

THE MONA TEACHER

Volume 6, Number 2, November, 2015

Inside this Issue

PAGE 1 & 6

The UWI 21st Century Classroom Project
(The Mona Campus' Strategic Initiative in Teaching and Learning)

PAGE 7 & 10

The 21st Century Classroom: From Broadcasting to Connected Learning

PAGE 3 & 4

The UWI/Guardian Group Premium Teaching Open Lecture, 2015

PAGE 3

The UWI/Guardian Group premium Teaching Workshop, 2015

PAGE 5 - 9

The Summer Teaching Institute

- ◆ The Certificate in University Teaching and Learning
- ◆ Course Design and Development Workshop
- ◆ Educational Development at the UWI school of Clinical Medicine and Research, Nassau, the Bahamas
- ◆ Orientation, 2015
- ◆ Copyright and fair Use Policies Seminar

PAGE 9

New Staff at the CETL

The UWI 21st Century Classroom Project

(The Mona Campus' Strategic Initiative in Teaching and Learning)



A 21st Century Classroom Design (layout by Smart Technologies)

As part of the strategic development activities of the campus, the CETL launched its 21st century classroom project on August 24th 2015. This initiative is concerned, in the first instance, with using the 21st century technology tools already available (on campus) in more efficient and effective ways. Further, it is aimed at improving student learning outcomes through the use

of multimodal approaches to teaching and learning, and especially technology enhanced teaching. In the second place, the initiative is seeking to introduce additional 21st century technology tools to enhance teaching and learning, foster deep learning, and improve student learning outcomes.

Cont'd on page 6

The top 10 Characteristics of a 21st Century Classroom

1. *Student-centric*
2. *Computing devices*
3. *Active learning*
4. *Adaptive learning*
5. *Inspirational environment*
6. *Students understand and follow the rules and procedures*
7. *Mutual respect*
8. *Students take responsibility of their learning*
9. *Performance-based assessments*
10. *Collaborative learning*

The 21st Century Classroom: From Broadcasting to Connected Learning



A classroom teaching and learning arrangement using the broadcasting method of lecturing.

A classroom teaching and learning arrangement using the connected learning approach.

Learning in the 21st century promises to be far more fun than learning hitherto. Students will be learning from peers, from the teacher and from various other resources, but especially from content shared online. In the industrial model of the classroom, the teacher presented information by way of a lecture, in other words, information was broadcasted in the classroom (Tappscott & Williams, 2010).

There can be no doubt that the traditional classroom was rooted in the industrial model of teaching and learning. This kind of approach to teaching and learning has been under serious scrutiny over the last thirty years or so. Increasingly, the broadcasting approach to teaching and learning in higher education is being declared to be ineffective.

In this 21st century, the broadcasting of information as a pedagogical model seems to be experiencing some problems and the winds of change are already blowing. The flipped classroom has captured the imagination of many and it has been used with some success in multiple sites in higher education.

Students now have access to more information than ever before. They also have the opportunity of connecting with other learners from all over the globe. These students have the ability to consume more information through the use of

the smartphone whenever and wherever it is needed. The face of education is slowly changing and the 21st century classroom will definitely not be the same as that of the previous century.

Much traditional education was focused on testing the memorization of content and skills (Apostel, 2013). The 21st century approach to education seems to be moving in the direction which privileges the asking of questions and problem-solving leading to creative solutions or answers to those questions. There is growing interest in the critical examination of problems that bedevil humankind. There are those who are trying to figure out which of the solutions is the most likely to be effective. The coming of the flipped classroom is one of those innovations that seem to hold out some hope for the changing of the academic orthodoxy, that of the use of the lecture method or the broadcasting of information.

In the flipped classroom, students watch lectures and read course materials outside of the classroom. They use class time to engage with course material, usually through collaborative learning arrangements, for instance, through small group discussions. The use of collaborative learning is proving to be one of the approaches that might be employed to help students

The UWI/Guardian Group Premium Teaching Open Lecture, 2015



Above, Dr. Robert Talbert, guest lecturer, the UWI/Guardian Group Premium Teaching Open Lecture 2015 speaking on the topic– “Twenty-First Century Technology Serving Twenty-First Century Learners.”

The UWI/Guardian Group Premium Open Lecture, 2015 was held on Thursday, October 8, 2015, commencing at 6:00 p.m. at the Mona Visitors’ Lodge on the campus of the UWI, Mona. This was followed on Friday, October 9, 2015 at 9:00 a.m. with the workshop. The keynote speaker/guest lecturer for the Premium Open Lecture was Dr Robert Talbert, educational developer and Associate Professor of Mathematics from the Grand Valley State University, Michigan, USA. His topic was “Twenty-First Century Technology Serving Twenty-First Century Learners.”

In this lecture, Dr Talbert explored the purpose of university education and how learning takes place. He pointed out the importance of active learning and illustrated using credible research that learning was advanced and value added to higher education when active teaching and learning strategies were utilized in university classrooms. *Cont’d on page 4*



A cross sectional view of the audience at the UWI/Guardian Group Premium Teaching Open Lecture, 2015. In the Front row-L-R. Professor Archibald McDonald, Campus Principal; Dr Robert Talbert, Guest Lecturer; Mr. Eric Hosin, President, Guardian Life Limited and Dr. Mervin E. Chisholm, Coordinator, Centre for Excellence in Teaching and Learning.

The UWI/Guardian Group Premium Teaching Open Lecture, 2015



Dr. Robert Talbert meeting the 2014, UWI/Guardian Group Premium Teaching Awardee for Distinguished Teaching (Dr. Keren Cumberbatch).



The Guest Speaker, Dr Talbert engages two guests after delivering his lecture.

He noted that 21st century technology could serve 21st century learners in meaningful ways, especially in making teaching and learning more interactive. For Talbert, 21st century learners needed 21st century skills, including technology skills, habits, and attitudes to be successful lifelong learners, especially with the rise of global connectivity, ubiquitous computing and information, and rapidly-evolving problems that needed to be solved. Therefore, the learners should use the technology at their disposal, in particular, technologies such as miniaturized computing devices (smartphones, etc.) and internet-enabled technologies to adopt these skills, habits, and attitudes. Higher education should also adapt itself to the needs of its constituents and stakeholders to refocus its mission on the skills, habits, and attitudes needed by 21st century learners, using 21st century technologies.

The UWI/Guardian Group Premium Teaching Workshop, 2015

As it has become customary, after a Premium Open Lecture, a workshop is held. This year, the workshop was held on Friday, October 9, 2015 from 9:00 a.m. to 12 noon in the computer lab inside the Main Library. The focus for this workshop was “Teaching with Technology Tools: Reimagining the University Classroom for the 21st Century.” It created an opportunity for faculty to develop deeper levels of understanding concerning learning design concepts and technological tools that were available to advance teaching and learning in the university classroom. In particular, there was an emphasis on simple, easy and inexpensive 21st century technology tools that faculty could use right away to adapt their courses to the needs of 21st-century learners in higher education. These included the Google suite of tools, classroom response systems (clickers) and online smart phone-based polling.

In dealing with the important issue of designing learning for maximum impact, faculty were introduced to the notion of changing the direct instruction time, moving it from class time to pre-class time, and then repurposing class time for active learning on the most difficult concepts (flipping the classroom). It was recommended that during class time, the various research-based active learning practices such as peer instruction, inquiry-based learning, and team-based learning were important and should be utilised in the quest to make the classroom more interactive and certainly, to advance the quantity and quality of learning that might be achieved.

The Summer Teaching Institute

Each year, the CETL organizes a Summer Teaching Institute for faculty to be involved in educational development activities to reflect on their pedagogy improve teaching, and prepare to resume teaching confidently in the new semester. This year the teaching institute consisted of the classes in the Certificate in University Teaching and Learning at the beginner and advanced levels and workshops in 21st century technologies and course design.

The Certificate in University Teaching and Learning



Faculty discussing the importance of teamwork in the advanced course CUTL5104: Assessment in Higher Education.



Faculty in group activity in the CUTL 5001: Teaching and Learning: Theory to Practice

In this summer institute, two courses in the Certificate in University Teaching and Learning were offered in a blended format. During the first week of the classes, the approach to teaching and learning was the face-to-face model. This was later followed by online workshops.

The advanced group, the fifth cohort, did the course CUTL 5104: Assessment in Higher Education. It was held from Monday, August 10 to Friday, August 14, 2015. This course was facilitated by the Coordinator of the CETL, Dr Mervin E. Chisholm.

The sixth cohort of twenty four students in the CUTL commenced their programme on August 17, 2015 and the intra mural programme lasted until Friday August 21, 2015. As customary, the programme commenced with the gateway course, CUTL 5001, Teaching and Learning: Theory to Practice. After the final day of the face-to-face sessions, the online workshops were held.



Faculty engaged in a collaborative learning activity during the Summer Teaching Institute offering of the course CUTL 5001: Teaching and Learning: Theory to Practice.

The UWI 21st Century Classroom Project

(The Mona Campus' Strategic Initiative in Teaching and Learning)

cont'd

COMPONENTS OF A

21st Century Classroom

Technology is undeniably changing the face of education, and it's easy to see the impact already. Imagine what classrooms will be like in 20 years with the speed of technological innovation. Learn more about some of the key advancements in the 21st century classroom.



of teachers have computers in their classroom...



...but just **1 in 5** feel their classrooms have the right level of technology

INCREASING THE PRESENCE OF THE FOLLOWING TECHNOLOGIES COULD CHANGE THAT RATIO DRASTICALLY

Learning Analytics

Help teachers assess top concerns and achievements related to their students



Registration for the Learning Analytics and Knowledge conference doubled between 2011 and 2012



One system claims to predict whether a student's likelihood of sufficient course completion with about 70% accuracy, highlighting risk factors for individual students



Top 3 Reasons for Teachers to Use Technology in the Classroom



Adapt to diverse learning styles



Boost student motivation



Enhance the material being taught



Over 51%

of colleges cited wireless upgrades as their tech priority in 2011-12 given the 60% increase in mobile devices on campus in the previous year

Integration of Social Networks

Engaging students with a free tool they already use can help them learn in new ways, gain focus and increase participation

A+

One social media pilot program assisted in a class' 50% rise in grades



4 in 10 students believe integrating social networks into the classroom would benefit their education

Real World Education

Project-based learning (PBL) teaches concepts, but also organization, articulation, project management and collaboration



Integrating life skills into education can improve student engagement and retention and prepare them for 21st century careers



Online Courses



Almost a third of all college students take at least one online course

Online enrollments saw 21% growth while overall higher education student population only saw 2% growth

Over 65% of education institutions count online learning as critical for long-term educational success



Games and Gamification



of teachers have used online games in the classroom

In one study, games raised average test scores:

91.5% With the use of digital games

79.1% Without the use of digital games

Open Source Textbooks

In the next decade, open source textbooks are expected to grow to 25% of the textbook market



By 2013, e-textbooks may comprise

11% of textbook revenue

6 in 10 students have used a digital textbook - just 4 in 10 had in 2011 -

81% of teachers believe tablets enrich classroom learning

86% of students believe they study more efficiently with tablets

1 in 5 students have used a mobile app to keep their coursework organized

29% of teachers use social media for coursework, compared to now 80% of college professors

59% of students would like to use their own mobile devices to enhance learning

Open Colleges

Overall, the initiative is geared towards improving the effectiveness of the various technologies used in teaching and learning. The project will have the following goals:

- ◆ To build and develop faculty literacy with new media technologies/21st century technology tools for online and face-to-face teaching;
- ◆ To provide additional training opportunities for faculty to develop skills and competencies to use blended learning approaches;
- ◆ To create more avenues for innovative approaches to using technology to improve learning.

Course Design and Development Workshop



Faculty meeting together to develop a curriculum at the Course Design Workshop

At the commencement of the academic year, the CETL hosted the Annual Course Design and Development Workshop. This year the workshop was held on Wednesday, August 26, 2015 from 9:00 a.m. to 4:00 p.m. There were approximately twenty faculty members in attendance and the facilitator was Dr Mervin E. Chisholm, Coordinator of the CETL. An outcomes –based approach to curriculum development was the focus of the workshop. In this regard, the participants, reviewed the contextual realities that would impact on the (re)development of the course, determined rationale, constructed a course description and crafted the learning outcomes using measurable verbs. They also selected course content and provided suggestions concerning the best teaching strategies that could be employed to deliver the course. Finally, they created innovative assessment activities for the course. Throughout the workshop, the importance of the alignment of outcomes/objectives, teaching learning strategies and assessment tasks was underscored.

Educational Development at the UWI School of Clinical Medicine and Research, Nassau, The Bahamas.



Faculty members of the UWI School of Clinical Medicine and Research Nassau and students of the UWI CUTL pose for a picture at a weekend session in April, 2015.

Over the period, May to November, the CETL continued to engage in educational development work with the faculty of the UWI School of Clinical Medicine and Research in Nassau, The Bahamas (SCMR). Thirty lecturers at the SCMR are pursuing the CUTL. The programme is offered through face-to-face sessions on weekends and through online workshops. In May, the students completed the face-to-face sessions of the CUTL 5104: Assessment in Higher Education. Classes for the CUTL 5106: Advancing Teaching and Learning with Technology were held in June, July and late October. The facilitators for the programme were Dr Mairette Newman, Dr Paula Daley Morris and Dr Mervin E. Chisholm.



Orientation, 2015



Participants in the annual CETL Orientation to Teaching Exercise at the UWI Mona, pose with their CETL welcome gifts on the final day of the activities.

On August 27 & 28, 2015, the CETL welcomed 28 new faculty members who attended the Orientation to University Teaching and Learning Seminar for new faculty. In this annual activity, the new lecturers were welcomed to the campus by the Principal, Professor Archibald McDonald and encouraged to participate in the life of the institution by many presenters. Of great importance was the student panel consisting of second and third year students who helped the lecturers to understand the student perspective on teaching and learning and provided examples of some of the most helpful approaches to teach to advance learning with the millennial generation. The panel of seasoned lecturers also shared their experiences as teachers in the university classroom. They provided helpful insights to the new lecturers on some of the approaches that could be used with reasonable success to advance learning at the UWI, Mona Campus.



The Student panel at the UWI Orientation to Teaching Exercise at the UWI Mona, for new faculty, August 2015.



New faculty members in rapt attention during one of the sessions of the Orientation to Teaching Exercise at the UWI Mona, August 2015

The Summer Teaching Institute

cont'd

Copyright and Fair use Policies seminar



Dr. Mark-Shane Scale presenting a token of appreciation to Miss Lilyclaire Bellamy– Facilitator for the seminar



Faculty members attending the seminar Copyright and Fair Use Policies

On October 12, 2015, the CETL hosted a seminar on “Copyright and Fair Use Policies”. The seminar commenced at 2:00 p.m. in the training room at the CETL and it was facilitated by attorney-at-law and head of Jamaica Intellectual Property Office (JIPO), Miss Lilyclaire Bellamy. The seminar provided an opportunity for faculty to learn about copyright and fair use policies and become knowledgeable about the laws governing copyrighting. The following concerns were also discussed:

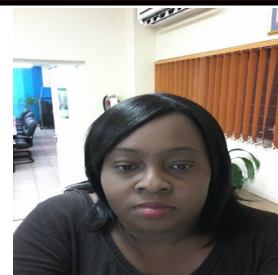
1. Is it possible to copyright an idea?
2. How can paraphrasing on student papers be done within the law?
3. What is fair use?
4. Is all educational use, fair use?
5. Am I always protected once I include a citation and reference?
6. If I commit an infringement, will I get sued or the university?
7. Can I make course packs from published material and acknowledge sources?



New Staff at the CETL

On October 19, 2015, the CETL welcomed Miss Sherane Peart in the capacity of Administrative Officer. On November 2, 2015, the CETL welcomed Dr Alicia Palmer in the capacity of Educational Developer with major responsibilities for teaching with 21st

