



Reflections

Teaching for Transformational Learning: Facilitating Educational Development in Tanzania

BY DEBRA DAWSON, DIRECTOR, TEACHING SUPPORT CENTRE

This past summer, Mike Atkinson from the Department of Psychology, Arja Vainio-Mattila from Huron University College, and I facilitated a three-day instructional skills workshop (ISW) for 15 faculty primarily from the University of Dar es Salaam in Tanzania. Our participation in the workshop was supported by a CIDA grant to Arja on **Building Civil Society Capacity for Poverty Reduction**. This was an exciting opportunity to share with our colleagues a workshop that has been implemented at campuses globally but had not yet happened in Tanzania. The ISW is an intensive program involving 24 hours of instruction. Faculty members teach three mini-lessons plus discuss teaching issues that are critical to them. Critical reflection on those issues is essential for the ISW to be a success. As the topics discussed are dependent upon the group's interests, no two ISWs are the same.

Many of the issues facing our colleagues in Tanzania are, however, identical to

those of our Western colleagues—for instance, how to cope with large class teaching and how to use technology in the classroom. Yet other issues are unique, such as dealing with power outages in an 800 seat classroom—a not uncommon experience. Our colleagues at the University of Dar es Salaam find that students seldom lack the motivation to learn as university participation is both highly valued and highly competitive—it is not an exaggeration to say that classes can be standing room only. As in our classes, there has been an

increase in students with disabilities at the University of Dar es Salaam, yet providing the services they need may be challenging. Similar to when we do the ISW here at Western, it was the sharing of resources and expertise among participants that led to deeper learning for all involved. We were inspired by our colleagues and the rich expertise they brought to our discussions. Part



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Reflections is the newsletter of the Teaching Support Centre at The University of Western Ontario | Available online at www.uwo.ca/tsc

Western Goes Global

At the Fall Perspectives conference in early September, the Teaching Support Centre hosted several sessions about internationalization efforts at Western for faculty and staff to be able to recognize what is involved with preparing global ready graduates. To discuss what is currently developing on campus, Reflections (R) interviewed Julie McMullin (JM), the Special Advisor to the Provost (Internationalization).

R: *Tell us a bit about your position as Special Advisor to the Provost.*

JM: I've been in the role as Special Advisor since January of this year. The focus of the role involves the assessment of international education on campus and making recommendations on how we might be able to improve the area of international learning and international recruitment.

R: *Let's talk first about the international learning component—what's involved with that?*

M: There are lots of different ways in which international learning can happen. The idea is that we need to educate "global ready" graduates, and in order to do so we need to provide a wider array of options. At Western, people typically think about formal exchange programs where students can study abroad for one or two terms, but very few of our undergraduate students engage in this type of program. Last year we had about 170 students on exchange from main campus. There are more exchange students from Ivey and Law, but they handle their own programs.

So international learning might occur at home for students who do not have the means or the time to go abroad. That can happen in many different ways. For example, a number of courses on campus deal with



Julie McMullin

international matters. Embedded study abroad courses have students study here for five weeks, go abroad for two weeks and then return to Western for another five weeks. Many good examples of this type of course already exist in various language courses. We are also promoting international learning at home by increasing the proportion of international students in the classroom and by creating community service learning opportunities in international settings.

R: *Remind me, can students take something like a distance studies course at another university with permission? Perhaps I could sign up for courses at the University of Rome...could this possibly be a component of international learning?*

M: We are aiming to create these kinds of programs. Right now it is really hard for students to do this—they have to do all of the legwork to find a course, have it equated, etc. So, one of my goals is to make that process easier for students. We need to develop partnerships with other world-class universities in order to increase capacity for exchange and to offer summer programs for students to study abroad. There are some great opportunities at places such as Cambridge and the University of Geneva. We would like to have a number of credits at pre-approved universities that would be counted in certain programs here at Western. This might ultimately lead to the development of a co-curricular international certificate in a particular area.

As far as international learning is concerned, we are seeing—just in the last few months—a huge increase in the number of formal exchanges being developed and various opportunities to work in different research labs, etc. And of course graduate students engage in international research conferences and research collaboration with their advisors who may have significant programs that span across borders.

Teaching for Transformational Learning...

Continued from page 1

of the discussion also centred on the use of active learning techniques in class as didactic techniques are the most commonly used teaching methods in large classes where the teachers, not textbooks, are the primary method for knowledge transmission.

To ensure that the workshop would not be a one-off occurrence, Mike and I also spent another week with eight faculty members teaching them the facilitation skills they would need to repeat the ISW without our being present. This was an intense week where colleagues who had completed the ISW in Tanzania, or participated in our August course on "Teaching at the University Level" here at Western, became more familiar with the ISW program and developed course materials they could use in teaching the ISW at the University of Dar es

Salaam. Again the conversations were rich and deep—often continuing throughout dinner. Here we delved more deeply into the role of gender and age on classroom interactions and student success. At the end of the week, we all recognized the power of reflection and how it leads to transformational learning. I can truly say I am not the same person I was before my trip to Tanzania.

If you are interested in participating in the ISW here at Western, the next two sessions will be held on:

**February 21-23, 2012
May 1-3, 2012**

You can register by going to:

<http://www.uwo.ca/tsc/isw.html>

Western Goes Global

Continued from page 2

R: *What resources are in place for faculty?*

M: A faculty member can apply for funds to develop a course or part of a course through the International Curriculum Fund (ICF). A goal at Western is to have the staff capacity to provide support to faculty members to help them with these applications.

