enormity and complexity of these social, political, economic, and environmental problems that face the global community demand remedies and solutions that far exceed the capacity of any single discipline or specialization. Traditional academic disciplines, with their discrete and autonomous structures, pedagogies and research methodologies will not suffice in the changing contexts of higher education. Instead, these problems call for collaborative approaches that transcend disciplines and draw on multiple perspectives and integrative techniques. In short, interdisciplinary approaches are needed to help us solve, or at least understand, these problems. What implications does this have for teaching and learning in post-secondary institutions whose graduates will be charged with finding solutions to these problems? Are we preparing graduates who have the interdisciplinary skills necessary for tackling such problems, and what interdisciplinary qualities, skills, and competencies are required?

To be able to tackle these complex problems, we need people with the ability to communicate not only with people who speak other languages, but also with people who have unique disciplinary orientations and backgrounds. We need people who can think critically and innovatively, and people who are willing and able to confront challenges about themselves and the world. We need people who can appreciate others' perspectives, evaluate information from experts, tolerate ambiguity, and finally, people who can synthesize and integrate all this information.

These attributes transcend the technical knowledge associated with specific disciplines and professions, and represent the total outcome of all the formal and informal learning that students experience during their post-secondary education. We must therefore ask ourselves whether the education we offer provides enough opportunities for students to acquire these competencies and attributes.

The educational, faculty, or academic developer has a critically important role to play in this context by helping our institutions address pedagogical questions about what to include in our curricula, what learning processes to use, and what kinds of learning environments to foster. In other words, what specific courses, learning experiences, and pedagogical approaches should we offer, and how should we structure our education system if we want to develop the interdisciplinary graduate?

If we want to educate students who will transform the world and contribute to the solutions for some of its most complex problems, we must transform our educational system by being more interdisciplinary. For Klein and Newell (1998), interdisciplinarity is "... a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline or profession." (p.3)

Interdisciplinarity involves drawing on the specialized knowledge, concepts, tools, and methodologies of several academic disciplines and integrating them to

create new knowledge or deeper understanding that is greater than simply the sum of its disciplinary parts. Moreover, it requires us to use active and collaborative learning pedagogies such as problem-based learning, case-based learning, team-based learning, learning communities, inquiry-based learning, community service learning, and internationalization. Together, interdisciplinary curricula and pedagogies have the potential to develop in our students the skills, attitudes, and ways of thinking that are necessary for engaging in responsible citizenship locally, nationally and internationally, and solving the complex problems of our world.



¹Klein, J.T. & Newell, W. H. (1998) Advancing Interdisciplinary Studies. Pp. 3-22 in *Interdisciplinarity: Essays from the Literature*, W. H. Newell, ed. New York: College Entrance Examination Board.

This article is part of an ongoing international exchange among the presidents of the societies for teaching and learning from Canada, Australia, and the United States.

Visit our partners' websites: The POD Network (Professional and Organizational Development Network in Higher Education, United States www.podnetwork.org)

HERDSA (Higher Education Research and Development Society of Australasia Inc. www.herdsa.org.au)

Learning From the Inside Out: Service-Learning in the Community as an Integral Part of Higher Education



Kenya C. Dworkin y Méndez
Carnegie Mellon University

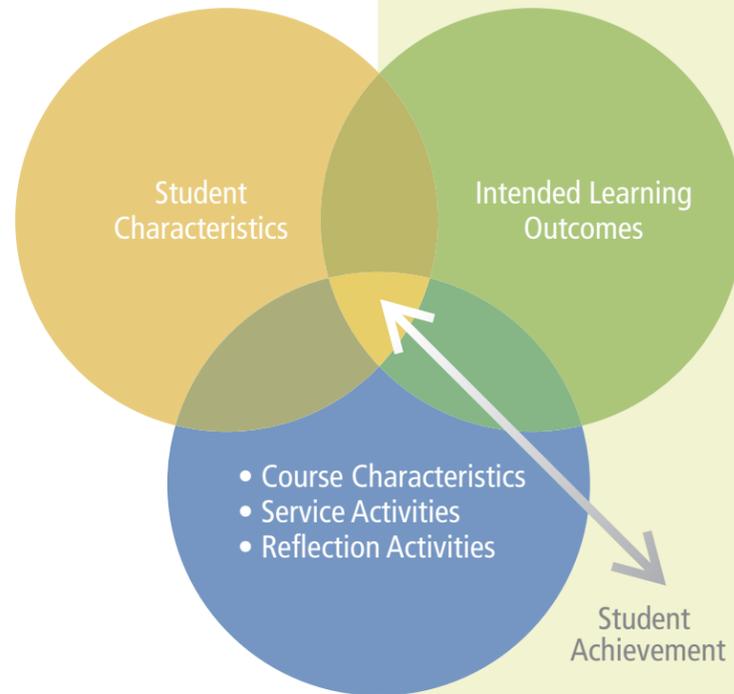
An important challenge universities face today is how to integrate academic and professional education and promote the value and importance of civic engagement. Credit bearing internships for students abound, offering them real-life, individualized experience, often in or related to their chosen professions but these very practical sorts of experiences commonly lack the most important component of a true service-learning course—critical reflection.

1. Teaching, Learning, and Reflecting While Serving Communities

Service learning falls under the category of experiential education and is different from community service, internships, volunteering, and field education because of its careful balance of course curriculum, ongoing student reflection, faculty feedback, and service. The diagram below illustrates how student achievement in service learning can be found precisely at the intersection of three separate domains.

Requiring students to complete integrated reflection exercises that consider and balance these three domains facilitates an exploration of this extremely important intersection.

