

PAIDEIA

TEACHING & LEARNING AT MOUNT ALLISON UNIVERSITY
THE NEWSLETTER OF THE PURDY CRAWFORD TEACHING CENTRE

Significance. . . When words, symbols or actions convey ideas beyond their denotative meaning, or when they stand for or imply the presence of something else, perhaps even something greater, we call them “significant.” For the past two decades, the establishment of Teaching Centres has signified the centrality of teaching and the Scholarship of Teaching and Learning (SoTL) in Canadian universities.

This issue of **PAIDEIA** focuses on the Scholarship of Teaching and Learning and on some of the very significant ways it is being supported, developed, and disseminated by Mount Allison faculty, academic staff, and students: Scholarship of Teaching and Learning grants and conference presentations (18 presenters at the STLHE conference in June, including six students; 8 presenters at the Association of Atlantic Universities Teaching Showcase in October, including two undergraduate student interns). That Internship programme is attracting much attention in the region, and it is yet another example of a significant learning opportunity for Mount Allison students. Finally, this past August, Mount Allison became the first university to become a Founding Institutional Member of the Society for Teaching and Learning in Higher Education!

The Scholarship of Teaching and Learning is at the very heart of the Purdy Crawford Teaching Centre and its mission. Looking through this issue at the names of colleagues and students who are involved in PCTC projects, you will realize that they signify only some of the many involved in scholarly teaching at this extraordinary university.

Here’s to another *significant* year of teaching excellence at Mount Allison!

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**“A Fine and Private Place”:
Making Teaching Visible**
Eileen M. Herteis, PCTC

“*Had we but world enough, and time,*”
Marvell’s suitor opines to his reluctant lady, using the saucy subjunctive to camouflage his eagerness. While I hesitate to equate my work with seduction or, worse still, with inciting colleagues to expose themselves, part of the educational developer’s challenge is to entice professors to “go public” with their teaching, thereby assailing their natural coyness: “I promise you, if you present this in public, no one will flinch, flee, or faint; in fact, some will be so grateful, they’ll even try it themselves . . . maybe even openly.” It’s a hard sell!

Publishing and presenting to colleagues, who can then review our work, comment upon it, and perhaps even add to it, are indispensable elements of all scholarship, including the Scholarship of Teaching and Learning. And while definitions of scholarly work may vary, they are consistent in emphasizing the centrality of publication in one form or another.

Andresen (2000) counts a “willingness to be open to public scrutiny and challenge” amongst the three quintessential elements of scholarship. Lee Shulman (1999), President of the Carnegie Foundation for the Advancement of Teaching, gives a cozier, but nevertheless overlapping, definition of scholarship, saying that an intelligent act is scholarly when

- it becomes public
- it is critically reviewed and evaluated by one’s community
- one’s community begins to use, build upon, and develop it.

Who is your community? Is it your department, your faculty, or the whole university? Does it even extend beyond that?

Many professors see their community in fairly circumscribed, disciplinary terms; it comprises other historians, accountants, or chemists. Others have a broader definition: their community is much more catholic and includes other university teachers, regardless of specialty. The Scholarship of Teaching and Learning transcends disciplinary boundaries and moves us into “common trading zones” (Huber, 2004), where wide-ranging issues such as student writing, problem-solving, critical thinking, and academic integrity replace subject-based questions of measurement, plot, angles, and formulae.

Hutchings and Shulman (1999) say that teaching is scholarly work when it involves inquiry into student learning, and is made public in a way that can be critiqued, reviewed, built upon and improved. Therefore, applying to teaching “the same exacting standards of evaluation” (Boyer, 1990) that apply to research, including public presentation, ensures that it can be counted as scholarly work.

The classroom is “a fine and private place”; professors seldom go public with their teaching successes, let alone their teaching problems. . . .

So what’s the problem? Why are professors more likely to go public with their disciplinary scholarship than their teaching? Why the insistence on privacy? Without meaning to sound cryptic, I would suggest that the problem is *the problem*.

(contd. . . .)



Most disciplinary research begins with a problem, a moment of difficulty or realization that something could be improved. While teaching is no different, most professors like to keep their teaching problems to themselves. (Of course, this secrecy and reluctance perpetrate the ridiculous myth that teaching problems worth grappling with are rare, and this misconception leads to further secrecy!)