R: *What about a faculty member who may not want to apply to the ICF, but may simply want to include some international segment in a course—for example, if I wanted to have a two-week section on Psychology in the Middle East? Where can they get some help for that kind of development?*

M: That kind of help is not in place yet, but the goal is to have an International Learning Office at Western where faculty could go and ask for assistance from the staff. There would be a knowledge base there so that they could direct you to Professor X, who happens to be doing work on the Middle East or Africa, etc. The ICF also provides resources to do the research to integrate an international component into your course.

R: *Tell me a bit more about international recruitment... where are we, where do we want to be?*

M: In 2010 we had about 147 first-year international students. This is roughly 3% of the incoming class, as compared to 6% at comparable Ontario universities. In 2011, there has been a vast improvement, and we expect that the number will be about 340 out of a class of 5100. This brings us up to about 6%. The goal is to increase this number to 10%, which seems to be where you reach the

critical mass of students starting to have influence in classes and people learning more about different cultures.

R: *Do you have a breakdown on where the students are coming from?*

M: Sure. The top 10 countries of citizenship, in order, are China, Korea, Pakistan, Hong Kong, Saudi Arabia, Trinidad and Tobago, the United Kingdom, Bangladesh, India, and the United States. Of these, the top five represent the majority of international students.

R: *So, what is Western aiming to accomplish for next year?*

M: I have recommended that a structure be put in place called Western International Education, and the Senate has approved the position of a Vice-Provost International Education. I'm currently on the senate committee that is searching to fill this position. The position will be responsible for three things: international recruitment, international services, and international learning.

R: *I can see the advantage for students of these kinds of programs, but what about the faculty...why should they develop an international component to their course?*

M: For me, the most rewarding learning experience I've ever had is teaching a graduate course where a majority of the students were international students. And I've learned more in that interaction between international students and domestic students than I could ever imagine.

For more information about the International Curriculum Fund, go to: http://www.uwo.ca/research/funding/internal/international_curriculum_fund.html or if interested in discussing internationalization at Western, please contact Julie McMullin at mcmullin@uwo.ca



The poster features a vertical graphic on the left with a laurel wreath and an apple at the top, and a classical column below it. The background is a gradient of purple and blue. At the top, the text '3M National Teaching Fellowships' is displayed in white. Below this is a row of ten small portraits of diverse individuals. In the center, the text 'Celebrating 26 years' is written in a cursive font. Below that, '3M National Teaching Fellowships' and 'Nomination Deadlines' are written in large, bold, black letters. The deadlines are listed as 'Internal: August 17, 2012' and 'External: August 31, 2012'. Further down, it states 'Details regarding nomination process, award eligibility, etc. can be found at: <http://www.uwo.ca/tsc/awards.html>'. At the bottom, it says 'If you are interested in discussing how to put together a dossier for the Fellowship, please contact Dr. Debra Dawson at dldawson@uwo.ca. Dr. Dawson served on the 3M Selection Committee for several years and would be pleased to assist you in this process.'

3M National Teaching Fellowships

Celebrating 26 years

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The Academic Integrity Survey 2012: The 10 Year Canadian Update Academic Misconduct and the Internet

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

In 2012, Western will be participating in a Canada-wide online survey that is being conducted through the *Center for Academic Integrity* at Clemson University. This anonymous survey of undergraduate and graduate students as well as faculty members is designed to help university communities understand the incidence of, means of, and reasons for cheating as well as how we can all support a culture of academic integrity at our institutions. The survey is being called *The Academic Integrity Survey 2012: The 10 Year Canadian Update* and, as this title suggests, it is an update of a large-scale survey done in 2002/2003 at 15 universities in Canada, including Western.

The update is very timely in light of recent research suggesting that academic dishonesty is on the rise. For example, in a recent survey from the Pew Research Centre, the majority of the presidents of 2- and 4-year private, public, and for-profit colleges and universities in the United States indicated that plagiarism on papers has increased in the last decade (55%; Parker, Lenhart, & Moore, 2011). Eighty-nine percent of the presidents who report an increase attributed this trend in large part to the increased use of computers and the Internet. The 10 year update will allow us to determine if, in fact, cheating has increased at Western in the last decade and, to some extent, the role of the Internet in that cheating. Among the questions on the Academic Integrity Survey (AIS), students are asked to report on the frequency they have engaged in 20 cheating behaviours in the last year. Three of these questions specifically refer to cheating using the Internet (i.e., "Turning in a paper obtained in large part from a free term paper 'mill' or website," "Turning in a paper obtained in large part from a paper 'mill'/website that charged for this information," "Copying a few sentences from an Internet source without footnoting them in a paper"). It will be interesting to see if the trends reported by the majority of university and college presidents in the U.S. are evident at Western.

Personally, I will be very interested to see if the 2012 survey can tease out a relationship between the use of cell phones, texting, social networking web sites, and other means of technically-aided social connection and academic misconduct. In particular, I am interested in the relationship, if any exists, between the use of these technologies and unpermitted student collaboration. From the AIS in 2002/2003, 34% of undergraduate student respondents reported engaging in at least one incident of unpermitted collaboration in the previous year (i.e., "Working on an assignment with others when the instructor asked for individual work"). This was the most commonly cited form of academic misconduct and, perhaps not surprisingly, the least serious form according to the students (79% indicated that it was trivial cheating or not cheating at all). I wonder if, with the increased

availability and popularity of these technologies, there will also be an increase in unpermitted collaboration or even increased use of these technologies to engage in this form of academic misconduct (i.e., instead of in-person collaboration).

Hopefully, the 2012 AIS will allow us to answer questions such as these and provide insight into new ways that we, as individuals and as an academic community, can continue to foster a culture of academic integrity and deter academic misconduct at Western. More information about *The Academic Integrity Survey 2012: The 10 Year Canadian Update* will be coming soon.

