



THE MONA TEACHER

Volume 9, Number 2, November 2018

The UWI/Guardian Life Premium Teaching Award Ceremony



The UWI/Guardian Life Premium Teaching Awardee, Dr Aisha Spencer (third from left), Lecturer, Language and Literature Education in the School of Education, and Deputy Dean, Faculty of Humanities and Education flanked by the runners-up. Others in the photograph are left to right, Dr Wayne Palmer, a 2018 nominee/runner-up and Lecturer in the Department of Surgery, Radiology, Anaesthesia and Intensive Care as well as Deputy Dean for the Faculty of Medical Sciences; Professor Dale Webber, Pro Vice Chancellor and Principal of the UWI, Mona Campus; Mr Eric Hosin, President, Guardian Life Jamaica Limited, Miss Lisa Brown, a 2018 nominee/runner-up and Lecturer, Literatures in English, Department of Literatures in English and Dr Venkateswaro Rao Penugonda, a 2018 nominee/runner-up and Lecturer of Physics, Department of Physics.

The UWI/Guardian Life Premium Teaching Award Ceremony was held on Thursday, November 8, 2018 at 6:00 pm at the Mona Visitors' Lodge and Conference Centre on the campus of the UWI. This was the culmination of months of preparation for this ceremony. Earlier, we had announced the UWI/Guardian Life Premium Teaching awardee as Dr Aisha Spencer, Lecturer Language and Literature Education in the School of Education. We use this medium to extend heartiest congratulations to Dr Aisha Spencer. She was lauded for her pedagogical accomplishments at the Award Ceremony and presented special prizes.

Each premium teaching award cycle (the award is given biennially), the nominees are also honoured for their accomplishments. The runners-up/nominees were 1) Dr Wayne Palmer, Lecturer in the Department of Surgery, Radiology, Anaesthesia and Intensive Care and Deputy Dean for Educational Technology in the Faculty of Medical Sciences; 2) Dr Venkateswaro Rao Penugonda, Lecturer in the Department of Physics and; 3) Miss Lisa R. Brown, Lecturer in the Department of Literatures in English.

Cont'd on Page 3

Inside this Issue

PAGE 1 & 2

The UWI/Guardian Life Premium Teaching Award Ceremony

PAGE 2 - 3

Using feed-back to enhance learning

PAGE 2 - 3

The Premium Teaching Award Faculty Development Workshop

PAGE 4

Acknowledgement of Lecturers Scoring 4.5 on SET

PAGE 5-7

Other Happenings at the CETL

- Summer Teaching Institute

- Other Faculty Development Activities

PAGE 8

What is Student Engagement?

Using feed-back to enhance learning and the place of feed-up and feed-forward



Feed-back is an important concern in all levels of higher education, it plays a powerful role in learning. In the firmament of higher education, the importance of feedback is heralded with much fanfare. We look at it time and time again but certainly, in course design workshops and in assessment workshops. Feed-back comprises the sharing of information, processes activities or experiences with a learner with the intention of helping the student improve his or her learning. But good feed-back is not necessarily that which only comes from the lecturer. It can come from an external assessor or even a peer and good feed-back is performance-enhancing.

In giving feed-back, the concerns might be the student's attainment, progress or achievement. By student attainment we mean that which the student knows and understands at a given point in time. In terms of progress, the concern here is the current situation with respect to a specified goal, target or level. In relation to achievement, this is the learning outcomes as demonstrated through completed assignments or some other learning output. Carless (2015) is of the view that in defining feed-back, we ought to ensure that student engagement is taken into consideration, the student ought to be active in the process. Accordingly, he feels that feed-back is a process that calls learners to make sense of comments from teachers or peers and use them to enhance their work or learning strategies (Carless, 2015). In this definition, the role of students in the process is underscored and the need for action to be taken in response to the feed-back is given.

Feed-back Literacy

Students need to take responsibility for their own learning and become self-regulated learners and feed-back has a role in the realisation of this student outcome (Nicol & Macfarlane-Dick, 2006). Oftentimes, students do not use feed-back very well because they do not know how to use it. In this regard, they need to develop student feed-back literacy (Carless & Boud, 2018). Developing student feedback literacy might empower students to become self-regulated and self-directed learners. These types of learners are considered important in higher education.



