Dr. Damien King Wins The Faculty of Social Science Teaching Award

Dr. Damien King receiving his award from Prof. Archibald McDonald, Principal of The UWI, Mona, Campus at the Faculty of Social Sciences Awards Ceremony on January 16, 2014.

Dr Damien King, Senior Lecturer and Head, Department of Economics was declared the 2012/2013 winner of the Faculty of Social Sciences Award for Excellent Teaching. On February 21, 2014 one of the Research Days at the University of the West Indies, Mona Campus, Dr King made the winner's presentation on excellent teaching. He chose as his topic: **Teaching and the Ideal UWI Graduate.** In his lecture presentation he pointed out that FOUR GUIDELINES underscored his approach to successful and impactful teaching. These guidelines were:

1. Motivation is the basis of learning;
2. Relevance is the motivation for learning;
3. Relevance is demonstrated through the syllabus, questions, examples and cues;
4. Learning objectives and learning guidelines ensure that they get what they need.

Dr. King stated that in planning for teaching he accepted the presumption that coming to college/university and doing the courses that he taught was not an obligation for his students.

In his thinking, they did not have to come to university and they did not have to take his classes.

In his lecture presentation, he also indicated that undergirding his teaching was the belief that "people learn what they are motivated to learn." From this perspective, Dr King made the point that, babies will learn to walk because they soon learn that it is more productive to walk than to creep or be lifted up. Similarly, students at the university were more than likely knowledgeable about the procedures involved in downloading an app for a smart phone since they were motivated to do that and they made it a point of their business to learn how to download the app. So, for Dr King, motivation was an all important factor in learning and pride of place was given to this reality as he planned for teaching.

Dr. Damien King making the winner's presentation on excellent teaching on February 21, 2014.

Reconceptualizing Teaching in Higher Education

Today's digital, fast-paced, media-fueled, multi-tasking, video-game isolating life is changing the way human minds develop, operate, remember, process and apply facts. There is increasing evidence that students brains are wired differently today. Indeed, several cognitive scientists (Carr, 2010, Medina, 2008, Stauch, 2011) posit this view. To accept the perspective that our students come to university with brains that are wired differently from students of the pre-digital era should mean something. As university teachers there must be a willingness on our part to teach in different ways. That means, we must rethink our teaching practices or reconceptualize teaching in higher education. If our students' brains are wired differently, and if this rewiring will continue throughout their university years into adulthood, then it behooves all of us to develop appropriate pedagogical strategies to deal with these students. Hence, the issue of reconceptualizing teaching could very well be a response to changing brain activities, new approaches to learning and especially, the use of 21st century technology in higher education.

