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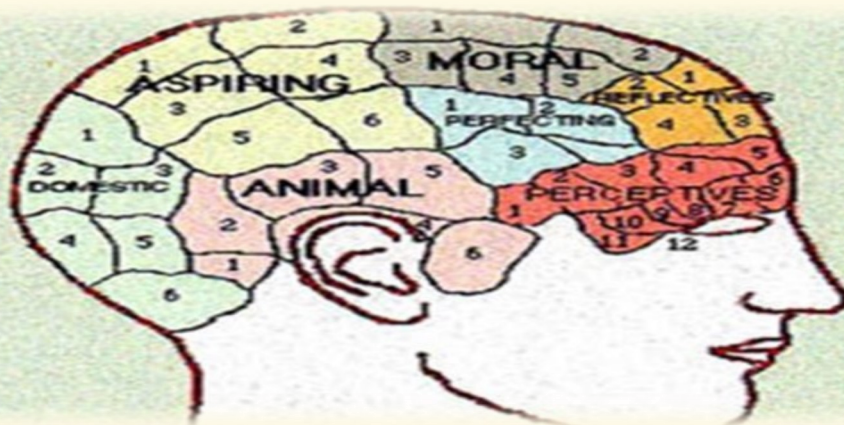
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Advancing Teaching in the University Classroom, Learning from the Research



Brain research is important in understanding how we learn

Conversations about best practices in teaching and learning in higher education are easily focused on the worth of student-centred teaching and active learning. Of course, these would include practices that are informed by research. These practices are engaging, hands-on, technology-enhanced, flipped, blended, involving collaborative and cooperative learning, groups or teams, project based, case studies, problem-based learning, inquiry, discovery-based activities, authentic, situated, gamified, and experiential and data driven approaches. Some might also include massive, open and online courses (MOOCs) as well. Importantly, they have been at the forefront of the advances that have been made in teaching and learning in higher education over the last 30 years or so. Any review of the literature on current trends in pedagogy and best practices would reveal that these approaches are impactful and active. Nevertheless, wholesale transformation of

teaching in higher education has not been achieved despite the numerous research studies that have lauded student-centred and active teaching and learning strategies (Chew, Halonen, McCarthy, Gurung, Beers, McEntarffer, & Landrun, 2018).

There is an enduring model of teaching as transmission (Weimer, 2018) and although it has been challenged by some in the academy, too few teachers are concerned about challenging that model. This model of teaching suggests that teaching and learning are easy.

Further, it suggests that information can be transmitted from the teacher to students hence, lecturing continues to be the major teaching and learning approach at the university level. However, there is much concern about the quality of student learning and efforts to improve it are aplenty.



**Conceptions of Teaching
(Kember 1996)**

It is now generally argued that teaching and learning are complex and hard (Barkley, 2010). With over 30 years or so of the explosion of good pedagogical research on teaching and learning in higher education, there has been no magic bullet approach or innovations that have been found that we can easily, take and utilize for extremely great results in improving student learning. This statement in some ways reinforces the point that teaching and learning are hard and complex. Hence, simple solutions or a one size fits all approach is definitely problematic. Further, sometimes when university teachers try a new approach and students respond well to it, the excitement associated with its success might cause undue expectation from it. However, in many instances, the effects from such teaching approaches are transient. Oftentimes, they fade as the innovation becomes routine.

Chew and Cerbin (2017) offer the view that the fundamental theoretical reason for our pursuit of simplistic answers to teaching and learning is the lack of a validated model of how students learn. Clearly, the lack of a validated model of teaching and learning has led to the proliferation of various approaches and methods of teaching and learning in higher education. These approaches and methods are usually based on assumptions about learning. They come from various quarters within teaching and learning and interestingly, even outside. This is definitely problematic since so many voices seem to be seeking to offer solutions to problems associated with teaching and learning in higher education. The solution to this conundrum is the development of a comprehensive theory of learning so that this would offer appropriate guidance for research and practice (Chew & Cerbin, 2017).