Parker, K., Lenhart, A., & Moore, K. (2011). The digital revolution and higher education: College presidents, public differ on value of online learning.

Retrieved from <http://pewsocialtrends.org/files/2011/08/online-learning.pdf>

Academic Integrity Survey 2012: The 10 year Canadian Update

Be part of a Canada-wide survey conducted through the *Center for Academic Integrity* at Clemson University.

Help the university understand your perspective on academic misconduct and how we can support our culture of integrity here at Western.

More information coming soon...

What's Going on at The Centre for Research on Teaching and Learning in Higher Education

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

The new **Centre for Research on Teaching and Learning in Higher Education** is a collaborative partnership between the Faculty of Education and the Teaching Support Centre whose mission is to advance both the understanding and practice of teaching and learning in post-secondary education. Specifically, we

- ✓ support the advancement of research on teaching and learning in higher education at Western;
- ✓ provide avenues for the exchange of ideas and information about research on teaching and learning in post-secondary education;
- ✓ facilitate the continued growth of a scholarly community in the area of research on teaching and learning;
- ✓ support the development and dissemination of scholarship relevant to teaching and learning practice; and
- ✓ recognize and promote excellence in research on teaching and learning in higher education.

The Centre consists of an inter-disciplinary team of researchers investigating a range of topics in teaching and learning in university. Current projects include:

- ✓ The relative impact of instructional training programs with and without significant cultural components on the teaching self-efficacy, communication apprehension, and use of effective teaching behaviours of international graduate students.
- ✓ The effect of the Instructional Skills Workshop on faculty members' approaches to teaching.
- ✓ An exploration of how positive traits and strengths such as curiosity, hope, self-efficacy, self-control, and achievement goals develop and change over undergraduate students' educational careers and how these traits and strengths both impact and are impacted by their university experiences.
- ✓ The effect of clicker feedback on undergraduate Biology students' help-seeking and learning strategy use.
- ✓ The impact of diverse graduate teaching development programs on graduate students' teaching self-efficacy, pedagogical knowledge, approach to teaching, and teaching effectiveness.

To learn more about the Centre, the research team, and past and current research projects, please see our new web site at www.edu.uwo.ca/research/crtlhe or contact us at crtlhe@uwo.ca.

COMING SOON: The Western Guide to Working with TAs

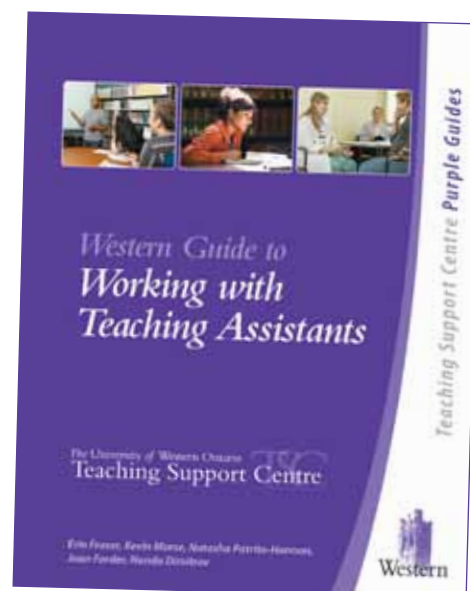
TSC Purple Guides – Volume 6

Teaching assistants are a central part of your teaching team. Well prepared TAs can save you time on marking, handle student questions, guest lecture when you are away at a conference, write great exam questions, and contribute to the development of a course with creative ideas and a fresh perspective. Great TAs can feel the "pulse of the class" and tell you whether students are following your lectures or feeling confused about new material.

Inadequately prepared TAs in your teaching team, however, may give students inconsistent feedback while marking, hold up your final grades, or

inadvertently communicate with students in ways that lead to more grade appeals, confused students, and lower course evaluations.

The goal of our new Purple Guide is to provide faculty with strategies to support and mentor their TAs and TA teams in order to save time, reduce student appeals, enhance the quality of teaching by graduate teaching assistants, and mentor the next generation of faculty. The new volume includes examples of innovative TA team approaches from Western, sample TA evaluation forms, and resources for supporting international TAs.



Working with Graduate Teaching Assistants will be available online later this fall through the Teaching Support Centre webpage: (www.uwo.ca/tsc/purpleguides.html)

Introducing Summon

BY TOM ADAM, INFORMATION LITERACY LIBRARIAN, WESTERN LIBRARIES

Western Libraries has a new discovery tool called Summon, available to the Western community beginning this term via the default search box on the Libraries' homepage. Summon provides a different "search and find" experience for users through a single mechanism to locate content, in combination with a simplified process for retrieving the electronic full text. Users can easily search and access articles from hundreds of academic publishers across disciplines plus the full contents of our Shared Library Catalogue. Facets allow you to easily narrow large sets of search results. Find out more at our 'About Summon' page, which includes a link to full content and coverage lists for Summon.

We're introducing Summon as a result of feedback gathered from library users in Spring 2010 through the LibQual+ survey. At that time, survey results indicated that users often had difficulty determining the best place to search for information through the library website owing to the sheer number

of products on offer. With hundreds of databases to choose from, plus the Shared Library Catalogue, Western Libraries sought a solution to streamline discovery of the wealth of material we have in our collections, both physical and virtual.

We are not alone in experiencing these frustrations. Researchers at the University of Washington I-School are currently investigating the information seeking and managing behaviours of students in Project Information Literacy. Initial results of this multi-year study reveal that students generally understand that the academic library is the place to go for credible, reliable, scholarly information. However, the roadblocks they encounter in locating and retrieving this information using the traditional library tools, catalogues and databases, frequently leads them to abandon the library and satisfice with the results they get much more easily from search engines such as Google.

