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Welcome to Connections - Your Teaching and Learning Resource

Sue Vajoczki - Director, Centre for Leadership in Learning

Welcome to the second edition of our newsletter. This issue reaches you at one of the most exciting times on the McMaster campus: the start of another academic year. The energy that arrives each year with our new and returning students is contagious!

You will notice on page 2 of this newsletter a short piece on the Seven Principles for Good Practice in Undergraduate Education. I have found these practices very helpful in my own teaching. Our staff are happy to meet with you to brainstorm ways that you could use the seven principles in your courses. The principles seem very simple, but are based on years of research evidence about what improves student learning.

The migration to the new learning management system, AVENUE, is now complete. This has not been an easy process for faculty, staff or students who use the system, but we are confident that we have a more stable, robust tool in place for Fall 2010. We appreciate your efforts in this migration and look forward to hearing your perspectives on the system as the fall unfolds.

We have a couple of new faces to introduce you to within our unit. Kris Knorr has now joined our team permanently as an Instructional Designer. Kris is currently working on his Master's in Education at Brock University. Lori Goff also joins us as an Instructional Designer, having worked most recently in the Department of Biology as an Instructional Assistant. Lori is working on her PhD in Education at Brock University. Both Lori and Kris are very familiar with our new learning management system, AVENUE, and are available to assist you as you design new courses or re-design existing ones.

We are very pleased to report that CLL will be moving! We are currently located in the basement of Thode Library, the sub-basement of Burke Science Building and Temporary Building 13. Our new, more easily accessible location will be the fifth floor of Mills Library. We will be co-located with the liaison librarians, thus providing good opportunities for synergy between our two groups. The current plan is for the move to be complete by the end of term 1. Watch for the announcement of our Open House in the new space.

As always, we are striving to help you enhance teaching and learning at McMaster. We value our collaborations with you and look forward to more in the future.

From the President

Building Teaching

Patrick Deane - President, McMaster University

As enrolment pressure continues to build in Ontario, and as both levels of government seek to stimulate the economy by funding ambitious capital projects, a number of universities in this province have erected, or have declared their intention to erect, a "teaching building." The idea strikes me as slightly odd, since most of the existing buildings on the nineteen major campuses in the Ontario system were presumably constructed in whole or part with teaching in mind.

In present circumstances, however, the intention seems reasonable enough: with growing enrolments, universities are coming to the belief that they have neither enough nor the right size of rooms required to fulfill their mission. The dream of an infinitely flexible building dedicated exclusively to teaching suggests itself, both as a practical solution and a corrective to the perceived domination and material demands of the research agenda.

That last point is critical. Practical solutions are desirable and often attractive, but also sometimes pernicious. To the extent that a "teaching building" has the potential to take us beyond the (continued on next page)



Photo by: JD Howell

accidental physical sequestration of teaching and research and to reinforce an intended theoretical or ideological opposition between the two, it may have undesirable consequences for the intellectual work of the university. What appears to promise flexibility may in the end prove paralyzing.

The enrolment and other pressures that characterize the present moment provide an opportunity to do much more than to reify in bricks and mortar the pedagogical assumptions of the past. "Teaching building": neither word is fixed in its meaning, and it is obvious that if we construe teaching in one way (as complementary to learning, for a simple and now broadly accepted example), we will have to imagine a building that is distinctive and suited to that construal. It is even possible to conceive of a form of teaching and learning the building for which would be unrecognizable as such.

McMaster has established much of its reputation on bold and innovative thinking, and I am excited to think of where that boldness will take us in the future. Nowhere will it be more important than in the way in which we understand and enact our mission to educate. Building teaching: we need to value pedagogy as process rather than edifice, to ask questions of our practice which truly do challenge entrenched habits of thought, and to allow for the possibility that in the future teaching and learning will occur in, and define, an entirely unexpected kind of intellectual space.

