Welcome

Jonathan Kennedy

Amy De Jaeger

Steve Yurkiw

Chris Ellis

Phyllis Ritchie

Colleen Webb

Alex Kozelko
For the Centre, the following Values Statements underlie our practices:

- Effective teaching and learning are key elements in the core business of The University of Manitoba. As such, the mandate and activities of the Centre must support the Strategic Planning Framework priorities, and the University’s current and future practices and policies.
- Enhancing teaching is better accomplished through building communities of practice and partnerships rather than treatment or remediation.
- Evidence and best-practice are the foundation of the Centre’s teaching, research, and services.
- We commit to the growth of teachers and learners during their entire engagement with the University.
- The Centre is an important part of the UM learning and teaching ecosystem. Optimizing teaching and learning involves a synergy between pedagogical and discipline expertise, and requires a genuine partnership between the Centre and our colleagues in other disciplines.

To collaborate with faculty, academic units, graduate students, other instructors, and the University Community to build teaching and learning capacity, expertise and innovation, we have reflected on our available resources and proposed a significant transformation. The Centre received prioritized funding in 2013 to begin this transformation and I am pleased that we have now completed our initial recruitment, renewal, and redeployment plans.

We have introduced two streams within the Centre – Educational Innovation, led by Eunice Friesen, associate director, and Educational Development, led by Maggie Ford, associate director. We are now also responsible as the ‘business lead’ for the Desire2Learn, learning management system, in collaboration with IST. Sol Chu has been appointed manager of the LMS and together with Jonathan Kennedy, our new D2L trainer, will be supporting blended and on-line learning through D2L. Ryan Nicolson is focusing his attention on learning technology innovation and application. Stephen Yurkiw is the Centre’s instructional designer and is providing expertise in blended and on-line learning, but also in curriculum and course design for all teaching modalities. Phyllis Ritchie is now at the Centre to support the administrative activities of Educational Innovation.

To facilitate the growth and practice of scholarship of pedagogy through scholarly activity, analysis, and knowledge mobilization, Amy De Jaeger, has joined the Centre as a research technician.

We continue to strengthen the highly valued Certificate in Higher Education Teaching (CHET) program as well as our Faculty Development programs such as the Summer Institutes, our workshop series, and New Faculty programs. Colleen Webb, Alex Kozelko, and Jennifer Rauchsh (January 2014) partner with Erica Jung to build and support these programs, as well as provide Faculty-specific resources. Rita Froese is the Centre’s communication and design coordinator and will continue to bring you our great Path to Pedagogy and our other materials. She will be partnering with MCO to produce Teaching Life. Chris Ellis, while supporting our growing IT needs is also focusing his attention on developing a strong web and social media presence to provide teaching resources.

Well, that leaves only me. I will continue to work with all UM stakeholders to better understand your needs and to develop strategies and solutions that will enhance your success as teachers and the success of our students as learners.

Drop by our offices (208-226 Isbister), meet the newest members of the Centre, and have a chat about all things teaching and learning! ~ Mark
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In This Issue

There is just SO much to share with you! Every day I learn something new about teaching. We try to share our learning in Path to Pedagogy. We also share news, research, tips and tricks regularly through our twitter feed (@um_catl). We, like you, have experienced a busy fall. You will notice that we have grown. CATL has expanded our staff to better support all of you in your teaching (see p. 2-3 for details).

In this edition we feature two research articles – one focused on work/life balance (p. 8). The second article on how an educational research project changed teaching practice (p. 11). We also have several additional articles providing ideas to enhance teaching practices. Exam Wrappers is a great practice for promoting improvement in student study habits as well as providing feedback on exam performance (see p. 16). As many of you might be aware through recent Senate meetings, all courses should be designed to be appropriately accessible. Jeff Buhse at Student Accessibility Services can help ensure course and content is accessible. Jeff has also provided directions on how to create accessible documents in MS Word (see p. 20).

CATL has also assumed considerable responsibility for Desire2Learn (see p.3). Jonathan Kennedy our LMS trainer has provided some handy instructions for viewing D2L course calendars on portable devices. This content can be copied and pasted into your D2L course or syllabus (see p. 24). This could be an efficient and effective strategy for students to organize their workload. As you may be aware, we are awaiting the release of the report on blended learning at the University of Manitoba. We share some perspectives on blended learning from three instructional designers who have been designing courses for distance and online education. They provide some thought provoking ideas (see p. 26). We are also fortunate to share our conference learning with you. Ryan Nicolson gives us some great ideas on teaching from the Teaching Professor with Technology Conference (see p. 29). We also continue to share ideas for active learning spaces. This time we share ideas from M.I.T. (Massachusetts Institute of Technology) (see p. 30). And at home, Liv Valmestad shares an innovative approach to the roaming reference desk (see p. 32). It seems like this idea could be used in many ways!

And we always want to celebrate You -The Teacher! Congratulations to ALL of the teaching award winners from the past year (see p. 40). CATL is offering our third Celebrating Teaching and Learning Event. Please take a few minutes to share some of your good ideas (see p. 38). You could be the 2014 winner! We are pleased to have one of those teaching winners - Amy De Jaeger on our team! Amy was a CHET student who applied what she learned and became the recipient of the 2013 Faculty of Arts Graduate Student Teaching Excellence Award. See her story on p. 44. We also want to actively support your initiatives in teaching therefore we have a new funding opportunity for innovations in teaching. Please see p. 22 for details.

CATL provides a variety of professional development opportunities- our teaching workshops (see p. 47) and our teaching and learning library (see p. 14) to name a few. You can search for a book at http://bit.ly/1gX9wLM. There are several new books highlighted (see p. 14). We encourage you to participate in Teaching and Learning in Higher Ed’s challenge to read one book on teaching this year (see p. 45) for details.

On a parting note, I would like to draw your attention to the fact that CATL will be sending out a survey on teaching in the new year (see p. 46). Enjoy the read and the school break!
Motherhood: How Faculty Manage Work and Family
Institutions of higher education are increasingly recognizing that being “family friendly” is an asset in terms of recruiting and retaining top faculty members. Over the last decade, an increasing number of colleges and universities have instituted a variety of policies for new parents including tenure clock extensions, reductions in teaching duties, and parental leaves, to name just a few. In terms of policies and accommodations much of the focus is on junior faculty and accommodating birth; there is much less attention to the work/family needs of mid-career or more senior faculty – it is as if institutions assume that once faculty earn tenure and once children get older that managing work and family integration will come naturally and not require institutional support. Our research shows that this is not necessarily a safe conclusion, especially for women faculty with children. The academic career and parenthood are both lifelong commitments and institutions of higher education are best served by recognizing this and responding affirmatively. Failure to do so could result in continued gender stratification in the profession and possibly the loss of talented professionals in the field.

Brief Overview of the Findings

The early career results show that the academic career is consuming and greedy (as is parenthood), but that the autonomy and flexibility of the position make managing multiple roles possible. There is no question that being on the tenure track is intense and that the probationary period is stressful. There also is no question that taking care of an infant is a time-consuming task and mothers often bear the brunt of those duties. Time is a precious commodity for new mothers and for faculty on the tenure track and the tension comes from trying to fulfill one’s multiple roles well within existing time constraints. Despite this pressure, tenure-track women faculty with young children find joy in their multiple roles. During the early career stage, even when policies are available, faculty members are reticent to use them.

Mid-career faculty were less stressed about managing work and family but were, in general, not making the progress towards professional advancement as hoped. Parenthood becomes a little easier as well. Family concerns shift from diapers and breast-feeding to carpooling and school activities. Faculty concerns shift, too. No longer is earning tenure the goal, now women are engaging in more service and more advising and are beginning to think about promotion to full professor. Mid-career women faculty are more settled and less stressed but they aren’t always making the kind of progress towards promotion as we might like. They still need attention and support from their institutions and this is often lacking.

Because the tenure process (and babies) is so time-consuming and stressful, there is a tendency for people and institutions to not focus on what happens next but being a faculty member and being a parent are lifelong commitments.

At both career stages, women were “making it work” through their own efforts and choices and relied little on assistance from their institutions or their departments. It is important for faculty to manage their own lives; but academic institutions play an important role in assisting junior faculty as they navigate the hurdles of tenure and mid-career faculty as they develop into successful senior scholars.

Institutional Policy Recommendations

The most important thing campuses need to do is not just have policies, but to, more importantly, let people know they can use the policies. We refer to this as a “culture of use.” Campuses need to make faculty aware of policies and let faculty know they can use those policies without fear of professional or personal retribution. This requires a cultural shift on behalf of all members of the campus, not just the faculty in need of the policy. Policies have to be known, easy to find, and usable.

In addition to promoting family-friendly cultures we also recommend the following as some things to consider with regard to policy and its use.

- Tenure and biological clocks click simultaneously - campuses need to be aware of this biological reality for most women.
- FMLA is not enough - it’s a start, but it’s not enough to have as a default. Family-friendly policies must be more comprehensive.
- Parenthood is not just a women’s problem - men and women are both dealing with work and family concerns, although women do have unique needs based on the physical realities of pregnancy, child birth, and breast-feeding.
- Move away from “making deals” - equitable policy environments grant all faculty access to policies. Success at navigating work and family should not just be a matter of personal agency.
- One size may not fit all - recognize that people are different and babies are different and people may need different forms of accommodation. Modified duty policies help chairs to provide accommodations.
- Engage in work and family conversations pro-actively. We found a lot of chairs were fearful to talk to pregnant female faculty in their department about taking leaves. Letting people know about policies and their use requires conversation.
- Review policies and practices and repeat often to make sure they are relevant, up to date, and effective.