Diagram: Rama et al. (2000)



2. Important Questions to Consider When Designing a Service-learning Course

Service-learning courses must have clearly defined learning outcomes; instructors must devote a significant amount of time to designing reflection activities that promote learning through their course's academic content and the service project. They must also choose the community project or service partner and calculate a reasonable number of hours for class time versus service time well in advance of offering the course. Once the course begins, they must be prepared to help students with learning and working in the community and to change their expectations regarding precise outcomes. It is useful for all involved parties (instructors, students, community partners) to meet before, during, and after the project's completion.

While planning the course, instructors must answer a number of questions. Will the service project involve just one student or a group of students doing the same task or different things? Will the instructor need to create reflection exercises for individual students, the whole group, or both? Will the community partners be involved in the reflection and assessment process? What portion of the final course grade will the service project itself, and the reflection exercises, constitute? Students should be required to engage in and submit periodic reflection exercises. Instructors, too, must provide them with ongoing and constructive feedback.

3. Examples of Different Reflection Exercises for Individuals and Small or Large Classes

The less structure the instructor builds into reflection exercises, the less likely students will thoroughly explore the connection between the course content and the service experience. These activities should be ongoing throughout the course, provide feedback and assessment, and be designed in such a way that the instructor can evaluate them and count them towards some percentage of the midterm and final grade. Remember that the academic credit students receive for a service-learning course is for learning, not for service.

Exercises like having students periodically submit journals (for prompt instructor feedback), participate in documented small and large group discussions, create portfolios and/or presentations, write papers, and create narrative photo essays and/or website materials, help students focus on their experience. Instructors need to ask them about their personal goals and expectations, discuss early observations and understanding of the community's need or organization's goal. Students should be encouraged to respond to questions about what they found the most challenging, how they felt while doing the

work, and what connection they see between the service work and their course's academic content. It is also useful to ask about the impact the service experience has had on them, what they did which they thought was effective or ineffective (and why), whether or not they were surprised by anything, whether they would change anything if they took a service-learning course again, and if their personal values have changed because of their service-learning experience. This can be explored by asking them if they consider it important to remain involved in community service projects, what impact they think their own work may have had on the community and/or organization, and whether or not this experience has modified their career plans. Varying kinds of reflection activities can help students through different stages of the project, for example information gathering activities and case studies at the early stage; a structured journal, small and large group activities throughout the course; papers, photo essays, presentations; and exit interviews and surveys when the course is about to end.

Conclusion

With its real-life experiences and link to real academic content, service learning can positively affect student academic performance, impact their social values and post-graduation plans, and promote a life-long commitment to community service and civic engagement.

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Some additional resources:

Campus Compact
(<http://www.compact.org>).

Kraft, D., & Sakofs, M. (Eds.). (1988). *The theory of experiential education*. Boulder, CO: Association for Experiential Education.

National and Community Service Act of 1990 [As amended through December 17, 1999, Public Law 106-170] (http://www.cns.gov/pdf/cncs_statute.pdf)

Service Learning Curriculum Development Resource Guide for Faculty. (http://www.csulb.edu/divisions/aa/personnel/cce/faculty/documents/ResourceGuideforFaculty0706_000.pdf)

The 2009 Alan Blizzard Award



The Society for Teaching and Learning in Higher Education (STLHE/SAPES) is pleased to announce that this year's recipients of the Alan Blizzard Award are the nine members of the collaborative team from the University of Ottawa and St. Paul University. This team and project were selected for "Complex Care, Complex Issues: Innovations in Development and Content for Effective Team Learning Online."

The 2009 Alan Blizzard Award team will receive the Award and make a presentation on the collaborative project at the upcoming STLHE 29th Annual Conference to be held at the University of New Brunswick, June 17-20, 2009. <http://www.unb.ca/stlhe>

For more information on this outstanding collaborative project, team photo and the link to the Total Pain website, please visit the Society's website: <http://www.mcmaster.ca/stlhe/whats.new.html>

If you have any questions about the Alan Blizzard Award <http://www.mcmaster.ca/stlhe/awards/alan.blizzard.award.html>, including submitting an application, please do not hesitate to contact:

John Thompson, Coordinator,
Alan Blizzard Award, University
of Saskatchewan.
jontom@sasktel.net

More on the winning team in the fall issue of the Newsletter!

Interprofessional Education: Better Together in Higher Education

Twyla Salm
University of Regina

An international wave of interest in interprofessional collaboration reflects a global shift where human service providers are called to work together more cohesively to dissolve boundaries in order to improve health and learning for children and youth. Certainly, there are many well-documented challenges to interprofessional education (IPE), including sharing information, turf and boundary issues, retraining and reorienting professionals, intermingling resources, and merging and complementing perspectives. However, interprofessional collaboration is an effective strategy for professionals who wish to improve the lives of children and youth.

Interprofessional collaboration is an effective strategy for professionals who wish to improve the lives of children and youth.

Although there is abundant literature that supports interprofessional collaboration and a growing body of literature that guides interprofessional education in health care settings, there is very little information to guide the process of IPE in schools (Tourse, Mooney, Kline, & Davoren, 2005).

According to Barr et al. (2005), the root of the problem lies in professional education where students enrolled in professional faculties often have ill-informed notions about each other's professional roles and responsibilities. McCroskey (2003) adds that universities often prepare students for a top-down, expert approach rather than teaching a holistic, culturally supportive approach to human services; accordingly, IPE in universities must be effective before it can further contribute to interprofessional practice in schools. Historically, at the University of Regina, Saskatchewan there have been no sustainable structures in place to support IPE despite an expectation that, once the students are practicing, they will interact with other professions, successfully improve health/social care and learn through interprofessional relationships.