Randy Bass (1999) tells us that we need to alter our view of the teaching problem: “[C]hange the status of the problem in teaching from terminal remediation to on-going investigation.” Bass goes on to exhort a reframing of teaching problems as *opportunities* which lie at the very heart of scholarly teaching. While we may uncover “solutions worth implementing,” he says, we should measure our success by “discovering problems worth pursuing.”

The scholarly stumbling block here is that professors seldom go public with their teaching successes, let alone their teaching problems. The classroom is “a fine and private place” whose doors are opened to colleagues’ scrutiny only at peer review time, when stakes are high, and professors are seeking promotion and tenure.

If, as Bass (in Huber, 2004) suggests, “Visibility is key to one’s scholarship, one’s professional reputation,” how can educational developers encourage teaching colleagues to make their teaching visible?

That’s the conundrum: Going public is a crucial element of scholarly work, but teaching has tended to be “private.” Therefore, an important step in having teaching recognized as scholarly work (even by its practitioners) is to open the classroom doors—perhaps initially in small ways—but

wide enough to let our community use, build upon, and adapt what we’re doing.

When university teachers have problems, they may go to their Teaching Centre. Too often, a Centre is seen as a confessional. Or perhaps it’s an academic triage unit, where educational developers “diagnose” the teaching problem and, after the careful but superficial application of a bandage, it’s once more into the fray. Problem “solved”; confidentiality preserved, and honour intact.

But that’s not enough for most educational developers. Like Marvell’s lover, we are not that easily satisfied; however, *we* want more than a fleeting encounter . . . we desire a long-term relationship, and we want the world to know about it!

Visibility is key to one’s scholarship, one’s professional reputation. . .

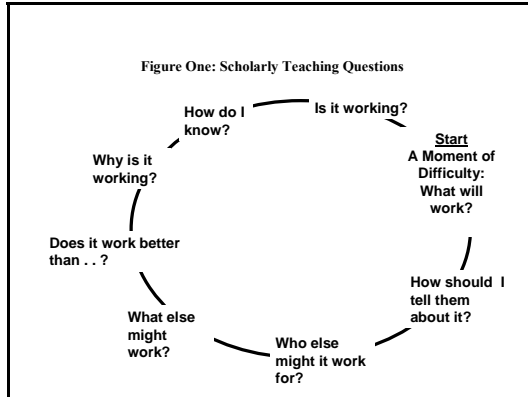
We want our coy colleagues to realize that the richness in their teaching, its scholarly aspect, springs from the problems themselves—not their solutions. Educational developers agree with Bill Cerbin (1993) that teaching, like other forms of scholarship, is “complex, problematic, intellectually challenging and creative work.”

How, then, can Teaching Centre staff help colleagues embrace their teaching problems and transform them into teaching scholarship? We can assure them that it will be as painless as a fleabite (wrong poem!) or we can simply point out to them that it is not a giant leap after all.

Figure One shows how a moment of teaching difficulty can be transformed by asking the right, reflective questions.

(contd . . .)





These questions, applicable in the disciplines, are just as applicable to teaching. They are scholarly questions that should be asked and answered in public. Hutchings and Huber (2005) call this public sharing a “teaching commons.” Such a commons is a fine and *public* place that professors and educational developers can comfortably inhabit together.

In recent years, Mount Allison professors (and students) have been going public in a variety of ways with their teaching. We had excellent representation at the Society for Teaching and Learning in Higher Education conference at UPEI and at the past two Association of Atlantic Universities’ Teaching Showcases. And the recent GE Undergraduate Teaching Internship Programme has done much to make teaching and learning more visible on campus. Yet, there is more to do. Much more excellent teaching takes place in private in Mount Allison classrooms, labs and studios.

In conclusion, then, while I am not extolling wanton exhibitionism and advocating for classroom doors to be unhinged around campus, I am suggesting that only by making teaching more visible, by demonstrating to our colleagues that it is demanding, intellectually stimulating work,

will we be able to situate it appropriately and permanently within scholarship.

Further, I believe that a strong relationship between the educational developer in the Teaching Centre and the professor in the classroom is essential to effect this visibility.

