



THE MONA TEACHER

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The UWI/Guardian Group Premium Teaching Award, 2014

Inside this Issue

PAGE 1

The UWI/Guardian Group Premium Teaching Award, 2014

PAGE 4

Reconceptualizing Teaching in Higher Education

PAGE 6

Digital Citizenship

PAGE 8

The Summer Teaching Institute

PAGE 9

Graduation 2014: Awarding the Certificate in University Teaching and Learning

PAGE 10

- The Rolling out of the New GPA Scheme
- The CETL: Serving the Teaching Assistants and the Lab Demonstrators
- Research Supervisors' Development Course



Dr. Keren Cumberbatch, 2014 UWI/Guardian Group Premium Teaching Award Winner, collecting her award from Mr. Eric Hosin, President of Guardian Life Limited, Jamaica.

On October 9, 2014 at 6:00 p.m., The University of the West Indies, Mona Campus hosted the Premium Teaching Award Ceremony, 2014 at the Mona Visitors' Lodge. Dr Keren Cumberbatch was adjudged this year's recipient of this most prestigious award for her outstanding teaching. She was presented with a plaque and a cash gift by the President of Guardian Life Limited, Jamaica, Mr. Eric Hosin. Dr Damian King, Senior Lecturer and Head of

Economics was also awarded the runner-up prize and nominee's award in the form of a plaque (each finalist is considered a nominee and duly awarded a plaque). These awards were made after the portfolios of all the finalists who were nominated for the award were reviewed by an international panel of judges.

continued on page 2

The UWI/Guardian Group Premium Teaching Award, 2014

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The judges made decisions concerning the faculty member who demonstrated the best overall pedagogical expertise and therefore was adjudged deserving of the university's most prestigious honour for excellent teaching. Arising from this process of adjudication, Dr Keren Cumberbatch was therefore named as the awardee for 2014 and Dr Damien King, the runner-up.

The Keynote Speaker at the Award Ceremony was Dr Elizabeth F. Barkley, a Faculty Development Specialist and Professor of Music at Foothill College, Los Altos, California, USA. She spoke on the topic: "Striving for Excellence: Engagement and Today's University Students." In her address, she noted that the concern over student engagement has become central to conversations regarding quality in higher education. Further, she used two important focus questions to invite her audience to think about student engagement. In the first place, she asked the question: "what does 'student engagement' really mean?" Then she invited her audience to think about student engagement in relation to the active learning. After this initial question, the second question was posed: "once we know what student engagement is, how do we achieve it?"



Dr. Elizabeth Barkley (Professor of Music and Faculty Development Specialist, Foothill College, Los Altos, CA., USA) Keynote Speaker, giving the judges report and the keynote address at the UWI/Guardian Group Premium Teaching Award on October 9, 2014 at the Mona Visitors' Lodge.



The UWI/Guardian Group Premium Teaching Awardee 2014 (Dr. Keren Cumberbatch, standing in the centre) flanked by (from left to right) Prof. Evan Duggan, Dean Faculty of Social Sciences, who represented the principal, PVC Alvin Wint, who represented the Vice Chancellor, Mr. Eric Hosin, President, Guardian Life and Dr. Elizabeth Barkley, Chief Judge and Keynote Speaker.

The UWI/Guardian Group Premium Teaching Award, 2014

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Dr. Elizabeth Barkley, Chief Judge and Keynote Speaker accepting a gift from Mr. Damian Facey (Administrative Officer, Centre for Excellence in Teaching and Learning) in appreciation of her services at the UWI/Guardian Group Premium Teaching Award Ceremony.

Overall, in her Keynote address, Dr. Barkley synthesized the relevant theory, research and good practice literature and proposed a dynamic, five-element model for understanding student engagement and the role it plays in promoting excellence today. Her five-element model incorporated the following five components: 1. Motivation, 2. Active Learning, 3. Providing a Task: (Make it tough but not too tough), 4. Create opportunities for a Community of Learning and, 5. Create opportunities for Holistic Learning.



A cross section of the audience at the UWI/Guardian Group Premium Teaching Award Ceremony held on October 9, 2014 at the Mona Visitors' Lodge, The UWI, Mona Campus.



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, for instance, online education, flipping the classroom, and the introduction of MOOCs. Further, the new educational paradigm will require faculty to be trained to properly integrate technology into their teaching. Accordingly, 21st century technology is issuing a clarion call to faculty in institutions of higher education to reconceptualize teaching.