Carless and Boud (2018) offer the following definition for student feedback literacy, "the understandings, capacities and dispositions needed to make sense of information and use it to enhance work or learning strategies" (p. 2). The following four interrelated features of student feed-back literacy were offered by these authors: appreciating feedback, making judgements, managing affect and taking action. Appreciating feed-back is the student coming to grips with the process, assigning it some value and realising that as a learner, for feed-back to be effective, I have to accept my role in the process. In making judgement, the focus here is on the student developing the competence to make decisions about the quality of the work being produced by himself or herself. The issue of managing affect relates to the students ability to deal with personal emotional responses (affect responses) when receiving feed-back. With respect to taking action, this is a reference to the student making sense of the feed-back and this suggests actively reviewing it and truly engaging with the comments so that it can be used effectively in subsequent work to improve learning outcomes. It is in this way that the feed-back loop will be closed.

There has been continuing talk about students' inability to use the feed-back received since, in the busy scheme of things, certainly amidst the busy academic life of students, they might not be able to use the feed-back effectively. Oftentimes, the feed-back is not clear since much of the marking of course work is about grading and accountability. Unless faculty are extremely intentional about the feed-back given, it might not be easily used for improvement. However, it is possible to design curriculum and assessment activities in ways that allow for feed-back to be incorporated. So, student assignment could be developed so that there is evidence of the feed-back offered in the first assignment being used or the second.

Peer feed-back might also be employed to develop feed-back literacy. Courses can be structured in such ways that each person gives and receives peer feed-back on a draft of an assignment. There might be guidelines or training provided by the teacher on how the feed-back is to be given. Students are then asked to use the feed-back given to revise the draft. Of course, this approach provides various opportunities for meaningful learning to occur. In the process of receiving a draft, reading the requirements and getting the information about the appropriate response, the student might be enlarged. In this regard, the door is open for additional learning to result. There is also opportunity for dialogue about the process which again holds out the possibility for advancing learning.

Cont'd on Page 3



The UWI/Guardian Life Premium Teaching Award Ceremony

Cont'd



Dr Aisha Spencer, UWI/Guardian Life Premium Teaching Awardee 2018, receiving her prizes from Mr Eric Hosin, President of Guardian Life Jamaica Limited.

The preparations for the Award Ceremony involved the call for the nominations, consultations on the award and consultation on the teaching portfolio development (in lieu of a workshop). Once the teaching portfolios were submitted they were sent to the judges appointed by the CETL. This year, Dr Linda Nilson, Educational Development Consultant and Director Emerita of the Office of Teaching Effectiveness and Innovation (OTEL) at Clemson University, South Carolina, USA was the Chief Judge and Keynote Speaker. She was supported by two other judges, 1) Dr Michelle McAnuff-Gumbs, Associate Professor and Program Chair in Literacy at the Thelma Lally School of Education at the College of St Rose in Albany, New York, USA, and 2) Dr Keisha Valdez, Senior Instructional Developer at the Center for Teaching Excellence at the Boston College, Boston, MA, USA. At this Award Ceremony, the chief judge officially announced the awardee and addressed the gathering on the topic: "What Creates Excellence in Teaching and Learning: Metacognition for Us and Our Students." Her keynote address was well received.



The UWI/Guardian Life Premium Teaching Awardee, Dr Aisha Spencer (far right) in discussion with from left to right, Mrs Alicia Foster, Vice President, Employee Benefits, Guardian Life Limited, Professor Dale Webber, PVC and Principal of the UWI, Mona Campus, Professor Ian Boxill, Deputy Principal of the UWI, Mona Campus and Dr Camille Bell-Hutchinson, Registrar of the UWI, Mona Campus.