There is no doubt that 21st century technology is issuing a clarion call to faculty in institutions of higher education to reconceptualize teaching. The facilitation of learning cannot take place in a linear and unimodal format, once associated with the lecture. The emerging technology offers faculty meaningful choices in how they might teach their students and how education might be effectively advanced by using new types of messages and experiences. There are multiple opportunities to utilise technology, for instance in providing simulations, and opportunities for students to experience virtual worlds. Faculty in many colleges and universities have been responding to the opportunities presented by the increasing technological capacity of colleges and universities and of course, the perceived interests of students. In some cases, students are demanding greater use of the available technology. In this regard, members of faculty are confronted with the need to learn new skills, teach in new ways, and create a different teaching and learning environment.
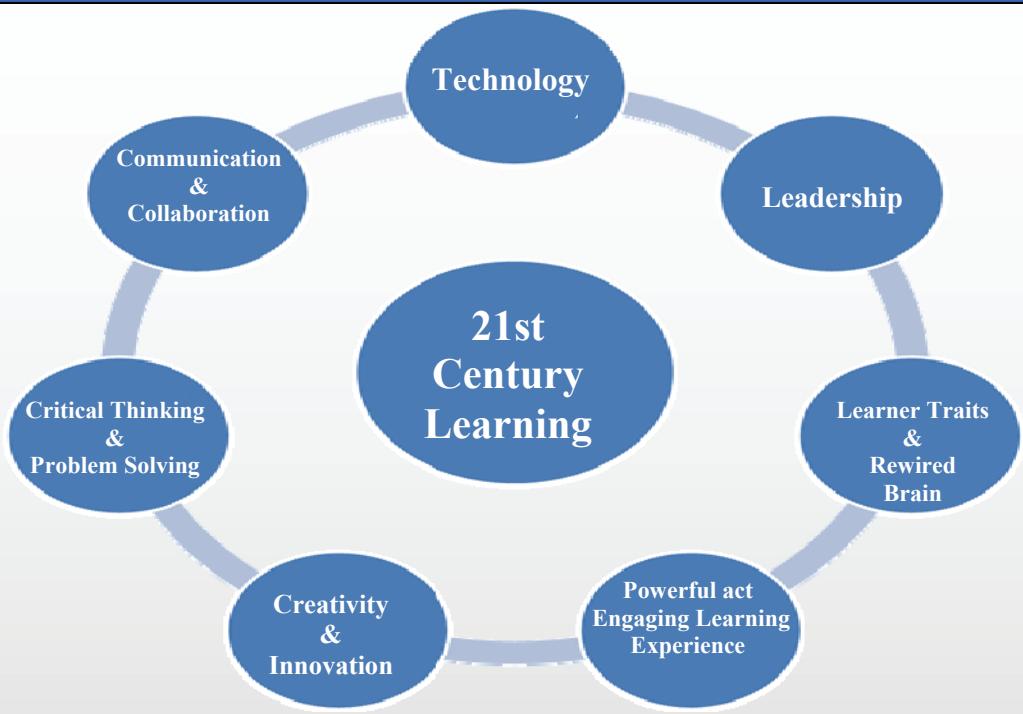
With the proliferation of 21st century educational technology tools, learning environments will have to incorporate technology usage. Students in any learning environment will interact with the teachers, students, experts, content and of course with a variety of technological tools including interactive whiteboards, cameras, camcorders, student response systems, digital content and social media tools. A technology-rich classroom will facilitate more visual and interactive engagement of content. In these technology-rich environments, traditional teaching is likely to be transformed. This transformation might be evidenced in the presentation of the content, the engagement of the students, the sequencing of the instruction and the real life relationships that can be demonstrated meaningfully.

In a real sense, the 21st century technology has initiated a new digital educational paradigm that calls for the reconceptualization of teaching and some of this is already taking place with online education, flipping the classroom and the introduction of MOOCs. This new educational paradigm will require faculty to be trained to properly integrate technology into their teaching.

Dr. Damien King Wins The Faculty of Social Science Teaching Award cont'd

Dr King noted that students came to college to do the following:
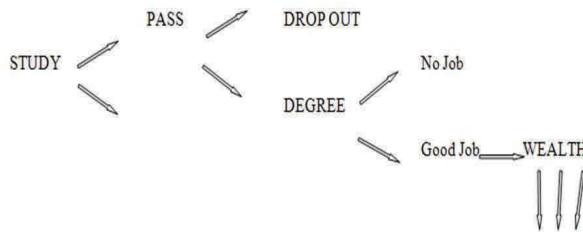
In Dr King's thinking, the student will ask, "why should I be interested in this aspect of the course or in this course overall?" He indicated that his response to the student would be, "this is relevant to your daily life." Further, this award winning lecturer noted that there was much merit in working to demonstrate to the student how relevant the subject matter content was to his or her life. He was therefore always concerned about the following question as he planned his teaching and learning engagements: "How can I communicate to the student that the things that I do are relevant to his or her daily lives?" For King, relevance was communicated directly and subliminally.

