Welcome

Let me start by saying what a privilege it is to be the new Director of University Teaching Services. Starting out in a new role is a much easier task when the past history of your organization has been so stellar and when there is a strong team there to welcome and support your new ideas! Under the leadership of Dr. Cheryl Kristjanson, UTS has grown tremendously over the past five years.

We, at UTS, understand the issues that many of you face in teaching – we too are teachers, researchers, and administrators. Reflecting on today’s trends in higher education, it is apparent that there are many pressures; greater competition for grant funds, increasing learner-teacher ratios, accelerating enrollment in graduate programs. Students similarly have pressures and needs; expectations for experiential learning and technology-based approaches to learning, in-school employment, and family and job market pressures.

All of these considerations (and many more!) create impacts on the process of teaching and learning. We can help! **UTS is your home for best practice, evidence-based teaching resources.**

Here are a few highlights. In the Certificate in Higher Education Teaching (CHET) program we have had over 150 graduate students complete the program and we currently have an additional 160 enrolled. The **New Faculty Program**, a more recent addition to our activities, currently has had 8 faculty members complete the Program and 68 more are making their way through. We have an ever expanding list of **Professional Development Workshops** - eight between now and November 15 (see page 24).
Planning or revising a curriculum? About to undergo an accreditation visit? We have resources to assist you.
Our team (Angela, Erica, Eunice, Mark, Rita, Sol, and Val) is always ready to design and provide custom workshops, explore new initiatives, or provide teaching and learning consultation for your Department or Faculty. Give us a call. We are available to meet with you at either Campus – Fort Garry or Bannatyne, as well as all other University locations.
Visit our [WEB PAGE](#) – it puts a wealth of information at your fingertips.
If you want to learn even more about everything we have to offer, drop by our **OPEN HOUSE** (September 23) for food (including dessert!); we’ll be there for a chat and to answer any questions.
I look forward to seeing you there! – Mark (474-7804 or [mark_torchia@umanitoba.ca](mailto:mark_torchia@umanitoba.ca))

Please note **REGISTRATION IS REQUIRED!**
This Fall 2011 edition of Path to Pedagogy will be reaching your inbox just prior to the new academic term.

We hope that you will take some time to explore the newsletter. We have tried to include a variety of articles and resources that might be of interest to you, as well as motivate your continued growth as teachers.

We are pleased to introduce you to our new Director – Mark Torchia (see p. 1). UTS is extending an invitation for all faculty and CHET students to meet Dr. Torchia, explore our newly renovated offices (208-214 Isbister) and share in a Fall BBQ. We want to feed you all so please register at www.umanitoba.ca/uts.

In this issue we have invited the 2011 university wide teaching award winners to share their teaching journey with you–we are sharing two of their stories now and the third one we have saved for the winter edition.

You will notice that our upcoming Fall Professional Development Workshops are listed on p.24. For those of you who have been regular workshops participants and are now considering embarking on a path of classroom educational research, we would like to draw your attention to the workshop on teacher action research on Oct 12 which will discuss strategies for gaining ethics approval. Many of you are passionate about providing the best possible learning environment for our very diverse student population. You might be interested in an informal discussion of issues surrounding the indigenous community classroom on Sept 30. This newsletter also contains an increased amount of content related to technology and teaching. UTS is now providing specific services intended to support technology and teaching. We have several workshops on these topics and many resources identified in this newsletter. Robert Borgersen has again shared some great perspectives on technology and teaching – this time about presentation software. You might want to join Robert and UTS on twitter (www.twitter.com/uts2).

UTS is not the only place to support your professional development in teaching. We have two articles of faculty members who attended teaching conferences outside of the U of M and were motivated to adopt a new attitude or approach in their teaching (see p. 4, 20). We are also excited to hear about new ideas and are enthusiastic about sharing them (hint, hint – let us know what you learned and we can share it with the wider teaching community through the newsletter).

We have also included 3 new sections – Educational Research reports (p.11), Educational Practice highlights (p.12) and SEEQ factors (p.26). We hope you find these interesting, enlightening and motivating. We are always willing to publish your educational research or narratives about educational practices you find to be effective in your classroom. Feel free to contact me with your ideas (Eunice_friesen@umanitoba.ca).

The newsletter generally includes a book review (see p. 16, 22) but you may not be aware that UTS has a library of books dedicated to pedagogical topics directly relevant to post-secondary education. You can search for and sign out a book at http://intranet.umanitoba.ca/academic_support/uts/resources/library.html. We have also added an IPad App review. If you use an IPad App in your teaching we would be most interested in receiving and publishing your review on it. Lots to read!
Reflections from The Teaching Professor Conference
May 20-22nd 2011 Atlanta, Georgia
Submitted by Fiona Jensen, Faculty of Nursing

The 8th Annual Teaching Professor Conference (www.teachingprofessor.com) was held in Atlanta, Georgia in May this year. As an instructor in the Faculty of Nursing, I was attracted by two of the conference themes: Activities that Engage Students and Instructional Ways to Keep Teaching Fresh. In September 2010 I taught the course, Health Promotion of the Older Adult and Their Families using gerontological concepts and case studies as a strategy to engage students in their learning both in the classroom and in clinical practice. This was a change from the historical course delivery method using lecture and small group formats. The conference provided an opportunity to share this teaching approach as a poster, (“Using Concepts and Gerontological Case Studies to Link Classroom and Clinical Practice : by Fiona Jensen RN, MSN and Lorna Guse RN, PhD”) and learn about other strategies to engage students in course work.

