



The Instructional Development Unit  
...advancing teaching and learning

April 2011

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## Inside this Issue

- 1 - Focus on Teaching & Learning in Higher Education – *Engaging Millennials*
- Visit of Distinguished Educational Developer
- 2 - A Synopsis of Recent Workshops at the IDU
- *\*Deep Learning*
- *\*Teaching Skills*
- *\*Cooperative Learning*
- 3 - Research Day 2011
- 4 - Test Your Knowledge on Plagiarism
- 5 - CUTL in Session
- 6 - Proposing a Learning College Initiative
- Contact US
- 8 - What's Happening at the IDU?
- Contact Us

# THE MONA TEACHER

## Focus on Teaching and Learning in Higher Education

### *Engaging Millennials*

Who are the Millennials? **Y** Generation

The Millennials are the people born between 1982 and 2002. They are called all sorts of names including the Internet Generation, Echo Boomers, the Boomlet, Nexters, Generation Y, the Nintendo Generation, the Digital Generation, and in Canada, the Sunshine Generation. However, they are most often called the Millennials. Many of the students in this group, in fact the majority of these Millennials have been plugged in since they were babies. Some grew up with educational software and computer games. They have great interests in technology. They do not live in an 8–5 world and the cell phone is an extremely important instrument in their day to day lives.

### Tips for Teaching Generation Y

Several studies have noted that various approaches to teaching the Millennials and getting them really engaged in and out of the classroom. These include:

- Developing opportunities for experiential learning with the use of small group discussions, projects, in class presentations and debates, peer critiques, team projects, service learning, field experiences, developing simulations and case method approaches.

(Cont'd on page 4)

## Visit of Distinguished Educational Developer, Dr. Joy Mighty, to the UWI Mona Campus

Prof. Joy Mighty, Director, Centre for Teaching and Learning, Queen's University and Former President, Society for Teaching and Learning in Higher Education (STLHE, Canada), will visit the Mona Campus of the University of the West Indies from April 4-21, 2011. She comes to the university at the invitation of the Campus' senior managers and will provide additional guidance and leadership in educational development/faculty professional development.

(Cont'd on page 2)



Prof. Joy Mighty, Director of the Centre for Teaching and Learning at Queen's University. She has a wealth of experience and expertise as an administrator, teacher, educational developer, researcher and consultant, with a special interest in equity and diversity issues.

April 2010

# Visit of Distinguished Educational Developer

(Cont'd from page 1)

One of the major ways in which she will assist the campus is by providing expertise mainstreaming teaching and learning initiatives. This will assist the IDU's quest to make UWI Mona a centre of excellence for the scholarship of teaching and learning.

This visit is a follow-up one since in March 2010; the Manger/Coordinator of the IU Mona visited the Centre for Teaching and Learning, Queen's University. He was there for one month observing the operations of the Centre and investigating the approaches to educational development that would be most helpful to the work at UWI Mona.



## A Synopsis of Recent Workshops at the IDU

### • Deep Learning

This workshop was held on Thursday February 24 and repeated on Friday February 25, 2011. Deep Learning might be understood as the kind of transformative experience which represents the very best outcomes of higher education. In essence, deep learning can be described as long term retention and the ability to transfer knowledge, skills and attitudes created in the university setting for use in other contexts at some time in the future (Halpern & Hake, 2003).

In this workshop, participants investigated John Biggs' famous

distinction between surface and deep learning and concluded that there was need to make learners do something with the information which normally forms the basis of transactions between teachers and learners. Much attention was paid to pedagogies that lead to deep learning:

- Deep learning requires pedagogies beyond lecture/delivery of information and tests that require recall
- Deep learning is often seen as built upon surface learning, so learning a significant amount of information can be a prerequisite to deep learning
- Deep learning results from a combination of pedagogies that involve synthesis, analysis, and application.

#### Reference

Halpern, D. F., & Hake, M. D. (2003, July/Aug.). Applying the science of learning to the university and beyond. *Change*, 35 (4), 36-42.

### • Teaching Skills Workshop 2011

The annual Teaching Skills Workshop was held January 18-20, 2011. It was attended by twenty seven persons from all faculties of the UWI Mona Campus. The participants were introduced to some of the rudiments of student centred teaching.