On hand, at the award ceremony to offer congratulations and present awards were the Pro Vice Chancellor and Principal of the UWI Mona Campus, Professor Dale Webber and the President of Guardian Life Jamaica Limited, Mr Eric Hosin. Several senior managers of Guardian Life were also present and senior managers from the Mona Campus as well, they supported the awardee and nominees by their presence and expressions.



Mr Damian Facey, Administrative Assistant of the CETL making a presentation to the UWI/Guardian Life Premium Teaching Chief Judge and Keynote Speaker, Dr Linda Nilson.

Using feed-back to enhance learning and the place of feed-up and feed-forward

Cont'd

Feed-back, feed-forward and feed-up

Hattie and Timperley (2007) point out that in order to enhance student learning effectively, feed-back should be useful, of high quality and contain feed-back, feed-forward and feed-up information. By "feed-up" information, attention is being called to making the learning expectations of the student known in explicit ways. This might be accomplished by providing the assessment criteria. "Feed-back" information provides information to students about their current performance. This information will offer insights concerning what was done well and what needs improvement. The information considered "feed-forward" is that which offers the learner the path forward, how to proceed and how to improve. For some, for instance, Black and William (2009), dialogue between the student and teacher or with the student and peer, enhances the feedback, enabling it to be more effective.

References

- Black, P., & William, D. (2009). Developing the theory of formative assessment. *Educational Assessment Evaluation and Accountability* 21, 5-31.
- Carless, D. (2015). *Excellence in university assessment: Learning from award-winning practice*. London: Routledge.
- Carless, D., & Boud, D. (2018). The development of student feedback literacy: Enabling uptake of feedback. *Assessment and Evaluation in Higher Education*, <https://doi.org/10.1080/02602938.2018.1463354>.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research* 77, 81-112.22
- Nicol, D.J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education* 31, 99-218.

The Premium Teaching Award Faculty Development Workshop

Workshop Title: “Self-Regulated Learning and Metacognition: Active Learning on the Inside.”



Dr Linda Nilson leads the Premium Teaching Faculty Development Workshop on “Self-Regulated Learning and Metacognition: Active Learning on the Inside.” The Workshop was held on Friday November 9, 2018 at the Multifunctional Room, Main Library, UWI Mona.

As a companion to the Award Ceremony, the CETL hosted a workshop that was facilitated by the keynote speaker at the UWI/Guardian Life Premium Teaching Award Ceremony, Dr Linda Nilson. The title of the workshop was “Self-Regulated Learning and Metacognition: Active Learning on the Inside.” Over 40 faculty members attended the workshop and received training in the use of metacognitive strategies to improve teaching and learning in their classrooms.

Acknowledgement of Lecturers Scoring 4.5 on Student Evaluation of Teaching

At the Award Ceremony, the CETL in partnership the Office of the Deputy Principal acknowledged lecturers who scored 4.5 on our five point scale in the student evaluation of teaching (SET) done each semester. These lecturers were specially invited to the Award Ceremony as “Distinguished Invitees.”



Faculty Members of the UWI Mona Campus scoring 4.5 and above on the Student Evaluation of Teaching (SET) posed for a picture (with Campus leaders) at the UWI/Guardian Group premium teaching Award

Other Happenings at the CETL

The Summer Teaching Institute

Each year, during the summer months, various faculty development exercises take place at the CETL. Together, they form the Summer Teaching Institute. The thinking here has been to use the times during the academic year when faculty are likely to have more time available to schedule faculty development programmes. Over the years, we have used especially, the summer period to get faculty equipped for their teaching tasks.

New Academic year

The new academic year commenced in August 2018 and the CETL began to offer faculty development activities, taking into consideration the UWI Triple A strategy (access, alignment and agility) and its own strategic development commitments. The CETL had already committed itself to growth and development as a mature centre over the period 2017-2022, to be a more accessible centre, aligned to university initiatives and teaching and learning imperatives and agile in its pursuit of faculty development activities to impact student learning.

Just-in-Time Course Design Workshop



There was a full house for the Annual Course Design Workshop on Wednesday August 29, 2018 at the Training Room, CETL.

