



Reflections

IN CLASS IN RWANDA: Learning comes alive for Western students

BY STEPHANIE HAYNE, EXPERIENTIAL EDUCATION COORDINATOR, THE STUDENT SUCCESS CENTRE

On May 15, 2010, eight Western students stepped off of a plane, out of their comfort zones, and onto the lush, green landscape of Kigali, Rwanda. These students were enrolled in FRE 3100B Rwanda: Culture, Society, and Reconstruction offered through the Department of French Studies, but taught in English with an interdisciplinary focus. In the winter term, students participated in traditional course lectures that included guest speakers, documentaries, and student presentations on topics including women's rights, healthcare and justice issues. Students' in-class learning culminated with a four-week community service learning experience in Rwanda.

Professor Henri Boyi of the Department of French Studies says the idea for the course came from a conference he attended where Community Service Learning (CSL) was introduced as a way of engaging students with academic material and improving their overall learning experience. The idea blossomed further because of previously existing partnerships between the National University of Rwanda, the Kigali Health Institute, and the Schulich School of Medicine and Dentistry. Finally, a successful application to the International Curriculum Fund by Boyi and former French Studies Department Chair Jeff Tennant turned the idea from a dream into reality.



The course was designed by Boyi and Tennant with support from The Student Success Centre for the CSL component. The eight undergraduate students travelled to Rwanda with Boyi and worked on projects with three community partners: Kigali Health Institute, Kwa Gisimba Orphanage, and Hope's Village.

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Contact us:

TEACHING SUPPORT CENTRE
Room 122, The D.B. Weldon Library
The University of Western Ontario
London, Ontario N6A 3K7
Phone: (519) 661-2111, ext. 80346
E-mail: tsc@uwo.ca

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In class in Rwanda

Continued from page 1

Days were spent coordinating children's activities, supporting health programs, and building a water tank in the community. Evenings were spent in focused reflection about how the students' experiences were connected to course content, personal and professional skill development, and concepts of social justice and civic engagement.

Boyi was impressed with the students' connections to the course material when they were able to augment it with real-life experiences. "Their class discussions and assignments were brought to a level of engagement that was characteristic of their strong will to learn, and to learn more," he says. He acknowledges the students were challenged by learning about, and visiting, a country that was subject to one of the most extreme tragedies in modern history – the 1994 genocide. "When faced with the signs of unimaginable human catastrophe, we fell short of answering the universal philosophical question of

why," reflects Boyi. Instead, he says students' deep reflection on what happened in Rwanda led them to a better understanding of the human condition and their role in contributing to the on-going struggle to develop just societies.

Boyi has suggestions for faculty interested in exploring a local or international CSL course. He articulates a need to be open-minded, focused on cultural awareness as a learning outcome, and steadfast in one's belief of students' capabilities to effect powerful change. He emphasizes the need to find reliable community partners and to spend time nurturing these relationships to achieve positive outcomes for student learning and community service. Finally, he recommends utilizing the resources of The Student Success Centre and the Teaching Support Centre to develop appropriate CSL course objectives, make connections with relevant community partners, and introduce effective reflection assignments.

The Department of French Studies will offer the course again in Winter 2011 with a limited enrolment of 12 students from across all faculties. Information for faculty interested in learning more about Community Service Learning can be found by visiting www.servicelearning.uwo.ca or emailing csl@uwo.ca.



WORKSHOP:

Community Service Learning Course Design

Tuesday, November 16, 2010

2:00 – 3:30 pm

UCC, Rm. 147 A

Note: Bring a new or existing course outline to discuss practical ways of integrating CSL, and hear from faculty currently teaching with CSL.

Register at www.uwo.ca/tsc

Campus-wide Teaching Squares!

