

Excellence in Teaching and Learning: A Partnership

March 21, 2012



Cynthia Weston
Laura Winer

Teaching & Learning
Services

The partnership: A shared responsibility

Students

- actively engage in their learning

Professors

- shape content and learning experiences

Faculties and departments

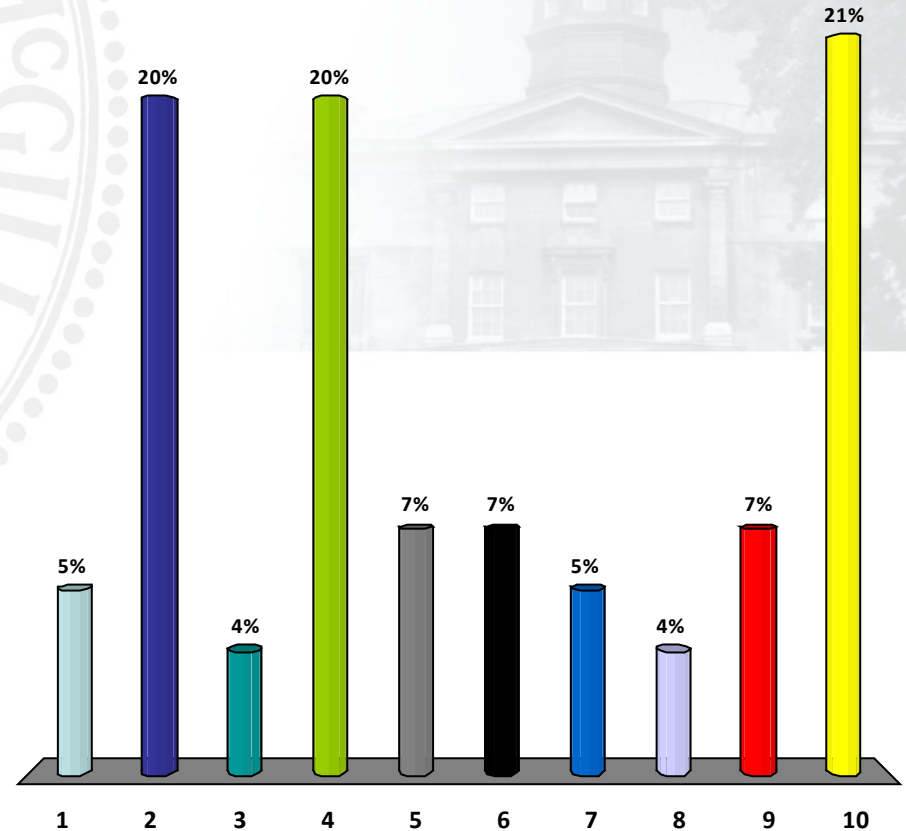
- shape curriculum and culture

University

- shapes the context

Please identify your Faculty

1. Agricultural and Environmental Sciences
2. Arts or Religious Studies
3. Continuing Studies
4. Dentistry or Medicine
5. Education
6. Engineering
7. Law
8. Management
9. Music
10. Science



Different expressions of partnership



Attributes of exemplary teaching-learning partnerships

- active engagement
- feedback to guide learning

Examples

- From established and familiar
 - to innovative and cutting edge
 - at multiple levels

