



THE MONA TEACHER

Volume 7, Number 2, November 2016

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The UWI/Guardian Group Premium Teaching Award, 2016



The UWI/Guardian Group Premium Teaching Awardee Dr Helen Trotman-Edwards (right), Senior Lecturer in the Department of Child & Adolescent Health, Faculty of Medical Sciences, UWI Mona and a Consultant Neonatologist with clinical responsibilities in the Department of Child Health at the University Hospital of the West Indies accepting her award from Guardian Life, Jamaica Vice President, Employee Benefits, Mrs. Alicia Foster. (left).

On October 6, 2016 at the Mona Visitors' Lodge and Conference Centre, on the UWI Mona Campus, Dr Helen Trotman-Edwards was declared the awardee of the UWI/Guardian Group Premium Teaching Award 2016. This arose from the 2016 renewal of this most prestigious award for excellence in University teaching at the UWI, Mona campus. The CETL and the Guardian Group partnered this year, again to offer the UWI Premium Teaching Award and The Premium Teaching Workshop. Faculty members were invited to apply for this most prestigious teaching award and from the applicants, five finalists were shortlisted. They supplied teaching portfolios and these were adjudicated by a panel of judges from

universities in the USA.

The five finalists were as follows:

- Dr Yewande-Lewis Fokum, Lecturer in Language Education, School of Education.
- Dr Ruby Lisa Lindo, Senior Lecturer in the Department of Basic Medical Sciences.
- Dr Marina Ramkissoon, Lecturer in the Department of Sociology, Psychology and Social Work, as well as the Associate Dean for Graduate Studies and Research in the Faculty of Social Sciences.

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The UWI/Guardian Group Premium Teaching Award, 2016

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Chief Judge and Guest Speaker Professor Barbara Oakley addressing the audience on the topic "Learning how to learn: Powerful Mental Tools to Help You Handle Tough Subjects" at the UWI/Guardian Group Premium Teaching Award Ceremony, October 6, 2016.



Two of the nominees for the UWI/Guardian Group Premium Teaching Award Dr Marina Ramkissoon (2nd left) and Dr Yewande Lewis-Fokum, (4th left) with from left to right Professor Ishenkumba Kahwa, Deputy Principal UWI, Mona Campus and Mrs. Alicia Foster, Vice President, Guardian Group, Employee Benefits.

- Dr Damien King, Senior Lecturer and a former Head of the Department of Economics.

- Dr. Helen Trotman-Edwards, Senior Lecturer in the Department of Child & Adolescent Health, Faculty of Medical Sciences, UWI Mona and a Consultant Neonatologist with clinical responsibilities in the Department of Child Health at the University Hospital of the West Indies.

There were three judges and they agreed that the awardee would be Dr Helen Trotman-Edwards and this prestigious award was presented on October 6, 2016 at an impressive ceremony at the Mona Visitors' Lodge and Conference Centre on the UWI Mona Campus. The Chief Judge and Guest Speaker was Dr Barbara Oakley, a Professor of Engineering at Oakland University in Rochester, Michigan, USA; a Visiting Scholar at the University of California, San Diego; and Coursera's inaugural "Innovation Instructor." Supporting judges were Dr Ruby Cain, Assistant Professor of Adult and Community Education at the Ball State University in Muncie, Indiana, USA and Dr Dianne Ramdeholl, Associate Professor of Adult Education at the Empire State College in New York, USA.

Our Chief Judge and Guest Speaker Professor Oakley addressed the audience on the topic "Learning how to learn: Powerful Mental Tools to Help You Handle Tough Subjects". In her address, Professor Oakley noted that many learners, whether graduate students, workers in industry, or even professors, are unaware of best practices in learning, particularly in the STEM disciplines. Instead, they suffer under illusions of competence, continuing with learning practices that research has shown to be ineffective. She provided activities and insight into best practices in learning as revealed from neuroscience and cognitive psychology. Her address provided practical and immediately useful tools to help improve learners' ability to stay on top of tough course materials of any type, and to help professionals to more creatively tackle their jobs.