I quickly realized that as educators we all have concerns about how to engage our students in learning and are curious to share and learn strategies that facilitate learning and retention. Increasing classroom size, not enough time to really get to know the students, and the student’s comfort in the electronic world, were all common issues. Some examples of using technology to enhance engagement that were shared included using podcasts, Facebook, blogs, YouTube and tablet.
computers. Other active learning strategies such as using construction activities (Tinker Toys, Lego) to facilitate problem based learning, reflective journaling, having students create their own focused assignments and interprofessional learning opportunities were presented. One specific strategy that was appropriate for larger groups was using the strategy of a “Group Conversation”. Using this strategy, each week a small group of students would sign up for the Group Conversation activity and on that class day sit in the front row. The expectation was that students were familiar with the content of the class and had completed the readings and were therefore able to ask questions and respond to questions by the teacher. Each student would have an opportunity to be part of the “Group Conversation” during the term. This strategy does not exclude the rest of the group from participating, but places accountability on students to come to class prepared, think of questions and respond to questions appropriately. In the fall term, I am planning to implement this engagement strategy, with an evaluation component, in the nursing course Health Promotion of the Older Adult and Their Families.
With the discussion happening all over the world regarding using technology in education, and the likely hundreds of web 2.0 apps being created every second to further that end, sometimes the most accessible and widely available software is passed over as “old” and “out dated”, for what is “new” and “sexy”, when that software you already have set up could very easily achieve what you hope to achieve. The key is to not throw out a program entirely simply because you have seen it used in sterile and boring ways, but to be open to finding ways to use them in non-sterile, exciting and innovative ways!

My original goal in this paper was to discuss ways to use various office suites in education, but finding the massive amount of information out there, I decided to stick to specifically presentation software. So, here I will discuss ways to use various presentation software packages (some probably familiar and some probably not so much) in education. Note that a traditional office suite includes a word processor, spreadsheet, presentation software, and may include other pieces of software like a database manager or graphics editors. While most of my discussion sticks specifically to presentation software, some does stray into tips and tricks that are not specifically about presentation software.
Yes, I said PowerPoint. Perhaps you are one of those who loves PowerPoint. Perhaps on the other hand, you agree with Peter Norvig who said “Using PowerPoint is like having a loaded AK-47 on the table: You can do very bad things with it.” There is even a Wikipedia page on “Death By PowerPoint (http://en.wikipedia.org/wiki/Death_by_PowerPoint), which refers to the “state of boredom and fatigue induced” by the information overload and very recognizable style a PowerPoint presentation.

Many people use PowerPoint for various reasons, but the concept of “Death By PowerPoint” is a very true one. Many a presentation has been ruined because the person overused a slide transition, or a slide style made the text impossible to read, or the presenter just read off their slides. Here are some innovative ways to use PowerPoint without “poisoning” your audience.

Have good content. Almost a silly point to make, but it is important to remember that the content always makes the presentation. I have seen some absolutely horrible presentation tools that presented content that was absolutely beautiful. Having a beautiful presentation that presents absolutely boring and uninteresting content is just awful.

Present your content and, when necessary, use text. When audience is concentrating on written text, they are not listening to what you are saying. Too much text will have the audience reading all the time, and will get lost if you move to the next slide before they finish reading. Here’s a tip: Use screenshots in your PowerPoint slides. It is true that a picture can speak a thousand words, where as a thousand words on a slide is a leading cause of PowerPoint Poisoning. Screenshots can be used very easily with PowerPoint, adding some much needed colour and breaking up the text. The easiest way to do a screenshot is to press “Print Screen”: this will take a screenshot of your entire screen and put it in the clip board, at which point you can paste it in any application, including PowerPoint. Here is an example of what you get when you press “Print Screen”:

However, most of the time we don’t need the entire screen, so “Alt-Print Screen” is much more useful, which captures only the current active window. Here is an example formed from the same screen as above (note that notepad is the currently active window):
Use Knovio to create an online presentation.
Knovio (pronounced know-V-oh) is a brand new (free) Web 2.0 app that allows the creation of an online presentation that uses a webcam to show the presenter and record the presenter's voice, and shows a PowerPoint presentation along side (see image below). Visit http://www.knovio.com/ to sign up for free.

Convert your presentation to a video file.
This can be useful for online purposes, or for more portability, for editing, or for any number of other reasons.
See http://tinyurl.com/3bsxngk for some suggestions/help on doing this.
Create illustrations very quickly (for those who are not quick with Photoshop and/or Illustrator).