*“Had we but world enough, and time,
This coyness, Professor, were no crime. . . .”*

Don’t let the subtle subjunctive camouflage the urgency. On campuses around Canada, “*Time’s winged chariot*” is driven by tenure committees, programme reviewers, authors of strategic planning or integrated planning documents, and those who control budgets and other resources. If we do not make teaching more public, and do it soon, we run the risk of its being invisible when decisions are made, funding allocated, or scholarship rewarded. Mount Allison may be exceptional in its emphasis on teaching excellence, yet we must continue to seek ways to make teaching visible, to insist that it matters, and to make it count.

Carpe Diem!

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*We lead students to the fountain of knowledge.
Some will drink deeply; some will take a few swallows; some will just sip.
An increasing number will, as at the dentist, merely rinse before spitting. (Anon)*

Coming Events

The Scholarship of Teaching and Learning: Enhancing Learning Through Inquiry Dalhousie University, May 2-4, 2006

This national conference will provide a forum to demonstrate and discuss how the scholarship of teaching and learning is pursued in a diverse range of disciplines.

For more information, and to submit a proposal, visit http://learningandteaching.dal.ca/dcutl_mhr/call.html

The deadline for submitting proposals is February 18th.



Knowledge and Its Communities: The 26th Annual STLHE Conference University of Toronto, June 14-17, 2006

Once again, to demonstrate and disseminate the scholarship of teaching that takes place at this university, PCTC will pay the registration fees of Mount Allison presenters at the STLHE conference, including—where the topic demands—one student co-presenter per session.

For more information and to submit a proposal, visit http://www.utoronto.ca/ota/stlhe_sapes06/welcome.html

The deadline for submitting proposals is January 18th.



Scholarship of Teaching and Learning Grants

Scholarship is creative intellectual work, which is valued and validated by our peers, and communicated or made public.

The Scholarship of Teaching often begins with the search for a solution to a problem or issue in the classroom. Once found, that solution will likely benefit other teachers and students on campus and beyond, and so reporting, presentation, and publication of findings and outcomes is important.

PCTC supports the Scholarship of Teaching and Learning at Mount Allison by providing grants to those involved in pedagogical research or discovery. Since Fall 2004, twenty-one projects have been funded.

Scholarship of Teaching and Learning Grants promote and support the development and implementation of new and creative solutions to teaching and learning issues. The grants emphasize student involvement in the project and outcomes that have potential benefits for teaching and learning at Mount Allison.



FALL & WINTER PROJECTS, 2005-2006

Stephen Haff, Crake Fellow in Drama, and Karen Chung

Theatre for Social Change (See page 7.)

Jemey Kelly (Owens Art Gallery) with Melanie Colosimo and Julien Strasfeld

Online Archive Project

Dr. Morteza Haghiri (Economics) with Nelson Paterson

Using Spreadsheet Software to Teach Basic Economics Concepts

Prof. Jennifer Macklem (Fine Arts) and Jessica Korderas

Creating and Curating an Online Gallery of Student Work

Dr. Sean McGrath (Philosophy) and Lindsay Nelson

Centre for Philosophy and Film

Dr. Nauman Farooqi (Commerce) and Jessica Forsythe and Jeff Spencer

Developing Experiential Learning Modules for Finance Courses



SUMMER PROJECTS, 2005

Many recipients of summer funding gave poster presentations during PCTC's Fall Teaching Day.

Dr. Judith Doyle and Emily Adkins-Taylor (Sociology)

A handbook for first-year Sociology students (See Judith's report, page 8.)

Professor Paul Berry and Elizabeth Campbell (Commerce)

An investigation of the value of accounting software in improving student learning outcomes in Accounting classes

Dr. Robert Hawkes with Josh Varner and Ellen Milley (Physics)

Key concept mastery enhanced by DVD learning tools in introductory Physics and Astronomy

Dr. Carla Van Beselaere with John Kamau and Marco Perico (Economics)

Environmental education across the disciplines: Developing teaching modules on the environment and creation of resources (See <http://www.mta.ca/eco-cdn/>)

Ron Kelly Spurles and Valmai Coggins (Drama)

Festival by the Marsh: An experiential learning project including community education



Dr. Erin Steuter with Elizabeth Campbell and Elizabeth Harland (Sociology)

Using multiple choice questions to test higher-order thinking skills

Dr. Hans vanderLeest and Michael Bumsted (Classics)