Fall 2010 marks the expansion of the Science Teaching Squares into a campus-wide program in which 25 faculty members from across multiple disciplines have joined together in a self-reflective exercise focused on enhancing their teaching. Each "square" consists of four faculty members from various disciplines who will visit each other's classrooms to gain new insights into teaching and learning strategies that could enhance their own classes. Each group then meets over lunch to debrief. Self-reflection to enhance personal teaching skills is based on sound pedagogical foundations. Here at Western, Professor Tom Haffie has adapted this principle within the Faculty of Science and is now spearheading the expansion across campus. Such active participation by faculty members reflects Western's commitment to excellent teaching practices. With such interest being shown, we anticipate offering this program again next term. For more information regarding this program, contact Joan Forder, PhD, Educational Developer with the Teaching Support Centre at jforder2@uwo.ca

TSC welcomes new staff members



GLORIA LECKIE joins the Teaching Support Centre as the Faculty Associate for Graduate Education. Gloria holds a Master's in Library and Information Science, as well as an MA and a PhD in Geography. She worked as a research librarian for a decade before returning to graduate school for her final two degrees. Gloria's research and teaching have focused on the understanding of the library as place, academic libraries, information-seeking behaviour, information literacy, and the organization of information. Recently, she has edited a book with colleagues Lisa Given (University of Alberta) and John Buschman (Georgetown University) entitled *Critical Theory for Library and Information Science: Exploring the Social from Across the Disciplines* (Santa Barbara: Libraries Unlimited, 2010).

Gloria is currently Associate Professor and LIS Programs Coordinator in the Faculty of Information and Media Studies. She was Undergraduate Chair and then Associate Dean/Graduate Chair from 1999-2008. Because FIMS has both graduate professional programs (Library and Information Science, Journalism) and thesis-based programs (PhD in LIS and in Media Studies; Master's in Media Studies, and Popular Music and Culture), Gloria has a very keen awareness of the challenges and issues relating to both types of graduate education. She has prepared many internal program documents for external review/accreditation and has reviewed other external graduate programs as well. Gloria's immediate mandate will be to examine North American trends in the development and characteristics of professional master's programs across a wide variety of disciplines and to prepare an overview paper which will help faculties and departments at Western who wish to develop such programs. Gloria is also interested in putting together a series of discussion panels whereby faculty members and program administrators may share ideas, strategies and concerns about the development and implementation of professional programs at Western.



JOAN FORDER has joined the Teaching Support Centre as an Educational Developer. Joan will be replacing Natasha Patrito Hannon while Natasha is on maternity leave. With her life quest of

empowering people through education, Joan completed her undergraduate training right here at Western in the Honours Physiology & Psychology program as a mature student, in which she obtained the Gold Medal. After completing her PhD in Physiology (specializing in biomedical applications of neurobiology) at the Medical College of Wisconsin, Joan completed a three-year Post Doctorate Fellowship in Toronto under the supervision of Dr. Michael Tymianski and was then pleased to focus on teaching within the large classroom setting where she continued her quest for incorporating sound pedagogical strategies and active learning techniques into her classes. Joan comes to us from the University of Toronto with many years of teaching, training, development, public speaking, and facilitating experience and is pleased to develop and assist graduate and faculty programs that enhance teaching and learning skills while focusing on preparing graduate students for future careers.

Scholarship@Western

Western's Scholarly Communication Portal

ir.lib.uwo.ca

Scholarship@Western is a multi-functional portal that collects, showcases, archives, and preserves a variety of materials created or sponsored by The University of Western Ontario community. It aims to facilitate knowledge sharing and broaden the international recognition of Western's academic excellence by providing open access to Western's intellectual output and professional achievements. It also serves as a platform to support Western's scholarly communication needs and provides an avenue for the compliance of research funding agencies' open access policies.

Western Libraries welcomes opportunities to collaborate with faculty and students to develop projects using Scholarship@Western as a content dissemination platform. To find out more about this service, please contact:

Adrian Ho, Scholarly Communication Librarian, Western Libraries | (519) 661-2111, ext. 87832 or adrian.ho@uwo.ca

TEACHING SUPPORT CENTRE

presents

Instructional Skills Workshop for Faculty

DECEMBER 14/15/16, 2010

- Intensive three-day teaching workshop
- Open to all Western faculty
- Designed for both new and experienced instructors
- Required to attend the full three days (9:00 a.m. – 5:00 p.m.)
- Limited enrollment

The Instructional Skills Workshop (ISW) offers you the opportunity to explore, in very practical and hands-on ways, the conditions that give rise to powerful learning experiences among your students. The ISW is offered within a small group setting and is designed to enhance the teaching effectiveness of both new and experienced instructors. These sessions provide new instructors with an introduction to designing and facilitating effective learning activities. The ISW also serves as a laboratory for experienced instructors who wish to refine and expand their teaching practice, to explore new ideas, or to revisit the fundamentals.