The annual course design workshop called the “Just-in-time Course Design Workshop” was held on Wednesday August 29, 2018 from 9:00 am to 4:00 pm at the Training Room of the CETL. This year, 28 faculty members attended the workshop and were introduced to the various components in designing a course following international best practices in curriculum development and the UWI requirements. Drawing from Fink (2003), participants of the workshop were introduced to the concept of significant learning and the principles of effective course design. A special emphasis of the workshop was crafting learning outcomes and the need for careful selection of content, learning strategies and appropriate assessment to ensure alignment.



Teamwork was a feature of the Just-in-time Course Design Workshop held Wednesday, August 29, 2018 at the Training Room CETL. Here a team deliberates together as they developed learning outcomes.

The Summer Teaching Institute

Cont'd from page 5

21st Century Technologies Academy (August 20-24, 2018)



Faculty member Dr Helen Trotman-Edwards Edwards (Deputy Dean, Faculty of Medical Sciences, Teaching and Learning) receives a certificate for being an outstanding student at the Technologies Academy held August 20-24, 2018 at the CETL Training Room

The concept of the 21st Century Technologies Academy has been in the pipeline for some time at the CETL. The purpose of this Technology Academy is to expose faculty to 21st century technologies that may be used to improve teaching and learning at UWI. In this faculty development initiative, hands-on technologies were introduced in the various workshops/classes. These activities when completed earned for the participants academic credit towards the award of the CETL technology certificate. The aim of this programme is to develop the skills and competencies of faculty in the use of 21st century technologies for teaching and learning in the UWI classroom and online. Through the exposure to the various educational technologies provided by this programme and continued development through mentorship, faculty are expected to become competent in the use of the technologies for teaching and learning, the faculty member is expected to develop significant competencies and skills to, in time, mentor other faculty members. This first Academy was facilitated by Mrs Michelle Stewart-McKoy, adjunct faculty developer of the CETL.



Faculty Members discussing aspects of a group assignment at the 21st Century Technologies Academy held August 20-24, 2018 at the CETL Training Room

Certificate in University Teaching and Learning

CUTL5001, Cohort 8

This year, the CETL welcomed a new cohort of students (Cohort 8) for the Certificate in University Teaching and Learning (CUTL) programme. For this academic year, the programme commenced on August 13, 2018 with the teaching of the course CUTL5001: Teaching and Learning, Theory to Practice. The course was facilitated by Adjunct Lecturer of the CETL, Dr Dian McCallum who is a full time Lecturer in the School of Education, UWI, Mona Campus. The course was offered for the entire week, August 14-18, 2018 with classes each day from 9:00 am to 4:00 pm. In order to complete the required contact hours, two additional face-to-face workshops were planned during the semester.

CUTL5106: Teaching with Technology, August 20-24 and beyond

The course CUTL5106 was offered to members of Cohort 7 during the week, August 20-24, 2018. Unfortunately, only eight members of this cohort were able to participate in the teaching and learning sessions for this course. However, the facilitator, Mrs Michelle Stewart-McKoy was undaunted and ably taught the class to use various 21st century technologies to get students excited about learning and engaged during the process.



Students in the CUTL 5106 class held August 20-24, 2018

Other Faculty Development Activities during the Semester

Departmental Workshops

Flipping the Classroom Workshop for FMS



The facilitator of the “Flipping the Classroom” workshop, Mrs Michelle Stewart-McKoy, Adjunct Faculty Developer at the CETL held at the Archibald McDonald FMS Teaching and Research Complex

On Thursday August 29, 2018, the CETL hosted various lecturers with responsibilities for coordinating or leading teaching in various courses and programmes in the Faculty of Medical Sciences (FMS) for a special customised workshop, “Flipping the Classroom for the FMS”. The workshop was held in the Archibald McDonald FMS Teaching and Research Complex. This workshop was developed to simulate the flipping model of teaching and learning. Hence, faculty members had to prepare workshop content before the workshop and attended the faculty development activity prepared and ready to engage in the teaching and learning tasks. These tasks were designed to help them connect to various aspects of the flipping the classroom pedagogy. The feedback from this workshop suggests that participants were highly engaged and learned skills that they were able to take to their classes



