# Reflections

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# Charting New Terrain in Teaching:
## Bringing Learning Outside the Classroom through Community Engaged Learning

BY ANNE-MARIE E. FISCHER, COMMUNITY ENGAGED LEARNING COORDINATOR, THE STUDENT SUCCESS CENTRE

When you think about the most important learning experiences of your life, where did they take place? Were they in a traditional classroom setting? Did they happen when you were sitting in a library pouring over a journal article? My guess is your most pivotal learning occurred outside the walls of the classroom, and even outside the academy, while you were interacting with your peers, your professors, and the community in which you lived.

I invite you to imagine a classroom without walls. Imagine a curriculum that allows you to respond to the emerging needs and trends of our society. Imagine inviting experts outside the Western gates to bridge academic theory with practice. Imagine designing a course where students are able to simultaneously obtain knowledge, build transferable skills, and develop a keen sense of civic engagement. This is Community Engaged Learning (CEL), and The Student Success Centre at Western is ready to assist you in integrating this innovative approach into your current teaching activities.

Through Community Engaged Learning experiences at Western, students in a Psychology course have helped addictions recovery organizations manage a strategy for their wait lists. Students in a Health Studies course created a community-based program that allowed those living with Alzheimer's and related dementias to access music as a direct link to memory. Students in a Political Science course created a seed library to allow Londoners free access to seeds to begin their own home gardens. Students in a Biology course worked on a restoration plan for lands that had ecological complications due to human interventions. Students in a French Studies course worked in community centres in Rwanda teaching sexual health to adolescents. What do these activities have to do with higher education? They may very well be the key to student engagement.

How do students respond to Community Engaged Learning? One student said that CEL allowed her to "apply and understand course concepts in a practical way that [she] would have only

been able to see in one dimension in a classroom setting". Another student described the CEL course as "new and refreshing". Another student valued the opportunity to "gain knowledge and experience in the exact area [she] wish[es] to work in the future". These are the experiential learning opportunities our students will remember and build upon as they pursue further studies or future career paths.

The concept of experiential learning hinges on the idea that learning is not an outcome, but rather a process. David Kolb, one of the originating theorists of experiential learning, suggests ideas are not fixed, and are formed and re-formed through a cycle of experience, reflection and integration. When we look at learning through an experiential lens, we recognize that experience has the power to make us call into question, reconsider, or even dispose of ideas or sets of knowledge that we learned in more traditional ways. Concepts are derived from, and continuously modified by, experience (Kolb, 2014). In this sense, experiential learning involves seeing the world as a "testing ground" for academic theories that will allow students to assess first-hand whether a particular idea holds up in society.

Contained in Western University's strategic plan is a strong emphasis on experiential learning and reaching beyond the campus. Community Engaged Learning is one way we are able to help move this strategic mission forward, while enhancing the student and faculty experience. Faculty members from all disciplines, who value community engagement and experiential learning, are able to strengthen ties between the community and the university, while mobilizing the vast amount of knowledge that exists in each.

Faculty who teach with Community Engaged Learning report a high degree of engagement with their students, and say that they often learn as much from the students' experiences as the students do from the course content they deliver. Once they have had an opportunity to use Community Engaged Learning, they often look for more ways to use this pedagogy in other courses. They recognize that Community Engaged Learning is not an easy endeavour, but with administrative support, delivery of these kinds of learning experiences is possible and quite effective.

Since 2009, The Student Success Centre has partnered with over 30 faculty members from a variety of disciplines to design effective Community Engaged Learning courses. We have worked with almost 200 community organizations who share our passion for helping to educate our future leaders and value the meaningful contributions students make towards the mission of their organization. Over 2500 students have benefitted from this innovative form of teaching and learning. Our support includes helping faculty to design course syllabi with CEL in mind, identifying community partnerships and projects, facilitating in-class reflections, and assisting in the assessment of student learning and community outcomes. Regardless of discipline, we are able to provide customized support for the development of a new course, or the enhancement of existing courses.

You are invited to meet with the Experiential Learning Team in The Student Success Centre to explore Community Engaged Learning in your own teaching practice. Together, we can transform learning, contribute to our community, and provide students with meaningful opportunities to ground their learning in real-world experience. Please contact us at **cel@uwo.ca** or visit us in the Western Student Services Building, Room 2150.

### References

Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development.* New Jersey: FT Press.