Upcoming ISW Workshops:

February 23/24/25, 2011

May 10/11/12, 2011

For more information and registration, go to www.uwo.ca/tsc/isw.html

TEACHING AWARDS AND GRANTS

WESTERN TEACHING AWARDS

Edward G. Pleva Award for Excellence in Teaching

**Angela Armitt Award for Excellence in Teaching
by Part-Time Faculty**

Marilyn Robinson Award for Excellence in Teaching

Deadline for receipt of dossiers: **December 15, 2010**

Information and guidelines can be found at:

www.uwo.ca/univsec/senate/sutaregs.pdf

EXTERNAL TEACHING AWARDS

3M National Teaching Fellowships

Deadline for nominations:

August 17, 2011 (internal);

August 31, 2011 (external)

www.mcmaster.ca/3Mteachingfellowships/

OCUFA Teaching and Academic Librarianship Awards

Deadline for nominations: **May 2011**

www.ocufa.on.ca

Alan Blizzard Award – Rewarding Collaboration in Teaching

Deadline for nominations: **January 14, 2011**

www.stlth.ca/en/awards/alan_blizzard/index.php

WESTERN FUNDING INITIATIVES

Fellowship in Teaching Innovation

Application Deadline: **March 1, 2011**

www.uwo.ca/tsc/awards.html

International Curriculum Fund

Dean's Deadline: **January 17, 2011;**

RD&S Deadline: **January 31, 2011**

www.uwo.ca/research/funding/internal/international_curriculum_fund.html

Research on Teaching Grant

Dean's Deadline: **March 15, 2011;**

RD&S Deadline: **March 31, 2011**

www.uwo.ca/research/funding/internal/research_teaching_grant.html

What do students actually do with feedback from clicker questions?

BY KEN N. MEADOWS, EDUCATIONAL RESEARCHER, TEACHING AND LEARNING SERVICES

Traditionally in academia, research is made public through conference presentation and publication in academic journals. These are obviously critical avenues for research dissemination, but I do not believe that they reach a wide enough audience for research on teaching (i.e., the scholarship of teaching and learning). Ideally, research on teaching would reach all post-secondary educators. Although that may be beyond the reach of *Reflections*, I would like to take full advantage of this opportunity to share the findings from a research project that Debra Dawson, Tom Haffie, and I (Dawson, Meadows, & Haffie, 2010) conducted on how students use the feedback that answering clicker questions provides.

Clickers have become common place in large university classrooms and are increasingly a common focus in research on teaching. The research has demonstrated that clickers are positively received by both students and faculty members (e.g., Addison, Wright, & Milner, 2009), but their impact on student learning is less well understood. One of the most commonly cited benefits of clickers is that they provide students with feedback on their learning (Barnett, 2006), but what is unclear is what students actually do with that feedback. The assumption seems to be that students modify their learning strategies based on the feedback, but is that what actually happens? This was the primary question that motivated our research. That said, we decided it was first necessary to establish whether or not clicker questions have diagnostic value for students' performance in the course. This is a critical question because, if students' clicker performance is not predictive of their performance

in the course (i.e., it does not have that diagnostic value), there would be no reason for students to make changes to their learning strategies based on that performance.

To examine these questions, we conducted two large-scale online surveys in successive years of introductory Biology. In both surveys, we asked participants for their permission to access their clicker performance, grades for the course, as well as their university admission average. We found that clicker performance (operationalized for this research as the proportion of correctly answered clicker questions relative to the number of clicker questions the participant answered) for the course and participants' test grades were positively and significantly correlated (in study 1; $r = .63, p < .001$) as was their clicker performance before the first midterm and their grade on that midterm (study 2; $r = .51, p < .001$). Those relationships remained significant across both studies when partialling out admission average, gender, clicker participation (number of clicker questions answered), learning self-efficacy (study 1 only), and science self-efficacy (study 1 only), although the magnitude of the relationship was diminished (partial r 's = .47 and .31, for studies 1 and 2, respectively).

Thus, participants' clicker performance was a strong predictor of their performance on the tests. This message is important to convey to students so that they understand that if they are performing below their desired level on the clicker questions, they are likely to underperform on the tests as well. They may therefore need to adjust their learning strategies to achieve their desired performance level. Of course, to have diagnostic value it is important that instructors use clicker questions that are congruent with the questions that are asked on the tests (Carnaghan & Webb, 2005).