Communicating Relevance to Students

1. Design of Syllabus

According to King, "I try to show the things that are relevant to my students' life in terms of **how I design my syllabus**." Hence, using textbooks written by foreign authors presented some challenges. He noted that in many of these textbooks from first world countries, enough attention was not paid to poverty and economic growth which were important issues in a Caribbean society. Therefore, he ensured that these concerns were discussed with significant details in his courses.

2. Questions

Dr King also advised that on the first day of class he usually pointed out to the students that several questions would be answered in the course that were important to them, to their own lives, for instance: "Why are we poor? What happens when the dollar devalues etc?" These questions he explained, motivated the students to pay attention and learn.

3. Applications /Examples

In outlining his successful teaching approaches, Dr. King continued: "I try to use applications and examples that the students understand and can make sense of."

4. Visual Cues

There was also the use of visual cues that were meaningful and culturally relevant in Dr King's pedagogical toolkit.

Other Key Elements of King's Teaching Approaches

i. **Learning Objects**
   Institution, Programme, Course, Lecturer;

ii. **Graphics and Animation**
   Find the best delivery method;

iii. **Breaking the Boredom**
   Props and video;

iv. **Learning Guideline**
   Tell them what is important.
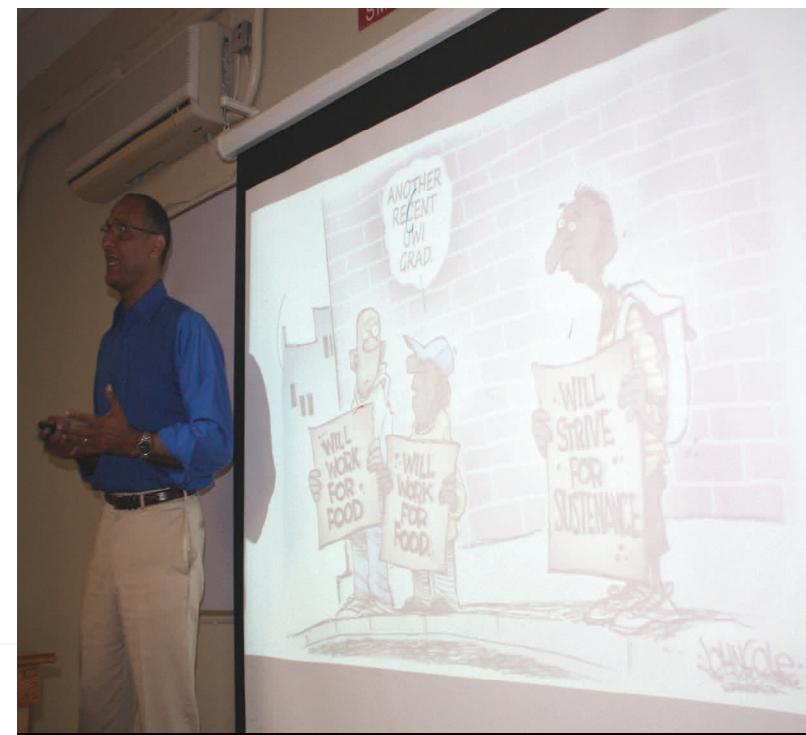
Dr. Damien King, Senior Lecturer, Head of the Economics Department, and most outstanding teacher in the Faculty of Social Sciences, 2012-2013, seen here presenting on the topic "Teaching and the Ideal UWI Graduate."

The Inaugural Teaching with Technology Showcase

Mrs. Chevonnese Chevers-Whyte (Lecturer, CARIMAC) explains the purpose of "Using Google Apps to Monitor Group Work" to a participant of the Technology Showcase.

The first ever teaching with Technology showcase was held at the CETL on April 14-16, 2014 from 12 noon to 2:00 pm each day. This mini conference/exhibition provided an opportunity for faculty to showcase innovative pedagogical strategies using technology through poster presentations and roundtable presentations/discussions. The sessions attracted a wide cross section of faculty interested in innovative teaching using 21st century technology.

