

THE MONA TEACHER

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Change of Name: From IDU to CETL



The Instructional Development Unit (IDU) was officially renamed the Centre for Excellence in Teaching and Learning. This change of name was the culmination of efforts of the IDU and OBUS for the name of the unit to truly reflect the work that was done by the IDU. The UWI took the decision to rename the unit on all three residential campuses and this became effective on January 25, 2013. However, the momentum for the change of name gathered greater urgency after the heads of the IDU met in annual meetings in January, 2012 at the Mona Campus and a resolution was moved to make a special request to the University to change the name of the IDU to the Centre for Excellence in Teaching and Learning (CETL).

The new name was proposed to the academic boards, discussed and eventually accepted by the University. In fact, the name was approved by the Vice-Chancellor in October 2012 and subsequently ratified by the University Finance and General Purposes Committee on January 25, 2013.

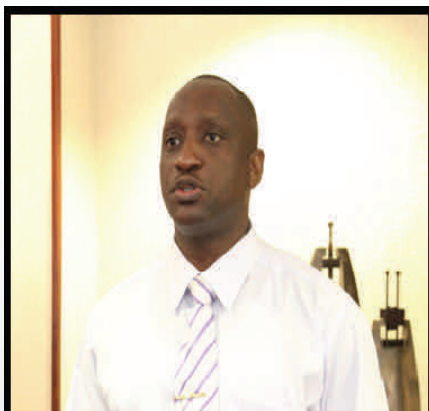
The mission of the CETL is to advance teaching and learning through the professional development of faculty. It provides faculty development opportunities for all members of the academic staff of the university. These faculty development opportunities enable faculty to become more intentional about their professional practices and engage in critical conversations about their teaching. The programmes of the CETL are also geared towards nurturing the attitudes, skills, competencies and behaviours of faculty in their pursuits of optimal professionalism, higher levels of effectiveness and efficiency as they respond to the learning needs of the student body.



Historical Overview



Dr Beryl Allen
Former Manager/Coordinator



Dr Mervin E. Chisholm
Manager/Coordinator

Dr Beryl Allen left the Department of Educational Studies where she served as a Senior Lecturer of History Education and Adult Education to provide full time leadership for the fledgling unit in 1998/99 and became the first full time Coordinator of the IDU. She served the unit until October 2007. Dr Mervin E. Chisholm was recruited to be the head of the unit as of August 1, 2007. Dr. Beryl Allen was scheduled to go on retirement on August 1, 2007, however she graciously consented to serve an additional two months to ensure he was properly oriented into the faculty development programme of the campus.

On January 25, 2013, the IDU was renamed the CETL. Dr. Mervin E. Chisholm was the Coordinator and together with the heads of the IDUs at Cave Hill and St. Augustine was instrumental in working towards the change of name.

Over the last thirty or forty years, universities have been establishing teaching and learning centres on their campuses across the world. Traditionally, university faculty members have been content experts within a particular discipline. However, with the massification of higher education or the movement towards massification, there was clamour for better teaching in universities by students and other stakeholders. Many universities answered this call with the opening of a teaching and learning centre. The introduction of the teaching and learning centre at the university became a visible and tangible statement of the university's commitment to improving teaching. This was the context that gave rise to the teaching and learning centre at the UWI Mona Campus called the Staff Development Unit in the academic year 1992/1993 with Dr Beryl Allen as the Coordinator serving in a part time capacity. This unit was established in the Faculty of Education.

The Staff Development Unit at the Mona Campus was the first centre for teaching and learning at this regional institution and it was one of the first centres of its kind in the Anglophone Caribbean. Historical records associated with the Staff Development Unit indicate that the Unit became the Instructional Development Unit in the academic year 1998/1999. There seems to have been some kind of agreement between the Medical Education Unit and the Staff Development Unit in working together to promote better teaching on campus and this led to the establishment of the Instructional Development Unit.

