This year, we celebrate the 20th Anniversary of the Student-Teacher Recognition Reception (STRR) – an opportunity for a student from each Faculty to honour two of the wonderful teachers that have had positive impacts on their lives as students and beyond.

When we review the diminutive pool of literature regarding teaching awards, many questions reappear. Are awards an effective means of supporting teachers? Do awards have a positive impact on the improvement of teaching? Are awards necessary in environments where the value of teaching is interwoven into the institutional culture? How do we or should we separate awards for the “teacher” and for “teaching?”

Since the inception of teaching awards at Universities in the late 1950’s, they have been established in almost all institutions of higher learning and have expanded significantly. This expansion has occurred...sui generis, that is to say, it has not resulted from substantial evidence about the nature and value of such rewards” (Jackson, p. 261).

Some posit that teaching awards are simply another means of evaluating rather than rewarding teaching. If so, what are we implying about those who have never won an award? At the University of Sydney during the debates around the inception of teaching awards, their first standing “rule” was that “We are all good (teachers) here” (The second rule: “Don’t question the first” (Jackson, p. 261).

In attempts to substantiate teaching awards, while deflecting possible pedagogy-based concerns, Crawley (1995) uses an operational perspective; “They (awards) signal to important internal and external constituencies an institution’s commitment to teaching in the face of research imperatives” (p.78). (Hmmm...the research versus teaching debate); as Newman (1853) highlights: “He, too, who spends his day in dispensing his existing knowledge to all comers, is unlikely to have either leisure or energy to acquire new”(p.78). (Perhaps a discussion for another Path to Pedagogy edition?)

Perhaps the real issue around teaching awards comes down to what defines outstanding teaching or teachers? Layton and Brown(2011) suggest that teaching awards may actually result in, “trivialising excellent teaching as something that has easily identifiable dimensions, which it does not” (p. 164).
Yet, most of us can identify “outstanding teachers,” from our years of schooling. I know I can: Wilfred Stepushyn, Beryl Jones, Sr. Rene, James Thliveris, Rudy Danzinger, Vid Persaud, and Gordon Grahame. There is that “je ne se quoi” that holds such strong memories for us as students.

For the 20th STRR awards, I wanted to reflect on how student nominees describe their outstanding teachers. Here is a distillation of the speeches from our previous student awardees as they described their choice of a U of M instructor for the award:

- “a great person”; “went beyond their job description”
- “biggest heart and patience”; “more than about passing the exam”
- “respected students”; “took time to talk”
- “engaged students”; “accepted us for who we were”
- “kindness”; “spoke without condescension”
- “said words that sank into my being”; “encouraged me to follow my instincts”
- “made you feel capable of achievement”; “success of students was the prime objective”
- “kept us excited about learning”; “showed tremendous passion”
- “inspired me to work hard”

Interesting. Of all of the messages, few focused on the “imparting of information” component – so many focused on, as Jenkins and Peck (2007) write in their analysis of university teachers, the quality described as “I’m in Their Corner.” As they also note, “...professors’ emphasis on helping students is surprising: It seems inimical to the fairly common “I’m-here-to-teach-and-you’re-here-to-learn” professorial image that establishes an artificial barrier between teaching and learning” (p.44). Breaking down that barrier is perhaps the key theme that arises from the STRR student speeches. And, it is one of the reasons the STRR Awards are so meaningful to the winners – it describes what we strive to achieve as teachers.

What of teachers themselves? What do they say about receiving teaching awards: “It was the first time I was actually speechless!”, “This award makes me proud to be a faculty member”, “I don’t know how I can possibly express my love and respect toward teaching”, “It’s hard to communicate how much teaching means to me. My students are a gift to me.” Teachers rarely seek the awards, but it’s clear how much these teachers appreciate the recognition. Check out the Annual Teaching Contest section in this issue, for more wonderful insights into teacher satisfaction and experience. (p.6)

Your Thoughts?

Beyond our own STRR Awards, what about other University-wide teaching awards? University Teaching Services has begun the reflection process and I invite you to participate. What are your thoughts about teaching awards in general? Have you won an award? What was the experience like? Did it encourage you to explore even more in teaching? Did you know why you won the award? What does it mean to not win an award? Please feel free to share your thoughts through an e-mail: mark.torchia@ad.umanitoba.ca

Also, while you eat your lunch one day, please watch (via webcast) the 2012 STRR (http://bit.ly/K4l7uZ) – it is encouraging and motivating. In the meantime, take an opportunity to give your own award to a special teacher- send a “Thank You” card or make a phone call!

Mark G. Torchia, Director, UTS

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Spring is here! The plants in my garden are growing and so is Path to Pedagogy. We are publishing one of our largest editions to date. We are committed to using this newsletter in so many ways - as a vehicle for professional development in teaching and learning, as a place to celebrate teaching, as a venue for the scholarship of teaching, and as a nexus for University of Manitoba educators to share their teaching. So, we have lots to write about!

On May 3rd, UTS was thrilled to celebrate the 20th Annual STRR event celebrating teachers from Kindergarten onward (pg 5). Congratulations to each of you! Recognizing excellent teaching through awards can be very affirming. See Mark’s article Celebrating Teaching (pg. 1) for ideas on great teaching awards. We are also showcasing this year’s Celebration of Teaching Contest Winners. It was great to receive stories and videos describing how U of M teachers are innovators, visionaries, explorers, creators, defenders and mavericks (pg. 6-11). Congratulations to Katherine Penner - the IPad prize draw winner (pg. 6). We also celebrated the graduation of 16 graduate students from the UTS CHET (Certification in Higher Education and Training) program (pg. 24). Kellie Berzuk shares the impact of the CHET program in her professional growth in Evidenced-Based Health Care Meets Evidenced Based Teaching (p. 20).

In this issue we are featuring service learning - locally and internationally. Sasha Kondrashav shared his fundraiser learning activity with students in social work in Makoonsag Fundraiser 2012 (pg. 12-14). We had a workshop this past fall during which Kelli Beaverford shared her experiences taking students to international locations where they worked with local communities to build teahouses, schools, etc. You might be interested in pursuing an international learning experience with your own students. The office of international relations has provided us with some helpful information in Engaging the Global Community (pg. 36).

In addition to celebrating success we are providing some practical strategies for the challenges we all encounter in teaching and learning. There is a book review of How Learning Works (P.16). Feel free to borrow it or any other book from the UTS book Library. There is some “food for thought” around feedback in the educational research highlights Fed by Feedback? (pg. 18) as well as on the SEEQ factor of feedback on examinations/graded materials (pg. 19). It is not uncommon to experience a sense of frustration when students are less than successful in our courses. The learning assistance centre introduces us to Supplemental Instruction which is a strategy where students help students. Supplemental instruction is in practice in other universities and is just beginning to be available at U of M. See pg. 15 for more details. The newsletter also provides some concrete suggestions for how to Manage Confidential Student Information – e.g., posting grades with student numbers? (pg. 22).

UTS welcomes Ryan Nicolson who has joined Sol Chu in supporting and advancing teaching with technology. Our IT team can provide assistance in managing your course within an LMS, using social media in education, using new technologies in the classroom. Want to use a blog in your classroom? – see Sol. How about Twitter? Follow uts @UTS2. Helpful information and events are posted regularly. This issue provides some helpful hints for using Twitter (pg. 25), IPads (pg. 26) and QR codes for instruction (pg. 29). Robert Borgerson is an early adopter of technology in his math classroom and he shares ideas for technology in teaching in his article on The Passive Income of Pedagogy (pg. 30-33). Follow Robert on his blog at http://blog.robertborgersen.info/. In addition, UTS is offering a 3 day institute on Desire2Learn: Simplified. Join us in developing your fall D2L course – for details and a link to register see pg. 35.

The spring listing of UTS professional development workshops can be found on the final page of the newsletter. NEW this year are the 2 summer institutes. The D2L: Simplified and the Universal Instructional Design (P.34) which is focussed on developing a course with innovative instructional strategies and is universally accessible. Both institutes are delivered collaboratively with UTS and Student Accessibility Services. IST is also collaborating with the D2L institute. ENJOY!
This award gives outstanding graduating students the opportunity to honour those teachers who have made important contributions to their education. Recognizing that academic growth and development occurs over many years, the outstanding student is asked to recognize two teachers; one from Kindergarten to Grade 12 years and one from their years at The University of Manitoba. Each student speaks about the impact their honoured teachers have made on their lives. Click here to view the 2012 presentation: http://bit.ly/K4l7uZ

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L to R: Bilan Arte (UMSU President), Hon. Erin Selby, (Minister of Adv. Education), Richard Scrapneck (Pinkham Sch.), Yajiao Fann (Student), Deb Scott (Architecture, Int. Design), Dr. Karen Grant, Vice-Provost (Academic Affairs), Marcy Eaton (Assoc. Dean, Architecture)

L to R: Bilan Arte (UMSU President), Darcy MacPherson (Law), Hon. Erin Selby, (Minister of Adv. Education), Brandon Trask (Student), Mary Neely (St. John’s Ravenscourt), Lisa Fainstein (Assoc. Dean Law), Dr. Karen Grant, Vice-Provost (Academic Affairs),
As a teacher I am an innovator...