## In the poster presentation sessions, the following approaches to teaching were offered:

- *"Using Skype in the teaching of a foreign language"* presented by Mr. Yeferson Romaña Correa, Foreign Language Assistant (Spanish), The UWI, Mona Campus;
- *"New Media in Higher Education"* presented Miss Astarte Daley, Lecturer, CARIMAC, The UWI, Western Jamaica Campus & Miss Felecia Daley, Information Technologist, MITS, The UWI, Western Jamaica Campus; and
- *Using web 2.0in the classroom* presented by the Centre for Excellence in Teaching and Learning, The UWI, Mona Campus;
- *"Using Google Apps to Monitor Group Work"* presented by Mrs. Chevonnese Chevers-Whyte, Adjunct Lecturer, CARIMAC, The UWI, Mona Campus.

"Effects of New Media in Higher Education" presented *by* Miss Astarte Daley, Lecturer, CARIMAC, The UWI, Western Jamaica Campus & Miss Felecia Daley, MITS, The UWI, Western Jamaica Campus.

Towards New Educational Frontiers: Technologies for Teaching & Learning

2000's
New Millennium

Wide availability of new and emerging technologies

The new Read/Write Web (Web 2.0)
- Blogs
- Wikis
- Podcasts
- Social networking

Web3.0

facebook

twitter

myspace.com

1990's

Increased access to information

Internet-based
Web-based
Computer-based
technologies

Active, interactive & immersive learning

Mobile learning

1980's

Transfer of Data

Personal Computing

Games, simulations, Virtual Worlds

Tutorials, presentations, drill & practice

Growth in online & distance learning opportunities

Virtual learning communities Information sharing

The Inaugural Teaching with Technology Showcase cont'd

The paper *"Effective Clicker Use in Higher Education"* was presented by Miss Mortilaine Riley (left), Instructional Technologist, The UWI, MITS supported by two of the co-authors Dr. Livingston White, Lecturer (right), CARIMAC and Dr. Winklet Gallimore, Lecturer, Department of Chemistry (far right). The following faculty members also contributed to the paper: Mrs. Andrea McPherson, Lecturer, UWISON; Dr. Keren Cumberbatch, Lecturer, Department of Language, Linguistics and Philosophy and Dr. Thaon Jones, Senior Lecturer, Dentistry Programme, Department of Basic Medical Sciences.

"Using facebook to Teach" presented by Mr. Roger Bent (above), Manager, Academic Support Unit, Office of Student Services and Development.

The paper *"Using OurVLE for Classroom Tests"* was presented by Mrs. Douladel Tyndale (above), Lecturer, Mona Ageing and Wellness Centre. The following Lecturers also contributed to the writing of the paper: Dr. Colette Cunningham-Myrie, Lecturer, Department of Community Health and Psychiatry, Dr. Trevor Ferguson, Lecturer, Epidemiology Research Unit, TMRI and Prof. Affette McCaw-Binns, Head, Department of Community Health and Psychiatry.

Above Miss Jessica Lewis, Librarian, Mona Information Literacy Unit (MILU), The Main Library, Mona Campus presenting her paper *"UWILinC: Anytime, Anywhere, Information Discovery."*

Here, Dr. Monica Taylor, Senior Lecturer, Department of Language, Linguistics and Philosophy is seen presenting her paper *"Using Turnitin's GradeMark Tool."* She also demonstrated the use of Turntin online.

The other papers presented were:

1. *"Effects of New Media in Higher Education"* presented *by* Miss Astarte Daley, Lecturer, CARIMAC, The UWI, Western Jamaica Campus & Miss Felecia Daley, MITS, The UWI, Western Jamaica Campus;

2. *Using Google Services to Teach"* presented *by* Mrs. Chevonnese Chevers-Whyte, Lecturer, CARIMAC, The UWI Mona Campus.

