Reflections

NUMBER 70, SPRING 2014

Looking Backward to Move Your Courses Forward: Reflecting on a Year of Teaching

BY NATASHA PATRITO HANNON, EDUCATIONAL DEVELOPER, TEACHING SUPPORT CENTRE

If I listen closely enough, I can hear it. The collective sigh that escapes from Western faculty on that day in late April or early May when final grades are due, when the race to stay one lecture ahead of your students is momentarily over. If you are anything like me, you try to make a clean break, hiding the course textbook in a neglected corner of the bookshelf, wiping the desktop free of any traces of lecture notes. I tell myself that distance makes the heart grow fonder. That the course could use some rejigging, but that I'll get back to it soon…in a couple of weeks…once I've had a bit of a break…

And then suddenly it's late-August. Perhaps the updating of that course will have to wait? I guess I'll run with what I've got…

In an ideal world, each of us would reflect on our teaching in an on-going and structured way throughout the year, embedding mechanisms to collect and act on student feedback at multiple points in the semester, keeping a teaching log to note successes and course elements that will require revision. Caught up in the torrent of the academic year, however, many of us wait for the summer months to cast a critical eye on our courses and renew or redesign our teaching efforts. **In this article, I'll offer some guiding questions to structure your reflections over the summer months and suggest tools that will help you translate your thoughts into meaningful course improvements.**

Critical reflection on teaching and learning, as described by Brookfield (1995), requires self-discipline and a willingness to examine our unspoken assumptions about education. He suggests that if we view our practice through four 'lenses' – self, student, peer, and literature – we can gain unique insights into the pedagogical choices that we make, the positive, neutral or negative impacts these choices have on student learning, and alternative approaches that might improve learning moving forward.

SELF

I recently came across a fascinating paper by neurobiologist, Kimberley Tanner (2011), in which she challenged herself to complete the same end of semester assignment as her introductory biology students – a 1500 word reflection piece responding to the prompt, *"What have you learned in this class that will continue to influence you for years to come? How have you learned these things?"* Not only did she emerge from the process with five action-oriented insights that were broadly applicable to many of the courses that she teaches, she did so

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In this Issue:

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without becoming mired in the 'problems' that she experienced when teaching the class.

As academics, our teaching reflections often turn directly into analyses of what 'went wrong', which can leave us feeling demoralized. Instead, I suggest that at the end of this winter term, you take a few minutes to jot down your responses to the following questions: *Over the past academic year, when have I felt most effective as an instructor? When were my students most excited about or engaged in my course(s)? Consider the conditions that surrounded these optimal experiences. Are there any commonalities or themes that emerge? How might I embed more of those moments into the next iteration of my course(s)?* By focusing on what has worked in the past year of teaching, you may uncover unknown strengths, and by creating more opportunities for those effective practices to take root in your classrooms, you will automatically 'crowd out' less fruitful activities.

STUDENT

As I was perusing websites and blogs in preparation for writing this article, I came across a suggestion from a University of Winnipeg guidebook, *Students Rating Teaching* (2006) that was staggeringly simple and yet novel. Consider filling out Western's Student Evaluation form yourself (keeping a specific course in mind) in advance of reading any student feedback from that class. This provides a baseline against which you can compare student ratings and helps you to quickly identify points of convergence and divergence. You are then free to focus your attention on any unanticipated points of weakness that were highlighted by students. This strategy helps to eliminate some of the 'noise' that can be associated with reviewing and acting on student feedback and gives you a concrete starting point from which to address their concerns.

PEERS

In my daily encounters with graduate students and faculty, I am continually astounded by the collective teaching wisdom that exists in our community of scholars. All of us have wrestled with the problems of communicating complex ideas, engaging and motivating students and posing effective questions, and much can be gained from sharing these experiences with one another.

If you have a close colleague or group of colleagues with whom you are comfortable sharing your teaching concerns, set dates to meet monthly throughout the summer to chat about your respective course renewal processes. Standing meetings will give you momentum and provide incentive to turn your reflections into concrete syllabus changes. Multiple sets of eyes and ears will offer new ideas to help you overcome challenges or offer different approaches to assessment, sequencing of course material, promoting participation, etc.

If you would like to meet with an interdisciplinary group of faculty, the Teaching Support Centre will be introducing its first **'Course Renewal' summer learning community**. Throughout the summer, interested instructors will gather informally during the last week of each month to dialogue about their course 'renovations' and to gather ideas and feedback from colleagues. For more information about this learning community, please contact me at **npatrit@uwo.ca**.

LITERATURE

There is a great body of literature related to effective course design, authentic assessments of student learning, and motivating participation. Engaging with this research and coming to understand that there are teaching practices that offer demonstrated and measureable benefits for student learning allows us to "take informed actions in our classes that can be justified and explained to others," (McLean, 2007). However, wading through hundreds of studies outside of your area of expertise is a daunting task. If you were to ask me to help you navigate this research and suggest just one paper that encapsulates the connection between critical reflection and a renewed approach to teaching and learning, I would offer David Whetten's *Principles of Effective Course Design: What I wish I had known about learner-centered teaching 30 years ago* (2007).

For a more robust and consolidated overview of key course design and teaching and learning literature, consider attending the **TSC's Course Design & Renovation Workshop (May 27 & 29, 2014)**, a two-day intensive seminar designed to help you create a course with well-aligned learning outcomes, assessments, and teaching strategies. Visit our **website** for more information on this program or to register.

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Lawall, M. (2006). *Students rating teaching: How student feedback can inform your teaching*. Retrieved from http://intranet.umanitoba.ca/academic_support/catl/media/seeq_booklet.pdf.

McLean, J. (2007). Reflecting on your teaching. In *Teaching at the University of Manitoba: A handbook* (Section 5.9). Retrieved from http://intranet.umanitoba.ca/academic_support/catl/media/5_lr_UTShandbook.pdf.

Tanner, K. D. (2011). Moving theory into practice: A reflection on teaching a large, introductory biology course for majors. *CBE Life Sciences Education, 10* (2), 113-122.

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Spring Perspectives on Teaching

Wednesday, May 14, 2014

Arthur & Sonia Labatt Health Sciences Building, Rm. 40, 9:00 am – 4:00 pm

KEYNOTE SESSION:

Designing Assessment Methods That Capture Your Students' Learning

- Peggy Maki, Education Consultant Specializing in Assessing Student Learning

CONCURRENT SESSIONS:

Talking Tech: Faculty Perspectives on eLearning at Western

- Suzanne Kearns (DAN Program in Management and Organizational Studies)
- Bethany White (Statistical & Actuarial Sciences)
- Tim Wilson (Anatomy and Cell Biology)

The (Marking) Key to Success: Using Rubrics in the University Context

- Joe Compeau (Ivey School of Business)
- Peter Ferguson (Political Science)
- Miranda Green-Barteet (Women's Studies & English and Writing Studies)
- Natasha Patrito Hannon (Teaching Support Centre)

Changing the Culture of Grading

- Peggy Maki (Keynote Speaker)
- Mark McDayter (English and Writing Studies)
- Lindi Wahl (Applied Mathematics)
- Jay Loftus (Schulich Medicine and Dentistry)