...when I used technology to enhance my delivery of course materials in ways beyond the traditional use of those technologies. In the past, I have been using a TabletPC to present PowerPoint Slides of the main course content. By re-programming one of the buttons on the Tablet Panel to launch the “Windows Paint” application, I was able to switch between the Slides and an “electronic whiteboard” smoothly during my class. My slides are an extended outline of points that I discuss and elaborate in class using the “electronic whiteboard.” When the iPad 2 was released, it had a camera that could be used as a document camera in the classroom. After reading the reviews and trying out several apps, I came up with a suite of apps that can turn the iPad 2 into a powerful tool to replace the computer, whiteboard, document camera, and the overhead projector in the classroom. When I informally demonstrated these apps to my colleagues, many of them adopted these apps and techniques in their teaching. Through this process, I have found innovative ways to adopt inexpensive software technology to effectively deliver my course with powerful multimedia. This has made expensive hardware (i.e., overhead projectors, computers, DVD players, document cameras etc.) obsolete in the classroom. The cost savings associated with adoption of this new method will be more than enough to equip every classroom with powerful multimedia capability. A survey of the students from two different courses ranked the use of this technology extremely well.

~ Ramanathan Sri Ranjan, Biosystems Engineering, Agricultural & Food Sciences
As a teacher I am an visionary...

...when I look at the menagerie of expectant faces in my math class, I see a vision of confident, skilled, multi-generational Aboriginal leaders and engineers. I do not see the long history of land loss and residential school abuse in their eyes. Nor do I see on their faces the signs of poverty from inner city life or the deprivation of opportunities in the reserve system. I do not see a lost people in their downward glances. Instead I notice the tall posture of a strong proud people whose eyes teach me only of respect and the value of all peoples.

Within the class is the single mother, always tired from the double load of studying and raising kids, who yearns to make a better life for herself and her children. There is the young father of five who is hopeful that education will be worth the sacrifice of time away from family and friends. Partially hidden under the ball cap is the former gang member who fights desperately to stay away from that which may destroy him. Youth, middle age, addictions, loneliness, learning disabilities and little or no high school education . . . they are all represented in this class of mine, but I see only the future. The light in their eyes as they understand fractions for the first time, the "aha" moment when a student knows the next step in a mathematical proof, the resulting cascade of successes when they realize that going to class and doing their homework makes all the difference. I am a visionary because I see the possibilities that education brings to all people, regardless of history and circumstances, not only to this generation but to future generations as well.

As a visionary, I am privileged to teach upgrading math courses and Calculus to Aboriginal students who are pursuing an Engineering degree through the Engineering Access Program (ENGAP) at the University of Manitoba.

~ Diana Klassen Laurie, Engineering Access Program (ENGAP)

...when I envision the potential that my students have to think critically about what they are learning. My dream is for each student to have enough knowledge to be able to tell me what they want to learn at a deeper level. To me, each student, has the potential for greatness. My job as an instructor is not to tell them what is on the next test, but to create a space where they begin to ask themselves, What do I need to know about the topic, instead of, what does the instructor want me to say? Teaching fills my empty places with the hope that each student will begin seeing themselves as a person who knows something. Too often students are programmed to regurgitate the material their instructor tells them, or what they read in the text. This is not learning! Learning happens when a student’s mind is engaged with the material, and they ask, what next? What else? Where do we go from here?

As a Visionary Teacher, I structure my classes to encourage questioning, empowerment, and individual growth, as well as to create a space where ‘community’ happens. If I do not know what this looks like, I cannot be flexible enough to change the curriculum or my daily lesson plans, as I see the issues emerging from discussions with the students. I am a visionary teacher, because I do not always know what comes next, but my radar is on so that I don’t miss it.

~ Stephanie Yamniuk, Admin., Foundations, Psychology, Education
As a teacher I am an innovator...

I am an innovative teacher because I maintain a website to teach students academic writing skills. Although my “Help from the Communications Instructor” website was originally developed to serve the needs of student writers in the Faculty of Nursing, this website is currently being used by university programs across North America, as well as by many local high schools. Consequently, I have been able to teach more student writers than I could have ever seen in my office through individual student meetings, and the website responds to students’ needs for rapidly accessible information. To access the site, go to: www.umanitoba.ca/nursing; select: Information for all students; and then choose, Help from the Communications Instructor.

When I came to the Faculty of Nursing, I recognized that the majority of students, both Canadian and foreign educated, were struggling to write effectively and use the American Psychological Association (APA) Referencing Style correctly. Consequently, I developed a website based on the questions that students most frequently ask me about academic writing and APA in terms of: writing a paper through multiple drafts; using academic language and sentence structure; writing a literature review; and citing, referencing, and formatting a paper with 6th edition APA. My colleagues use specific documents within the site to give students feedback on their course work and keep up to date with the most current edition of APA. As a result, the website has become a successful academic writing teaching tool with undergraduate and graduate student writers, as well as faculty.

~ Cosette Taylor, Nursing

...when I hire my students as sub-consultants to my firm.

I am an adjunct professor in City Planning and run my own private consulting practice. In order to provide first-year Masters students with a very realistic studio experience, I recently submitted a proposal to a client whereby a planning study they wished to have done would be undertaken by my firm with the resource support of a team of twelve students. The client agreed. My fee would be paid together with an honorarium for the students which would more than cover their expenses.

The professor responsible for the studio became a partner in the project. He was responsible for ensuring that academic requirements were met. He helped translate the work program into discrete gradable assignments with both individual and group components. He also assigned readings and contributed substantially to studio teachings. We collaborated on determining grades.

It was my job to act as project manager and to ensure a schedule of work was established and met, including several touch points with the client. In the end, students submitted their work to me and it was my responsibility to translate that work into a study that met my firm’s standards of professionalism. The client benefitted by having significantly more work done without the commensurate increase in fees, the students benefitted by having participated in a realistic consulting experience, and I benefitted by having a large temporary work force to undertake in-depth work.

~ Gerry Couture, City Planning, Architecture
As a teacher I am an explorer...

... when I challenge my students to create paths, visions, and trajectories for themselves, their practice, and their beliefs. We then explore these many tangled paths for the remainder of the course; along the way, exposing obstacles and gaps in our understandings. Students learn to turn to research to build bridges over their gaps, create workarounds, or choose another path. In my Child and Youth Psychopathology course, my students learn to consider the many and varied pathways possible to the development of any disorder and in their end of year quiz, provide an evidence-based pathway to the development of a disorder of childhood. During class presentations, students learn to consider how various risk and protective factors affect the paths and trajectories available to children, and also start to apply this understanding to their work. They can then explore their hopes and visions for their own understanding and practice as psychologists and reflect on how their knowledge and learning while in university will affect their perspective upon leaving here. In another course, I have students “try on” various perspectives and models on consultation and supervision to see which suits them. Students are also given the responsibility to develop a vision and goals for their practice in these areas. In addition, they reflect on their current practice as emerging supervisors and consultants and together we explore how that fits with the current knowledge in our field and their goals for their own practice.

~Jennifer Theule, Psychology, Arts

As a teacher I am a maverick and a visionary...

... when I connect the history, theory and practice of art. Art transforms matter into metaphor, feeling into form. In my courses I bring together the physical, spiritual, and cultural world of the artist. In the history of Chinese Landscape Painting, students explored the chi-energy of brushwork, calligraphy, and landscape images in the context of their historical research. They learned the extraordinary coherence of Chinese culture.

~ Celia Rabinovitch, Art History, Arts
As a teacher I am an listener...

As a teacher, I am a listener and learner of stories. My students’ stories and ideas forever inspire and enliven me. We are together, fellow travelers on a voyage into the world of stories. Stories of evolving ideas. Stories of differing values and beliefs. Stories hidden from view. Stories that fail to fit into tidy theories and principles. As a teacher, I am a fellow villager huddled around the fire sharing the stories of great thinkers. As a teacher of future teachers, I invoke the spirits of Freire Paulo and John Dewey. I share the stories of Jean Piaget and Lev Vygotsky. Their stories chip away at the often joyless and narrow scope of our schools. They point to the rich diversity of our human potential. These masterpieces stir up stories of their own from my students. Stories of wonderful adventures where young people’s questions about the world are explored. Stories of school factories where the production of identical scribbles on paper are mandated. Stories of boredom and futility. Stories of sparks and connections. By listening to our students, as Mary Rose O’Rielly once wrote, we listen them into existence. As a teacher, I tend the fire of this ancient practice. I create a space where stories transform lives.

~Michael Link, Admin., Foundations, Psychology Education

As a teacher I am ... Video Submissions

View the videos submitted by James, Blatz (Engineering) and Lawrence Bird (Architecture and City Planning)

As a teacher I am a trailblazer, a maverick, an innovator, a visionary, a challenger, a rebel, an explorer, a creator and a defender...

...when I open new paths of understanding, learning and awareness within the classroom and within students’ minds. As a social work instructor, I blaze trails of theory and understanding and competence, arriving at efficacious and ethical applications to the human and social condition.

☐ I am a maverick in talking with students about their strengths, the strengths that their future clients possess and the strengths in creating a classroom that revolves on collaboration and creativity.

☐ I am an innovator of teaching and evaluation methods - balancing written, experiential, presentation, social media and small group discussion with humour and compassion.