The Premium Teaching Workshop

The Premium Teaching Workshop was held on Friday October 7, 2016 at 9:00a.m. in the Multi-Functional Room, Main Library on the UWI Mona Campus. The facilitator was Professor Barbara Oakley. The focus of the workshop was “Innovative Teaching and Learning Techniques: Creating High Quality Teaching and Learning Opportunities/Materials”. The workshop provided insights into the key elements behind the making of high quality learning materials, whether for small classes of twenty students or massive classes of hundreds of thousands. It was underscored that the easy-to-grasp and inexpensive techniques introduced in the workshop were available to all instructors and course developers who were looking to create high quality learning experiences, online and face-to-face for students. There was some focus on the use of motion, humor, online quizzing, and more, when making teaching and learning materials.



A cross section of the audience at the UWI/Guardian Group Premium Teaching Award Ceremony held on October 6, 2016 at the Mona Visitors' Lodge, The UWI, Mona Campus.



Dr Barbara Oakley, workshop facilitator responding to questions posed by participants.

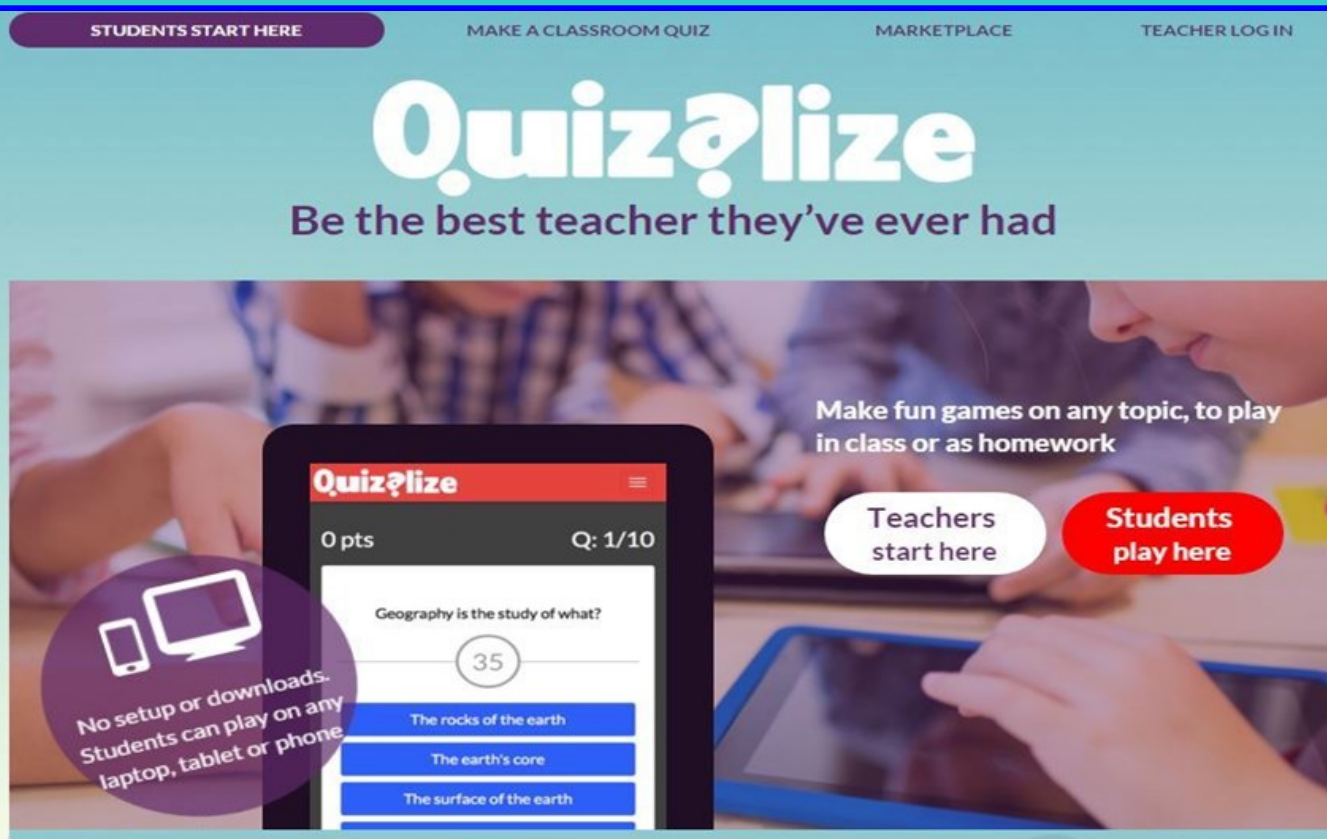


Workshop participants listen as Dr Barbara Oakley provided insights on various approaches to developing resources for online classes.

Quizalize: The latest in Educational Assessment Tools

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(by Dr. Alicia Palmer)

The banner features a light blue background with a blurred image of students in a classroom. At the top, there are four navigation links: 'STUDENTS START HERE', 'MAKE A CLASSROOM QUIZ', 'MARKETPLACE', and 'TEACHER LOGIN'. The main title 'Quizalize' is prominently displayed in a large, white, stylized font. Below it, the tagline 'Be the best teacher they've ever had' is written in a smaller, dark blue font. A central image shows a tablet displaying the Quizalize interface with a quiz question: 'Geography is the study of what?' and three options: 'The rocks of the earth', 'The earth's core', and 'The surface of the earth'. To the left of the tablet, a purple circular callout states 'No setup or downloads. Students can play on any laptop, tablet or phone'. To the right, two buttons are visible: 'Teachers start here' in a white button and 'Students play here' in a red button. Above these buttons, text reads 'Make fun games on any topic, to play in class or as homework'.

Educational technology tools have helped many faculty to refresh and renew their teaching. As technology changes, it has become increasingly necessary for faculty to add new technology tools to their repertoire of skills. Technology adaptations can be overwhelming and time consuming for faculty who are not digital natives. In order to remain current, faculty need to constantly seek ways to improve their teaching. There are many applications that faculty can use to improve teaching and learning. Quizalize is one such application that faculty can use to enhance their teaching. Quizalize, a web based application, allows faculty to assess students' performance in real time. With Quizalize, faculty can pinpoint students' strengths and weaknesses in a particular content area in real time. This is an interesting application because it allows faculty to track student process and remediate student's learning issues.

