Reflections

NUMBER 75, AUTUMN 2016

YOUR FEEDBACK

THE STUDENT QUESTIONNAIRE ON COURSES AND TEACHING IS MOVING ONLINE

BY STEPHANIE HORSLEY: ELEARNING AND CURRICULUM ASSOCIATE, TEACHING SUPPORT CENTRE

The campus-wide Student Questionnaire on Courses and Teaching (SQCT) has been part of the teaching and learning fabric at Western for over 20 years. Since 1995, SQCT Scantron sheets distributed during the last three weeks of courses have been used to collect student feedback on course and instructional experiences. SQCT feedback supports teaching and learning at Western in a variety of ways, such as providing instructors with positive and constructive feedback on their teaching and courses, informing program decisions, and contributing to the teaching dossier used in regular faculty review.

Beginning this fall, Western is moving the SQCT to an online system called *Your Feedback.*

Why Move the SQCT Online?

The move online follows recommendations of the 2015 Joint Student Questionnaire on Courses and Teaching Working Group and has several key advantages:

✓ **Sustainability**: *Your Feedback* will eliminate the use of a quarter million pieces of paper per year.

✓ **Faster Feedback and Results Distribution:** Reports can be generated more quickly and disseminated electronically.

✓ **Multi-level Reporting:** Reporting can be tailored to the course, department, and faculty levels to a certain extent.

✓ **Customizable Data:** Beginning in Fall 2017, instructors, Chairs, and Deans can add questions to the SQCT.

✓ **Accessibility:** Students can fill out their SQCT on any internet-enabled device using any operating system. *Your Feedback* is also WCAG compliant and is compatible with assistive technologies.

✓ **Increased Student Engagement:** *Your Feedback* provides additional opportunities for students to complete the SQCT.

✓ **Adaptability:** *Your Feedback* can facilitate SQCT distribution to most non-standard courses or courses scheduled outside of the most common semester dates, such as team-taught courses, cross-listed courses, quarter courses, and field courses.

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Reflections is the newsletter of the Teaching Support Centre at Western University. Available online at **uwo.ca/tsc**

Introducing: *Your Feedback*

During the Summer 2016 term, *Your Feedback* was piloted in 36 courses by 32 instructors, resulting in approximately 1100 completed SQCTs. Responses to the new online system were very positive: Instructors appreciated the speed and ease with which they received their feedback and the richness of students' comments. Students indicated that they appreciated how easy the system was to use, that they could fill out the questionnaire at a time most convenient to them during the course feedback period, and that *Your Feedback* gave them additional time to reflect on SQCT questions and leave more thoughtful comments.

Your Feedback is powered by Blue software, developed by Montreal-based company eXplorance. Blue was selected due to eXplorance's proven international track record implementing SQCTs as well as their partnerships with institutions such as the University of Toronto, the University of Melbourne, the National Bank of Canada, and NASA.

How Will SQCTs be Administered using *Your Feedback?*

The *Your Feedback* system provides undergraduate students in typical half or full year courses with a three-week window to complete the questionnaire before the course final exam period

begins, which they can do on any internet-enabled device. The course feedback period will vary for courses that fall outside the regular semester structure.

Students will receive an email link to the *Your Feedback* system when the course feedback period opens. *Your Feedback* can also be accessed from OWL or Student Center. Students with incomplete SQCTs will be emailed completion reminders throughout the feedback period. Students can complete and submit their SQCT in a single session or save their progress and complete it at a later time. While the overall, real-time response rate of a class can be tracked, instructors and faculty administrators cannot identity which individuals have or have not completed a SQCT, nor can they connect a response back to a specific student.

Instructors will continue to provide 15-20 minutes at the beginning of a single class within the *Your Feedback* period for students to complete the SQCT using an internet-enabled device. This year, departments can request a proctor from the Office of the Registrar to visit on or near the last class to facilitate this time. As with the paper-based SQCTs, instructors, Chairs, and Deans will not receive SQCT reports until after final grades are submitted, although *Your Feedback* will allow reports to be distributed more quickly than in the past.

This year, Western is focusing on moving the SQCT online. The content of the SQCT will remain unchanged from the previous Scantron version. A revised SQCT is in development for 2017-2018.

Supporting *Your Feedback* Implementation

Moving the SQCT online presents Western with opportunities to raise awareness of the importance and purpose of the SQCTs as well as clarify policy and processes related to SQCT administration. In addition to providing information on how to use the *Your Feedback* system, the yourfeedback.uwo.ca website provides implementation and data interpretation information and resources for students, student leaders, instructors, and administrators. It also outlines the history of SQCTs and related policies at Western. A multi-faceted and wide-spread awareness campaign about the move online and importance of SQCTs will begin as the first *Your Feedback* period approaches.

SQCTs have a long history at Western. The move online improves the administration process while supporting a renewed discussion about the ways in which SQCTs facilitate the incorporation of student perspectives into the Western teaching and learning community. Watch for more information about *Your Feedback* in the coming months!

STUDENT 2 SCHOLAR

HOME   MODULES   ABOUT US   FACILITATOR GUIDE   CONTACT   LOGIN

SPARK   Student Papers & Academic Research Kit

Getting Started   Exploring   Pulling It Together

...tanding ...ignment   Time Management   Academic Integrity   Choosing a Topic

Graduate Students
Explore these self-directed modules
to develop your academic literacies

Supporting Your Students' Research Skills Development

BY **KIM MCPHEE,** TEACHING & LEARNING LIBRARIAN, WESTERN LIBRARIES

AND **MELANIE MILLS**, DIRECTOR OF LIBRARY AND LEARNING SERVICES, HURON UNIVERSITY COLLEGE

Where does making students research ready (e.g., thinking like a researcher, developing a research question, negotiating the information ecosystem) fit into your teaching?