Dr. Michele Stewart (standing), Lecturer in the Department of Language/Linguistics & Philosophy and Faculty Associate of the IDU drives home a point to participants of Teaching Skills Workshop 2011

Several sessions were held and these included the following:

- The Learner and Learning
- Crafting Learning Outcomes that work
- Linking Assessment to Learning Outcomes
- Teaching the Lesson: Structuring the Class
- Engaging Students: Strategies to Promote Active Learning
- Engaging Students: Simulations
- Engaging Students: Use of Technology
- Micro Teaching Demonstrations



Small group discussions abuzz during a segment of Teaching Skills Workshop 2011

This workshop is offered in January of each academic year and the major objectives include:

- To increase participants awareness of how students learn
- To help participants identify problems students might have coping with meeting the demands of university courses
- To explore techniques and strategies to help students learn effectively.
- To develop techniques in writing learning outcomes
- To determine ways to infuse technology in the university classroom.

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Other facilitators for the workshop this year were Dr. Michele Stewart, Dr. Moses Peart, Dr. Mairette Newman and Dr. Noel Cowell. These facilitators were ably supported by the administrative staff of the IDU, Miss Metz Peterkin Administrative Assistant and Mr. Leo Watson, Clerical Assistant.

## • Cooperative Learning

This workshop was held on Friday March 4, 2011. Unfortunately it was undersubscribed.

### What is Cooperative Learning?

Cooperative learning is a successful teaching strategy in which small teams each with students of different levels of ability use a variety of learning activities to improve their understanding of a subject.

- Cooperative learning- Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.
- Students work through the assignment until all group members successfully understand and complete it.

In this workshop, participants were introduced to the processes of developing cohesive and true learning groups demonstrating the basic elements of cooperative teams. These include positive i) independence, ii) individual accountability, iii) face to face promotive interaction iv) interpersonal and small group skills and v) group processing.

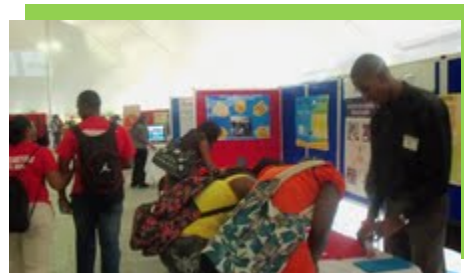
One of the central focus points was the development of a contract to cover the various group teaching and learning tasks. The importance of teaching students how to operate in groups was underscored.



# Research Day 2011

The IDU participated in the UWI Mona Campus Research Day held on January 28 & 29, 2011. This year Research Day 2011 was convened under the theme, "Supporting the Agricultural Sector." In this regard, the focus of the IDU display was to indicate to the multiple publics our deep seated commitment to support the mission of the UWI in advancing teaching and learning in particular for the agricultural sector.

Therefore our exhibits were concerned with underscoring research based principles that have been tried and proven in advancing undergraduate education. In this regard we placed emphasis on the "Seven Principles for Undergraduate Education", active and interactive teaching and learning and technology in education. The IDU was also able to present tokens of our handbook on active and interactive teaching and learning to representatives of all the high schools and colleges visiting our booth.

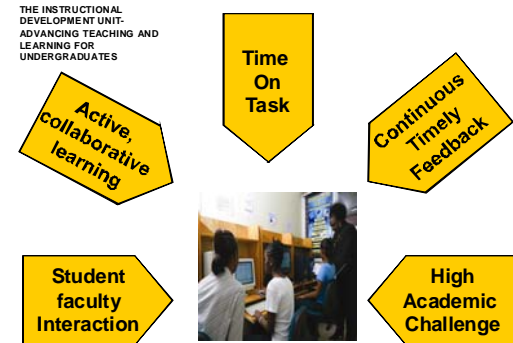


*Campus students compete in quizzes, testing their knowledge on the latest trends in educational technology*



*Secondary school students investigate the role played by the IDU in ensuring good quality education when they themselves become students of the UWI*

## Some of the IDU's Exhibits at Research Day



### THE INSTRUCTIONAL DEVELOPMENT UNIT: PROMOTING GOOD PRACTICES IN UNDERGRADUATE EDUCATION

#### The Seven Principles for Good Practice in Undergraduate Education

- Good practice encourages student-faculty contact
- Good practice encourages cooperation between students
- Good practice encourages active learning
- Good practice gives prompt feedback
- Good practice emphasizes time on task
- Good practice communicates high expectations
- Good practice respects diverse talents and ways of learning



# Engaging Millennials

(Cont'd from page 1)

Clearly, active and interactive learning is highly recommended. There is need for much hands-on activities in the classroom. Including these kinds of activities will get learners highly engaged and motivated to learn. The use of problem and Case Based Learning and real world engagements are also recommended.