Increasingly, there are opportunities to utilise more and more technology in higher education pedagogy, for instance, in providing simulations and opportunities for students to experience virtual worlds. Faculty have been responding to the opportunities presented by the increasing technological capacity of colleges and universities. In fact, in some cases, students are demanding greater use of the available technology.

Students in any learning environment will interact with the teachers, students, 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 enable more visual and interactive presentation of content. In these technology-rich environments, 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.

Reconceptualizing

There is increasing evidence that students brains are wired differently today. Indeed, several cognitive scientists (Carr, 2010, Medina, 2008, Stauch, 2010) posit this view. To accept the perspective that our students come to university with brains that are wired differently than students of the pre-digital era should engender in faculty a spirit of willingness to meet students where they are in terms of the technology. Further, if our students' brains are wired differently and, if this rewiring will continue to develop throughout their university years into adulthood, then it behooves university teachers to develop suitable pedagogical strategies to connect with the students. Hence, the issue of reconceptualizing teaching could very well be a response to new approaches to learning especially the demands of teaching students whose brains have been wired differently when compared to students of the previous generation. There is also the difference in approach to learning that is associated with the use of 21st century technology tools.

In reconceptualizing teaching, all stages of the process need to be engaged. It is well known that technology offers significant advantages when it comes to processing new content, for instance, a you tube video can be played, paused, fast forwarded, rewind and played again at one's leisure. These functions are not available in the traditional lecture. Technology can be used to add asynchronous discussions, self assessments, simulations and adaptive delivery among a myriad of current and future features that are difficult, if not impossible to replicate with traditional approaches to teaching.

Reconceptualizing Teaching in Higher Education

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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 access to data and analytic tools. One important concern in reconceptualizing teaching is that teachers will need to have access to resources to create their own content. Therefore, in our current context, reconceptualizing teaching will call for a 21st century classroom with interactive whiteboards, color printers and scanners, digital document readers, video and web cameras; a quality microphone, headphones and flash memory or portable storage devices. There will also be need for desk top and web publishing software and PDF file creation software, graphic manipulation software, image libraries and audio and video editing software. Further, there will be need for a few workstations with visualization and 3D modeling software would also be helpful.

There are technologies that are almost indispensable in the 21st century classroom. These would include, for instance, the projector, whether LCD or DLP. The projector provides opportunities for sharing of information in the classroom. Audiovisual solutions such as interactive whiteboard 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 for educational pursuits to help students connect with each other and with experts from around the world. Document cameras enable active learning to be realised since learners are able to use these devices to view models, examples or situations and respond accordingly. Of course, video camcorders allow students to create content and do multimedia projects.

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.

Collaborative Learning



Teaching in the 21st century calls for greater levels of collaboration. It is now well accepted that collaborative and cooperative learning approaches yield greater learning outcomes. Hence, reconceptualizing teaching of necessity, must respond to the need for greater levels of collaboration in the classroom.

Hence, the use of collaborative software and hardware are important in helping learners achieve shared goals. The availability of online meeting software is also creating more opportunities for connection in teaching and learning in higher education. Social networking tools are very important in education today. Some of these applications can be designed for texting while others allow learning communities to be formed and utilized in the advancement of education. Audio conferencing systems and video conferencing systems have been used in higher education with reasonable results. There has also been the addition of web conferencing systems and these have been useful in bringing groups of learners together to make learning in higher education a more collaborative affair with multiple possibilities for connection with learners and others, near and far.

Digital Citizenship

The Digital Culture

Are you a digital citizen? Everywhere we go we hear the saying that we now inhabit a digital world. Our students have access to information at the touch of a button, they communicate with each other on social media, use their cell phones to take notes, and even pictures in the classroom. In fact, much of their research is now taking place online and they are presenting information in their papers and other assignments gleaned from websites and other online platforms. Many classes are online or hybrid and there are several online portals that they navigate frequently. Many students communicate with each other using multiple online platforms. The majority of the students we meet in our classrooms and on campus are embedded in the digital culture. Yet, many are not very knowledgeable about how this culture works. To live in a digital culture really pushes one to develop the attributes of a digital citizen.

Attributes of a Digital Citizen

There are those who argue that digital citizenship is about the appropriate use of technology. Nine elements of digital citizenship have been identified. These are:

- Digital Access
- Digital Commerce
- Digital Communication
- Digital Literacy
- Digital Etiquette
- Digital Law
- Digital Rights and Responsibility
- Digital Health and Wellness
- Digital Security

The intention of this article is not to engage all of these various aspects of digital citizenship. Rather, our objectives are pretty modest. The aim here is to sensitize us to the importance of digital citizenship and to remind us of our responsibilities as educators to help our students to develop the skills and competencies associated with digital citizenry.