☐ I am a visionary of the potential 'teaching to transgress' can do – transgressing what is known, anticipated and tried – and creating an environment that witnesses potential unfold.

☐ I am a challenger of the conventional and mainstream, expanding boundaries that embrace diversity and difference.

☐ I am a rebel against oppression, a rebel for equity.

☐ I am an explorer of student’s learning styles, desires and discoveries and of my own unending delight in learning from my students.

☐ I am a creator of hope, possibilities, and belief in what can be and the pursuit of what should be.

☐ I am a defender of social justice.

~ Juliana West, Social Work

As a teacher what will you be ............?
The idea of connecting class learning while inspiring local community has always interested me. After teaching community development field-focused classes over the last few years I had the idea of using a class fundraising event to help the students apply community development theory into practice. After discussions with Yvonne Pompana (Inner City Social Work Acting Director) I developed a fundraiser assignment for the six credit hour community development course. The goals of the assignment were to foster the sense of community among students and Winnipeggers, to practice student’s fundraising skills and to promote awareness on one community development issue in Winnipeg.
The Implementation:
So how does the fundraising day look like after planning and organization and learning about community development theory all year? On the day of the 2012 event over 150 community members attended the various activities at the Inner City Social Work Campus. Some of the community members stayed throughout the entire day until the closing ceremony at 7:00 p.m.
Local residents were able to enjoy the three hour entertainment program presented by local artists: Tracy Bone; Jennifer Cook, Percy Tuesday, Cory Campbell, Aboriginal Drumming, and local child performances as well as DJ support throughout the day. MLA’s Sharon Blady, Andrew Swan and City Council representative Ross Eadie brought greetings and enjoyed a delicious chili and bannock luncheon with local community members during the lunch hour. From noon to 3, each person had an opportunity to visit two classrooms; one of which featured all the bake sale items donated by local community members. With resounding success, all of the scrumptious baked goods were purchased by the end of the evening.
The largest classroom was used to fit 20 silent auction baskets donated by local people, supporters of the project, businesses and organizations. The list of donors had more than 50 names. By 3:30 p.m. most of all of the prizes were turned over to their new owners.
Some of the silent auction items (including some beautiful paintings) were drawn at the day care during the evening where people had an opportunity to participate in a cheese and juice reception, view the modern day care facility and interact with other guests. MLA Kevin Chief attended the evening reception and contributed to the Day Care by

The Plan:
In the last two years students choose a day care need for the inner city community as the focus for their projects. We knew that the choice of projects corresponded to the urgent need of the Inner City community for quality day care spaces. In both years the community response was fabulous. Students started receiving donations from community members following the initial circulating of the Makoonsag 2012 Fundraiser information letter. The Winnipeg community was very generous (for the second year in a row) by helping inner city students practice their fundraising skills to support the Makoonsag Intergenerational Learning Day Care Center. More than $7000 was raised in 2012 in addition to $7500 in 2011. The funds were raised through a silent auction, 50/50 tickets, bake sale and individual donations. More importantly the outcome of the fundraiser created a greater awareness in the Winnipeg community about the significance of day care spaces for Inner City residents and connected Winnipeggers in this project thereby contributing to making the city a better place for future generations of children.

Context:
Each educational initiative can only be as successful as students who want to make it happen. In the community development class the students already had a very challenging course load.

- They were learning how to build individual proposal writing skills by conducting and documenting individual projects.
- Every student had to generate a minimum of $1000 in-kind contributions for something positive in their community. The projects could range from community baking classes to conducting the Wish Foundation individual fundraisers to sponsoring a child’s wish.
- Students were also required to deliver a presentation in Winnipeg schools to promote the social work profession and dispel myths kids might have about social workers by providing factual information and sharing personal stories about the social work profession.

By adding another assignment, the instructor was a bit worried that students might find the course extra challenging. All worries were dispelled when last year’s class as well as 10 students registered in 2011-2012 produced successful class fundraising events.
overbidding Inner City Acting Director Yvonne Pompana on the delicious cake donated by student Heather Campbell. Everyone appeared to enjoy the event. The fundraising event ended with the hope that positive changes can happen and only together we will be able to make the difference in our community.

THE RESULTS:
In 2012, as well as in 2011, ten students from the community development class with the support of Inner City administration as well as another Inner City research methods instructor, Teresa Chernecki not only fulfilled the community development course requirements but also give back to their local community by generating awareness and bringing commitment from different sources to the local needs. Organizing a fundraiser is very hard work but as one student told me after the Makoonsag 2012 Fundraiser was over, it was very challenging to organize, coordinate all the work but "I want to do more as I can see the positive change in the inner city community and this is something I want to experience more in my educational journey and future career". As an instructor, I know the students will be back next year, although I am not sure what fundraising project the class will choose for 2013. As the educational journey continues, I am confident that with the motivation of the students and the support of the local community that we can create change. I hope that my story helps you see how service learning can make teaching a course an inspiring experience of connecting theory into practice in addition to promoting positive change in the local community.

In addition to this Social Work service learning fundraising project, the faculties of Medicine, Social Work, Kinesiology and Recreation have also been working with Makoonsag Intergenerational Learning Day Care Center. For more information see: A Project about working within our Community: Building the University’s commitment to helping children reach their full potential at: http://umanitoba.ca/media/connecting_to_kids.pdf
The goal of SI is to create a learning environment that involves student-to-student interaction and cooperative learning. SI sessions are not designed to be tutoring sessions, and SI leaders are not there to re-lecture. SI leaders are trained in group facilitation and collaborative learning techniques in order to help students:

- process information actively
- discover the connections between concepts
- work together and use each other as resources
- take responsibility for their own learning

Supplemental Instruction (SI) sessions are weekly review sessions that are available to students in historically difficult classes. They are group study sessions that are facilitated by a peer mentor who has previously taken the course. These voluntary sessions offer students an opportunity to:

- interact on an informal basis
- ask questions about the course
- compare notes
- discuss course content
- solve practice problems
- develop study strategies

Supplemental Instruction (SI) sessions are weekly review sessions that are available to students in historically difficult classes. They are group study sessions that are facilitated by a peer mentor who has previously taken the course. These voluntary sessions offer students an opportunity to:

- interact on an informal basis
- ask questions about the course
- compare notes
- discuss course content
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- discuss course content
- solve practice problems
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What is Supplemental Instruction?

What is the goal of Supplemental Instruction?

Why is Supplemental Instruction here today?

What should instructors expect of SI?

Who to contact:
Tim Podolsky
Learning Assistance Centre
tim_podolsky@umanitoba.ca

For more information visit the following link: http://bit.ly/JahnpM
How Learning Works
7 Research-Based Principles for Smart Teaching

by Susan Ambrose, Michael W. Bridges, Michele DiPietro, Marsha C. Lovett and Marie K. Norman

This book is organized in a format which allows readers quick and relevant access to information. Each chapter begins with two case studies followed by an analysis of the learning principle exemplified in the case studies. The next section describes the research findings of the principle and the subsequent educational implications. The chapter concludes by describing practical and specific research-based strategies for learning.

1. How does student’s prior knowledge affect their learning?
   Principle: “Students prior knowledge can help or hinder learning” (p. 13).
   Suggestion: Use elaborative interrogation to activate prior knowledge as it significantly improves learning and retention (p. 17).

2. How does the way students knowledge affect their learning?
   Principle: “How students organize knowledge influences how they learn and apply what they know.” (p.44)
   Suggestion: Provide students with the organization structure of the course which allows them to see your organization and gives them the “big picture” highlighting key concepts and interrelationships between them. (p.60)

3. What factors motivate students to learn?
   Principle: “Students’ motivation generates, directs and sustains what they do to learn” (p. 69).
   Suggestion: Align objectives, instructional strategies and assessments. This clearly identifies the learning goals for the students which creates a sense of confidence and control over their learning thereby building positive expectancies around learning which increases motivation (p. 85).

4. How do students develop mastery?
   Principle: “To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned” (p. 95).
   Suggestion: Decompose a task you have assigned for the students so that you can identify the critical component skills that students will lack as novices. Push past your expert blind spot. (p. 112)

5. What kinds of practice and feedback enhance learning?
   Principle: Goal-directed practice coupled with targeted feedback are critical to learning” (p. 125).
   Suggestion: Use a rubric to identify performance goals because it directs the students practices (p. 146).

Reviewed by Eunice Friesen, UTS
6. Why do student development and course climate matter for student learning?

**Principle:** “Students’ current level of development interacts with the social, emotional, and intellectual climate of the course to impact learning” (p. 158).

**Suggestion:** In order to encourage student dialogue, invite them to share multiple approaches to a problem while you resist the impulse to give the one right answer! (p. 181).

7. How do students become self-directed learners?

**Principle:** “To become self-directed learners, students must learn to assess the demands of the task, evaluate their own knowledge and skills, plan their approach, monitor their progress, and adjust their strategies as needed” (p. 191).

**Suggestion:** Provide students with strategies for self-monitoring their performance (e.g., simple heuristics for self-correction) (p. 208).