The relationship between the then IDU and the Faculty of Medicine in promoting quality teaching at the UWI Mona Campus is now legendary. This relationship was nurtured by the founding coordinator, Dr Beryl Allen and it resulted in the medical educators playing a very prominent role in the IDU's programmes, particularly, the annual teaching skills workshop.



Historical Note: Prof. Omkar Parshad shares in a table discussion with new members of faculty and senior administrative staff in an Orientation Seminar in 2005.

Historical Overview cont'd



A workshop in early 2000 being led by Prof. Joseph Brandy

An effective teaching and learning centre is also concerned about doing its part in creating a campus culture that values and rewards teaching. The CETL is aware that it takes a systems approach to bring about meaningful and tangible change. Accordingly, the CETL has been instrumental in organizing the UWI/Guardian Life Premium Teaching Awards and Lecture. As an agent of change for teaching and learning, the CETL has also partnered with departments and faculties to enhance teaching skills and is vigorously seeking to have faculty teaching awards in every faculty.

Over these 20 years, the Centre has provided programmes on course development, lesson planning, innovative teaching strategies, deep learning, graphic syllabus, team teaching, learning styles, assessment reflective teaching, teaching portfolio development, student-centred teaching, administrative processes for departmental chair and grant writing, Scholarship of Teaching and Learning (SoTL), teaching with technology and online and blended teaching approaches. There has been interest too in the pedagogical development of graduate teaching assistants, tutors and demonstrators.

Over time, the CETL has made an impact on the campus and enhanced the teaching of faculty, empowering them to foster deep learning in their students. Further, faculty often indicate that the CETL is a place where they can talk about their work in a safe, supportive and non-judgmental environment. The CETL celebrates and honours the administrators, faculty, students, and other colleagues who have served over the last twenty years.



04.15.2013 11:04

Friends of the CETL enjoying the CETL's 20th anniversary cake



04.15.2013 11:09

The CETL launches its first Exhibition on Teaching and Learning in Higher Education being viewed here by visiting members of the Campus community



Spotlight on the 20th Anniversary Celebrations

Over the past 20 years, the CETL has grown to become a place where faculty, graduate students and others from across the disciplines inside and outside of the university come together to inquire about, explore and reflect upon teaching and learning as ongoing and collaborative processes. Over time, the CETL has become the preferred venue for faculty to seek assistance for innovative and excellent teaching.

- **20 years of faculty development work**
- **20 years of preparing university teachers for quality teaching**
- **20 years of developing reflective practitioners**
- **20 years of promoting student-centred teaching**
- **20 years of enhancing teaching and fostering deep learning at UWI, Mona Campus**

Activities for the 20th Anniversary Celebrations

- **Unveiling of new name and cutting of Birthday Cake**, CETL Training Room, Monday April 15, 2013.
- **Teaching and Learning in Higher Education Exhibition**, Monday April 15-Thursday April 18th, 2013 from 9:00 am - 4:00 pm each day at the CETL Training Room.
- **Special Lunch and Learn Seminar: Teaching and Learning Showcase**, Wednesday April 17, 12 noon to 2:00 pm at the CETL Training Room.
- **Appreciation/Awards Ceremony**, April 18, 2013, at 6 pm at the Small Lecture Theatre, A008-Faculty of Medical Sciences Teaching & Research Complex with Professor Elsa Leo Rhynie (Former PVC and Principal) as Guest Speaker. Theme: Enhancing Teaching and Fostering Deep Learning.
- **Faculty Development Workshop: Blended Learning**, Friday April 19, 2013, 9:00 am – 12 noon at The Department of Life Sciences Computer Lab with Guest Facilitator, Mrs. Michelle Stewart-McKoy.



Spotlight on the Awardees

On Thursday April 18, 2013 the CETL took time out to salute and honour several persons who had contributed to the success of the Centre over the last 20 years. These persons served as faculty associates (educational developers) and resource persons who helped to advance the mission of the Centre through communications and public relations, advocacy and general support.



Dr. Beryl Allen

Founding Coordinator—Dr. Allen served as Manager/Coordinator of the CETL from 1992 to 2007. She was more than willing to chart the course into the unknown when she took on the challenge of leading the new Staff Development Unit which was transformed and professionalized to become the Instructional Development Unit (IDU). In this regard, she helped to provide the intellectual and practical leadership to get the Staff Development Unit up and running and of course to ensure that the IDU became a reality. In fact, she holds the distinction of being one of the first faculty developers in the region.



Miss Meta Bogle

Faculty Development Specialist and Consultant – Ms. Bogle provided strong pedagogical support to the work of the Centre from 1992 to 2009. She has been an indefatigable worker and campaigner in the cause of faculty development, particularly in relation to learner-centred teaching approaches. Her versatility in facilitating faculty development opportunities has been well established and she was extremely comfortable in providing leadership in many areas within the discipline of teaching and learning in higher education.



Professor Joseph Branday

Faculty Development Specialist and Advisor – Prof. Branday has been a consistent facilitator at the Centre's annual Teaching Skills Workshop and other faculty development sessions. From the early days of his involvement with the Centre (1998 to 2010), one of his interests was advancing teaching and learning with technology. He promoted the use of audio visuals in teaching. Later on, he was one of the first faculty developers to introduce participants in the Teaching Skills Workshop to modern educational technology approaches, demonstrating his own passion and developing expertise in this area.



Professor Kathleen Coard

Faculty Development Specialist at the CETL (1998-2013) – Prof. Coard has facilitated many workshops for the Centre including our annual Teaching Skills Workshops and workshops in specialized areas such as on item-writing. The CETL is particularly indebted to Prof. Coard for her willingness to share her expertise especially in the development of multiple choice tests within the campus community. We have named her our resident expert on the facilitation of faculty development in assessment using multiple choice tests.



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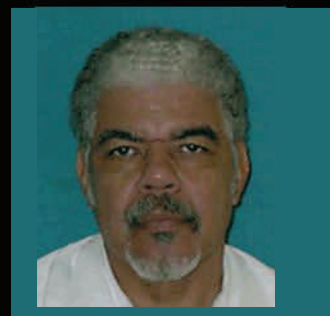
Spotlight on the Awardees

cont'd



Prof. Elsa Leo-Rhynie

Deputy Principal and strong support for the work of the Centre – Prof. Leo-Rhynie was particularly supportive in her role as the Deputy Principal of the campus with direct management oversight for the Centre. She demonstrated keen interest in the development of the faculty developers to enable them to serve the campus with greater expertise. Further, she was always interested in seeking out resources to advance the work of the Centre.



Dr. Anthony Mullings

Faculty Development Specialist and Advisor (1998-2009) – Dr. Mullings has been a consistent facilitator at the Centre's annual Teaching Skills Workshop. His commitment to the use of different teaching methodologies was eloquently expressed and amply demonstrated. He was particularly interested in using questioning appropriately in teaching. He facilitated a component of the Teaching Skills Workshop on questioning which was extremely enlightening and well received.



Mrs. Valerie Hardware

Faculty Development Specialist and Advisor – Mrs. Hardware has been a consistent facilitator at the Centre's annual Teaching Skills Workshop. She was particularly helpful in getting faculty aware of the need to write instructional objectives for teaching and assessment. Her efforts at facilitating educational development were met with great success particularly as she helped faculty to develop meaningful approaches in crafting learning outcomes.



Dr. Michele Kennedy

Faculty Development Specialist – Dr. Kennedy has provided strong pedagogical support to our annual Teaching Skills Workshop and other faculty development endeavours. We are particularly indebted to her for the strong focus on active and interactive teaching methodologies. Her continued strong interest, aptitude and proficiency in the work of the Centre has caused us to recommend her to the Principal as a recognized Faculty Associate/Associate Faculty Development Specialist.



Mrs. Rodina Reid, Sr. Asst. Registrar and Prof. Helen Asemota listen keenly to Prof. Elsa Leo-Rhynie, guest speaker at the awards ceremony.



Prof. Archibald McDonald - Deputy Principal, UWI Mona Campus and chairman of the function, congratulating the awardees.



Some of the awardees in rapt attention at the 20th anniversary appreciation and awards ceremony.

Spotlight on the Awardees cont'd



Dr. Mairette Newman

Faculty Development Specialist - Dr. Newman has provided strong pedagogical support to our annual Teaching Skills Workshop and other faculty development activities. She is very passionate about teaching and strives to model active and interactive teaching. Fellow colleagues find her innovative in her pedagogy, resourceful as a professional and an outstanding mentor. Her continued strong interest, aptitude and proficiency in the work of the Centre has caused us to recommend her to the Principal as a recognized Faculty Associate/Associate Faculty Development Specialist.



Mr. Joseph Pereira

As Deputy Principal, Mr. Pereira gave strong support to work of the Centre. He provided strong leadership for teaching and learning activities through provision of resources advocacy, consistent presence at major programmes, continued encouragement and the creation of a framework that enabled and empowered faculty developers to be successful.



Mrs. Rodina Reid

UWI/Guardian Life Premium Teaching Award/Lecture Planning Committee Member – Mrs. Reid's insightful contribution as a planning committee member has helped to make the events of the Centre successful. She could always be relied on to provide meaningful guidance and constructive criticism. Her contributions have helped to inform quality decision making and contributed in no small way to the effectiveness and efficiency of many of our programmes.



Miss Patricia Valentine

UWI/Guardian Life Premium Teaching Award/Lecture Planning Committee Member – Miss Valentine's insightful contribution as a planning committee member has helped to make the events successful over the years. We are particularly indebted to her for her hard work in getting our programmes and activities recorded, publicized on campus and communicated to the multiple publics served by the CETL.



Prof. Elsa Leo-Rhynie, former PVC and Guest Speaker (right) and awardee shares a light moment with Dr. Beryl Allen (retired Head of the CETL).



Two awardees, Dr. Mairette Newman (left), and Dr. Michele Kennedy reflect on their work with the CETL.



Awardees Miss Meta Bogle (former Consultant to the CETL) and Mr. Joseph Pereira (former Deputy Principal) are delighted to have served the CETL.

Spotlight on the Awardees

cont'd



Mrs. Verna George

UWI/Guardian Life Premium Teaching Award/ Lecture Planning Committee Member – Mrs. George was among the first members of this committee and her insightful suggestions have contributed immensely to the success of these events over the years. With an eye for details, she was able to offer strong support and critical comments that were extremely useful in programme planning, evaluation of events and strategic development.



Prof. Omkar Parshad

Advisor and Patron (1998-2008) – Prof. Omkar Parshad has had a long standing relationship with the then IDU particularly as editor of the previous newsletter, *Giraffe News*. Further, he has been a regular supporter of the Teaching Skills Workshop as patron and mentor. Faculty members could always look to him for a word of encouragement and wisdom.



Mrs. Carol Hibert, Vice President, Guardian Life receiving an award for her company

Guardian Life Limited's commitment to teaching excellence has been demonstrated in their nine-year partnership (2004-2013) in co-sponsoring and co-hosting the UWI/Guardian Life Premium Teaching Awards/ Lecture Series.



Awardees share the spotlight at the CETL's 20th Anniversary Celebration and Appreciation Ceremony

MOOCs**(Massive Open Online Courses)****What are MOOCs?**

Today the tools that are used to enable web-based teaching and learning are more effective and generally reach a larger audience. Perhaps, Massive open online courses (MOOCs) have been the technological innovation in education that has been discussed the most over the last year.

Generally, MOOCs might be understood as a recent development in distance education.

MOOCs are open access online courses that are created in response to the educational needs of a large group of learners, oftentimes thousands.