- Researchers have strongly recommended the development of learning communities - small groups of students that can discuss and analyze readings and assignments. This also addresses the need of many for interaction since learning communities encourage interaction in learning and other forms of social interaction. Creating opportunities for talk in the classroom is essential. This encourages students to exchange information verbally. This will have very strong impact on the retention of subject matter content.



- Organized and structured learning environments seem to work the best for Millennials. Hence facilitators of learning should provide lots of structure for their educational advancement. They were grown in a highly structured world therefore they look for structure in their learning environments. They will learn best when subject matter content is presented in well-organized and rational ways.

- Precision is an important aspect of their lives especially in educational landscapes. They usually seek to get precise details about what is required of them, when work is due and they also seek very specific information about overall expectations.
- The importance of frequent feedback cannot be overemphasized for Millennials. Communicating high expectations to learners is also recommended and important in advancing learning.



- These students use technology in multiple ways. It is important to incorporate technology in the classroom since it is such a pervasive part of their lives. It can help to add variety to the teaching learning domain and of course enable them to access information easily. Technology can also be used to make learning fun, active, interactive and these are extremely important since Millennials learn best when they are entertained and engaged.
- Incorporating games into classes can be very effective with Millennials. Games call upon many of the strategies that Generation Y students have been utilizing to advance learning for instance multi-media sensory stimulation, individualization of the learning experience, control over processing time and content that is highly visual.

(Cont'd on page 5)

# Test Your Knowledge on Plagiarism

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Original Source Material	Sample of Student Written Work
<p>Technology has significantly transformed education at several major turning points in our history. In the broadest sense, <b>the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language.</b> Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate -- yes, even to educate. Even without speech, these prehistoric people were able to teach their young how to catch animals for food, what animals to avoid, which vegetation was good to eat and which was poisonous.</p> <p>(Quoted from: <a href="#">Frick, T. (1991; 2000) Restructuring Education Through Technology</a>)</p>	<p>The first technology was the primitive modes of communication used by prehistoric people before the development of spoken language.</p> <hr/> <p>Bibliography:</p> <p>Frick, T. (1991). <i>Restructuring education through technology.</i> Bloomington, IN: Phi Delta Kappa Educational Foundation</p>

- [ ] No.
- [ ] Yes, because it quotes another person's actual words, either oral or written; and it is not appropriately acknowledged.
- [ ] Yes, because it paraphrases another person's words, either oral or written; and it is not appropriately acknowledged
- [ ] Yes, because it uses another person's idea, opinion, or theory; and it is not properly acknowledged.
- [ ] Yes, because it borrows facts, statistics, or other illustrative material, unless the information is common knowledge; and it is not properly acknowledged.

<https://www.indiana.edu/~tedfrick/plagiarism/ite m4.html>

# Engaging Millennials

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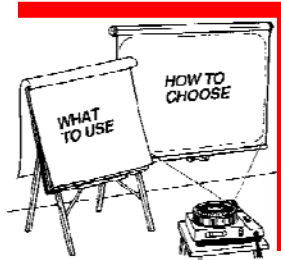
- It has long been known that relevance aids motivation and hence will cause learners to be more focused on the subject matter. Generation Y students demand relevance in what they are learning. If they are familiar with an aspect of what they are learning, they will want to skip steps in order to avoid repetition and rote learning.
- This is a generation that enjoys being useful and helpful in the classroom. Hence, educators are cautioned to make use of the skills and competences that they bring to the educational domain.
- Some of these learners will appreciate the subject matter content more when the big picture is presented and therefore, learning more concrete and specific information in the process.



- Teaching Millennials calls for creative approaches, hence be creative and allow the creativity of the participants to come forth. This is a generation that thinks in multiple ways. In this regard provide opportunities that will allow them to apply their creativity to tasks. Utilize music, art, games and other approaches to make the

classroom more active and interactive.