Building Successful Faculty - TA Partnerships

- Andrew Johnson & Leichelle Little (Health Sciences)
- Catherine Nolan & Jennifer Hutchison (Don Wright School of Music)

CLOSING PLENARY SESSION:

The Future of Higher Education

- David Bentley (English and Writing Studies)
- Amanda Grzyb (Information and Media Studies)
- Tom Haffie (Biology)

To view program/register, visit the Teaching Support Centre's website at:
www.uwo.ca/tsc

Measuring an Authentic Assessment Task: RUMINATING ON RUBRICS

BY WENDY A. CROCKER, CURRICULUM AND ELEARNING SPECIALIST, TEACHING SUPPORT CENTRE

Authentic assessment tasks have two parts. The first, as was described in the last issue of **Reflections**, is to think about ways in which the knowledge and skills of students can be demonstrated in "real life" or authentic ways. Review the student outcomes for the course. What is stated that successful candidates would know and be able to do? These demonstrations of knowledge form the basis of the task. Next, consider the best method for observing those demonstrated skills. Is it through a portfolio? A simulation or a case? A poster or a presentation? Then, list the criteria that you would consider appropriate to see as an active demonstration of what the student should know and be able to do. The second part of an authentic assessment is to consider how to measure the student performance on the task: construct a way to assess the quality of that demonstration. This article will focus on rubrics as one tool for assessing authentic assessment.

What is a rubric?

A rubric can take many forms depending on its purpose. In some cases, it is a numeric scale from one to five accompanied by a descriptor such as limited, satisfactory, good, very good, and excellent. Other rubrics may be a three point scale: unsatisfactory, satisfactory, and good. As the instructor, you determine the criteria to be assessed based on the outcomes that are to be demonstrated and then create the descriptors of what each demonstration "looks like". The key to success in measuring an authentic assessment task is the level of clarity in expressing the criteria and the related performance at each level. Further, the rubric should be shared with the students *before* they begin the task so that they are well aware of your expectations for the assessment task and the outcomes being measured.

Analytic rubrics

Rubrics are often represented as a matrix that lists the criteria along the left or "y" axis, and the "how well" scale along the top or "x" axis. Each of the squares in the grid is completed with a description of what a performance/demonstration of the skill would look like at that level. Figure 1 (above) is a sample **analytic rubric** to assess participation during group work.

Figure 1:

CRITERIA	DISTINGUISHED	PROFICIENT	BASIC	UNACCEPTABLE
Workload	Did a full share of the work—or more; knows what needs to be done and does it; volunteers to help others	Did an equal share of the work; does work when asked; works hard most of the time	Did almost as much work as others; seldom asks for help	Did less work than others; doesn't get caught up after absence; doesn't ask for help
Organisation	Took the initiative proposing meeting times and getting group organised	Worked agreeably with partner(s) concerning times and places to meet	Could be coaxed into meeting with other partner(s)	Did not meet partner(s) at agreed times and places
Participation in discussions	Provided many good ideas for the unit development; inspired others; clearly communicated desires, ideas, personal needs, and feelings	Participated in discussions; shared feelings and thoughts	Listened mainly; on some occasions, made suggestions	Seemed bored with conversations about the unit; rarely spoke up, and ideas were off the mark
Meeting deadlines	Completed assigned work ahead of time	Completed assigned work on time	Needed some reminding; work was late but it didn't affect grade	Needed much reminding; work was late and it did affect the quality of work or grade
Showing up for Meetings	Showed up for meetings punctually, sometimes ahead of time	Showed up for meetings on time	Showed up late, but it wasn't a big problem for completing work	No show or extremely late; feeble or no excuse offered

Retrieved from: http://www.ubc.ca/okanagan/ctl/__shared/assets/grading_class_participation38351.pdf

It is imperative that in reading across a *row* of criteria descriptions that the progression from one level to the next is natural and achievable. When reading down the *columns* to obtain a sense of what a performance at a given level would look like, the descriptors should echo one another with similar descriptions of performance against the given criteria. The difference from one level to the next should be a natural step and not a *leap* – especially between the two uppermost levels. The top level of the rubric should be attainable and not contain extraneous criteria that were not expected as demonstrations of knowledge or skill at the lower levels. Each rubric level should enable students to demonstrate deeper levels of understanding, making connections among ideas, communicating those ideas in a clear, professional and perhaps creative way, and demonstrating command of the material at the level of Apply, Evaluate, or Create according to **Bloom's Taxonomy**.

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Holistic Rubrics

Alternatively, **holistic rubrics** group a set of observable skills under a grade heading as in Figure 2 (below). While a holistic rubric offers a "sense" of a student's performance they should not be used to isolate each criteria and mentally assign a level to each. Instead, the characteristics are taken as a group and assigned a grade.

Why use rubrics?

Creating a high quality assessment rubric can be time consuming in the initial stages but is worth the investment. Rubrics are a useful tool to ensure a more consistent assessment of student work. The assessment tool gives students a framework of expectations and teachers a framework for what is being assessed.

Figure 2:

HOLISTIC RUBRICS	
A	• Always prepared and attends class • Participates constructively in class • Exhibits preparedness and punctuality in class/class work • Works well with others and is a team player • Demonstrates initiative and improvement • Seeks to understand and acknowledge others' thoughts • Often reaches full potential if sufficiently challenged • Class assignments have something extra about them • Exceptional content knowledge • Demonstrates ability to integrate new knowledge into work • Challenges his/her own thoughts and ideas
B	• Usually prepared and attends class • Participates constructively in class, works well with others, and is a team player • Excellent content knowledge • Completes all class assignments; occasionally adds something extra • Demonstrates initiative and improvement • Seeks to understand and acknowledge others' thoughts • Stretches to reach full potential
C	• Sometimes prepared and attends class • Average content knowledge • Occasionally or only challenges thought when encouraged by others • Assignments reflect average work • Sometimes an active participant in class; works well with others
D	• Rarely prepared or attends class • Rarely participates constructively in class • Assignments are late, incomplete, or not turned in at all • Low level of content knowledge • Does not strive to reach potential.

Retrieved from https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/assessing-student-work/grading-and-feedback/rubrics-useful-assessment-tools

- A rubric provides an instructor with a scale of where the student's current knowledge and performance are currently at as well as what they may need to improve upon;
- A rubric provides a student with their own guidelines while they are working on an assessment. They are able to guide themselves, as well as assess their own work or the work of their classmates using the rubric provided to them;
- A teacher can create a rubric in conjunction with the students to develop assessment criteria for a rubric. In this way, students are taking part in the evaluation process and feel more involved in the assessment process. They are setting the standards that they need to strive to meet in the form of criteria, in addition to meeting the expectations of the instructor.