During the summer of 2002, I had a summer job where I was to design and create the website for a large Winnipeg school division. Before I was allowed to touch the actual website or write a single line of code, my job was to create some mock ups that could be presented to the administration so they could approve the general format/style. This was very easily done in PowerPoint using the easy “click and drag” drawing tools, and then being able to view it in full screen gave the administrators a good view of what the site would look like.

Use with Word to create a training document or manual. PowerPoint has a nice way to export the handout format to Word, so just put a screenshot or image on each slide, put instructions in the Notes pane, export it to word, and you have a nicely formatted document. For more detailed instructions on doing this, see http://tinyurl.com/3hor4vf.

If you are not familiar with Google Docs, I strongly suggest as well you check it out and start playing with it (visit http://docs.google.com). Again, the idea was simple: Google wanted to create an entire office suite that really can compete with MS Office (and OpenOffice), but make it entirely ONLINE, accessible through a browser.

Now you might think “why would you ever do such a thing?” There are some interesting consequences of doing so. The first major one is you are now working “in the cloud”². This phrase means that you are working on files that are automatically and continuously backed up off your machine, and are made available to you over the internet. All your files are 100% safe 100% of the time. If you really wanted to, you could download them to your computer³ (in either MS or OpenOffice formats), but most of the time you just work on them in the cloud and never need a local copy. This paper for instance has been completely done in Google Docs. I have worked on it from the office, from home, and now I am writing from a hotel in Calgary. No USB sticks, no emailing the file. It just works.

The second major consequence of working in the cloud is collaboration. Once your files are available online, you can make them available to others to edit. Google Docs has embraced this, and now you can give access to your documents to anyone you want and they can edit it, even while you edit it - that is to say, you could be typing in a document, someone else could be typing in the same document, and you will see each other’s edits live as they are made. It’s really an impressive design. Just like OpenOffice, Google Docs has a piece of presentation software in their office suite. It is a very impressive piece of software.

Some designers just recently decided they wanted to show off what was possible with Google Docs presenter and so they made a 450 slide presentation that works like a flipbook showing amazing animation. Check it out here: http://www.youtube.com/watch?v=bt9F71KcZcU.
Here are some ways you could make use of Google Docs presenter in education (in addition to the ways above that apply here):

1. **Present your lectures using Google Docs.** While you still have to avoid accidental poisoning of your audience, you now have some nice logistical issues worked out: always have the latest version of your presentation saved, backed up, and ready to access wherever you are (no USB stick required if there is internet).

2. **Give you students access to view the presentations right on Google Docs.** Many professors give their students a pdf online of their lecture notes. The students like this, but giving them direct access to view (not edit, of course) your Google Doc presentation, they will immediately see any changes you make and open them online in a browser regardless of what system they are running and whether they have PowerPoint or not.

3. **Get students to make presentations on Google Docs, and have them give you access to it.** This would allow for live and immediate feedback on anything and everything they do. You could see their progress at any moment and if you see something that might be an issue, you can make a note directly in the file where they will see it next time they log on. Further, handing in becomes a non-issue: since you have access to it, all you have to do to have it handed in is go to the document and download a local copy (then whether it is changed online or not, you have the official copy).

4. **Embedding in a website is super easy.** Google has made it incredibly easy to embed a presentation in a blog or on any website. Again, because you embed it and don’t upload it, this means that any edits you make to the file will immediately be viewable where ever it is embedded.

5. **Make your presentations publicly available (in presentation mode).** To see an example of a google document shared publicly (with some great content!) see [http://tinyurl.com/3b3y2ls](http://tinyurl.com/3b3y2ls).

6. **Revision History.** Google docs automatically saves a revision history for every file you use on it. This allows you to revert to a previously saved version if needed (a very useful ability that you can’t replicate on a desktop without some serious setup).

I hope this list, while anything but exhaustive, is interesting and useful to you. If you have a specific way you use presentation tools in education (or office suites in general), I would love to hear from you! Either email me at Robert_Borgersen@umanitoba.ca or visit my blog at [http://edtech.robertborgersen.info/](http://edtech.robertborgersen.info/). Keep learning!

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3. In fact, Google has released a plug in for Microsoft Office that automatically synchronizes all your office documents with your Google Docs account. See [http://tinyurl.com/27ehsbe](http://tinyurl.com/27ehsbe) for information.
This purpose of this study was to explore the potential educational usefulness of the camcorder as a learning object to increase attention, engagement and learning. Ten new faculty members in classes including mathematics, political science, computer engineering, psychology, business, music and dance were given flip camcorders to use in their teaching. They were used in many ways (e.g., to record student presentations for self-reflection and peer feedback, to record details of psychomotor skills, record aspects of construction projects to use in demonstrations. Student feedback was collected through surveys and open ended questions.

The PDF version of this article can be found at http://www.umanitoba.ca/uts/resources/newsletter/.