- Students should be encouraged to demonstrate understanding through multiple performances. Provide various ways whereby measurable outcomes can be evidenced for learners to demonstrate their understanding.
- The research is showing that Generation Y students tend to be the most visual set of learners. Educators' are urged to be mindful of this fact and create opportunities for visual learning.



- Ensure you demonstrate competence as teacher but Generation Y students will accept the fact that they know more than you in a particular area so be always open to hear their ideas.
- Fairness is important. Strive at all times to act in fair and equitable ways with this generation.

*Try to create a psycho social learning environment in the classroom that promotes respect for all human beings and positive reinforcement. Positive reinforcement, from teachers and peers will improve learning and will increase motivation.*



## CUTL in Session



*Faculty members of cohort 3 of the Certificate in University Teaching & Learning (CUTL) are held in rapt attention as Dr. Paula Daley-Morris engages them in the technology module of the programme*



*Some participants of the CUT cohort 3 enthused as they eagerly apply their newly acquired technological skills. Obviously they are making linkages on how they can make their own classes more active and interactive using technology. This is one of the major objective of the CUT programme which has been completely embraced by the UWI campuses.*



# Proposing a Learning College Initiative

## Part one

### The Learning Paradigm

The University of the West Indies (UWI) strategic plan 2007 -2012 has identified student centred-learning as a major university-wide commitment and this is important in the overall scheme of things and in light of our interest in developing the distinctive UWI graduate. This distinctive UWI graduate will have several characteristic marks including, being a critical and creative thinker, being socially and culturally aware, and being ethical. Therefore, a learning initiative that focuses on learning and has an objective of essentially revolutionizing approaches to teaching and learning, is important at UWI - the leading institution of higher education in the Caribbean.

The comments of Barr and Tagg (1998, p. 697) seem instructive as we think about a learning initiative for the University of the West Indies (UWI):

*“A paradigm shift is taking hold in American education. In its briefest form the paradigm that has governed our colleges is this: A college is an institution that exists to provide instruction. Subtly but profoundly we are shifting to a new paradigm: A college is an institution that exists to produce learning. This shift changes everything.*

*A new term has emerged in the last several years, the “learning college.”*

This concept was initially used to describe learning initiatives in the American community college but increasingly it has been used in higher education in general. It foregrounds the goals and purposes of the learning revolution in action. Further, the term "learning college" gained much

publicity in describing the comprehensive orientation of an institution committed to placing the learner’s interests and needs in the forefront of all the major policy and decision making processes and activities within that institution.

A campus-wide learning initiative at the UWI can be developed by looking at some of the major conversations and activities that have erupted in higher education over the last fifteen years or so and drawing from these to inform our own plans, practices and policies. Practices and policies at UWI should be examined in light of strategic aims and objectives and of course contextual realities.



*Academic staff actively engaged in a brain-storming activity at a workshop*

When the learning college emerged in American higher education, it was based on six key principles:

- The learning college creates substantive change in individual learners.
- The learning college engages learners as full partners in the learning process assuming primary responsibilities for their own choices.
- The learning college creates and offers as many options for learning as possible.
- The learning college assists learners to form and participate in collaborative learning activities.
- The learning college defines the role of learning facilitators by the needs of learners.

- The learning college and its learning facilitators succeed only when improved and expanded learning can be documented for its learners (O’banion, 1997, p. 28)

These six key principles should inform the UWI initiative.

### The Learning Initiative for UWI- Making UWI the 21st century learning institution of the Caribbean.

The following can become some of the project objectives to guide the learning initiative:

- The UWI should seek to cultivate an institutional culture where policies, programmes, practices, and personnel support learning as the major priority.



*Students and staff interact on Research Day*

- The UWI should engage in staff recruitment and development opportunities ensuring that new staff and faculty are learning centered and (b) professional development programmes prepare all staff and faculty to become more effective facilitators of learning.
- The UWI should use information technology primarily to improve and expand student learning.

*(Cont’d on page 7)*



# Proposing a Learning College Initiative

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- The UWI should agree on competencies for a core/foundation programme for undergraduate education and on strategies to improve learning outcomes, on assessment processes to measure the acquisition of the learning outcomes, and on means for documenting achievement of outcomes.
- The UWI should expand learning-centred programmes and strategies to ensure the success of all students.