*Anne-Marie E. Fischer, M.Ed. is a Community Engaged Learning Coordinator of Curricular Programs in The Student Success Centre, and has been involved in helping faculty enhance their curriculum through community engagement since 2010.*

# SPRING
## PERSPECTIVES ON TEACHING

### WEDNESDAY, MAY 13, 2015

## KEYNOTE SESSION:

**Realizing the University of the Future: An Institution-wide Approach to Pedagogical Change**

- Mathew L. Ouellett, Associate Provost and Director of the Office for Teaching and Learning, Wayne State University

## PLENARY SESSION:

**Social Justice in Higher Education: Perspectives from the Disciplines**

- Tracy Isaacs (Professor, Women's Studies & Philosophy)
- Brent Debassige (Assistant Professor, Education - Aboriginal Education)
- Paul Tarc (Assistant Professor, Education - International Education)
- Pamela Cushing (Associate Professor, Disability Studies, King's University College)

**Social Science Centre
Rm. 2050
9:00 am – 4:00 pm**

**Register at:
www.uwo.ca/tsc**

## CONCURRENT SESSIONS:

**Innovative Assessments at Western**

- Tom Haffie (Lecturer, Department of Biology)
- Aleksandra Zecevic (Associate Professor, School of Health Studies)

**Faculty - Librarian Collaboration: Past, Present, and Future**

- John Doerksen (Vice-Provost, Academic Programs)
- Jonathon Southen (Assistant Professor, Civil and Environmental Engineering)
- Colleen Burgess (Research & Instructional Services Librarian, Weldon Library)
- Qinqin Zhang (Research & Instructional Services Librarian, Taylor Library)

## CLOSING PLENARY SESSION:

**Mental Health and Wellness in the Classroom: What Faculty Should Know**

- Angie Mandich (Acting Associate Vice-President, Student Experience)
- Anh Brown (Campus Student Case Manager, Housing and Ancillary Services)
- Cynthia Gibney (Director, Health Services)
- Nicole Versaevel (Health Promotion Manager, Student Health Services)
- Naomi Wiesenthal (Psychologist, Student Development Centre)

# Teaching Tip:
## Common Presentation Mistakes

BY MIKE ATKINSON, TEACHING FELLOW, TEACHING SUPPORT CENTRE

We often forget that lectures are performances and we have to treat them as such. Here are 10 common mistakes that people make when delivering a presentation.

**Click 'play' to view video.**



**Common Mistakes**

Chris King

**PLAY**

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## Get Ready for unTIES
## Western's first e-Learning unConference

### Thursday, May 14, 2015
*(following Spring Perspectives)*

Brought to you by **WNDER**
The Western Network for Digital Education and Research

### What's an *unConference*?

Unlike a conventional, highly structured conference, an **unconference** is an innovative and loosely structured event that emphasizes spontaneous discussion and informal exchange among participants. At this inaugural TIES eLearning unconference, YOU decide the session topics based on your interests in research and teaching with educational technologies. The theme of this eLearning unconference is **Communities and Collaborations.**

This event is open to *all* faculty, staff, librarians, archivists, post docs, and graduate students.

**Date**: Thursday, May 14th (the day after the TSC's Spring Perspectives conference)
**Time***:* 9:00 am to 1:00 pm
**Location:** UCC 56
**Bring:** A mug and a mobile device
**Registration:** Register early, Space is limited!
**www.uwo.ca/tsc**

*Coffee and a morning nutritional break will be available to participants.*

If you are interested and able to participate in the organization of unTIES, please email either Sarah McLean (sarah.mclean@schulich.uwo.ca) or Elan Paulson (elan.paulson@uwo.ca).

For more information about the Technology in Education Symposium (TIES) initiatives, visit **www.ties-at-western.com**. For more information about the Western Network for Digital Education and Research (WNDER), visit **wnder.uwo.ca**.

# Course Design: Begin with the End in Mind*

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

## Key questions of course design

Recently, curriculum conversations have been occurring across faculties and departments as part of a larger movement toward aligning program outcomes, assessments, and courses. Inevitably, the question arises, "Should I do this for my courses as well"? The answer is a resounding, YES! Using a course design process that helps align course outcomes, assessments, and teaching and learning strategies not only helps you, as the instructor, to clearly map out the key ideas in a course, but it will help you to address the following three questions that are the basis of good course design:

1. What do I want students to know?
2. How will I know that they have learned it?
3. What techniques/resources will I use to share information?