While Summon offers a simplified and unified search experience for academic library

content, we have not completely discarded our more familiar tools. Individual stand-alone database products will always be an important part of Western Libraries' collections. You can continue to **find and search individual databases** through the library website. The **Shared Library Catalogue** as well is also available as a stand-alone search and may be accessed through the 'Catalogue' button found in the upper left hand corner of the library website or through the Catalogue tab found beside the Summon tab in the centre of the page. We have merely added Summon as another tool in the box in order to provide a discovery experience that suits the needs of everyone in the Western community.

Western Libraries **welcomes feedback** from our users on Summon and will be undertaking formal assessment throughout the academic year on this new service.

For more information, visit:
www.lib.uwo.ca/search/aboutsummon.html

The screenshot shows the Western Libraries homepage with a navigation bar at the top containing links: HOME, CATALOGUE, LIBRARIES, SERVICES, CONTACT, HOURS, ASK, MOBILE, and Text Only. Below the navigation bar is a banner image showing students in a library. The main content area is divided into several sections. On the left, there is a 'LOGINS' section with 'Off-Campus Access' and a login form for UWO Username and Password. Below this is a 'RESEARCH TOOLS' section with links to Program Guides, Databases, Citing & Writing, Get Research Help, Plugins, Tutorials, and Search the Website. In the center, there is a 'WELCOME' section with a 'Summon' tab highlighted by a red oval, along with a search box and a 'Search' button. Below the search box are links to 'Advanced Search', 'Databases', 'E-Journals', 'Program Guides', and 'Journals Linker'. To the right of the search box is a 'RECENT NEWS' section with a list of news items and a 'More News' link. On the far right, there is a 'HOURS' section for Tuesday, October 18, 2011, with a table of hours for various departments. Below the hours section is a 'RESEARCH SHOWCASE' section with a 'Scholarship@Western' link. At the bottom of the page is a navigation bar with links: ABOUT THE LIBRARIES, POLICIES, PRIVACY, SUPPORT THE LIBRARIES, and WESTERN.

HOURS	
Tue, Oct 18, 2011	
ARCC	10:00 am - 4:30 pm
Business	8:30 am - 9:00 pm
Education	8:30 am - 7:00 pm
Law	8:30 am - 8:00 pm
Music	8:30 am - 7:00 pm
Taylor	8:30 am - 11:30 pm
Library & Data	8:30 am - 11:30 pm
Library & Data	8:30 am - 3:30 pm

Western Libraries' revamped home page incorporating the Summon search box.

It's More Than Just Language: It's About the Process

BY NADINE LE GROS, LANGUAGE & COMMUNICATION INSTRUCTOR, TEACHING SUPPORT CENTRE

Internationalization is a buzz word on campuses all across Canada, and it involves many elements ranging from inviting greater numbers of international students to our campuses to making changes in curricula that reflect different paradigms. The most visible and audible aspect is, of course, the increase in numbers of international students. International students contribute enormously to the Western campus, and I would argue they help prepare Canadian students for the workforce in which they will one day work, as our students can be guaranteed to have supervisors, colleagues, patients, customers, constituents, etc. who come from different cultures. The increase in international students also creates challenges for staff and faculty who are unsure of how to support these students. The most obvious skill people believe international students need is English language fluency, but living successfully in another culture is not just about language. In fact, a person who is highly proficient can still experience extreme difficulty living in a new culture. As a host institution, it is vital to be cognizant of what individuals undergo in the face of cultural difference so that we can both support them and recognize when we need support as much as possible.

The Intercultural Development Continuum (IDC; Hammer, 2009) offers a framework through which we can consider how individuals will generally respond to cultural difference. The IDC is a five-stage model of intercultural cognitive development, which is an adaptation of the Developmental Model of Intercultural Sensitivity (DMIS; Bennett, 1993). But first, a word of caution: I'm a fan of models from the perspective that they create a forum in which to discuss issues. But Shakespeare was right—"there are more things on heaven on earth ... than are dreamt of in [our] philosophy." Therefore, we need to be tentative about how we use this model. Having said that, the IDC is a good model, and it's a helpful model.

The IDC consists of five stages of development, three of which are characteristic of a Monocultural Mindset and two of which are characteristic of an Intercultural/Global

Mindset. With a Monocultural Mindset, individuals tend to experience cultural differences through their own worldviews. If people see a behaviour they don't understand from somebody from a different culture, they will interpret it through their own cultural lens—through their own value system. For example, a graduate student might agree to do something that his supervisor has asked him to do knowing full well that he will not be able to get it done. If his professor has a Monocultural Mindset, he might think, "This student has been dishonest with me; he should not have said he could do the work." With an Intercultural/Global Mindset, individuals can acknowledge that their own worldviews are not central to all paradigms. If they see behaviour they don't understand, they will be more likely to consider alternate explanations. In the previous example, a professor with an Intercultural or Global Mindset might realize that the student did not say 'no' out of respect. The professor might then a) have a conversation with the student about the importance of being direct; and/or b) be more mindful of how he phrased questions and directions to the student.

The IDC posits that as one's experience with cultural difference becomes more sophisticated, one moves further along the continuum of stages developing cognitive structures and developing intercultural competence. The Monocultural Mindset features three stages: Denial, Polarization, and Minimization. The Intercultural/Global Mindset features two stages: Acceptance and Adaptation.