Department Level Recommendations

Departments matter - they set the culture and climate for faculty. The department is really the most important place at an institution because this is where the work gets done and this is where the review and evaluation process is most intense. Department chairs set the tone with their colleagues about policy. Senior men and women colleagues also play a prominent
role in the review process and in creating an open environment. A positive work/family culture starts at the department level. One of the things we learned is that departments (and institutions) need to think about faculty needs and how they vary throughout the career. A lot of time, energy and policy are focused on pre-tenure faculty, but departments should think about how to support their faculty throughout the career. If we want women to progress in their career the focus needs to be holistic and on-going and not just end once people get tenure.

**INDIVIDUAL LEVEL RECOMMENDATIONS**

The primary focus for people trying to get established as professors is timing. We often get asked, “When should I have a baby?” And we respond, “When you are ready.” There is no right or wrong time to have a baby. It’s also not a decision that is easily controlled (contrary to popular belief). So that is our first piece of advice. Once people have a child and are in a faculty job we offer the following bits of advice:

- Ask for what you need
- Find allies and support
- Do your work
- Set reasonable priorities
- Manage time wisely and efficiently
- Plan and anticipate
- Be a good colleague
- Pay it forward
- Take a life-course perspective -- you won’t always be “junior” and your children won’t always be babies.

We want to stress that if you want a child and an academic career, it is doable and there is joy in the job and in parenting. There are women doing it every day who make it work in different institutional types and different disciplines. If you want to have a baby and an academic career you can do both and be happy and productive and sane.
As a trained teacher who now teaches in a school psychology graduate program at a University, I had always thought I had an edge in terms of understanding school needs. I began my teaching career as a grade one teacher, and through my time in school systems I taught various grade levels, various subjects, and even special education. While we all have our experiences with critics, for the most part, response to my teaching was always very good. I had good performance reviews, and parents and other family members often had high praise for my teaching.

That said, the year I took over the resource room, I decided to go back to school and learn a little more about learning. Somehow this master’s degree led to a PhD, and next thing you know, I was teaching at a University, preparing school psychologists to work with school teams. Now, this was not a big stretch for me and my grad students often told me how valuable my actual teaching experience was in their learning, not to mention how it bought me credibility with the school teams with whom I was lucky enough to work.

So, when I was asked to join a research team aiming to examine processes that teachers use to gain knowledge about research related to their teaching, I was fairly sure I could make a meaningful contribution, particularly in terms of educational training. I joined a team consisting primarily of researchers and teachers at a specialized school for children with autism and developmental disabilities. Now, not that my teaching experience didn’t help, I think it did, it enabled me to understand the teaching context. What I didn’t anticipate was how much I’d learn about teaching from a research project. As such, this article will explain how this research project, and particularly a concept called “Knowledge Translation” (aka Knowledge Transfer, in some disciplines) changed the way that I think about teaching, and more importantly how I teach school psychologists to work with school staff.

**What is (integrated) KT?**

Have you ever looked at a research study that might have applications in your work, only to turn away thinking “if only these researchers could write so real people could understand?” I know I have (and I’m a researcher!!). Knowledge translation (KT) is a process which aims to improve upon this problem: the problem of people who need to know what works not being able to get the information in a way that is useable and meaningful. In KT, researchers and teams of non-researchers, or knowledge-users (parents, professionals, policy makers and others) attempt to bring research findings to the people who need to use them in meaningful, understandable, and practical forms. Integrated KT expands on this process by including all stakeholders and knowledge users in the research process right from the very beginning of the research. For example, teachers, advocacy groups and clinicians are asked what they think should be researched and why. In a truly integrated process, those same stakeholders are involved in the process, helping to keep the researchers focused on the practical applications and using easily understood language from project concept to dissemination (sharing results with those who need it).

In the KT project I became involved with, teachers were the knowledge users who worked with our research teams. The teachers we worked with ensured and constantly reminded us that we tended to speak with words only researchers understood, or that words we used (in a research sense) had different meanings for school teams. Ultimately, having teachers on the research team pushed us to step back, slow down and define our terminology. Indeed, we found that even the ways we interpreted the seemingly user-friendly language of the research needed to be dissected word for word to ensure we were interpreting the question in the way that school teams had intended. This was an eye-opening process on many levels, however, perhaps the most informative aspect was that even amongst the researchers, differing definitions of terminology existed.

In addition to becoming more conscious of the language we use to communicate to non-researchers, discussions with team members brought me to understand that it’s not just the language, but the form our ‘research dissemination’ takes that is problematic. Part of our KT project included the creation of ‘deliverables’, which are really just products we develop to get the ideas in our research across to knowledge users. They may take the form of fact...
sheets, you tube videos, workshops, and other materials that can help people to quickly understand what the research says, and more importantly, what it means for practice. It is this particular aspect of KT that really impacted me and has changed how I think about my role as a professor teaching school professionals.

**How I think about The Role of the School Psychologist**

So, as I mentioned, the KT project had a big impact on the way I think about training school professionals. In particular, since I train school psychologists, I began to think about how they get information to parents and school teams, and whether these approaches really are useful in achieving the intended goals. [Conversations with teachers in school systems tell me that while teachers want psychologists to tell them what the research says they should do in their classrooms, and for specific children, for the most part, the information we provide is technical, wordy, or obvious (“we are already doing that”), and not always very helpful (often in the form of psychological reports or report recommendations]. Conversations with parents revealed that they often leave meetings with school psychologists confused and overwhelmed, often not feeling that they understood the implications for their child. I began to think about how I train and assess my students, and whether what I’m doing really prepares them to be Knowledge Translation professionals, which I now think is the ultimate goal of training.

**How my graduate level teaching changed**

Before the KT project, my students completed the usual assignments, papers, and presentations in class. But, to be honest, I had long been disenchanted with this process, finding that exceptionally bright students were giving me papers that did not really demonstrate their knowledge or skills adequately, and reading a mass of papers at the end of each term was never really my favorite way to ease into the university breaks. It seemed to me there was a better way to achieve the goals I had for my students.

The Knowledge Translation project prompted me to think creatively about how to get the same information that students provide in papers into a form that is more easily used by people who need it. Now, that didn’t mean that I ignored the need for students to demonstrate that their projects were grounded in research, but I felt I needed to find more efficient ways to measure that, while still producing a product that was useful to school staff.

- **Brochures**: Students developed brochures for teachers on common referral concerns like conduct issues, attention problems, and/or social skills development. Students were still required to reference their work (on a separate document) and describe how they found the research they used to form their pamphlets, but the focus was on user-friendly approaches for teachers that explained some background to the ‘problem’ but more importantly, gave them research-based tips that they could immediately apply in the classroom. Some students chose to create pamphlets for parents and the home context, but again, the focus here was on producing easily digestible material that could lead to practical strategies for the end user.

  The next step for this project will be to have parents and teachers evaluate the usability of these products to inform future refinements.

- **Blogging**: Since many parents and school staff routinely surf the web for answers to their questions, and because not all information ‘published’ online is reliable, I had students choose a controversial topic and blog about it, noting what the issues were, what the research said, and what some practical strategies arising from these could be. Students (and instructors) then interacted with each other’s blogs, asking questions, commenting on what they found useful, and adding their perspectives. We did not, however, publish these blogs online (they were kept private within a university online teaching resource) to ensure that we did not need to be concerned with professional liability issues for students. The goal here was process (keeping readers in mind), rather than actual dissemination of a product. Students reported that they enjoyed and learned a lot about how to translate knowledge from these endeavors.

  - **New Teacher Product**: In a class discussion, a student whose partner was a new teacher commented that as a new teacher, his partner did not feel prepared for all the challenges she was encountering in the classroom and that access to basic, useful information on common behaviors, conditions, and classroom management would be really helpful. My students discussed this problem and generated a proposal for a class group assignment that would address the knowledge use concerns of new teachers. Corroboratively, students created an interview for new teachers. They then interviewed a new teacher (or experienced teacher who worked with new teachers) to identify:

    - What the most common concerns were
    - What professional development needs they felt should be addressed
    - And, my favorite question, “If a school psychologist could give you a magic book, what would it contain?”

  Teachers gave us diverse responses, noting common conditions as things they wanted to learn more about (ADHD, Learning Disabilities autism, FASD, etc.) and also noting concerns about classroom management strategies, diversity, parent involvement, and various additional topics. Again, the instructor and students corroboratively developed a plan to address these concerns, drawing on the breadth of their training and experiences (and other courses) to create user-friendly, brief tip sheets for teachers which were geared towards addressing the actual responses generated from the questionnaire. Each week, we checked
in on process, made adjustments to the plan, reviewed each others’ contributions, and discussed plans for assembling the mass of information. We also designed an evaluation form for teachers to complete once they received the materials they had asked for.