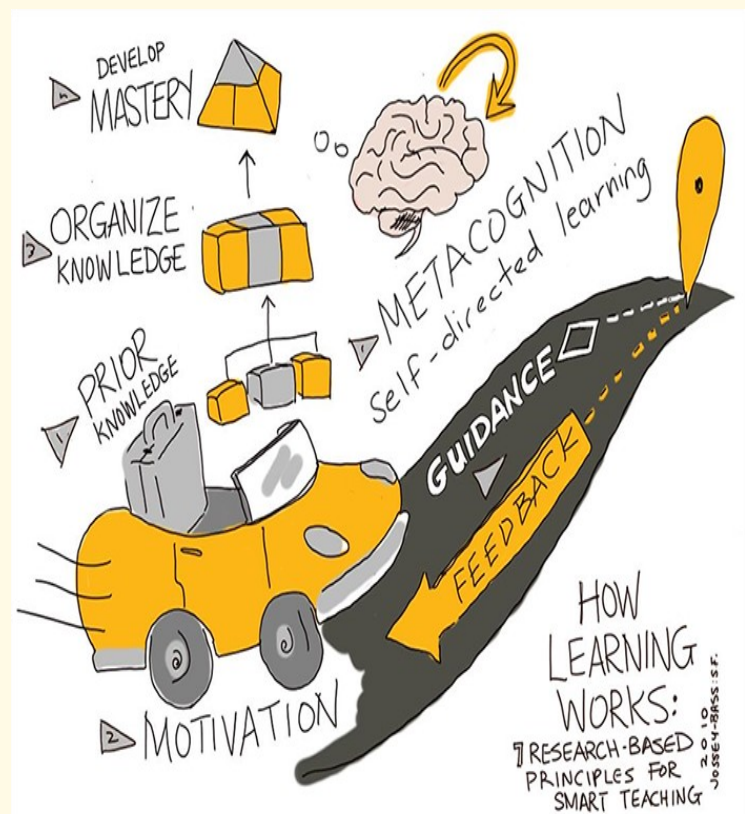
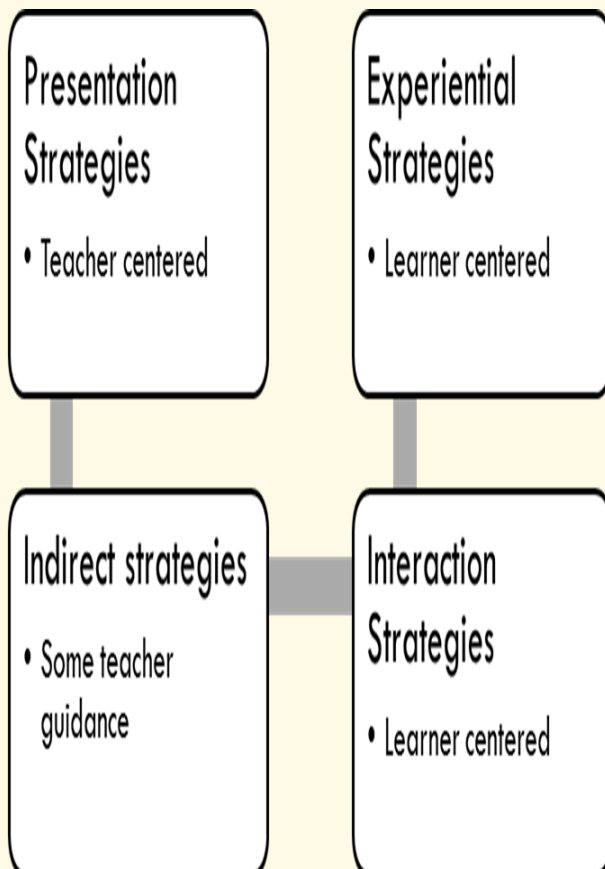
Effective Teaching and Cognitive Research

Effective teaching must be aligned to what we know about how learning occurs. We know how the mind works and we know about various conditions that advance and hinder learning (Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010). Cognitive research shows how the mind works and indicates that it is good at some aspects of learning and limited in others. Accordingly, if a proposed teaching strategy is focused on the strengths of the mind and pays no attention to the weaknesses, a true advance in learning will not occur. In this regard, digital textbooks with embedded links for students to explore concepts are good since they provide numerous pathways for the encoding of information and thereby richer learning but they also can cause distraction in attention and that would hinder learning.