Denial is the default stage, in which one does not recognize that cultural differences exist between people. While people who have never had experiences with other cultures can be in Denial, even those who have been in a culture for a period of time can still be in this stage if they constantly separate themselves from the host culture or are simply apathetic to differences. I once had a student who registered in Denial on the Intercultural Development Inventory (IDI), the psychometric tool which measures orientation to cultural difference. He had been in Canada and the United States for years but had

immersed himself entirely in his studies. He once said, "I know about Canadian culture, because my family has been in the United States for years." He subsequently 'failed dinner' at a faculty interview because he was unable to partake in any discussions unrelated to his discipline. He had done nothing during his PhD except work and study. While this might seem ideal to a supervisor, it is in nobody's best interests for students to wear blinders while in another country. Students need to be able to see cultural difference in order to be able to negotiate being in a new culture.

Polarization is the stage when newcomers recognize that differences do exist and tend to view the host culture in polarities. They may see it as either inferior to their own or possibly superior to their own. A person in Polarization may find it challenging to engage in relationships with people from other cultures as they tend to have an us-and-them approach to cultural difference and may resort to using stereotypes to make sense of cultural differences. A student who views the host culture as inferior might frequently say things such as, "Oh the education system in my country is much better. I can't believe how little these students know!" A student who views the host culture as superior might frequently say things such as, "Oh the professors here are so much better than they are in my country. They all treat their students so respectfully—they're like equals." A difficulty of Polarization is that the separation it engenders can fossilize a person's intercultural cognitive development and threaten goals. For some students, overcoming Polarization will be a matter of time until they have more balanced interpretations. However, I have had students who have been in Canada for more than 10 years who registered on the IDI in Polarization, which was indicative of trauma (M. Hammer, personal communication, 2006). If students have been in Canada for many years and still engage in a lot of us-and-them discourse, they might actually require counseling. (Some measure of us-and-them talk can be a permanent feature for people who have lived overseas. It's only when the state is persistent

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It's More Than Just Language...

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and threatens goals that counseling might be necessary.)

In **Minimization**, individuals will be aware that differences exist but will gloss over the depth or significance of the differences. They tend to make assumptions about human commonalities, which diminish cultural differences. They'll say, "All students respect their teachers" without realizing that the way respect manifests itself is different from one culture to another. Minimization can be a comfortable and productive stage; however, minimization can be problematic, as in the face of difficulties people can revert to Polarization. In addition, a person with a Minimization approach to cultural difference might miss important subtleties because they are focusing on commonalities. For example, an engineering student could easily just focus on the universality of scientific principles and completely overlook how power or collaboration might be handled differently in a group of international people working on a project. Such an oversight could result in the person being good at the science but bad at the management of a multi-national team.

In **Acceptance**, one appreciates and respects differences, recognizing their cultural context. If people are in Acceptance, they'll be more able to acknowledge that behaviour which does not reflect their own value systems might be appropriate to the context of the host culture. Individuals in Acceptance will be likely to be able to experience cultural difficulty and negotiate their way through it.

For example, they might be shocked by how directly and publicly a supervisor gave them negative feedback if they come from a culture where the norms would dictate a private and gentle delivery. After the initial shock, such an individual would be able to walk through an internal debrief and realize that while they didn't enjoy the experience, it was actually not rude behaviour but was appropriate to the context. These individuals are essential to any group that has multiple cultures in it, as they can serve as bridges and view situations from multiple perspectives.

In **Adaptation**, one shifts one's own behaviour and perspective to be more culturally appropriate to different contexts. A person in Adaptation will be able to approach a situation in ways appropriate for other cultures. For example, recently a student of mine was having difficulty with an individual in his working group. After a discussion about the various elements and actors involved, he took a course of action that ran counter to his own sense of propriety but which was effective as it was consistent with the other party's expectations. Interestingly, it is this level of development that many people expect newcomers to demonstrate—and quickly. Unfortunately, it can take a very long time for individuals to achieve the Adaptation stage, and for some it may simply be beyond their ken.

While living in another culture or working with individuals from other cultures can be exhilarating, it can also initially be destabilizing. However, just because an individual is experiencing difficulty in the face of cultural difference does not mean

that person will not be able to adjust to the experience. In fact, some research indicates that great intercultural difficulty can actually be experienced by those who will eventually become the most intercultural competent (Ruben & Kealey, 1979).

As our classes become more international, we need to remember that adaptation ought not to be a one-way street. While faculty and staff in the host culture might consider the behaviour of newcomers through the lens of the IDC, it is also critical that they attend to their own positioning on the continuum. So, how is movement along the continuum encouraged? Being mindful of some of the elements involved with experiencing cultural difference helps, but unfortunately, there is no short cut to intercultural competence. However, the Teaching Support Centre has a host of resources to support everybody on campus.

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International Faculty Forum 2011-12

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

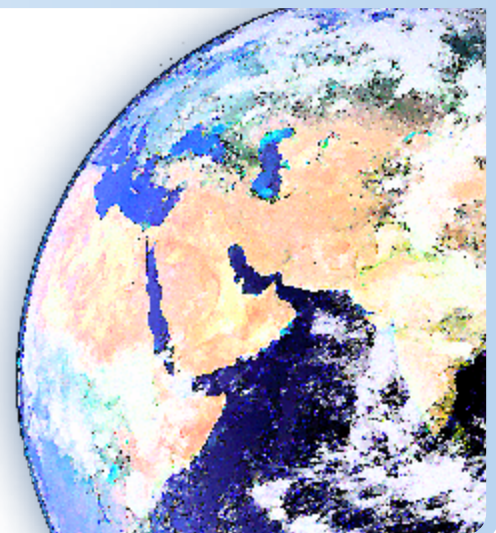
All welcome. Refreshments will be served.