More Resources on Authentic Assessment and Rubrics

Authentic Assessment:

Deakin University (Australia) http://www.deakin.edu.au/itl/assets/resources/pd/tl-modules/assessment/authenticassessment.pdf

Jon Meuller Authentic Assessment Toolbox http://jfmueller.faculty.noctrl.edu/toolbox/

McQuarie University (Australia) http://staff.mq.edu.au/teaching/curriculum_development/assessment/toolkit/

UNSW (Australia) http://teaching.unsw.edu.au/authentic-assessment

University of Wisconsin STOUT http://www.uwstout.edu/soe/profdev/assess.cfm

Rubrics:

Faculty Focus http://www.facultyfocus.com/articles/teaching-and-learning/should-you-be-using-rubrics/

Ken Ronkowitz http://web.njit.edu/~ronkowit/teaching/rubrics/

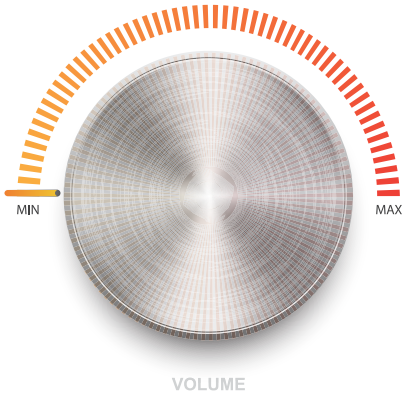
Online instructional resources on assessment and rubrics – Dr. Rosen, Michigan State http://pareonline.net/getvn.asp?v=7&n=3

Iowa University- Purdue University Indianapolis https://sites.google.com/site/iupuinca2012/Home/creating-rubrics

Cornell University rubric resources http://www.cte.cornell.edu/teaching-ideas/assessing-student-learning/using-rubrics.html#resources

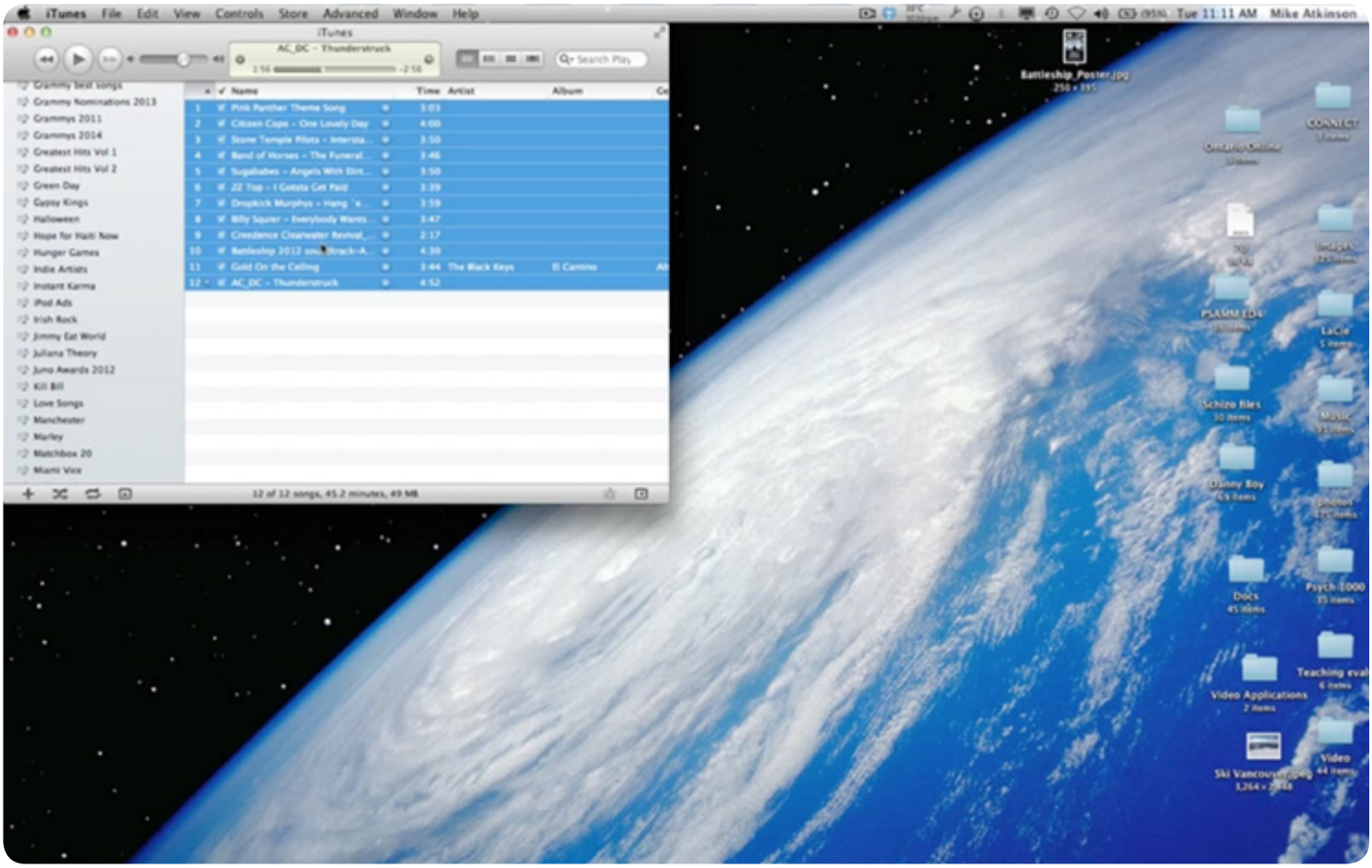
Teaching Tip: Tweaking iTunes

BY MIKE ATKINSON, TEACHING FELLOW, TEACHING SUPPORT CENTRE



Sometimes audio files on your computer have been captured at different volume levels. When you go to play these back, you either have to live with it or constantly ride the output control to get the volume right. Wouldn't it be great if there was a way to fix this? There is and I explain how to do it in this issue's presentation tips.

Click on image below to view video.



"Anyone? Anyone?":
Five Strategies to Increase Student Participation

BY AISHA HAQUE, LANGUAGE AND COMMUNICATIONS INSTRUCTOR, TEACHING SUPPORT CENTRE

You might recall the iconic scene from John Hughes' *Ferris Bueller's Day Off* where the economics teacher, played by Ben Stein, attempts to engage his class in discussion and helplessly repeats "Anyone? Anyone?" as he waits for students to respond. While this is a hilariously extreme example, many of us have had students in our classes who are exceptionally bright and hard-working but dislike actively participating in class.

The role active learning and discussions play in facilitating student learning is clear: Students are more motivated, become better critical thinkers (Garside, 1996), and report increased self-confidence when they are prepared for class and participate in discussions (Rocca, 2010). Effectively promoting student participation, however, can sometimes be a challenge if students are reluctant to participate or if the norms of the active learning classroom are unclear.

Helping students to overcome their apprehension of speaking up in class and helping them understand both the purpose and the expectations of class discussions is an important step in fostering meaningful student participation in our classes. Students from diverse cultural or educational backgrounds where active participation has not been the norm - or students who like to take time to reflect on questions before responding - will particularly benefit from this approach (Ryan, 2005).

Here are five strategies to help your students step out of their comfort zones and participate more frequently in class:

1. Establish ground rules for participation

Prepare students for their role as active learners by letting them know why participation and interaction with their peers is important and how it relates to the outcomes in your course. Students who are accustomed to being passive listeners may not know how to participate in lectures or tutorials or even understand what behaviours or comments you are seeking of them. In fact, some students may feel that the purpose of participation is to find one "right" answer that the instructor has in mind rather than to explore the topic at hand (McKeachie, 2006).

2. State your expectations

What constitutes good participation in your class? Are you looking for good attendance, preparedness for lectures or tutorials, volunteered responses to discussion questions, active listening, or perhaps all of the above? Clearly describe what "good participation" looks like in your class so that students understand your expectations of them. Furthermore, is student participation being evaluated? If so, develop a rubric for participation and make it available to students at the beginning of the term.