To determine if students modify their learning strategies based on their clicker feedback, we examined the relationship between students' clicker performance and their self-reported help-seeking behaviours in study 1. Overall, neither of the two help-seeking measures were significantly correlated with participants' clicker performance (r 's = -.08 and -.01, *ns*). Participants' clicker performance appears to have no appreciable impact on whether they sought help or not.

Of course, although participants do not seem to be seeking help when they are getting the clicker questions wrong, that does not mean that they are not adjusting other learning strategies to increase their understanding of the material and their performance on the clicker questions. In study 2, we examined the relationship between students' clicker performance and self-reported changes in their use of eight learning strategies (i.e., rehearsal, elaboration, organization, critical thinking, self-regulation, effort regulation, peer learning, help-seeking). Eighty-five percent of participants indicated that they had changed one or more of their learning

Innovation in Graduate Education Award

Congratulations to the winners of the 2010 Innovation in Graduate Education Award!

Dr. Ruth Wright and **Dr. Kari Veblen** are using the award to expand the Music Education Portfolio at Western and create a Diploma Program in Community Music.

Dr. Ernest Yanful is using the grant to help launch an international graduate program via distance learning in Ghana, focusing on sustainable waste management practices in developing countries.

Feedback

Continued from page 5

strategies based on the clicker feedback, but these self-reported changes were not significantly related to participants' actual clicker performance (r 's ranged from $-.16$ to $.02$, ns). Thus, although they reported changing their learning strategies based on their clicker performance, these reported changes were not related to their actual clicker performance.

Although the clicker performance-test performance relationship was made explicit to students at the beginning of the course in the year that study 2 was undertaken, there was still no relation between the changes students reported making in their learning strategies and their clicker performance (or their help-seeking in study 1). Svinicki (2004) suggests that postsecondary students tend to try harder rather than modify their learning strategies. Further, Pintrich and Zusho (2007) suggest that first-year students may not be aware of different learning strategies. It may be that students' reported changes in learning strategy use reflects more of an effort to try harder than the adoption of a new strategy or more effective use of an existing strategy. To help students succeed academically, it may be necessary to teach them a range of possible learning strategies and how to effectively employ them.

Hopefully this summary of our research has piqued your interest.

To read the full article (i.e., Dawson, Meadows, & Haffie, 2010), including more detailed pedagogical conclusions and suggestions, please go to http://ir.lib.uwo.ca/cjsotl_rcacea/vol1/iss1/6

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INTERNATIONAL FACULTY FRIDAYS



Last Friday of every month: 3-4 pm at the Grad Club

November 26 / December 17 / January 28

February 18 / March 25 / April 29 / May 27

Join faculty colleagues with international interests and international experience at the Grad Club to network, share ideas, get ideas, and build community.

Refreshments will be served.

Sponsored by the Office of Faculty Relations and the Teaching Support Centre
For more information please contact:

Jennifer.Holburn@uwo.ca or Nanda.Dimitrov@uwo.ca

MENTORING MATTERS

BY MADELINE LENNON, COORDINATOR, FACULTY MENTOR PROGRAM, TEACHING SUPPORT CENTRE

Mentoring has been cited as a powerful means of enhancing the professional well being of faculty members. As new challenges develop in the work of faculty, the need for mentoring and its benefits is significant.

It is a good idea to look into what mentoring opportunities exist in your faculty, school and department. Consider ways of making contact with new and experienced colleagues through formal and informal get-togethers. Keep in mind that mentoring takes many forms, from the one-on-one with a senior colleague, to exchanges in research groups, and mutual mentoring situations. Mentoring is reciprocal — everyone learns and benefits from these exchanges.

Participate in the Teaching Support Centre Mentoring Workshop series to meet colleagues from across campus, exchange ideas and learn from panelists. Everyone is welcome!

Contact me at mlennon@uwo.ca if you would like more information.

Faculty Mentor Program Workshop Sessions

Research Western and Internal Grants

November 26, 2010, 1:30 - 3:30 pm

There is not enough money to go around! Are you familiar with the grants available outside the three major agencies? How can Research Western help you?

The Promotion and Tenure Process

December 9, 2010, 1:00 - 3:30 pm

A panel of representatives from the UWO Faculty Association, the Office of Faculty Relations and the Office of the Provost will explain the procedures and respond to questions.