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**Other UTS Library Books on Learning include:**


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**University Teaching Services Resource Library**

UTS has a library dedicated to supporting the professional development of faculty and instructors. Are you looking for a way to improve student engagement, evaluate group work, writing learning objectives, use case studies,...? To search the library for listings of individual resources or to browse the entire contents of the UTS library please go to [http://bit.ly/yZN5nB](http://bit.ly/yZN5nB).
Educational Research Highlights

Learning FED by FEEDBACK?

Eunice Friesen, UTS

“Honest criticism is hard to take, particularly from a relative, a friend, an acquaintance, or a stranger.”
Franklin B. Jones

Webster’s dictionary defines feedback as “the transmission of evaluative or corrective information about an action, event or process to the original or controlling source” (http://bit.ly/deRMUF). In education we provide “feedback” to give information to the student (i.e., original source) about their written, verbal or practical performance. Often the feedback is formative – information intended to modify the learner’s behaviour or thinking for the purpose of improving learning (Shute, 2007, p. i). It is also summative – students receive feedback in a final assessment. In either case, we anticipate that feedback will result in learning as evidenced by an improvement in performance. Educational research informs us that improved performance is not consistently the net effect of feedback. Kluger and DeNisis’s (1996) meta-analysis of 3000 studies on feedback revealed that although there was a “significant effect for feedback interventions, one third of all studies showed performance declines” (p. 275).

Why is that? They explore a variety of psychological theoretical frameworks including “task-related learning, task-related motivation, self-related and other meta-task processes” in developing their own theory of feedback intervention (Kluger et al, p. 275). “The results suggest that feedback intervention effectiveness decreases as attention moves up the hierarchy closer to the self and away from the task” (Kluger et al, p. 254). This is a detailed article which may help instructors develop a richer understanding of feedback and how it can be used more effectively in the classroom.

More recently, McGrath, Taylor and Pychyl (2011) proposed that the type of feedback has an impact on the effects of feedback. They divided written feedback into two categories - developed and undeveloped. Written feedback which is developed includes explanations and questioning as opposed to undeveloped feedback which includes single word comments. In neither case was the use of feedback on performance (Ericsson, Krampe & Tesch-Romer, 1993). In practice, this might mean that a larger assignment is divided into several components. After the student receives developed feedback on the first component they are then allowed to revise it while developing subsequent components. Dividing the learning activity/assignments into separate components also forces the students to engage with the content, psychomotor skills, or affective dimensions over a longer period of time facilitating deeper learning.

All of the discussion around feedback makes me think of parenting. After 30 years of “giving feedback”, my children still make choices which are not always the intended effects of the feedback! This may bear some resemblance to how we feel about students in our classrooms. If you would like to engage in a discussion around the use of feedback in your classroom, we are always here to engage in a discussion with you and explore approaches that may facilitate your use of feedback with your students. Eunice.friesen@ad.umanitoba.ca

References:


SEEQ TIPS: Examinations – Feedback on examinations/graded materials was valuable

One of the four indicators of the examination SEEQ factor is the student’s perception of the value of feedback on examinations and graded material. I am using the term feedback to include written feedback on written assignments, practical performances, verbal feedback as well as non-verbal feedback, on performance. The SEEQ is equating feedback with assessment as well as evaluation of performance. As the research has indicated, feedback solely in the form of a grade is ineffective as a significant factor in the learning process. Meaningful feedback which includes an opportunity for the learner to correct his/her errors does have an impact on performance (see Educational Research Highlights, p.18) This would seem to suggest that formative, not summative feedback has the potential to be the most effective in producing learning. Some suggestions on how to effectively use formative feedback follows.

1) Feedback is intended to provide an assessment based on the behavioural learning objectives of the assignment or activity. In the classroom or service learning experience there is an overwhelmingly large amount of material to be learned. The intent of identifying the behavioural learning objectives for the learner is to focus their attention on what you, the teacher, have determined is the most important learning at this time, in your course.

2) The learner should know the criteria for successful learning in advance. This does not mean that the expectations are simple, non-complex or straightforward. It just means that the expectations of the teacher are clearly articulated in a way that the students can re-visit multiple times. This can be successfully accomplished through the use of rubrics (see U of M Teaching Handbook 4.44) http://bit.ly/ISu85x

3) The feedback should be specific. When providing written feedback, the teacher will find themselves repeating much of the same information on each assignment. It is very helpful in this case to use a rubric which identifies the common expectations and includes the common errors. This allows for the teacher to use written comments to provide feedback specific to the individual. It is important to be very careful when assessing performance in a service learning experience—to provide meaningful feedback that is directed at performance and not the person.

4) The feedback should include affirming comments for work that has met the objectives as well as drawing attention to areas which still require more work to achieve the objectives.

5) In order for feedback to be really effective, there needs to be an opportunity for the student to learn from their mistakes by correcting their errors. One of the ways this can be achieved is by scaffolding the assignments. E.g., a larger assignment for the course could be broken down into 2-3 smaller assignments. For each successive the assignment the student has the opportunity to correct errors and improve their first assignment as they further develop the second assignment.

Example: A flight training course in Australia provides each student with a syllabus which clearly identifies the objectives for each unit of the course. At the end of each unit, the students complete a MCQ exam. The pass mark is 70%. Each question on the exam is associated with an objective from the syllabus. For each incorrect answer the student must write an explanation for why their answer is incorrect and identify the correct answer with an explanation. This holds true whether the number of incorrect answers is 1 or 50. The opportunity to correct errors is highly effective in improving learning.

Upcoming Spring Teaching Workshop
Friday, May 11
9:30 am - 11:30 am
Grading Group Work

There is a trend towards group work as more and more teachers use strategies designed to engage students and promote deeper learning. Group work can provide learning which is best reinforced with formative feedback but it can also result in learning outcomes which require assessment and evaluation. This creates some challenges for both the educator and the students. During this workshop we will explore alternative grading strategies including rubrics and peer evaluation.

Facilitator: Eunice Friesen

Click here to register
Evidenced-Based Health Care meets Evidenced Based-Teaching

Kelli Berzuk, BMR-PT, MSc, Chet Graduate 2012
Interdisciplinary PhD Student - Community Health Sciences, Medicine, SMR

Why CHET?
When my Advisor first mentioned the CHET program I knew this would be an amazing chance to learn the basics behind the education process. While finding the time to fit this program into my schedule would be a challenge, there was no way I was letting this opportunity slip by. As I reflect on my experience as a CHET student, I am amazed at the breadth of practical information that I have been exposed to, and how quickly these tools have been implemented and embedded into both my professional practice and personal activities of daily living.

Evidenced-Based Teaching Practice
As a clinician, educating patients is a routine expectation. Most practitioners deliver this often life-altering information with no formalized training as to how best this material should be offered. I am an example of a medical practitioner having had no exposure educational concepts such as learning theories and teaching philosophies. I offered patient education based on how I had been previously educated, which was primarily via a didactic approach. This is incongruent in my professional practice in the fields of medicine and science where we respect that all treatment protocols require the solidification of evidence-based practice. We rely on research to objectively support our treatment choices and we routinely implement outcome measures to ensure our results are beyond reproach so that they will be helpful to, and respected by our fellow colleagues.

The CHET program offered me the ability to support my teaching strategies with evidence-based theory to connect the learners’ receipt of this information. Before entering the CHET program, I had never considered that a difference existed between ‘teaching’ and ‘learning’. I think this was the epiphanous moment for me as a CHET student. The CHET program armed me with the tools to develop ‘knowledge-acquisition’ versus superficial ‘knowledge-transfer’. It has also broadened my resources in the selection of tools that may be implemented to elicit efficiency in learning.

For example:

a. Choosing to apply pedagogical principles versus andrographical considerations when educating children versus adults positively impacts the efficiency in knowledge-acquisition.

b. The awareness of numerous instructional strategies is helpful when determining the optimal approach to implement for a specific situation, as each learning strategy excels in differing environments.

c. Having the awareness to address all styles and types of learners and learning has also been a tremendous advantage to me as the teacher as well as the learner.

d. Ensuring that education has been implemented through cognitive, affective and psychomotor domains has broadened by scope of patient education.

e. Sequentially integrating or scaffolding the differing levels of learning from the basic literacy and content of the topic, through to application of the concept, up to the capability of problem solving in this field is now an approach I use.
Since being enlightened with these concepts, and now armed, I observe and appreciate the effectiveness and efficiency in which learning occurs. I have enjoyed this observation with varying populations, from instructing students in the University setting, to clinical exposure with patients, and even by implementing learning strategies while coaching my daughter’s ringette team. I have found that the skills and resources gained through the CHET program are essentially universal to all learning strategies and to all populations. By basing my education transfer medium on recognized and respected learning theories, this area of my practice has also improved and become standardized.

**Highlights**

There are so many highlights I take away from my experience in the CHET program that have allowed me to grow and develop in my role as an educator. I really appreciate the public speaking advice received through the Teaching Improvement Project System (TIPS) workshop, as well as the classes directed to offering effective feedback. These experiences have again further developed my communication skills on both professional and personal levels. I enjoyed my workshop on Action Research as this exposure helped me to connect my role as a scientific researcher to the practical problem-solving role of a clinical educator. Lectures on how to create good multiple-choice questions, effective course objectives and what makes a PowerPoint presentation exceptional, all bolster the tasks we perform daily with often no previous training or guidance as to how to do them well and effectively. I leave the CHET program empowered with a wealth of tools and skills that I had previously not recognized I was lacking.