Your responses to these questions are also important to students. We spend huge amounts of time crafting what we believe to be a suitable course syllabus to present to students in the first class of the semester. However, the information that students want to know – What will I learn?; How will I be assessed?; and What will we be doing in class? – is also contained in those three questions. Good course design begins with considerations of **Outcomes** (what will students know and be able to do), **Assessment** (how will I know that they have learned it), and **Teaching Strategies** (what techniques/resources will I use to share information). This notion of Constructive Alignment was forwarded by John Biggs (2003) and has been adapted for use in the Teaching Support Centre as Figure 1, below.
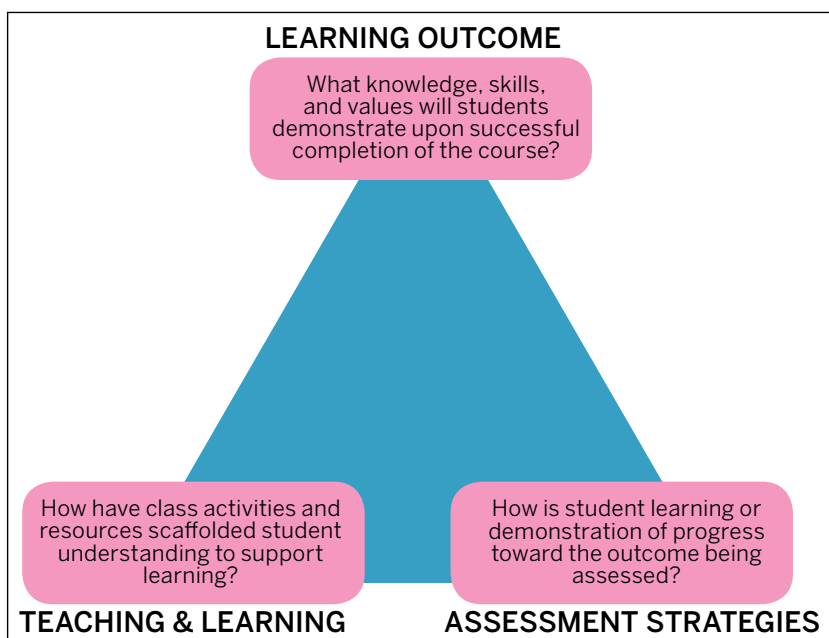
## What do I want students to know?

In designing a cohesive course, begin at the top of the triangle with OUTCOMES ~ what is it that students will know and be able to do as a result of learning in your course? In order to not become mired in the myriad detail of content knowledge, it is helpful to think of meeting a student in the future. What key concepts would you hope that they would recall from your course years later? These ideas become the *Enduring Understandings* (Wiggins & McTighe, 2005), "statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom". Enduring understandings:

1. Frame the big ideas that give meaning and lasting importance to such discrete curriculum elements as facts and skills;
2. Can transfer to other fields as well as life beyond the classroom;
3. Help "unpack" areas of the curriculum where students may struggle to gain understanding or demonstrate misunderstandings and misconceptions; and
4. Provide a conceptual foundation for studying the content area.

Enduring Understandings are BIG IDEAS and must be broken down into key or "Essential Questions" around which your course can be framed. McTighe and Wiggins (2013) explain the relationship between enduring understandings (Big Ideas) and essential questions in this way:

If the content that you are expected to teach represents "answers", then what questions were asked by the people who came up with those answers? This conceptual move offers a useful strategy both for seeing a link between content, and important questions, and for coming up with ways of engaging students in the very kind of thinking that is required to understand the content...The questions thus serve as doorways or lenses through which learners can better see and explore the key concepts, themes, theories, issues, and problems that reside within the content. pp 4-5



**LEARNING OUTCOME**

What knowledge, skills, and values will students demonstrate upon successful completion of the course?

How have class activities and resources scaffolded student understanding to support learning?

How is student learning or demonstration of progress toward the outcome being assessed?

**TEACHING & LEARNING**　　**ASSESSMENT STRATEGIES**

Figure 1: Constructive curriculum alignment

*Covey (1989, p. 98)

To illustrate the relationship between the two, here are some examples from a number of disciplines of Enduring Understandings and Essential Questions that have been adapted from McTighe and Wiggins (2013).

| Enduring Understandings (Big Ideas) | Essential Questions |
|---|---|
| The geography, climate, and natural resources of a region influence the economy and lifestyle of the people living in the area. | How does where you live influence how you live? |
| Statistical analysis and data display often reveal patterns. Patterns enable prediction. | What will happen next? How certain are you? |
| Dance is a language of shape, space, effort, and timing that can communicate feelings and ideas. | How can movement express emotion? |

## Essential Questions become course outcomes

When you have determined the several essential questions that are addressed in your course, the next step is to change these questions into outcome statements. Nilson (2010) asserts that an "outcomes-centred course design guarantees a high level of student engagement because the process steers you toward student-active teaching strategies" (p.18). **A learning outcome is a statement of exactly what your students should know, value, or be able to do after completing your course, or at specified times during your course.** An outcome consists of three parts: a statement of performance, a statement of conditions for the performance, and the criteria and standards for assessing the performance. It may guide your thinking to consider Bloom (1956), and Krathwohl (2002) frameworks that are arranged as taxonomies of cognitive operations from lower order (knowledge) to higher order (synthesis/evaluation). Outcomes that are written using a higher order verb (critique, defend, construct, design, validate) expect students to demonstrate their knowledge using more sophisticated means. In turn, your assessment tools and classroom teaching and learning strategies must support and enable these demonstrations of learning. Figure 2 is an illustration of Bloom's Taxonomy.