3. Allow for reflection

The confidence that students gain by advanced preparation and reflection helps to counteract the apprehension they may feel about participation. Students who are able to talk about the discussion topic with another student or complete it as a homework assignment before being asked to share their ideas with the entire class are more likely to participate (Rocca, 2004).

Here are two easy ways you can accomplish this:

- Assign specific questions to students in advance (perhaps the day before), so that they can prepare responses.
- When asking a question in class, give students a minute to write their thoughts down before calling on anyone.

4. Do pair or small group work before large class discussions

- In large lectures, survey the class by using **clickers** or **Poll Everywhere** (a free online app that functions like a clicker by allowing you to pose questions to the class). Students respond in real time through their mobile phones, twitter, or web browsers. Visit their website for more information.
- **Think-Pair-Share**: Pose a question to the class. Ask students to *think* about it quietly for a few moments, then *pair* up with someone sitting close to them to discuss their responses. Finally, ask students to *share* their ideas with the rest of the class.
- **Buzz Groups**: Create small discussion groups (typically 3 - 5 individuals) and assign them a very specific question designed to generate ideas, solve problems, or reach consensus. Consider setting a time limit of 6-10 minutes. It won't be long before you hear the "buzz" of intense discussion! Individual groups may appoint a spokesperson to report the results of the discussion to the class. This is an ideal activity to delve deeply into specific topics, transition from one topic to another, or review previous learning.

5. Allow for alternative forms of participation

In addition to speaking up in class, how else can students participate and share their ideas with you and with their peers? For those students who do not have a lot of experience with classroom discussions, an **online discussion** board in OWL or a **class blog** would allow for alternative forms of participation. Check out Tom Haffie's article on page 4 of our last issue of **Reflections** for ideas on how to use free interactive Online Whiteboards as a discussion tool in your classes.

Other ideas include asking students to submit weekly **discussion questions** based on class readings or weekly **journal reflections** synthesizing course materials.

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Using these five strategies in your class will help de-mystify the participation process for students, allow them to become more confident in sharing their ideas with peers, and enable you to seamlessly blend discussions and active learning activities into your lectures and classes.

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Garside, C. (1996). Look who's talking: A comparison of lecture and group discussion teaching strategies in developing critical thinking skills. *Communication Education, 45,* 212-227.

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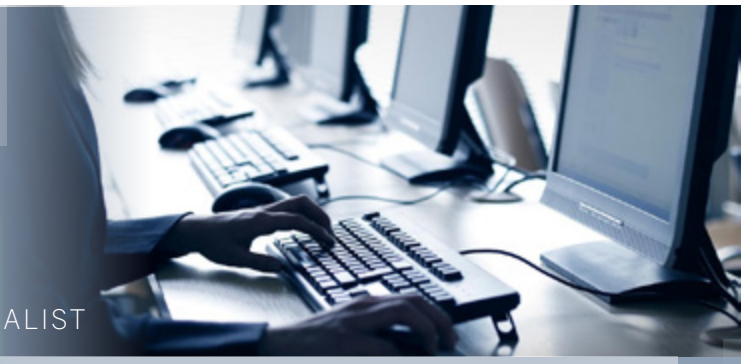
Ryan, J. (2005). Improving teaching and learning practices for international students: Implications for curriculum, pedagogy and assessment. In J. Carroll & J. Ryan (Eds.), *Teaching international students: Improving learning for all* (pp. 92-100). New York, NY: Routledge.

Teaching with TECHNOLOGY

eLearning Lunch and Learn Series

BY YASMIEN MILLS, ELEARNING AND CURRICULUM SPECIALIST



Dr. John Doerksen, Vice-Provost (Academic Programs and Students), and the Teaching Support Centre have been hosting eLearning Lunch and Learn sessions that offer campus-wide opportunities for communication, resource-sharing, and collaboration. They feature faculty, staff, and students from across disciplines sharing and discussing how they are successfully integrating technology into their work. The eLearning Lunch and Learn series aims to foster a community of practice where the greater Western community can share and learn about eLearning from each other.

Past sessions have included small and large group discussions among participants on many topics including using technology to engage students, blended learning, and online tools. These discussions posed questions such as "What can I use other than PowerPoint?" "Can you offer me a list of eLearning tools?" "How can I use mobile devices in my classroom?" The response to these questions, and others, are on the eLearning Lunch and Learn OWL site. The site has a plethora of resources including a list of user- friendly eLearning tools that can be used to create engaging learning objects for face- to-face, blended, or online classes.

Additionally, panel sessions featuring faculty and students have also been offered. The instructor session included an opportunity for instructors from across disciplines to share their experiences and ideas related to *Flipped Classrooms.* Flipping a classroom is a popular teaching method of offering lecture content for students to engage with individually online, allowing class time for discussions and learning activities. Thereby 'flipping' the traditional model of offering content. Many resources to support instructors in flipping their classroom are available on the eLearning Lunch and Learn OWL site.

The Student Panel on Technology in Education gave students the chance to voice their ideas regarding eLearning at Western. Student representatives such as the Grad Student Senator, the Science Student Council President, and the FIMS Social Science Student Senator engaged the participants in a lively discussion about the past, present, and future of eLearning at Western University.

The *WALS (Western Active Learning Space)* information session gave the Western community a chance to learn all about this exciting and innovative new learner-centred teaching space! Participants discussed how the WALS classroom will operate, and they were directed to where to find up-to-date information on the project. As well, we shared photos, site plans, and information on the Open House event (April 14th) and the Drop-in and Explore tours (April 15 – 17).

As always, session topics and formats are designed based on participant feedback and suggestions. To share your ideas on eLearning, please join us for future sessions. The theme of the next eLearning Lunch and Learn session to kick-off Fall 2014 will be *Technology, Accessibility, and Course Design*. The eLearning Lunch and Learn sessions are offered in the Fall and Winter Semesters. For more information, and resources related to any of the eLearning Lunch and Learn series, please go to the **eLearning Lunch and Learn OWL site**. If you are interested in incorporating technology into your teaching, have a look at an OWL site entitled **Teaching Online 101**.

Be sure to check the **TSC website** for upcoming eLearning Lunch and Learn sessions.

The Copyright Literacy Puzzle @ Western

Image adapted from: http://www.flickr.com/photos/horiavarlan

BY TOM ADAM, COPYRIGHT ADVISOR TO THE PROVOST

On December 4, 2013, Western launched a new copyright website, available at **copyright.uwo.ca.** This marked the completion of the first phase of a 16-month project to create and implement a comprehensive copyright literacy strategy for campus. Under the direction of the Office of the Provost, the ultimate goal of the project is to ensure that issues surrounding the responsible use of information, including fulfilling our legal obligations with respect to copyright, become part of the conversation whenever we consider using the work of others in our research, teaching and learning.

Copyright has recently been a popular topic, most notably for higher education and Western in two important events. After decades, the **Canadian Copyright Act** was revised in November 2012, significant for us in that education was added as an allowable purpose for fair dealing. As an educational institution, we now have greater latitude to use this statutory exception to infringement when we use copyright-protected works at Western. Then in December last year, we joined several of our colleague institutions across the country and opted not to renew our agreement with Access Copyright, the collective that manages copyright clearance in Canada.