What is Quizalize?

Quizalize has been described as an assessment tool, a student response system, an aid for improving classroom interaction as well as a tool for game based learning. One thing is certain: Quizalize will change the way you assess

teaching and learning. Sign up is very quick and simple.

Sign up:

1. Visit www.quizalize.com
2. Sign up for a free teacher account or you can pay \$5.00 per month for additional web support.
3. Start making your quiz

Select give to class or save for later.

Quizalize is easy to use and offers a free unlimited version and a paid version that offers more individual support at very reasonable rates. If improving student assessment is something you are interested in, then Quizalize is the application for you. The makers of Quizalize, ZZish, also offer a platform called zzish where teachers can access other assessment applications as well as teaching and learning tools. They also host applications such as Socrative, Quizlet among others. To access ZZish visit: www.zzish.com.

The Art of Questioning

The Art of Questioning

In teaching, questioning is indispensable. As teachers we use questions to ensure that our students are attentive, are engaged and of course, to find out if they are understanding the course content. It is important for us to develop this technique as best as possible to advance teaching and learning in our classrooms.

Posing Powerful Questions

We need to pose evocative and powerful questions but how can this be achieved? The way the question is constructed is

important. Students might respond to a question to avoid additional questions or to avoid embarrassment. If we ask the question “Are you listening?” or “Are you understanding the content?” The student might respond “Yes I am listening” or “Yes I am understanding the content.” The response might just be to allow the issue to go away. Compare these questions to the following: “Will you summarize the discussion so far?” Or simply “Please summarise the discussion thus far.” Further, we could ask the students to provide an opinion on an aspect of the discussion so far. Indirect, open-ended questions might have the same intent as a direct question “Do you follow me?”, however they allow for divergent thinking. The indirect open-ended

question will allow the teacher to determine if the students were actually listening and importantly, if they are understanding the content being taught. Open-ended questions create the environment for sharing information, as students share their ideas, the class becomes more active and engaged and of course, opportunities for collaborative learning open up. It is extremely important that teachers develop the skill and competence of asking the right question to advance the possibility of increasing learning in the classroom.