Examples of the “most read” articles include:


EDUCATIONAL PRACTICE HIGHLIGHTS

NAPPING IMPROVES LEARNING?!

If this is true I could be pretty smart because I do love a good nap!

“Research has repeatedly shown that when supplementing 7-9 hours of sleep, 20-30 minute naps do offer these benefits (increased productivity & concentration), particularly when taken between the hours of 10 to 11 a.m. or 2 to 4 p.m., when human sleep rhythms trigger a natural slump with grogginess and lack of focus” (Grasgreen, 2011).

Allie Grasgreen’s article ‘Turn your Zzz’s into A’s’ in the June 3, 2011 issue of INSIDE HIGHER EDUCATION (a free, on-line publication available at http://insidehighered.com/) reports on a four-year campaign at UC Davis to encourage napping! Although they do not have the data to support increased grades for students who nap they base their belief on the research on the benefits of sleep. Oregon State and San Diego State Universities also have napping programs which involve making “nap kits” available to students for free (actual cost is $2.75). The kits include earplugs, an eye mask, and a tip card with on-line resources. Davis also provides a “nap map” for the best places to nap on campus!

This article is also available through Tomorrow’s Professor eMail Newsletter which can be found at http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/postings.php.


“EDUCAUSE is a nonprofit association whose mission is to advance higher education by promoting the intelligent use of information technology. The EDUCAUSE 2011 program is now available. Whether your focus is on administration, teaching and learning, information technology infrastructure, information systems, cybersecurity, policy, library systems or information technology leadership, there’s something at the annual conference for you.” Link to conference details: http://www.educause.edu/E2011/Register/F2F
Have I made a journey from novice instructor to something else? I don’t think so. I feel every day the same way as when I first walked into a classroom. Every class is a matter of a confessional, “stumble, mumble, and bumble”. I accepted that I was not great, nor had a need to be great, just myself on the playing fields and classrooms I encountered growing up. How these encounters were evaluated and internalized made them qualified successes or failures. To quote John Dewey, “Education is the reconstruction of experience.” I was liberated going into a classroom knowing that a large proportion of the students were far more gifted than I was and that it was never going to be about me; it was about them. Nevertheless, I was going to have a ball working with them and accept the surprises.

The conflict that I confront without resolution is the struggle of unleashing learning, perhaps undirected, often of value only to the student, and the growth of a discipline or the needs of a profession wherein specific traits are essential. This conflict may be a source of creativity I can exploit in the future when I actually get around to making a journey towards achieving competency.

I want to create a classroom without answers: an atelier not a museum. The floors are a mess with debris and the best work is usually only partially done. I rarely try to show an outcome that they are to emulate. I am most often seen as the critic who is never satisfied with the work, but applauds the effort. I have trouble with issues of student self-esteem. For some reason, students do not expect to be treated as learners, but subjects in a production process wherein they endure, serve time, put in effort, but do not self-reflect and seek our help with appropriate self-evaluation. Indeed, I run into a number of these people in the gym where I display very low skills, and they in turn accept that I accept not being athletic. They also display in that environment an acceptance that genetics concomitant with other baseline factors and their efforts will produce disparate results. How can I get that attitude into the classroom? How can I create a quiet space for growth? Students will introduce themselves and immediately notify me they want high grades. This creates an opportunity for me to try to get them to analyze what they expect from life and how do they plan to become happy adults and positive members of society. I don’t have the answers. I have a long way to go.

I asked each of the University wide Teaching Award winners to share something about their teaching journey. Perhaps their experiences resonate with you?!

Eunice
Interested in Blended Learning?

UNIVERSITY TEACHING SERVICES
AND EXTENDED EDUCATION
have collaborated to

Provide a Paid Conference
Registration and $400 Cash

to 2 faculty members who are new to
delivering courses through a
blended learning approach.

Contact the UTS Technology Office to apply.
Submissions are due Sept 23, 2011

The successful applicants will be contacted directly on or before
September 30, 2011.
Grading written work, even without feedback, is time consuming; add written, repetitive feedback and marking can be pretty grim. Essay Grader, an iPad (and iPhone) app, is designed to reduce some of the work in providing feedback. This largely intuitive, inexpensive ($5.99) program provides markers with comment templates for organization, content, mechanics, style, and documentation. Markers enter the student’s name, assignment name and email, and by clicking a series of comment boxes create a document they can send to the student, or they can import all the comments and send them to a separate email address (usually their own). I like that I can send myself an email that includes all the comments I’ve written. This gives me more control over the process, and the option to print each comment out and attach it to the paper I am handing back. I was pleased to see that the comments include “praise” as a category as well as empty boxes for opening and closing free writes. And, all comments are editable, which is important because I usually provide examples from the student’s text to illustrate problems and possible solutions.