Perhaps one of the most important competencies in this digital world and hence of digital citizenship is digital literacy. This entails becoming familiar with online systems and being able to do some evaluation of these online systems for credibility. Of course, we can extend this literacy to the ability to communicate globally and instantly using multiple media platforms, including social media. It also goes without saying that digital literacy calls for the development of etiquette associated with this means of engagement, hence, digital etiquette will enable the citizen to know when and how to post, and the appropriate use of the digital technology.



Although they might be technologically savvy, our students might not have the skills and competencies that are associated with being digital citizens. Therefore, the challenge for teachers in higher education is to develop the skills associated with digital citizenship and help students to appreciate the importance of honing the appropriate skills and competencies associated with the digital world. In

light of this and as educators, we need to navigate the digital world appropriately, learn, use and model these skills and competencies and of course, we should be able to teach some of them.

As digital citizens, it is important that ethical activities characterize our foray into the digital world, hence, citing sources especially for academic work is very important. In this age also, digital citizens must develop the habit of posting wisely and responsibly on facebook or other social media sites rather than spending time using the privacy settings to cover inappropriate postings.

Reconceptualizing Teaching in Higher Education

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Assessment



Technology is also available to enable formative and summative assessment in the classroom. The student response systems or clickers can be used to promote formative assessment and greater activity in the 21st century classroom. As instruction is given, students can participate by providing responses to questions which enable the teacher to determine if the concepts are being understood and gauge the effectiveness of the teaching. Of course, the real power of the student responses system is their ability to display the total response of the class to a particular question in graph format so that the percentage correct responses might be ascertained.

The electronic portfolio or E-portfolio is another digital tool that has great potential in teaching and learning in the 21st century classroom, but particularly in summative assessment. Students can use e-portfolios to record, store and track their work through the semester and for the entire academic year and period of

study. The electronic evidence of a student's achievement might be useful for educators and even employers. Further, they enable a student to reflect meaningfully on educational attainment or underachievement.

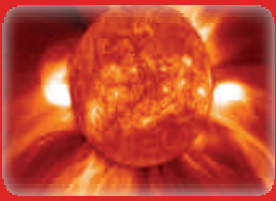


Conclusion

Reconceptualizing teaching in the digital era obviously calls for the teaching to be done with 21st century technology tools. Using these tools is likely to enable the classroom to become a space for enriched learning, through more meaningful activities, true to life engagements and more connection with learners and others who can impact learning in positive ways in the classroom.

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The Summer Teaching Institute

Each August, just before the beginning of the new academic year, the CETL hosts a Summer Teaching Institute. This year the institute was held from August 18-29. It took the form of Faculty Development Workshops, sessions in the Certificate in University Teaching and Learning and the Orientation to University Teaching seminar.

Certificate in University Teaching and Learning

On the morning of August 18, 2014 at 9:00 a.m., 28 persons assembled in the Training Room of the CETL for the commencement of the CETL's Summer Teaching Institute. The Institute began with the orientation session for the Certificate in University Teaching and Learning programme. In fact, the CETL was hosting the sixth cohort of the programme and in the morning session participants were introduced to the nuts and bolts of the programme and how to navigate their way through their studies. In the afternoon session, participants were introduced to the actual course content. They started out looking at the course, CUTL 5001: Teaching and Learning-Theory to Practice and thereafter, this course continued for the entire week, ending on Friday August 22, 2014. An additional session was also planned for Thursday, October 23, 2014 at 1:00 p.m.



Participants in the CETL's Summer Teaching Institute on Monday August 18, 2014 at the commencement of teaching of the Certificate in University Teaching and Learning programme.

Teaching with 21st Century Technology

In the second week, the Institute engaged in two all day Faculty Development programmes. In the first instance, there was a two day workshop on Monday and Tuesday, August 25 and 26, 2014, 9:00 a.m. to 4:00 p.m. The second activity was the Course Design Workshop on Wednesday, August 27, 2014, 9:00 a.m. to 4:00 p.m.

The first workshop responded to the great need for training opportunities for faculty to use information technology in education. This workshop was entitled: "Teaching with 21st Century Technology".



It was held in the Department of Life Sciences Computer Lab and facilitated by Mrs. Michelle Stewart-McKoy (Information Technology in Education Lecturer). The practical skills learned included how to create problem-based computer games for use in the university classroom, webquests and quiz creation and administration on an online platform.