Providing a single place for the community, a one-stop shop for information, resources and services related to copyright was the first outcome of the project which had its official start in September last year. Much went into moulding the framework for the copyright website as well as the creation of the site itself. A Copyright Steering Committee consisting of stakeholders from across campus shaped the direction and priorities for the project. Consultations with campus groups and resident copyright experts informed decisions. Working groups from Information Technology Services, Western Libraries and the Bookstore created the framework infrastructure and developed information resources and processes to guide and assist the community in making informed copyright decisions.

The focus of the fall was to determine the most effective way to navigate Canada's complex legislation and related court decisions that clarify and apply copyright law. The goal was to arrive at a workable set of parameters for Western. The resulting tool is Western's **Copyright Decision Map** available via the copyright website. It plots a simple five-question process of analysis that can be employed to determine when works may be used in research, teaching and learning, without the need to seek clearance from the copyright holder, and what to do when consent is required before copying. The questions which build upon each other in increasing levels of complexity are:

Is the material still protected by copyright?
Is the amount to be reproduced substantial?
Is clearance already present in the form of a licence?
Is there a statutory exception under which copying can be done?
Is clearance required from the copyright owner?

The first two questions relate to the need to consider copyright at all. In Canada, exclusive control over how a work is used typically extends for the life of the creator plus an additional 50 years after which material is said to be in the "public domain" and no longer copyright-protected. The *Copyright Act* also grants this control to the creator for the work itself or a substantial portion of it. Users therefore have the right to use insubstantial portions, but the Act is not explicit about what constitutes 'substantial'.

The next two questions focus on circumstances where reproduction of copyright-protected materials does not require clearance but rather is included in the use terms of a licence or is specifically articulated as an exception to infringement in the *Copyright Act*. Of particular note when considering statutory exceptions are the implications of the 2012 change to fair dealing. Like the substantiality question mentioned earlier, the Act doesn't precisely define what constitutes fair dealing. Rather it lists the allowable purposes for which fair dealing can apply, namely research, private study, education, satire, parody, criticism, review and news reporting. What constitutes 'fair' is not described in the Act. We rely on application of the statute through court rulings, particularly the 2004 Supreme Court *CCH* decision, for guidance in determining 'fair'. Western's **Fair Dealing Exception Guidelines** provide additional detail in working through a fair dealing analysis.

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The final question offers guidance when the Decision Map analysis reveals seeking clearance is required. It also gives suggestions for alternatives to physically reproducing material such as providing a reliable or 'persistent' link to digital resources for individual researchers to use to access the particular work. More detailed guidelines supply additional information for each of the Decision Map questions.

The Copyright Literacy Project continues into the spring term by augmenting the website with additional resources and tools including a series of **FAQs** based on real situations and questions raised by members of Western's community. Western Libraries will begin a project to make licensed use terms of the subscription databases and digital licences negotiated for Western through the library, more widely and easily available. ITS will begin to examine how copyright can be seamlessly integrated into online course development through OWL, and create an interactive *Ask Copyright@Western* service. Phase two of the project will also include the planning and creation of information sessions and workshops in partnership with Teaching Support Centre, ready for delivery in the summer and fall.

The final phase continues these two aspects of the project and adds development of an efficient plan to sustain copyright literacy at Western into 2015 and beyond. The goal is to ensure Western keeps current with the ever-changing copyright landscape in Canada.

Please acquaint yourself with the new copyright website and the tools and resources it provides, and return often as it grows. It is the place to find out about copyright protection and protection from infringement and all of our rights and obligations both as creators and users of information. It is your one-stop shop for copyright literacy information and services on campus. Questions or comments can be directed via email to **copyright@uwo.ca**.

OCUFA

Ontario Confederation of University Faculty Associations
Union des Associations des Professeurs des Universités de l'Ontario

CALL FOR SUBMISSIONS
OCUFA ACADEMIC LIBRARIANSHIP AWARD

Each year the Ontario Confederation of University Faculty Associations (OCUFA) recognizes outstanding teachers and academic librarians in Ontario universities through its Teaching and Academic Librarianship Awards. Approximately seven awards are presented.
Deadline for receipt of nominations: **May 23, 2014.** For nomination guidelines and information, please visit the OCUFA website.

Course Design & Renovation Workshop

May 27 & 29, 2014
9:30 am - 4:00 pm
Room 120, Weldon Library

The purpose of this two-day workshop (May 27 & 29) is to facilitate the design or re-design of a course that you will be teaching in the upcoming year.

By the end of the workshop you will have completed the necessary steps to:

1. Create a course structure
2. Identify learning outcomes
3. Design learning activities to achieve those outcomes
4. Match the outcomes to methods of assessment

Topics may include:

- Aligning course, instructional, and assessment goals
- Writing effective learning outcomes
- Elements of a great course syllabus
- Setting course policies
- Selecting and incorporating learning activities
- Embedding technology to enhance face-to-face instruction
- Forms of assessment

Enrollment will be limited to twelve faculty members so that the course goals and topics can be tailored to the needs of the participants.

Register for this workshop.

Imagine a place where **teaching, technology, and space** come together seamlessly to support **active learning**.

The university community is invited to explore **Western Active Learning Space (WALS)**, a new learner-centred, activity-based classroom at Western.

Visit our Open House and Drop in sessions at the **Teaching Support Centre (Rm 122, Weldon Library)** to learn more and tour a model WALS classroom.

OPEN HOUSE	**April 14** 12 – 2 pm
Drop in and Explore for **FACULTY**	**April 15 and 17** 9 – 11 am 1 – 3 pm
Drop in and Explore for **STUDENTS**	**April 16** 9 – 11 am 1 – 3 pm

Presented in partnership with the Instructional Technology Resource Centre, the Classroom Management Group, and the Teaching Support Centre.

wals
WESTERN ACTIVE LEARNING SPACE

Western

For more information, contact the Teaching Support Centre at **wals@uwo.ca**

www.uwo.ca/wals

Science Learning Development Initiatives

BY BETHANY WHITE, TEACHING FELLOW, TEACHING SUPPORT CENTRE AND LEARNING DEVELOPMENT COORDINATOR, FACULTY OF SCIENCE

2013-2014 has been a busy year for learning development in Science! I am delighted to share an overview of our activities with colleagues across Western at this time.

Faculty

Technology-enhanced Learning Innovation Awards (TELIA) Program
Expanding quality eLearning opportunities for our students is a priority in the Faculty of Science. Three faculty members' projects are currently being supported by 2013 *Faculty of Science Technology-enhanced Learning Innovation Awards (TELIA)*:

- Jennifer Waugh (Statistical & Actuarial Sciences)
- Kristy Tiampo (Earth Sciences)
- Laura Reid (Computer Science)

The *TELIA 2014* competition was recently announced to further support and encourage development of creative online or blended courses in Science.

Science Talks!
These professional development opportunities are geared primarily towards faculty and post-docs. These have been typically scheduled with a faculty council meeting on an end-of-term study day and relate to teaching and learning and/or professional skills like project and time management. We are planning to have an April session related to eLearning.