The Research Grant Process – Pre-Award to Post-Award

January 14, 2011, 1:30 - 3:30 pm

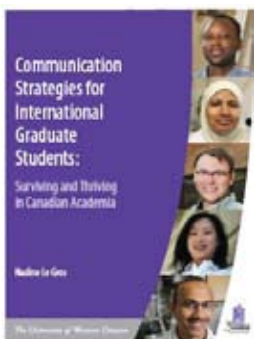
Writing the application is the first step – seeing it through the whole process takes forethought and patience.

Development of a Teaching Dossier and a Teaching Philosophy

February 4, 2011, 1:30 - 3:30 pm

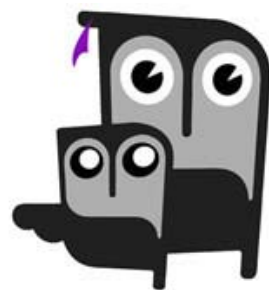
Get a head start on this part of the P&T process with tips from the experts.

For more information on these sessions, visit the TSC website at www.uwo.ca/tsc



CSIGS is an e-manual that is available free of charge to everybody at Western. This resource is especially valuable for international graduate students and anybody who works with them.

For information on how to access this book, go to: <http://www.uwo.ca/tsc/csigs.html>



The OWL Flight Plan

ITS is looking for a replacement for WebCT OWL and needs your input. Please visit the [OWL Flight Plan website](#) and fill out the survey to assist in defining the needs of faculty, students and staff for Western's next online learning system. The survey will be available until November 15.

Teaching Tip

Interested in finding out how to use formulas to calculate students' final grades?

Go to the video to view three examples with step-by-step instructions on how to use Excel spreadsheets to calculate final grades. Any questions, contact Kim Holland at: kholland@uwo.ca

Click [HERE](#) for video clip

HEQCO Funded Research Projects at the Teaching Support Centre

The Teaching Support Centre (TSC) has received three grants from the Higher Education Quality Council of Ontario (HEQCO) to examine the impact of its programs on the development of faculty and graduate students as teachers. All three research projects will be conducted between 2010 and 2012.

Project 1:

The Impact of the Instructional Skills Workshop on Faculty Approaches to Teaching

Joint project with Ryerson University

The objective of the first study is to determine if the Instructional Skills Workshop (ISW) facilitates development of faculty towards a more student-focused approach to teaching. ISW is a peer-based educational development program involving 24 hours of structured intensive instruction designed to strengthen instructors' skills in planning, teaching, feedback, and critical reflection through a student-focused process. Over 70 faculty and staff members from Western have already completed the ISW workshop, and 12 faculty and staff have been trained as facilitators. As increasing numbers of colleges and universities are turning to the ISW to develop faculty and engage students, it is important to thoroughly evaluate the efficacy of this program. Using pre- and post-test measures as well as propensity matching, we will evaluate changes in instructors' teaching perspectives and approaches to teaching.

Participants in this research project will be both new and experienced faculty from universities and colleges within Ontario. ISW participants will be asked to complete an online survey before and four months after completing the ISW. Some faculty will also be invited to respond to interview questions identifying which elements of the ISW led to changes in their teaching. This will enable in-depth qualitative insights into our participants' views.

Project 2:

The Impact of International Teaching Assistant Programs

The second project seeks to demonstrate that a TA training program with significant intercultural content (Teaching in the Canadian Classroom) better facilitates the transition of international graduate students to Canadian academia than a traditional TA program without intercultural components (TA Training Program). We will assess how the two programs help international TAs prepare for their teaching role at Western by measuring changes in their teaching self-efficacy, communication apprehension, and use of effective teaching behaviours before and after the completion of each program.

At Western, 26% of graduate students, and approximately 40% of teaching assistants are international or new Canadian, (having spent less than four years in Canada). Our international TAs contribute significantly to the quality of undergraduate education, while they themselves are mentored towards becoming researchers and future faculty. We hope that the study will demonstrate that international TAs benefit more from specific intercultural TA training programs rather than general TA training programs.