Thinking About Teaching & Learning

Chickering & Gamson's Seven Principles

Beth Marquis - Educational Consultant, CLL

"Seven Principles for Good Practice in Undergraduate Education" first appeared in the American Association for Higher Education (AAHE) Bulletin in 1987. In this brief article, Arthur Chickering and Zelda Gamson describe a set of pedagogical standards derived from decades of educational research, and designed to improve the quality of teaching and learning in colleges and universities. In particular, Chickering & Gamson state that good practice in undergraduate teaching:

1. **Encourages student-faculty contact;**
2. **Encourages cooperation among students;**
3. **Encourages active learning;**
4. **Gives prompt feedback;**
5. **Emphasizes time on task;**
6. **Communicates high expectations; and**
7. **Respects diverse talents and ways of learning.**

These principles have had an enormous impact on university teaching, influencing educational research, faculty development initiatives and instructional assessment systems across North America and beyond. As we step back in to another fall term, they also offer a set of proven guidelines that each of us might seek to apply in our individual courses. Read the full article [here](http://www.aahe.org/bulletins/articles/sevenprinciples1987.htm).

Chickering, A.W. and Gamson, Z.F. (1987). Seven Principles for Good Practice in Undergraduate Education. *AAHE Bulletin*.

Online at: <http://www.aahe.org/bulletins/articles/sevenprinciples1987.htm>

Learning Spaces

The Ron Joyce Centre: A space to inspire community, collaboration and passion for teaching and learning

Milena Head - Associate Professor, DeGroote School of Business

The blank page. It can instill anxiety and fear for some. For others, the blank page brings out feelings of excitement and eagerness for the incredible opportunities that await. For the DeGroote School of Business, the new Ron Joyce Centre is very much the latter. The Ron Joyce Centre, already affectionately referred to as "the RJC", is McMaster's boldest move to expand its campus outside of Hamilton. Located in Burlington on South Service Road, the RJC will be home to DeGroote's MBA and executive education programs as of September 2010.

In designing a new educational building one must start with that blank page and the big question: How can we design an environment that will inspire community, collaboration and passion for teaching and learning? Over the



Exterior of the Ron Joyce Centre, Summer 2010

past couple of years, faculty, staff, students, business & community leaders and instructional design experts have come together to write eagerly on the blank RJC page and to answer the big question. And as the final product is

about to be unveiled, we are confident that the RJC will ace the big question test!

The Ron Joyce Centre will embody the best of McMaster. From traditional stone walls to the latest in business technologies, the RJC will link the proud history of McMaster to state-of-the-art training for the market-ready leaders of the future. Experiential and evidence-based learning approaches will be encouraged in an environment that attracts collaboration between academic and business worlds.

All of the best real estate within the RJC is preserved for students and spaces have been carefully designed to enrich learning and collaboration. Many classrooms are flexible and reconfigurable spaces that can be adapted to suit multiple teaching and learning



MBA Students during a hardhat tour of the RJC, Summer 2010

styles and pedagogical approaches. A large learning commons on the main floor will be a dynamic space that supports individual and group study to make student learning easier and more successful. A teaching commons on the third floor will be a space in which communities of educators committed to inquiry and innovation can come together to exchange ideas about teaching and learning. A teaching boardroom will enable realistic simulations where students can put business theory into practice. A showcase Investment Decision Centre will give students hands-on exposure to state-of-the-art portfolio decision-making tools using live market feeds. And throughout the building, close to thirty collaboration rooms will facilitate connection and inquiry between students as well as between students and academic or business leaders.

While the RJC page is no longer blank, we know that it is not full. There is always room to expand, develop and improve. We invite the McMaster and business communities to share in our continuous journey for teaching and learning excellence at the RJC.

Signature Pedagogies

BHSc Program Celebrates 10 Years of Inquiry

Marc Colangelo - PhD Candidate, Medical Sciences

Over the course of my undergraduate education, I had D's, I had A+'s and I had everything in between. I failed tests and I achieved perfect scores. Throughout each experience though, I can say that I have always learned something.