Graduate Students

Lead GTA in Science
We were fortunate to have a Lead GTA (a competitive TA position supported by SGPS, the TSC and the TA's home Faculty or department) in Science this past year. In her Lead GTA role, Behnaz Saatian (Biology) developed and offered workshops specifically designed for Science TAs. Her workshops included Teaching in the Canadian Science Classroom, Improving Science Presentation Skills, Preparing for Life After Grad School, Getting the Most out of your TAship, Giving Good Feedback & Leading Effective Labs and Tutorials, and Time Management. These workshops have been generally well-attended and are receiving positive reviews.

Faculty of Science Learning Development Graduate Fellowship (LDGF) Program
LDGFs are competitive professional development opportunities (non-traditional TA arrangements) for Science graduate students who have an interest in teaching and learning. Asghar Ghorbanpour (Mathematics), the LDGF for the 2013-2014 academic year, has been involved with the coordinating of Discovery Café (more on this program below), conducting literature and resource reviews on active learning in math-based courses, and he will support the TELIA 2013 recipients as they plan evaluations on their eLearning projects for the upcoming academic year.

Undergraduate Students

Science Discovery Café
In continued collaboration with the Student Success Centre, the Faculty of Science is enhancing the experience for first year science students through regular small-group meetings facilitated by faculty members and, for many of the groups, a undergraduate peer mentor. The café groups are free to explore their interests; anything from Science in the headlines, research, anything related to life as a student, jobs, or academia in general is fair game. Many thanks go to André Lachance (Biology), Ben Rubin (Biology), Brock Fenton (Biology), Derek McLachlin (Biochemistry), Louise Milligan (Biology), Mike Katchabaw (Computer Science), Norm Huner (Biology), and Rob Corless (Applied Mathematics) for taking on Discovery Café groups this past academic year.

Science Case Competition
This was a new student-driven initiative in Science. Teams had about a week to propose solutions to a case on Cystic Fibrosis. Written proposals were evaluated by a large team of judges from across the Faculty. Then, the top six teams presented their proposals to a panel of four faculty judges. The three winning teams will be announced at an upcoming Case Competition celebration event. This competition was extremely successful! 75 teams submitted proposals (that translated into almost 300 students) and 22 Science faculty were involved in judging process. The student organizers are looking forward to expanding the Case Competition to involve other institutions next year.

WCSE 2015 is coming!

Planning for the third national Western Conference in Science Education (WCSE 2015) is in preliminary stages. If you are interested in volunteering, please contact Tom Haffie at thaffie@uwo.ca. Please watch for more information about timing, and the proposal submission process around the end of the year.

Instructional Skills Workshop Online (ISWO) - Summer 2014

Are you teaching online or considering teaching online in the near future? If you are, the Teaching Support Centre will be offering the Instructional Skills Workshop Online (ISWO) during the four-week period **July 14th to August 8th, 2014**. This workshop was developed to address the needs of Western's faculty who teach online, and is designed to develop in practitioners increased competence, and confidence teaching in the online environment. This small enrolment, 26-30 hour workshop occurs entirely online in OWL over this four-week period, where the participants experience the dual roles of both being an instructor and student in an online course. During the ISWO, feedback and personal refection activities provide opportunities for individuals to learn from this dual role model. The workshop involves asynchronous interactions between group members and the facilitator. The activities in this short course are intended to provide an authentic environment where faculty can learn, experiment, and practice skills related to facilitating and assessing online learning.

For more details, please contact Yasmien Mills,
e-mail: ymills@uwo.ca.

Register for ISWO.

STLHE
SAPES

STLHE 2014:

Transforming OUR Learning EXPERIENCES

June 17 - 20, 2014
Queen's University, Kingston, Ontario

www.queensu.ca/stlhe2014

Note: Western has an institutional membership with STLHE. This allows the Western community to join the Society at a reduced rate. For membership information, go to: **www.stlhe.ca**

GIFT'ed: Graduate Students Receive Innovative Teaching Awards

BY KARYN OLSEN, EDUCATIONAL DEVELOPER, TEACHING SUPPORT CENTRE

This past January, winners of the Great Ideas for Teaching (GIFT) contest shared their teaching innovations with other graduate students at the Teaching Support Centre's annual Winter Conference on Teaching. The GIFT contest provides creative graduate students with the opportunity to demonstrate their unique approaches to teaching and/or novel classroom activities that successfully enhance student learning in their classrooms. The 2014 winners were selected from a competitive number of outstanding submissions. Each proposal describes key learning outcomes, the concepts involved, and a breakdown of how the idea is implemented in a classroom setting.

And the Winners Are...

Kristen Colbeck (Media Studies) designed an engaging exam review activity for first-year students in her *Media and Society* tutorial. The goals of the activity were to get students working together collaboratively while familiarizing themselves with the style or format of the exam. Students identified common themes between texts based on given quotes and additional supporting quotes from each text. One group of students worked to identify common themes, while a second team found quotes that supported the first group's work, and vice versa. Time limits were put in place to give the review a fun but competitive edge. At the end, students had the opportunity to discuss and debate their work as a large group. Not only did students leave the review with refreshed knowledge of the course content, they were better prepared to complete the kinds of tasks that will be asked of them on the exam.

Leichelle Little and Lisa Cossey (Health and Rehabilitation Sciences) worked together to design a general active learning activity that would be applicable to many undergraduate classrooms. The purpose of the activity is to get instructors thinking about how to assess the learning outcomes they have established for their courses. The idea is to pair learning outcomes with various Classroom Assessment Techniques (CATs; Angelo & Cross, 1993) or tools that allow instructors to obtain feedback on their teaching. Students get involved by discussing how effectively different CATs assess particular learning outcomes, and gain a better understanding of the knowledge and skills they are developing as part of the course (i.e., they understand the purpose of learning outcomes). Thus, they also have a say in the timing and kinds of feedback they provide to the instructor. Overall, this type of student-instructor interaction can help to keep students invested in their learning over the course of the semester.

Jenna Butler (Computer Science) prepared her *Computing for Informatics* students to deal with faulty computer programs through an engaging 'debugging' assignment held in class. The students (previously taught techniques for fixing errors in computer code) were presented with novel problems and asked to work in teams to solve and post solutions before the end of class. The teams were so motivated to complete these tasks that Jenna had some difficulty getting students to leave when class was over! Working on problems under a tight timeline allowed students to apply prior knowledge to new contexts, and served as a test for the kinds of situations they will encounter after graduation. More generally, challenging puzzles or case studies with real-world relevance have the potential to incite interest and engage students in any discipline.

This Year's Runner-Up...

Allen O'Hara (Mathematics) devised a useful learning activity for first-year students in the *Fundamental Concepts in Mathematics* course. New undergraduates often have difficulty following mathematical proofs, i.e., the logic and reasoning behind mathematical statements. The goal of the activity is to introduce students to the process of creating proofs using simple word puzzles. Students are asked to document (in their own words) the steps taken to solve the puzzle – the result is a proof based on logic and reasoning! Such puzzles can be made increasingly complex as students develop the talent for solving them, and adept students can be encouraged to come up with their own examples. On the whole, Allen's activity demonstrates that the success of students relies on finding ways to make complex subject matter less intimidating.