Approaches to Posing Good Questions

One time tested and tried approach to questioning is the use of the 5W and the 1 H approach: Who What, Where, When, Why and How. Oftentimes, many of the questions posed using this approach are closed-ended and elicit factual responses. We will want to promote higher levels of thinking so, we might want to think about the Bloom’s taxonomy as we plan for questions. The following table is useful as we think about asking the right questions:

Skill	Sample Prompts	Purpose	Level
Creating	design, construct, plan, produce	combine elements into a new pattern or product	Higher
Evaluating	check, critique, judge, hypothesize, conclude, explain	judge or decide according to a set of criteria	Higher
Analyzing	compare, organize, cite differences, deconstruct	break down or examine information	Higher
Applying	implement, carry out, use, apply, show, solve	apply knowledge to new situations	Lower
Understanding	describe, explain, estimate, predict	understand and interpret meaning	Lower
Remembering	recognize, list, describe, identify, retrieve, name	memorize and recall facts	Lower

In teaching, there is always an interest by the conscientious teacher to guide the student on his or her learning journey. Hence, how our students are processing the ideas are important. In this regard, we will want to ask students to explain how they arrived at a particular conclusions.

References

- Kohler-Evans, P. (2016, October). Questions: Why do they matter? *The Teaching Professor*, 30(8), 1.
- Sockalingam, N. (2011, May). Questioning skills to engage students. *Faculty Focus*. Retrieved from <http://www.facultyfocus.com/articles/teaching-and-learning/questioning-skills-to-engage-students/>

The Summer Teaching Institute

During the month of August, the CETL held a number of Faculty Development activities that constituted the annual Summer Teaching Institute. These included the Certificate in University Teaching and Learning (CUTL) sessions, workshops associated with the UWI 21st Century Classroom Project the Annual Course Design Workshop and the Orientation to University Teaching Seminar. These faculty development activities attracted meaningful participation from faculty across the university and supported the mission of the CETL to:

1. Provide training for faculty in the principles and practices of learner-centred teaching and learning;
2. Employ digital technologies to further develop and expand research and teaching activities, and the dissemination of relevant information on teaching and learning in higher education for faculty and staff;
3. Create opportunities for the development of the pedagogical skills of faculty that will enable them to meet their course goals and objectives as well as meet the diverse learning styles of students;
4. Offer training for faculty to use 21st century technologies to enhance the quality of the teaching and learning processes.

Orientation to Teaching 2016-2017



Professor Archibald McDonald, Campus Principal, UWI Mona, addressing new faculty members at the CETL Orientation to University Teaching held on Thursday August 25, 2016 at the CETL Training Room.

Course Design Workshop 2016-2017



A participant indicating how learning-centred course outcomes should be written at the Annual Course Design Workshop held August 24, 2016 at the CETL Training Room, UWI, Mona Campus.



Mr Jason McKenzie, Acting Director of the Office of Student Services and Development (OSSD) addressing new faculty members on the topic "Who are the Students We Teach?" at the CETL, UWI Mona Campus Orientation to University Teaching Seminar on August 25, 2016.



Participants in rapt attention at the Annual Course Design Workshop, held August 24, 2016 at the Training Room of the CETL Training Room, UWI, Mona Campus.

The Summer Teaching Institute

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The UWI 21st Century Classroom Project

The UWI 21st Century Classroom Project continued during the first semester of the academic year 2016-2017. The focus continued to be on using the 21st century technology tools already available (on campus) in more efficient and effective ways. Additional 21st century technology tools were introduced to the faculty and they were taught to use these to enhance teaching and learning, foster deep learning and improve learning outcomes.