After my first term, I sat down to my computer to check my marks. There it was: a D+. My first university mark was the lowest grade I had ever received. It felt as though the entire term had been for naught. Flash-forward to the fall after I graduated, feeling accomplished having finished four years of university. There I was being named to the Provost's Honour Roll, achieving a 12.0 average in my fourth year. So what exactly happened in between?

Essentially, I needed to learn how to learn. I didn't take the time to look at my concept of education. I was so interested in the short-term gains that I never saw that I actually was learning. What I see today, but never did back then, is that I was learning and receiving a low grade at the same time. Yes, it is possible.

As a member of the inaugural graduating class of the Bachelor of Health Sciences (Honours) Program (BHSc), I was introduced to a style of learning that has shaped the way in which I approach education as both a student and as an educator. The BHSc Program and specifically the Inquiry process gave me the resources, tools and most importantly, the support to allow me to determine what learning style worked for me. The Inquiry course allows students to develop and foster various skills including problem solving, communication, critical thinking, and working in small groups. Although students are encouraged to take an initiative in their own learning, there is also strong

emphasis on peer collaboration and small group learning.

In my role as an Inquiry facilitator in the BHSc Program, I now have the opportunity to share my experiences with incoming students. I can't tell them exactly what to do, nor would I, but I can provide them with a safe environment in which to learn and grow, without the emphasis on grades. No one knows I got D's, no one knows I met the Provost, and no one cares. What I do know is that thanks to the BHSc Program, I have the tools and skills to succeed and continue learning.



Celebrations for the 10th Anniversary of the BHSc Program are ongoing. Members of the McMaster Community are invited to participate in the next of these events – a nine-hole golf tournament and dinner gala on September 17th and 18th. More details are available at celebratebhsc.ca.

CLL Teaching & Learning Grants

Next Deadline: October 1, 2010 (Grants up to \$1000)

CLL disburses large grants of up to \$10,000 annually, with a submission deadline of March 1st. Submissions for grants of up to \$1000 are accepted 3 times per year on June 1st, October 1st, and December 1st. The key criterion for these grants is that the proposed project should improve the quality of students' learning at McMaster.

For further information, see:

cll.mcmaster.ca/awards_and_grants/grants.html

New TA Manual Available

The Centre for Leadership in Learning is thrilled to announce the publication of The 2010-11 Teaching Assistant Guide. Authored by TA Network Coordinator Erin Aspenlieder, this comprehensive manual contains a wealth of information of relevance to both new and experienced teaching assistants. It offers guidance on everything from lesson planning and assessment to creating and maintaining an inclusive classroom. Be sure to pick up a copy for yourself or for your TAs!

Print copies of the manual are available in each McMaster department office, and can also be ordered through Titles' Print on Demand service. For additional, electronic copies, please visit the CLL website: cll.mcmaster.ca

Teaching Tips

How can I make my classes more inclusive and accessible?

Sheryl Burgstahler - Director, DO-IT, University of Washington

The field of universal design (UD) can provide a starting point for developing a framework for instruction. You can apply this body of knowledge to create courses that ensure lectures, discussions, visual aids, videos, printed materials, labs, and fieldwork are accessible to all students. UD calls for multiple means of representation, action and expression, and engagement.

UDI Guidelines and Examples

Listed below are examples of instruction that employ principles of UD. They are organized under eight performance indicator categories, with a goal statement for each.