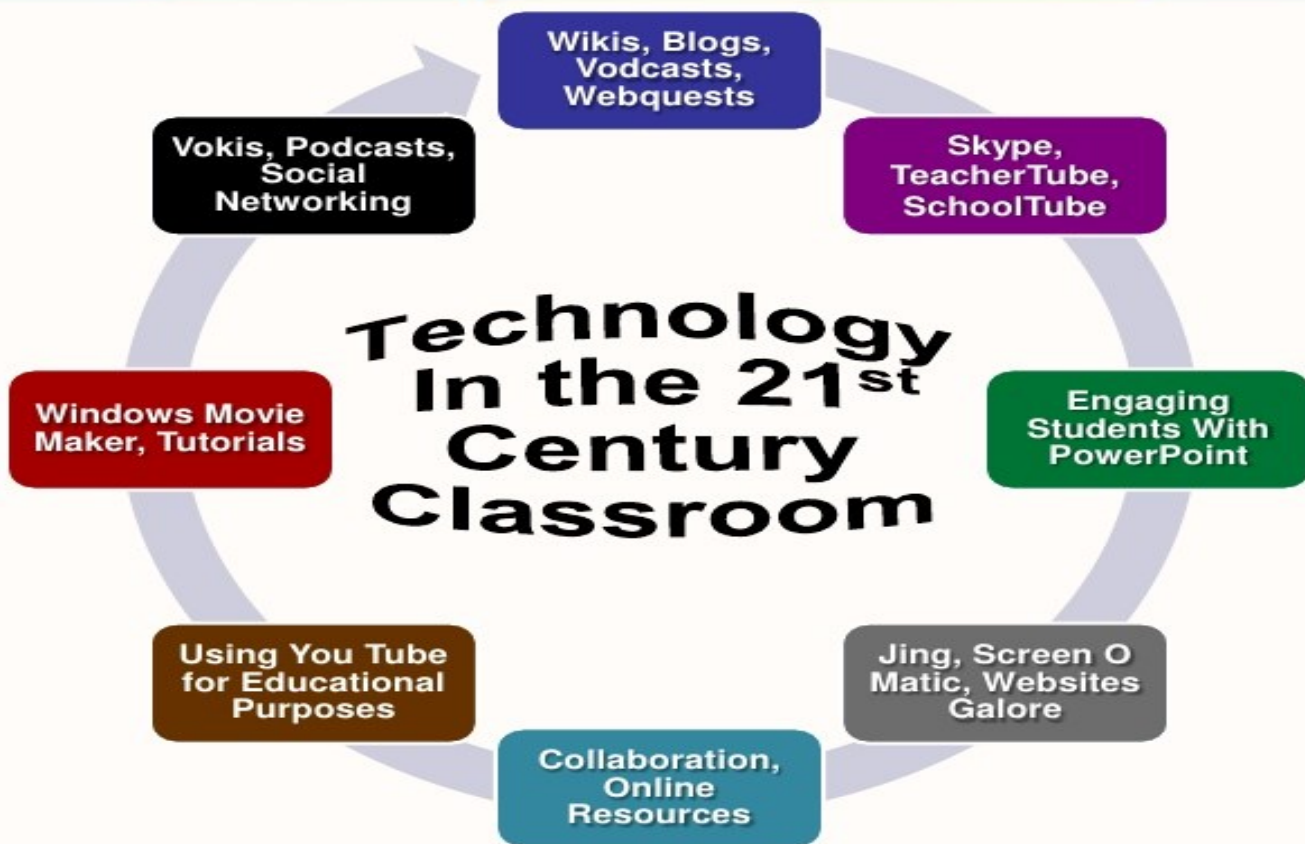
century technologies. Dr Palmer will also oversee the Certificate in University Teaching and Learning and offer workshops and seminars, mainly in 21st century technologies.



Dr. Alicia Palmer, Educational Developer

The 21st Century Classroom: From Broadcasting to Connected Learning

cont'd



achieve higher levels of cognitive development with respect to the Bloom's taxonomy.

Classrooms of the 21st century therefore will need to provide the intellectual challenge that will push students to seek to achieve their full potential. Universities and colleges should create learning environments that are comfortable. These learning environments should be supportive of peer interaction and allow for the use of tactile connections with the subject matter content that students are studying, whether this is being received virtually or face-to-face. Successful classrooms will facilitate networking, small group collaboration, and interaction with the subject of study.

The 21st century classroom will be highly connected. The proliferation of new and more reliable technologies will cause students and teachers to stay connected. In fact, teachers will be expected to create learning opportunities that are impactful, enlivening the content, making it more easily accessible and more meaningful. A successful teacher will be the one who can connect learning material with the visual, tactile, and social aspects of the subject: e.g., connecting students with professional's who are successful in their respective fields.

With initiatives like Ted Talks and the Creative Commons and generally with 21st century technologies, students have many opportunities to stay connected and use the resources to advance their learning. They can listen to lectures from some of the brightest minds in their discipline. Students also have the ability to review the teaching and learning sessions that they missed for one reason or another by watching a video, using screen capture or some other technology tool. These 21st century students might also be able to meet scholars virtually and engage them in discussion about aspects of the course content. Connectivity is a big part of the 21st century classroom.

References

- Apostel, S. (2013). In my opinion: What the 21st century classroom looks like. Retrieved from <http://blog.vidyo.com/trends/in-my-opinion-what-the-21st-century-classroom-looks-like>
- Tappscott, D & Williams, A. (2010, January/February). Innovating the 21st-century university: It's time! *Educause Review*, 45(1), 16-29.