Although the winning proposals are designed for department-specific course contexts, many of these great ideas can easily be adapted across disciplines. At the Teaching Support Centre, we continue to be impressed by the thoughtfulness with which Western's graduate students take on their roles as instructors. If you are interested in reading more about this year's (or past) winning proposals, please follow this link: **http://www.uwo.ca/tsc/graduate_student_programs/winter_conference_teaching.html**

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Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass Publishers.

The Research on Teaching Symposium

Wednesday, April 30, 2014
10:30 am - 12:00 pm
Teaching Support Centre, Rm 120, Weldon Library

The Research on Teaching Symposium showcases Research on Teaching projects being done here at Western. It also provides the opportunity for faculty members, librarians and archivists, and graduate students who wish to learn more about Research on Teaching or who have considered doing such scholarship to meet and interact with colleagues who have completed Research on Teaching projects. The symposium will feature presentations that exemplify a variety of research approaches. We hope that you will join us!

Register.

Western Institute for Research on Teaching and Learning

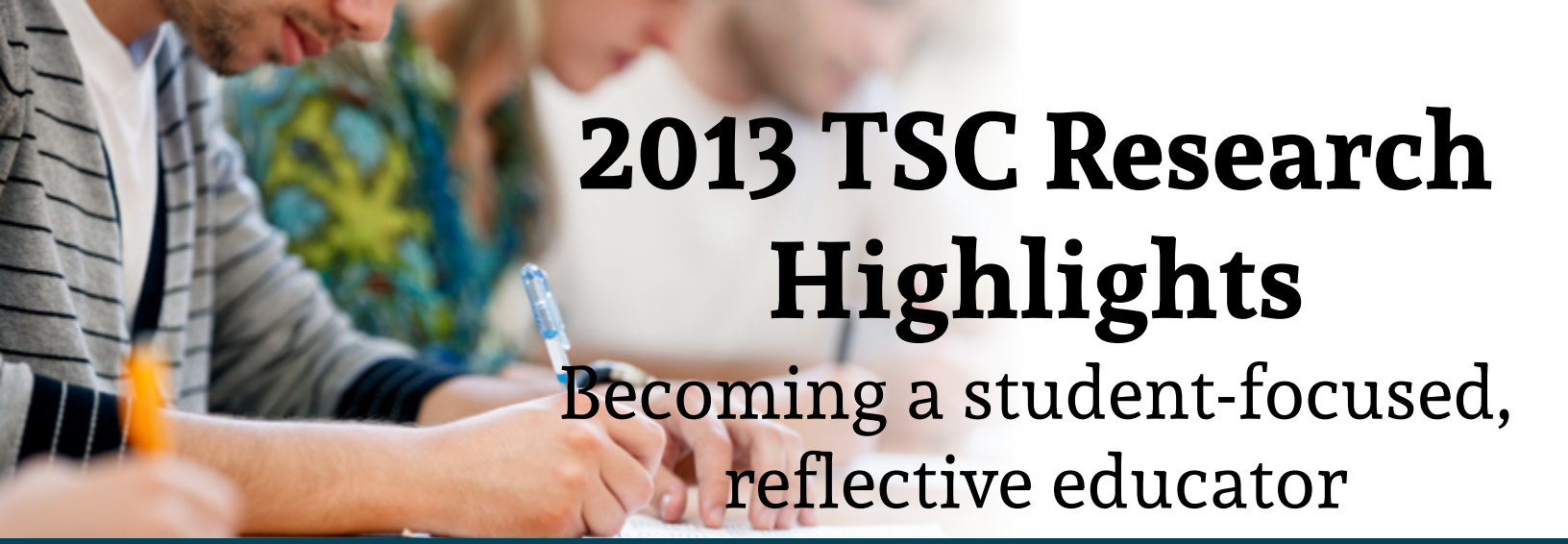
June 3-5, 2014

This three-day intensive hands-on workshop is designed to support faculty members, librarians, and archivists in the development of a research project on their own teaching. In this interactive workshop, we address the basics of doing research on teaching in higher education (e.g., developing a researchable question; quantitative and qualitative research designs; research ethics) and participants work individually and in small groups to develop their own projects.

The third annual edition of the Western Institute for Research on Teaching and Learning will be held June 3-5, 2014 in the Teaching Support Centre. Please add those dates to your calendar.

For more information, contact Ken Meadows at kmeadow2@uwo.ca

Register.



2013 TSC Research Highlights

Becoming a student-focused, reflective educator

BY NANDA DIMITROV, ASSOCIATE DIRECTOR, TEACHING SUPPORT CENTRE

"I'm much more aware of where the students are and how they're experiencing the content of what I'm teaching them."

(Instructional Skills Workshop participant)

Outstanding instructors often reflect on their teaching from the perspective of their students. When they plan learning activities, they reflect on what is most relevant to their learners, talk to students about applying the knowledge and skills they acquire in class in their professional lives after graduation; and they empathize with what it is like to be a novice learner who is overwhelmed with the amount of new information in a first-year textbook.

Most instructors start their teaching careers using a more teacher-focused approach (Gibbs & Coffey, 2004). An information transmission/teacher focused approach usually revolves around the content that "needs to be covered," rather than on developing thinking skills or habits of mind in students that allow them to explore key questions of the discipline and problem solve on their own (Trigwell, Prosser & Ginns, 2005). Shifting from a teacher-focused approach to a student-focused approach can take time, and as our recent research shows, it is greatly facilitated by the reflection and practice that intensive teaching development programs provide.

Researchers at the TSC have conducted three mixed method studies on the impact of teaching development programs in the past two years (Dawson et al., 2013; Dimitrov et al., 2013, Dawson et al., 2014).

The most recent study explored the shift from teacher-focused to student-focused approaches to teaching among faculty members who take part in our Instructional Skills Workshops (ISW), an intensive, 24-30 hour course on teaching; while the second study focused on the teaching development of graduate students who participate in our TA training programs. We already shared the results of the third study about the impact of one of our international teaching assistant training programs in the **Spring 2013 issue of *Reflections***. In this article, we wanted to share a few of the examples that emerged from the two most recent studies, and highlight the way intensive teaching development programs help instructors make the shift towards student-centered approaches to teaching.

In the ISW study, faculty members who participated in the ISW decreased their emphasis on information transmission, and they described their approaches to teaching as less teacher-focused four months after the program ended, as compared to a control group. This change was observed in both focus group data, and on self-ratings of approaches to teaching.

> *"I think before I was mainly focused on me ... but now I definitely think of teaching more as a two-way street, so I rely on my students. To get feedback from them, so I can figure out how I can teach this better the next time, or what do they need from me in order for them to be successful? So I really think of it more as a process we move in together, not so much about me. How can I improve the student experience..."*
>
> *(faculty member, ISW)*

> *"I transitioned from worrying about (being) an authority at the front of the class ...to... being an enabler... and, I think that helped me let go of this anxiety about authority... after that, I just started teaching, teaching, teaching... and I was no longer going into the class with the same kind of anxiety."*
>
> *(faculty member, ISW)*

The shift that faculty members make towards student-centered instruction is particularly important because student-centered teaching approaches tend to lead to deep student learning, while teacher-focused/information transmission approaches tend to lead to surface learning. Surface learning means that students mainly aim to remember and reproduce the material for an exam rather than applying or integrating new knowledge with existing ideas, as they would do in the case of deep learning (Entwistle, 2010). ISW participants commented frequently in the focus groups and interviews on the value of reflection - both self-reflection and reflection in dialogue with others. They reflected on their own assumptions and beliefs about teaching, on the role of the teacher, on the values they promote through their teaching, and on new ways of interacting with students.