Despite the potential shown by the app, there are substantial problems. The comments provided by the app were inadequate. They were, for example, too effusive (“This shows an immense amount of work”), too colorful (“Shoot with big guns, and use powerful ammo”) and limited (“Review your use of colons. An independent clause must be present before a colon”). While the app does provide 3 customizable comment boxes, if I want to change those comments for a new assignment there is no way to keep a copy of the previous comments in the app program.* Also, if I have already developed a fairly extensive comment template, there is no way, other than using the rather labour intensive cut and paste, for me to import those comments. The categories (praise, organization, content, mechanics, style, documentation) are thorough enough, but I’d like the ability to add topics under each category. It would also be useful to be able to import class lists; I had to enter each student’s name, assignment name, and email (theirs or mine) for each response. The app’s website (Gatsby’s Light Publications) shows that there is a computer version of this program ($19.99 for Mac and PC) and you could import class lists and comments, but there is no sync feature, which would allow you to transfer those changes to the iPad app. But, if you are already on your computer, there are free options, like Word’s AutoText (see Prof Hacker’s blog post for more information on this strategy), to buying Essay Grader.

*All that said, if you are stuck in an airport with just your iPad, and have already, or are willing to adapt the Essay Grader comments to suit you, then this program has potential.
Dr. Alison Miller has crafted an excellent book to address the often mentally taxing activity of completing a thesis. The book is entitled *Finish Your Dissertation Once and For All! How to Overcome Psychological Barriers, Get Results and Move on With Your Life*. Are you struggling with procrastinations? Are there days when your thesis seems too big to handle? Do you compare yourself with other graduate students and often judge yourself as wanting? Does any criticism of your work make you feel academically inadequate? These issues are dealt with in this book.

Miller gives prescriptions on how to deal with negative thinking traps like looking at your thesis as all or none/good or bad. She presents ideas to overcome feeling traps that graduate student fall into (i.e., not realizing that our thoughts affect our feelings). Thinking and feeling traps can lead to behavioural traps like avoiding working on your thesis because you just can’t stand to look at it anymore. Miller presents several categories of traps and offers solutions to overcome them.

The strength of the book is Miller’s introduction of how to manage your time when writing your thesis. She admonishes the reader to view themselves as a manager, budgeting when to work on the thesis, how to meet deadlines and still have a balanced life. Miller gives step by step instruction on how to develop action plans (i.e., written outlines that break down work into tasks and assigns times to complete those tasks).

Lastly, Miller addresses how to “jump in” to the writing process even when you don’t feel like it. Her closing chapter is on how to work with your supervisor and thesis committee.

In sum, Miller has written a concise and helpful book that address the barriers graduate students sometimes face. The book is an easy read and it can serve as a resource to return to time and time again.

**Reference:**


**Available in the University Teaching Services library:**

http://intranet.umanitoba.ca/academic_support/uts/resources/library.html
Facilitating the Development of Teaching Expertise in Graduate Students

If you are supervising a graduate student who intends on pursuing an academic career or a professional path involving any form of education you may want to consider recommending the CHET (Certification in Higher Education Teaching) program.

It is a FREE certificate program, supported by Graduate Studies and the University of Manitoba and delivered through University Teaching Services. It provides graduate students with foundational teaching skills as well as a completed teaching dossier. The student partners with a teaching mentor who coaches, guides and encourages their progress. For more information and to register please go to:

http://intranet.umanitoba.ca/academic_support/uts/programs/chet.html

To register for the 2011 Fall Graduate Student Workshops, please visit our website at:

http://intranet.umanitoba.ca/academic_support/uts/workshops/243.html
I have always passionately loved and greatly enjoyed the teaching practice, both as a hobby and as a profession, and, as an enthusiastic learner. I have over the years realized that Teaching and Learning are indeed unbreakably linked in an eternal duality. For this reason, I often tend to refer to the whole experience as “Teaching/Learning” for short. Motivated by the willingness to gain more insights into the theory and practice of teaching and learning, I took a postgraduate course in Teaching in Higher Education from the University of Glasgow’s Department of Education. I attended several seminars on Teaching and Learning at the University of Manitoba. I attended a conference - The Scholarship of Teaching and Learning in Higher Education: An Evidence-Based Perspective - at the University of Manitoba in 2006. This was the first teaching conference I attended. The focus was on teaching and learning procedures, and the information was extremely valuable. I constantly update myself with the developments and methods in Teaching and Learning through books and journals. In particular, one journal that I find very informative is the ‘Active Learning in Higher Education’.

As a teacher, I see myself as an eternal learner and a role model for my students, and I therefore believe that I have to continuously learn for myself and for my student. That is why, I constantly update and improve my knowledge through research, reading and collaboration with my colleagues. I frequently ask my students for their effective feedback so that I can always improve my teaching, and can shape the later parts of the lecture accordingly. Such an ongoing learning behaviour on my part is the expression of my love for the subject that I intend to teach; a love that allows me
to display high degree of enthusiasm and provide the well designed learning materials.