In the book *Seven research-based principles for smart teaching*, Ambrose, Bridges, Lovett, DiPietro and Norman (2010) offer seven important principles for smart teaching. These principles are as follows:

1. Students' prior knowledge can help or hinder learning.
2. How students organize knowledge influences how they learn and apply what they know.
3. Student's motivation determines, directs, and sustains what they do to learn.
4. To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned.
5. Goal-directed practice coupled with targeted feedback enhances the quality of students' learning.
6. Students' current level of development interacts with the social, emotional, and intellectual climate of the course to impact learning.
7. To become self-directed learners, students must learn to monitor and adjust their approaches to learning.

Teaching/Learning Strategies

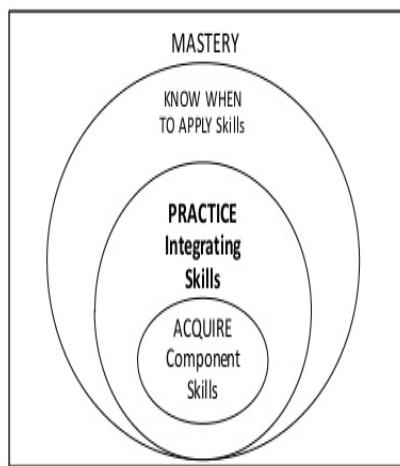


Teaching ought to produce learning and we need to understand that if teaching is not producing learning it is missing its mark. Accordingly, the seven research-based principles named above can guide our preparations and actual teaching engagements as we seek to produce learning. In the absence of a comprehensive theory of learning, research-based principles are helpful. Further, Orlando (2016) admonishes us to reinvigorate teaching with a reconceptualization of our classroom engagement with our students based on a one-to-one model. From this perspective, there is interest in identifying the pupil's deficiencies and providing the instructional support needed. Again this approach is rooted in the tried and proven apprenticeship model. It is also research-based.

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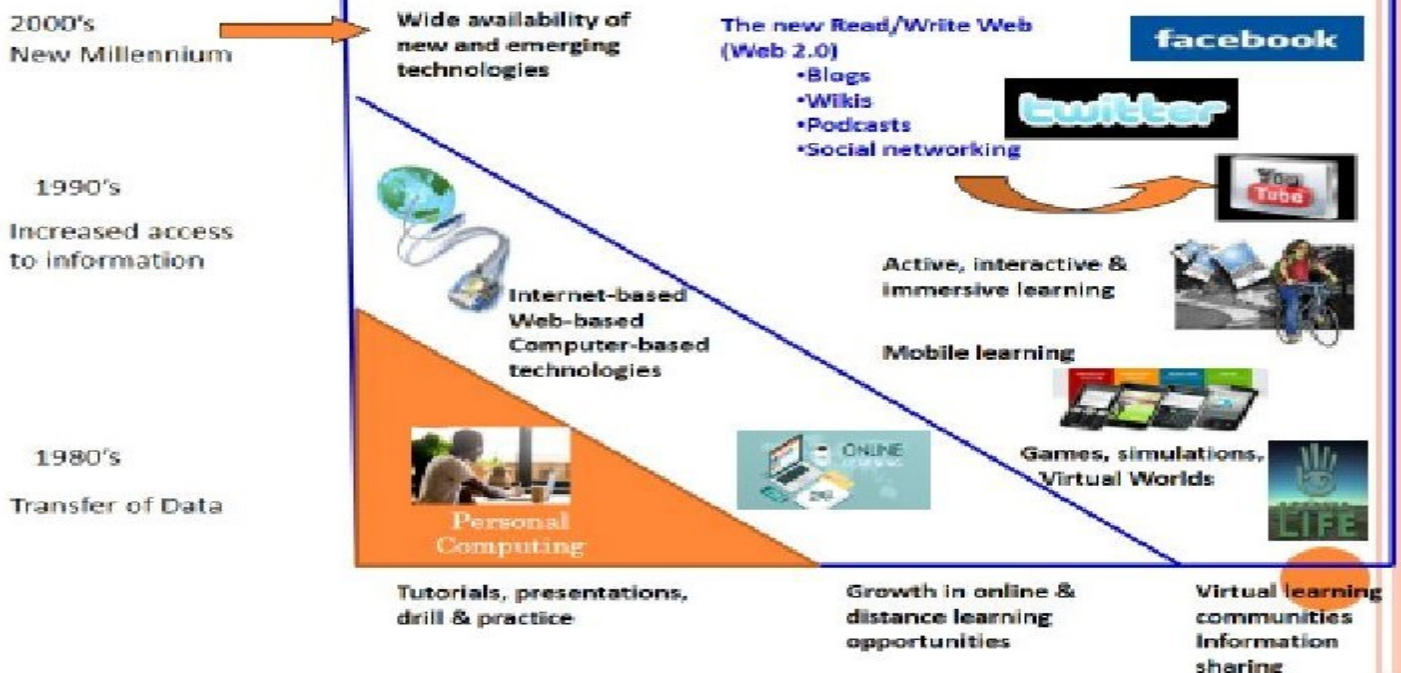
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How do students develop mastery?