In addition to a shift from teacher-focused towards student-focused instruction, one unanticipated consequence of the participation in the ISW was a positive impact on campus climate. Many participants talked about how being part of the ISW helped them to get to know

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colleagues across campus and made them feel part of the larger community.

Graduate students who participated in intensive TA programs that involve small group reflection and microteaching similar to the ISW – such as our Advanced Teaching Practice (ATP) program or the Theory and Practice of University Teaching Course (GS 9500) – also experienced a similar transformation in their approach to teaching, and also talked about the value of interdisciplinary dialogue.

> *"Coming to ATP, and actually taking the sessions with people from other disciplines, really assisted me in thinking through how I actually form my arguments in a way that is accessible to people from all disciplines, which was really important and something I couldn't have gotten from hanging out in my department."*
>
> *(ATP, doctoral student, Arts & Humanities)*

Graduate students who participated in teaching development gained confidence and experimented with a wide variety of student engagement techniques in their labs and tutorials. They sought feedback from their students frequently to improve their teaching, and they engaged in more interdisciplinary dialogue about teaching with peers and faculty.

Graduate students who participated in advanced workshops over 20 hours, in particular, described a clear conceptual change in their approach to teaching when they talked about creating assessments with student learning outcomes in mind. In the following quote, a student in Arts and Humanities talks about designing a new course:

> *"What I found really amazing was to think about it [my course syllabus] from the student point of view. And I think that this is almost like a light bulb – so obvious and yet it isn't...And so for me, that was a fabulous way of learning how to put together my syllabus. I've taught in the past... and I've put together a syllabus... but this was different, because I was totally thinking about what I think the students will get out of it, and having that dialogue with myself. And when I came to teach the course... it makes it so much easier because I knew what the evaluation was going to be, I knew why I was having that evaluation. So it actually took off some of the pressure. And I got very good course evaluations."*
>
> *(ATP, doctoral student, Arts & Humanities)*

Similarly to faculty in the ISW, graduate students also demonstrated a high level of reflection on their teaching after the program. Many of the participants talked about continuously revising their learning activities to accommodate students with a variety of learning styles and levels of prior knowledge. They asked their students for feedback midway through the semester in order to find out what was hindering student learning and how they could explain concepts more clearly.

> *"It positioned me better to reflect critically about those issues I usually worry about. For example, when you are grading and you just kind of realize that every student seems to be getting it wrong all the time. And I go 'Okay, this is not what I thought I was teaching.' So what could be responsible? Does it have to do with delivery?"*
>
> *(Theory and Practice of University Teaching Course, master's student, Engineering)*

The shift towards more student-focused approaches to teaching is just one of the many benefits of participating in intensive teaching development programs. If you are interested in reading more about how faculty and graduate students changed their teaching and what types of innovative approaches they adopted as a result of participating in TSC programs, the full research reports on the **ISW** and on the **impact of TA Programs** are available on the HEQCO website.

For more information about the programs that we explored in this research, visit the TSC website at www.uwo.ca/tsc . All three studies were supported by research funding from the Higher Education Quality Council of Ontario. The ISW study was conducted in collaboration with Ryerson University; study on TA Programs was conducted in collaboration with the University of Windsor.

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Dawson, D., Dimitrov, N., Meadows, K. N., & Olsen, K. (2013). *Bridging the gap: The impact of the Teaching in the Canadian Classroom program on the teaching effectiveness of international teaching assistants.* Toronto, ON: Higher Education Quality Council of Ontario. Retrieved from http://heqco.ca/SiteCollectionDocuments/ITAs_ENG.pdf

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Trigwell, K., Prosser, M., & Ginns, P. (2005). Phenomenographic pedagogy and a revised approaches to teaching inventory. *Higher Education Research and Development, 24*(4), 349–360.

3M National Teaching Fellowships

Nomination Deadlines:

Internal: August 18, 2014 **External:** August 31, 2014

Every year, 10 Canadian professors are recognized for their exceptional contributions to teaching by the 3M National Teaching Fellowship, created by the Society for Teaching and Learning in Higher Education and 3M Canada.

Details regarding nomination process, award eligibility, etc.

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

Dr. Cameron Tsujita
3M National Award Winner

Congratulations to Dr. Cameron Tsujita from the Department of Earth Sciences who has been awarded the highest teaching honour in Canada, a 3M National Teaching Fellowship.

Dr. Tsujita is one of 10 fellowship recipients this year. Read more about him in Maclean's magazine and on the STLHE website.

Conference of the International Society for the Scholarship of Teaching and Learning

ISSOTL will take place October 22-25, 2014 in Quebec City, Canada. International scholars and educators will come together to share their recent work and to discuss how our collective efforts will transform the future of higher education. Consider submitting an abstract for presentation at the ISSOTL 2014. Submissions accepted up to April 21, 2014. For more information please click here.

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Jointly hosted by:
the Teaching Support Centre and
the Instructional Technology
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Registration:
http://www.uwo.ca/tsc

May 21st & 22nd 2014
9:00 am - 4:00 pm

The Summer Teaching with Technology Institute's goal is to provide instructors with information, tools, and support in eLearning. Participants **do not need** to have any experience with eLearning to attend.

Western

COMING EVENTS in the TSC

Research on Teaching Symposium *Showcases Research on Teaching projects being done here at Western.*	April 30, 2014
Spring Perspectives on Teaching Conference *Keynote Speaker: Peggy Maki, Education Consultant Specializing in Assessing Student Learning on "Designing Assessment Methods That Capture Your Students' Learning"*	May 14, 2014
Summer Teaching with Technology Institute *Provides instructors with information, tools, and support in eLearning.*	May 21 & 22, 2014
Course Design and Renovation Workshop for Faculty *The purpose of this two-day workshop is to facilitate the design or redesign of a course that you will be teaching in the upcoming year.*	May 27 & 29, 2014
Instructional Skills Workshop Online (ISWO) *This 26-30 hour workshop occurs entirely online in OWL over a four-week period, where participants experience the dual roles of both being an instructor and student in an online course.*	July 14 – August 8, 2014
Western Institute for Research on Teaching and Learning *Three-day hands-on workshop designed to support faculty members, librarians, and archivists in the development of a research project on their own teaching.*	June 3 – 5, 2014
New Faculty Orientation - Teaching at Western *A day of information seminars and teaching tips to aid new faculty at Western.*	August 14, 2014
Course on Teaching at the University Level *Intensive mini-course for faculty who are new to teaching (less than five years teaching experience) to develop their teaching talents and gain experience with a variety of teaching methods.*	August 18 – 21, 2014
Fall Perspectives on Teaching Conference	August 2014 (last week)
Teaching with Technology for New Faculty *A one-day session on using technology in your instruction.*	August 2014 (last week)
Graduate Student Conference on Teaching *Introduction to teaching at Western for graduate student teaching assistants.*	September 3, 2014

For program details/registration, visit the TSC website: www.uwo.ca/tsc
Click "Calendar of Events" for faculty.