As a teacher, I also see myself as a collaborator or teammate for my learners. Sometimes the use of open-ended questions is a good way for me as a teacher to show my learners that we are collaborators and team mates all working together. I always encourage my students to approach me and interact with me without any hesitation. In other words, I consider teacher-students interaction to be a vital component of an effective teaching. Real life examples for which a thorough gathering of facts and data is required is also a good way to mingle with students, work with them as collaborators, and thereby render the teaching/learning experience more enjoyable and indeed rewarding. This also helps students develop their creativity and their effective problem solving skills.

I write different components of the subject area, especially in the upper-level and graduate courses. Recently one of my articles in experimental design was published in International Encyclopedia of Statistical Science (Mandall, 2011).

During the past few years, I have experimented with the highlighted teaching approaches and techniques. My fundamental teaching approach has evolved from "teaching" the students to "coaching" the students to learn. I have been fortunate to have had collaborations with my colleagues in the Department of Statistics, and much of what I do was learned from them. I have also learned from my students and my own experience, so my teaching continues to evolve and I hope that I continue to improve.

I love research too. For me one of my biggest and most exciting challenges is to bring to the classroom a sense that statistics is alive and a subject where new things are being discovered all the time. I also provide methodologies that I have solved, especially in my upper-level and graduate courses. I try to make the students realize that there are many exciting problems out there for them to solve.

In summary, my goals for the coming years are to further refine my teaching techniques/strategies to provide a stimulating learning environment for our students, of whom will acquire not only a solid statistical knowledge, but also life-long active learning techniques. Specifically, I would like to develop other effective teaching techniques, focus more on problem-based learning, collaborative learning, that are effective with our diverse student population; and try to promote the culture of teaching excellence in the department as well as in the university.

Reference
Through the Looking Glass: On Reflective Practice in Research

Submitted by Raymond T. Lee, Business Administration

“Would you tell me please, which way I ought to go from here?” [Alice]. “That depends a good deal on where you want to get to,” said the Cat. “I don’t much care where ___” said Alice. “Then it doesn’t matter which way you go,” said the Cat. “___ so long as I get somewhere,” Alice added… “Oh, you’re sure to do that,” said the Cat, “if you walk long enough.”

(from Alice’s Adventures in Wonderland)

The organizers of the first International Conference on Faculty Development in the Health Professions (Toronto, Canada, May 10-13, 2011) defined faculty development, as the broad range of activities that institutions use to renew or assist academics in their roles as teachers, educators, leaders, administrators and researchers (http://www.facultydevelopment2011.com). The higher education literature has largely emphasized the teaching aspects of faculty development. Many of the conference presentations and workshops recognized, however, that activities of research and service should be target areas of development as well.

Since teaching and research contribute differently to the discovery and dissemination of knowledge, the challenge is to find a suitable balance between the two roles. Reflective practice in research can address the ‘big picture’ questions, like, “Why am I studying this topic?” and “How does this study add to my intellectual growth and maturation?” It can also lend insight on the more mundane issues. We are confronted with a bewildering array of demands and constraints, juxtaposed with limited resources, before, during and after, our research. To address such challenges, many of us could benefit from quiet moments of contemplation.

The practice of reflection may be solitary, such as through journaling, or shared informally with colleagues. Either way, insight is gained from recounting our direct experiences that helps us to be responsive to and even anticipate the challenges ahead. A professor recently emailed the following question to colleagues in our faculty, “What are some things I wished I had known in graduate school?” for the benefit of doctoral students enrolled in her research methods course. Her thought-provoking request jolted me from the complacency of relying on ready-made prescriptions and solutions. It stimulated me to think back to instances when the research was difficult for logistical, financial and/or political reasons. My response to her query is as follows:
I was an RA for a professor who was invited to give a two-day workshop on stress-management among a group of social workers in Detroit. After the workshop, I asked about it, and he said it went smoothly but was “nothing special.” "So you didn’t get anything tangible out of it?" I asked incredulously. "What did you have in mind?" he said with a puzzled expression. "Well, given the workshop topic, go back to the social services director and see if we can study the impact of their work climate on stress and performance," I replied. He did, but the director emphatically said "no" because this was “too sensitive a topic” and the union representing the social workers would never agree to such research. "It’s a no-go; game over!" I was informed the next day. "So they didn’t go for it because of the union? But wait, what about the supervisors of the social workers who are not under collective agreement? Why can’t we study them?" I asked. This time, both of us approached the director with a revised proposal, and guess what? Not only were we given permission to conduct an on-site survey of all of their managerial staff, we were invited to conduct an eight-month follow-up survey and provided branch-level productivity data as an outcome measure.

Lesson drawn: Patience, persistence and finding angles may pry open the proverbial ‘door-in-the-face.’

Reflective practice facilitates learning from our shortcomings and improving the chances of success. For example, last year, a colleague and I submitted a manuscript of a study to four different journals, and in each case, the editor quickly rejected our paper without so much as a full peer review. We were initially confident that the study was eminently well-placed in these journals, but upon reflection, realized that the editors perceived our topic to be on the fringe of the research mainstream. With this insight, we resubmitted the paper to a journal whose topical interests were much more closely aligned with our study and found a receptive audience. The areas of reflection may vary depending upon our career stages. For colleagues at the early stages, the foci may be on such questions as, “Am I capable and motivated to meet the publish-or-perish imperative?” and “What topics will help get my research program off the ground?” For colleagues at the mid to late career stages, the foci may be on such questions as, “How can I expand upon this line of research or take it to an altogether different direction?” and “How can I demonstrate its practical application/relevance?”