For example, a student learning outcome that asks students to recite Kreb's cycle is only requiring student rote knowledge and memorization. While lower order skills have a place in our curriculum, they should not be the end point for a course. Instead, consider ways in which these lower order skills can be combined with other knowledge and key ideas which then require students to demonstrate what they have learned at a higher level – perhaps by *constructing a model to illustrate a cellular level cycle or assess the validity of a conclusion based on their understanding of Kreb's cycle.* **By inviting students to demonstrate their learning at a higher level, they are combining knowledge and skills from the lower levels and applying it in different ways.** Outcomes that ask for higher order thinking are aligned with the essential questions that underpin a course. Lower order questions (Label, identify, explain, describe) may represent the learning from topics that are covered in a lesson or lab, but do not in themselves relate to an essential question.

### When creating course outcomes, remember:

1. Outcomes must be observable and measurable – that is the instructor can observe (see or hear) and evaluate each learner's performance according to a standard (e.g., how well, how many, or to what degree);

2. Most outcomes require high degrees of cognition according to Bloom's taxonomy;

3. Outcomes must be achievable for students given the length of the course, the number of course hours, and the level of scaffolding provided through classroom instruction and activities; and

4. Course outcomes are related to the essential questions and are therefore relevant to the course and meaningful to students.

Watch for the next edition of "Course Design: Begin with the end in Mind" in the 2015 Fall *Reflections*. It will focus on the second aspect of the design triangle – connecting assessment to course outcomes.

**Figure 2:** Bloom's Taxonomy staircase indicating the cognitive levels and corresponding activities, Retrieved from: www.learningsolutionsmag.com
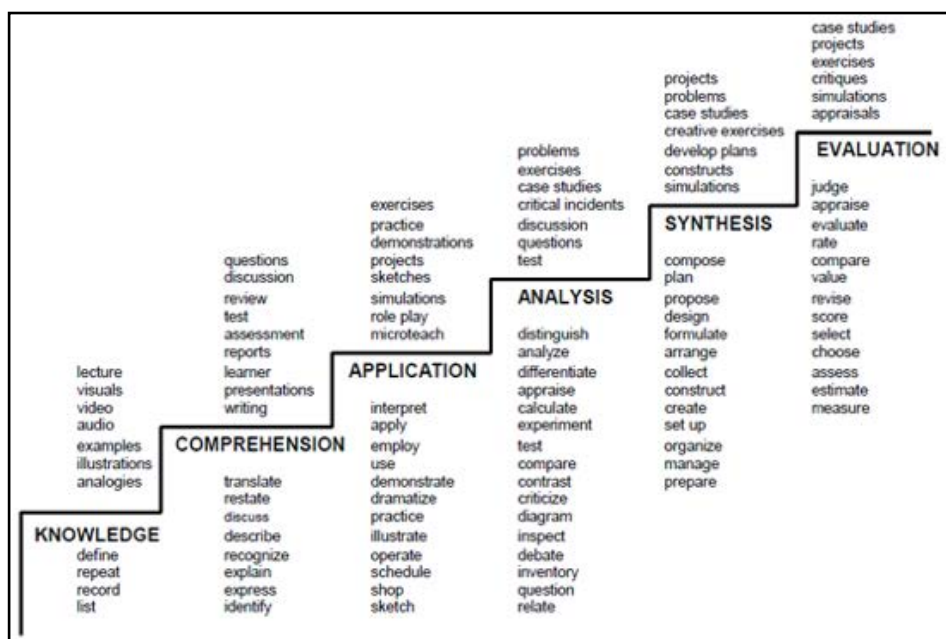
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Bloom, B. S. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook 1: Cognitive domain.* New York, NY: David McKay.

Covey, S.R. (1989). *The seven habits of highly effective people: Powerful lessons in personal change.* New York, NY: Free Press.

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Nilson, L. (2010). *Teaching at its best: A research-based resource for college instructors.* (3rd ed.). San Francisco, CA: Jossey-Bass.

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Wiggins, G & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision & Curriculum Development.

# Welcome Beth Hundey

Beth Hundey has joined the Teaching Support Centre as an eLearning and Curriculum Specialist after completing her Ph.D. at Western in Geography (Environment and Sustainability) and researching environmental change at Western's Lakes and Reservoir Systems Research Facility. She has had a range of teaching experiences, including first and upper year undergraduate courses in physical geography and environmental change, undergraduate and international field courses in geography and biology, and a course in the WALS (Western Active Learning Space) classroom.

Beth first came to the TSC in 2012 as an instructor for the Teaching Assistant Training Program, and was later involved in the development of online learning modules and face-to-face workshops. She is passionate about continuous improvement of student learning and teaching experiences at Western. Beth is excited to use her interests in creative, cutting edge, and effective teaching methods to support blended and online learning at Western.

You can reach Beth by email at ehundey2@uwo.ca or at extension #81218.
She is also active on Twitter @bhundey.