The Project through the various seminars and workshops sought to create opportunities for the use of blended learning modalities as well. In this regard, the following approaches were introduced/reinforced:

- ◇ More focused training in use of the Learning Management System (OurVLE) to drive engagement (use of forum, chat, quiz, glossary, groups, games, badges etc.).
- ◇ Training faculty to use technology for more collaborative work for instance, the use of student blogs: Blogging to improve student learning and the use of wikis.
- ◇ Facilitating the preparation of faculty to use presentation software/screen capture: Doing presentations in better and smarter ways: Increased training for the appropriate use of Technology for presentations e.g. PowerPoint, Prezi.
- ◇ Using student response systems (clickers and other web based systems available, open source), and other polling software and smart phones.
- ◇ Training for faculty to employ the use of online educational tools and much more including YouTube.
- ◇ Developing the skills and competencies of faculty in using educational technology games.
- ◇ Promoting the use of open source software to foster the development of skills and competencies in social bookmarking, social media, lecture capture, voice threading, digital storytelling, and mobile technologies.



Dr Alicia Palmer (standing), Faculty Developer- Technology at the CETL, UWI, Mona Campus, conducting a 21st Century Technologies Workshop.

The following is a list of the training opportunities provided:

Teaching with 21st Century Technologies Workshops & Seminars:

- Facebook, Twitter & Instagram
- Snapchat & Periscope
- Introduction to OURVLE
- Google Apps for Education
- Blogging as a Teaching and Learning Tool
- Discussion Boards as a Tool for Learning
- Socrative (Online Test Creation and Feedback)
- Glogster: Using Multi-Media Posters for Learning
- Creating Engaging Assessment with Quizalize
- Using Flubaroo to Create and Mark Multiple Choice Test Items
- The Flipped Classroom
- Twiddla—Using Online Whiteboards for Classroom Instruction
- SWAY
- Podcasting
- Creating Narrations Using PowerPoint
- Piazza Interactive Discussion Board



Miss Mortilaine Riley (standing in foreground) of ISS partnering with the CETL to offer a 21st Century Technologies Workshop.

The Summer Teaching Institute cont'd



In this 21st Century Technology Tools workshop, an elated participant displays her work using Snapchat.



Faculty members engage in using 21st century technology tools in a workshop.

Graduation of Participants of the Certificate in University Teaching and Learning Programme

On October 29, 2016, at the UWI, Mona Campus Annual Graduation Exercise, twenty faculty members graduated from the Certificate in University Teaching and Learning. They had met all the requirements of the UWI to be awarded the CUTL.

Candidates Awarded the Certificate in University Teaching and Learning

Candidates from the UWI School of Clinical Medicine and Research, Nassau, The Bahamas

Omala Ann Ablack
Chantal Rokeisha Clare-Kleinbussink
Dionne Natasha Dames-Rahming
Pavia Maria Davis-McKenzie
Magnus Obioma Ekedede
Betty Michelle Sweeting
Ilsa Camille Grant-Taylor
Francis Albert Brian Williams

Candidates from the UWI, Mona Campus

Mahiri Elisabeth Bromfield
Margelette Ellis-Tabanor
Terri-Ann Gilbert-Roberts
Dionne Lorraine Jackson-Miller
Elizabeth Angela Libert
Andrea Marie Norman-McPherson
Arvind Babu Rajendra Santosh
Marina Wanda Ramkissoon
Hima Venugopal
Veronica Hopelin Waugh-Brown
Myrtle Allison Weir
Grace Marie Wright

Transforming the CETL

The CETL has submitted a major proposal to the UWI Mona Campus for the transformation of the centre to serve the needs of faculty in more meaningful ways. The major focus of the proposal will be to get additional resources so that the centre might be able to offer faculty more technology-focused programmes. Of course, this will call for additional human resources. The proposed structure of the CETL in this new plan is as follows:

Proposed Organizational Structure of the CETL