Last year's conversations included:

research abroad, international field courses, sabbaticals abroad, teaching international students, supervising students from different cultures, moving across countries with young families, teaching in Canada and getting settled in London
– among many others.

Fall 2011 – Tuesdays 3:00 - 4:30 p.m.

November 29 (at Einstein's) and December 13 (at Grad Club)



Mentoring Matters

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

In a positive collegial atmosphere, mentoring is natural. More experienced members of faculty offer advice, guidance, and support to their new colleagues.

The reality is that cultural and disciplinary differences among faculties, departments or schools determine how mentoring happens. In some areas, there are formal systems in place to ensure that every probationary faculty member has a mentoring partner or committee. For many units, a less formal approach is considered appropriate.

The best practice for members of faculty is to be proactive. Determine what you need in terms of information, assistance, or advice and ask what is available in your department or area. The Chair is probably the first person to approach for direction, but it's also a good idea to work with your peers. Informal encounters are good times to talk about experiences and concerns and to share ideas and resources that have worked. Depending on what you need to know, you may also find a team-mentoring approach helpful. Technicians, librarians, support staff, successful researchers—all may have knowledge that fills gaps for you.

The Teaching Support Centre is a good resource, too. Along with programs to help develop the best teaching practices, the Centre offers a series of mentoring workshops that runs through the academic year. One focus is the research grant: writing successful grant applications and locating funding sources, including international partnerships. Workshops are also dedicated to the promotion and tenure process and to finding a balanced approach to work and personal life. These workshops offer unique opportunities to interact with experienced colleagues from across campus, and to meet new colleagues from a variety of disciplines.

These are great for networking!

New this year is a micro-grant designed to maximize mentoring experiences for full-time tenure-track faculty. For information and forms, please go to: www.uwo.ca/tsc/mentoring_micro_grant.html.

For mentors, there will be a workshop in November on guidelines and best mentoring practices.

Watch our website for information and let us know what you need. We are here for you.

FACULTY MENTOR PROGRAM Workshop Sessions

Research Western, Internal Grants and other Sources

November 25, 2011, 1:30-3:30

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 8, 2011, 1:30-3:30

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

International Research and Collaboration

January 20, 2012, 1:30-3:30

Colleagues with previous experience in international research and collaboration will share their experiences in establishing research partnerships and taking students abroad.

Development of a Teaching Dossier and a Teaching Philosophy

February 10, 2012, 1:30-3:30

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

For more information, visit the TSC website at:
www.uwo.ca/tsc

Teaching Squares Program

Fall 2011 marks the second year of the campus-wide Teaching Squares program. During this fall semester, 20 faculty members from across multiple disciplines have committed to a process of reciprocal classroom observation and self-reflection. Participants are placed in groups of four, creating a “teaching square” and they invite one another to observe their classes to gain new insights into the processes of teaching and learning. Upon completion of the observations, each group meets over lunch to enjoy a fine meal and share their ideas. Active participation by faculty members in these community-building and teaching-enhancing endeavours reflects Western’s continued commitment to teaching excellence. For more information regarding this program or to register for the Winter session of Teaching Squares, please contact Natasha Patrito Hannon (npatrit@uwo.ca), Educational Developer, Teaching Support Centre.

Professional Master's Degrees

BY GLORIA LECKIE, FACULTY ASSOCIATE, TEACHING SUPPORT CENTRE

Within the last ten years, a new type of master's degree has emerged, primarily in the United States, but also in Canada, the UK and other countries. These new master's degrees are referred to as Professional Master's degrees: in the Arts and Social Sciences, they are called PMA (Professional Master's) programs, while in the Sciences and Engineering, they are referred to as Professional Science Master's (or PSMs).

While various types of professional master's programs have been around for decades (such as business, public administration, occupational and physical therapy, library science, and journalism, to name a few), such programs have usually been in support of specific and well-established professions. However, in the rapidly changing technologically-oriented workplaces of today, there are many emerging types of positions which have not been recognized as "professions" as such. These new types of positions usually require a combination of specific disciplinary knowledge/training and business-related skills, and until relatively recently, there were no graduate programs available to educate the personnel required to fill these roles.

With the creation and growth of PMA and PSM programs, all that is quickly changing. According to the Council of Graduate Schools (CGS 2006), PMA and PSM programs are the most rapidly growing sector

of graduate education in the United States. There are many reasons for this growth, including demand from employers and from potential students, who see these types of degrees as the best way to advance their careers, and recognition by universities, governments and other bodies that these new degrees are good for the economy and are meeting the need to be innovative and technologically advanced in many specific areas.