# Flourishing in Your Teaching (Part 1)

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

AND TOM HAFFIE, LECTURER, DEPARTMENT OF BIOLOGY

*I am teacher at heart, and there are moments in the classroom when I can hardly hold the joy...But at other moments, the classroom is so lifeless or painful or confused – and I am so powerless to do anything about it – that my claim to be a teacher seems a transparent sham.*
Parker J. Palmer (1998, pp. 1-2)

Most days, passionate teachers find themselves somewhere between Palmer's poetic extremes of experience. But wouldn't it be nice if we could enjoy more time closer to the joyful end of the spectrum? What might we do to cultivate, defend and celebrate our well-being as teachers? Seligman's (2011) theory of Flourishing, and related research from the positive psychology literature provide several tangible suggestions.

Seligman focused on how people can achieve high levels of subjective well-being; that is, how they can flourish in their lives. He suggests that there are five components that constitute well-being: positive emotions, engagement, positive relationships, meaning, and accomplishment. Each of these components independently contributes to well-being; increasing any one of them will tend to increase overall well-being.

## Positive Emotions

Positive emotions are simply the good feelings that we have, including emotions such as gratitude, joy, contentment, and enjoyment. Below are three strategies you may want to try to increase your positive emotions around teaching.

### 1) Savour the positive

The next time you have a positive experience in your teaching, try to notice it in the moment; take the time to savour it fully and appreciate it deeply. After the fact, replay the experience in your mind. Try to distil the experience down to its essence. What, exactly, made that teaching moment so memorable? Maybe write it down or discuss it with friends or colleagues. Maybe create a physical reminder or souvenir. None of us have too many positive stories in our lives (Fredrickson, 2009).

### 2) Count your blessings

Related to savouring the positive is recognizing and reflecting upon the blessings in your teaching. You might create a teaching gratitude journal and identify three things that went well after each class and why those things went well, with a particular emphasis on your contribution to that success. You could review the journal periodically to remind yourself of what "works" for you in promoting positive outcomes in your teaching practice. You might create a Sunshine File or bulletin board where you can collect those impromptu "Thank You" emails and notes of appreciation from students and colleagues (Fredrickson, 2009; Seligman, 2011).

### 3) Visualize success

The period just before teaching can be fraught with nervousness, anxiety or scattered attention on other matters. All of these challenges may be reduced by visualizing positive situations and outcomes related to the impending class. For example, before a class you could engage in a step by step visualization of an interesting, engaging and energized class with you as the dedicated facilitator. In particular, you might imagine your best self and inhabit that persona, even if you are not actually feeling your best in that moment (Fredrickson, 2009).

## Engagement

Engagement is the experience of being fully absorbed in the moment; it is often referred to as being in the "zone" or in a state of flow. Below are three strategies you may want to try to increase your engagement in your teaching.

### 1) Challenge yourself

You are more likely to be engaged when you are challenged. If you are teaching newer material, think about how to match this with a fresh approach – one with built-in measures to enhance your well-being. If you are teaching the same course for several years, maybe challenge yourself to develop new angles, new media, new examples or new facilitation plans. Or, maybe it is time to develop that new course you have been thinking about (Csikszentmihalyi, 1997).

### 2) Use your strengths

If you can create a teaching practice that draws on your strengths, this will also increase engagement. For example, if one of your strengths as a teacher is creativity, developing innovative class activities or assessments that support student learning will likely engage you (Fredrickson, 2009; McGovern & Miller, 2008; Seligman, 2011).

### 3) Be mindful

Mindful awareness, being fully present in the moment, will tend to increase your attention and engagement with any task. In your

teaching practice you could do a short, five or ten minute, mindfulness meditation before class.  This will help you leave any planning, worrying, or unrelated thinking aside and allow you to be more fully present and deeply engaged in your class (Fredrickson, 2009).

Each of these six strategies holds the potential to increase your well-being as a teacher; in fact, some of the strategies can have a positive impact on more than one component (e.g., using your strengths can increase both positive emotions and engagement).  You may want to try them out to determine which combination works best for you.  In the fall 2015 edition of *Reflections* we will address how increasing your teaching-related positive relationships, meaning, and accomplishment, can also increase your well-being as a teacher.

**References**

Csikszentmihalyi, M. (1997). *Finding flow: The psychology of engagement with everyday life.* New York, NY: Basic Books.

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McGovern, T. V., & Miller, S. L. (2008). Integrating teacher behaviors with character strengths and virtues for faculty development. *Teaching of Psychology,* 35(4), 278-285.

Palmer, P. J. (1998). T*he courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco, CA: John Wiley & Sons.

Seligman, M. E. (2011). *Flourish: A visionary new understanding of happiness and well-being.* New York, NY: Simon & Schuster.

# Invitation to faculty to participate in research

Faculty members at Western are invited to participate in a study on student and faculty perceptions of faculty preparedness to teach students with learning disabilities (LD) at the post-secondary level. The study involves completing an online survey detailing your beliefs, attitudes, opinions, and behaviours around your perceptions of preparedness to teach students with LD and your personal teaching experiences in higher education. If you would like to participate in this study, please click on the link below to access the letter of information and survey link.

**SURVEY LINK**

For more information, contact:

**Sarah Copfer Terreberry,** Ph.D. Candidate
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# What's Happening with Copyright @ Western: An Update to the Puzzle

BY TOM ADAM, COPYRIGHT ADVISOR TO THE PROVOST

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

We have completed our first full year managing copyright locally at Western, having severed our relationship with Access Copyright in December 2013. In the intervening time a wealth of copyright literacy information and services has been created and made available at Western as part of the Copyright Literacy Project. The foundational project goals are to engage the community in thinking about copyright and to assist faculty, staff and students in making informed and responsible choices whenever the work of others is used, in research, in teaching and learning and in our day to day operations across campus. Our Copyright @ Western website at copyright.uwo.ca is the primary vehicle for housing and providing access to these resources. This copyright update will serve as a refresher concerning the core materials launched with the website in 2013 and introduce you to some new tools that we have added over the past year.

Establishing whether or not securing copyright clearance pertains to your particular circumstances is a critical first step in solving the copyright puzzle. Western's Copyright Decision Map provides a guide to assist in making this determination, with five simple questions.

The first two clarify whether or not copyright applies at all.

1. Has the term of copyright, which in Canada is typically 50 years following the death of the creator, lapsed?
2. Is your use of protected material substantial enough to require consideration of copyright in the first place?

The next two relate to pre-existing sanctions for copying that may be in place.

3. Does Western have a licence which sets out terms of use or does the work itself indicate allowable use without seeking clearance?
4. Is there a statutory exception such as the educational institution or the fair dealing exception that can be employed?

Finally Question 5 provides guidance when all else fails and clearance must be secured. Each step in the map contains links to additional information.

Fair Dealing is an important statutory exception that can be broadly applied in many situations on campus. Our Fair Dealing Analysis introduced last summer, is designed to simplify the process of determining if your particular "dealing" is fair. The Copyright Act is not explicit in outlining what is meant by fair dealing; only that it must be for one of eight specified purposes. After the 2012 revisions to the Act, education was added as an allowable purpose, giving us greater latitude to employ the fair dealing exception at Western. Fair dealing was earlier clarified in a 2004 Supreme Court decision, CCH Canadian v. Law Society of Upper Canada (2004). This ruling articulated several fairness factors which have been incorporated into our fair dealing analysis tool.

Western Libraries has negotiated licences for the thousands of electronic journals and books, bundled into resource packages, which are available to the campus community and accessed through the library catalogue. Licence terms are not consistent from digital resource package to digital resource package and what you can do may vary, contingent on the particular e-book or journal you use to retrieve the work. In order to make these licensed use terms more transparent and easier to find, we created a Licensed Use Search tool to expedite the process. It launched earlier this academic year; the result of a Western Libraries project that sequentially examined each digital licence and extracted the relevant use terms. The Licensed Use Search tool provides a convenient method of discovering this important information, useful to guide the copyright process.

Our latest addition Ask Copyright, was established to coincide with the first annual Fair Dealing Week in Canada which took place the last week in February 2015. The service facilitates asking your copyright question in the box provided and receiving an exact or best possible answer match. We populated the database that powers Ask Copyright with a library of questions and answers, however we no doubt overlooked some. Ask Copyright keeps track of unanswered queries allowing us to build the databank in response to the needs of the Western community.

This collection of resources and services will continue to grow as we establish a long term solution to manage copyright literacy at Western. Please watch the Copyright @ Western website for new information and tools as they develop and feel free to give me a shout if you have copyright questions or require additional information. Use the general copyright@uwo.ca address to e-mail questions or give me a call at 519-661-2111, ext.80347.

# TEACHING WITH TECHNOLOGY

OWL
EXPLAIN EVERYTHING
eLEARNING
PREZI
TSC
ACTIVE LEARNING SPACE
ITRC
BLENDED
BLACKBOARD
COLLABORATE
PEDAGOGY
CLICKERS

**Jointly hosted by:**
the Teaching Support Centre and the Instructional Technology Resource Centre

**Registration:**
www.uwo.ca/tsc

**May 21st, 2015**
**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

# Re-Framing Instruction:
## A new approach to information literacy

BY KIM MCPHEE, TEACHING & LEARNING LIBRARIAN, WESTERN LIBRARIES

The winter term is wrapping up at Western and the spring tulips are starting to make their appearance – while the Instruction Librarians at Western Libraries are busy re-thinking their upcoming fall instruction. Big changes are coming to the way we teach, and these changes are exciting!

Since 2000, librarians have based their instruction on a set of standards set forth by the Association of College and Research Libraries (ACRL), a division of the American Library Association (ALA). In recent years, the standards were deemed out-of-date. So over the past two years, a dedicated taskforce has worked to develop a new Framework for Information Literacy for Higher Education that takes into account the dynamic nature of information, technology and scholarly communications. The framework was approved by the ACRL Board in February and we are now ready to put it into action.

What does this mean to you? First, it means that librarians will generally be moving away from teaching point-and-click classes. While a traditional database demonstration class might seem helpful for students who need to write an essay, the associated learning outcomes are often easily achieved by leveraging technology. It also means that we will be starting conversations with you about how we can better align our work with the learning outcomes for your course and program. The end goal is to work more closely with students to engage them in deeper understandings about information, scholarship, and research.

The new framework is built on the disciplinary threshold concept, which "represents a transformed way of understanding, or interpreting, or viewing something, without which the learner cannot progress, and results in a reformulation of the learners' frame of meaning" (Meyer, Land, & Baillie, 2010, p. ix). It also focuses on metacognition, empowering students to be aware of their thought processes as they move through the information landscape as both consumers and creators of information (Mackey & Jacobson, 2011).

Each of the six frames includes a detailed explanation of the frame as well as knowledge practices and dispositions of those who are developing their information-literate abilities. By structuring the framework in this way, instructors will be able to develop meaningful rubrics to assess student behaviours, attitudes and work, thus helping to inform student self-awareness as they tackle each threshold concept.

The new frames (presented alphabetically) are:
• Authority is Constructed and Contextual
• Information Creation as a Process
• Information Has Value
• Research as Inquiry
• Scholarship as Conversation
• Searching as Strategic Exploration

Let's look at one of these, 'Searching as Strategic Exploration'. This frame is explained as, "searching for information is often nonlinear and iterative, requiring the evaluation of a broad range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops" (American Library Association, 2015, "Searching as Strategic Exploration", para. 1). A novice searcher might try one search strategy in only one or two sources; having found a small handful of useful information, this searcher concludes the search process. On the other hand, the expert searcher thinks critically about who might produce information – both supporting and contradictive – on the topic of interest, try many search strategies, engage in learning how the information source is constructed and work to effectively manage search results. Those who are developing their information literate abilities demonstrate various dispositions, including mental flexibility, seeking guidance when needed, recognizing the value of browsing and persisting when the information search is difficult.

As you can see, demonstrating a database to a group of students does very little to actually move students across the threshold to understanding the concept of 'Searching as Strategic Exploration.' This is where the librarian enters the picture, to work with you to develop meaningful learning activities and assignments that will help students develop these important understandings.

What are some practical things you might do? How about:

• Assigning a bonus mark or two to flipped classroom activities designed by your librarian in order to boost student participation and, ultimately, learning.

• Use OWL to take advantage of your librarian's online research guides and his or her willingness to create custom content and lessons to meet your students' learning needs. We are happy to be added to your OWL site, engage in online conversation with students, and create and mark assignments.

• Meet with your librarian to discuss in-class strategies to get students thinking more deeply about the information and research landscapes. Together, we can design class debates, reflective writing assignments, or group presentations to engage students.

• Team teach with your librarian to demonstrate your information literacy skills and processes to your students and give real world examples of how these concepts are important in your own research.

Are you excited about the upcoming changes and the potential they hold for your students? To learn more, please be in touch or plan to attend the Spring Perspectives session, "Faculty-Librarian Collaboration: Past, Present, and Future" on May 13. I'm looking forward to our conversations.

**References**

American Library Association (2015, February 9). *Framework for Information Literacy for Higher Education.* Retrieved from http://www.ala.org/acrl/standards/ilframework

Mackey, T. P., & Jacobson, T. E. (2011). Reframing information literacy as a metaliteracy. *College and Research Libraries,* 72(1), 62-78.

Meyer, J., Land, R., & Baillie, C. (Eds.). (2010). *Threshold concepts and transformational learning.* Rotterdam, Netherlands: Sense Publishers.

# Welcome Chris Smith

Chris Smith recently joined the Teaching Support Centre as Program Assistant where he will provide support to the areas within the portfolio of Teaching and Learning Serves. Chris has a Bachelor of Arts in both Media, Info & Technoculture and Political Science along with a Masters of Library & Information Sciences all from Western.  He has been with Western Libraries since 2008, and has held two separate secondments with The Student Success Centre as Resource Coordinator.  Chris' diverse work history and his continued focus on customer service will aid in his success in this new role.

# Western Institute for Research on Teaching and Learning

## June 2-4, 2015

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 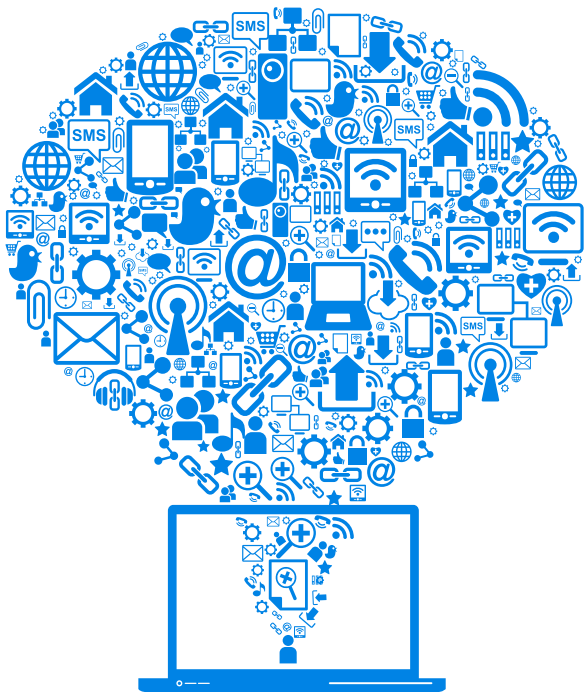in small groups to develop their own projects. The fourth annual edition of the Western Institute for Research on Teaching and Learning will be held June 2-4, 2015 in the Teaching Support Centre.

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

**To register, click Calendar of Events for faculty**

# Instructional Skills Workshop Online

## May 25 - June 26, 2015

The Instructional Skills Workshop Online (ISWO) was developed to address the needs of Western instructors who teach online and is designed to increase competence and comfort in the online teaching environment. This small enrolment, 30 hour workshop occurs entirely online in OWL over a five-week period where the participants experience the roles of both being an online instructor and learner. During ISWO, feedback and personal reflection activities provide opportunities for individuals to learn from this dual model. The workshop involves asynchronous and synchronous interactions between group members and the facilitators. The activities in this short course are intended to provide an authentic environment where instructors can learn, experiment, and practice skills related to facilitating online learning.

For more details, please contact Gavan Watson, Associate Director eLearning, Teaching Support Centre, e-mail: gavan.watson@uwo.ca

**Click here to register!**

# *eLearning* Course Design Workshop: Designing Blended Courses

## May 1 & 8, 2015
## 9:00 am - 4:30 pm
## Room 122, Weldon Library

The purpose of this two-day workshop, held on consecutive Fridays, is to facilitate the design or re-design of a course that you will be teaching in the upcoming year. The workshop will focus on the creation of a course that includes significant learning in both the face-to-face and online environment.

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
5) Align course components to face-to-face and online delivery methods.

**To register, click Calendar of Events for faculty**

## 3M National Teaching Fellowships

### *Call for Nominations*
**Nomination Deadlines:**
**Internal:** August 17, 2015 **External:** August 31, 2015

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.

Click here for details regarding nomination process, award eligibility, etc.

Note that changes have been made to the Nomination Dossier. Please visit the STLHE website for more information.

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.

# The Research on Teaching Symposium

**Tuesday, April 28, 2015 - 1:30 pm - 3:00 pm**
**Teaching Support Centre, Rm 121, 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. We are very pleased to have Dan Belliveau (School of Health Studies), George Gadanidis (Faculty of Education), Patricia Gray (Department of Biology) and Linda Dunn (Western Libraries), and Bethany White (Department of Statistics and Actuarial Sciences) discuss their Research on Teaching projects. We hope that you will join us!

**To register, click Calendar of Events for faculty**

## Instructional Skills Workshop for Faculty

### May 4 - 6, 2015

- 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.

**Click here to register!**

# APRIL - SEPTEMBER 2015
# UPCOMING EVENTS IN THE TSC

| Event | Date |
|---|---|
| **Research on Teaching Symposium**<br>*Showcases Research on Teaching projects being done here at Western.* | April 28 |
| **eLearning Course Design Workshop: Designing Blended Courses**<br>*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 1 & 8 |
| **Instructional Skills Workshop for Faculty**<br>*Intensive three-day workshop designed to enhance the teaching effectiveness of both new and experience instructors.* | May 4 - 6 |
| **Spring Perspectives on Teaching Conference**<br>*Keynote Speaker: Dr. Mathew L. Ouellett, Wayne State University on "Realizing the University of the Future: An Institution-wide Approach to Pedagogical Change".* | May 13 |
| **unTIES: Western University's First eLearning unConference**<br>*At this congenial half-day unconference, you decide the session topics based on your interests in research and teaching with educational technologies.* | May 14 |
| **Teaching with Technology**<br>*Provides instructors with information, tools, and support in eLearning.* | May 21 |
| **Instructional Skills Workshop Online (ISWO)**<br>*This 30 hour workshop occurs entirely online in OWL over a 5-week period where the participants experience the roles of both being an online instructor and learner.* | May 25 - June 26 |
| **Western Institute for Research on Teaching and Learning**<br>*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 2 - 4 |
| **New Faculty Orientation - Teaching at Western**<br>*A day of information seminars and teaching tips to aid new faculty at Western.* | August 12 |
| **Course on Teaching at the University Level**<br>*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 17 - 20 |
| **eLearning for New Faculty**<br>*A one-day session on using technology in your instruction.* | August 26 |
| **Fall Perspectives on Teaching Conference**<br>*Keynote Speaker: Mike Atkinson, Department of Psychology, Western University on "The New Science of Learning".* | September 2 |
| **Graduate Student Conference on Teaching**<br>*Introduction to teaching at Western for graduate student teaching assistants.* | September 9 |

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