I would also like to acknowledge the enjoyable experience that CHET provided by granting the opportunity to meet and learn from fellow PhD students from varying Faculties. It is easy to spend your days engrossed in your own field, yet meeting and working with PhD students from completely different divisions provided me with a new dimension to my experience as a graduate student and it was an absolute pleasure meeting such kind and interesting people by crossing over to other disciplines.

In closing, I would like to thank everyone that made the CHET program available to graduate students as this has been an amazing experience I know I will continuously benefit from. It has been an unexpected gift to me. Specifically, I would like to thank Dr. Tom Hassard for making my admission into the CHET program possible, Dr. Barbara Shay for her constant support and guidance as my Teaching Supervisor, and Ms. Erica Jung for being such a wonderfully supportive CHET advisor throughout each phase of this certification process.

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**The Certification in Higher Education Teaching (CHET)** was approved by Senate almost 16 years ago. Since then 170 graduate students have successfully completed the program. CHET has become a unique avenue for students to gain foundational knowledge of pedagogical principles and evidence-based practices in teaching.

**NEW!! As of September 2012,** CHET students who successfully fulfill the CHET requirements will now receive a notation on their transcript, alongside their other academic achievements.
Managing Student Information

Ever wonder about how to handle the personal information you come across in your work?

From doctor’s notes, to sensitive biographical information, and grades, University faculty and staff are frequently faced with tough choices about how to effectively carry out their duties while maintaining the privacy of students. Although most people are aware of the existence of privacy legislation, applying the legislation to our daily work can be a real challenge. The Access and Privacy Office is often asked about the rights and obligations of both students and faculty regarding the collection, use, and sharing of personal information. As a public body under The Freedom of Information and the Protection of Privacy Act (FIPPA) and a trustee under The Personal Health Information Act (PHIA), the University’s employees are entitled to collect, use, and share personal information within certain limitations. Knowing what these rights and limitations are is important for ensuring access rights, for protecting the privacy of students, and for enabling the necessary flow of information.

What exactly is Personal Information?

Personal information includes any information about an identifiable individual, including their name, image, address, phone number, ethnicity, political affiliations and any health information about that person. Some personal information may not seem particularly sensitive, like an email address or student number, but all personal information must be treated as confidential information.

Using Personal Information

Both FIPPA and PHIA allow for the limited collection and use of personal information. Generally, the University must inform students of the purpose of the collection, then only use that information for the stated purpose. The collected personal information should not be used for a secondary purpose without consent, and should not be shared with anyone that does not need to know the information to carry out their University work. Whenever personal information is shared, it should always be limited to the very minimum amount necessary. It is important to remember that limitations on collection, use, and sharing of information also apply to verbal communication.

Tips for Protecting Personal Information

- Keep personal information out of sight, locked up, and in your possession.
- Make sure electronic information, such as databases with student numbers and grades, are secured and password protected.
- Be cautious in sending group emails that may disclose personal information such as grades, internship placements, home contact information, or details about an academic appeal to other students. If you want to send a group email and the text does not identify individuals, consider using the blind-copying function.
- Limit the use and disclosure of student numbers. Avoid collecting student numbers for tasks such as sign-in sheets and as identifiers on the front pages of tests and papers.
- Post grades by student number only. Avoid posting numbers in the order that would correspond with the alphabetical order of students’ names. For smaller classes, consider not posting marks and devising another system of distribution.
- Do not allow tests and papers to be left outside offices or in public areas for pick-up.
- Do not share a student’s personal information or personal health information without the consent of the student. Never assume it is acceptable to share the information with others just because the student has shared it with you.
- Do not disclose a student’s personal information, such as class attendance or grades, even to a parent, without the consent of the student.
- Reference checks and letters should only be provided to a third party with the consent of a student. Students are entitled under FIPPA to receive copies of these reference letters upon request.

(Continued on page 23)
Right of Access
Under FIPPA and PHIA students have a right to request to see or receive a copy of the personal information the University holds about them (with some legislated limitations). Whenever faculty and staff are in doubt as to what should be released, or if there are any concerns about the release of information, they should contact the Access and Privacy Office for assistance. Students may also contact the Access and Privacy Office regarding access to their own personal information.

Storing and Disposing of Personal Information
Personal information should always be stored in a secure way that protects the privacy of the individuals involved. No one wants their personal information left visible on a desk, in a public space, or freely available on the internet. If personal information is held electronically, it is recommended that IST is contacted about ensuring the security of that information. Not only is it good practice to destroy or delete personal information once it is no longer required, it is a requirement of both FIPPA and PHIA. Limiting the amount of personal information we maintain also limits the exposure of personal information entrusted to us.

What if You Suspect a Breach?
Although we do our best to avoid them, security and confidentiality breaches may still occur. If you suspect that personal information has been collected, used, shared, stored, or disposed of in a way that compromises the confidentiality of personal or personal health information, immediately contact the Access and Privacy Office. Early identification and containment of a breach offers the best hope of mitigating the risks caused by exposure. We all have a role to play in protecting the personal information under our care.

Access and Privacy Office
Room 233 Elizabeth Dafoe Library
Phone: 204-474-9462
Email: fippa@umanitoba.ca

NEW TO TEACHING AT THE U OF M?
Two practical resources are available through UTS.

Click on images to access resources.

Mark your calendars for the 2012 Society for Teaching and Learning in Higher Education (STLHE) Conference!

Click picture for more information
Congratulations, 2012 Spring CHET Graduates

The names of the CHET students (l-r) are as follows:

Lidula Widanagama Arachchige (Electrical & Computer Engineering), Lin Lin (Human Nutritional Sciences), Shahab Shokrzadeh (Mechanical & Manufacturing Engineering), Yaser Maddahi (Mechanical & Manufacturing Engineering), Ali Azarbarzin (Electrical & Computer Engineering), Marcos Cordeiro (Biosystems Engineering), Kelley Robinson (Psychology), Sanjayan Satchithanantham (Biosystems Engineering), Kelli Berzuk (Medicine, Med Rehab, Community Health Sciences), Evan Bowness (Sociology)

Absent: Meya Jeyaraman (Physiology), James Arthur Kofi (Mechanical & Manufacturing Engineering), Abas Sabouni (Electrical & Computer Engineering), Majibur Rahman Khan (Biosystems Engineering), Jennifer Protudjer (Applied Health Sciences), Chandra Bhan Singh (Biosystems Engineering)

In collaboration with the Faculty of Graduate Studies, UTS has designed a Certification in Higher Education Teaching (CHET) program. Our goal is to help academic departments prepare PhD students for the full range of faculty responsibilities and also for other careers where presentations and communication skills are needed. The CHET program requirements are flexible and should not extend the time to complete or add unreasonable content to existing graduate programs. To see the complete description and to register for CHET please visit us at: http://bit.ly/JubLVr
What do you think Twitter is? A way to find out what your friend had for breakfast this morning? A way to tell your friends which restaurant you went to?

It can be used for that, but Twitter also can be a tool to find out what is going on in the world. Twitter is a social service that allows people to communicate using short messages called Tweets. You can share links to articles, images, details on a conference you are anticipating or something interesting you just tried with one of your classes. Twitter allows people to “follow” you so they can find out what you have to say quickly and easily.

Don’t feel like you have anything you want to tweet? That’s OK. Sign up for Twitter at http://twitter.com/ and start following others. University Teaching Service is tweeting and you can find us on Twitter at @UTS2. Here is a sample of some of the tweets UTS has posted that you may have missed out on.

- Have a "lesson worth sharing?" Want to partner with great animators to get that message out? Fascinating opportunity: http://education.ted.com/
- Iclickers “create learning environments characterized by greater activity, cooperation and conceptual application”: http://bit.ly/wt7m3D
- What I've learned from teaching with iPads: http://chroni.cl/xS31C1

Additional Reading:

The Evolution to iPad as an EFFECTIVE Technology for Teaching

R. Sri Ranjan, P.Eng., Biosystems Engineering

Back in 1992, a computer connected to an LCD panel setup over the traditional overhead projector was the technology available to project electronic slides from a DesktopPC in the classroom. The equipment was bulky and when mounted on a cart, it looked more like a mid-sized refrigerator! After booking the equipment through audio/visual services, it required two people to carry the equipment up and down the stairs to the classroom before and after each of my classes.

The low brightness of the projected image was a major impediment to selection of colours in my slides which resulted in the use of simple black and white slides. Nevertheless, unlike the traditional overhead projector transparencies, the ability to edit and update the slides easily was a major advantage. Soon, many of my colleagues in our department began to use it and the "technology on the cart" became a permanent fixture in one of our classrooms. Since then, a lot of advances in technology have taken place resulting in much better projected images at lower cost.

Compared to the old chalk board method, where the students frantically tried to copy down what I wrote on the board, more time was now available for in-class discussion. I have always been providing handouts containing miniature slides (four/page) prior to the class. This enabled the students to add additional notes to the content during the discussion in class. Some of my colleagues thought I might have poor attendance because the students had the slides ahead of time. However, my teaching philosophy is to use the slides only as a “framework” to which the students added material as I elaborated the concepts in class. The development of concepts required sketches that had to be drawn in class to illustrate my points. This is where the “meat” of the content was presented. Poor attendance was never an issue in my classes.

A few years later, we had access to better projectors and computers mounted on podiums in my classrooms that made the PowerPoint slides much better. Although I used the PowerPoint slides as 'cue cards,' the main mode of delivery was still the sketches and derivations done on the white board or the overhead projector. The white board with your back turned to the class did not appeal to me as an effective way of teaching, a point that was stressed during the multitude of UTS workshops I attended over the years. The use of the overhead projector means staring into a bright light and writing with pens with stinky inks! After a decade of enduring this, it was time to look for better options. The technology improved with the advent of the TabletPCs. Soon, I made the switch and used a Fujitsu
When the iPad was released with multi-tasking capability, I experimented with it as a teaching tool. I bought the Documents to Go App ($16.99) that allowed me to open and save Word, Excel and PowerPoint files. The PowerPoint slideshow feature was not very smooth in the iPad and the slide transitions were slow during the presentation. However, when PowerPoint file is opened in Keynote App ($9.99), the Apple’s own version of PowerPoint, the slideshow ran smoothly. Some of the complex equations had to be recreated using the Formula App ($3.99), a LaTeX-compatible App, with a user-friendly, drag-and-drop interface.

I was searching for an iPad App that will allow me to sketch and draw freely just like on a whiteboard. After reading and evaluating the reviews of several dozen Apps, I picked the Notes Plus App ($7.99) for my use. The NotesPlus App allowed me to draw and sketch in multitude of colours with multiple pen thickness. It had the ability to create and save as a .pdf file that can be emailed from within the app. The multitasking capability of the iPad was very smooth. With a VGA adaptor, it easily connected to the projector which instantly recognized the iPad. Unlike the TabletPC, the iPad turned on instantly as soon as you opened the cover. The ease of use and the light-weight were additional features that made iPad an attractive alternative to the TabletPC. Once my basic teaching technology needs were met, I began exploring other apps that could help enhance my concept delivery.

There is an excellent selection of apps that extend the use of the iPad in the classroom. Going through a multitude of reviews on different apps, I began to realize the power of iPad as a teaching tool in the classroom. Recently, the NotesPlus App went through a major upgrade to allow annotation of .pdf files and instant web access and frame capture from within the app. This allowed me to create additional teaching resources on the go. All my tests are set as “structured” questions where just enough space is provided for the students to write the answer. After the tests are graded, I open a .pdf file of the blank test from within the NotesPlus App and use a stylus to write the answers in class within the space provided. This was very helpful to the students, some of whom did not know how much detail was expected in the answer.

(Continued on page 28)
For those who love their traditional polythene film rolls on the overhead projector, there is **Paperview App** ($0.99). This app will allow you to write on the iPad on an “electronic” roll that can be rolled up by sliding two fingers towards the top. If you want to revisit an earlier point you had written, you can slide two fingers down towards the bottom of the iPad and scroll backwards to that point. Another feature that is useful in the Paperview App is the ability to “pinch in or out” with two fingers to zoom in and out without actually changing the image projected on to the screen. The zoomed-in state allows me to write in bigger letters but project in small letters as part of the full view. Images and .pdf files can also be inserted into the “electronic roll” and annotated live. The inserted items can be quickly accessed using the bookmarks feature in the Paperview App.

The topics I teach required me to draw examples from around the world. Having the ability to multitask allowed me to access the **GoogleEarth App** (Free) and “fly” the students to different parts of the world to show landscape and irrigation/drainage practices in other countries. The speed of navigation and zooming in and out using two fingers was really fast in the iPad. The ease of use with instant scrolling and fast zooming in/out experience was much better than I had with TabletPCs.

There were times when I really wished I had access to a document camera in the classroom. The **Board Cam App** ($9.99) allowed me to use the rear camera on the iPad 2 to project a magnified image of the field of view of the rear camera to the screen. In addition, the visible image could be labeled and annotated live right on the iPad. It was a great app for showing small parts or specimens in class. The Board Cam App can also record a video as you explain and add the labels to the images being captured in the camera. This feature is very useful for recording a whole lab procedure and showing it as a demonstration before the actual lab begins. It could also be used for demonstrating field measurement techniques taken during the summer later in class. The ability to add voice and labels right on the video as you video-graph, is a feature not available in a regular camcorder or camera!

During tutorial labs, we often need to do unit conversions. The **Units App** (Free) is a great way to do the unit conversions. It has a friendly user-interface. Overall, the ease of use, quick connectivity, and the speed of transitions were all great in the iPad as a technology for teaching in the classroom. When the iPad is connected to the VGA cable using a VGA adapter it is tied to the podium.

There is a **Keynote Remote App** ($0.99) for your iPhone that can be used to advance the slide using a Bluetooth connection from anywhere within the classroom. I have used this set-up to present in conferences where the iPad could be located near the projector which was controlled by the Keynote Remote App on my iPhone from the podium. This app also displayed the speaker notes under the slide in the portrait mode. In the landscape mode it displayed the current slide and the next slide, so you know what is coming ahead.

What was the student experience? Was the technology distracting? The worst situation would be to fumble with the technology trying to make it work! With a little practice, I was able to use the iPad without any glitch. At the end of the term SEEQ evaluation, I asked the students to provide their experience with the use of this technology. The students expressed overwhelming satisfaction with the way the iPad was used as a tool to teach in the classroom. **After using various forms of technology to enhance my teaching for over two decades, I have finally found a tool that has incredible capability and potential! Where else can you find the capability of a computer, overhead projector, document camera, and whiteboard all rolled into one little device for teaching?***
QR Codes (Quick Response Codes) can be found anywhere; at a bus stop, on billboards or even on business cards. QR codes have become widely adopted by advertisers because of its ability to store information, quick conversion rate, ease of use and how accessible QR readers have become, thanks in part to the rise of smartphone usage.

Information is stored in QR Codes as a pattern comprised of black squares on a white background and is decoded simply by having a user scan the code with the built-in camera, through an installed app (see below) on their device, typically a smartphone. When the code is recognized, it will automatically launch a web browser with the intended website loaded on-screen for the user.

There are several key benefits in using QR codes in your teaching:
- You can be more environment friendly by converting your documents to PDFs and distribute them by using QR codes. This makes your content more accessible via an intuitive and convenient method of delivery.
- You can put up several QR codes on a Microsoft PowerPoint slide that can point to journal or research articles for additional readings or content such as YouTube or Flickr. By posting the QR codes, you are directing your students to the source that adheres to the copyright policies in Canada.
- There are several QR apps available that create a history of scanned codes. This feature allows your students to scan multiple codes and create a bookmark list in a matter of seconds.

QR Readers
QR Readers are widely available for any device that has a built-in camera. Below is a small list of the free apps available for each smartphone platform:

**Android:**
- Barcode Scanner
- QR Droid
- NeoReader

**Blackberry:**
- QR Code Scanner Pro
- Built-in scanner with Blackberry Messenger
- NeoReader

**iOS:**
- QR Reader for iPhone
- Qrafter
- NeoReader
- i-nigma

Generate your own QR Code
Generating a QR Code is simple! While there are many apps available, for each smartphone platform, you can easily do it on the web and save the code as an image for use in your own promotional materials. To generate your own QR code, follow these steps:
1. Visit: [http://qrcode.kaywa.com/](http://qrcode.kaywa.com/)
2. Leave the ‘Content Type’ as ‘URL’ but complete the ‘Content’ area with your URL (or website address).
3. Select the ‘Size’ of the image you’d like to save.
4. Click ‘Generate’.
5. Once your QR Code appears, you can right click on it to save the image to your computer.

For more ways to incorporate QR Codes in the classroom visit: [http://bit.ly/mTejl3](http://bit.ly/mTejl3)
How Retirement and Education are the same.

I read an opinion blog post\(^1\) recently on why what is called “Passive Income” is really the way to go for retirement. The income we are all used to is “Earned Income”, where we essentially trade time for money, whereas “Passive Income” is income which you make while not actively spending your time (some examples include dividend income, investment growth, and rental property income). Basically the point of the article comes down to this: we don’t know when we are going to die, we therefore don’t know how much money to save, and so we might save too little before we retire, and end up having to go back to work at the age of 80. The solution, they suggest, is to spend your working years creating a system that produces passive income that will generate enough income to live on for your entire retirement, regardless of how long you live. Nice idea. However, as a mathematician, I began to generalize. In this article, I’m going to use the term “income” to refer more generally to “educational income”, which could include “incomes” such as “student satisfaction”, “student understanding”, “student motivation”, and “student engagement”.\(^2\)

Consider all the different activities you spend your time on as the instructor for a class: creating lectures, creating quizzes, creating exams, holding lectures, holding office hours, marking assignments, marking exams, communicating with TAs... and the list goes on. I would claim that everything we spend our time on is for an income of some sort. For instance, in mathematics I view office hours as an opportunity to help correct, enhance, and develop the understanding of students through the difficult problems they encounter in their personal study. Even when the time is used to interact with a student just looking for that one more mark that they don’t deserve, I am hoping for them to develop a more clear understanding of the expectations in the class, and refine their views on what is acceptable (which would both be incomes).

Spending time as we do on so many different things, I wonder - could we spend our time wisely to produce a system that produces educational incomes indefinitely? Are there ways to invest our time so that the “educational dividends” that are produced are produced without us having to interact with or control the system at all (or at least in a minimal way)? Could it be possible to continually increase this educational passive income system until, one day, our students are rich in engagement, motivation, fascination and overall learning, even after only spending a few minutes with them? I don’t know the answer to these questions, but I have discovered in my few years of teaching one beautiful and easy way to produce a system that does in fact generate consistent and regular educational income in a truly passive way, and that system is collecting digital resources.

\(^1\)http://bit.ly/GH4SDy
\(^2\)Under this mind-set, SEEQ evaluations could be considered more like income statements, indicating how much of certain types of income we received during a certain period of time.
Why Collecting Digital Resources

Digital resources in general have some properties that make them ideally suited for a passive income system. First, they require no physical space, allowing you to collect a practically infinite amount. Second, they require only minimal maintenance to ensure they are still working as they are meant to - usually as quick as a click. Third, students today are so intimately familiar with digital resources that they have no problem interacting with them and learning from them with minimal training and oversight.

Let me tell a story to illustrate the point. In the fall of 2011 I taught three sections of the same course, and decided to use a new pedagogical technique that had been suggested to me at a conference during the preceding summer - let’s call that technique A. However, looking at the particular technique and the particular course, I decided that while students would likely benefit from A, the time required could also slow down the class unreasonably. Therefore, I came up with another pedagogical technique, call this technique B, that could allow us to move faster in class to keep up the required pace. Both techniques were used throughout all three sections, and at the end I gave all the students a survey asking what they thought of the different techniques (plus some others I had attempted). Student overwhelmingly loved A and thought it was absolutely amazing (for various reasons), and B was a close second, with many students going as far as to say that B was a chief reason they expected to do well in the course.

The classes finished well, and in January 2012 I was again teaching three courses, but instead of the same course three times, I was teaching three different courses (one of which is the course I taught in the fall). Having seen the great income generated from the work I had put in to A and B in the first term (earned income), I wanted to reuse both techniques (and modifications of them) in all three of my courses in the winter term. I soon realized there was a problem however with reusing A. Despite using A in the fall term, to commit using it again in the winter term would mean committing to spend the required 2-3 hours of work per week. While I could spare that last term, I knew with my current schedule that I could not spare that this term. Spending time on A during the fall term had been exactly that: spending, not investing. That time was lost, and I was not able to profit further from any of it. On the other hand, technique B was a very different animal. I noticed that 99% of the workload in B was collecting digital resources. I still had them of course, and so this term I could reuse B with nearly no work: a source of passive income! Performing some informal surveys of the class so far, I find that about half the students are getting serious income out of B this term, while I have had to put little to no additional effort into creating or maintaining B this term.

So what was B? Technique B was collecting instructional videos, produced by various organizations and people around the world, that are provided free of charge to anyone and everyone via YouTube. I collected the videos and sorted them based on the content as we taught it, grouped them by week number, and posted links to them on the website. Students are instructed (and warned) that their use was optional, that they could be used to help learn the content, that they should be seen as an addition to class (not a replacement), and finally that any and all requirements on showing work were determined by myself, and not what was done in the videos. No matter how good an instructor is, there will always be students who think so differently than the instructor that they will have serious difficulty learning from them. This is a great reason why textbooks are so useful - they explain the same content but in a different way. These videos played the role of the textbook in that way (students were much more willing to watch a 10 minute video...
than read 3 or 4 pages of a math textbook). If you would like to see the videos I used, you can visit the course website at [http://bit.ly/KIoqsQ](http://bit.ly/KIoqsQ).

**Other Examples of Creating Passive Income in Education**

**Creating Videos of Lectures.** I recently watched a recorded webinar on “The Flipped Classroom” (available online at [http://bit.ly/GN9mCd](http://bit.ly/GN9mCd)). If you’re not familiar, the concept of the “Flipped Classroom” is one in which students do things in class they would normally do as homework, and do for homework what they would normally do in class. This is often accomplished by creating digital video lectures that the students are expected to watch at home on their own time where they learn the content, but then when they come to class the next day, they do problems, get help, and collaborate with the instructor and with peers to develop and understanding and a mastery of the material. The presenters, Jon Bergmann and Aaron Sams, discuss (starting at 12:50) that they had this great and simple idea to help produce some income among the students - they would record their lectures and make the recordings available to the students. The result was an ability for students to correct their understanding by re-watching the videos of the class when they were confused - an immediate passive income (passive in the sense that the amount of work necessary to produce this income was very small - just record the lectures and post the videos). Now students were empowered to correct their understanding on their own time and without any extra time “expense” on the part of the instructor. However, once they had these videos, they were a permanent digital resource, and they had started a “video library” that they could use in the future. When they invested in making the resource, they hadn’t planned to flip the classroom, but when they did decide to flip it (a later pedagogical decision), they were able to use this technological resource for this purpose. Even more passive income, all produced by pressing one record button.

**Lecture Notes.** When computers became common place, many instructors moved from handwritten slides to digital slides (created in PowerPoint, or some other software package). While this initially took some investment of time, the dividends have been paying off for years - now digitally produced slides are easier to store, easier to work with, easier to fix, and can include multimedia that would have been impossible on handwritten slides. More than this though, many have even released their lecture notes to their students. This creates even more profit for the students - the profit of being free to listen to a lecture rather than frantically write notes, or easily acquire notes from a class they missed due to illness. All of this is passive income.

**Worksheets.** One technique I love to employ is that of worksheets. There are many topics in mathematics in which students will benefit from rote learning, or learning by repetition. I have used my programming skills over the years to write computer programs that generate a practically infinite supply of math problems, with solutions. I then use the program to produce a pdf worksheet of a large number questions, and one following it of the solutions to those questions. These are posted on my website and every single year students have access to them. They require no real work to maintain, except to post them on the website at the appropriate time, and advertise them to the students, and consistently students inform me that they found these worksheets invaluable.

(Continued on page 33)

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3There are some great organizations out there which create some amazing instructional videos in the specific aim of sharing knowledge. The organizations I used in particular were the Khan Academy [http://www.khanacademy.org](http://www.khanacademy.org), PatrickJMT [http://patrickjmt.com](http://patrickjmt.com), and MIT OpenCourseware [http://ocw.mit.edu/index.htm](http://ocw.mit.edu/index.htm). The Khan Academy has made news recently when they received significant financial backing from both the Bill & Melinda Gates Foundation, and from Google. For more information on the Khan Academy, the creator Salman Khan gave a TED talk you can watch here: [http://www.youtube.com/watch?v=nTFEUsudhfs](http://www.youtube.com/watch?v=nTFEUsudhfs).

4[http://blendedclassroom.blogspot.ca/](http://blendedclassroom.blogspot.ca/)

5[http://chemicalsams.blogspot.ca/](http://chemicalsams.blogspot.ca/)
Review Session Notes. Recently I ran a review session for my classes. We had a three hour session where we booked an Armes lecture hall and students were able to ask me any question from throughout the course, in an effort to help them study for the final exam. On my way to the study session, I had a brainstorm: I had done these times in the past, but it was “spent time” - that is, the students profited from my time, but none of it was invested. This time I grabbed my tablet on the way out and instead of writing on the overhead as I usually do, I instead answered all the student’s questions on my tablet. The profit? I was able to generate a PDF of the notes and post it on the web for all students to benefit from. However, just like Bergmann and Sams above, I realized something: now that I had this, I could repurpose it for future classes. This pdf was a collection of nice problems that the students had trouble with, and fully written solutions to them.

This article. This entire article is an example of taking things I have already spent time on, and repurposing them in a way to produce a further income among an entirely different audience: you.

Some Tips on building Educational Passive Income Streams

- Always be looking for a way. Whenever you spend time on anything, ask yourself this question: is there any way I can invest my time now to produce a system that saves me time for the rest of my life? Similarly, when you need to do something, ask yourself “what could I have done in the past to have made this work unnecessary?”

- Repurpose everything. Just because you are spending time for one purpose doesn’t mean it can’t later be used for another. Could that quiz you are making become the exam for next year? Could that assignment you are making be next year’s lecture example?

- Pay yourself first. This financial concept is simple: when you get paid, spend your first dollars on saving for the future. Applying this to education, spend your best time on investing for the future - for instance, try spending 10 minutes every day first thing in the morning finding some new digital resources that can enhance your teaching. One way to do this is to participate in #EdChat on Twitter. Another way is to either participate in webinars or watch recordings of webinars that have already taken place. Or you could always participate in a UTS workshop.

Conclusion: Investing, and Investing Smart.

It’s all about investing. We invest our money because it is valuable to us. Invest your time for the same reason. That being said, if you are going to invest, make sure you invest in your investing; that is, invest the time to invest well. For example, consider the example of compound vs simple interest. Here is a graph showing the total value of $100 deposited at 6% compound interest VS simple interest over 50 years: You can see that by the 50 year mark, the $100 is worth nearly $2000 using compound interest, while using simple

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6I wrote an article in the October 2012 [Vol 19, No 1, pp16-17] UTS Newsletter where I discussed what #EdChat is and how to get involved. You can find a PDF of the article at the UTS website at [http://intranet.umanitoba.ca/academic_support/uts/resources/86.html](http://intranet.umanitoba.ca/academic_support/uts/resources/86.html), or you can find the instructions for getting involved on my blog at [http://edtech.robertborgersen.info/?p=4](http://edtech.robertborgersen.info/?p=4).

7Visit [http://intranet.umanitoba.ca/academic_support/uts/workshops/244.html](http://intranet.umanitoba.ca/academic_support/uts/workshops/244.html) for current available workshops.
interest it is worth less than $500. This rather amazing property is what has made many millionaires as rich as they are today. It would be completely foolish to invest your money into a simple interest savings account rather than an equivalent compound one, especially when compound interest accounts are so readily available!

What I want to point out in this article is that the idea of simple vs compound interest is one that shows up in all of life, even in teaching. Would you spend your time on a teaching technique in a way that requires you to spend more and more time every year, when there is a method of accomplishing the same thing that will allow you to spend your time once and then never again? I will for one keep looking for ways to produce continual income for my students, doing what I do for more and more people, using less and less effort, so I have the time and energy to do even more.

Please share your own experiences! I love to hear from other instructors who are always looking to become better at what they do and would love to get some time to sit down and hear about what you are doing to do so. Please visit my blog at http://edtech.robertborgersen.info/, or send me a quick note at Robert_Borgersen@umanitoba.ca.

Keep learning! –Rob

Universal Instructional Design
June 4-6, 2012

Do you want to make the classroom experience engaging and relevant for all students? Universal Instructional Design is a process whereby a course can be developed and delivered in way that enhances the diverse needs of all students giving consideration to learning styles, disabilities, cultural diversity and EAL. UTS and Student Accessibility Services are facilitating a 3–day interactive institute to assist educators in the development of a UID compatible course. At the completion of the institute participants will have adapted their course syllabus using UID principles, and developed an understanding of active learning and several different technologies for the classroom. UTS will provide written documentation upon successful participation and completion of activities for submission to a department head and/or tenure and promotion application.

Click here to register
The primary objective of this “hands-on” based institute is to transform an existing LMS course into an exemplary and intuitive D2L course which students will welcome as an innovative and effective learning environment. This institute uses evidenced based pedagogical principles as the framework for course design supported by reliable technological practices. This course is intended for instructors with previous experience using a LMS like Angel or Web CT or Blackboard.

Day 1 – D2L Basics
We begin this institute with an exploration of the Desire2Learn system including content management and the effective pedagogical application of essential tools. We will share ideas on components that make a successful online course including: course design, community building, copyright and accessibility. We will each have an opportunity to draft a course design plan for our courses.

- D2L General Overview
- Creating an Online community
- Accessibility in D2L
- Working with files in D2L
- Copyright of Online Resources (pictures, videos, pdfs)
- Overview of D2L Tools
- Designing your D2L Course
- 5 E-Learning Components of Successful On-Line Courses

Day 2 – Setting up Your D2L Course
On day 2 we will examine student engagement within the context of how people learn. We will extend our understanding of course design by evaluating our syllabi for best practices using principles of universal instructional design. There will be an opportunity to develop an increased awareness of diversity and intercultural aspects in the teaching and learning process.

- Learning and Student Engagement
- Universal Instructional Design
- On-Line Syllabus
- Intercultural Communication

Day 3 – Instructional Strategies and Assessment
On our final day, we will focus on student engagement, evaluation and record keeping. We will have the opportunity to view lived examples of on-line communication tools (e.g., blogs, discussion boards, videos, screen capture, etc.). Course assessment strategies will be aligned with course objectives and feasibility for application within D2L. An introduction to assessments and grade books will be presented.

- Assignment Review
- D2L Communication Tools (e.g. blogs, discussions, screen capture, etc.)
- Instructional Strategies supported by D2L
- Gradebook and Record Keeping
- Debrief and Evaluations

Click here to register:
Canadian university faculty members have a long history of service in international development projects (Shute, 1999). The University of Manitoba is no exception.

The University of Manitoba has received recognition as a global leader in HIV/AIDS and climate change research, food security and innovation in agricultural practices, community-based resource management, social supports for disadvantaged populations, sustainable energy, peace-building through the work of dozens of faculty members. If our faculty are engaged internationally, how does or can these translate to international service learning opportunities for our students?

International service learning courses are more than just an interesting and innovative way for students to apply the knowledge they learn through their University courses. With effective leadership and guidance, the experience of living in a new cultural/linguistic environment can create opportunity for transformative changes in attitudes and perceptions about our world—not only for students, but for faculty members as well. Experiential learning is also best approached as a reflective exercise, through which learners begin to question their own assumptions, become critical of their prejudices and learn to see things in a new way (Bennett, 1993; Cranton, 2006; Shauls, 2007). In fact, some have argued that intercultural learning is a key component to developing critical thinking, a primary goal and the essence of higher education (Yershova, DeJaeghere, & Mestenhauser, 2000).

Students are recognizing and embracing the value of international service learning courses in increasing numbers. In spite of the challenge of living cross-culturally, often without the comforts of a Canadian lifestyle and at significant personal cost, student demand exceeds available space in certain service learning courses offered at the University of Manitoba. Kelley Beavorford’s course, Service Learning in the Global Community, is one such course. Kelley is Assistant Professor of Interior Design, Faculty of Architecture, and has developed a course through which she is able to bring 10-12 students to a developing world location where the students work with community members to design and construct a
building that addresses a collectively identified need. Students not only apply their architectural knowledge in a community struggling with poverty, but they learn to communicate across language barriers, they begin to understand the physical world through culturally sensitive eyes and they develop meaningful relationships that change the way they fundamentally see the world. Kelley’s course has been recognized with several international awards, but the best confirmation of the success of this experience is the dedication of its alumni who continue to share their changed perspectives with local community groups in Winnipeg long after the course has ended.

Setting up international service learning opportunities for students is no small task given the demands on faculty members to fulfill obligations in teaching loads, pressure to publish research findings and time dedicated to community service. An international service learning experience includes many aspects, such as:

- establishing partnerships with appropriate institutions or agencies in another country;
- setting up the administrative procedures to process applications, course credits, and the like;
- addressing risk management concerns and logistical arrangements;
- developing academically sound and culturally appropriate learning outcomes;
- providing pre-departure orientation,
- post-return assessment and debriefing and
- mid-course supervision and mentorship

All of these responsibilities are daunting to say the least. Professional recognition for this effort is mixed within the University, often falling outside of departmental objectives and requiring faculty to undertake the design, implementation and evaluation of service learning courses as additional commitments to their regular responsibilities.

Faculty members, however, are not alone in their commitment to integrate intercultural learning into the student learning experience at the University of Manitoba. Several Student Affairs units, such as the Office of Student Life and the International Centre for Students, have begun offering co-curricular service learning opportunities abroad for students. A number of units on campus are committed to working directly with faculty members to provide professional support in developing international learning opportunities. The University Teaching Services provides professional development to help increase faculty awareness and understanding of cross-cultural issues in the classroom. Extended Education works with faculty members in developing courses for Summer Session and provides administrative support in managing applications, credits, budgets and logistical arrangements. The Office of International Relations works alongside faculty members in securing funding, identifying overseas partners, assisting faculty to integrate intercultural perspectives into their teaching and networking with other academics. The traditional adage, “it takes a village to raise a child,” is an appropriate goal for any new international service learning initiative.

Faculty members at the University of Manitoba who are interested in engaging this topic further and exploring

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**Intercultural Education at the University of Manitoba**

Intercultural Education at the University of Incorporating an intercultural perspective into higher education teaching and learning can present a significant challenge as well as a highly rewarding opportunity for faculty members at the University of Manitoba. The increasing influence of globalization in higher education, which is bringing international students to our campus and diversifying the ethno-cultural makeup of our academic community, is pressing the need to acknowledge global relevance to our local approach to teaching, research and service. Integrating intercultural perspectives within academic disciplines across the campus improves and enhances the ability of our academic community to teach effectively in culturally diverse classrooms, to strengthen our involvement in globally significant research efforts, and to apply this knowledge in communities beyond our national borders.

Student expectations for learning outcomes through their university degree programs are changing. Increasingly, students are looking to obtain an international experience through their post-secondary degree program that will enable them to gain employability skills and experience for a global job market (Naidoo, 2006). ‘Intercultural or global competencies’ have received studied attention from scholars who advocate the personal and corporate advantages of gaining the ability to relate effectively among a multiplicity of worldviews, largely through the transformative experience of personal learning (Deardorff, 2006; Sanderson, 2008; Sandgren, Ellig, Howde, Krejci, & Rice, 1999; Schuerholz-Lehr, Caws, Van Gyn, & Preece, 2007). Such scholarly reflection seems to support the anecdotes and stories of individuals who have traveled abroad, especially with intentional objectives to learn and adapt to new local cultural environs.
options for their units are welcomed to contact the Office of International Relations. The objectives of ‘service’ and of ‘learning,’ both central to the academic mission of the university, are enhanced when combined in an international/intercultural setting. These ideals can become practical tools to improving the quality of educational programs at the University of Manitoba.

References


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Teaching workshops are free to all sessional instructors, instructors, librarians, pre- and tenured faculty members.