There are compelling arguments for structural changes to be made within universities to support stable, sustainable IPE despite the multiple barriers currently existing. Gilbert (2005) suggests that the language of social groups, psychosocial factors such as attitude and stereotyping, and the economic and legislative implications for IPE are three major categories of barriers. Costa, Parcell, and Gardener (1999) suggest that a chilly interprofessional climate also exists in Faculties of Education where faculty members adhere to traditional teacher education topics (lesson planning, classroom management, and teaching strategies) and do not fully understand how interprofessional skills contribute to innovative instruction and effectively managed classrooms. Concomitantly, faculty members from all human service professions must model collaborative behaviour in their education and research in order to demonstrate responsible and informed practice in interprofessional education. Changing practice is a tall order since it is widely recognized that institutionalizing interprofessional preparation in university curricula is a tremendous challenge. Faculty members from human service faculties must perceive that there are rewards and long-term professional opportunities related to tenure, promotion, and merit.

Like many universities, the University of Regina (Uof R) has explored ways to facilitate opportunities for students to learn with, for and about other professions in order to foster interprofessional competencies but the Uof R has taken a unique approach to interprofessional education. Five faculties (Education, Nursing, Justice Studies, Kinesiology & Health Studies, and Social Work) concerned with health and social care have explored how to best integrate services aimed at not only improving intervention strategies, but also learning to work together in fostering health promotion in schools. Seven cohorts, each consisting of undergraduate students from each of the five faculties (Education, Nursing, Justice Studies, Kinesiology & Health Studies, and Social Work) were placed in schools for 14 weeks to complete their senior, full-time practicum. The cohorts ranged from three to six practicum students, with a total of 41 students. Since each of the pre-service students needed this senior practicum for certification purposes, they were primarily responsible for completing their uni-professional goals. For example, education students taught in classrooms, engaging with students, preparing and delivering units as they would normally. In this context, however, the pre-service students were brought together through a common project that facilitated collaboration and prevented them from working under the same roof without any meaningful and intentional

interaction. Two elementary schools and one alternative school which were associated with two residential youth-care homes volunteered to host this unique practicum.

Spurred on by the need to expose other pre-service students to IPE, each cohort has made interprofessional presentations to over 500 students. The overall success of this project prompted two large scale IPE experiences, where over 600 students from eight faculties engaged in two half day IPE workshops. Our schools and community partners are heavily invested in this project and they have provided momentum for interprofessional education on campus in various ways, including a substantial donation to create the Greystone Centre for Interprofessional Education specifically dedicated to moving forward the IPE in schools agenda. A campus-wide strategic planning session was conducted to foster the development of three IP courses to be offered to students prior to the advanced practicum. The first course is scheduled to be taught in the fall 2009 and involves students and five instructors from the five faculties. Changing structures in the University has not been easy but a sustainable plan involving hundreds of students is emerging - a plan that will challenge the time honoured tradition of faculties working and practicing in isolation from one another.

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Steps for Success: Asking the Right Questions about Using Technology in Teaching

Saira Mall
Ryan Green
University of Toronto



Saira Mall



Ryan Green

Identifying the appropriate technology and implementing it in ways that engage our students can be daunting. As educators, we hope to use technology to enrich the student experience, but we face a world full of technology designed with business, entertainment or communication in mind, not education. To make wise choices, we must focus on what we want our students to learn (de Vry & Brown, 2000, p. 10).

Challenges We Face When Teaching with Technology

With the vast array of technology and the latest technological trends, how do we decide which technology to use? Not surprisingly, we begin with the tool itself such as a blog, a wiki or a discussion board. For many, we then work backwards, developing new activities and assessments; ultimately conforming the course to the tools. While this approach may lead to interesting applications of technology, it often results in "technology for the sake of technology," with little or no actual effect on outcomes in student learning (Deal, 2007, p. 10).

Successful Implementation Begins with the Learning Outcome not the Technology

To help students engage with the technology, we need to convey the purpose of its use and value to their education and to themselves. By clearly identifying student learning outcomes first, and then selecting the learning activity to support that outcome, faculty can focus on choosing the most appropriate technology for their course. A framework is needed to assess the promise of the various technologies; something not laden with pedagogical jargon, backed by research, and easy to understand (de Vry & Brown, 2000, p. 10).

Selecting the Right Technology for Teaching

At the University of Toronto, we developed a process called Teaching with Technology. Assessing the Appropriate Use of Technology in My Course by which instructors use their learning outcomes and course activities to identify the appropriate technology for their course goals and teaching style. The process begins with five simple questions (Staley, 2004):

1. What learning outcomes do you wish your students to achieve?

This question is intended to shift an instructor's focus from the technology to their course and students—a crucial step to help avoid the use of technology for technology's sake.

2. What activity are you planning?

It can be easy to make the mistake of identifying the technology as the activity. We avoid this pitfall by getting an instructor to articulate the activity they are planning without referring to the technology. These first two questions build the foundation for choosing the right technology to support its intended use.

3. What technology do you see supporting the learning outcome with this activity?

Technology enters the conversation at this point only. In this question, the word supporting is key, all technology are tools to help reach an educational goal. For an instructor who is not familiar with the different roles technology might play in a course, this is an opportunity to discuss how these are generally used (for example self-reflection, collaboration), and we can then choose the right tool for them.

4. How will the use of the technology engage your students? Will it aid your students in the acquisition of knowledge, not just information?

While we can look to technology to help invigorate or liven up our courses, we should be careful that it is not the only reason why we are using the technology. More specifically, in what contexts and for what purpose is technology appropriate for learning and teaching? What do we do to ensure that when we use technology for learning and teaching purposes, we use it effectively (Bates & Poole, 2003, p. 5)?

5. How does the technology complement your course? Does it match or disrupt your pedagogical style?

Our last question is to make sure that the instructor is comfortable with the tool. It is important that instructors be fluent in the technology they hope to use. In many cases, the students will first come to them for assistance and, in some instances, the instructor may be the only support available.

By answering these questions, instructors shift away from seeing technology as the learning activity, to seeing it as a tool helping students reach their learning outcomes. Instructors can also refer back

to these questions and assess the success of the implementation. Was the learning activity successful? Did the technology support or detract from the activity?

A Shift in Focus...

This has given us the opportunity to work with instructors and help them see new ways to use technology in their teaching; to use images as teaching opportunities rather than just aesthetic enhancements to their online presence; to see the potential of video beyond recording lectures and create short instructional videos; to reinvigorate online discussions with new learning activities that boost participation and student engagement.

Conclusion

Through this process, we hope to help instructors make the right choices and avoid frustration and anxiety for both faculty and the students when adopting technology. We want to generate thought and conversation around each question, and help instructors assess how they are using technology now and how they will use it in the future. This process has been implemented at the University of Toronto for about a year. Anecdotal feedback from faculty has been encouraging and positive. In the upcoming year, we plan to develop an assessment tool that will help measure the effect on student learning outcomes. While course learning objectives and activities rarely change, technology does.

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President's Report

Joy Mighty
STLHE President
Queen's University

Since my last report in April, there has been increasing concern about the future of higher education in light of the current economic crisis. There have been reports of losses that many of our institutions have suffered from endowments invested in financial institutions that have failed, of positions that have been eliminated or that will remain unfilled for the foreseeable future, and of budget cuts that have all but eliminated many of the smaller programs with low enrollments in our institutions. Yet, throughout these difficult times, I have been inspired by the optimism and creativity of our members who continue to seek ways of engaging our students and promoting their success. I have been pleased with the numerous individuals, departments and institutions that recognize the enormous opportunities inherent in the current crisis and are willing to re-orient themselves to new and better ways of teaching, structuring curricula, and creating learning environments conducive of success.



I am especially grateful to the members of the Educational Developers Caucus who have once more rallied around the Society in encouraging their administrators to renew their institutional memberships. These memberships are crucial to the Society, providing the wherewithal to allow us to continue doing the work that is necessary to promote effective teaching and learning. That they continue to be renewed during a period of severe resource constraints is indicative of our institutions' recognition of STLHE's potential for leading us through the

challenges of uncertainty to new revitalized curricula and transformational pedagogies. I am also delighted and proud to report that members of the STLHE Board of Directors have been exploring ways of assisting us in seizing these new and unique opportunities.

At our Board meeting held in February at Durham College in Oshawa, Ontario, a new Task Force on Professional Development was established. Chaired by Peter Wolf, regular member-at-large, the Task Force aims to fulfill members' professional development needs, not only in times of crisis, but also in times of relative stability. Mercedes Rowinsky-Geurts, our new Chair of the Public Relations and Communications Committee, began exploring ways of facilitating an online exchange of ideas among members to help us all keep abreast with developments in teaching and learning. These new initiatives are important ways of maintaining regular contact among STLHE members, above and beyond our quarterly newsletter and annual conference. They are especially useful at critical junctures, such as in the current climate of uncertainty, when we need, more than ever, to support each other in our shared goal of enhancing teaching and learning.

Other exciting developments include a recommendation from a Task Force (led by Arshad Ahmad, Chair of the Awards Committee) that has been exploring the possibility of creating other STLHE awards that are inclusive of all STLHE members and recognize types of teaching that may not be recognized by any of our current awards. The Board received the report of the Task Force which recommended the establishment of the *Innovation Award in Teaching and Learning*, and is now seeking feedback from all members as well as soliciting ideas for possible partners and sponsors.

The Board also unanimously adopted a proposal to form yet another Special Interest Group (SIG) within the STLHE. The purpose of this SIG is to bring together a community of people interested in Teaching Assistant and Graduate Student Advancement. This brings the number of SIGs in STLHE to three, and is a clear indication of the diversity of interests among our members and a testament to STLHE's inclusivity of which we can all be proud.

Reports on all of these and other activities will be posted on the STLHE website where Executive Summaries of the meetings of the Board may be found. In addition, you are invited to join the discussion begun by Mercedes Rowinsky-Geurts or to write me at pres@stlhe.ca for further information on any of these initiatives. I also encourage you to attend the Annual General Meeting that will take place at 4:30 p.m. on Thursday, June 18 during our conference (See: <http://www.unb.ca/stlhe/>), hosted by the University of New Brunswick where the conference planning team is eagerly waiting to welcome us. I look forward to seeing you there.

Rapport de la présidente

Joy Mighty
Présidente de la SAPES
Université Queen's

Depuis mon rapport de l'hiver dernier, l'avenir de l'enseignement supérieur est de plus en plus préoccupant en raison de la crise économique. On a tous entendu parler des pertes que bon nombre de nos établissements ont subies après avoir investi des fonds dans les institutions financières, des postes qui ont été supprimés ou qui demeureront vacants dans l'immédiat et des restrictions budgétaires qui ont éliminé de nombreux programmes comptant un nombre peu élevé d'inscriptions dans nos établissements. Malgré cette période difficile, l'optimisme et la créativité de nos membres, qui continuent de chercher des moyens de motiver nos étudiants et d'encourager leur réussite, sont pour moi une source d'inspiration. Je suis heureuse de voir que bon nombre de personnes, de départements et d'établissements reconnaissent les énormes occasions inhérentes à la crise actuelle et qu'ils sont prêts à se réorienter vers de nouvelles et de meilleures façons d'enseigner, de structurer leurs programmes scolaires et de créer un contexte propice à la réussite.

Je tiens à remercier tout spécialement les membres du Réseau des formateurs en pédagogie de l'enseignement supérieur d'avoir soutenu la Société en encourageant leurs administrateurs à renouveler leur adhésion. Ces adhésions sont vitales pour la Société, car elles nous fournissent les ressources qui nous permettent de continuer le travail nécessaire à la promotion d'un enseignement et d'un apprentissage efficaces. Leur renouvellement pendant une période de restrictions sévères montre que nos établissements reconnaissent la capacité de la SAPES à nous faire traverser les difficultés de l'incertitude pour nous mener à une pédagogie transformationnelle et à des programmes revitalisés. Je suis tout aussi enchantée et fière de vous annoncer que les membres du conseil d'administration de la SAPES cherchent des façons de nous aider à saisir ces nouvelles occasions uniques.