Multiple partners

- Students
- Professors
- Faculties and programs
- Institution



Students

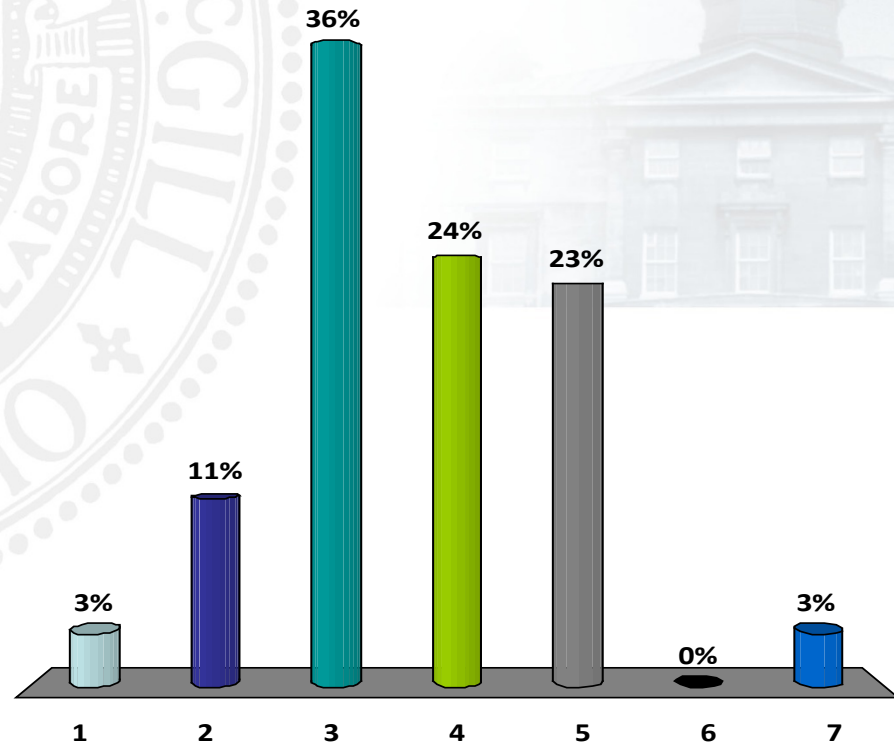
Deep learning requires students' active cognitive engagement with content and others



Carini, Kuh & Klein, 2006; Driscoll, 2005; Entwistle, 2010; Pascarella and Terenzini, 2005; Trigwell, Prosser & Waterhouse, 1999; Vygotsky, 1978

In your experience, how well are students doing at deep learning?

1. A+
2. A
3. B+
4. B
5. C
6. F
7. K



Short writing assignments

Iterative feedback

- Single writing assignment
 - 1st - in class peer feedback
 - students revise and re-submit
 - 2nd - Instructor feedback
 - Students revise and re-submit
- final version of paper

Robert Leckey

Family Law, LAWG-273

50 - 75 students (no TAs)



WebCT

Discussion for large classes

5 WebCT postings

- 2 - links to articles/ videos related to course
- 2 - respond to other people's posts
- 1 - re: guest speaker

Katy Fallon
Arts SOCI 270 Soc of Gender
130 students (1TA)



Photo by Owen Egan

Clickers

Feedback/collaboration in large classes

- Typical lecture includes 8-10 ten clicker questions
- Students respond individually
 - responses posted immediately
- They discuss in groups
- Answer same question again
- Instructor discusses answer(s)

Ken Ragan

PHYS 131, Mechanics and Waves

600+ students (5+12 TAs)

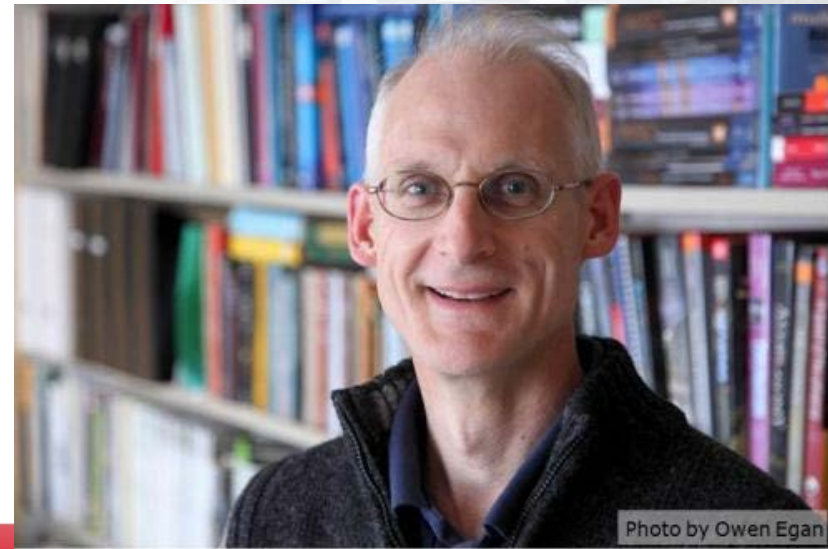
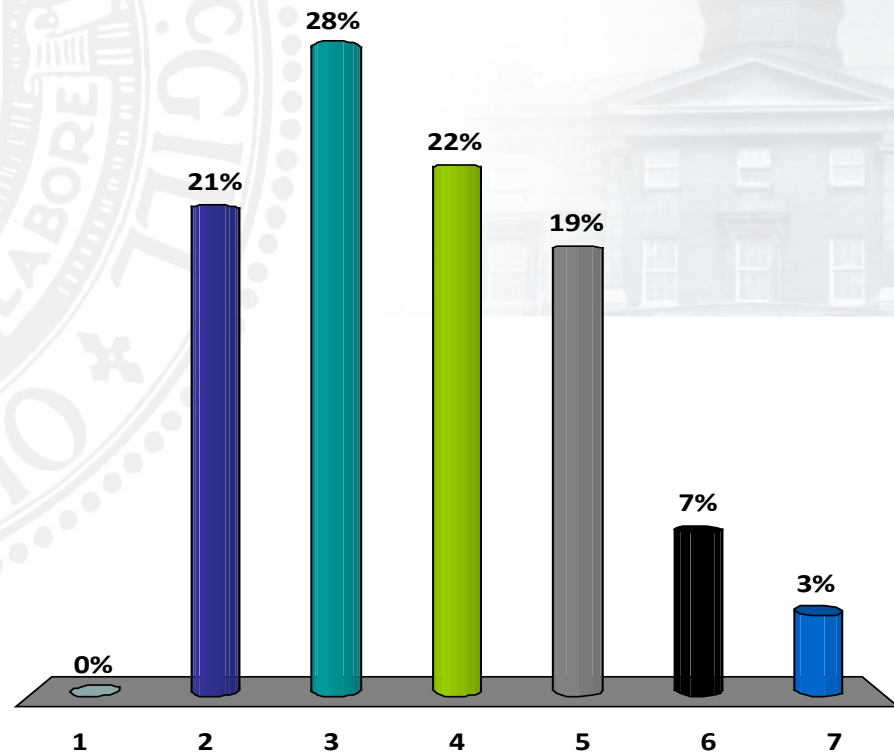


Photo by Owen Egan

In your experience, how well are profs doing at providing opportunities for active engagement and feedback?

1. A+
2. A
3. B+
4. B
5. C
6. F
7. K



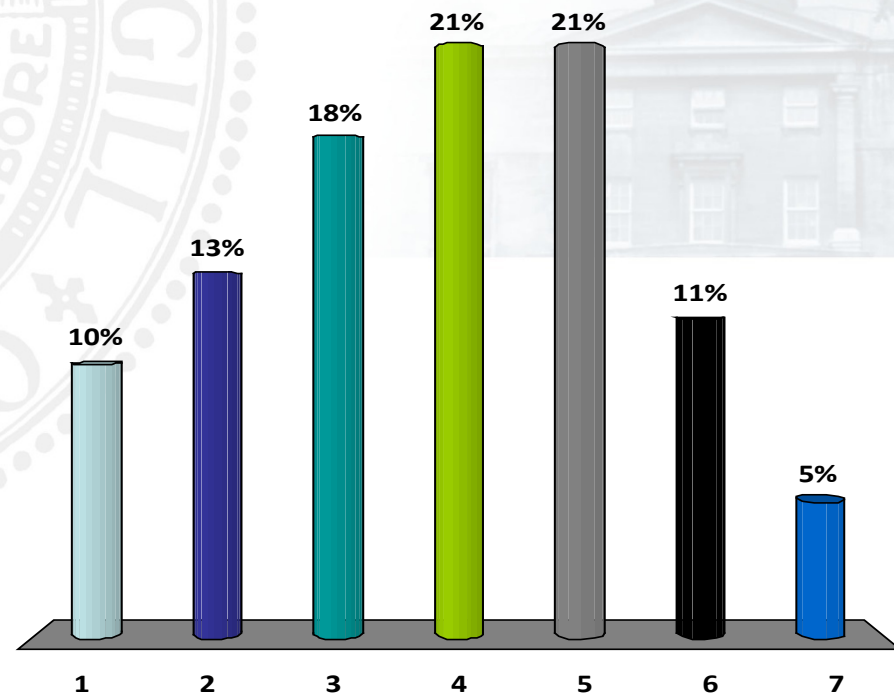
Faculties and departments: Shape curriculum and culture

- The Law Teaching Network:
 - Program level outcomes and curriculum mapping
 - Talking teaching
 - Experiential/Active Learning Fund



In your experience, how is your Faculty/dept doing in shaping the curriculum and culture?

- 1. A+
- 2. A
- 3. B+
- 4. B
- 5. C
- 6. F
- 7. K



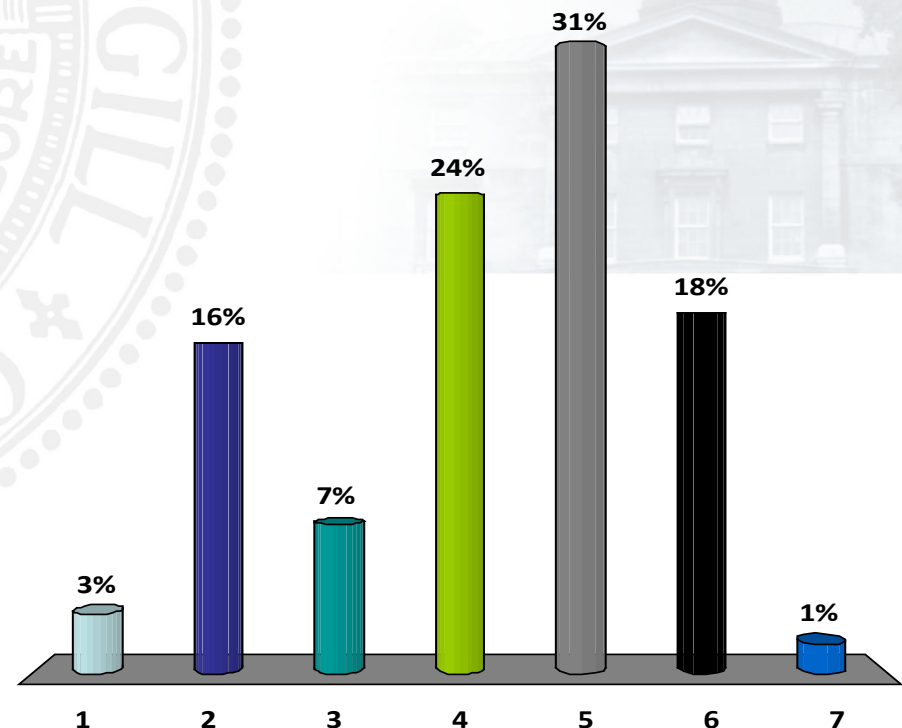
University: Shapes the context

- Infrastructure (MyCourses, Mercury, classroom spaces)
- Support for profs and students (TLS, Library, Student Services, IT Services)
- Recognizing and rewarding teaching (T&P, awards)
- [Policies and guidelines for teaching](#)



In your experience, how is the University doing in shaping the context for teaching excellence?

1. A+
2. A
3. B+
4. B
5. C
6. F
7. K



Discussion period

Plenary - 20 minutes

How can we shape more effective partnerships among the four partners?

What types of support are necessary to achieve teaching excellence?

In your experience, does McGill have the right kind of incentive system to encourage teaching excellence?





In your experience, how is your Faculty/dept doing in shaping the curriculum and culture?