Project 3:

Assessing the Impact of Short-Term and Long-Term Graduate Student Teaching Development Programs

Joint project with the University of Windsor, Centre for Teaching and Learning

The third study will compare the impact of two types of teaching development programs offered by The University of Western Ontario and the University of Windsor, designed to enhance the instructional skills of graduate students and prepare them for future academic practice in Ontario and beyond. The first group of programs provide a broad, one-day orientation to teaching in the fall each year. (Western's TA Day, and Windsor's TA Academy). The second group of programs engage graduate students in teaching development over a longer period of time ranging from 18-30 hours (e.g. Western's Advanced Teaching Practice Program). The existing literature indicates that program components of longer duration may have a greater impact on teaching practice. However, it is unclear what impact components of varying length may have, and whether there is measurable correlation between the degree of impact and the duration of the development exercise.

Pre- and post-test measures of teaching assistant self-efficacy, pedagogical knowledge, and approaches to teaching will be used to compare the impact of the two types of programs. In addition, qualitative analysis of focus group interviews with participating graduate students will be used to examine the impact of program components on graduate students' teaching effectiveness.

Launch of The Canadian Journal for the Scholarship of Teaching and Learning

BY KEN N. MEADOWS, EDUCATIONAL RESEARCHER, TEACHING AND LEARNING SERVICES AND MANAGING EDITOR, CJSOTL/RCACEA

I am thrilled to announce the publication of the inaugural issue of *The Canadian Journal for the Scholarship of Teaching and Learning* (CJSOTL)/*La revue canadienne sur l'avancement des connaissances en enseignement et en apprentissage* (RCACEA). It has been a long and winding road but the journal finally went live this summer (1:20 pm on Monday, June 21, 2010 to be exact).

In case you have not heard about the journal, let me fill you in. **CJSOTL/RCACEA** is the official, trans-disciplinary, peer-reviewed, electronic publication of the Society for Teaching and Learning in Higher Education. It is designed to advance the scholarship of teaching and learning in Canadian post-secondary institutions and is housed on Western Libraries' digital repository, Scholarship@Western. The journal provides an avenue for a wide range of educators, including faculty members, administrators, academic librarians, educational developers, learning resource specialists, and graduate students, to discuss ways of enhancing student learning experiences through systematic inquiry into teaching and learning in all disciplines.

We invite submissions, in either English or French, from anyone, including international colleagues, interested in discussing teaching and learning issues that are relevant to higher education in the Canadian context. If you are doing SoTL work in Canada, this is the journal for you.

The inaugural issue includes the following articles:

Diverse Methodological Approaches and Considerations for SoTL in Higher Education

Harry Hubball and Anthony Clarke

Exploring a New Model and Approach to the Scholarship of Teaching: The Scholarship Teaching Academy

Fay Patel

Educational Development Websites:

What Do They Tell Us About How Canadian Centres Support the Scholarship of Teaching and Learning?

Ros A. Woodhouse and Kristin A. Force

The Effectiveness of Library Instruction: Do Student Response Systems (Clickers) Enhance Learning?

Diane Buhay, Lisa A. Best, and Katherine McGuire

The Effect of Performance Feedback on Student Help-Seeking and Learning Strategy Use: Do Clickers Make a Difference?

Debra L. Dawson, Ken N. Meadows, and Tom Haffie

Foundation Skills for Scientists: An Evolving Program

Teresa Dawson, Sarah Fedko, Nancy Johnston,

Elaine Khoo, Sarah King, Saira Mall, Mary Olaveson, Janice Patterson, Kamini Persaud, Frances Sardone, Zohreh Shahbazi, Allyson Skene, Martha Young, and Clare A. Hasenkampf



A Report on the Implementation of the Blooming Biology Tool: Aligning Course Learning Outcomes

with Assessments and Promoting Consistency in a Large Multi-Section First-Year Biology Course

Angie O'Neill, Gülnur Birol, and Carol Pollock

Is "Safety" Dangerous? A Critical Examination of the Classroom as Safe Space

Betty J. Barrett

If you are interested, please have a look at these articles and learn more about the journal by visiting www.cjsotl-rcacea.ca/ or contact me at kmeadow2@uwo.ca.

Tanzanian Visitors



For the past four years, faculty members from the University of Dar es Salaam in Tanzania have attended our summer course on Teaching at the University Level. Three faculty attended in August 2010 (L-R Langa Sarakikya, Debra Dawson, Flora Kessy, Colman Msoka, Mike Atkinson). Our teaching course was enriched by the international perspective they contributed to the discussions. In 2011, Mike Atkinson and Debra Dawson from the TSC will visit the university in Tanzania to facilitate an Instructional Skills Workshop with their faculty.