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TECHNOLOGIES FOR TEACHING AND LEARNING



The UWI Student Evaluation of Teaching Awards Ceremony

After years of discussion, the first ever, UWI Student Evaluation of Teaching (SET) awards ceremony was held on Thursday, November 14, 2019 at 5:00 pm in the Exhibition Room, Faculty of Medical Sciences, Teaching and Research Complex. This awards ceremony came about as a result of the partnership between the Office of the Deputy Principal and the CETL. It was fittingly held on the observation of Quality Day 2019, the first ever such observation at the UWI. The message was unmistakably clear, good teaching is one of the contributory factors to the quality offerings of the UWI.

Over the years, the need for the recognition of faculty who scored high on the SET was expressed by several senior managers and others at the UWI, Mona Campus. Unfortunately, this was not realised until on Thursday, November 14, 2019 when this ceremony was held. The ceremony had as its chair, Professor Ian Boxill, Deputy Principal of the UWI Mona Campus.



Professor Ian Boxill, Deputy Principal, UWI Mona who was instrumental in the staging of the SET Awards Ceremony addresses the gathering.

Greetings were also brought by the Campus Principal, Professor Dale Webber. He congratulated the faculty for their stellar achievements and pledged the commitment of the Campus in recognising faculty pedagogical excellence. He noted that the ceremony was an historic one and congratulated the CETL and the Office of the Deputy Principal for working together to make the awards ceremony a reality.



Professor Dale Webber, Principal, UWI Mona, addresses the SET Awards Ceremony.

Dr Tomlin Paul also brought greetings. He used the opportunity to congratulate the faculty on their awards. Further, he encouraged faculty to continue to teach well, utilising faculty development opportunities to grow and develop themselves as excellent teachers.

Eighty-four members of faculty were honoured for excellence in teaching (as was reflected in their SET scores) in this award ceremony. The list of awardees included professors, senior lecturers, lecturers and adjunct lecturers. They were drawn from five of the six faculties operating on the UWI Mona Campus (namely Faculty of Humanities and Education, Faculty of Social Sciences, Faculty of Medical Sciences, Faculty of Engineering and Faculty of Science and Technology). The awards were presented by Professor Dale Webber, Campus Principal and Dr Tomlin Paul, Dean, Faculty of Medical Sciences and the 2006 UWI Guardian Life Premium Teaching Awardee.

The chairman, in his opening remarks congratulated the awardees (faculty scoring 4.5 and above on SET) on their accomplishments and underscored the importance of teaching at the UWI Mona Campus. He indicated that faculty who had worked long and hard in preparing for their classes and teaching in outstanding ways were definitely an asset to the institution. Hence, they were singled out for this special honour in the ceremony. He later pledged that the ceremony would not be a “one off event” but would be celebrated next year, in a bigger and more impressive ceremony.



A section of the audience (awardees) at the UWI SET Awards Ceremony.

The UWI Student Evaluation of Teaching Awards Ceremony

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A view of the audience/awardees at the UWI SET Awards Ceremony.



Left, Dr Saran Stewart, Senior Lecturer, School of Education and Deputy Dean, Faculty of Humanities and Education collecting her award.



Left, Professor Paulette Ramsay of the Dept. of Modern Languages and Literatures collecting her award.



Left, Professor Michael Taylor, Dean Faculty of Science and Technology collecting his award.



Left, Professor Silvia Kouwenberg of the Dept. of Language, Linguistics and Philosophy accepting her award.

Dr Tomlin Paul, Dean of the Faculty of Medical Sciences brought greetings to the SET Awards Ceremony and handed out several of the awards.