Lors de la réunion que nous avons tenue en février au Collège Durham à Oshawa (Ontario), nous avons établi un groupe de travail sur le perfectionnement professionnel. Présidé par Peter Wolf, membre régulier à titre particulier, le groupe de travail a pour mandat de répondre aux besoins des membres en matière de perfectionnement professionnel, non seulement en période de crise, mais également en période de stabilité relative. Mercedes Rowinsky-Geurts, notre nouvelle présidente du Comité des relations publiques et de la communication, a commencé à explorer comment faciliter l'échange d'idées en ligne entre membres

pour nous permettre de suivre l'évolution de l'enseignement et de l'apprentissage. Ces nouvelles initiatives sont d'importants canaux de communication entre les membres de la SAPES, en plus de notre bulletin trimestriel et de notre conférence annuelle. Elles sont particulièrement utiles dans les conjonctures difficiles, comme le climat d'incertitude actuel où nous devons, plus que jamais, conjuguer nos efforts pour réaliser notre objectif commun d'améliorer l'enseignement et l'apprentissage.

Une autre avancée très intéressante est la recommandation formulée par un groupe de travail (dirigé par Arshad Ahmad, président du Comité des prix) qui étudie la possibilité de créer un autre prix de la SAPES ouvert à tous les membres de la Société pour récompenser des types d'enseignements qui ne sont peut-être pas mis en valeur par nos autres prix. Le conseil a reçu un rapport du groupe de travail qui recommandait de créer le *Prix de l'innovation en enseignement et en apprentissage* et qui demandait à tous les membres de donner une rétroaction et de proposer des partenaires et des parrains.

Le conseil a également adopté à l'unanimité une proposition de former un autre groupe d'intérêt spécial au sein de la SAPES. Ce groupe a pour objectif de réunir une communauté de membres manifestant un intérêt pour l'avancement des assistants à l'enseignement et des étudiants aux études supérieures. La SAPES compte maintenant trois groupes d'intérêt, preuve de la diversité des intérêts de nos membres et témoin de la vision inclusive de la SAPES, dont nous pouvons tous être fiers.

Des rapports sur ces initiatives et d'autres activités seront disponibles sur le site Web de la SAPES, qui contient aussi le résumé des réunions du conseil. De plus, je vous invite à vous joindre à la discussion entamée par Mercedes Rowinsky-Geurts ou à m'écrire à pres@stlhe.ca pour obtenir de plus amples renseignements sur ces initiatives. Je vous invite aussi à assister à l'assemblée générale annuelle qui se tiendra à 16 h 30 le jeudi 18 juin pendant notre conférence (voir <http://www.unb.ca/stlhe/>) à l'Université du Nouveau-Brunswick. L'équipe chargée de la planification de la conférence a hâte de nous accueillir. Il me tarde aussi de vous y rencontrer.

Council of 3M National Teaching Fellows

Update

The 3M Council Executive has had a very busy year and is looking forward to a very exciting conference at the University of New Brunswick this June.

Ron Smith, Chair

Student Success Project

We signed a memorandum of understanding with Student Awards and have been working with them to create ways for 3M Fellows to share their experience and expertise with students across Canada.

Narrative Project

After the 2008 launch of our book, *Silences in Teaching and Learning*, the Council Executive has been working towards creating a project involving narratives or stories. A dramatic reading from *Silences and Making a Difference* was part of the opening activities at the EDC Winter Conference at Durham College this past February. A video is being prepared to help encourage story telling through the use of dramatic readings. We are working with a Task Force on Professional Development to organize a national narrative event using dramatic readings.

Council Executive

Elections for three positions on the Council Executive were conducted in May and June and the results will be announced at our 3M General Assembly during STLHE 2009 in Fredericton.

2009 Cohort

We are delighted to welcome the 2009 3M National Teaching Fellows to the Council. We look forward to working with each of you in the years to come. Congratulations go to:



David Barnet
University of Alberta



Nick Bontis
McMaster University



Ken Cramer
University of Windsor



Carolyn Eyles
McMaster University



Sarah Keefer
Trent University



Glen Loppnow
University of Alberta



Sylvain Robert
Université du Québec à Trois-Rivières



Hamzeh Roumani
York University



Baljit Singh
University of Saskatchewan



John Smol
Queen's University

Educational Development Caucus Corner

Teresa Dawson
EDC Chair
University of Victoria

The 2009 Educational Development Caucus (EDC) annual Conference took place at Durham College in Oshawa on the 24th and 25th February with well over 100 people attending. The theme of *Facilitating Change* was very timely and the program was packed with some really significant new ideas and resources being shared to the benefit of all of us living in "interesting times." A number of firsts were achieved including the fact that this was the first time a college hosted us autonomously and that we achieved local TV coverage! I encourage you to look at the web site for the conference documents as well as the conference photos <http://durhamcollege.ca/edconference/>.

Amongst the special memories we captured was the official launching of the new EDC logo selected by the membership. What a treat it was for me to be able to proudly use our new logo on our letterhead when I wrote the official thank you letters to the conference organizers! Janice MacMillan and Ruth Rodgers together with their colleagues at Durham College did an extraordinary job, as did Alice Cassidy who supports the entire conference program development, including overseeing the peer review process. The modest profit that resulted from the conference should allow us to supplement our very popular EDC grants program next year.

At the professional development (ProD) section of the General Meeting (GM) at Durham College, we shared an assessment conducted by Executive regarding the first EDC 5-year plan, and then we asked the meeting participants to help us establish new and revised priorities for ProD to allow EDC members to move forward. We are now in the process of updating the plan accordingly and turning it into a "living document" that can be used as an ongoing resource and planning tool via our website. At a Special Meeting held directly after the GM, Jeanette McDonald also presented to members the significant review she had conducted of the Caucus bylaws. Members then voted on her recommended changes and amendments in order to bring our by-laws in line with the Society ones. We also addressed some areas previously lacking in clarity.