Research Western awards grants to three Research on Teaching proposals

BY ALLEN PEARSON, FACULTY ASSOCIATE, TEACHING SUPPORT CENTRE

In the spring, Research Western funded three proposals in the Research on Teaching Grants program. These awards continue the tradition at Western to support researchers in their efforts to investigate a teaching technique, a teaching technology, or some other aspect of their teaching or their students' learning.

Dr. Carol Iwasiw of the Arthur Labatt Family School of Nursing has been awarded a grant to investigate "Writing Levels of Year 1 Students in the Western-Fanshawe Collaborative BScN Program." With colleagues at Fanshawe College, this study will research the writing abilities of students and their effects on student success.

Dr. Roz Stooke of the Faculty of Education received funding for "Supporting Graduate Students' Writing in Curriculum Studies." Roz, and her colleague Dr. Kathy Hibbert, will investigate the needs in writing of new graduate students, particularly of international graduate students.

Dr. Jun Yang of the Department of Mechanical and Materials Engineering has received funding for his project, "Internationalization in Classroom Teaching: Empowering Students to Solve Global Health Challenges." This study will investigate an innovation on developing proposals to support health issues in Africa that Jun is introducing into one of the courses he teaches.

Congratulations to all of this year's grant recipients. Their commitment to excellence in teaching, learning, and research is admirable. Look for a new Research on Teaching Grants competition in March of 2011 (see www.uwo.ca/research/funding/internal/research_teaching_grant.html for more information).

The Teaching Support Centre welcomes the opportunity to support this year's grant recipients as well as other faculty members, librarians, and archivists interested in research on teaching through our various programs and services. For more information about these programs and services, please visit the TSC web site at www.uwo.ca/tsc.

Research on Teaching Learning Community (RTLCL) Meeting

Wednesday, November 17, 2010

1:30 pm - 3:30 pm

Room 121, Teaching Support Centre
Weldon Library

Please join us for the first Research on Teaching Learning Community meeting of the academic year. For the first half of the meeting, Grace Kelly from Western's Office of Research Ethics will be discussing with us the ethics process and ethical issues that may arise for research on teaching projects. The second half of the meeting will be an opportunity to discuss issues related to research on teaching including but not limited to the successes and challenges that active RT researchers at Western face with their own research on teaching projects.

Register at: www.uwo.ca/tsc

Fairness in Grading Group Projects?

Possible strategies for assessing students' work in group projects

Monday, November 29, 2010

1:30 – 3:30 pm

Room 121, Teaching Support Centre
Weldon Library

Sue Purnell

*University of Liverpool, England and
Visiting Fellow, Centre for Teaching and Learning,
University of Windsor*

Register at: www.uwo.ca/tsc

Assessing group work projects fairly and with some validity is a potential minefield, and students often complain about the lack of fairness in assigning grades in this mode. Despite these perceptions, there are a number of things that faculty can do to enhance the effectiveness, efficiency, and learning experience of assessed group work. This workshop will encourage participants to consider a range of possible solutions to this dilemma, and enable them to evaluate their own practice in light of some new ideas.



Sue Purnell is an Academic Developer in the Educational Development Division at University of Liverpool. She has worked at the University of Liverpool, for the last 5 years, having worked in New Zealand Universities and Polytechnics

for the past 15 years in the areas of learning and teaching in adult and higher education.

Update from Western Libraries

BY TOM ADAM, INFORMATION LITERACY LIBRARIAN, WESTERN LIBRARIES

Library Website Reorganization

In an effort to streamline finding information, a few changes have been made to the library website. For instructors, access to all of our teaching resources has been consolidated in the Teaching Support link under the Services tab at the top. We are in the process of updating the collection of materials and useful links for classroom instructors, so let us know if there is something you would like to see. There also is a new direct link to our institutional repository, Scholarship @ Western, from the library home page. Check it out and follow the contacts link if you would like your own researcher profile where you can house copies of your research articles. Scholarship @ Western is harvested into Quick Search, exposing Western's research and researchers to the world.

Added Functionality and Features in Quick Search

While we are on the topic of Quick Search, just prior to the start of term, we received an upgrade to our discovery layer that makes locating journal articles easier than ever. Among the items in your search results list, you will note the fourth entry gives a sampling of articles that meet your search criteria. Mousing over an entry pops up a short abstract and access to full text, where available, is just a click away. A new articles tab at the top left advances you to the article-searching tool within Quick Search where you can select additional databases to include or make refinements to your searching terms to find the article you want.