Student leader and assistantship in summer Archeology field school

Dr. Ausra Burns with Angus McKinnon and Kim Gillcrist (ACDC)

Creation of a digital repository of aboriginal learning objects (For more information, see <http://www.mta.ca/acdc/people.html>)



**FALL & WINTER PROJECTS,
2004-2005**

Dr. Laurie Ricker and Rob Allen (Math & Comp Science) with Bill Belanger

To use Lego MindStorm kits in teaching problem-solving

Dr. Marilyn Walker (Anthropology) and Dr. Rob Ireland (Biology)

To work with two student assistants to create a Labyrinth and inventory of Mount Allison Flora

Dr. Nancy Vogan (Music)

World Drumming

Prof. Wendy Burnett (Modern Languages)

To work with two student assistants on *The Linguistic Atlas of Atlantic Canada, Volume VII*

Dr. Marie Hammond Callaghan (Women's Studies)

Student Conference on Archival Research in Canadian Women's Studies

Prof. Pravin Varma (Physics)

To work with student assistant, Josh Varner, to videotape physics labs

Dr. Valerie Narayana (Modern Languages)

"Rap, Rai, and Republicanism": To work with two student assistants to bring French music, culture and vocabulary into her modern French culture Class: Identités culturelles dans la France contemporaine

**THEATRE FOR SOCIAL CHANGE
(SoTL Grant Recipient)**

Is there room for dramatized vignettes in your class, especially when you are teaching provocative or sensitive topics?

Many of you attended the teaching day and were impressed by the session co-presented by Alex Fancy and Peter Sianchuk on this topic. Perhaps you did not know that there is a brand new group on campus—**Theatre for Social Change (TSC)**—that may be able bring similar richness to your class.

Stephen Haff, Crake Fellow in Drama, and student Karen Chung received a Scholarship of Teaching and Learning grant from PCTC to bring Theatre for Social Change to Mount Allison. A number of Mount Allison students are involved in TSC. They have already performed at the ATLAS conference and are developing classroom projects.

If you think that a short, dynamic drama, with time for discussion afterwards, would enhance your class and perhaps facilitate the teaching and learning of complex or sensitive topics, please contact Stephen Haff at shaff@mta.ca or visit the new, very informative TSC web site at <http://www.mta.ca/faculty/arts-letters/drama/tsc.html>



**The Sociology Survival
Handbook**
Judith Doyle, Sociology
(SoTL Grant Recipient)

Student Emily Adkins-Taylor and I began the summer researching other universities' Sociology handbooks. Surprisingly, there were very few, and none we wanted to model ours after.

Considering this, I and my colleagues, Erin Steuter and Berkeley Fleming developed a wish list: all the things we mean to tell our students and all the things our students ought to know. Using this wish list in conjunction with all the things we already do tell our students, Emily and I began researching and then narrowing down best practices associated with those topics.

We carefully considered how to make our guide book something students would actually read. Much of the material we used was very well-meaning but often seemed preachy, earnest, or patronizing. Luckily, Erin Steuter suggested the Worst Case Scenario series as a way to present our material. So we created the *Sociology Survival Handbook* which we think strikes an appropriate tone and level of humour, yet still emphasizes how to do things right.

The *Sociology Survival Handbook* balances sociology-specific material with more general research skills. Having a student co-author helped immensely for the insight she provided into student life. For example, on her insistence Programme Information became a chapter, including a list of all the courses the department offers. She pointed out that students do not receive a paper copy of the University Calendar and that it is important for them to have in front of them a list of all the Sociology courses.

We have used the *Sociology Survival Handbook* in numerous ways. It was included as an Appendix to the Introduction to Sociology Workbook; bound copies were given to the Principles of Social Analysis class and to every head of department in Social Sciences, the Dean of Social Sciences, each member of the Sociology department and the Sociology librarian. It was also listed as a recommended or required book for all Sociology courses.

The *Sociology Survival Handbook* has been well received by the other departments in Social Science. For example, I believe Geography is planning to modify it slightly and publish their Handbook next year.

Many others in departments across campus saw the *Handbook* during my poster presentation at PCTC's Fall for Teaching Day in September, and I have sent electronic copies to them. *The Handbook* is 'copyrighted' under a Creative Commons License, which means that it is meant to be shared, that those who use it must acknowledge Emily's and my work, and that their product cannot be commercially copyrighted.