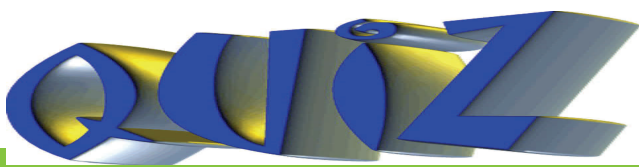
Typically, these courses are offered free and attract learners who are interested in interactive participation via the web. So, these are courses that boast very large enrollments and they use traditional learning materials such as readings, videos, questions, and problem sets. The videos might be indexed and social networking sites such as Facebook are sometimes used. In general, the content delivery, discussion and grading approaches of course management systems are also utilised.

**Teaching and Learning with MOOCs**

In a MOOCs course, lectures are oftentimes provided, perhaps having been previously recorded and automated quizzes and tests are usually done. Students are called on to interact with each other to promote learning through discussion groups and other forums. They are also expected to have their own organized study times. Of course, student participation is voluntary and the teacher-student interaction time is usually less in comparison to the face-to-face classroom. MOOCs might be one approach to building a dynamic and vibrant learning community. Hence, interactive learner forums are utilised and these help to connect the participants and engender a community atmosphere akin to a learning community for all involved, students, teachers and others. However, with the kind of pedagogy practised, including the traditional lecture, the MOOCs course is best suited for a highly self-directed learner. Already, there is news that only a fraction of enrolled students are completing MOOCs and even a smaller percentage pass (around 5 per cent). It is still early days yet for MOOCs and it is likely that as MOOCs grow, develop and as the pedagogical options are improved, more students will participate, complete courses and also pass them.

Several platforms such as Coursera, edX, Udacity, and Udemy are used to host MOOCs. With these platforms, there are various models of MOOCs and some might also include an approach that allows voting by the students to decide on the questions and issues that should be taken to the professor/lecturer. Other models rely on students to answer fellow students' questions. In fact, one model (edX) is configured to allow students to award "karma points" to students who correctly answer other student's questions. Students will therefore accrue points in this model and as this occurs, their roles can expand, for instance a student might rise to the position of a teaching assistant.

(To be continued in next edition)



Are you tech savvy

Question

1. What is a VLOG?

2. The term is *MASH-UP*

The definition is

- A.) *A dance from the 70's*
 B.) *Using various types of Web sites or content to make a new Web site.*

3. Where did the term *PODCASTING* come from?

4. The word is *WIKI*

The definition is

- A.) *An Hawaiian word meaning "fast."*
 B.) *Collaborative Web Pages*

5. What is a *WEBISODE*?

6. The word is *FOLKSONOMY*?

The definition is

- A.) *A history of folktales on the Web*
 B.) *A way to categorize and label Web content.*

7. What is *DRUPAL*?

8. The terms are "*DIGITAL NATIVES*" and "*DIGITAL IMMIGRANTS*".

The definitions are

- A.) *Digital natives, younger people who have been reared in a world in which pervasive technology is the norm, as opposed to digital immigrants, older people who learned technology skills as adults.*
 B.) *Digital natives are younger people who were born in first world countries and are using digital technology in first world countries and digital immigrants are persons from the third world who are using digital technology in first world countries.*

9. What is a *CLICKER*?

10. The word is *WEBINAIR*

The definition is

- A.) *Short for Web-based seminar, a presentation, lecture, workshop or seminar.*
 B.) *Short for Web-based game, quiz, puzzle, treasure or scavenger hunt.*

Answers

Answer 1: A blog with video added is called a Vlog. A Vlog can be totally video or a mixture of video and other media.
 Answer 2: B
 Answer 3: The term Podcasting is a blend of two words, *Pod and Broadcasting*.
 Answer 4: If you choose a and b then you are "savvy!"
 Answer 5: A television show which airs on the Web first.
 Answer 6: B
 Answer 7: A Learning Management System built on social media principles. It is open source.
 Answer 8: A
 Answer 9: An audience response tool that facilitates interactivity and on-the spot evaluation in the classroom.
 Answer 10: A

Answers

Upcoming Activities

Summer Institute

- Blended Learning Boot Camp
- Certificate in University Teaching and Learning

Orientation to University teaching (for new faculty)