All in all, it was a very productive conference and, thanks to our website, we can share the outcomes with everyone, even those who could not attend. The final highlight was the announcement of the conference location for 2010 with a warm and welcoming presentation

by Gary Hunt. Thanks to the excellent organizational skills of the Thompson Rivers University (TRU) team, the conference website is already up at <http://www.mcmaster.ca/stlhe/edc.2010.html> and preparations are underway for what promises to be a spectacular event in abso-

lutely beautiful surroundings. Although TRU is in Kamloops and should not be overly affected by the Olympic traffic, we nevertheless encourage you to book your tickets early as we have already set the conference dates (18th - 20th February).



Ruth Rodgers, EDC Secretary and Conference Co-chair, and Teresa Dawson, EDC Chair, reveal the new EDC logo at the EDC annual conference held at Durham College, February 2009.

Le coin du Réseau des formateurs en pédagogie de l'enseignement supérieur

Teresa Dawson
Présidente du RFPES
Université de Victoria

Plus de cent personnes ont assisté à la conférence annuelle du Réseau des formateurs en pédagogie dans l'enseignement supérieur (RFPES) qui a eu lieu les 24 et 25 février 2009 au Collège Durham à Oshawa. Le thème *Faciliter le changement* était très à propos et le programme présentait beaucoup d'idées et de ressources vraiment intéressantes pour tous ceux d'entre nous qui vivons à une « époque intéressante ». Il y a eu plusieurs premières : entre autres, c'était la première fois qu'un collège nous accueillait de façon autonome et que nous faisons l'objet d'une couverture télévisée! Je vous invite à aller sur notre site Web pour voir les documents et les photos de la conférence <http://durhamcollege.ca/edconference/>.

Parmi les souvenirs que nous avons recueillis, mentionnons le lancement officiel du logo du RFPES sélectionné par les membres. Quel plaisir j'ai ressenti quand j'ai fièrement apposé notre nouveau logo sur les lettres de remerciements adressées aux organisateurs de la conférence! Janice MacMillan, Ruth Rodgers et leurs collègues du Collège Durham ont accompli un travail extraordinaire. Il en va de même pour Alice Cassidy, qui a participé à toutes les étapes du programme de la conférence, y compris la procédure d'examen par les pairs. Les modestes profits engendrés par la conférence devraient nous permettre d'enrichir notre très populaire programme de subventions l'an prochain.

Lors du volet sur le perfectionnement professionnel de l'assemblée générale au Collège Durham, nous avons présenté une évaluation du premier plan quinquennal du RFPES qui avait été effectuée par les membres du conseil d'administration. Ensuite, nous avons demandé aux participants de nous aider à établir les priorités, nouvelles ou modifiées, en matière de perfectionnement professionnel, afin de permettre aux membres du RFPES d'avancer. Actuellement, nous mettons le plan à jour en conséquence et nous le transformons en un document évolutif qui servira de ressource et d'outil pour la planification sur notre site Web. Lors d'une réunion extraordinaire tenue immédiatement après l'assemblée générale, Jeanette McDonald a présenté aux membres son examen approfondi des règlements du Réseau. Les membres ont ensuite voté sur les modifications qu'elle recommandait pour harmoniser notre règlement avec celui de la Société. Nous avons également clarifié les passages qui étaient obscures.

Somme toute, la conférence a été très productive et, grâce à notre site Web, nous pouvons en communiquer les résultats à tous, même à ceux qui n'ont pas pu y assister. Le dernier fait saillant a été l'annonce du lieu d'accueil de la conférence de 2010 lors de la présentation chaleureuse et prometteuse de Gary Hunt. Grâce à l'excellent sens de l'organisation de l'équipe de l'Université Thompson Rivers, le site Web de la conférence est déjà monté (voir <http://www.mcmaster.ca/stlhe/edc.2010.html>) et les préparatifs sont en cours pour ce qui promet d'être un événement spectaculaire dans un environnement absolument magnifique. Même si l'Université est située à Kamloops et ne devrait pas trop souffrir des déplacements occasionnés par les Jeux olympiques, nous vous encourageons à réserver vos billets tôt puisque nous avons déjà fixé les dates de la conférence (du 18 au 20 février 2010).

STLHE Green Guides

Short handbooks on a wide variety of teaching and learning issues



To order the Green Guides, please visit: www.bookstore.uwo.ca
The Bookstore at The University of Western Ontario

- 1 Teaching Large Classes**
Alan Gedalof
- 2 Active Learning**
Beverly Cameron
- 3 Teaching the Art of Inquiry**
Bob Hudspeth and Herb Jenkins
- 4 Feedback: Key to Learning**
Sergio Piccinin
- 5 Teaching with Cases**
David Dunne and Kim Brooks
- 6 Teaching for Critical Thinking**
Geraldine Van Gyn, Carole Ford, et al.
- 7 Creative Problem-Solving**
Daryl Caswell
- 8 Cultural Diversity and Inclusive Teaching**
Shibao Guo and Zenobia Jamal
- 9 Leading Effective Discussions**
Erika Kustra and Micheal K. Potter

Expressions of interest are invited for the position of co-editor (one-year position).

Three issues of the STLHE Newsletter are published annually. The appointment is recommended for a term of one year, with an option to renew. Currently, the co-editor is involved in all stages of production. The two co-editors work in collaboration with a graphic designer. Bilingual contributions are encouraged.

- Preference will be given to people with:
- Experience in editing and publishing
 - Strong writing and editing skills in English
 - Organizational skills
 - Ability to work well with others
 - Access to a network of educators
 - Infrastructure to support editorial process
 - Membership in STLHE.