Highlights of CETL Programmes this Semester

The Revised GPA Scheme

Training

The University of the West Indies will introduce the revised GPA Scheme that was approved in 2011 by the Board for Undergraduate Studies (BUS) in academic year 2014/2015. In preparation for this change, the Centres for Excellence in Teaching and Learning on all land campuses of The UWI have been asked to collaborate in the development and delivery of a training programme for all relevant stakeholders.

Over the last few months, these training opportunities have been rolled out. The relevant stakeholders who have participated in this training programme at Mona included members of academic staff (FT and PT) and administrative staff.

New Feature

One of the new features associated with the Revised GPA will be the generic grade descriptors. These will be used in conjunction with the revised GPA scheme. These grade descriptors will provide explanatory information concerning expected knowledge, skills and competencies associated with each grade band. The descriptors should help to align the assessment and grading process with the expressed learning outcomes. It is hoped that they will also help to make assessment more transparent and objective at the UWI. To see the new grade descriptors click on this link: http://www.uwi.edu/documents/obus/gradedescriptors.pdf.

Lecturers of the Faculty of Science and Technology at their GPA Workshop on Tuesday April 22, 2014 held in the C7 Lecture Theatre, Department of Chemistry.

The Class of the Degree

THE DEGREE CLASSIFICATION

Old Degree Classification		New Degree Classification	
FIRST	3.60 – 4.30	FIRST	3.60 – 4.30
UPPER SECOND	3.00 – 3.59	UPPER SECOND	3.00 – 3.59
LOWER SECOND	2.00 – 2.99	LOWER SECOND	2.50 – 2.99
PASS	1.00 – 1.99	PASS	2.00 – 2.49
[FAIL	0.00 – 0.99]	[FAIL	0.00 – 1.99]

Quality Points Associated with the Revised GPA

GRADE	QUALITY POINT	% RANGE	GRADE	QUALITY POINT	% RANGE
A +	4.30	86-100	A+	4.30	90-100
A	4.00	70-85	A	4.00	80-89
A-	3.70	67-69	A–	3.70	75.79
B+	3.30	63-66	B+	3.30	70-74
B	3.00	60-62	B	3.00	65-69
B–	2.70	57-59	B–	2.70	60-64
C+	2.30	53-56	C+	2.30	55-59
C	2.00	50-52	C	2.00	50-54
C-	1.70	48-49	F1	1.70	45-49
D+	1.30	43-46	F2	1.30	40-44
D	1.00	40-42	F3	0.00	0-39
F	0	0-39			

Highlights Cont'd.

Enhancing Teaching and Learning with Technology in Higher Education

Throughout the last semester, the Centre for Excellence in Teaching and Learning has been hosting several seminars and a major workshop to better prepare faculty to integrate 21st century technology in their teaching. These faculty development sessions, especially the workshops were usually in great demand and oversubscribed. On January 16 & 17, 2014, Dr Paula Daley-Morris, Lecturer of Information Technology in Education in the School of Education at the UWI Mona was the guest facilitator for the "Enhancing Teaching and Learning with Technology in Higher Education Workshop." The purpose of the workshop was to enhance the skills and competencies of faculty in teaching with 21st century technology tools. Three sessions were available dealing with different technology tools that might be used in higher education. In session one, the focus was on blogs, hence the sub topic: "Supporting Teaching with Blogs: An Introduction to Word Press." During the second session, the focus was on podcasts and the sub topic for consideration was "Teaching through Podcasts: An Introduction to Podomatics." For the third session, participants looked at how videos could be used in their teaching, hence the sub-topic: "Infusing images and audio in multimedia presentations."

Participants in the Teaching with Technology in Higher Education Workshop (January, 2014) being assisted by the computer lab assistant.

