

Brock Teaching

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

Inside this edition

- Exceptional teaching recognized page 2
- Information literacy page 3
- Upcoming events page 4

Volume 2, Issue 4, Fall 2004. Published twice a year

Adams and Mitterer join 3M Fellowship ranks

Professor Lorne Adams is asked about the rewards of teaching. He goes to the bookshelf in his office and pulls out a stack of cards and letters - everything from thank-you notes to wedding invitations that students and graduates have sent to him over the past year.

"I guess you would call them the quiet rewards," says Adams who teaches in the Department of Physical Education and Kinesiology and who also devotes a great deal of time to his position as Brock's Director of Athletics.

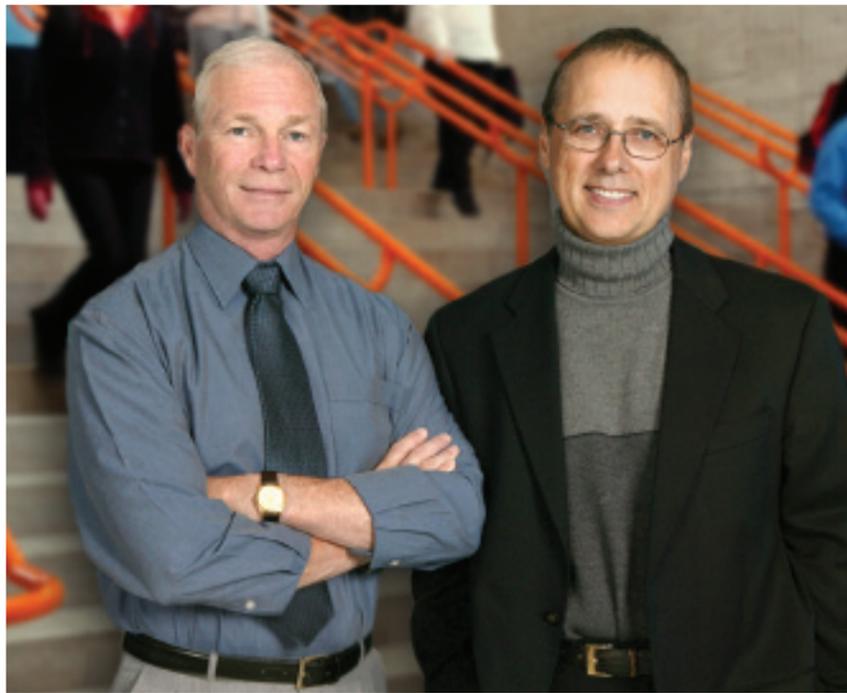
Adams makes a difference in the lives of students with his unique approach to connecting with his students - he's as much a coach as a teacher.

He puts his principles of student empowerment and engaged pedagogy into practice.

For example, a student who enrolls in his classes receives a copy of his "human rights code for the classroom" and his "bill of rights for group work."

"For me, it has always been about students," he says. "My idea of empowering students is creating a safe environment for learning. No one feels threatened. No opinion is devalued. I want to set up an environment in which people

Continues on page 4.



Professors Lorne Adams, left, and John Mitterer

Brock University Professors Lorne Adams and John Mitterer, 2004 recipients of the prestigious 3M Teaching Fellowships, had a very special opportunity this month. As two of Canada's most outstanding teachers, they participated in a weekend retreat at Chateau Montebello in the Laurentians to share best teaching practices with the eight other 3M award winners from across the country.

In June, Adams and Mitterer received their fellowships from 3M Canada and the Society for Teaching and Learning in Higher Education (STLHE), during the official awards ceremony in Ottawa. Adams was selected to give an address at this presentation on behalf of the group of winners. His remarks are available to read online at: www.brocku.ca/ctl/words.php

Professor John Mitterer employs quite a repertoire of tools as part of his lectures.

From the newest educational technology to the tried and true chalk and blackboard, the 3M award winner recognizes the importance of the art of communication.

"It's not just the material - it's the reaction of the students to the message," says the Psychology professor. "Teaching should be a very dynamic thing and lecturing for me is very much a performance art - it is about connecting with students.

"I look for how technologies fit into my teaching. I still use chalk in almost every lecture in first year despite the fact that I have a Powerpoint presentation. Chalk says this is fresh, this is now, this is interactive."