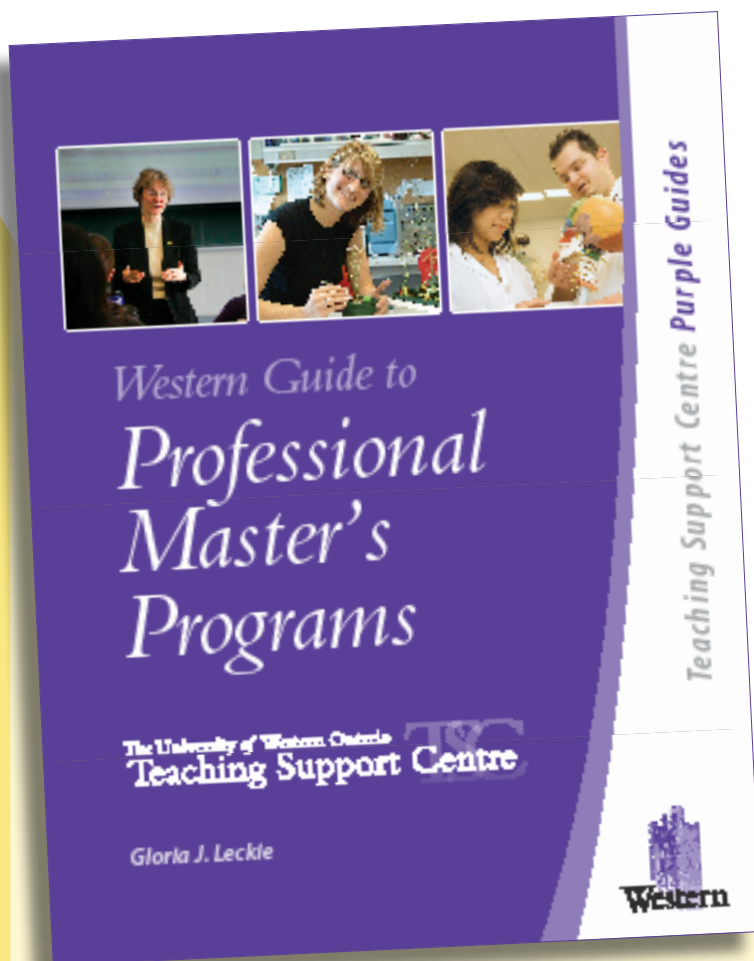
PMA and PSM programs have particular characteristics, and in fact, to be recognized as a bona fide PSM program, certain criteria must be met. First, PSM programs must have a mandatory internship, whereby the students are exposed to the type of working environment and responsibilities for which they are being educated. Second, in addition to a suite of disciplinary courses, PSM programs must include a series of business-related courses, including such things as professional communication, project management, team approaches, ethics and sometimes covering additional areas such as regulatory and legal issues. PSM/PMA programs usually do not have a thesis requirement, thus requiring far less supervision than thesis-based master's programs, and are one to two years in length. The goal is to give students the knowledge and skills that they need to be successful in the workplace and get them out into appropriate positions relatively quickly. This approach seems to be working well: the most recent study of PSM graduates reveals that they are very satisfied with their PSM programs and were "highly likely to be employed... and to be working in a job related to their field of study" (Bell and Allum 2011b, 13).

PMA and PSM programs are quite varied and cover a wide array of background disciplines. Existing PMA programs include areas such as behavioral analysis, community health, criminal justice, museum studies and social documentation. Among PSM programs, 54% are in the areas of biology/biotechnology or environmental science, but the remaining programs cover physics and geological sciences, medical sciences, mathematics and statistics, and computational sciences (Bell and Allum 2011a, 4). Specific examples of PSM programs include applied computing, coastal and watershed management, food sciences and nutrition, health care informatics, materials and chemical synthesis, and molecular biotechnology.

For more information on PMA and PSM programs, and guidance on issues in establishing such programs, please see the Western Guide to Professional Master's Programs, available on the TSC web site at: www.uwo.ca/tsc/purpleguides.html or if interested in discussing possibilities for such programs, contact Gloria Leckie at leckie@uwo.ca.

References

- Bell, N.E. and Allum, J.R. 2011a. Enrollment and Degrees in Professional Science Master's (PSM) Programs: 2010. Washington: Council of Graduate Schools.
- Bell, N.E. and Allum, J.R. 2011b. Outcomes for PSM Alumni: 2010/11. Washington: Council of Graduate Schools.
- Council of Graduate Schools (CGS). 2006. Professional Master's Education: A CGS Guide to Establishing Programs. Washington: CGS.



Two New Additions to Turnitin that You Might Find Useful

BY KIM HOLLAND, INSTRUCTIONAL DESIGNER, TEACHING SUPPORT CENTRE

There are now two new allied tools in the Turnitin package that can make your life easier as an instructor. These are GradeMark and PeerMark.

GradeMark is an online tool that enables editing marks and comments directly on to students' papers. This process can save you time while providing richer feedback to your students. Imagine, no more heavy loads of papers to carry around, no more fear of lost papers, no more tracking when that paper was handed in, and at the same time an easy to use set of online grading tools. The GradeMark tool is flexible enough to allow both custom and standard grading comments to be applied to a student's paper.

Do you find that many students have the same errors in their papers, and after the tenth time you are tired of repeating the same comment on yet another student's paper?

GradeMark custom comments and rubrics are for you. Comments can be saved and quickly reapplied to another paper while a grading rubric allows feedback to a student. More information can be found at <https://turnitin.com/static/products/grademark.php>. On this web page there is a link to a short video that demonstrates this software ("View Product Demo" link).

PeerMark software facilitates peer review, so students can evaluate each other's work with a similar set of grading tools that GradeMark provides. With PeerMark you can specify the grading criteria or assessment questions that each student will use in assessing each other's work. This peer review can be associated to an individual student or be made anonymously. Many instructors find that using student peer review methods aid in developing critical thinking skills in their

students. More information can be found at <https://turnitin.com/static/products/peermark.php>. On this web page there is a link to a short video that demonstrates this software ("View Product Demo" link).

During the past year Western had an exploratory limited license to GradeMark. Instructors who have used this software have said "Now that I have used GradeMark, I don't want to go back to old days of grading paper copies of essays."

If you try using these two new tools, please let me know your experiences (e-mail kholland@uwo.ca).