**How Students Have Responded to This Change**

In general, students have approached this change in teaching positively. They expressed excitement at creating something tangible that they could use in their work, that still reflected evidence-based practice. While the idea of forming a project collaboratively can produce some discomfort for students used to the ‘usual procedures’, it appears that these exercises have oriented the students to think about the needs of school teams with whom they work, and in addition, students have indicated they feel more invested in these projects than they do with traditional, individual projects. It is my hope that not only will approaches like these help students to understand their essential role in Knowledge Translation, but the collaborative aspects of these projects will provide them with experiences that will strengthen their ability to work with other professionals, and ideally work across disciplines.

**What Does the Future Hold?**

Evaluation of the impact of approaches like this is essential. If KT is the ultimate goal, it may be useful not only to evaluate student changes in attitudes towards KT, but also to ask practitioners in the field who work with these students after graduate school to rate their ability to provide user-friendly information, compared to practitioners who have not had these particular types of training opportunities. From a teaching perspective, I suspect that involvement in KT changes teaching, and as such, I see potential future research projects that might examine how teaching evaluations change before and after focusing on KT. There is much to be learned from directly evaluating the impact of KT on instructors and on students. It is my hope that future research will highlight the potential of KT based instruction not only to change individuals, but to change systems.

**Acknowledgements:**

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Centre for the Advancement of Teaching & Learning Library recommended reading

DISCUSSION-BASED ONLINE TEACHING TO ENHANCE STUDENT LEARNING

TISHA BENDER

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Theory, Practice and Assessment

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Tips & Tools: The Art of Experiential Group Facilitation

Jennifer Bunchfield, MS


Idea-Based Learning

EDMUND J. HANSEN

in the classroom
What are Exam Wrappers?

Exam wrappers are short activities that direct students to review their performance (and the instructor’s feedback) on an exam with an eye toward adapting their future learning. Exam wrappers ask students three kinds of questions: 1. How did they prepare for the exam? 2. What kind of errors did they make on the exam? 3. What could they do differently next time? Each of the question types is discussed next.

1. How students prepare for the exam. Asking students to reflect on how they prepared for the exam forces them to confront the choices, explicit or implicit, they made about their studying. This prompts students to consider issues such as whether they studied enough or sufficiently in advance. Similarly, asking students which of various study strategies they employed (e.g., reviewing notes, solving practice problems, rereading the textbook) highlights that there are many options they could have taken. It also presents various study strategies that students might not have even considered and thus suggests some new possibilities for how they might prepare differently next time.

2. What kind of errors students made. Once they have received a grade, students do not always think carefully about their performance on an exam. If they did well, they might mark it as a success without much further thought; if they did poorly, there’s strong temptation to leave the painful event behind. Thus, the second set of questions posed in exam wrappers is designed to encourage students to analyze their performance in greater depth, giving students something constructive to do with the feedback a graded exam offers. One way to do this is to identify the critical components or stages of the tasks on the exam and
have students estimate their degree of difficulty (e.g., how many points they lost) with each component. For example, did they read the question carefully, did they have trouble “setting up” the problem, did they fail to understand the concepts involved, or did they make mistakes on the required arithmetic or algebra? Focusing students’ reflection at this level informs their analysis of their own performance. Moreover, the labels for the different possibilities provide a concrete language for students to use when assessing their own performance. Note that this part of the exam wrapper is a natural place for instructors to tailor the questions to their own needs. Instructors may also want to adapt these labels to include specific misconceptions or difficulties that have been revealed in their course by past students. Or, they may want to include more general issues that impact students’ exam performance. For instance, an instructor I worked with recently was concerned about test anxiety adversely affecting her students’ exam performance, so she incorporated this issue into her exam wrapper.

3. How students should study for the next exam. Students can use their responses to the first and second types of exam-wraper questions to think about how they should approach the next exam. A key goal of the third type exam-wraper question is to help students see the association between their study choices and their exam performance so they can better predict what study strategies will be effective in the future. One way to do this task is to ask students to look back at their responses to the first two parts of the wrapper and then to list specific ways they might prepare differently for the next exam to improve their performance. Another option is to prompt students to attribute their various difficulties (from part two of the wrapper) to specific study strategies (from part one) they did or did not employ. Rather than merely telling students to “study harder” or “do more practice problems before the exam,” this third type of exam-wraper question helps students discover effective study strategies on their own. In effect, exam wrappers are asking students to give their future selves advice.

Design Consideration for Exam Wrappers

To devise a practical and effective intervention that helps students develop metacognitive skills, we need to consider several realities of teaching and learning. First, however much instructors may value metacognition, they still face great pressure to cover the course content (especially in introductory course) and hence must allocate their class time sparingly. So any practical intervention must impinge minimally on class time. Second, today’s college students are busy and as such tend to be highly sensitive to the time they spend on course-related activities, especially if they do not see a connection to their grade or the course content. So students must be able to complete any practical intervention within the (likely small) amount of time they are willing to invest. Third, courses vary widely in many different ways, including the disciplinary content (e.g., biology versus physics), format of the course (e.g., lecture versus small-group discussion), and types of activities (e.g., problem set versus essay), and instructors do not want to have to design a distinct instrument for every course. So any practical intervention must be easily adaptable across diverse course features. Fourth, in order to produce significant learning gains, instructors need to give students repeated practice opportunities. Moreover, the repetitions need to allow enough variety, to avoid seeming dull and predictable, and to support transfer. So any effective intervention must be repeatable and yet flexible enough to accommodate variation in format. Finally, and most importantly, metacognition will not improve unless students are actively engaging in metacognitive practice of the sort discussed earlier.

Why Exam Wrappers Work

The earlier section on design considerations described five constraints that a metacognitive intervention should satisfy to be practical and effective. Understanding the ways in which exam wrappers satisfy these constraints helps explain why they work.

1. Impinge minimally on class time. Exam wrappers require only a few minutes and are completed at a time when students arguably are somewhat distracted anyway. Moreover, instructors can eliminate even this minimal impact on class time by giving exam wrappers as part of homework.

2. Be as easily completed by students within the time they are willing to invest. With typically only one page of questions, none of which requires much writing, exam wrappers take relatively little student time.

3. Be easily adaptable. As we have seen, exam wrappers include three main question types, and these question types can be applied to almost any course—as long as it has exams. (See the following section, How to Use Exam Wrappers, for different ways of implementing exam wrappers.) In addition, this general approach can be applied to any type of graded assignment. (See the section titled Other Kinds of Wrappers for a brief discussion of other ways to employ this type of tool.)

4. Be repeatable yet flexible. The core questions being in an exam wrapper do not diminish in value when asked repeatedly. At the same time, it is easy to adjust the details of exam wrappers so as to keep the exercise fresh. Instructors can easily vary the specific content of exam wrapper questions, add new questions, and tailor the questions to their particular instructional situation.

continued on page 18
5. Exercise the skills instructors want their students to learn.
The reflections required to complete an exam wrapper leads students to assess their own strengths and weaknesses, evaluate their performance, identify which strategies work for them, and generate appropriate adjustments. These are key metacognitive skills that many instructors want to promote.

How to Use Exam Wrappers

Here I describe a basic recipe for how to use exam wrappers, along with variations and options instructors may find useful.

**Step 1**: Students prepare for and take the exam using their typical study strategies. No special intervention is need for this first exam.

**Step 2**: The instructor gives students the exam wrapper instrument when the graded exams are returned and asks students to complete the exam wrapper as soon as possible upon seeing their exam performance. Ideally, this is done right then in class and need only take 10 minutes of class time. But there are other possibilities. Students can complete the exam wrapper as homework, submitting their responses by a specified deadline. Or students can complete the exam wrappers online as a nongraded assignment (e.g., within a course management system or online instructional environment or with an online survey system).

**Step 3**: The instructor collects the exam wrappers. Although exam wrappers are not graded activities, it is important to collect them because (a) the exam wrapper will need to be returned to students at a later point (see Step 4) and this prevents them from getting lost, and (b) the instructional team may want to review students’ responses to gain insight into their students’ learning that they otherwise might not be able to obtain. In particular, the instructor or teaching assistants can skim students’ responses to see whether there are patterns in how students analyzed their strengths and weaknesses or in how students described their approach to studying for the exam. For example, instructors may be surprised to learn the amount of time students spent studying (either how much or how little), when students chose to start their studying (e.g., 2 a.m. the night before), or how students spent their study time (e.g., memorizing formulae rather than solving practice problems). The instructional team can also consider the additional instructional support students said they would like to receive and possibly provide something along these lines. A wide variety of adjustments may be suggested based on what the instructional team learns from the exam wrappers about students’ strengths and weaknesses, and study strategies.

**Step 4**: At the time when students should begin studying for the next exam, the instructor returns the completed exam wrappers (from the previous exam) to students. The idea here is that students review their own recommendations for how to study more effectively, given their own past experiences, strengths, and weaknesses. Depending on the class format and the time available, there are many variations on this step that instructors can use. For example, Figure 2.1 shows a set of follow-up questions that can accompany the completed exam wrapper sheet. These questions prompt students to review their exam wrapper responses and recommit to implement their own suggestions. Another option (not mutually exclusive) that works well with similar classes is to give students a few minutes to reread their exam wrappers and then take a few minutes for students to share effective study strategies. Regardless of which approach instructors take for this step, the key aspect involves reminding students of their own advice and encouraging them to take it.