Mitterer has co-taught Brock's first-year Psychology course for 20 years, which means that he has instructed some 20,000 Brock students the fundamentals of psychology.

His interest in the use of computers in education has led him to develop CD-ROMs, videodiscs, Web sites and, most recently, to utilize online learning to complement face-to-

Continues on page 4.

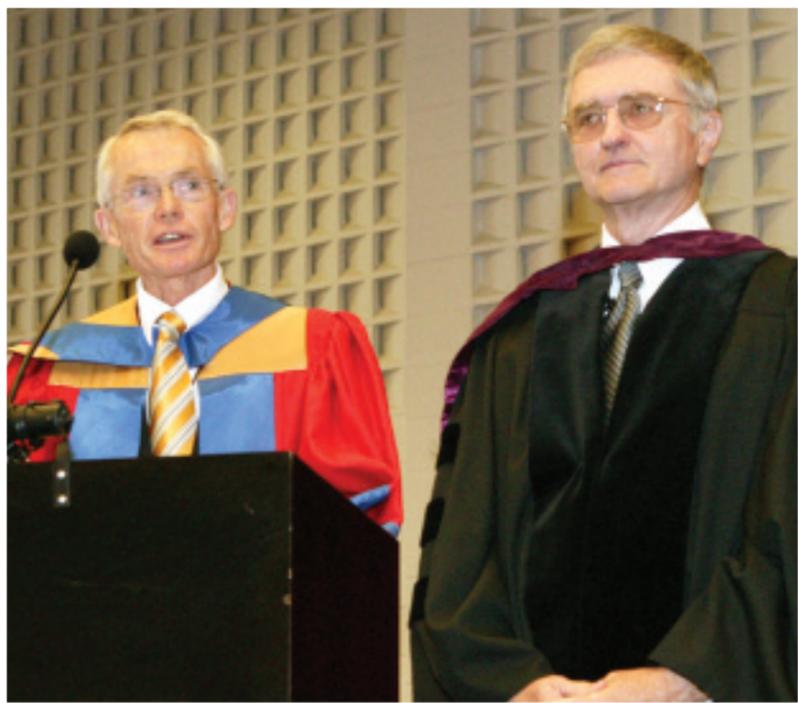
Teaching earns top marks

In the 2004 *Globe and Mail* University Report Card, Brock students ranked Brock as one of the best medium-sized universities in Canada for teaching. In 2002 and 2003, Brock ranked No.1 in Canada for Teaching Assistant Quality and Teaching Assistant Availability and was high on the list for "quality of teaching." This year, researchers compiling the data divided the

universities into three population categories and awarded a letter grade corresponding to total points received for different criteria. The teaching assistant ranking has been dropped from the survey but Brock continues to score in the top few schools in the medium-sized category (12,500 to 25,000 students) in many teaching related categories. Here's how we did:

<i>Globe and Mail</i> survey criteria	Grade	Of the 17 mid-sized schools, Brock University placed in the top:
Faculty members' knowledge of subjects	A+	six schools (Brock, McGill, McMaster, Queen's, Guelph, UWO)
Overall educational experience	A	seven schools (Brock, McMaster, Memorial, Queen's, Guelph, Waterloo, UWO)
Availability of faculty to students outside of classroom hours	A	four schools (Brock, Queen's, Guelph, Western)
Course materials online	A	five schools (Brock, Guelph (A+), McMaster, Queen's, Quebec)
Quality of teaching	A-	four schools (Brock, Queen's, Guelph, Western)
Usefulness of faculty feedback	B+	two schools (Brock, Guelph)
Effective teaching style	B+	six schools (Brock, McMaster, Memorial, Queen's, Guelph, UWO)

'To teach is to touch a life forever'



Dr. Terry Boak, Vice-President, Academic and Provost, congratulates Dr. Kenneth Kernaghan, right, the recipient of the 2004 Brock University Award for Distinguished Teaching. The award was presented to Kernaghan at Fall Convocation in October.

When students enter a class led by Professor Kenneth Kernaghan, he has a bedrock philosophy: to inspire them forever through his teaching.

This commitment to his students has earned Kernaghan, of the Department of Political Science, the 2004 Brock University Award for Distinguished Teaching.

The award recognizes a faculty member who has made a significant contribution to providing and developing quality learning experiences for students in addition to valuable contributions in curriculum development and the mentoring of colleagues.