- 1. Class climate.** Adopt practices that reflect high values with respect to both diversity and inclusiveness. *Example:* Put a statement on your syllabus inviting students to meet with you to discuss disability-related accommodations and other special learning needs.
- 2. Interaction.** Encourage regular and effective interactions between students and the instructor and ensure that communication methods are accessible to all participants. *Example:* Assign group work for which learners must support each other and that places a high value on different skills and roles.
- 3. Physical environments and products.** Ensure that facilities, activities, materials, and equipment are physically accessible to and usable by all students, and that all potential student characteristics are addressed in safety considerations. *Example:* Develop safety procedures for all students, including those who are blind, deaf, or wheelchair users.
- 4. Delivery methods.** Use multiple instructional methods that are accessible to all learners. *Example:* Use multiple modes to deliver content - consider lectures, collaborative learning options, hands-on activities, Internet-based communications, educational software, and so forth.
- 5. Information resources and technology.** Ensure that course materials, notes, and other resources are engaging, flexible, and accessible for all students. *Example:* Choose printed materials and prepare a syllabus early to allow students the option of beginning to read materials and work on assignments before the course begins.
- 6. Feedback.** Provide specific feedback on a regular basis. *Example:* Allow students to

turn in parts of large projects for feedback before the final project is due.

- 7. Assessment.** Regularly assess student progress using multiple accessible methods and tools, and adjust instruction accordingly. *Example:* Assess group and cooperative performance, as well as individual achievement.
- 8. Accommodation.** Plan for accommodations for students whose needs are not met by the instructional design. *Example:* Know campus protocols for getting materials in alternate formats, rescheduling classroom locations, and arranging for other accommodations for students with disabilities.



UD benefits students with disabilities but also benefits others. For example, captioning course videos, which provides access to deaf students, is also a benefit to students for whom English is a second language, to some students with learning disabilities, and to those watching the tape in a noisy environment. Delivering content in redundant ways can improve instruction for students with a variety of learning styles and cultural backgrounds. Employing UD principles in everything we do makes a more accessible world for all of us.

Excerpted with permission from Burgstahler, S. (2007). Universal Design of Instruction (UDI): Definition, Principles, Guidelines, and Examples. Online at: <http://www.washington.edu/doiit/Brochures/Academics/instruction.html>

CLL Launches Four New Communities of Practice

The Centre for Leadership in Learning is pleased to announce the creation of four new Communities of Practice at McMaster. Communities of Practice (CoPs), sometimes called "learning networks", are groups of people who share a set of problems or a passion about a topic, and who increase their knowledge through discussion and shared experiences. The new communities are as follows:

- **Accessibility.**
Co-chairs: Ann Fudge-Schormans (fischorm@mcmaster.ca) & Bonny Jung (jungb@mcmaster.ca)
- **Instructional Assistants.**
Chair: Angela DiNello (dinello@mcmaster.ca)
- **Post-Docs.**
Chair: John MacLachlan (maclacjc@mcmaster.ca)
- **Writing.**
Co-chairs: Noam Soreni (soreni@mcmaster.ca) & Nancy Fenton (fentonn@mcmaster.ca)

These groups will join the successful CoPs established last year:

- **Instructors of First Year Courses.**
Co-chairs: Lovaye Kajiura (kajiura@mcmaster.ca) & Bridget O'Shaughnessy (oshaubr@mcmaster.ca)
- **Pedagogy.**
Co-chairs: Joe Kim (kimjoe@mcmaster.ca) & Chris Teeter (teetercj@mcmaster.ca)
- **Teaching Professors.**
Co-chairs: David Lozinski (lozinski@mcmaster.ca) & Sue Vajoczki (vajoczki@mcmaster.ca)
- **Teaching with Technology.**
Co-chairs: Soo Chan Carusone (chansy@mcmaster.ca) & Muriel McKay (mckay@mcmaster.ca)

For additional information about any of these communities, please contact the appropriate chair.

TA Notes

Graduate Student Day: An Exploration of Teaching & Learning

Natalie Paddon - Graduate Student Day Coordinator, CLL

This year, Graduate Student Day: An Exploration of Teaching and Learning will take place on Wednesday September 8. This annual event is an orientation for new and returning graduate students, as well as for graduate and undergraduate teaching assistants. It is a wonderful opportunity for those with an interest in developing teaching skills, and for those seeking a professional development reference on their resumes.

Graduate Student Day includes a variety of activities that encourage attendees to meet and to talk with experienced graduate students, TAs, and professors. Last year, more than 700 graduate students and teaching assistants took part, providing an ideal opportunity to collaborate with colleagues. This year, we're hoping to have close to 1,000 attendees!

In the morning and early afternoon, seasoned graduate students, teaching assistants and faculty guide discussions on various aspects of teaching and learning. The sessions focus on questions that are important to all TAs and graduate students, including how to handle your first tutorial, how to lead discussions, and how to present material effectively.

This year, we are including a number of advanced workshops that focus on various aspects of the graduate experience and beyond. Returning graduate students, who have previously attended Graduate Student Day, may find these workshops especially interesting, seeing as the majority of the workshops have never been offered and are geared towards students with some experience as TAs or graduate students. Some of the new workshops include:

- Creating an Inclusive Classroom
- (In)Civility in the Classroom
- How to Prepare a Teaching Dossier and Demonstrate Scholarly Teaching

There will also be a panel discussion on "Entering the Academic Profession" with faculty members from various departments.

At lunchtime, join us for a presentation by Ph.D. comic, as well as a complimentary lunch, hosted by the School of Graduate Studies and the Centre for Leadership in Learning.

The day concludes with a "Welcome BBQ" at the Phoenix Bar and Grill. Over dinner and refreshments, compliments of the Graduate Students Association and the CLL, you can meet TAs, graduate students and professors from every department on campus.

Registration is now open on the CLL website (cll.mcmaster.ca/programs/graduatestudentday/index.php). Be sure to register early to ensure there is space in the sessions you want to attend. We hope to see you there!

Scholarship of Teaching & Learning (SoTL) News

Refining the Institute for Scholarship of Teaching and Learning

Nancy Fenton - Educational Consultant, CLL

The Centre for Leadership in Learning launched a new **REFINED** Institute for Scholarship of Teaching and Learning starting on April 26, 2010. Our purpose in refining the previous 5-day Institute model focused on *integrating* the scholarship of teaching and learning within existing structures, *sustaining* and *extending* support to busy scholars, and *impacting* individual success.

The overall aim of the Scholarship of Teaching and Learning Institute is to build capacity by creating a group of faculty who will advance educational scholarship at McMaster University. In the new Institute for Scholarship of Teaching and Learning model, scholars will participate for a one-year term and will engage in the following components:

- **Introductory 5-day Intensive Program:**
Led by Christopher Knapper and Sergio Piccinin, this introductory program is intended to be pragmatic and interactive and will provide extensive opportunities for participants to work individually and in small teams to develop a viable research study.
- **Coaching and Mentoring:**
This unique coaching and mentoring component will provide ongoing, individualized support to participants on a bi-monthly basis. A kick-off event will bring previous Institute



Christopher Knapper (Left) & Sergio Piccinin facilitating the Introductory Workshop for the 2010 Institute

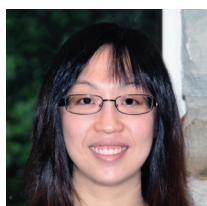
graduates together with current Institute participants to engage in discussions about various ways faculty are conducting SoTL research.

- **Scholarly Conversations:**
Group sessions will be offered to present topics pertinent to the completion of final research proposals (e.g. research ethics, grant writing, dissemination strategies). Additional opportunities throughout the year will provide participants the chance to discuss their practice (*continued on next page*)

of classroom research, which will invite peer collaboration and review (e.g. Research on Teaching & Learning Conference, Communities of Practice).

- **Proposal Support & Funding Opportunities:** Proposal support will be provided to participants through the Centre for Leadership in Learning. Upon completing a final proposal, participants will be eligible for a small or large CLL grant.
- **Conducting the Research & Disseminating Results:** Participants will submit a written report on the project to the CLL, and will be encouraged to disseminate the results of their research projects through seminars or discussions on teaching and learning at McMaster (e.g. Research on Teaching & Learning Conference, Communities of Practice, department retreats, etc.).

CLL Profile



Evelyn Chan
Digital Media Specialist

Interested in using multimedia technologies to engage your students in course content? Looking to develop sophisticated, pedagogically sound tools for online or blended teaching and learning? Evelyn Chan, the CLL's digital media specialist, is available to help you realize these goals.

Evelyn has been with the CLL since 2003, joining our team after earning an Honours BA in Multimedia and Japanese Studies at McMaster. Since that time, she's worked with faculty members across campus to create materials for a variety of multimedia teaching products, including web-based animations, online course modules, and interactive learning objects.

Currently, Evelyn spends much of her time helping to construct online presentations for instructors teaching in virtual or blended classrooms. Samples of some of her work in this area (as well as in others) can be seen at: cll.mcmaster.ca/evelyn/.

If you're interested in further information about engaging students via digital media, or would like to initiate a multimedia teaching project, Evelyn can be reached at chansm@mcmaster.ca.

Field Notes

Reports from CLL Teaching & Learning Grant Recipients

A Study of Computer-Aided Grading of Written Team Work

Robert Fleisig - *Assistant Professor, Mechanical Engineering*
Pannu (Pushpinder) Josan - *Mechanical Engineering and Management III*

The trend towards increased enrolment in higher education has multiplied the time and effort many instructors must devote to grading. New methods are needed to maintain the quality of education without exceeding the limits of existing resources. A possible way of dealing with this problem is to provide instructors and teaching assistants with computer-aided means of analyzing written work. The purpose of our study was to explore the ability of a computational technique called "Latent Semantic Analysis" (LSA) to aid student authors and their teaching assistants and instructors in the assessment of written projects in design engineering.

LSA is a mathematical measure of the semantic similarity of written passages and can be used to determine the coherence and cohesiveness of pieces of text. LSA has been proven to be effective in evaluating the quality of essays under controlled circumstances. The short term goal of this study was to test and to verify LSA's effectiveness in assessing the quality of team writing, individual written assignments, and engineering outcomes in an Engineering 1 course: ENG 1P03 – Introduction to Professional Engineering.

The research involved a series of experiments in which ENG 1P03 team projects and individual assignments were evaluated using LSA. The results were compared against human evaluations of these documents done by engineering experts. The study revealed some promising results. For example, in a set of seven scenario-based individual student assignments, the average correlation between four graders was found to be 0.476, whereas the correlation between LSA and grader evaluations was 0.482. This means that LSA performed better than an average grader. In another experiment done on 45 final team project reports, marked by six different teaching assistants, the average human-LSA correlation was found to be 0.76. This is within average inter-rater reliabilities, suggesting that LSA can perform at the same reliability level as an average grader. Together, these results suggest that LSA may be effective at evaluating the quality of team project documents and class assignments in ENG 1P03.

Future studies with LSA will investigate applications of LSA to the issues of detecting plagiarism, assessment of individual performance on a team, and team collaboration. It may also be possible to use LSA to determine the level of creative input by students to a project or to analyze year-to-year course improvements.

Teaching with Technology

New Teaching Technologies on Campus

Sue Vajoczki - *Director, Centre for Leadership in Learning*

Avenue to Learn

The biggest change in teaching technology at McMaster this fall will be the introduction of the new learning management system, AVENUE to LEARN. We are excited about the opportunities that this system will provide. We are also very aware that a tremendous amount of effort on the part of faculty, staff and students has gone in to moving to the new system. THANKS.

Several hundred faculty and staff have participated in face-to-face Avenue training thus

far. Training will continue this fall. Sign up at: avenue.mcmaster.ca/help/form-training.php

Course shells for Fall/Winter 2010-11 courses can be requested at: avenue.mcmaster.ca/course/course_request.php

Online help is available at: avenue.mcmaster.ca/help/

You can also contact us at the CLL help desk: ext. 22911. (*continued on next page*)



Sentenceworks

We are piloting a new product on campus this fall: SENTENCEWORKS. Sentenceworks is a personal grammar tutor that guides students through the revision of their papers and pinpoints areas for improvement. A group of people including CLL, CSD and Library staff, faculty, graduate students and undergraduate

students participated in pre-pilot testing this summer. If your students are producing written work we encourage you to have them try using this tool as part of their writing process. To use this system:

1. Go to sentenceworks.com (using any web browser).
2. Click on "Register for a new account".
3. Enter your name and @mcmaster.ca email address as well as your preferred password (note: this should not be your McMaster password). You will be able to change your password later.
4. Click Continue (or finish).

For more information on this product please contact Muriel McKay at mckay@mcmaster.ca or at ext. 26970. We will be soliciting feedback on this system later in the fall term to determine if we should continue with this product on a longer-term basis.

Call for Abstract Submissions

Research on Teaching & Learning: Integrating Practices December 9, 2010

The Centre for Leadership in Learning (CLL) at McMaster University is pleased to invite proposals for our second annual Scholarship of Teaching and Learning (SoTL) event. Based on the successes of last year's symposium, we have expanded, re-envisioned, and re-named the event the 'Research on Teaching and Learning: Integrating Practices' Conference. In its new form, this year's conference will seek to enhance teaching and learning by creating a framework for numerous kinds of 'bringing together.' It will provide a context for conversation and exchange across disciplines and institutions and between faculty, students, staff, and administrators, and will encourage discussions about bridging gaps between classroom research and practice in order to make teaching more evidence-informed.

This year's event will be held on Thursday, December 9, 2010. Our distinguished keynote speakers will be **Dr. Julia Christensen Hughes** & **Dr. Joy Mighty**, past-presidents of the Society for Teaching and Learning in Higher Education (STLHE) and co-editors of the exciting new book *Taking Stock: Research on Teaching and Learning in Higher Education* (McGill-Queens University Press, 2010).

We welcome proposals for the following types of participation:

- **Workshops** (3 hours): Workshops should be hands on, participatory sessions that will allow participants to learn about some aspect of teaching and learning research by doing.
- **Long Papers** (50 minutes): Long papers are interactive presentations of original research about teaching and learning in higher education. In addition to presenting findings, session leaders should plan to make use of strategies that will engage attendees actively in the material.
- **Short Papers** (20 minutes): Short papers provide an opportunity to communicate research results (or related material) in a more condensed fashion. While these sessions may be akin to traditional conference papers, presenters are encouraged to include interactive components wherever possible.
- **Poster Presentations**: Posters allow participants to present research ideas and/or findings in an informal context that facilitates one-to-one discussion and exchange with other conference attendees.

Individuals are free to submit more than one proposal, but should be first author on only one paper presentation. Work in progress is welcomed.

Education 750: Principles & Practices of University Teaching

Tuesdays

September 21-December 14, 2010

9:30 a.m. – 12:30 p.m.

Instructors:

Dr. Nancy Fenton

Dr. Beth Marquis &

Dr. Catherine Swanson

Due to popular demand, this Graduate Credit Course will be offered again during the Fall 2010 session. The course, which is open to grad students across campus, focuses on the skills and scholarship of post-secondary teaching and learning. It offers an introduction to the literature and an opportunity to practice teaching skills through interactive workshops and the development of a course design.

Submission Process:

Proposals should be submitted via the online submission form that can be found at ccl.mcmaster.ca/conference/index.php/rtl. The deadline for submissions is 5:00pm on October 17th, 2010.

All proposals must include the following:

1. Submission Type
2. Submission Title
3. Author name(s), title(s) & contact information
4. A brief abstract (no more than 250 words) that indicates the focus and objectives of the session. Proposals for workshops and long papers should also outline the interactive methods that will be used.

All proposals will be peer reviewed. For additional details about the proposal submission process, please visit: ccl.mcmaster.ca/conference/index.php/rtl.

Award-Winning Instruction

McMaster Names New Recipients of the President's Awards for Excellence in Teaching

Nancy Fenton & Beth Marquis - *Educational Consultants, CLL*

This past spring, McMaster once again celebrated a group of its most remarkable educators by way of the President's Awards for Excellence in Teaching. The President's Awards, established by past University President Peter George, demonstrate the value McMaster attaches to its educational function and recognize those who, through innovation and commitment, have significantly enhanced the quality of learning by McMaster students. This year's recipients certainly fit this description. Brief profiles of their excellent work are provided below.

President's Award for Course or Resources Design

Joe Kim, Chris McAllister, Greg Atkinson, Matt Pachai, Eric Durrant

Psychology, Neuroscience & Behaviour and Science Media Lab

This year's course design award recognizes the efforts of Dr. Joe Kim and his development team in creating a Blended Learning Model for McMaster's Introductory Psychology courses. The innovative course design they have developed integrates online modules, small group tutorials and traditional lectures; it thus enables students to self-pace their learning through web lectures, to engage in small group activities and discussions, and to apply real-world problems to the study of brain/behaviour relations during more conventional class meetings. This work is solidly founded on teaching scholarship, and the centerpiece for course development is the integration of student feedback that helps the team craft ongoing improvements to the course. Through collaborations with other McMaster resources, great efforts have also been made to create courses and content that are accessible to all students, and that assist first year students' transition to University life. As a result of these exemplary efforts, Dr. Kim and his team have created a high quality learning experience for students in McMaster's largest undergraduate courses.

President's Award for Educational Leadership

Alan Neville - *Undergraduate Medical Program*

Alan Neville's leadership in education is evident in the profound influence he has had on medical education at a local, provincial, national and international level. This award recognizes his vision and his exemplary accomplishments as an educational scholar, curriculum developer, and leader in faculty development. At an international level, Dr. Neville has demonstrated leadership in establishing new medical schools, implementing problem-based learning curricula, overseeing innovative admissions programs, and evaluating medical schools for academic accreditation. Closer to home, Dr. Neville's vision and expertise were instrumental to the development of the redesigned concept-based medical school curriculum at McMaster. Medical schools around the world have since implemented many of the pedagogical innovations cultivated under his leadership. Alan is also a proven leader in faculty development, particularly in the training of problem-based learning tutors. He actively encourages the development of junior faculty in the field of medical education and has been an inspiration to the many he has mentored.

President's Award for Instruction

Ann Herring - *Anthropology*

The 2010 President's Award for Instruction is awarded to Ann Herring in recognition of her creativity and versatility as an educator and her unwavering dedication to improving the learning experiences of all students. Dr. Herring's students and colleagues describe her as an innovator, a leader and an inspiring achiever, and attest to her gift for engaging her students in intellectual dialogue and igniting their passion for learning. These characteristics are also reflected in many of the courses she has conceived and developed, particularly the fourth-year seminar *Anthropology of Infectious Disease*. In this self-directed, problem-based course, students are given the opportunity to develop and hone their independent research skills while working on original archival research that is ultimately published in book form. The most dramatic evidence of Dr. Herring's teaching success, however, is the stellar achievement of her students. Several of Ann's students have won research awards and others have gone on to forge successful careers in Anthropology, Archaeology, Public Health and Medicine. Students from across North America migrate to McMaster just to have the privilege of studying under her supervision.

CLL congratulates each of these award-winners on their well-deserved recognition. Further information about the President's Awards for Excellence in Teaching, including nomination procedures, can be found at cll.mcmaster.ca/awards_and_grants/.

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