The Summer Teaching Institute

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Course Design and Development Workshop: Backward Design

The third component of the Summer Teaching Institute was the Course Design and Development Workshop. This lasted for an entire day on Wednesday, August 27, 2014. It was facilitated by Dr Mervin E. Chisholm, Head of the CETL. In this workshop, 25 faculty members were taken through the process of course design following Grant Wiggins and Jay McTighe's approach: Backward Design. Faculty were encouraged to take an actual course and work on it during the daylong session.



Faculty working to revise course outlines at the Course Design and Development Workshop held Wednesday, August 27, 2014 at the CETL's training room.

Orientation to Teaching at the UWI, Mona Campus 2014



Some of the new faculty members listening attentively as they were addressed by the Campus Principal, Prof. Archibald McDonald on Thursday, August 28, 2014 in the training room of the CETL.

This year, the Orientation to Teaching at the UWI Mona Campus was hosted by the CETL on August 28 & 29, 2014, 9:00 a.m. to 4:00 p.m. (August 28) and then 9:00 a.m. to 1:00 p.m. (August 29) Approximately 15 new faculty members attended the session. The activities commenced with an address by the Principal, Professor Archibald McDonald. He stressed the importance of participating in various development initiatives of the campus. This was followed by several other sessions that were geared towards introducing the new Faculty member to the teaching and learning domain of The UWI, Mona Campus.

Graduation 2014: Awarding the Certificate in University Teaching and Learning

On Friday October 31, 2014, at the graduation ceremony for the Faculty of Humanities and Education, Science and Technology and the Faculty of Engineering, seven faculty members who had satisfied the requirements of the University for the award of the Post Graduate Certificate in University Teaching and Learning were presented to the Chancellor. This ceremony marked the culmination of their pursuit of studies in University Teaching and Learning.

The Certificate in University Teaching and Learning is offered by the Centre for Excellence in Teaching and Learning for faculty. Seven faculty members graduated and received their certificates:

- | | |
|----------------------|--------------------|
| 1. Lawrence Bamikole | 4. Jannet McIntosh |
| 2. Julian Cresser | 5. Colin McKenzie |
| 3. Thaon Jones | 6. Carol Rose |
| | 7. Carol Townsend |

The Rolling out of the New GPA Scheme

The CETL continued to play a leading role in preparation of faculty for the introduction of the New GPA Scheme. Five seminars were held in Semester 2 (2013-2014) and two additional seminars were held in August 2014, Semester 1 (2014-2015). A special seminar was hosted by the CETL in association with the Board for Undergraduate Studies on September 23, 2014 for representatives of the Teachers' Colleges of Jamaica. They were introduced to the new scheme. This was in preparation for a new partnership arrangement with the colleges for the UWI, Mona Campus to issue their four year degrees commencing this academic year.



Faculty members at the GPA seminar on August 12, 2014 at the training room of the CETL.

The CETL: Serving the Teaching Assistants and the Lab Demonstrators

Throughout the course of the semester, the CETL hosted special sessions for tutors, graduate teaching assistants and lab demonstrators to learn about contemporary approaches to teaching and learning in higher education, especially learner-centred strategies. Two very special sessions were planned for the Department of Chemistry. These were held on Thursday September 25 and Thursday October 2, 2014 respectively. On both days they commenced at 11:00 am and the topic of the seminars

“Successful Teaching: Embracing your Role as a Lab Demonstrator/Supervisor”. Another major seminar was held on October 15, 2014. This time the CETL hosted this seminar for the teaching assistants of the Department of Economics entitled: “*Enhancing Academic Excellence through Innovative/Modern Teaching.*” This seminar was in response to the request of the Department of Economics to provide training for their teaching assistants and tutors.

Research Supervisors' Development Course



Prof. Eldemire-Shearer (Campus Coordinator, Office of Graduate Studies and Research) in the background making a point in one of the sessions of the Research Supervisors' Development Course, held between September 25th to November 27th, 2014.

The Research Supervisors' Development Course was launched on September 26, 2014 at the UWI Mona campus following a successful pilot at the Cave Hill campus in 2013. This course came about by the efforts of the Office of Graduate Studies, Mona Campus and the School of Graduate Studies to ensure research supervisors had some preparation for their role. Accordingly, a collaborative arrangement was developed between the Quality Assurance Office (with responsibilities for Graduate Studies), the Centre for Excellence in Teaching and Learning and the Office and Board for Graduate Studies. The course was offered in a blended learning format with six face-to-face sessions extended to the online domain using OurVLE (The UWI Mona Campus' Learning Management System).



Prof. Yvette Jackson (PVC, Graduate Studies) presenting on “Responsible Conduct of Research and The UWI Code of Ethics” on November 12, 2014 at the Research Supervisors' Development Course at the training room at the CETL.