## Using systems thinking to inform the journey to becoming a more learning centred institution.

Universities should not only “foster learning in their students but also foster learning within their organization so they can grow in quality, stature, and value” (Stralser, 1995, p. 19). Accordingly, systems thinking should be used in developing a campus wide orientation to learning. In fact, in adopting systems thinking orientation, it might be useful to look at Peter Senge’s (1990) understanding of this approach and use it to inform the initiative for the UWI. For Senge, the learning organization is important and UWI would need to embrace this self-understanding.

As a learning organization, the UWI community will be expected to explore patterns, connections and relationships within the institution’s administrative and academic operations. It will also have to consider processes, procedures and structures.



*Members of the third cohort of the CUTL programme chilling out*



*Some participants of the Teaching Skills Workshop 2011 strike a pose on completion 3-day event*

If structure is not considered, change effort will fail. The prevailing view of learning organizations underscores the characteristic of adaptability (Senge, 1990). From this perspective, the entire organization is involved in learning and hence as it learns, it should apply the learning to improve the organization. Yet, the impulse to learn is only the first stage of the process. Usually, the impulse to learn prompts and pushes one to be generative. Generative learning requires new ways of looking at the world; it calls for creativity, innovation and responsiveness. In this regard, seeing the systems that control events and grasping the source of the problems are important, but making meaningful responses must become central to the process. There will also be a need to align our core values to policies, processes and structures. The major systems will include the academic systems, the administrative systems and student services and development.

### Developing the university’s learning culture

The aim of the Teaching and Learning Initiative will be to support the development of excellence in classroom teaching at UWI and ensure that there is a wide variety of learning experiences for all members of the campus community. The initiative's goal should be community building and an effort to create opportunities for the entire university to participate in multiple dialogues about teaching and learning. There should be opportunities for faculty, staff, and students to participate in the educational enterprise of the community and all members of the community should be encouraged to engage in lifelong and lifewide learning. Gradually, a university culture of learning will develop where every student, staff and faculty member is committed to lifelong and lifewide learning.

The Teaching and Learning Initiative should be founded on the following core commitments and processes:

- To create new campus spaces and structures within which all members - faculty, staff, and students - interact as teachers, learners and colleagues
- To collaborate and create relationships that move beyond the limitations of traditional roles we play at UWI
- To link everyone within the university community to educational opportunity and the opportunity to foster it for others.

### Campus wide learning initiative

This recommendation is for the establishment of university wide/ campus wide learning initiative teams or committees in the following areas:

1. Learning communities

2. Improving student achievement through immersive learning opportunities
3. Deepening First Year Experience
4. Service Learning
5. Assessment and accountability
6. Writing in the Disciplines.

### References

Barr, R. B., & Tagg, J. (1998). From teaching to learning: A new paradigm for undergraduate education. In K. A Feldman & M. B. Paulsen (Eds.), *Teaching and learning in the college classroom* (ASHE Reader, 2nd edition) (pp.697-710). Boston, MA: Pearson Custom Publishing.

Senge, P. (1990). *The art and practice of the learning organization*. New York: Doubleday.

Stralser, S. (1995). Benchmarking: The new tool. *Planning for Higher Education*, 23, 15–19.

*To be continued in next issue of the Mona Teach*

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Mail: Instructional Development Unit  
University of the West Indies, Mona, St. Andrew, Jamaica W. I.

We also invite you to visit our website at <http://myspot.mona.uwi.edu/idu/>

## What’s Happening at the IDU?

**Wed. April 6**  
1 – 2 p.m.

*Lunch & Learn Seminar – MARKING: fast but fair*

**Thurs. April 7**  
9:30 – 12 noon

*Scholarship of Teaching & Learning Seminar*

Visiting Educational Developer: Dr. Joy Mighty, Director, Centre for Teaching & Learning, Queen’s University, Canada.

**Fri. April 8**  
2 – 4:30

*Understanding & Incorporating Undergraduate Learning Experiences (UDLES) into Your Courses*

Dr. Joy Mighty

**Thurs. April 14**  
2 – 4:30 pm

*Team-Based Learning*

Dr. Joy Mighty

**Tues. April 19**  
9:30-12 noon

*Scholarship of Teaching & Learning*

Dr. Joy Mighty, Director

**Wed. April 20**  
1 – 2 pm

*Lunch & Learn Seminar –Diversity in the Classroom: Implications for Teaching & Learning*

Dr. Joy Mighty

Other events are announced throughout the semester