Reflections about research should be integrated with reflections about teaching and service, as many of the speakers and presenters at the conference recommended. The holistic reflective approach raises questions like, “How will the knowledge and insight gained from my research facilitate or enrich my teaching and service, and vice-versa?” and “How will my research benefit the university and external stakeholders that I serve, and vice-versa?”

Reflective practice may be used in conjunction with other faculty development initiatives, such as participation in teaching and research workshops, informal brown-bag seminars, and coaching/mentoring sessions (e.g., Faculty of Nursing Mentorship Program at U of M). Through such forums, peers, mentors and their protégés can draw invaluable lessons from each others’ trials, tribulations and triumphs. Regardless of how reflections are conducted and expressed, the aims are to find purpose and meaning in our academic endeavors, and locate the path to take in our professional and personal journey.
The Joy of Teaching: A Practical Guide for New College Instructors

by Peter Filene
Reviewed by: Julieta Frank
Agricultural Business and Agricultural Economics

The Joy of Teaching, a practical guide for new college instructors by Peter Filene, is an enlightening book and a recommended resource for course instructors. In this article, I provide some of the ideas and key points conveyed by Filene. Whether providing ways to improve college teaching for new instructors or offering innovative ideas for experienced professors, Filene’s Joy of Teaching has something to offer to any individual engaged with teaching. The book is not only written with the objective of helping instructors develop their teaching but it also provides ways to set ground rules and to design the course in a way that will fit each teacher’s style.

The Joy of Teaching by Peter Filene touches on many different aspects of teaching which we normally may not realize are important components of good teaching. We take lightly, or we simply take them for granted and therefore put little effort on improving. One of them is identifying and communicating the kind of teacher we are. Many of us make the mistake of trying to imitate our favourite professor, or bringing someone else’s style, mode of inquiry and values to our own classroom. In Filene’s words, “the more you can put [your own] notions out in front of yourself, the more likely you will design a course that fits you rather than a teacher you admire” (p. 11). These notions are not static; they evolve over time as new responsibilities and experiences arise, and so does the way we teach. The course syllabus may not only incorporate basic information about the course, but can also transmit the teacher’s style; the more the students understand it, the better they will know what to expect in the course and how to achieve it.

Understanding who the students in our class are also contributes to good teaching. Knowing students’ background, culture, views and other important qualities may seem a challenging task in large classes. Filene provides good ways to get to know the culture of the class. Simple feedback memos, diagnostic questions (written or oral), or short answer quizzes are useful suggestions that can be implemented to help the instructor relate better with the students. While the class may be composed of students...
with different learning styles, academic preparation, and at different stages of cognitive development, there are ways the instructor can prepare to overcome potential conflicts. Filene suggests i) designing the course with different types of assignments and including material which provides a wide range of viewpoints, ii) using feedback to signal potential problems, and iii) finding the causes of problematic situations we may have experienced in the classroom rather than blaming the students or ourselves (p. 21).

In defining **aims and outcomes of the course**, Filene focuses on two questions: what ideas does the instructor want to teach and what skills need to be developed for that purpose (p. 24). Two suggestions are worth mentioning: avoid the use of academic jargon that students won’t understand and engage in a dialog with the audience. Filene provides illustrative examples on how professors have described their aims and outcomes in their syllabi, which helps to understand the different elements that make a good dialog. The examples also highlight those aims and objectives where the professor focuses on his presence, personalizes the syllabus, and spells out clearly what students are expected to do.

Filene’s discussion about **constructing a syllabus** is very practical and to the point. How to fit all the topics in the calendar year? When all topics seem to be important, Filene’s methodical procedure is of great help. Instructors (including myself) have some bias in selecting topics or the time allotted to each topic. The bias comes from each one’s background, area of research, previous courses taught, or simply better understanding of certain topics. Some valuable suggestions include organizing the topics sequentially based on the course’s rationale (general to specific, chronological, theory to practice, etc.), categorizing topics and making sure an appropriate distribution throughout the course, and identifying the topics that can be deleted without jeopardizing the aims and outcomes defined earlier. Also, a storyboard may be useful to help synchronize readings to lectures and discussions and to write assignments.

Bloom’s classification of cognitive skills is also recommended as learning at the lower levels should be achieved before moving to the higher levels.

**Lecturing** is probably the largest part of most courses. It is not only the most practical place to deliver information, ideas, and new concepts, but also the place where instructors and students get to know each other and where discussions are generated. Filene offers five techniques to help engage students: i) ask a question at the beginning of the lecture to “activate” students’ minds, ii) explain the significance of the question, iii) compare, analyze, and interpret rather than delivering things to remember, iv) answer the question completely, with evidence and conclusions, and v) leave students with a question (p. 49-50). Effective lecturing also encompasses enthusiasm and organization. All of these elements will develop gradually and with practice.