**Step 5**: (optional, but desirable): Repeat steps 2 through 4 for subsequent exams.

When an instructor provides exam wrappers regularly across multiple exams, students get repeated practice in applying the skills of self-regulated learning. This helps students build a habit of mind to monitor their own learning, reflect on their study strategies, and make appropriate adjustments. For reasons mentioned earlier, it can be useful to include nontrivial variation in the structure of subsequent wrappers while still prompting the desired metacognitive processes. For example, an exam wrapper used for an exam later in the semester can be streamlined compared to the first exam wrapper. Having the wrapper still gets students to engage in reflection and analysis, but fading the scaffolding encourages students to take on more of the responsibility for this process.
Thank you to all those who joined us in celebrating INTERNATIONAL EDUCATION WEEK

November 18–22

These five steps are easy to implement, take relatively little time, and are very flexible. The metacognitive practice from using wrappers in a course offers substantial benefits. And when multiple instructors do this across different courses, students can learn metacognitive skills in multiple contexts, thereby increasing their likelihood of transferring the skills to new learning situations in the future. This is exactly what we did at Carnegie Mellon University, implementing wrappers in several introductory math and science courses, as described in the next section.

Figure 2.1 Exam wrapper add-on: Additional questions for when completed wrapper is returned

<table>
<thead>
<tr>
<th>Physics Pre-Exam Reflection</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will soon be taking Exam #2. This sheet poses a few questions to help you reflect on your experience with Exam #1 so that you can prepare effectively for Exam #2.</td>
<td></td>
</tr>
<tr>
<td>1. Read through your responses on the Post-Exam Reflection sheet from the last exam. (Your TAs will hand back your sheet.) Jot down anything you read that you think will be helpful as you study for the next exam.</td>
<td></td>
</tr>
<tr>
<td>2. Self-assessment involves analyzing your own strengths and weaknesses. This can be helpful in deciding what you should study more or less. Given your responses on the Exam #1 reflection sheet along with your experiences learning new topics for Exam #2, what do you think you should study most as you prepare for Exam #2?</td>
<td></td>
</tr>
<tr>
<td>3. Read your responses to question #4 on your Post-Exam Reflection sheet. Write down how you plan to implement your suggestions to study effectively for Exam #2.</td>
<td></td>
</tr>
</tbody>
</table>

Samples available at: http://www.cmu.edu/teaching/designteach/teach/examwrappers/

Did you know that there is an “accessible” way to make Word documents? How you create your documents can mean the difference between someone with a disability being able to read your document or not. There are many students and staff at the U of M who are visually impaired, have a learning disability or have acquired injuries that make reading documents in the conventional form difficult and so require the use of screen reading or text to speech technology. To ensure that your documents are readable by everyone, here are a few techniques to help you create accessible documents.

Creating accessible Microsoft Word documents:
Within Microsoft Word be sure to use the formatting “Styles” that are provided in the upper right-hand corner of the screen. For example, when adding a title, use the “Title” option which will make your text uniform and save you time when formatting your documents (eliminate the need to centre, underline, and make font large).

Using the “styles” function will assist someone who is visually impaired and using a screen reader such as JAWS to read your document as they will be informed when they are reading a title. By using the “Heading”, “Subtitle”, and other options will again make formatting for you easier, but will allow a visually impaired reader to skim through the headings the way a person with sight would, greatly improving their reading speed and experience. Manually adding bullets, extra line spaces, or tabbing over reduces the accessibility of your document.
If you use images in your documents be sure to add in “Alt Text” to be sure that visually impaired readers are aware of what is being displayed. To do this, right click your mouse on the image itself.

Select “Format Picture”, and choose “Alt Text”. In the “Title” you can put what the image is and in the “Description” is where you can fill in any details if the title is not self-explanatory.

To test for accessibility in Word, go to “File” and click the “Check for Issues” button and select “Check Accessibility”. The program will walk you through all of the accessibility concerns and how to remedy them.

Student Accessibility Services encourage all instructors to follow universal design principles as a matter of practice as this will benefit everyone who reads your documents. There are many other small things that you can be doing to your documents to ensure accessibility and this article just goes through a few. If you have any questions or would like further details on anything mentioned in this article (or any other assistive technology questions or concerns), please do not hesitate to contact Jeff Buhse, Assistive Technologist, Student Accessibility Services at Jeffrey.buhse@umanitoba.ca or 204-391-4452.
Funding Opportunity

CENTRE FOR THE ADVANCEMENT OF TEACHING AND LEARNING
“Teaching and Learning Innovation Projects”

PURPOSE

The purpose of the Teaching and Learning Innovation funding is to:

• transform a teaching and learning experience at the University of Manitoba
• support the development of ideas and innovations to improve teaching, learning and assessment in the classroom or learning environment
• encourage instructors to actively research their own teaching
• promote knowledge translation of educational research practices
• advance the scholarship of teaching and learning

This will be project funding of no more than $5000.00

Proposal Submission Deadline: Feb 14, 2014

The selection committee will be looking for projects which:

• encourage interdisciplinary collaboration
• prioritise innovative approaches to existing challenges
• foster student engagement and success

Key Assessment Criteria

• degree of innovation associated with the project
• impact on student teaching and learning
• potential for the project to be used as a model for other educators
• proposed dissemination strategies
• sustainability of the innovation

See www.umanitoba.ca/catl for more details.
"The innovation point is the pivotal moment when talented and motivated people seek the opportunity to act on their ideas and dreams." ~ W. Arthur Porter
Desire2Learn (D2L) is the University of Manitoba’s current Learning Management System. The Centre for the Advancement of Teaching and Learning Learning Management team strive to support you in teaching and learning with many resources available from group training to video tutorials, and everything in between. Look to our website at http://umanitoba.ca/catl, for more Desire2Learn news, tips, tutorials, and to register for training.

**Viewing your D2L course calendars in Outlook®️, or on a portable device**

Keeping track of due dates for classes, and our personal lives, can be a busying experience, which often requires navigating back and forth between multiple calendars and devices. D2L aims to reduce this manual overlap by allowing us to view our D2L course calendar from other calendar software and devices.

When you add due dates to Dropbox folders, Quizzes, News Items, and Discussions you have the option of viewing them on your D2L calendar. Once the dates are on your D2L calendar, you can enable viewing from any iCal capable device including Google Calendar®, Microsoft Outlook®, and most smart phones.

1: Log in to Desire2Learn at http://umanitoba.ca/d2l
2: Select Calendar (located at the upper left corner)
3: Select Settings (located at the upper right corner)
4: Place a checkmark in the Enable Calendar Feeds box
5: Click Save at the bottom of the screen

6: Select Subscribe (located at the upper right corner)

7: To open in Microsoft Outlook®, click on the blue link, and follow step 7.1. To open on a portable device, copy the blue link, and e-mail it to your portable device. Opening the link on your portable device will mount the D2L calendar.

7.1: Click OK, and allow Outlook® to add your D2L calendar.

8: That’s it! You should be able to view all of your D2L calendar events from within Microsoft Outlook®, or on your portable device.

Did you find this interesting? Then your students might too! You can include this article, and others like it, in your course syllabus, or within your D2L course. For a digital copy of this and other interesting articles please visit the D2L section of the CATL webpage.
You may be asking yourself, what is all this noise about blended learning? Is it something I ought to be looking at with regard to my own teaching or for my department? At first glance, blended learning seems to be an ideal solution for increasing classroom enrollments and addressing challenging scheduling problems on a campus where physical classroom space is limited. However, making a choice to blend for purely financial reasons may cause one to overlook some of the actual pedagogical advantages and challenges associated with a blended learning model. In this article we attempt to answer some of your big questions with regard to blended learning here on campus.
First and foremost, what is blended learning?

As there is no single accepted definition of blended learning, the Blended Learning Task Force, informed by the many converging definitions of blended learning available have chosen to define blended learning at the University of Manitoba as “A course that integrates online with face-to-face instruction in a planned, pedagogically valuable manner by substituting online activity for face-to-face time, or vice versa. A blended course will have less face-to-face contact time than a face-to-face course” (UoM Blended Learning Task force, 2013). This concise definition has been developed in order to allow faculty and departments to distinguish between technology enhanced classrooms (where technology is used in face to face classrooms to extend learning) and online classrooms where students participate in face to face assessments. In short, if it is only your assessment practices that cross the boundary between F2F and online, then your class is not blended, as what defines blended here at the UoM is LESS class time. For us at Distance Education, however, the next question became, what constitutes less class time? Can it be as little as 3 hours? According to Glazer (2012), a research survey of blended and online courses demonstrates that a blended course can include a range of anywhere from 30-79% online material.

Are there types of courses that fit better for blended learning?

The answer to this is a tough one. The simple answer is no - you cannot generalize in this way. You have to look at each course individually. But does this mean that every course can be blended? Again, the answer is no. As when picking out a new car for your family, you will consider and weigh the needs and preferences of each individual in the family. In the end, regardless of your choice, the car will get from point A to point B (hopefully) but how fast you reach your destination and the experience you have while doing so will differ in accordance with the model you have chosen. The same can be said for your choice of delivery tools for teaching. There are a lot of models and technological solutions one can choose to support learning. Extending the car analogy, we will offer what we call the Triple A considerations.