Left, Dr Marie Freckleton, Senior Lecturer, Dept. of Economics collecting her award from Dean Paul.



Left, Dr Heather Ricketts, Senior Lecturer, Sociology collecting her award.



Left:
Mrs Dawn Munroe, Head, University of the West Indies School of Nursing (UWISON) collecting her award from Dean Paul.

Right:
Dr Rose-Ann Smith, Lecturer, Dept. of Geography and Geology collecting her award from Dean Paul.



Summer Teaching Institute, 2019

In the summer of 2019, the Centre for Excellence in Teaching and Learning (CETL) held its annual Summer Teaching Institute. The activities this year included the following:

1. Certificate in University Teaching and Learning, CUTL5001, Cohort 10: classes were held August 12 -16, 2019 from 9:00 am to 4:00 pm daily.
2. Faculty Development Workshop for the Department of History and Archaeology entitled "Teaching UWI students for Maximum results," held Wednesday August 21, 2019, 10:00 am to 1:00 pm
3. The Annual Course Design Workshop held Tuesday and Wednesday August 27 & 28, 2019 from 9:00 to 4:00 pm each day.
4. New Faculty Orientation Seminar, held Thursday August 29-30, 2019

Let's look at these activities now.

Certificate in University Teaching and Learning, CUTL5001, Cohort 10

In August 2019, the CETL welcomed the 10th cohort of the CETL programme. This is an introductory Certificate in University Teaching and Learning Programme offered by the UWI through the CETL to its faculty on three of the land campuses (Cave Hill, Mona and St. Augustine).

The course CUTL5001: Teaching and Learning-Theory to Practice is the gateway course for the CETL programme. Fifteen members of the faculty attended the sessions throughout the one week of intensive teaching and learning sessions, lasting from Monday to Friday, August 12-16, 2019. Dr Mervin E. Chisholm, Coordinator of the CETL facilitated the course. Students were introduced to some of the important elements of teaching, including objectives and various approaches to teaching such as student-centred and active teaching methodologies. Of interest too was the modelling of these methodologies with strategies and techniques.

Faculty Development Workshop for the Department of History and Archaeology

During the month of August, the Department of History and Archaeology invited the CETL to offer a faculty development session for its faculty. The Department was concerned about using the best possible teaching strategies to engage learners meaningfully. Therefore, the CETL designed and developed a workshop focusing on how we can maximise student learning since the CETL firmly believes that teaching should produce learning. This workshop was entitled: "Teaching UWI students for maximum results" and it was held Wednesday August 21, 2019, 10:00 am to 1:00 pm. Eight members of faculty in the Department participated in the workshop and the feedback suggested that it was helpful. The facilitator was the Coordinator of the CETL, Dr Mervin E. Chisholm. Further, faculty members of the Department indicated a willingness to use some of the strategies introduced and demonstrated.

Annual Course Design Workshop

The annual Course Design workshop was held on Tuesday and Wednesday August 27 & 28, 2019 at the Training Room of the CETL from 9:00 to 4:00 pm daily. This year, the workshop was held over two days since it was felt that a two-day workshop was needed to properly look at the elements of course design and provide practice in developing the elements.

It was a highly interactive, hands-on and collaborative workshop. The focus was on building up the skills and competencies of

faculty to design their courses or to substantially redesign and redevelop programmes and courses based on the stipulations of the Board for Undergraduate Studies (BUS) and the Board for Graduate Studies and Research (BGSR).



Faculty in attendance at the two-day course design workshop at the CETL in August 2019.

Thirty four faculty members attended this hands-on workshop. The workshop created opportunities for small group discussion and cross faculty engagements. These small group interactions enabled participants to work together to craft the various elements of an actual course taught in a department of the university. The courses were later presented to the larger group for feedback.



Faculty in attendance at the Annual Course Design Workshop 2019 engaging in a group learning activity.

New Faculty Orientation Exercise/Seminar

Each academic year, the CETL hosts a New Faculty Orientation Seminar, to welcome new faculty to the Mona campus. It also provides information on approaches to teaching and resources available on the campus to support teaching. This seminar was held from Thursday, August 29 to Friday and August 30, 2019 at the Training Room of the CETL. On Thursday, the seminar was convened between 9: 00 am and 4:00 pm and on Friday between 9:00 am and 2:00 pm.