The chapter on **evaluating and grading** has a lot of good practical advice. For example, it is evident to most of us that when grading a D student’s essay we need to provide feedback and explain what was wrong or missing. However, as Filene remarks, it is not evident that an A student essay also requires feedback. Not providing it may lead the student to think that he
or she was lucky, or did a good job mimicking the teacher’s view (p. 94).

The last chapter of the book “Teaching and not perishing” contains a good load of realistic facts and advice for young faculty juggling their teaching, research, and committee work. Trying to make the course perfect the first time only to realize later that there is still room for improvement and still more work can be done the next time does not result in a positive outcome. Recognizing from the beginning that there will always be ways to improve the course will help the teacher manage other academic activities better. Also, the use of technology just for the sake of using it does not lead to more effective learning if the course contents are not properly laid out from the beginning. As Filene appropriately states: “a powerful high-tech presentation may induce students to sit back as passive consumers” (p.129). Technology is just a way to deliver contents and ideas, not the objective of the class.

In sum, I consider Filene’s Joy of Teaching very instructive. It helps discover many aspects of teaching that otherwise don’t come up for reflection. It provides ways to cope with different class situations and, also, it shows the things we are doing right without knowing it.

Reference:

Available in the University Teaching Services library:
http://intranet.umanitoba.ca/academic_support/uts/resources/library.html
Congratulations to the recipients of the 2011 TLT Grants Program

**Academic Literacy in a Large Size Undergraduate Class**
Kathy Block
Learning Assistance Centre
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*YouTube videos in the classroom: Modeling inquiry based science lessons and promoting critical thinking skills*
Richard P. Hechter
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**Development of on-line Attributional Retraining (AR) for PSYC 1200**
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**Clicker Technology: An Active Learning Approach in a Large Statistics Class**
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**Principles of Documentation and Health Record Keeping**
Brenda Stutsky
Faculty of Medicine

**Using Technology to Enhance Evidence-Informed Client-Centred Practice Among Occupational Therapy Students Learning Counseling Skills**
Pamela Wener
Department of Occupational Therapy
Instructor enhanced presentations with the use of humour.

According to the Student Evaluation of Educational Quality, humour makes a positive contribution to student satisfaction of the course and presumably to learning.

UTS has several new library books which provide information that can assist you to excel at using humour in your teaching.

DO I HAVE TO USE HUMOUR??

In Mary Kay Morrison’s book Using Humor to Maximize Learning: The Links between Positive Emotions and Education she identifies 6 research-based educational benefits of humour.

Humour:
- contributes to a healthy mind/body balance
- maximizes brain power
- enhances creativity
- facilitates communication
- creates optimal learning environment and
- supports the change process (Morrison, 2008, p. 10).

HOW DO I USE HUMOUR??

Doni Tamblyn provides 95 ways to use humour for more effective teaching in her book Laugh and Learn. She describes Five Rules for using humour naturally, successfully, and without fear (Tamblyn, 2003, p. 47-80).

Rule #1: Cut yourself-and others-some gosh-darned slack
Rule #2: Don’t be Original
Rule #3: Make Positive Choices
Rule #4: Focus Out not In
Rule #5: Always Acknowledge the Bomb

This book describes how humour can create brain-compatible learning. It provides many examples and practice exercises to help develop humour.

Another great collection of ideas to infuse the classroom with humour can be found in Elaine Lundberg and Cheryl Miller Thurston’s book, If they’re Laughing they just might be Listening: Ideas for using HUMOR effectively in the classroom—even if you’re NOT funny yourself.

Examples:
- Encourage creativity by assigning an outrageous task (Lundberg & Thurston, 2002, p. 55)
- Use exaggeration for humour and effect (Lundberg & Thurston, 2002, p. 59)
- Demonstrate what not to do (Lundberg & Thurston, 2002, p. 85)

These books are available for loan from the UTS library. They can be signed out on our website at http://intranet.umanitoba.ca/academic_support/uts/resources/library.html. The book can be picked up or delivered by interdepartmental mail. Happy reading!
The New Media Consortium and the Educause Learning Initiative produce an annual report based on new research in technologies impacting education. They identify and rank key trends which are impacting the practices of teaching, learning and creative inquiry. This year’s report discusses technologies such as electronic books, mobile phones, augmented reality, game-based learning, gesture-based computing and learning analytics. For the full report please visit: http://net.educause.edu/ir/library/pdf/HR2011.pdf

EXAMPLE: Stanford University Medical School Issues iPads to Students, Potentially Replacing Textbooks

The Stanford University School of Medicine provides students with iPads containing course materials and interactive study aids. Students find that the iPad reduces the number of textbooks they must carry between classes and appreciate having content in a variety of forms, including video and interactive graphics.

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