The Handbook has now been in use for 4 months. A few very minor errors have surfaced, but on the whole we are very satisfied with it. We expect the students to use it and the evidence so far is that they are. Indeed, I heard one student say upon seeing it that she wished her department had one. We certainly plan to continue using it and developing it for our department.

I am proud of the *Sociology Survival Handbook* not only because it has been so well received but also because I am committed to making university culture more transparent and making explicit our assumptions for students and their work.

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Wikipedia and Accuracy
Shelley Gullikson, Information
Literacy Coordinator

A recent article in *Nature* pitted the *Encyclopaedia Britannica* against Wikipedia and found that their error rates were not much different. (For complete details, see <http://www.nature.com/news/2005/051212/full/438900a.html>)

Many news outlets running stories on the article are reporting that Wikipedia is “as accurate” as Britannica. For those not yet familiar with it, Wikipedia is a free online encyclopedia that anyone can edit. There is no editorial process; your changes are there for everyone to read as soon as you save them. In contrast, Britannica selects contributors based on expertise, and has a 15-member editorial board that includes a number of Nobel laureates.

Nature had experts in their field review entries from both encyclopedias. In 42 entries tested from each encyclopedia, four serious errors were found in each, and less serious errors numbered 162 for Wikipedia and 123 for Britannica. For Jimmy Wales, founder of Wikipedia, and for most people who read the article or hear the stats, the big story is that Wikipedia is as good as Britannica. Great news after a stormy few weeks for the online encyclopedia.

There have been two big negative stories about Wikipedia since the end of November. One involved an entry on journalist John Seigenthaler Sr. that linked him to the assassinations of both John F. Kennedy and Robert Kennedy. The erroneous entry remained on Wikipedia for four months before Seigenthaler found out about it and had it deleted.

The other story involves Adam Curry, an early proponent of podcasting, editing out references to other podcasting pioneers. In response to the negative press coming out of these two incidents, Wikipedia’s Wales told BusinessWeek online that people shouldn’t cite Wikipedia, and that it’s still a work in progress. (http://www.businessweek.com/technology/content/dec2005/tc20051214_441708.htm).

However, students *are* increasingly citing Wikipedia in their papers. When asked, I generally warn students against citing Wikipedia since the information may be incorrect. This morning I checked the entry on Stephen Harper, and noticed that it seems to be vandalized regularly. Most students would likely be suspicious at seeing Harper described as “openly gay” as he was in an entry from earlier this morning that was later corrected. But would they be able to identify a less obvious error?

Most students would be suspicious that Stephen Harper is described as “openly gay”. . . but would they identify a less obvious error?

Nature used experts in the fields to review the Wikipedia and Britannica entries for a reason: it really does take expertise to determine accuracy. Blatant examples like Stephen Harper being openly gay are easy to pick up. However, I would not have noticed Adam Curry’s deletion of advances made by other early podcasters. And I would not have known the Seigenthaler entry was wrong.

One of the most important lessons of information literacy is the importance of determining context –the author, publisher, intended audience, intended purpose – and judging whether it has an impact on the content. Since Wikipedia entries exist

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largely without context, it is difficult to properly evaluate them unless you are an expert on the content and apply your own context.

In a keynote speech at the 2003 conference of the Association of College and Research Libraries, Paul Duguid, co-author of the book *The Social Life of Information*, said that text cannot testify to its own validity. Since that's what Wikipedia asks of its entries, I will continue to steer students away from it, even for background information. Despite what *Nature* says.

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PCTC's Undergraduate Teaching Internship Programme

During the fall semester, 25 Mount Allison students became our first group of Undergraduate Teaching Interns. Funded by General Electric Company, this unique programme has provided these students with unique experiential learning opportunities: lecturing, leading discussion groups, overseeing labs and studio work, providing extra-help sessions, marking, helping to write exam questions, providing online support, researching materials for inclusion in class. The Interns work under the supervision of a faculty mentor.

Even in its first semester, the Internship Programme has had a considerable impact on campus, and has generated interest throughout the region. Next semester, our roster of student participants grows to 33!

As part of their internship, the students are creating learning portfolios to document what they have done and what they have learned during their internship. PCTC is in the midst of

collecting participant responses, and so far all have been very positive.