Dr Tomlin Paul, Dean of the Faculty of Medical Sciences addressing the “Flipping the Classroom” Workshop on August 5, 2018 at the Archibald McDonald FMS Teaching and Research Complex



A section of the participants at the “Flipping the Classroom” Workshop. A special workshop for the Faculty of Medical Sciences held on August 30, 2018 Archibald McDonald FMS Teaching and Research Complex

Special Customised Teaching Skills Workshop for the UWI Centre for Hotel and Tourism Management

A special customised Teaching Skills Workshop was held September 5-7, 2018 in Nassau, The Bahamas for the faculty of the UWI Centre for Hotel and Tourism Management, Nassau, The Bahamas. The participants were introduced to the major components of teaching, including writing lesson plans and teaching the lesson. There was also a micro teaching session on the final day of the workshop.

Special Customised Course Design Workshop: Aspects of Course Design and Development: Objectives and Learning Outcomes, etc. (for Faculty of Engineering)

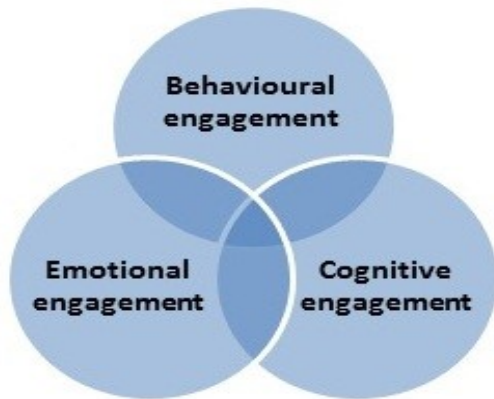
On Thursday, October 25, 2018, the newest faculty on campus, the Faculty of Engineering hosted a special customised course design workshop in the Faculty’s computer laboratory. This workshop was developed to focus principally on course objectives and learning outcomes based on the requirements of the Accreditation Board for Engineering and Technology (ABET). The workshop was supported by full time and part time faculty of the Faculty both face-to-face and remotely. This was the first such in-faculty educational development activity and it is hoped that there will be many more as the faculty seeks to roll out more courses and programmes and keep in line with the ABET requirements.

Special Customised Course Design Workshop: Aspects of Course Design and Development: Assessment etc. (for Faculty of Engineering)

This was the second part of the special customised course design and development workshop for the Faculty of Engineering. It was held on Thursday, November 29, 2018 at the faculty. The focus in the second part of the workshop was on assessment. Once again the requirements of the campus and of the accrediting body, ABET were treated in this faculty development exercise.

What is Student Engagement?

Different Definitions of Student Engagement



NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)

“Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students into their studies and other educationally purposeful activities. The second is how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning.”

Retrieved from: <http://nsse.indiana.edu/html/about.cfm>

EDUCATION TESTING SERVICE

“Student engagement is central to good teaching. In the engaged classroom, students actively construct understanding by collecting, manipulating, and analyzing information. Research supports the use of a variety of teaching strategies to increase student engagement.”

Retrieved from: <https://www.slideserve.com/nancy/promoting-student-engagement-in-the-classroom>

ALEXANDER ASTIN’S “INVOLVEMENT”

“Quite simply, student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience” (Astin, 1984, p. 297).

HIGH-IMPACT LEARNING EXPERIENCES ADVANCES STUDENT ENGAGEMENT

George Kuh’s High Impact Practices List

- ◆ Common Intellectual Experiences
- ◆ Learning Communities
- ◆ Writing –Intensive Courses
- ◆ Collaborative Assignment and Projects
- ◆ Undergraduate Research
- ◆ Diversity/Global Learning
- ◆ Service Learning, Community-Based Learning
- ◆ Independent Study/Self Designed Major
- ◆ Study Abroad
- ◆ Foreign Language Course Work
- ◆ Capstone Courses and Projects
- ◆ Internships

Student Engagement
motivation
graduation
relationships
resiliency
success
climate
culture

Dimensions of Student Engagement: A Model (Krause, 2006)