A New Look for an Old Friend — the Classic Catalogue

After remaining fairly static for more than a decade, Western Libraries' Classic Catalogue got an interface-lift when a new design and layout went live in August. We made cosmetic changes to the look of the traditional catalogue without sacrificing any core functionality — what you could do before you can still do now. What you will notice, however, is that the appearance of the catalogue has a streamlined

twenty-first century look more in keeping with the streamlined twenty-first century academic library of resources it accesses. We grouped some material together in more logical clusters. For instance, the links that allow you to log into your personal account for requesting material or saving desired items to a personal reminder list are all together at the top. Likewise the features that apply to individual items on your search results list, such as marking or sending to Refworks for example, are together with the item itself. Accessing full text articles is as easy as it was before, by simply clicking the database provider that provides us the journal online text. A new "i" — information button beside the provider name gives you more comprehensive details about the database publisher including a list of the other journals included in the package.

Teaching Support

As always, Western Libraries' instruction librarians are eager to partner with you to structure engaging opportunities to explore the important information management resources and develop information literacy skills for your students. Contact your subject liaison librarian with your instruction needs, or e-mail me at tadam@uwo.ca for information about the services we offer.





Faculty of Science Learning Development Update

BY TOM HAFFIE, FACULTY ASSOCIATE, TEACHING SUPPORT CENTRE AND LEARNING DEVELOPMENT COORDINATOR, FACULTY OF SCIENCE

I am happy to update the Western community on the progress of ongoing initiatives as well as new programming for fall 2010.

Science Discovery Café: In ongoing collaboration with The Student Success Centre, the Faculty of Science is enhancing the experience of academic community for first-year Science students by arranging ongoing meetings with 10 small groups, each co-facilitated by a faculty member and an undergraduate peer mentor. Although groups are free to follow their own interests, the main outcomes for the Café include: i) an expansion of supportive academic relationships; ii) an improved understanding of the process of research and the nature of knowledge that it produces; and iii) a greater awareness of the structure of the University and the range of academic careers that it provides.

Science Journal Clubs: Students graduate from the “conversation salon” atmosphere of Café into an upper-year program that is more focused on finding, analyzing, and reporting on interesting articles from the scientific literature. Four faculty are hosting groups this fall.

Faculty of Science Learning Development Speaker Series: This program supports visits to campus for leaders in the field of post-secondary Science education to give presentations and meet with colleagues. The first presentation by Dr. Carol Pollock from the Biology Department at the University of British Columbia was held on October 22. Carol presented her work on Concept Inventories

and alignment of exam questions vs. course outcomes. (This latter work was published in the recent first edition of the *Canadian Journal for the Scholarship of Teaching and Learning*.) The second visiting expert will be Dr. Carolyn Eyles, Director of the Integrated Science (iSci) program at McMaster University. Carolyn will visit on November 18.

Faculty of Science Graduate Fellowship in Learning

Development: This Fellowship creates a professional development opportunity for graduate students with an interest in the scholarship of teaching and learning in Science. Held in lieu of a traditional teaching assistantship, the Fellowship allows graduate students to support faculty conducting educational research, consult with departments on course and curriculum development, and develop programming for various groups. Three Fellows, Bernard Chan (Applied Mathematics), Elizabeth Renouf (Statistics and Actuarial Sciences) and Josh Byers (Chemistry) are all active this term.

Faculty of Science Undergraduate Fellowship in Learning

Development: This Fellowship creates a professional development opportunity for undergraduate students with an interest in the scholarship of teaching and learning in Science. Over the summer, two students, Celina Lin and Natalie Kehl, collaborated with faculty on curriculum development in Physics and Biology, respectively. During this fall term, another student, Victoria Boateng, is working on analyzing the impact of curriculum innovation in Physics.



3M National Teaching Fellowships



3M National Teaching Fellowships Nomination Deadlines

Internal: August 17, 2011

External: August 31, 2011

Details regarding nomination process, award eligibility, etc. can be found at:
<http://www.uwo.ca/tsc/awards.html>

If you are interested in discussing how to put together the dossier for the Fellowship, please contact Dr. Debra Dawson at ddawson@uwo.ca. Dr. Dawson served on the 3M Selection Committee for several years and would be pleased to assist you in this process.