If you would like more details about the programme, contact Eileen at pctc@mta.ca.

Goodbye and thanks to the professors and students who were members of our first internship cohort

Lindsay Zwicker, Cathy Baker, Deborah Wills, Isbel James, Elizabeth Wells, Andrea Warren, Erin Steuter, Nik Basque, Gina Grandy, Jeff McMillan, Ivan Cohen, Jeff Burns, Candace Berry, Karen Bamford, Kate Timmers, Nauman Farooqi, Roderick Henderson, Abed Mostafa, Stacey Wetmore, Lesley Rutledge.

Welcome back to . . .

Alex Fancy, Andrew Irwin, Anne Koval, Lianne Zannier, Ausra Burns, Thea Shaw, Brian McNally, Elizabeth Millar, Joanna Wilson, Christina Ionescu, Radu-Nicolae Moldovan, Colin Laroque, Sarah Hart, Elaine Naylor, Allison Coady, Matt Chaisson, Gary Tucker, Monica Clorey, Katie Schleifer, Pravin Varma, Kyle Hill, Renata Schellenberg, Virginia Earley, Robert Adlam, Alison Forshner, Robert Hawkes, Josh Manzer, Wayne Hunt, Charlotte Porter, Alana Newman, Rosemary Polegato.

Finally, welcome to those joining the programme in January 2006:

Sarah Selmko, Sean McGrath, Michel Xhignesse, Sean Saraka, Christopher Day, Tim Reiffenstein, Chol Akuany, Ron Beattie, John Perkin, Cynthia O'Connell, Kathleen Lord, Bill Skulmoski, Laurie Ricker, Noel Dawe, Lesley Shumka, Lex Wilson, Lisa Gower, Michael Fox, Jennifer Heckman, Morteza Haghiri, Nelson Paterson, Nancy Vogan, Gillian Connolly, Paul Bogaard, Toby Couture, Francesco Sica, Ashley Faloon, Ellen Milley, Andrew Nurse, Ashley Radtke, Udai Panicker, Mora MacDonald, Katie Powles.

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Collaborative Pedagogy and Learning Content Management Design

Toni Roberts, Educational Technology Consultant

Collaborative pedagogy has garnered much attention and interest as an effective and desirable teaching method. Though sometimes there is reluctance to define collaborative pedagogy exactly, a fairly accurate and concise definition sees it as

a personal philosophy, not just a classroom technique. In all situations where people come together in groups, it suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions. There is a sharing of authority and acceptance of responsibility among group members for the group's actions. The underlying premise of collaborative learning is based upon consensus building through cooperation by group members, in contrast to competition in which individuals best other group members. (Panitz, 1996)

The “sage on the stage” is being replaced in a sense by the “guide on the side”. The old notion that teaching is the transfer of knowledge from a subject matter expert to the student is being supplanted by the view that the subject matter expert *facilitates learning*. Furthermore, the notion of the individual student gathering information from an individual instructor is being replaced with a collaborative pedagogy that assumes that students learn from one another, that the instructor guides and directs the learning but does not foreclose on its direction, and that knowledge production

and distribution is not unilateral or unidirectional. Collaborative learning is therefore a rather significant change in approach compared to what we might consider more traditional forms of teaching. Some have noted that

... [though] there is supporting theory on collaborative learning ... few have taken up the challenge. There are several possible reasons why collaborative learning projects occur infrequently. These include the preparation, coordination and monitoring required, expectations that learning and assessment should be individual rather than collaborative, and, most importantly, the paradigm shift in teaching and learning that is required of both educators and students. (Alderman, 2000)

Nonetheless, there seems to be momentum to incorporate more collaborative approaches into learning. So, how does this movement affect the development of online learning tools?

Learning Content Management Systems (LCMSs), such as WebCT, involve and require the implementation of technology, but such systems allow for, and perhaps *encourage*, the creation of content in the form of discrete components with explicit learning objectives, called learning objects (LOs).

Converting existing content from a variety of formats into LOs, the creation of digital content directly and use of database repositories to manage and distribute LOs based on learner needs, shifts the linear approach to course development and delivery toward modular content. LCMSs allow learning to be tailored for individuals based on needs assessment and skill profiles,

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and then reused in various combinations for different audiences (Baron, 2001). Placing the learner at the center, this is a significant move towards a collaborative pedagogy.

Collaborative and communication tools have been incorporated into learning content managements systems. These tools that support or buttress collaborative pedagogy include synchronous tools such as chat and asynchronous tools such as message boards. Chat facilitates the immediate exchange of ideas, comments and content between learners and between learners and instructor, while message boards do the same with static postings that learners and instructors can read and respond to. Student presentation tools specifically allow instructors and course designers to create groups of students who can then exchange content. Several LCMSs also incorporate personalized message boards for each group

Virtual classrooms are also popping up in LCMSs. These are sometimes created by another party, or by the creator of the LCMS. These virtual classrooms allow for the sharing of documents that can be edited on the fly, chat components, live audio and occasionally video, survey tools, and so on.

Other tools include community building tools such as personal web pages for students, public calendar postings and group online meetings. All of these tools facilitate collaborative pedagogy.

The convergence of collaborative pedagogy and technology in LCMSs is providing some interesting results. LCMSs are not collaborative learning tools on their own, but rather can provide the framework for collaboration when combined with the

careful and thoughtful design and pedagogical approach of the instructor.

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Tomorrow's Professor: A Free Online Teaching Resource

Tomorrow's Professor is an excellent resource. Subscribe to this free online service and (roughly) twice a week you will receive interesting articles about teaching and learning. Recent topics have included

- * *Service Learning in Undergraduate Education*
- * *Negotiation*
- * *Sharing in the Online Community*
- * *What Makes a Good Teacher*
- * *Building the Administrative Portfolio*
- * *Publish and Flourish*

Tomorrow's Professor is the brainchild of Rick Reis at Stanford University.

Subscribe by addressing an e-mail message to: <Majordomo@lists.stanford.edu>
Leave the SUBJECT line empty, but in the body of the message type: subscribe tomorrows-professor



Universal Teaching Principles and Skills

Editor's Note: Algonquin College developed these seven minimum standards expected of an effective professor in the 21st Century. The standards have been adopted in the selection of new faculty and for the support and professional development of existing faculty. I present them here for reflection and, I hope, future discussion. Do these standards also reflect the principles we espouse at Mount Allison?

The Professor in the 21st Century. . . .

1. Understands how different people learn and applies this knowledge in teaching and learning situations

- Knows his/her own learning style and its effect on teaching.
- Applies current and relevant theories of learning.
- Creates lessons that facilitate students' learning.
- Creates learning environments that help students learn.

2. Creates engaging and effective learning experiences for individuals and groups

- Establishes rapport with a variety of learners.
- Demonstrates disciplinary expertise.
- Helps learners understand the relevance of the material.
- Helps learners make sense of information and experience.
- Helps learners extend and apply learning.

3. Uses a variety of instructional strategies

- Acquires and maintains a repertoire of instructional strategies.

- Assesses the strengths/weaknesses of a variety of instructional strategies.
- Selects and uses the strategy appropriate to the learning activity and learners involved.
- Evaluates the effectiveness of the respective strategy.

4. Evaluates learning using a variety of valid and reliable tools and techniques

- Acquires and maintains a repertoire of evaluation tools and techniques.
- Assesses the strengths/weaknesses of a variety of evaluation tools and techniques.
- Selects and uses appropriate evaluation tools and techniques.
- Sets and communicates evaluation criteria.
- Ensures that learners receive specific, constructive feedback regarding their progress.

5. Works independently and with others to help develop and/or adapt learning materials to help different learners achieve learning goals

- Locates learning resources, matches materials to the needs, interests and abilities of learners.
- Assesses and selects appropriate learning materials.
- Contributes to the work of interdisciplinary teams.
- Creates learning materials that help learners achieve learning outcomes.
- Works within legal and ethical guidelines when creating learning materials.

(contd...)



6. Uses technology to enhance productivity and help students learn

- Selects the technological tool most appropriate to the task.
- Uses technology to facilitate communication with and among learners.
- Uses technology to enhance the presentation of information.
- Uses technology to produce learning materials.
- Uses technology to access, select, collect, organize and display information.
- Assists learners to use technology as a tool to support their learning.

7. Designs and develops effective curriculum

- Identifies a curriculum planning process.
- Uses principles of curriculum design to develop courses.
- Contributes to program planning and review.
- Develops a coherent curriculum that matches expected learning outcomes, needs, interests and abilities of the learners, learning activities, learning resources and the evaluation plan.

<http://www.algonquincollege.com/humanresources/knowledgecentre.htm#Professional%20Development> and choose “Professor of the 21st Century.”

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Of course, there are other principles of good teaching; the following are two “classics”

Seven Principles of Good Practice in Undergraduate Education

Chickering & Gamson (1996)

Encourage contact between students and teachers

Develop reciprocity and cooperation among students

Use active learning techniques

Give prompt feedback

Emphasize time on task

Communicate high expectations about students' ability to learn

Respect diverse talents and ways of learning



Characteristics of an Effective Instructor

Wotruba & Wright (1975)

Knowledge of and enthusiasm for the subject matter and teaching

Good organization of subject matter and course

Effective communication

Positive attitudes towards students

Fairness in evaluation and grading

Flexibility in approaches to teaching



What is your experience with Plagiarism?

Do you have examples or tips for preventing or detecting it? A future issue of PAIDEIA will focus on academic integrity, and your contributions are welcomed. Please e-mail me at pctc@mta.ca.

The next excerpt is just a taste. . . .

Top Three Strategies for Detecting Plagiarism

Robert A. Harris

author of

The Plagiarism Handbook

<http://www.antiplagiarism.com/>

A large percentage of student plagiarism appears to be coming from the Web because searching, copying, and pasting are so easy. These strategies focus on finding information taken from the Web.

1. Use the Google-Plus-Four method. Google (www.google.com) is a search engine with a very large database, and it is one of the best places to begin. Find a four-word phrase that appears to be unique to the paper or paragraph you suspect. For example, in a paper about Dickens' Great Expectations, the phrase "Pip still snobbishly thought" was chosen because "Pip" is an unusual word and the phrase "snobbishly thought" is unusual as well. The two items together are probably close to being unique. Next, take the phrase to Google and perform an exact phrase search by typing the phrase into the search window, and surrounding it with quotation marks.

In the case of the Dickens paper, Google returned two Web sites containing the stolen paper. Using other search engines may also be useful, as well as a metasearch tool such as Dogpile (www.dogpile.com).

2. Look at online paper mills. Go to Google and type in "free term papers" and you will find many sites. The sites are often linked with each other (some even plagiarize each other's papers), so you can visit several. Search by subject or title. For paper mills that sell papers, try Essay Finder (www.essayfinder.com). Search by subject. Compare the description of the paper (including length and number of citations) with your suspect paper.

3. Try a software approach. Visit <http://www.plagiarism.phys.virginia.edu> for information.

Final Advice to Instructors

Other than the whole-paper or paragraph-after-paragraph type of plagiarism, much plagiarism occurs through the student's lack of understanding about how to quote, paraphrase, and cite sources. Many students simply do not know what they are doing. Providing them with clear instruction about plagiarism and how to avoid it will help reduce the amount you see.

Robert A. Harris. (2001). *The Plagiarism Handbook: Strategies for Preventing, Detecting, and Dealing with Plagiarism*, Pycszak Publishing.



The literature on teaching and learning shows that making it less likely that students plagiarize will also make it more likely they will learn.

Stefani & Carroll: A Briefing on Plagiarism.



Society for Teaching and Learning in Higher Education

Mount Allison was well represented at the annual STLHE conference in June, 2005! Through its commitment to support the dissemination of teaching scholarship, PCTC paid the registration fees of eighteen Mount Allison students, professors, and academic staff who presented at this peer-reviewed conference at UPEI. They are pictured below with other Mount Allison participants—and many thanks to Bob Hawkes for the photograph!

Cordula Quint (Drama), Judith Doyle (Sociology), Deborah Wills (English), Pravin Varma (Physics), Peter Sianchuk (Commerce), Anthony Roberts (Computing Services), Erin Steuter (Sociology), Nauman Farooqi (Commerce), Elizabeth Wells (Music), Robert Hawkes (Physics), Alex Fancy (MLL & Drama), Eileen Herteis (PCTC).

Student Presenters: Sylvie Nadeau, Matthew Lane, Allison MacDuff, Alana Poirier, Laura Archibald, Laura KarisAllen



Want to be in this picture? See page 5 for details about this year's STLHE Conference to be held at University of Toronto, June 14-17, 2006.