First, there are the Affordances; what can technology allow you to do? It’s not just about using a Wiki because we have a click Wiki tool, but whether or not you can do something in a more meaningful way for the students because of technology.

The second consideration is Availability, and by this we mean instructor availability; can we offer the students more contact time with the same amount of work because of the blend?

And finally, we need to consider Access; can we offer the students greater access to the learning in this course because of a blend. Here access is used to refer to two things, not only does it refer to typical class size versus available classroom spaces, but also to balancing the cognitive load for students. Can we do something with the blend that helps more students understand/ access the knowledge we are trying to impart with the course? If you can give it a high enough score with the Triple A rating, then it is a good course to blend.

How do you determine what is most effective to teach online versus in class?

Blended learning approaches reflect a combination of the following factors:

- **Schedule:** synchronous ↔ asynchronous
- **Guidance:** instructor-led ↔ self-paced
- **Technology:** online ↔ offline
- **Participation:** individual ↔ group

Image credit, blended learning at MIT, J. Pankin, J. Roberts, & M. Savio, July 2012

These factors can be examined through the three phases of instructional activities for students, pre-instruction, instruction and post instruction. The flipped classrooms you may have heard about derive their name from their use of asynchronous, self-paced online learning as part of an intensive pre-instruction period that encourages the acquisition of base content independent of the traditional classroom period. This approach allows instruction time (if we consider this to be the F2F time of a blended course) to be used for the higher level cognitive tasks, essentially flipping the traditional sequence of pre-instructional time with instruction. When you examine your own courses you need to look at the factors above and determine how these can be combined to increase the effectiveness of learning. Of course, what constitutes effective instruction is different for everyone and a debate for another day.

How effective is blended learning?

Research has long told us, that there is “no significant difference” in academic achievement for students participating strictly in fully online versus face to face instructional events (Kanuka, 2008). Of course, the learning experience is very different, but if grades are your aim, studies have shown time and time again, students will score the same regardless of the delivery medium. However, early studies suggest that there is a significant improvement in students’ success in blended learning events compared to both f2f and online learning. It would be silly to suggest that if you blend all of your courses you will have more successful students. As we have discussed above, choosing how and what to blend is a complex process; however, for those of you still concerned about the effectiveness of blended learning, one can conclude that as a general rule well planned blended learning can offer a superior learning experience for your students.

What are the successes and challenges of blended learning?

At Distance Education we have offered several blended learning courses. We will use two of them as cases to exemplify the successes and challenges we have encountered in our department when we undertake blended learning. The first example comes from NATV 3130, which was a cooperative venture between the Department of Native Studies at the University of Manitoba and the Department of Modern Languages at the Federal University of São Carlos in São Paulo, Brazil. The second course HNSC 4260 was a partnership between the Department of Human Ecology at the University of Manitoba and the School of Public Health at the University of Nairobi. These cases are slightly unusual in terms of blending...
as in both cases, f2f classroom time was supplemented with synchronous video lectures to allow the students and instructors from the partnering institutions to meet online. This is an aberration from the norm in blended learning, as synchronous online lectures are generally not thought of as replacements to f2f time. Both courses also had an asynchronous discussion forum where students and instructors could meet and post their thoughts on any issue relating to the course materials and this was the true constituent of our online time. Giving students a forum to discuss class material with their peers points to a distinct advantage of blended learning – learning is continuous and does not necessarily end with the conclusion of a lecture or seminar. In HNSC 4260, the discussion forum was used to guide students’ reading before the lectures in accordance with the principles of flipped classrooms, while in NATV 3130, the forum was used for students to discuss the course material and their respective cultural differences. What we learned from this is that blended learning can support numerous pedagogical approaches. The other successes were that we were able to accommodate non-traditional students. In the case of HNSC 4260, the African students were all employed full time and would not have had access to professional development scheduled in accordance with a typical university timetable. We incorporated a Wiki, in HNSC 4260, which allowed students to co-author assignments. This assignment proved to be empowering for the students as they had opportunity to voice and share opinions in a smaller group during the writing process.

Despite the exciting possibilities of blended learning, there are some challenges. Most notably, one needs to ensure the proper functioning of any technology being used and develop alternate solutions in case there is a problem. The synchronous lectures in the NATV 3130 course were seriously disrupted by audiovisual transmission errors. Eventually, the problems were partially resolved but we realized that we should have tested the system more thoroughly before initiating the live sessions. It is also challenging for the instructor to know what will work well in the blended format and what will not. Instructors need to seriously consider their course objectives and decide which approach will best foster these objectives. Good practices in Instructional Design should be applied to ensure alignment between learning objectives, learning activities and assessment tools. These principles should also guide the decision making process with regard to which activity to have online and which one to have face to face. For example, if we want to build a strong rapport between instructor and student, we would probably decide to use face to face discussion or a synchronous video conference. If, on the other hand, we want students to reflect on what they have learned in a particular unit of instruction, we might ask them to post to a blog, a discussion forum or a wiki where they have more time to think about what they want to write. Another challenge is time and workload management. Many instructors feel that they will be overburdened if they, for example, have to simultaneously manage a discussion forum while planning and teaching face to face classes. Instructors can learn to manage how much they post and allow students to facilitate discussions. We can also reduce instructor load by placing students in groups during the discussion.

After what period of time does a blended learning delivery model typically become revenue generating?

There is no simple answer to this question. When calculating revenue generation, you can use the simple formula of cost of the course per student divided by the number of hours they spend in class. However, this does not necessarily give you a realistic picture as there is a large subset of costs that needs to be considered, including (but not limited to) planning, overhead and administrative costs. It is still reasonable to expect that this figure could be determined for a course and calculated over a particular enrollment period (let’s say two years) and another break even point determined. Generally though, departments don’t offer single courses but rather programs, which means you will now need to account for program planning, development, delivery, maintenance and administration of courses and programs, as well as overlapping services offered by the library and other departments not to mention the cost of facilities and instructor time. These facts make the determination of when a course becomes a revenue generator difficult. Tony Bates, a leading authority in Canada on managing online learning, proposes several models for examining revenue generation points but all lead back to some less quantitative decision making process that individual faculties have to make. In answering this question, we will adopt Tony’s response which is that part and parcel of determining this breakeven point is the larger conversation about the cost of Higher Education generally and how institutions can approach reducing the cost of education without jeopardizing the quality of teaching.

How does this work at U of M?

That we are afraid remains to be seen. The Blended Learning Task force, which started in 2011 to proactively respond to the universities predicted increase in blended learning offerings, is currently gathering information about the processes and procedures available on campus to ensure the smooth implementation of blended learning. Sure you could just blend on your own by setting up your current section/course on D2L and running with it. This approach, however, is not for the faint hearted as the first thing you will discover is that it is a lot of work! A few of the critical things you will need to consider are technical supports, online pedagogy, and, potentially, web design. At Distance and Online Education we have all of these facilities in place, and have put together quite a few blended courses in partnership with other faculties. CATL also has staff and faculty that can help you create design and technical solutions, and you may find you need to turn to IST to receive more in-depth technical information. Some faculties have also hired staff within their faculty to support blended learning. So, for the moment, the answer to how blended learning works at U of M, depends on where you work at the university!

Cheung, K. S. and Shim J. L. Instructional Design Practices for Blended Learning
The Teaching Professor runs a conference every spring relating to all things teaching. This year the Teaching Professor added a new conference to the lineup, Teaching Professor Technology. The conference was held in Atlanta, Georgia Oct 4th-6th with three pre-conference workshops on the 4th. The conference theme was “Blended, Flipped and Massive.”

The conference provided me with valuable information about both technologies and strategies for teaching. Some great examples of technology tools include, Peerwise, VoiceThread and the Ipevo Mini Document Camera. I also learned about schools using ePortfolios and others teaching orthopedic medicine with wikis.

1. **Peerwise** is a tool that allows students to create their own questions based on the material covered in class. Once they have created the question it can be shared with the rest of the class and their fellow classmates can try answering the question. The classmates can then rate the question and the author receives feedback on the question and can try to improve the question if there are issues. This tool provides students an opportunity to interact with the material from the perspective of the instructor and encourages them to think about what is most important about the material. CATL is facilitating a workshop on February 6, 2014 called Improving student understanding with Multiple Choice Questions with Peerwise. For more information and to register, please visit umanitoba.ca/academic_support/catl/workshops/

2. **VoiceThread** allows users to create a narrated presentation which can be shared with others. Once shared, each person can comment on the presentation in either text, audio or video format. Instead of forcing comments to run down the page and leave the context of the presentation, the comment is linked to each individual slide in the presentation. A thumbnail image of the commenter is shown along the sides of the slide for each comment. This is in contrast to other tools like YouTube where text comments create a long page of text with each comment having not linked to the part of the video the comment relates to. It also allows for people to speak their thoughts instead of typing them out and losing the tone of voice that could be conveyed in audio.

3. **The Ipevo Mini Document Camera** is a low cost USB document camera. It comes with a stand with three joints to allow for positioning and has extra accessories available such as a magnifying lens, a microscope adapter and a scan kit. By hooking the camera up to your laptop or classroom computer you can display physical items like pages from a book, a sample or even perform small experiment on the classroom data projector. Randy Newbrough from Indiana University- Purdue University Indianapolis showed how the chemistry department uses the camera for weekly workshops which are held in Adobe Connect. Students are able write out formulas and drawings on paper and still share them live with their peers in an online environment.

4. Dean Beckman from Saint Mary’s University of Minnesota shared examples of student **ePortfolios** using eFolioMinnesota. eFolioMinnesota is available to all residents and is provided by the Minnesota State Colleges and University system. Saint Mary’s University Public Relations course COM443 requires students to create an ePortfolio that they can use in their professional life after graduation. The portfolio was evaluated by the instructor for the course grade but it was also sent to Alumni from the program for evaluation. Students would receive feedback from a communications professional to help them improve the project for use after graduation.
5. Jason Craig showed how his students in orthopedics courses at Marymount University collaborate on projects on a Wiki called Morphopedics (http://morphopedics.wikidot.com/). One year students will do work on a Clinical Syndrome and in another year they will complete a project on joint evaluations. The students are gradually building a repository of information that is shared with the world.

In addition to all of the conference sessions I attended, I participated in one of the pre-conference workshops. It was titled “Designing a Technology Plan for a Learner-Centered Classroom” facilitated by Ike Shibley from Pen State Berks and Lisa Shibley from Millersville University. During the workshop we discussed some of the topics in “How Learning Works: 7 Research-Based Principles for Smart Teaching” by Ambrose, Bridges, DiPietro, Lovett and Norman (2010) (available in the Centre for the Advancement of Teaching and Learning library). With a specific course in mind we were asked to think about each of the seven principles and describe what this means for our course. We also broke into groups and discussed different cases and how technology could be used to improve the quality of learning in each case. Other questions considered included; how and when do students interact with the content? What is the role of the instructor in the classroom? How does the instructor help students learn? What steps might be needed for success and how is that success identified?

This conference provided me with a list of tools and techniques instructors can implement in their teaching. Many of these tools look like they can offer a lot of value to students and teachers. If you would like to learn more about some of the tools mentioned above or have other tools you would like some help with contact me at Ryan.Nicolson@umanitoba.ca.

**Active Learning Spaces at M.I.T.**

Ryan Nicolson, CATL

This past July I was able to spend time with Professor John Belcher, the principal architect of the TEAL initiative at MIT, discussing the setup of the rooms, how the classes are run and general ideas about teaching. The TEAL (Technology Enabled Active Learning) classrooms at Massachusetts Institute of Technology are used to teach the Physics I (Mechanics) and Physics II (Electricity and Magnetism) courses. These courses are required courses for all MIT students regardless of the discipline they enroll in. Prior to the implementation of the TEAL classrooms the failure rate for Mechanics was as high as 15% while Electricity and Magnetism was as high as 10%. These classrooms were implemented in 2001 for use in the Electricity and Magnetism course and were based on SCALE-UP (Student-Centered Active Learning Environment for Undergraduate Programs) at North Carolina State University (Breslow, 2010).

Similar to active learning spaces discussed in the fall 2012 issue of Path to Pedagogy, these classrooms are not setup in the standard rows which are often used in large classrooms. The room has thirteen tables that can seat nine students each. Students are assigned to teams of three at the beginning of term based on their results on a pre-term test. Each team will have a stronger student, a student closer to the average and one who did not perform well on the test. The table each team sits at is the same throughout the term and unlike some active spaces, the tables cannot be moved.

The presenter’s station is situated in the centre of the room instead of the front and the numerous projectors are controlled from this location. Projectors are spread out so every student can see what is being presented without having to turn around. The room also has whiteboards on every wall and video cameras pointed at each of them.

The setup of the room makes it easy to utilize the numerous teaching strategies employed in the introductory physics courses at MIT. Most of the two-hour classes consists of one or two short presentations using PowerPoint or the whiteboard. After the presentation there is often one or two personal response system (clicker) questions, a problem for the students to solve or an experiment. The teams are required to solve a problem on the whiteboards scattered around the room. When it is time for the instructor to discuss the solution to the problem, one of the team’s solutions may be displayed on the projectors scattered around the room thanks to the cameras pointed at each whiteboard. This allows each student a good view of the whiteboard instead of having 117 students try to crowd around a single whiteboard.
Each of the classrooms also has a small room next to it which houses equipment used in physics experiments. The experiments are setup in bins which can be brought out during the class and allow the students to have hands on experience with some of the abstract concepts in electricity and magnetism.

After touring the room and discussing how the classes are run, we discussed some of the feedback from both instructors and students on the switch from lectures to the TEAL model. TEAL started with a couple of sections of the Electricity and Magnetism course in fall 2001 and by Spring 2003 all sections were using TEAL. While the students in the pilot reported being satisfied with the format, many instructors were not comfortable teaching in the new model and many students complained as well after it was used in all sections. The students went so far as to petition MIT for the removal of the TEAL classroom as a requirement for the physics course. They requested sections be available in either the lecture format or the TEAL format. The students complaints ranged from they did not learn as much with this model, they fell further behind due to the group work, and that in order to get an A in the class they now had to attend class since the new grading scheme involved participation in the group work.

To see if some of the criticisms around learning were founded, John Belcher and Yehudit Judy Dori, conducted a study which utilized a pre-test/post-test design. They showed that students who took electricity and magnetism in the TEAL model performed better than those in a lecture version of the course from the previous year. (Dori & Belcher, 2005). The TEAL model also had higher attendance and lower failure rates than the lecture version of the course.

Part of our discussion also revolved around the need to train the instructors in the new model of teaching. Switching from lecture to active learning was not natural for some and training helped with the transition. Another important piece required for the success of TEAL is to provide extra training on how to work in groups for teams that are struggling.

While there have been many complaints about the TEAL initiative, it seems as though the data collected shows the active learning model is improving student learning, attendance and failure rates.

References
Roaming and Flashing with Mobile Technology

Liv Valmestad, Libraries

Abstract

This article is a case study on using mobile technology for point-of-user reference for the School of Art, the University of Manitoba, Winnipeg, Canada. It focuses on roaming/roving reference using an iPhone, iPad and a Pico projector. There is also a discussion on useful apps, and on the positive outcomes the project created in the marketing of library products and services, and in outreach to faculty and students.

[The following article is an expansion of a paper presented at the session “The Evolution of Art reference and instruction: Outreach, Overly, Online,” ARLIS/NA held in Pasadena, California, April 2013.]
Upon my return from sabbatical in May 2012, there was an iPad at my disposal. My immediate thoughts ran to roaming reference, like we’ve had for the past six years at our largest library, Elizabeth Dafoe (undergraduate library for social sciences and humanities). Furthermore, since 2010 my colleague, Undergraduate Librarian Katherine Penner, had been using her iPhone and iPad for roaming, as documented in ‘Mobile technologies and roving reference, Public Services Quarterly, 7:1-2, 27-33. (2011). I met with her in the summer of 2012 to talk about her roaming reference program and found that she had added a Pico projector to her repertoire. She was now roaming the 5-storey Elizabeth Dafoe Library with a Pico projector attached to her iPhone and was flash mobbing students with one or two screen shots of vital library information. I decided to take her model and push the envelope even further, roaming outside of the Architecture/Fine Arts Library and providing flash reference to faculty and students at several School of Art locations.

We know from the literature on roaming reference that leaving the reference desk and roaming or roving is known to have benefits such as “the potential to reinvigorate reference services as a whole, by forcing librarians out of their comfort zones, and allowing them to reach patrons at their point of need.” (McCabe and MacDonald, 2011, p.1). Also, Davis found in her study that roaming increases the visibility of the library and “the focus changes from collection based to a more user-centered, teaching and training focus.”

In the last two years there have been several articles published relating to the use of iPads specifically for roaming reference. This is not surprising for as we know, the iPad’s multimedia features are ideal for roaming and instructing, making it ideal for showing the mobile library catalogue, ebooks, and instructional videos. One article even discusses its use at the reference desk by both the librarian and patron together, further enhancing the reference interaction (Maloney and Wells, 2012). In addition to reference, some have used the iPad for teaching specifically in the disciplines of art and architecture, such as Patrick Tomlin from the Art and Architecture Library at Virginia Tech. Most recently in December 2012, an excellent summary of the literature was given in “Rethinking Reference and Instruction with Tablets,” Library Technology Reports, 2012 and described a comprehensive study of roving at a mid-sized university. It documented the next step in the evolution of roaming by going beyond libraries and entering academic/social and work places where students congregate, such as galleries and cafes. I have found no articles on librarians doing flash reference – excepting a “Flash Mob” that happened at UTC Library, an unwelcome one that had to be dispersed with mace. Mine, as far as I know, is the first article on an art librarian roaming outside of the library to social or work places using an iPad and projector. I asked at my (2012) session if anyone knew of anyone doing something similar, but the answer was no.

In spring of 2013, Katherine Penner, Jan Guise, Music Librarian, and I met at the Libraries Electronic Technology Department (LETS), to try out several projectors. We tested various projectors from different companies including BenQ, Optoma and Aaxa, and came up with the following list of list of criteria:

- Should be easy to use and not too complicated
- Screen quality – is it difficult to zoom in and out, or to focus; bright good quality resolution
- Ease of menu navigation
- Plug and play – could a SD card be inserted directly into the projector or not
- Is the power cable long enough
- How fast is it at uploading images
- What kind of images does it accept –do they need to be high resolution
- Size - how portable is the projector
- Does it require a video app to play a video, or is it plug in SD card and play
- Does it require an adapter for dock
- What is the battery life
- How far is the projection distance

We found the Optoma projectors to be the best for any size, (optoma.com). The Pico PK 100 projector that I use was obsolete and replaced (as of April 2013) by the Pico PK120.

![Optoma Pico PK 100 projector](image)

To use the Pico projector with the iPad or iPhone, you will need some accessories:

- BC-PK3AVGX, a universal cable to VGA projector
- BC-PK3AUSX, a USB cable
• SanDisk SD disk for saving screen shots. This can be inserted into a any computer with a SD slot, so files such as PowerPoint and videos can be saved. The SD can be then inserted directly into the Pico projector.

• Power cord

• iPad Lightning to VGA Adapter

• iPhone Lightning to VGA Adapter

Before I discuss the outcomes of my roaming, here is an Environmental Scan of my day-to-day life as an Art Librarian, as it has a direct impact on how and when I can do roaming reference. My office is in the Reference Collection of the Architecture/Fine Arts Library, where I do reference from 1:30 – 5, Monday to Friday, for both the Faculty of Architecture and the School of Art students. 8 I also do virtual reference for one hour every 10 days. On the whole, in many libraries the number of reference questions have decreased, and roaming reference is used to increase stats. Our library has not seen that decrease, primarily due to the fact that every year 400 Introduction to Environmental Design students complete a research assignment. We have also seen an increase in international grad students in the Faculty of Architecture and the School of Art, (a Canadian masters is relatively cheap), and they tend to use reference service more heavily than do undergraduates.

Since my time to roam is quite limited, and since I am the liaison librarian to the School of Art, I focused on them as a test case. The School of Art is “housed” in several buildings across campus: the Dairy Barn, dedicated to the painting students and some grad students; the new Art Lab building, where all studio art and art history classes are taught; and the Fitzgerald Building, where there are still faculty offices and rooms for the grad students. As we know, many art students tend to stay in their buildings and studios, and only visit the library when an art history essay has been assigned.

Here is some advice that you should think about before starting to roam. Although there is wireless all over campus, one must know passwords for different buildings. Also, Wi-Fi signals can vary in strength and be very low in stairwells and concrete buildings. With a very specific audience identified, it was time to get content on the iPad itself ready for roaming. Lastly, find out what mobile apps your library subscribes to. I contacted our Libraries Electronic Resources department, which ran a report using our electronic resources management system Verde, and provided me with a list of all our mobile library resources.

Among the many, I would like to highlight Refworks, Ebscohost, BrowZine and ARTstor. ARTstor is a good example of how the mobile app is more effective than the web page. It offers features specific to the app such as flashcards for identifying images.

How the web page looks on the mobile device, is obviously good for marketing library resources and showcasing services.

Make sure to have popular pages book marked and saved to the iPad home screen such as the Libraries’ catalogue, databases, and e-journals. “Our Discovery Layer, One Stop Search run by Primo, knows when to “wear” its mobile friendly clothes, adjusting to the viewer’s technology. However beware that not all services such as wireless information are available as apps. How the web page looks on the mobile device, is obviously something one should consider.

**How to choose your apps.** Many sites provide app reviews. Makeuseof (makeuseof.com) is an informative site, as well as PC Mag (pcmag.com) – with their top 50 apps for 2013 (Feb.27 –top 10 apps included Adobe Photoshop express, Evernote, Flipboard and Instagram). One could just Google “best iPad apps 2014” or “library apps” and of course, talk to a librarian colleague. I have created the “iLibrarian App Toolkit,” a detailed handout that covers topics such as productivity, photo/film, presentations and art, and have posted this at libguides.lib.umanitoba.ca/mobileapps. Also, it should be mentioned, that the library bought an itunes cards for $50 so I could purchase and download apps.

**Timing is important.** An important factor to keep in mind is when to go roaming. I researched classroom schedules (these are posted outside of every classroom in the ArtLab) in order to time my roaming before and after classes, as this is when the students tend to congregate. However, despite my best efforts, the timing can still be off. I once arrived to see many students gathered with their heads buried in lecture notes, and I said aloud, “Let me guess, you have an exam today.”

**How you approach your patrons is critical.** Aaron Schmidt writes that “quality reference takes more than just search skills; it takes social intelligence too.” 12Penner discusses body language such as approaching the patron with your arms uncrossed, or aiming for initial eye contact, so you are not scaring them, such as approaching from behind in a computer lab, and of course a smile helps. Bear in mind (as noted by Nims in a previous study on roaming reference), that sometimes students wonder why the librarian is in their space — leaving the librarians feeling like intruders. (McCabe and MacDonald, p.3)13

**It is all about establishing a rapport.** We must be proactive and cannot be shy and need to put ourselves “out there.” Be approachable and open. Think about your body language. Have questions ready about library services, products, research and technology. I cannot deny that it was beneficial that many students recognized me from having done many research classes in the previous term, so my presence signified that I was there
to help. Rapport was further enhanced by the iPad itself! It
gave the impression that the librarian is technically savvy and
cool and generated conversations and questions; it provided
opportunities to give instruction on the use of the iPad, such
as connecting to the wireless, or rearranging apps.

**How to begin:** I would go up to individuals and ask ‘can I
show you a new app from the library?’ Do you need help in
finding a journal article for your paper? Are you having trouble
with your bibliography? For example, outside a first year art
history class when they were in the final throws of writing
their term paper, I flashed a screen, showing how to cite
references from a book and a journal. I would get a favourable
response from the students, who would gather around and ask
more questions. In general, the questions would fall into the
categories of research, facilitative and technology.

Here are some more ideas for screen shots and questions for
engaging students and faculty regarding library services.

- Where can I find information on my research topic?
  Subject guides
- How do I get started with my research? One stop Search
- How do I find a journal article? List and links to pertinent
databases
- How do I request a research consultation? List of Liaison
  Librarians
- How do I obtain items not at the U of M Libraries?
  Document Delivery
- How can I use other area libraries? Access to non-U of M
  Libraries in the city and province
- How to search for a thesis and where are they? Find a
  thesis, on campus and beyond
- How can I suggest a book or journal? http://umanitoba.ca/libraries/services/recommend.php

**What are some of the outcomes?** In terms of psychological
aspects, there is human interaction/contact and in-person
dialogue, which is excellent for outreach, teaching and
marketing. Also, we know that one important characteristic
of marketing includes the psychology of persuasion – and this
is all part of promoting a service and product, again, best done
in person. More importantly however, the act of just being
present allowed for serendipitous surprises and here are some
of them:

- Having seen me roaming, one professor asked if I
could come into her class to teach research skills. I
was subsequently able to turn this into becoming part
of her MFA theory course, giving three lectures and
accompanying assignments –for credit.
- Another professor upon seeing me blurted out, “I must
bring my class into the library, will next Tuesday work?”
- Finally, I had no idea how powerful my presence could be
in terms of making people feel guilty! Upon seeing me,
students would say, oh, I need to come to the library.

Experiment with location. It is important to have a
combination of academic/social places and as stated by
several studies, the wrong location can result in a poor use of
service. “However, there is something nice about keeping it
fluid and organic and not being “tied” to a location or time.
I have used Twitter and Facebook, and the flat screen at the
School of Art to advertise the fact that I was roaming and to
look for me.

Set regular roaming hours and promote the service. Sharman
and Walsh in “Roving Librarian at a Midsized, UK-Based
University,” have an excellent section on branding and
marketing, even creating a ‘Roving Librarian Logo” and
announced their sessions on twitter and student emails”
and Gadsby writes about forming partnerships with student
organizations. “

Document the service and evaluate it. In my annual report,
I tied my mobile reference project to key goals in Libraries
Strategic Plan such as “establish library services at point-of-
user; “leaves no patron unserved” and it helps to highlight our
role as an “essential partner in the research journey.”
Finally, just do it – because it is a lot of fun!
Selected Bibliography


A pico projector is a handheld projector the size of one’s palm and is attached to mobile devices to produce projected screenshots anywhere.


I got the idea for the libGuide ,from Lott and Graves who created one on ipads and apps etc. libguides.lib.siu.edu/iPads (Megan Lotts and Stephanie Graves, “Using the iPad for reference services: librarians go mobile,” ACRL TechConnect, (April 2011.)


Patrons: Faculty of Architecture: 500 (BED, M Arch, MLA,MID, MCP + 250/term University One); School of Art: 328 (Art History and Fine Arts, BFA, MFA).

Appendix 2.1: iPad Core Competencies. (Rethinking Reference and Instruction with Tablets instructions on the use of the ipad itself – how to bookmark, how to add to homescreen and rearranging apps. etc.

Lotts, Megan and Stephanie Graves. “Using the iPad for reference services: librarians go mobile,” ACRL TechConnect, (April 2011.)
celebrating the teacher in you!

the teacher
Celebrating Teaching & Learning

We invite all sessionals, instructors, non-tenure & tenured faculty to enter our annual teaching event.