Teaching AWARDS and Grants

WESTERN FUNDING INITIATIVES

➤ Fellowship in Teaching Innovation

Application Deadline: March 1, 2012

www.uwo.ca/tsc/awards.html

➤ International Curriculum Fund

Dean's Deadline: January 16, 2012; RD&S Deadline: January 31, 2012

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

➤ Research on Teaching Grant (pending funding approval)

Dean's Deadline: March 15, 2012; RD&S Deadline: April 2, 2012

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

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, 2011

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, 2012 (internal); August 31, 2012 (external)

www.mcmaster.ca/3Mteachingfellowships

➤ OCUFA Teaching and Academic Librarianship Awards

Deadline for nominations: May 21, 2012

www.ocufa.on.ca

➤ Alan Blizzard Award – Rewarding Collaboration in Teaching

Deadline for nominations: January 13, 2012

www.stlhc.ca/awards/alan-blizzard-award/curriculum_fund.html

Introducing the New OWL

BY KIM HOLLAND, INSTRUCTIONAL DESIGNER, TEACHING SUPPORT CENTRE

As you likely know, Western has selected a new replacement for the old WebCT Learning Management System (LMS). Hundreds of people across the university from students, staff, and faculty were involved in helping to select the new LMS. The consensus opinion was that Sakai would best meet the needs of Western's teaching and learning community.

Sakai is an open source suite of collaboration tools that is currently used in more than 350 educational institutions worldwide. Announcements, assignment drop boxes, chat rooms, discussion forums,

email, grade book, scheduler /calendar, are some of the familiar tools in Sakai. These tool names might sound familiar, but how they work and how you structure your collaborative space/course will be very different.



Sakai is definitely a more modern rethink of an LMS. At this point, some of you might be cheering-out with the old WebCT and in with the new Sakai. With any new set of tools you will have to invest time in discovering how to use them effectively. As in the past, the Instructional Technology Resource Centre (ITRC) www.uwo.ca/its/itrc will assist with course migration and the Teaching Support Centre www.uwo.ca/tsc will assist with online pedagogy.

Sakai will present many opportunities over the coming years for you to rethink how to best incorporate these tools into your students' learning.

Teaching Support Centre presents INSTRUCTIONAL SKILLS WORKSHOP FOR FACULTY

- Intensive three-day teaching workshop
- Open to all Western faculty
- Designed for both new and experienced instructors
- Required to attend the full three days (8:30 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 21, 22, 23, 2012
- May 1, 2, 3, 2012

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



A Class of Seven Billion: The Western Conference on Science Education (WCSE)

BY TOM HAFFIE: FACULTY ASSOCIATE, TEACHING SUPPORT CENTRE; WCSE CONFERENCE CHAIR

In his Great Hall Banquet address, Adam Bly, founder and CEO of SEED Media Group, challenged WCSE delegates to re-imagine their approach to science literacy. "What if our goal was not the training of thousands of scientists, but rather the education of seven billion scientifically literate citizens?" Bly's provocative ideas about how to go about educating a class of seven billion stretched the conference theme of "Pulling Together" well beyond the walls of our classrooms and the borders of our country.

The Western Conference on Science Education, which was held July 6 – 8, 2011, was the first conference inviting Canadian post-secondary science educators to gather across disciplines. They made good use of the opportunity. Over 130 delegates from Vancouver Island to Cape Breton Island (now known as "Wixies") gathered at Western to meet one another and share their experience, innovations, and research in teaching and learning.

Here is a peek at some titles of presentations, workshops, and posters from the Conference Program:

Exploring the use of social media to support teaching and learning physics

Seeing with new eyes: developing visual literacy in the sciences

Strengthening our measurement instruments in science education

Student success and the high school/university transition

Immersive learning through educational gaming

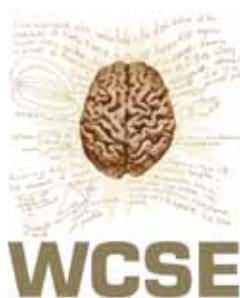
Evaluating teaching: re-visiting the use of chemistry concept inventories

Ambivalence in teaching publicly controversial science

Citizen science projects for non-science astronomy students

Facilitated group problem-solving sessions in first year calculus

Science education mythbusters: challenging the idea of expected grade distributions and "anomalous grades"



Presentations by Gisèle Yasmee, VP Research SSHRC, and Isabelle Blain, VP NSERC, generated lively discussion of the state of funding for SoTL work in post-secondary science education in Canada.

The success of the inaugural conference allows us to envision the triennial WCSE conferences as engaging and generative "beads on a string." One aspect of the "string" that will connect the conferences is the [WCSE Blog](#). The Committee will make regular posts on issues important to Wixies. Another strand in the string is an ongoing review of the scholarship of teaching and learning in Canadian post-secondary science. A collaborative group of Western faculty, graduate students, and librarians made a preliminary presentation at the Conference and will be publishing the full review in the coming year. See the Blog for a copy of the bibliography to date.

The Conference acknowledges the generous founding support of the Faculty of Science, Research Western, Western Libraries, the Teaching Support Centre, the Instructional Technology Resource Centre, and Nelson Education. A small army of graduate student volunteers helped to ensure that the conference ran smoothly and delegates were well looked after. We also appreciate the cooperation and assistance provided by Western's Conference Services. The Conference Committee consisted of Bernard Chan, Rob Dean, Winona Gadapati, Alyssa Gilbert, Keith Griffiths, Natasha Patrino Hannon, Ken Meadows, Alex Timoshenko, Cam Tsujita, Jennifer Waugh, Tim Wilson, Bethany White and Mitch Zimmer.

Slides supporting many of the 50+ talks are posted on the WCSE Blog at wcse.ca. Links will be posted soon to videos of engaging plenary talks by Peter Mahaffy (Pulling Together for Climate Change Education, King's University College), Sarah Gilbert (CWSEI Showcase, Acting Director, Carl Wieman Science Education Initiative, UBC) and Brent Davis (Complexity in Science Education, University of Calgary).