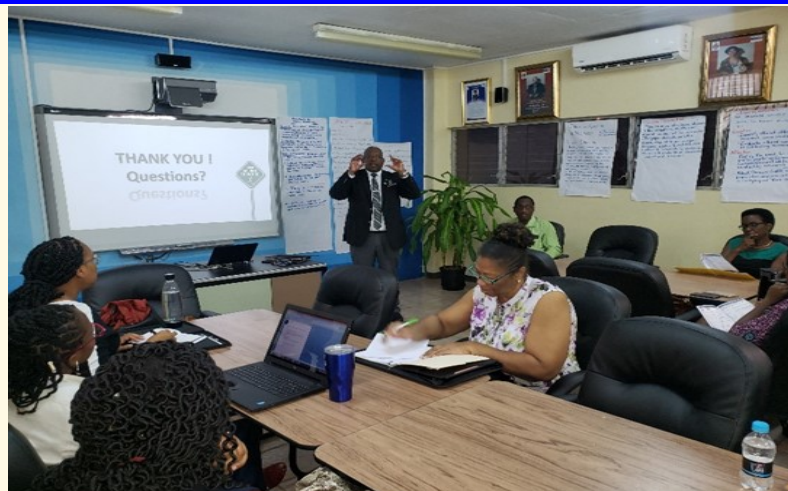
This exercise commenced this year with an introduction to the UWI teaching mission. It was underscored that the guiding philosophy of the institution in relationship to its teaching mission was student-centredness. Accordingly, all faculty were expected to be student-centred in their teaching. Specific methodologies and strategies were recommended to the faculty as to how they could make this guiding philosophy of the campus become reality. Faculty were also informed about various resources, including the technology tools available and how these could be accessed.

Other Happenings at the CETL

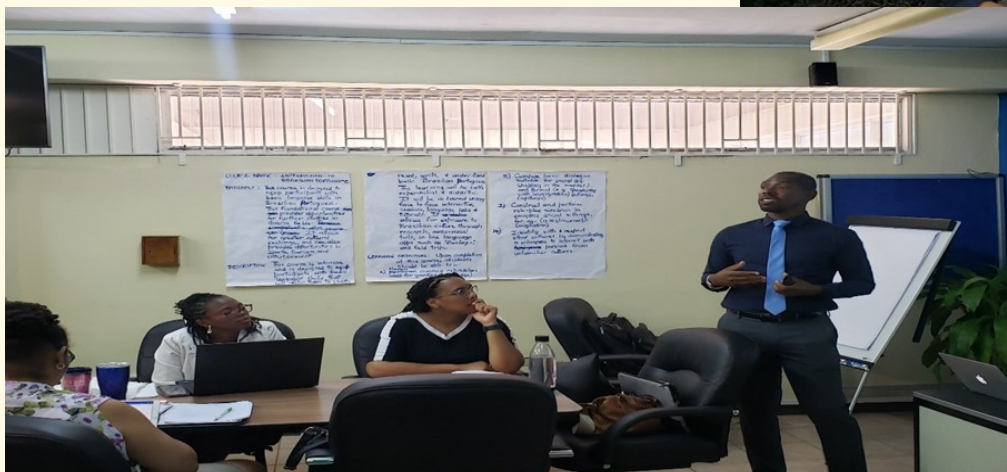
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The CETL was privileged to welcome 22 new faculty members to the UWI Mona campus. Highlights of this seminar included the faculty panel and the student panel. On the faculty panel, several members of faculty shared their approaches to teaching and how to deal with students. For the student panel, students shared the concerns of students regarding teaching and learning on campus.

Several campus speakers participated in this workshop including a representative from the Main Library, Student Services, Instructional Support Services and the Counselling Service. Coffee break and lunch were provided each day. The CETL was happy to also offer a special welcome gift to all new faculty members.



Above:
Campus Principal, Professor Dale Webber addresses new faculty members at the Orientation for New Faculty members exercise at the CETL in August 2019.



Left:
Mr Jason McKenzie, Director, Office of Student Services and Development addressing the New Faculty Orientation Exercise.

Right:
New Faculty posed for a photograph on the final day of the New Faculty Orientation Exercise 2019.



Left:
The student panel lead by President of the Guild of Students, Miss Christina Williams engaged in meaningful discussions with the new faculty members on the best ways to teach current UWI students. Miss Williams (seated, in yellow) expands on a point in this photo.