Teaching Skills Workshop, 2014

For many years, the CETL has been hosting a three day, teaching skills workshop during the semester break period following the Christmas holidays to introduce faculty to the art and science of student-centred teaching. An important feature of the workshop from the very outset has been the session on micro-teaching. Over the years, it has been a most successful workshop. In January 2014, the Annual Teaching Skills Workshop had to compete with the Teaching with Technology Workshop and suffered a decline in attendance. The workshop was held January 13-15, 2014. A group of 14 lecturers attended and benefited from the various faculty development activities. Facilitators included the following persons:

- Dr. Beryl Allen (former Head of the CETL);
- Dr. Mairette Newman (Lecturer, School of Education)
- Dr. Carmeneta Jones (Lecturer, Department of Language, Linguistics and Philosophy);
- Dr. Mervin E. Chisholm (Manager/Coordinator, CETL).

Prof. Ishenkumba Kahwa, Deputy Principal of The UWI, Mona Campus addressing participants at the Teaching Skills Workshop, January 13, 2014.

Teaching Skills Workshop, 2014

cont'd

Participants in the annual Teaching Skills Workshop engaged in various teaching and learning activities to build up their pedagogical tool box, here Dr. Mairette Newman (right) is seen taking them through a game.

Lecturers engaging in group learning activities at the annual Teaching Skills Workshop.

Student Evaluations of Teaching (SET) at The UWI, Mona Campus

Student evaluations of teaching (SET) remain the most prominent and the primary source of data used to evaluate classroom teaching at many colleges and universities internationally. This is also the case in the Anglophone Caribbean and at the leading research institution in the Anglophone Caribbean; the University of the West Indies (UWI), SET remain the only method of the evaluation of the teaching of the faculty.

The SET at The UWI, Mona Campus is problematic. The anecdotal evidence suggests that many students do not participate in the exercise because they do not believe their perspectives will be utilised in any meaningful way to impact the quality of teaching. The response of some faculty to the process is also mixed as there is acceptance and contestation across the university. Skepticism, cynicism, distrust and outright dismissal are some of the responses by The UWI Mona Campus faculty and these have been communicated in anecdotal responses and verbally in various faculty meetings over time.

Based on calls for something to be done about SET at The UWI, Mona Campus, over the last academic year, the university embarked on a programme to revise the SET instrument. The Office of the Deputy Principal which has responsibilities for the SET established working committees to review the instrument and to move the evaluation exercise online. The process is continuing and reports have been made to the Academic Board. With feedback from the Faculty Boards and some expressions of dissatisfaction with the recommended instrument, the committee with responsibility for the revised instrument is working to produce an instrument for faculty feedback in August and September 2014.

How might the reconceptualization of teaching be realised?

Reconceptualizing teaching will certainly be realised when we can move to a model of connected teaching. In this model, teams of connected teachers will replace individual practitioners and classrooms will be connected with ongoing access to data and analytic tools. In reconceptualizing teaching, teachers will need to have access to resources to create their own content. Therefore, reconceptualizing teaching will call for a 21st century classroom with interactive whiteboards, colour printers and scanners, digital document readers, video and web cameras; quality microphones, headphones and flash memory or portable storage devices. Desk top and web publishing software and PDF file creation software, graphic manipulation software, image libraries and audio and video editing software will also be needed. A few workstations with visualization and 3D modeling software would be helpful.

There are technologies that are almost indispensable in the 21st century classroom, for instance, the projector, whether Liquid Crystal Display (LCD) or Digital Light Processing (DLP). The projector provides opportunities for sharing of information in the classroom. Audiovisual solutions such as interactive whiteboards and integrated sound systems enable personalized learning and can reframe concepts that are puzzling and troubling for students. Web cameras are readily used by students in their social lives and can be utilised in the classroom and for educational pursuits to help students connect with each other and with experts from around the world. The document camera enables active learning to be realised. Video camcorders allow students to create content and do multimedia projects.