Submission Deadline
March 31, 2014

To ENTER: Submit either a 250 word narrative OR a 1½ minute video describing how you have challenged yourself in your teaching recently...why you took the risk and the outcome.

For more details see umanitoba.ca/catl

Centre for the Advancement of Teaching & Learning
Celebrating Teaching & Learning Annual Teaching Event - information

All submissions will be placed into a draw – prize is an iPad®

Submissions will be published in the Fall 2014 CATL publication Path to Pedagogy and/or our website.

- We are available to come into your class and videotape your activity in progress
- All text and video submissions should be through the CATL website http://umanitoba.ca/academic_support/catl/awards/Celebration_of_Teaching.html It would be great if your submission is accompanied by your photo (can be humorous or serious)
- Videos may be submitted in multiple formats but MPEG is preferred

PRIZE DRAW will be held at the Centre for the Advancement of Teaching and Learning annual BBQ on June 6, 2014

Congratulations to Christopher J. Fries from Sociology for his entry in the 2013 Celebration of Teaching Event

Eunice Friesen awarding tablet to Christopher Fries
<table>
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<tr>
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<td>Karin James</td>
<td>German &amp; Slavic Studies Faculty of Arts Excellence in Teaching: Sessional Instructor</td>
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<td>Erik Thomson</td>
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### Dentistry

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<td>Prashen Chelikani</td>
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<td>Isabel Mello</td>
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<td>Lorene Belows</td>
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<td>Kathy Yerex</td>
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### Education

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<td>Catherine Casey</td>
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### Engineering

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<tr>
<td>Ehab El-Salakawy</td>
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<td>Dagmar Svecova</td>
<td>Excellence in Engineering Education Award</td>
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Photos were taken at the 2012-2013 Excellence in Teaching Awards Reception held on November 19, 2013. Congratulations to all of the recipients.

Dr. Joanne Keselman, VP (Acad) & Provost
Todd Duhamel, Kinesiology & Rec Mgmt
Dr. David Barnard, President, U of M

David Mandzuk, Dean, Education
Dr. Joanne Keselman, VP (Acad) & Provost
Dawn Wallin, Ed Admin Fdns & Psych
Dr. David Barnard, President, U of M

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<td>OBGYN Excellence in Teaching at St. Boniface Hospital for 2013</td>
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Robert Lotocki  Obstetrics, Gynecology, & Reproductive Sciences
Carl Nimrod Award OBGYN

Adrian Gooi  Otolaryngology
Medicine I Teaching Excellence

Faisal Al-Somali  Pediatrics & Child Health
Most Outstanding Clinician

Will Fleisher  Psychiatry
Psychiatry Educator of the Year Award (for the Health Sciences Centre Site)

Craig Omelan  Psychiatry
Psychiatry Educator of the Year Award (for the St. Boniface Hospital Site)

Nursing
Laura Johnson  Nursing
College of Registered Nurses of Manitoba (CRNM) Professional Award in Nursing Education

Carolyn Lucas  Nursing
Dean's Award for Teaching Excellence

Donna Martin  Nursing
Dean's Award for Teaching Excellence

Bernadine Wallis  Nursing
STRR

Pharmacy
Nancy Kleiman  Pharmacy
1st Year Teaching Award in the Faculty of Pharmacy

Alan McIntosh  Pharmacy
3rd Year Teaching Award in the Faculty of Pharmacy

Lavern Vercaigne  Pharmacy
4th Year Teaching Award in the Faculty of Pharmacy

Science
Jeffrey Marcus  Biological Sciences
STRR

Steve Whyard  Biological Sciences
Science Students’ Association teaching recognition award for 2000 level

Phil Hultin  Chemistry
Science Students’ Association teaching recognition award for 2000 level

James Xidos  Chemistry
Science Students’ Association teaching recognition award for 1000 level

Parimala Thulasiraman  Computer Science
STRR

Deborah Court  Microbiology
Science Students’ Association teaching recognition award for 4000 level

Georg Hausner  Microbiology
Science Students’ Association teaching recognition award for 3000 level

Robert Bergen  Physics and Astronomy
Faculty of Science Award for Teaching Excellence

Elizabeth Skoropata  Physics and Astronomy
Faculty of Science Award for Teaching Excellence

Carrie Paquette  Statistics
University 1 Excellence in Teaching Award

We congratulate Amy De Jaeger on being the recipient of the 2013 Faculty of Arts Graduate Student Teaching Excellence Award

This award is given to graduate students who demonstrate excellence in teaching which includes well-organized preparation, delivery and assessment of learning as well as strong interpersonal relationships with colleagues and students. All nominees are required to submit a teaching dossier prior to assignment of a teaching award. Student evaluations are also used in choosing the successful recipient. Amy is consistently recognized by peers and students as developing ongoing excellence in her teaching, both interpersonally and in the classroom. Her self-reflective practice has enabled her to grow during her graduate teaching experiences and will continue to support her ongoing growth as a teacher.
During the second year of my doctoral training, I taught my first University course. I was utterly intimidated by the class of 170 students who awaited me. I wasn’t sure how I would be perceived as a teacher, but I knew I could give a good presentation. Since I knew a lot about the subject matter I thought my knowledge would speak for itself. When the time came for me to teach I presented a lot of material during each class with some Q&A sessions thrown in. I quickly realized I knew very little about effective teaching. Coincidentally, I was already enrolled in the CHET program. The early weeks of classroom teaching, combined with CHET courses taught me that good presentation skills did not translate into good teaching. I knew I had to learn what I was doing, and I had to learn it quickly.

In the beginning, CHET gave me the practical tools I needed to feel confident in the classroom and get the job done. As I progressed through the CHET program, I had the opportunity to reflect on my teaching style and develop my personal teaching philosophy. Throughout this process I learned to reflect on how I viewed teaching and learning. After that the transformation was easy. Once I knew my style of teaching I could approach my class in line with that style. I discovered that I approach teaching much like I approach other areas of my life; an opportunity to push boundaries and challenge conventional wisdoms.

I realized that my students were my collaborators and I could engage them in the learning process. Not only could I share knowledge with my students, but I could push their learning beyond the confines of what they thought they knew about the subject matter. I could actually see the “light-bulb moments” happen when students began to think critically about what was presented to them. All of a sudden, teaching was fun.

I began to realize that my teaching was only going to get better if I could identify what worked and what didn’t about how I approached the content, the class, and my students.

Reflection, reflection, reflection, quickly became my mantra and continues to be a large part of my teaching practice. I often reflect on my style of teaching, what teaching means to me, how I convey information to my students, and most importantly, what I can improve upon for future classes.

I didn’t realize the impact reflective practice had on my teaching until recently. Early in May, I was notified by the Faculty of Arts that I received an award for Teaching Excellence in the Graduate Student category. The Faculty of Arts selection committee defined “excellence” on the caliber of several factors. These included positive course evaluations, teaching dossier, and teaching philosophy. As it turned out, the personal reflections I included for each course in my dossier had really impressed the committee. My personal criticisms and reflections of teaching provided me with the platform to grow into my job. Unbeknownst to me, reflection also made me an award winning teacher. I have learned that good teaching is an evolving process.

Through the CHET program I was able to gain the skills I needed to feel confident in the classroom but, most of all, I have learned how to have fun while I teach. I firmly believe it is this confidence and genuine enthusiasm that helps to engage students and promote learning. ~ Amy De Jaeger, Research Technician, CATL
In one survey, only 8 percent of college teachers reported “taking any account” of research on teaching and learning into preparing their courses. This post presents the first annual Teaching & Learning in Higher Ed. reading drive.

I’m inviting college teachers and others involved in college teaching and learning to commit or plan to read at least one book on teaching and learning this school year.

Looking for something good to read?

You can check the Centre for the Advancement of Teaching and Learning Library (http://intranet.umanitoba.ca/academic_support/catl/resources/library.html) and borrow a book. We are continually updating our book selection so you will be able to find classic books on teaching and learning as well as current publications. When you find a great book, perhaps you would consider writing a book review for a future edition of Path to Pedagogy? 

Eunice
Look for the Centre for the Advancement of Teaching and Learning “Faculty Survey” coming to your Inbox soon.
WINTER TEACHING WORKSHOPS

Developing Your Teaching Expertise

Jan 29  Online Discussion Forums: Maximizing Effect, Minimizing Load
Facilitator: Jonathan Dyck

Jan 30  i>clickers: What they are and how to use them!
Facilitator: Shannon Frame

Feb 6  Improving Student Understanding using Multiple Choice Questions with PeerWise
Facilitators: Amy DeJaeger and Ryan Nicolson

Feb 26  Sound. Using Audio in a Blended Learning Environment
Facilitator: Jonathan Kennedy

Mar 10  Organizing Online Course Content
Facilitator: Steve Yurkiw

Mar 26  Mapping & Presenting Concepts with VUE (Visual Understanding Environment)
Facilitator: Ryan Nicolson

Please visit our website for complete descriptions
Registration is required

Desire2Learn

Sessions will be held weekly at both Fort Garry and Bannatyne campuses
Workshop A - Introduction to D2L
Workshop B - Assessment in D2L
D2L Q & A Drop-in
For D2L dates and locations please visit our website
Registration is required for Workshops A & B