There is a wealth of open educational resources available to address students' academic literacies and research skill development. Here we feature two, fully open and freely available resources developed by Ontario institutions of higher education to meet these needs: York's SPARK (Student Papers and Academic Research Kit), which is geared toward an undergraduate audience, and eCampus Ontario's Student2Scholar (S2S), aimed to meet the needs of social science graduate students.

While both resources cover the research process broadly, with selected topics and themes in common, distinct content that is appropriately scaled for each of SPARK and S2S's target audiences is also readily available in each (e.g., SPARK's Scholarly vs. Popular Resources, and S2S's Rights and Responsibilities as a Scholar).

SPARK takes students through the process of 'Getting Started', 'Exploring', and 'Pulling It Together' as students approach a research paper. One highlight is the Academic Integrity Module which includes a comprehensive Academic Integrity Checklist for students to review and sign when submitting essays. S2S conceives of the research process in four broad phases: 'Inquiry & Exploration', 'Investigation & Organization', 'Analysis & Evaluation', and 'Creation & Communication'. It includes a personal research workbook which students use for reflecting on their learning across the modules. A fun badge system adds a gamification element that students might find motivating as they progress through the modules.

We encourage you to take some time to become familiar with SPARK and S2S. Whether you decide to integrate their content into your course or instead direct students to these sites for extra help, we are certain that these resources will help your students become research ready.

The following chart outlines key components of and comparisons between the resources:

	SPARK	STUDENT2SCHOLAR
TARGET AUDIENCE	Undergraduate students	Graduate students
INSTITUTIONAL AFFILIATION	York University	Queens University, University of Toronto, Western Universiy
INSTITUTIONAL BRANDING	Yes	No
ACCESS	Freely available, fully open, Creative Commons licensed	Freely available, fully open, Creative Commons licensed
NUMBER OF MODULES	13	10
TIME COMMITMENT PER MODULE	8-10 minutes	3 hours
MAPPED TO DEGREE-LEVEL EXPECTATIONS	No	Mapped to the GDLEs
SUPPLEMENTAL RESOURCES	Checklists, templates, short videos, multi-media objects	Surveys, quizzes, research workbook
ASSESSMENT	Yes; password protected but available upon request	Formative and summative
MODULE SEQUENCING	Flexible, self-paced, personalized	Flexible, self-paced, personalized
OVERARCHING STRUCTURE	Organized to model the writing process	Organized to model the research process
INSTRUCTOR MANUAL	Yes, includes guidance for integrating SPARK into your class	Yes, includes guidance for integrating S2S into your class

Introducing the Western Degree Outcomes

BY

GAVAN WATSON, ASSOCIATE DIRECTOR, ELEARNING, TEACHING SUPPORT CENTRE
KIM MCPHEE, TEACHING AND LEARNING LIBRARIAN, WESTERN LIBRARIES
NANDA DIMITROV, ACTING DIRECTOR, TEACHING SUPPORT CENTRE

In May 2016, Western's Senate adopted our first official set of "Western Degree Outcomes" (WDOs). They are our locally-developed, institution-specific learning outcomes that will act in place of the Ontario-wide Undergraduate Degree-Level Expectations, commonly referred to as UDLEs.

After almost a year of consultation, the WDO working group, made up of faculty members from a variety of disciplines across campus, students, and members of the TSC curriculum team, identified seven areas of accomplishment that communicate "what a degree from Western means." As the preamble to the WDOs articulates, these "Degree outcomes [will] serve as a shared language of achievement and skills that any Western undergraduate—regardless of disciplines or degree—might use to describe the result of their years of study to a variety of audiences. They will provide faculty and students with a common language of academic development and application. It is hoped that today's WDOs will provide inspiration as well as guidance for program and course-level curricular engagement and innovation in the years to come."

Over the next year, the TSC will host workshops, world café sessions and discussions with faculty members to explore how we can help students achieve these outcomes, how programs can assess this achievement, and share creative ways in which programs and courses in different disciplines have helped students practice and apply these outcomes. That is, while programs will formally introduce the WDOs into their curriculum via the program review process, we also invite instructors to consider how their own courses assist students in achieving, in part, these institutional-level outcomes.

As you explore our new institutional degree outcomes and align them to student work in your own courses, please consider sharing your approaches with us: Have you developed an authentic assessment for a particular outcome? How do the WDOs stretch your students in their learning and what are you doing to capture that learning experience? Have you found a creative way to help your students demonstrate the skills of professionalism, critical inquiry, creative thinking or resilience expected of them at graduation? While there will be common learning goals across disciplines, both assessments and approaches are sure to differ across campus and serve to inspire us to think anew about our teaching strategies.

Later this academic year, the TSC will also begin work on two new purple guides:

the **Guide to Western Degree Outcomes for Faculty** and the **Guide to Western Degree Outcomes for Students**. We would like to highlight instructors' efforts (both successes and stumbling blocks along the way) by including relevant instructional and assessment practices in our new guides. So please do get in touch with our curriculum team (at curriculum@uwo.ca) to share your strategies for implementing the WDOs in your courses and look for TSC programming later on this year.

Click here for more information on Western's Institutional Quality Assurance Process (IQAP).

INTRODUCING
Voice Thread

BY **GAVAN WATSON**
ASSOCIATE DIRECTOR ELEARNING,
TEACHING SUPPORT CENTRE

Introducing VoiceThread (Slide 1 of 21)   sign in

Introducing VoiceThread

Western

Click to play the presentation.

The Western Degree Outcomes (Undergraduate)

1 Knowledge

Western graduates will have developed a sense of discovery that drives their ability to ask and frame questions, seeking to make connections that are not immediately obvious among phenomena and ideas. Western graduates will be able to explain the differences and linkages between the theories, research methods and core ideas of the disciplines they have studied, and analyze and solve problems according to the accepted methods of their field or fields. With their knowledge, graduates will have the ability to identify opportunities in their disciplines and see connections between other areas of study in order to imagine, create or produce novel solutions, works or performances.

2 Literacies and Interdisciplinarity

Western graduates will be able to use disciplinary discourse, technical language, numerical literacy or other appropriate disciplinary systems of knowledge, research methods or ways of knowing to identify, locate and evaluate oral, print, graphic, numerical, scientific or digital information. They will be able to explore complex problems from a variety of perspectives, recognizing bias, and identifying missing or underrepresented voices. Working under conditions of ambiguity or uncertainty, graduates will be able to use disciplinary knowledge in order to research, reason and solve problems from a range of contexts relevant to practices in their disciplines. In proposing solutions, they will be able to describe limitations of the sources and methods they use.

3 Communication

Western graduates will be able to interact and collaborate effectively with other individuals and groups using the language and reasoning appropriate to the communicative context, within and across their personal and professional communities and cultures. Graduates will be able to present their ideas or perform their works in a way that is clear and accessible to a variety of audiences. Connecting with peers and experts, they will be able to communicate responsibly through digital and other means.

4 Resilience and Life-long Learning

Western graduates will be able to adapt to personal and professional changes and challenges across the life course by being self-aware, resilient, and self-reflexive. In addition to their mastery of discipline specific knowledge and methods, graduates will be able to articulate a clear understanding of their own values, interests, and goals as well as the limitations of their own knowledge and perspectives. Accepting that change is ongoing, graduates will recognize the advantages of stepping outside of their comfort zone to continue to enhance their knowledge and capabilities.

5 Global and Community Engagement

Western graduates will be able to interact ethically and compassionately with others and with the natural and social world. Western graduates will be ready to act locally and imagine globally; practice perspective taking and empathy; understand the interconnectedness of the world as expressed through technology, culture, belief systems, economics, and politics; to understand and to exercise social, political and environmental responsibility both at home and abroad.

6 Critical Inquiry and Creative Thinking

Western graduates will have developed habits of constructive skepticism, differentiation and intellectual adaptability in their approaches to phenomena, artefacts, issues, or arguments. They will be able to identify underlying assumptions, agendas, purposes, audiences, points of view, paradigms, evidence, implications, and logical strategies and thereby arrive at conclusions about reliability. They will bring habits of careful judgment, an appetite for further refinement, aesthetic engagement, and artistic expression or highly developed problem-solving skills to their pursuits.

7 Professionalism and Ethical Conduct

Western graduates will be able to recognize the ways in which their conduct affects others in their field or fields, profession, community, or society. They will be able to work effectively with others practically (e.g. time management, conflict resolution); ethically (e.g. division of intellectual responsibility and credit) and socially (e.g. respecting cultural differences, work preferences). Graduates will be able to apply their studies responsibly to situations they find in the world around them, with the ability to explore ideas, issues, and the world at large from viewpoints other than their own.

TEACHING SUPPORT CENTRE
FACULTY MENTOR PROGRAM
Workshop Sessions: 2016 - 2017

From Limited Duties to Standing Appointment: Knowing the Process and Effectively Documenting Your Teaching

November 10, 2016, 2:00 - 4:00 University Community Centre 147 A/B
Click here **to register.**

Tenure and Promotion Under the Collective Agreement: How the Process Works

December 8, 2016, 1:00 - 3:00 Weldon Library, Room 258
Click here **to register.**

Development of a Teaching Dossier and a Teaching Philosophy

February 3, 2017, 1:30 - 3:30 Weldon Library, Room 121
Click here **to register.**

Best Practices in Supervising Graduate Students
**March 2017 (Date to be announced)**

Spring Perspectives on Teaching Conference

**Thursday, May 11, 2017 | 9:00 a.m. – 4:00 p.m.
Room 2050, Social Science Centre**

Join us on May 11, 2017 for our annual **Spring Perspectives on Teaching Conference**. Our keynote speaker will be **Dr. Nancy Chick**, Academic Director of the Taylor Institute for Teaching and Learning, University Chair in Teaching and Learning, and Teaching Professor in the Department of English at the University of Calgary. Dr. Chick's keynote will address signature pedagogies in the disciplines, and she will facilitate a concurrent session on the scholarship of teaching and learning.

Celebrating Teaching and Learning
at STLHE 2016

BY **KARYN OLSEN**, ACTING ASSOCIATE DIRECTOR, GRADUATE EDUCATION, TEACHING SUPPORT CENTRE
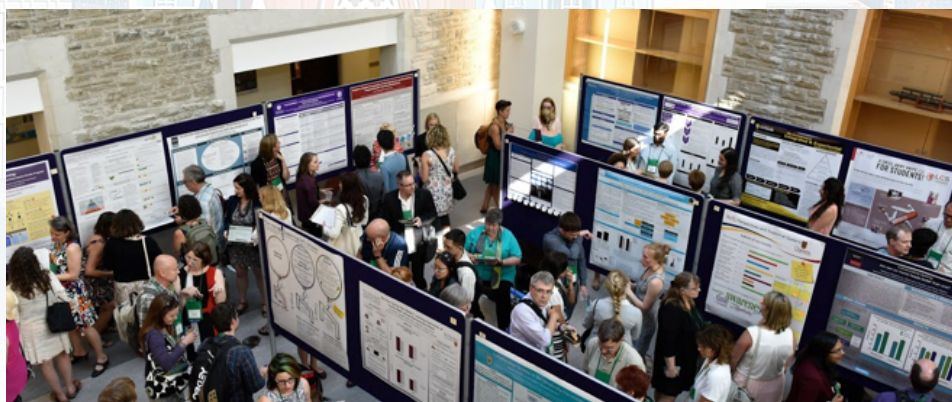
This past June, Western hosted the Society for Teaching and Learning in Higher Education's (STLHE) 36th annual conference. Western partnered with Fanshawe College to offer four full days of engaging speakers, research presentations, and interactive workshops. We welcomed 144 participants from Western and a record number of registrants from Canada and around the globe including the United States, the United Kingdom, Netherlands, France, China, Japan, New Zealand, and Australia. This community of interested and dedicated colleagues made the conference an incredible success… and the great weather and good food helped too!

CONFERENCE THEMES

The theme of this year's conference was "Empowering Learners, Effecting Change." The call for proposals asked presenters to consider how successful post-secondary graduates must adapt and apply their skills in new and unpredictable contexts, see opportunity where others perceive risk, and persist in the face of challenges. The final program examined this issue from multi-disciplinary perspectives, and a number of key conference threads emerged. Presentations focused on a variety of topics including:

- Strategies for motivating and inspiring students to take control of their learning, to excel, and to bring about change through interactions with local and global communities.

- Innovative uses of technology that help students to take advantage of new ways of learning within the classroom and beyond.

- Assessment methods that help students to flourish and to demonstrate mastery in multiple ways.

- Practices implemented by campus support services that contribute to student academic success.

- Scholarly research on teaching and learning that promotes changes in thinking and classroom approaches.

- Support for teaching faculty and professional staff involved in student learning.

- Institutional policies that better support teaching and learning frameworks.

STLHE 2016 LONDON

THE NUMBERS

773
attendees from 8 countries

337
total presentations

3,132
tweets about the conference

95
presentations from Western faculty, staff, and students

Western

125
volunteers in green shirts

Contributions from Western were found across all session formats, from 15-minute research talks and 50-minute interactive sessions, to posters and Pecha Kucha presentations. Western participants represented a diversity of disciplines and focused on a wide range of topics including online and blended teaching, experiential and community-engaged learning, supporting student wellness and achievement, active learning approaches and innovative assessment methods, and many, many more. Together, the outstanding contributions of presenters consolidated the many, multifaceted ways of developing students who are motivated, confident, and prepared to effect positive change in personal, professional, educational, and civic realms.

SOME CONFERENCE HIGHLIGHTS

3M Anniversary

This year, STLHE celebrated the 30th anniversary of the 3M National Teaching Fellowship program. At the conference, the newest 3M Fellows were recognized for their educational leadership and exceptional contributions to teaching and learning in Canadian post-secondary education. Ten undergraduate student leaders from across Canada were also honoured with 3M National Student Fellowship awards. 3M Fellows past and present interacted with the attendees throughout the conference in numerous ways, including engaging in one-on-one conversations as part of the 3M Human Library.

Keynotes

David Helfand, Past President of Quest University in Squamish, British Columbia gave the plenary presentation on the first day of the conference, inspiring the conference community with a captivating discussion on strategies for effectively educating students who will enter a rapidly changing and globalized world after graduation. On day two, Leslie Ortquist-Ahrens from Berea College in Berea, Kentucky used both humour and thought-provoking videos to motivate and challenge attendees to think about ways to make students partners in teaching and learning.

Pecha Kucha

This fast-paced session format was new to STLHE this year! Over 30 presenters shared their work on 20 slides, for 20 seconds each - that's just under 7 minutes total! From among the Western community we saw presentations on supporting multi-literate students, flipped classrooms, teaching statistics online, an intergenerational community language and culture program, international clinical education opportunities, and more! Bravo to the folks who took on this challenge and engaged us with their short but insightful talks.

Chris Knapper Lifetime Achievement Award

Debra Dawson, winner of the 2016 Chris Knapper Lifetime Achievement Award (and newly retired Director of Western's Teaching Support Centre) presented on "The Future of Educational Development in Canada." Deb chronicled the history of the field and shared her own story of advocacy for teaching excellence at Western, in Canada, and around the world. As part of the interactive workshop, she asked participants to consider the current and upcoming trends in higher education, challenged them to embrace innovations, tackle challenges, and become educational leaders.

Banquet

The conference banquet was held in the Great Hall and participants loved the Hogwarts-like atmosphere. This break in the hectic conference schedule was a welcome one and everyone took the opportunity to relax and socialize with old colleagues and new friends. The mini-doughnuts at dessert were divine, and performances by Doug Varty and Denise Pelley had EVERYONE in their dancing shoes by the end of the night.

Twitter

Thanks to the social media savvy of attendees, STLHE was trending on Twitter by the end of the conference. Volunteers used Storify to organize tweets and pictures for each day. These wonderful daily narratives are still accessible at this link if you are interested in seeing more of the conference from the perspective of participants.

NEXT YEAR

We would like to encourage you to consider taking part in next year's conference. In 2017, STLHE will be held in Halifax, Nova Scotia from June 20-23rd and six institutions are working together to co-host the conference. These partner institutions include St. Mary's University, Dalhousie University, Mount St. Vincent University, University of King's College, and Nova Scotia College of Art and Design, and Nova Scotia Community College. See more details as they become available here.

The Teaching Support Centre team would like to thank our Conference Coordinator, Gloria Leckie, our partners at Fanshawe, and all of the amazing Western faculty, staff, and students who supported the conference as presenters, as participants and as volunteers!

Announcing Lead TAs for the 2016-17 Academic Year
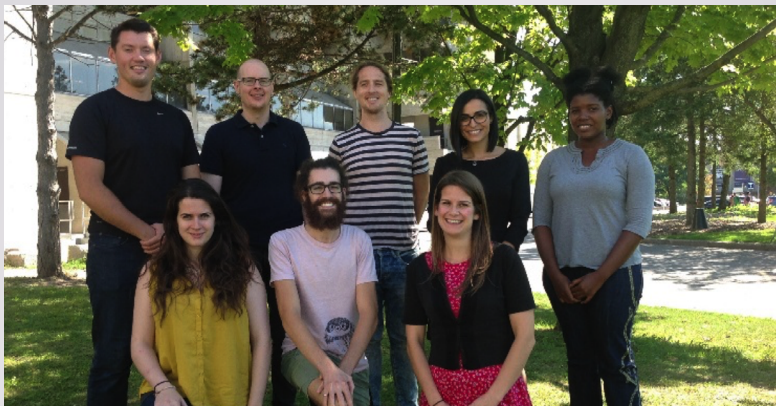
The Lead TA program at Western facilitates the professional development of TAs at a discipline-specific level. After a successful two-year pilot term, the program has secured continued funding for 8 Lead TA positions each year.

The goals of the Lead TA program are to:

- identify departmental TA training needs;
- design, facilitate, and document discipline-specific TA training workshops;
- build TA community within the department; and
- develop print or online discipline-specific resources on teaching.

It is our pleasure to announce the 8 Lead TAs and participating departments/faculties for the 2016-2017 academic year:

Oleksiy Zaika	Anatomy and Cell Biology
Tarek Rashwan	Civil and Environmental Engineering
David Huebert	English and Writing Studies
Zak Bronson	FIMS
Cortney Hanna	Health Sciences
Adriana Soto-Corominas	Modern Languages and Literatures
Mary Blake Bonn	Music
Carolyn Cadogan	Physics and Astronomy

This initiative to improve the teaching effectiveness of TAs at a departmental level complements the general, interdisciplinary TA training offered by the Teaching Support Centre. The Lead TA program is a result of collaboration between the School of Graduate and Postdoctoral Studies, the faculties, the GTA Union, and the Teaching Support Centre. If you would like to learn more about the program, please contact Lead TA Coordinator Aisha Haque at the TSC.

Additional information about the program can be found on the TSC website.

NEW TEACHING AWARDS

Western Award for Innovations in Technology-Enhanced Teaching

This award recognizes and rewards instructors who have significantly improved the experience and outcomes of their students through the intentional incorporation of technology into their teaching practice.

The Vice-Provost (Academic Programs) Award for Excellence in Collaborative Teaching

This award recognizes instructors whose exemplary collaborations in university teaching enhance student learning.

The Vice-Provost (Academic Programs) Award for Excellence in Online Teaching and Learning

This award rewards the efforts of an instructor who has demonstrated outstanding online teaching through exemplary online design.

Application Deadline: January 15, 2017

Click here **for information and guidelines.**

2016-2017 eLearning
LUNCH AND LEARN
Series for Faculty

The eLearning Lunch and Learn Series focuses on the nexus between best practices in teaching and learning and innovative uses of new and emerging technologies. These sessions (lunch will be provided) are intended to foster campus-wide collaboration, communication, and resource sharing about varied topics related to technology embedded teaching. These lively forums will feature eLearning Team staff from the Teaching Support Centre and the Instructional Teaching Resources Centre, as well as faculty from across the disciplines sharing how they are successfully integrating technology into their classroom practices, and course designs. The Lunch and Learn series aims to foster a venue to learn with and from each other.

ALL SESSIONS WILL BE HELD FROM
12:30 - 1:30 P.M.
UNIVERSITY COMMUNITY CENTRE,
ROOM 147A/B.
FOR MORE INFORMATION, PLEASE CONTACT
GAVAN WATSON, ASSOCIATE DIRECTOR, ELEARNING,
IN THE TEACHING SUPPORT CENTRE AT:

GAVAN.WATSON@UWO.CA

REGISTER HERE

Ready for My Close-Up: Working with a Professional Filmmaker to Create Educational Videos

Thursday, October 20, 2016

Join presenters Colleen Sharen (Brescia University College) and Adam Caplan (BMOS) who will share their insights on addressing the question: How do you develop a video that achieves learning outcomes while engaging and motivating students? They will describe how they developed an engaging, motivating, and relatable series of videos and talk about using a creative brief to describe tone, interactivity, consistency, casting, targeting, accessibility, and inspiration in video production

Lightboards

Tuesday, November 22, 2016

A lightboard is a glass chalkboard pumped full of light, used to record and annotate instructional videos in a new and different way. This session explains what lightboards are all about, considers some possibilities, and introduces you to Western's very own!

Faculty Panel on ePortfolios

Tuesday, January 24, 2017

Join panelists Cathy Benedict (Music), Nicole Campbell (Schulich), and Elan Paulson (Education) who offer three perspectives on ePortfolios and their various applications to the university classroom.

Digital Tools In & Out of the Classroom

Friday, March 3, 2017

This session takes dual perspectives (in & out of the classroom) on tools such as Trello and Slack, intended to help with organization, collaboration, and communication. Focusing outside the classroom, Aaron Price (Engineering) will demonstrate applications to research, laboratory management, and supervision. Turning inside the classroom, the TSC will highlight applications for teaching and learning.

Instructional Skills Workshop for Faculty
December 13 - 15, 2016

- **Intensive three-day teaching workshop**
- **Open to all Western faculty**
- **Designed for both new and experienced faculty**
- **Required to attend the full three days (8:30 a.m. – 5:00 p.m. each day)**
- **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

THE ASSESSMENT SERIES
FALL/WINTER 2016-17

In the Teaching Support Centre, we recognize that assessing student learning is a critical part of an instructor's role. To support effective assessment, we offer the *Assessment Series* – a collection of workshops that address a range of assessment issues. Join us for the Assessment Series this academic year.

REGISTER ▶

Writing Multiple-Choice Questions
Monday, October 17, 2016 1:30 p.m - 3:30 p.m.

Academic Integrity at Western
Wednesday, November 16, 2016 1:30 p.m. - 3:00 p.m.

Writing Multiple-Choice Questions to Assess Higher Order Thinking
Friday, March 10, 2017 10:30 a.m. - 12:00 p.m

Using your Student Questionnaires on Courses and Teaching Results to Inform your Teaching
Thursday, April 27, 2017 1:30 p.m. - 3:00 p.m.

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

Copyright@ Western

The 2017 Copyright Review

BY **TOM ADAM**
WESTERN COPYRIGHT LIBRARIAN

Next year, under the joint direction of the Department of Canadian Heritage and the Department of Industry Canada, a statutory review of the Canadian Copyright Act will occur. Mandated in 2012 when copyright in Canada last received a major overhaul[1], this is the first review of the required five-year cyclical schedule implemented to re-examine the Act. The goal of a regular check-in is to ensure that the Copyright Act remains a current, relevant and useful framework that articulates, protects and appropriately balances the rights of creators of works and the rights of those who make use of copyright protected material, especially necessary in our rapidly-evolving information environment.

Why is this important to us?

The 2012 updates to the Canadian Copyright Act were beneficial for the education sector. Expansions to the Fair Dealing Exception[2] and the Educational Institutions Exception[3] particularly, provided greater latitude in the use of copyright-protected works for teaching and learning at Western, whether in a campus classroom or in our learning management system. The review will open the Act, potentially including the educational fair dealing sections, to discussion, evaluation, revision or even repeal. It may produce amendments that impact how often we must obtain permission or clearance to use copyright protected works for education and research, or change how we use works available via the internet in our teaching and learning, for example.

What can we do?

Three things, I think. Western and our colleague institutions across the country are somewhat unique in that in the course of the research, teaching and learning that happens here, members of our campus community are both creators and consumers of works. If copyright and educational fair dealing are important to us at Western and foundational to what we do, as I believe they are, we need to:

Understand

We must be clear ourselves about what copyright is. We need to know what it gives us with respect to the privileges afforded us as creators of works and the limitations it places on these creator rights. Conversely, we need to know what accountabilities it requires of us and articulates as statutory exceptions to infringement. The Supreme Court has ruled that these constitute user rights[4] and we must recognize and discern the rights it provides for us when we employ the work of others in our research, teaching and learning and daily operations at Western.

Use

We need to protect our rights as creators of intellectual and creative output. We must know when and why we are transferring or waiving these rights (when we publish, for example). Equally, we must employ copyright and its statutory exceptions appropriately when they sanction our use of the work of others. We need to ensure that our colleague creators are always acknowledged, and when our use of their work extends beyond the boundaries of licence or statutory exception that they are appropriately compensated.

Advocate

We need to articulate rational arguments that support copyright literacy, educational fair dealing and our responsible use of works on campus. For over a year, we've witnessed the appearance of reports, news stories and opinion pieces from those who are at odds with the education sector's interpretation of copyright particularly with respect to educational fair dealing. They forecast a rather gloomy future for Canadian writers and publishers if educational fair dealing is not reconsidered[5]. Material supporting educational fair dealing is also beginning to surface in journals and social media venues[6]. The Canadian Association of Research Libraries released the CARL Statement on Fair Dealing and Copyright[7] earlier in September. Locally, we have had a copyright literacy strategy in place since 2013. Through the Copyright Office and the information and tools available via our copyright web portal[8], Western encourages the conscientious and legal use of copyright-protected works as it is provided for us by the Copyright Act. In order that we may continue to

exercise these important and necessary rights, we must passionately make our voice heard both as individuals and members of the various university and extra-campus groups and associations of which we are a part, as the statutory review of the Act progresses.

Understanding and responsibly using the rights and accountabilities provided for us in the Canadian Copyright Act is something that we should be doing all the time. Advocating to ensure these rights and accountabilities are not eroded is something of prime importance now as we approach the time for copyright review in Canada.

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1 Copyright Modernization Act (S.C. 2012, c. 20) which received assent on June 29, 2012.

2 Copyright Act, R.S.C., 1985, c. C-42, beginning section 29.

3 Copyright Act R.S.C., 1985, c. C-42, beginning section 29.4.

4 CCH Canadian Ltd. v Law Society of Upper Canada. 2004 SCC13, at paras 48-49.

5 Among the first of these was a PricewaterhouseCoopers report, Economic Impact of the Canadian Educational Sector's Fair Dealing Guidelines commissioned by Access Copyright and released last year in June 2015. It has been cited by Access Copyright (see: AC Director Roanie Levy in Academic Matters January2016), publishers (see: International Publisher's Association), writers groups (see: The Writer's Union of Canada), and in newspaper pieces (see: Globe and Mail January 14, 2016 - Heather Menzies, April 22, 2016 - Kate Taylor. Ottawa Hill Times March 2, 2016 - John Degen. Financial Post July 26, 2016 – Richard C. Owens).

6 For example, Michael Geist in Academic Matters January 2016 and several of his blog posts (see: March 16, 2016) and Meera Nair in her Fair Duty blog (see: April 24, 2016) identify flaws in the academic rigor and findings of the PricewaterhouseCoopers report.

7 Canadian Association of Research Libraries. CARL Statement on Fair Dealing and Copyright

8 For example Western's Copyright Decision Map and the Fair Dealing Analysis tool available via Copyright@Western.

Looking back, Looking forward:
A short history of teaching and learning at Western

BY **DEBRA DAWSON,**
DIRECTOR EMERITUS, TEACHING SUPPORT CENTRE

In July 2016, I retired after 36 years of working at Western University. As I reflected on the changes I have seen in enhancing teaching and learning at Western, I realized what a central role our university has played in shaping higher education in Canada. This article will briefly summarize the pivotal role many at Western have played in transforming university teaching throughout the last 40 years.

The first Canadian teaching and learning centre was at McGill University in 1968 (McDonald, 2016) with Western's Educational Development Office (EDO) being established in 1979. Chris Knapper (2010) has written that the creation of centres in the 1970s and 1980s was driven by the perceived need to enhance the quality of teaching in order to attract students to the expanded universities. By opening the centres, the universities wanted to demonstrate that they were committed to providing students with a high quality education.

By the early 1980s many Ontario faculty were very interested in enhancing post-secondary education and for several years, starting in 1981, they held annual conferences throughout the province. The first conference was organized by Bruce Squires (Schulich) at Western and primarily focused on medical education. In 1984, the fourth Canadian conference on higher education was held at Western with Harry Murray (professor emeritus from Psychology) and Shirley Murray (a former staff member of EDO) being the principle organizers from our university. The conclusion of the conference led to the founding of the Society for Teaching and Learning in Higher Education (STLHE) with Knapper becoming the first President. All those attending the first conference (including me) became founding members of this brand new national organization.

Around the same time period, John Myser, the president of 3M Canada, had had a vision about creating an award for teachers in higher education that would be what he referred to as the "Stanley Cup" of teaching (Roy & Knapper, 2013). He first approached faculty from Western to develop the award and later broadened that request to include other members of STLHE. This prestigious national award, the STLHE 3M National Teaching Fellowship, was established in 1985 in conjunction with 3M Canada with the first Fellows being selected in 1986—not surprisingly Western faculty were among the first cohort of 3M National Teaching Fellows (3MNTF) including Jim Erskine (Ivey) and Eileen Gillese (Law). Later in the 1980s Peter Rosati (Engineering) and Paul Sills (Dentistry) would join this growing group of faculty who would be recognized Canada-wide as truly outstanding teachers.

The EDO office in the 1990s was small but productive. The two Directors during the early 1990s were Marilyn Robinson (Schulich) and Colin Baird (Science), both 3MNTFs. Together they hosted Western's second major STLHE in 1995, now with 371 participants up from the 110 that had attended the first conference in 1984. In 1996 Western became one of the first Canadian universities to adopt the use of teaching dossiers as part of the review process for promotion and tenure and also to have a common student evaluation of teaching instrument used by all faculty. Instrumental in leading these changes at Western were both Colin Baird and Harry Murray. In addition, Murray, a 1992 3MNTF, led the way in developing the STLHE guide to "Ethical Principles in University Teaching". The document was created by five of Western 3MNTFs (Murray, Madeline Lennon, Eileen Gillese, Paul Mercer and Marilyn Robinson) and endorsed by a long list of others. To this day this document is extensively used in discussions about ethical teaching.

In the late 1990s, Western became very interested in expanding our global reach and started actively recruiting students internationally. This initiative was led by Francis Chan, an incredible teacher of Anatomy and not coincidentally another 3MNTF. At the same time, two other Western 3MNTFs were making their mark nationally through their knowledge of large class teaching. Allan Gedalof, from the English department became the author of the first STLHE Green Guide entitled "Large Class Teaching". Just one year after it was published in 1998, it had sold close to 1000 copies Canada-wide and remains to this day the best selling Green Guide. Meanwhile at Western in the same year we launched our first super class with Mike Atkinson teaching 1200 first-year students in Alumni Hall. His expertise in creating large interactive student-centred classes has made him a sought after speaker on this topic throughout the years. All of these 3MNTFs took a very involved role in shaping the development of the teaching and learning centre at Western by speaking at Perspectives on Teaching conferences, facilitating the August course on teaching at the university level, performing consultations, and being involved as Faculty Associates with the EDO.

I was hired in 1997 to work in the EDO and became the sixth Director of the centre. This was my dream job as I had always wanted to be an educational developer, having completed my PhD in educational psychology in 1994 under the mentorship of Harry Murray.

In 2002, I hosted a meeting at Western of Instructional Development Officers, a sub group of STLHE composed of staff and faculty who were interested in enhancing post-secondary education. Much to our surprise, interest in educational development had grown to the point that we needed to have concurrent sessions as we were simply too big to sit around a boardroom table any more. A working group was established to develop the terms of reference for a new constituency of STLHE, and in 2003 the Educational Developer's Caucus (EDC) was formally established. I recently completed my second term as Chair of this group of developers that now has over 250 members.

2003 also marked a landmark year for EDO as we transitioned to the Teaching Support Centre (TSC), a one-stop-shop for teaching and learning. The new centre was a collaborative initiative between EDO, Western Libraries and ITS. We grew from having less then two full-time staff in 1997 to having six full-time staff that year. Our model of a teaching and learning commons including a librarian in our work and with a focus on new technologies would become a common model Canada-wide in the 2000s. Also, with the expansion of graduate students and the focus on internationalization in the early 2000s we needed to broaden our programming. We wanted to hire someone with expertise in both these areas to lead our next evolution. Luckily, Nanda Dimitrov (the current Acting Director of the TSC) applied to work with us and created the graduate education model we called "360" that offered programming to graduate students from entry to exit of university. This highly successful program was again used as a model by numerous other universities in Canada.

Also during this period we saw the first significant renewal of faculty since the 1970s. It was critical that this group would transition successfully to Western. I therefore asked Don Cartwright (Social Science) another 3MNTF to develop a faculty mentoring program to ensure that all new faculty had the opportunity to join this community of practice and to be supported throughout their pre-tenure years. In the last 6 years this program has been wonderfully facilitated by Madeline Lennon (Arts and Humanities) and this year this essential program will be coordinated by Gloria Leckie (Information and Media Studies).

The 2000s also saw a new interest nationally in the scholarship of teaching and learning. Led initially by Boyer (1990) who proposed that faculty be engaged in this area which he saw as the nexus

between their own scholarly research, research on teaching, and scholarly teaching. I asked Allan Pearson (Education) to lead this venture at Western in his post retirement years and much to my delight he accepted. Starting in 2003, I also served on the board of STLHE as a member-at-large. Lynn Taylor (AVP, Teaching and Learning at the University of Calgary), another STLHE board member, and I recognized that for the scholarship of teaching and learning to take a firm hold in Canadian higher education there needed to be more avenues for faculty to publish their classroom research and so we created *The Canadian Journal for the Scholarship of Teaching and Learning* (CJSoTL). This open source online journal of the STLHE, launched in 2010, is housed at Western and the Managing Editor is Ken Meadows from the TSC. Many members of Western's community such as Allen Pearson and Joyce Garnett have served on the editorial board of the journal. In 2016 we again hosted the national conference of STLHE with over 800 registrants. 95 Western faculty and staff gave presentations –the scholarship of teaching and learning is thriving at our university.

Throughout the years we have had many dedicated Western faculty and staff who have supported numerous ventures to enhance teaching and learning of our students at our university and beyond. I have been fortunate to spend my working life with the very best faculty, staff and students. We have an incredible history of working collaboratively with Canada's national society (STLHE) devoted to transforming teaching and learning throughout the post-secondary sector. I have completed my term on the board but this year Gavan Watson from the TSC joined the board as its secretary. Western has the largest number of 3MNTFs in Ontario, national recognition

of our excellence in both teaching and educational leadership. Just in the last five years, new faculty from Western, Cam Tsujita (Science), Mark Goldszmidt (Schulich) and Marjorie Johnson (Schulich), have joined their ranks.

Many people have asked me over the years what is "the secret ingredient in the sauce" that has led to our success at Western in enhancing teaching and learning and although I credit our dedicated faculty and fantastic team in the TSC there is one staff member who deserves recognition for the role she has played in our centre for over 20 years and that is Judy Purves—her wisdom and dedication to enhancing teaching and learning at Western has made all the difference. Luckily when I retired she stayed on! Having seen how far we have come in the last 35 years at Western, I cannot wait to see what initiatives the TSC will next launch.

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Edward G. Pleva Award for Excellence in Teaching

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NEW - **Western Award for Innovations in Technology-Enhanced Teaching**

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NEW - **The Vice-Provost (Academic Programs) Award for Excellence in Online Teaching and Learning**
Deadline for receipt of dossiers for the above awards: **January 15, 2017**

WESTERN FUNDING INITIATIVES

Fellowship in Teaching Innovation
Application Deadline: **March 1, 2017**

Western Mentoring Micro Grant (for full-time tenure-track faculty)
Application Deadline: **December 1, 2016**

International Curriculum Fund
Application Deadline: **April 14, 2017**

Teaching Fellows Program
Application Deadline: **January 2017**

EXTERNAL AWARDS

STLHE'S AWARD PROGRAMS

3M National Teaching Fellowships (highest award in Canada for teaching excellence and educational leadership)
Deadline for nominations: **September 18, 2017** *(internal);* **September 30, 2017** *(external)*

Alan Blizzard Award (rewards collaboration in teaching)
Deadline for nominations: **February 2017**

Brightspace Innovation Award in Teaching and Learning
(recognizes innovative approaches to post-secondary teaching)
Deadline for applications: **February 12, 2017**

3M National Student Fellowship (for students who demonstrate outstanding leadership)
Deadline for applications: **January 31, 2017**

Christopher Knapper Lifetime Achievement Award (contributions to teaching learning and educational development)
Next call for nominations: **February 2017**

OCUFA'S AWARD PROGRAMS

Teaching and Academic Librarianship Awards
Deadline for nominations: **May 2017**

Information and guidelines for all these awards and grants can be found on the TSC website:
www.uwo.ca/tsc/awards_and_grants/index.html