General Faculty Development Workshops

The workshop: “*How learning Works: Seven Research-Based Principles for Smart Teaching*” was held on Thursday, October 24, 2019, from 2:00pm to 4:30 pm. Twenty two members of faculty attended. In this workshop, we looked at the seven research-based principles for smart teaching from the book *How learning works*. The book organized the various understandings of learning from the cognitive, developmental, motivational psychology, education, diversity and inclusion studies organizational behaviour and group learning etc.), into seven interrelated principles as follows:

1. Students’ prior knowledge can help or hinder learning.
2. How students organize knowledge influences how they learn and apply what they know.
3. Students’ motivation determines, directs, and sustains what they do to learn.
4. To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned.
5. Goal-directed practice coupled with targeted feedback enhances the quality of students’ learning.
6. Students’ current level of development interacts with the social, emotional, and intellectual climate of the course to impact learning.
7. To become self-directed learners, students must learn to monitor and adjust their approaches to learning.

Faculty and Departmental Workshops: Economics and Faculty of Engineering

The Department of Economics arranged for the CETL to host a seminar for its teaching assistants on teaching on September 12, 2019. This Workshop was entitled “Teaching & Learning in the UWI Classroom: Implications for Graduate Teaching Assistants.” Over 35 graduate teaching assistants attended this seminar.

On October 31, the Faculty of Engineering had their Faculty Development Workshop. The focus was “Teaching Strategies.” Ten members of faculty attended this workshop.

World Quality Day



World Quality Day 2019 was observed on all campuses of the UWI on Thursday, November 14, 2019. This was the inaugural observation of Quality Day on all the campuses and this will be marked annually going forward in conjunction with the international celebration of World Quality Day. At the Mona Campus, the celebrations brought together faculty, staff and students to look at the quality of the various services offered on the campus and to underscore the institution’s commitment to excellence in all aspects of its mission. Further, this celebration provided an opportunity to look reflectively at the quality of the various services available on campus.

The theme of the celebrations was “71 years of quality: Your chance to build and influence UWI.” The primary objectives were:

1. To create awareness about The UWI Quality Policy
2. To highlight areas in which The UWI Mona, has been efficiently and effectively utilizing its human, physical, technological, information and financial resources, but also identify areas that need strengthening.

At the Mona Campus, the major activities for the day of celebration were a panel discussion on the UWI quality policy, an exhibition on how quality was engaged in various departments and an entertainment session featuring performances of entries for the Quality Day song competition. The Departments were invited to display their work which promoted and enhanced quality at the UWI. After the panel discussion, there was a break out session facilitating discussion on various aspects of quality and providing an opportunity for internal stakeholders to identify the strengths and weaknesses of services (teaching, research, public service, governance and administration).

The CETL was involved in these activities and the Coordinator was the convenor of one of the breakout groups on feedback. This breakout session offered an opportunity for our major internal stakeholders, the students to indicate areas of strength and weaknesses in the University for consideration and action.

Graduation 2019

Congratulations to the Graduates of the Certificate in University Teaching and Learning

At the graduation ceremony on the Mona Campus on November 1, 2019, five graduates of the Certificate in University Teaching and Learning were named and two actually walked and collected their certificates. We extend heartiest congratulations to the five graduates who completed the requirements of the Certificate and were duly awarded. These faculty members are:

1. CRAWFORD-SYKES, Annette, Maureen
2. FACEY, Alison, Elizabeth
3. FERGUSON, Therese, Indira
4. HILL-CAMERON, Sandra, Elaine
5. STEPHENS, Angella, Marie



Dr Annette Crawford-Sykes
Senior Lecturer, Anaesthesia,
Faculty of Medical Sciences



Dr Sandra Hill Cameron
Lecturer, Dentistry



Dr Therese Ferguson
Lecturer, School of Education



Left:
Dr Angella Stephens
Senior Administrator, OBUS
Adjunct Lecturer, Qualitative
Research

Right:
Ms Alison Facey
Lecturer, Physical Therapy



Teaching Tips

A Forum for discussion and tips for advancing teaching and learning at Mona

Check out our monthly *Teaching Tips* for innovative, informative and just-in-time teaching strategies @ <https://www.mona.uwi.edu/cetl/>