Selection Process: the candidate will be selected by a panel including representation from the STLHE President, Educational Developers Caucus and Council of 3M National Fellows.

Transition: The retiring co-editor will co-edit one issue with the incoming co-editor and the continuing co-editor.

Submissions: Candidates should submit a written letter of interest indicating relevant experience, ideas for future directions, and a curriculum vitae.

Date/date limite: le 01 juillet/ July 01, 2008
To/destinataire: Sylvia Riselay
riselays@mcmaster.ca

For additional information, please contact/
Pour des renseignements supplémentaires
corinne beauquis: beauquis@utsc.utoronto.ca

Appel de déclarations d'intérêt pour les postes de corédacteur/corédactrice (poste d'une année)

Le bulletin de la SAPES paraît trois fois l'an. La période de nomination recommandée est d'un an (en remplacement de la corédactrice sortante), avec possibilité de renouvellement. La corédactrice actuelle du bulletin participe à toutes les étapes de la production. Le poste de corédacteur/rédactrice vise à favoriser la présentation de contributions dans les deux langues. Les deux corédactrices travaillent en collaboration avec un désigner graphique.

- La préférence sera accordée aux personnes qui présenteront les atouts suivants :
- Expérience de la rédaction et de l'édition
 - Solides compétences d'écriture et de correction en anglais
 - Capacité d'organisation
 - Capacité de travailler avec d'autres personnes
 - Accès à un réseau d'éducateurs
 - Accès à une infrastructure de soutien pour le processus rédactionnel
 - Statut de membre de la SAPES.

Processus de sélection : Un jury formé de la présidente de la SAPES et de représentants du Réseau de formateurs en pédagogie de l'enseignement supérieur et du Conseil du Prix d'enseignement 3M.

Transition : La corédactrice sortante assurera la co-rédaction d'un numéro avec le nouveau corédacteur/la nouvelle corédactrice et avec la corédactrice restant à son poste.

Candidatures : Les candidats sont invités à soumettre une lettre de déclaration d'intérêt où ils feront état de leur expérience et de leurs idées concernant les orientations. La lettre doit être accompagnée d'un curriculum vitae.

A Useful Resource: Over Two-Hundred Education & Science Blogs

Richard Hake
Indiana University

This compilation, an expansion of the earlier "Over Sixty Education Blogs," lists over two-hundred education and science blogs, providing, for each blog:

- the author's name and background
- the blog title, focus, and URL
- and (where available) The number of blogs linking to the website (TA) in the last six months and the Blogged Rating [BR].



Appendix A explores the Academic Discussion List Sphere (ADLsphere) and the Blog Sphere (Blogosphere), indicating some strengths and weaknesses of each. Appendix B considers the ADLsphere and the Blogosphere as harbingers of a collective short-term working memory. Appendix C discusses the International Edubloggers Directory, Technorati, Blogged, ScienceBlogs; other blog directories and lists; and other social networking sites. The references contain over 100 general citations to open access, internet usage, the ADLsphere, and the Blogosphere.

Among blogs that might be of interest to STLHE members are:

Michael ARNZEN (full-time Associate Professor of English with tenure at Seton Hill University. Courses in English run the gamut from expository and creative writing to literary criticism and film history.) - Pedablogue, a personal inquiry into the scholarship of teaching: <<http://blogs.setonhill.edu/MikeArzen/>>.

Eric BACON, Gina Barreca, Mark Bauerlein, Marc Bousquet, Kevin Carey, Laurie Fendrich, John L. Jackson, Jr., Stan Katz, Graham Spanier (see their mini-bios in the right-hand column) - Brainstorm, Lives of the mind: <<http://chronicle.com/review/brainstorm/>>.

Philip BELL (Associate Professor of the Learning Sciences, University of Washington) - How We Learn: Research, News & Perspectives; provides a stream of information on how people learn. The focus is on cognitive, sociocultural, developmental, and neurobiological research and related news: <<http://how-we-learn.blogspot.com/>>.

Kevin CAREY (Research and Policy Manager of the Education Sector <<http://www.educationsector.org/>>) and other Education Sector policy staff: Chad Aldeman (Policy Associate), Erin Dillon (Policy Analyst), Andrew J. Rotherham (Co-director - who also blogs at Eduwonk <<http://www.eduwonk.com/>>), Elena Silva (Senior Policy Analyst), Thomas Toch, & Bill Tucker (Chief Operating Officer) The Quick and the Ed: <<http://www.QuickAndEd.com/>>. (See the extensive "Blog Roll" in the lower right column).

Craig A. CUNNINGHAM, Sherman Dorn, Dan W. Butin, Raji, A.G. Rud, Barbara Stengel, Teacherken (aka Kenneth Bernstein), Richard (aka Richard Van Heertum), Philip (probably also known as Philip Kovacs), Jane, Nancy Flanagan, Kathryn M. Benson, Nick Burbules, & Aaron Schutz ("A multiblog about the ways that educational foundations can inform educational policy and practice! The blog is written by a group of people who are interested in the state of education today, and who bring to this interest a set of perspectives and tools developed in the disciplines known as the 'foundations' of education: philosophy, history, curriculum theory, sociology, economics, and psychology") - Education Policy Blog: <<http://educationpolicyblog.blogspot.com/>>.

David EUBANKS (Coker College's Director of Planning, Assessment, and Information) - Higher Ed: assessing the elephant: <<http://higher.ed.blogspot.com/>>.

Ted PANITZ, Professor of Mathematics and Engineering at Cape Cod Community College, W. Barnstable, MA) - Ted's Teaching and Learning Site's... "a discussion blog that revolves around the nature of teaching and learning. Main focus will be higher education but would welcome comments from K-12 professionals (teachers, administrators, staff) since we are so interconnected and face many of the same problems and challenges": <panitz.jimdo.com/>.

Louis SCHMIER, USA, College & University ("...received AB at Adelphi College, Ph.D. at University of North Carolina. Currently Professor of History at State University in Valdosta, GA.") - Random Thoughts of Louis Schmier: <<http://therandomthoughts.edublogs.org/>>. (Schmier is also a prolific contributor to the discussion lists POD, STLHE-L, and TIPS.)

Mano SINGHAM (theoretical physicist and Director of Case's University Center for Innovation in Teaching and Education) - Mano Singham's Web Journal, Thoughts on science, history and philosophy of science, religion, politics, the media, education, learning, books, and films: <<http://blog.case.edu/singham/>>

Ken SMITH (English Department at Indiana University South Bend) - Weblogs in Higher Education, publishes on blogs, wikis, podcasts, teaching, and related topics: <<http://www.mchron.net/site/edublog.php>>.

Margaret SOLTAN (English Department at George Washington University) - University Diaries, a professor of English describes American life with the aim to change things: <http://www.insidehighered.com/views/blogs/university_diaries>.

Daniel T. WILLINGHAM <<http://www.danielwillingham.com/>>, "associate professor of cognitive psychology and neuroscience at the University of Virginia and author of "Cognition: The Thinking Animal" <<http://tinyurl.com/6oo3qk>>. His research focuses on the role of consciousness in learning") - Britannica Blog: <<http://www.britannica.com/blogs/author/dwillingham>>

To access the complete 2.6 MB blog compilation please click on <<http://www.physics.indiana.edu/~hake/Over200EdSciBlogsU.pdf>> (2.6 MB).

REFERENCE

Hake, R.R. 2009. "Over Two-Hundred Education & Science Blogs," 30 March; online at <<http://www.physics.indiana.edu/~hake/Over200EdSciBlogsU.pdf>> (2.6 MB).

The above information is also at <<http://hakesedstuff.blogspot.com/2009/03/over-two-hundred-education-science.html>> with a provision for comments.

Call for Newsletter Submissions

Please submit your articles, book reviews, photos, and other teaching and learning news to the co-editors for consideration in the STLHE Newsletter.

Submissions must be in accordance with STLHE Newsletter Writing Guidelines and must relate to the issue theme.

The themes are as follows:

Fall (November):
In the Centre, in the Margins, in-Between **Submission due date: August 29, 2009**

Winter (March)
Assessment and Evaluation **Submission due date: January 3, 2010**

Protocol for Revision of Submissions to the STLHE

- 1 The editors closely read and scrutinize all submissions and make changes in order to reduce errors, improve sentence structure, and to improve the quality of expression in the submission;
- 2 Authors have the opportunity to review the submission (quick turnaround) as modified;
- 3 Authors have the opportunity to seek explanations of the editors and to withdraw the submission should they (the authors) not approve the proposed changes;
- 4 The editorial team maintains the right to reduce the length of a submission to meet the stringent space requirements of the newsletter; and
- 5 The editorial team posts the policy on the STLHE website as part of the instructions for authors.

STLHE Newsletter Writing Guidelines

Articles will be reviewed by the co-editors and Editorial Associates, including the President of STLHE and the Chair of Publications. As a general rule, there are some changes for consistency of text within an issue, and for length. Previous issues are available at: <www.mcmaster.ca/stlhe/publications/newsletter.html>

1. Remember the focus for audience is the STLHE Membership.

- a. The membership is primarily faculty and Educational Developers/Instructional Developers, but there are also other members such as Administrators.
- b. The focus of all material is teaching and learning in Higher Education.
- c. The audience background is very diverse (ex. many discipline areas, different countries, different levels of experience, etc.).

2. Topic

- a. Each issue has a theme. Articles related to the theme will be given preference within an issue, however, some articles of general interest may be included even if they are not related to the theme.

3. The tone should be appropriate for a newsletter.

- a. Preference for practical articles with elements that people can use.
- b. A strong, catchy beginning to an article is more effective.
- c. Paragraphs are generally short, to help with visual scanning.

- d. Sentences that are short and in the active voice are generally preferable.
- e. Use bullets, charts or figures when they will help a reader with scanning an article.
- f. Headings and sub-headings are helpful, particularly in articles that are over 300 words in length.
- g. The article should be easily read by people from a variety of disciplines, so jargon specific to one discipline should be avoided.
- h. Spell out all acronyms the first time: ex. Society for Teaching and Learning in Higher Education (STLHE)

4. Length

- a. 300 words to a maximum of 800 words

5. Reference Style

- a. Some references can be included as appropriate (they are not required), but this is not a scholarly paper.
- b. Use APA style for consistency within the issues.

6. Include a picture (300 dpi) if possible

- a. Pictures of the author or of a topic relevant to the article are helpful to readers.
- b. Pictures are best submitted as electronic files.

7. Title

- a. Include a draft title. This may be adapted, but it is helpful to the co-editors.

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Electronic Discussion
Discussion électronique

The STLHE electronic mail forum, active since October 1988, supports the exchange of opinions, ideas and experiences concerning teaching and learning in higher education. To subscribe, contact the list coordinator: Russ Hunt, email hunt@stu.ca or visit Communication at www.stlhe.ca.

If you have a recent publication you would like to reference, or if you have suggestions regarding the new format of the Newsletter, please contact the co-editors. We would like to hear from you!

Sandra Bassendowski
University of Saskatchewan
slb638@mail.usask.ca

Corinne Beauquis
University of Toronto Scarborough
beauquis@utsc.utoronto.ca

Sylvia Riselay
Assistant

Chris Asimoudis
Graphic Designer



STLHE SAPES

Society for Teaching and Learning in Higher Education
 La société pour l'avancement de la pédagogie dans l'enseignement supérieur

McMaster University
 Hamilton, ON L8S 4K1 Canada
 Email: riselays@mcmaster.ca
 Editorial Associates: Joy Mighty,
 Rosalie Pedersen, Sylvia Riselay
 and Alan Wright

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