In reconceptualizing teaching, all stages of the process need to be engaged: objectives, introduction, delivery of content and assessment. The use of audiovisual content to grab students' attention at the outset of a lesson might be one approach. Then, the teacher can transition to meaningful and engaging content. Technology offers significant advantages when it comes to processing new content, for instance a youtube video can be played, paused, fast forwarded, rewound and played again at one's leisure. These functions are not available in the traditional lecture. There are other approaches that might be employed in dealing with the content, for example a TED talk or the use of available engaging video. Technology can be used to add asynchronous discussions, self assessments, simulations, adaptive delivery among a myriad of current and future features. Instead of talking about some activity that you might be discussing in class, provide students with an opportunity to see the activity through the use of audio visuals.

Of course the use of student response systems provide opportunities for assessment to be done and feedback can be provided.

It must be noted that as we move to a technology enabled classroom, the hardware and software are important in working together to enable students and teachers to engage in activities that will advance learning. If these tools are not functioning as they are needed, learning will be disrupted. The technology is therefore absolutely necessary to help students learn the important content areas of the curriculum and further, to enable them to develop the 21st century skills that will make them competitive.

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To be continued in the next edition of this newsletter

Emerging Trends: More Paths of Communication
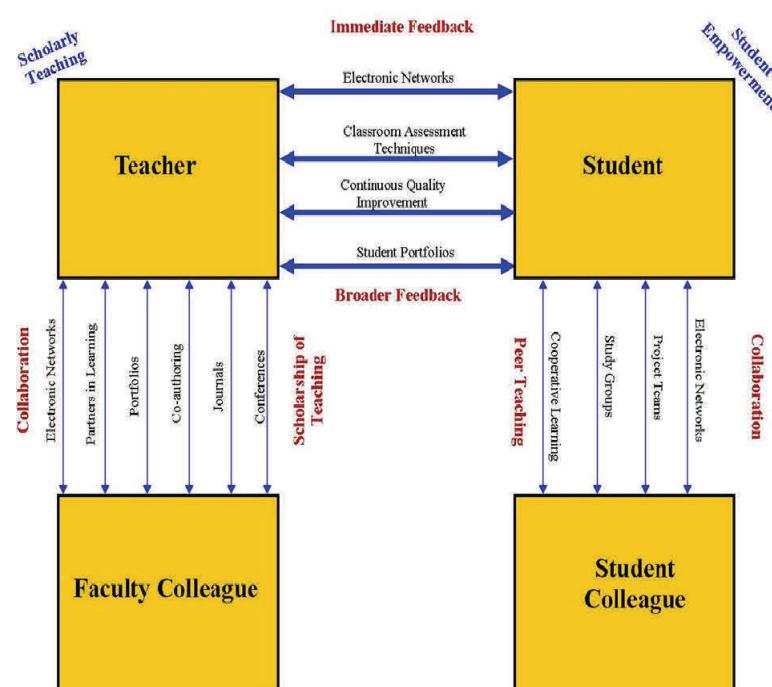
Upcoming Faculty Development Activities at the CETL

★ GPA Seminars August 12 & 14, 2014 from 10:00 am to 1:00 pm

★ CETL Summer Institute

- Certificate in University Teaching and Learning Classes, August 18-22, 2014 9:00 am to 3:00 pm

- Teaching with 21st Century Technology Workshop, August 25-26, 2014, 9:00 am to 4:00 pm

- Course Design Workshop: Backward Design, August 27, 2014, 9:00 am to 4:00 pm

★ Orientation to University Teaching for New Faculty, August 28 & 29, 2014, 9:00 am to 4:00 pm (Thursday) and 9:00 am to 1:00pm (Friday)

★ UWI/Guardian Life Premium Teaching Award Ceremony, October 9, 2014 at 6:00 pm at the Mona Visitors' Lodge
Keynote Speaker and Chief Judge: Dr. Elizabeth Barkley, Foothill College, California, USA

★ UWI/Guardian Life Premium Teaching Workshop, October 10, 2014 at 9:00 am at the Multi-Functional Room, Main Library
Facilitator: Dr. Elizabeth Barkley, Foothill College, California, USA.

How tech savvy are you?

Identify the following Web 2.0 icons: