



# Brock Teaching

News from the Centre for Teaching, Learning and Educational Technologies, Brock University

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## Europe on 8 bytes a day

By Barry W.K. Joe  
Director, Centre for Teaching,  
Learning and Educational  
Technologies

What could digital technologies of the 21st century and *Culture and Civilization of Central Europe: From the Prehistoric to the Carolingian Period* possibly have in common? At first glance, they stand side by side in awkward anachronism, neither sharing the same space easily with the other. And yet Professor Herbert Schutz, Chair of the Department of Modern Languages, Literatures and Culture, has practiced diplomatic creativity, informed by a lifelong commitment to the Humanities, in combining these apparently antithetical elements into collaborative harmony for his course German 1P93.

Schutz's examination in *Culture and Civilization* requires students to offer a brief identification of 10 to 15 slides, followed by an analytical commentary on the significance of the material they have just seen. Traditionally, this is accomplished by showing 35 mm slides with a projector in the examination room; with the assistance of a three-minute "blip" tape that sends an audio signal to the projector, the slides are advanced automatically. This year, however, the Language Learning Centre upgraded its facilities to state-of-the-art hardware for digital delivery of audio and video, and the traditional projector/blip tape mode simply could not be mounted for the examination.

With the technical assistance of Julia Babos, Information Technology Support in the Language Learning Centre, Schutz set about finding a solution. Babos was able to map the needs of the examination onto the digital strengths of the brand-new hardware in the lab. She suggested to Schutz that they digitize the slides and transmit them out to the student lab positions from the main instructor's console. The slides were set to change every three minutes through the software at the instructor's console. Instead of peering from a distance at a large screen at the front of the room,



Professor Herb Schutz

each student now had a high-definition image before him/her on an individual plasma screen.

The immediate pedagogical benefits were evident from student comments after the examination. They remarked on how the individual displays:

- contributed to their changed intellectual relationship to the slides;
- made each artwork seem more personal;
- gave them a feeling of increased control on that component of the examination.

Schutz is no stranger to integrating technology in his pedagogy. In the '70s, when reel-to-reel tape recorders were the highest technology in the language lab, Schutz adapted that technology to his learning goals, working with students so that they were achieving simultaneous English to German translation of complex passages in a matter of weeks. When the Language Learning Centre installed computer hardware in its new facility in 1987, Schutz was among the first to implement exercises based on computer-assisted language learning (CALL) strategies in grammar and vocabulary to take advantage of the new electronic capabilities.

The Manager of the Language Learning Centre, Al Ciceran, is given full credit by Schutz for having always provided the tools and enthusiastic support for faculty members to explore new instructional avenues. This venture into digital instruction is merely the next logical phase.

Digitizing the slide images was only the first step in Schutz's exploration of the potential of a digital Humanities. The next stage will be to permit students to write the analytical commentary of each slide using the quiz module of **WebCT**, in a window open as the slides are being displayed. Depending on the evaluation instrument selected from within **WebCT**, the comments can be auto-corrected and students can have their results before they leave the examination room. Schutz is currently working with the Centre for Teaching, Learning and Educational Technologies (CTLET) to design the optimum strategy for this portion of the examination. The learning outcomes remain the same; only the medium has changed as a creative and reflective practitioner meshes *Culture and Civilization of Central Europe: Prehistory to the Carolingian Period* seamlessly with the latest digital technology.

## New Technology Centre is an exciting partnership

By Margaret Grove  
University Librarian

In recent months, the James A. Gibson Library and the Centre for Teaching, Learning and Educational Technologies (CTLET) have been working together to plan an innovative Information and Learning Technology Centre that will be located in renovated space on the main floor of the Library.

The Technology Centre will serve as a shared facility for the Library and CTLET. It has been designed to include a state-of-the-art smart classroom, a training room for small group instruction and office space for CTLET staff.

The smart classroom, the focal point of the Technology Centre, will include 25 laptop computers, a raised floor with multiple Internet and electrical drops, an instructor's console with integrated controls for lighting and multimedia equipment, and a robust technical infrastructure to allow for future development. One of the most important features of the room, in addition to the technology, will be its reconfigurable furniture — tables on casters will allow for flexible positioning to support different teaching and learning styles. When the smart classroom is not in use for formal instruction, it will be open to students for research and study.

The Technology Centre is of utmost importance to both the Library and CTLET, providing both units with the facilities they require to meet their objectives. As information proliferates at an unprecedented rate, a clearly defined instructional role has emerged for the Library: it must provide students with the skills they require to locate, evaluate, synthesize and apply information in a critical manner. Appropriate instructional facilities are essential for this purpose. CTLET requires the resources of the Technology Centre to promote effective teaching and learning outcomes through the use of educational technologies. The planned Information and Learning Technology Centre is evidence of a promising partnership between the Library and CTLET that will benefit students and faculty alike.



Brock  
University

Careers begin here!

## 2001 Brock University Award for Distinguished Teaching

# Effective teachers have a good story to tell

In his role as a teacher, Professor Stefan Brudzynski is in many respects a storyteller who, as his colleagues and students describe, has a magical ability to reach everyone in the audience during his lectures.

"A big part of teaching is how you tell the story," says Brudzynski of the Department of Psychology. "What all teachers try to do is to stimulate interest in students — that is what makes teaching successful. I work very hard at finding a story, whether it's based on historical fact, an unusual discovery or even serendipity, to apply to my lectures."

Since arriving at Brock in 1997, Brudzynski has earned a well-deserved reputation as an exceptionally talented and dedicated teacher. Last year, he was recognized with the 2001 Brock University Award for Distinguished Teaching.

He adds this honour to a list of teaching awards which includes the Medal of the Polish Student Association, awarded by the Science Committee of its Regional Branch in Lodz, Poland in 1971, for promoting student research activity and interest in science; the Individual Award of the President of the University of Lodz, awarded for academic teaching and educational activity; and the award of

the University Students' Council at the University of Western Ontario, awarded in recognition of teaching excellence.

Brudzynski's areas of expertise are neuroscience and neuropsychopharmacology which is the scientific study of medicinal drugs and their effects on the brain. Colleagues and students are impressed by Brudzynski's ability to explain these complex concepts in understandable terms.

"There can be some very boring material that students must learn," he adds. "That is when it becomes particularly important for teachers to find a means of making lectures interesting for students."

Brudzynski draws on his extensive research experience to enhance his teaching and to also provide a relevant perspective to the learning process.

"Teachers who talk about their research experience add flavour to their teaching," he says. "By sharing their research experience, teachers often spark the interest and curiosity of students. On the other hand, as a researcher I believe it is very important that you educate people about what you are doing in the laboratory."

Brudzynski also places a lot of importance on providing students with the opportunity to learn in the laboratory.



Professor Stefan Brudzynski

"Putting students in a research environment is a powerful way to stimulate their interest," he says. "In the lab, you have the opportunity to teach very practical skills and knowledge of experimentation that can't be replaced in a classroom with lecture and videotape."

"My greatest reward as a teacher is to see that students gain a significant understanding and can demonstrate their understanding in something that they never knew before. It is also rewarding to know that they gain a genuine interest in the subject. That is evidence that teaching is successful."

# Reflections on teaching and learning in higher education: A renewed strategy

This report is the abridged version of the lecture presented on December 4, 2001, under the auspices of the Brock University Distinguished Scholars Series. The full text may be accessed through the CTLET Web site: [www.brocku.ca/ctl](http://www.brocku.ca/ctl)

By Dr. Anna H. Lathrop  
Chair, Department of Physical Education and Kinesiology



Professor Anna Lathrop

I am delighted to share a shortened version of my reflections on teaching and learning. These ideas and recommendations emerged as a result of discussions that were held at the November 2001 3M Teaching Fellowship Award Retreat at Montebello, Quebec. I believe the strategies and policies that were shared at this conference offer a helpful context for our own re-examination of teaching and learning priorities at Brock University.

Successful teaching and learning strategies recently adopted by universities across Canada:

#### Student-focused initiatives:

Introduction of "transition" courses and administrative initiatives designed to enhance attraction, retention and career placement of students. These initiatives include:

- first year transition courses
- inquiry courses in year 2, 3 and 4
- exit year courses and initiatives designed to identify and promote academic skills as employable skills.

#### Faculty-focused initiatives:

Introduction of multi-faceted forms of evaluating excellence in teaching (based on the premise that student evaluations represent only *one* indicator of teaching performance). These initiatives include: a) creation of specific criteria for the construction and evaluation of teaching dossiers;

b) inclusion of specific criteria that identify evidence of teaching excellence in advancement through promotion (lecturer, assistant, associate and full); and c) expansion and identification of specific criteria related to teaching excellence for merit.

#### Teaching and Learning at Brock University: A Renewed Strategy

In light of these and other successful teaching initiatives across Canada, I believe the time is at hand for a renewed strategy to enhance the visibility and importance of the quality of teaching and learning at Brock University. It is my hope that these suggestions will contribute to the momentum, initiated with the President's Task Force on Institutional Planning and Priorities, that identified

"the *seamless integration* of research and teaching" (1999, p. 1) as the central mission of the University.

#### • Recommendation 1:

The creation of a new position, Associate Vice-President, Teaching and Educational Technology. Parallel to the position of Associate Vice-President, Research and Dean of Graduate Studies, this new AVP would be a senior administrative position designed to facilitate the scholarship of teaching and coordinate instructional, program and facility decisions related to the enhancement of teaching and instructional technology. Both the AVP Research and Dean of Graduate Studies and AVP Teaching and Educational Technology would work together, in conjunction with a new CIO, Chief Information Officer, to ensure that undergraduate and graduate teaching and research was equally valued and integrated in the organizational structure of the University.

#### • Recommendation 2:

The adoption of multi-faceted forms of evaluating teaching excellence. In addition to course evaluations, additional indicators of teaching excellence must be identified and affirmed through the merit and promotion and tenure process. These criteria should include: peer-reviewed evidence of teaching excellence (teaching dossiers and classroom instruction); the use of innovative course development and instructional technology; participation in learned societies with a focus on teaching and learning; publication and creative work in the area of teaching and learning; participation in university service designed to enhance the quality of teaching and learning (peer mentoring committees, CTLET); TA facilitation;

and undergraduate and graduate supervision. Critical to the success of this broadened mandate would be the provision of institutional support via the expansion of services and programs offered by the Centre for Teaching, Learning and Educational Technologies (CTLET), an expanded teaching enhancement fund designed to support pedagogical research, release-time incentives for course development, and a university-wide support network for faculty who wish to experiment with new technology and classroom experiences. Incentives for excellence in teaching must parallel those offered for excellence in research.

#### • Recommendation 3:

The introduction of faculty-based first year transition courses. With an emphasis on academic and life-skill transition strategies designed to introduce students to the university culture of academic inquiry, these *Transition Plus* courses would be taught by a team of experienced faculty within each faculty. With a common structure and commitment to small group learning, these courses should be designed to meet the challenge of the double cohort in 2003.

#### • Recommendation 4:

A reconfiguration of how we envision and implement small group learning. Given anticipated increases in student enrolment and human resources, seminars, labs and tutorials are resources that must be strategically implemented. Virtual options, via **WebCT** and other instructional technologies, must be implemented. Each faculty must develop a strategic plan to justify where seminars, labs and tutorials are the most critical, and where other options are feasible.

## Brock University's TA Certificate Program 2001-2002

# Faculty applaud contributions of TA award winners

By Jill Grose  
Associate Director, CTLET

The Brock University Teaching Assistant Awards were founded by CTLET to recognize the excellent teaching contributions made by TAs, seminar leaders and lab demonstrators. TAs must be nominated by two individuals (including a faculty member) who submit supporting documentation in the form of letters from faculty, former students and other TAs; summaries of teaching evaluations; and evidence of professional development in teaching. Two awards are given annually: the TA Award is given to a TA with less than three years of experience who shows promise in the field of teaching; the senior TA Award is presented to an individual who has demonstrated an outstanding commitment to university teaching. Previous recipients of the senior award include Marilyn Cottrell, Gail Neff, Ellen Maissan, Caroline Stikkelbroek and Donna Vukmanic. TAs in both categories are recognized with a cash award, a certificate and an inscription on a plaque that celebrates previous TA Award winners.

CTLET would like to congratulate the recipients of this year's TA Awards:

### Senior TA Award Jimmy Au, Mathematics

According to Eric Muller, Chair of the Department of Mathematics, "it is obvious that Jimmy is having a tremendous impact on the learning of mathematics at Brock..." Au has been a Teaching Assistant in the Department of Mathematics for 18 years and has helped a considerable number of students. Dorothy Levay, a Mathematics instructor and one of Au's nominators, states that "Jimmy cares about each student in his lab sections and this attitude is obviously projected to his students who regularly describe him as patient, understanding and approachable."

Not only is Au an effective teacher of Mathematics, he is also a longtime staff member in Information Technology Services. In fact, his computer programming and interface design skills were exactly what was needed when Professor Bill Ralph introduced a new course with the goal to help students make creative explorations of mathematical ideas using computers. Ralph feels "fortunate to have a TA who understands mathematics, programming, interface design and is also a superb communicator... his observations on the course will help me



TA Award winners Melora Cunliffe and Jimmy Au with CTLET staff Barry W. K. Joe and Jill Grose.

teach it better next time."

Au holds a Bachelor's degree in Administrative Studies and Computer Science from Brock and a Master of Divinity degree from the Ontario Theological Seminary.

### TA Award Melora Cunliffe, Physical Education

Melora Cunliffe is a graduate student in the Faculty of Applied Health Sciences and has been a Teaching Assistant/Lab Instructor in the Department of Physical Education and Kinesiology for the past two years. This year, she was also the Course Coordinator for PHED2Q07 Research and Design Methods. According to Professor David Gabriel, she is a "course instructor's dream... her tireless efforts are the reason Melora's laboratory sections are specifically mentioned as the greatest strength of

the course in the written portion of the evaluations." Gabriel, along with Professor Diane Stevens, note that Cunliffe has "exceptional organizational skills, superior communication ability and a deep compassion for the students that she instructs." Cunliffe is graduating in the fall with a Master of Science degree in Exercise Physiology and will be attending the Faculty of Education's Pre-service program.

## OPAS establishes new technology awards

The Office for Partnerships for Advanced Skills (OPAS) is announcing the establishment of the OPAS Awards for Innovation and Excellence in Teaching with Technology. The two awards are designed to recognize excellence and innovation in:

- 1) the use of technology in university teaching
- 2) continued learning for people in the workplace

The awards, to be offered annually, will consist of a formal citation and a material award (in the form of cash services, hardware, software or a combination of these). The value will be at least \$7,500.

Any faculty member at an Ontario university is eligible to apply or be nominated for these awards. Full details pertaining to criteria and rationale for nominations/applications are available on the OPAS Web site at <http://www.opas-partnerships.com>

## Want your course on WebCT?

CTLET, in partnership with Information Technology Services, will employ students this summer to provide faculty support in **WebCT** course development in addition to creating content-specific learning objects. We are seeking interested faculty members, who would like to mount a **WebCT** course, to volunteer their content expertise and course material in a collaborative venture with these students.

How do the students benefit? They acquire knowledge of the virtual learning environment, the basic pedagogical principles that support instructional technology, and an awareness of key issues that they will face in programming learning objects. How do the volunteer faculty members benefit? Participants will have a fully developed **WebCT** course component in place in time for September classes at no charge.

Contact CTLET, ext. 3933, or [ctl@brocku.ca](mailto:ctl@brocku.ca) for more details or to volunteer.

## Congratulations to recipients of TA certificates



Brock's Teaching Assistants were honoured for their contributions to the University during a reception on April 5.

The TA certificate program is offered annually to Brock teaching assistants who wish to pursue opportunities for professional development in teaching. This year a large number of TAs obtained the **Advanced Certificate in Teaching and Learning** which requires participants to earn 16 workshop credits and submit a statement of teaching philosophy. The workshop series is open to all TAs, seminar leaders, lab demonstrators and markers under contract to the University and covers such topics as teaching and learning styles, effective marking practices, motivating students and handling conflict in the classroom. TAs state that, in addition to learning from the various presenters, they enjoy the opportunity to meet colleagues from other disciplines to discuss problematic situations and share ideas and strategies. TAs completing the certificate program were honoured at a University Club

reception on April 5, hosted by Terry Boak, Vice-President, Academic, and CTLET.

### Recipients of the TA Certificate in Teaching and Learning in Higher Education 2001-2002

#### Advanced Certificate

Adote Anum, Psychology  
Stephanie Ballay, Child and Youth Studies  
Brigitte Cecckin, Sociology  
Jenn Christie, Communications,  
Popular Culture and Film  
Jonathan Fletcher, Geography  
Michael Ford, Sociology  
Kathryn Foster, Centre for the Environment  
Karen Hofman, Sociology  
Tammy Kozar, Psychology  
Deborah Mindorff, Education  
Sheila Morris, Recreation and Leisure Studies

Robyn Perry, Sociology  
Vanessa Peters, Applied Language Studies  
Mark Poulin, Modern Languages  
Marion Trent, Child and Youth Studies  
Diane Van Riezen, Women's Studies

#### Basic Certificate

Bin Chung, Linguistics  
Michael Clark, Psychology  
Marsha Cober, Recreation and Leisure Studies  
Lisa Crewe, Sociology  
Cheryl Grimo, Nursing  
Kristy Grahame, Psychology  
Annabelle Grundy, Education  
Leslie Hague, Psychology  
Joanne Hart, Labour Studies  
Jennifer Illes, Biology/Psychology  
Nadine Knockaert, Linguistics  
Jennifer Lockyer, International Studies  
Jill MacDonald, Women's Studies  
Beth McQuarrie, Child and Youth Studies  
Lori Morrison, Political Science  
Carrie Osborne, Psychology  
Snezana Ratkovic, Chemistry  
Marcelle Sloetjes, Community Health Science  
Stacey Tallon, Recreation and Leisure Studies  
Sarah Viehbeck, Community Health Science  
Ragaia Warrag, Women's Studies  
Robert Wilkinson, Community Health Science  
Sandra Witt  
Mehdi Wolf, ExperiencePlus!  
Klemen Zumer, Economics

# Excellence in teaching combines craft and creativity



Professor Donald Ursino

The following is the second part of a two-part article based upon the presentations made by Professor Donald Ursino at Brock University on June 15, 2000 and Jan. 30, 2001. The first part – *On Learning* – appeared in the last issue of *Brock Teaching*.

By Dr. Don Ursino

In his book *The Craft of Teaching* (1976), Kenneth Eble focuses on such topics as teaching behaviours, instructional strategies, classroom management, course planning and organization, attaining active participation and group collaboration, and student assessment. He chose the word “craft” to emphasize that there are skills and techniques that teachers can acquire and hone. In fact, our professional development as teachers, facilitated through workshops, conferences and publications on teaching and learning, often involves the acquisition of new skills and techniques.

One important component of the craft of teaching involves the behaviours that teachers adopt in and outside of the classroom, and in this regard, I have especially valued the work of Harry Murray at the University of Western Ontario, and the workshop which Mary Dow of the University of Windsor conducted at Brock in the mid 1970s. Through the administration of a 100-item “Teaching Behaviour Inventory” to students in a large, multi-section introductory psychology course, Harry Murray and his colleagues were able to identify a small core of teaching behaviours that correlated with the students’ satisfactions with the course and the professor, and also with student academic performance. The significant teaching behaviours were:

- **enthusiasm** for teaching and for one’s academic discipline;

- **organization, clarity and pacing** – stressing important points, giving multiple examples, pointing out practical applications, repeating difficult ideas, and proceeding at a reasonable pace;

- **interaction** – encouraging questions and comments, addressing students by name and praising students, asking questions of the class, and engaging the student with other students;

- **disclosure** – providing sample exam questions, providing overviews, course objectives and requirements, being fair and impartial, and helping the student to perceive the subject as meaningful;

- **rapport** – being friendly and easy to talk to, being sensitive and concerned for student progress, being willing to help students with problems, and being tolerant of other viewpoints.

Mary Dow’s workshop was entitled “Teaching as Acting” and in this workshop participants, in groups of two to three, were required to act out comic strips. She would then critique the “actors” in regards to voice, eye contact, facial expression, gesturing, and positioning. Her intent was to enhance our expressiveness and thus improve our engagement with students in the classroom. This informative experience revealed the many techniques associated with acting that are equally relevant to teaching.

In addition to the “craft” of teaching, Eble also acknowledged that there can be an “art” component to teaching, a component identified by words such as unique, innovative and creative. It is the presence of creativity that identifies the “art” of teaching (just as the expectation and presence of creativity is used to distinguish an art exhibit from the craft show).

Creativity implies bringing something original into existence, possibly by producing a new outcome from relating previously unrelated things. In regards to teaching and learning, creativity may be evident in

the unique design of a course or curriculum, in the use of innovative strategies and course materials to achieve well-defined learning outcomes, or through the development of novel ways to assess student learning that also serve to facilitate learning.

In his 1992 publication *Scholarship Revisited: Priorities of the Professoriate*, Ernest Boyer associated the creative aspects of teaching with the scholarship of teaching, and within this scholarship, he advanced three specific dimensions. One dimension involves exploring more deeply how students learn and make meaning of their experiences. The second dimension, which he labels the synoptic capacity, recognizes the ability to draw different strands of a field together to provide a more coherent meaning. His third dimension defines the ability to identify and develop teaching techniques and strategies that are particularly appropriate for one’s discipline. He refers to this creative capacity that integrates subject matter knowledge with the process of teaching (pedagogical knowledge) as “pedagogical content knowledge.”

The ability to creatively “transform” one’s subject matter knowledge for the purpose of teaching requires more than just an understanding of subject matter. It demands an awareness of the knowledge background of the students, including any misconceptions they may have. It requires understanding what makes the learning of specific concepts easy or difficult, and then having the ability to adapt and tailor subject matter to the developmental levels and abilities of the students. And it requires the continual restructuring of subject matter knowledge for the purpose of teaching, then finding the most useful analogies, examples and demonstrations that will foster understanding and learning.

Like the other scholarly activities that advance, integrate, and apply knowledge, scholarly teaching is a creative activity that is also dependent

upon resources; the intellectual resources of subject matter knowledge, and the knowledge, skills and experiences related to teaching. Creative activity in any endeavour requires time — time to play with ideas and problems, and to think about learning outcomes and teaching, and about one’s students. It requires one to become intensely engaged for prolonged periods of thinking and reflection, and more time to respond to, and play with the initial insights that emerge from within, and still more time to elaborate, evaluate, and develop the insights before the creative product is finally implemented and assessed.

There are many impediments to scholarly teaching. Those who hold the naïve perception that teaching is simply telling and that learning is primarily the acquisition and memorization of information are not likely to engage in scholarly teaching. Neither will the teacher who chooses to do little more than “follow the text.” Since one’s potential for creative teaching should increase as one’s teaching experiences and subject content knowledge increase, a limitation in either of these areas will limit one’s capacity for scholarly teaching.

The most significant impediment to creative teaching, however, is insufficient time to reflect upon teaching and learning and to develop and implement creative outcomes. In a profession that expects creative activity in other pursuits, as well as participation in administrative affairs and/or public service, allocation of time to achieve scholarly teaching is likely to be compromised, particularly if such teaching is neither encouraged nor rewarded.

Excellence in teaching combines craft and creativity with the aim of achieving meaningful learning outcomes that will truly enrich and empower our students, and fuel their passion for lifelong learning.



*The Teaching Behaviour Inventory is available for Brock instructors online. Call CTLET for information.*

## STLHE 2002, at McMaster University, June 12 to 15

[www.mcmaster.ca/stlhe2002](http://www.mcmaster.ca/stlhe2002)

The Society for Teaching and Learning in Higher Education is being hosted this year at McMaster University in Hamilton from June 12 to 15. The theme *Fostering the Spirit of Inquiry* offers three days of sessions on

instructional development, instructional technology, teaching assistant development and support, institutional change and best practice in the classroom. The conference

also offers nine pre-conference workshops on topics such as Teaching Inquiry to First Year Science Students and Incorporating Humour in Teaching and Learning. Members of the Brock community who attend this conference are eligible for financial support from CTLET. Call Jill Grose, at ext. 4392, for details.

## Spring Institute: the Instructional Skills Workshop

June 17 to 19  
[www.brocku.ca/ctl/isw.html](http://www.brocku.ca/ctl/isw.html)

CTLET is pleased to offer a three-day instructional skills workshop as its 2002 Spring Institute on Teaching and Learning. This year we welcome facilitators from Simon Fraser University and the University of British Columbia: they are part of a group of higher education instructors who have undergone certification as trainers in teaching and learning issues. They will lead the participants through videotaped micro-teaching sessions which explore numerous aspects of instructional expertise. Space is limited to 10 participants and a certificate is awarded. The institute should be of interest to both new and experienced faculty.

## A Tribute to Teaching: The Best of Brock

As Brock University moves closer to becoming a comprehensive university with new and expanded graduate department and research programs, it is a tribute to the founding spirit of the University that teaching excellence and classroom accountability to our students is still at the forefront of institutional priorities. Brock has many gifted, innovative and dedicated teachers. To celebrate and honour the exceptional teachers and teaching that Brock has seen over the past 38 years, CTLET intends to compile an anthology of these recollections, entitled *A Tribute to Teaching: The Best of Brock*. If you have a memorable teacher or teaching moment, we would like to hear from you. Submissions should be between 200-300 words and may be submitted by mail to CTLET, F313A, Brock University, St. Catharines, Ontario L2S 3A1 or by e-mail: [tribute@brocku.ca](mailto:tribute@brocku.ca).



Robert A. Harris

## Faculty and Administrative Strategies for Dealing with Plagiarism

Robert A. Harris  
Tuesday, May 14  
10 a.m. to 12:30 p.m.  
Senate Chamber

The 2002 President’s Lecture Series on Teaching and Learning features Robert A. Harris, author of the *Plagiarism Handbook*. Dr. Harris will discuss the problems of plagiarism from both an administrative and faculty perspective. His one-hour address will be followed by a one-hour workshop that centres on specific strategies that faculty can adopt to prevent plagiarism and to encourage a climate of academic integrity.

All interested members of the Brock community are welcome to attend this free lecture and workshop. However, space is limited: reserve your seat by calling ext. 3933.

Upcoming Events

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Brock University Web site:  
[www.brocku.ca/ctl](http://www.brocku.ca/ctl)

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