Since 1968, Kernaghan has been touching the lives of students and changing the shape of teaching and learning at Brock University: his early use of case study as a pedagogic strategy, and his commitment over time to participative teaching and learning are evidence of the spirit of innovation and adventure that are characteristic of his style in the classroom and beyond.

Former students say that his ability to present them with cutting-edge knowledge was inspirational to them at Brock and in their chosen careers. In doing so, he has achieved the foundation of his teaching philosophy which is "to teach is to touch a life forever."

Kernaghan has also contributed to teaching through the many books, articles and other materials that he has published on Canadian public administration and public policy. He was the founder and has been a significant contributor to the Case Program in Canadian Public Administration, which has

produced a substantial amount of teaching material in the field of public administration. He is widely sought after to instruct professional development courses for public servants.

As the recipient of the Brock University Award for Distinguished Teaching and as the recipient of the Faculty of Social Sciences' award for excellence in teaching, Prof. Kernaghan will give a public lecture, on Monday, January 17, 2005 at 4 p.m., in Pond Inlet. Reception to follow. Everyone welcome. This celebration of teaching is sponsored by the Office of the Dean, Faculty of Social Science and the Centre for Teaching, Learning and Educational Technologies.

In the spring of 2004, he received the Brock University Social Science Faculty Award of Excellence for Teaching. In 2003, he won the Pierre DeCelles/IPAC Award for Excellence in Teaching of Public Administration. In 1996, he was awarded the Vanier Gold Medal for distinguished contribution to the field of public administration and, in 1997, he was elected as a Fellow of the Royal Society of Canada. Teaching was cited as a contributing factor in the granting of these two latter awards. He has also received the Brock University Award for Distinguished Research.

Kernaghan's students and colleagues have been influenced by his patience, mentoring, knowledge, research and service, and he continues to model what it means to be a lifelong learner.

SoTL at Brock

SoTL (The Scholarship of Teaching and Learning) at Brock celebrates achievements by Brock faculty who have "gone public" with their reflections and research on teaching and the impact of teaching (student learning) in their disciplines. This issue features publications by Dr. Ernest Biktimirov of the Department of Finance, Faculty of Business. Contributions to this regular feature are welcomed and encouraged. Contact jgrose@brocku.ca for more information.

SoTL Biktimirov, E. N. "An ounce of common sense is worth a pound of theory" *Advances in Financial Education* 1, Fall 2003, 1-12.

Abstract:

This paper proposes the use of proverbs in the teaching of finance. Familiar proverbs facilitate teaching by appealing to students' prior knowledge, by presenting ideas in a concise and original way, and by making the learning process more enjoyable and efficient. The paper presents more than five dozen proverbs accompanied by their related financial concepts, organized into twelve thematic groups. Strategies for the effective use of proverbs in the classroom are suggested.

Biktimirov, E. N. and L. B. Nilson, "Mapping your course: Designing a graphic syllabus for introductory finance," *Journal of Education for Business* 78 (6),

July/August 2003, 308-312.

Abstract:

In this article, the authors offer a powerful teaching tool, the graphic syllabus, to help instructors meet the unique challenges of teaching introductory finance. This tool is a visual representation of the topical organization of the course, meant to supplement and clarify the text syllabus. The authors explain the instructional advantages of graphics, describe how to design a graphic syllabus, and provide an example of one for the introductory finance course. The appendix enumerates the available graphics software for composing a graphic syllabus.

Barnes, T. H. and E. N. Biktimirov, "Definitions of return," *Journal of Accounting and Finance Research* 11 (4), Fall 2003, 24-37.

Abstract:

A large number of definitions of return creates the problem of confusing and sometimes contradictory terminology for different return concepts. In this paper, the authors identify, define, and describe 25 separate returns. They also classify each return into one of six homogeneous groups: basic return models, adjusted returns, equilibrium risk-adjusted returns, portfolio analysis returns, returns on capital, and event study returns. These descriptions and the resulting classifications can serve as a source of comprehensive information for those involved in the Finance field.

All papers are available from Biktimirov's web site at <http://taro.bus.brocku.ca/~ebiktimi/research.htm>

Exceptional teaching recognized

Brock University honoured six faculty members for their contributions to teaching as part of the Spring 2004 Convocation ceremonies held in June.

"These professors are widely respected for their outstanding contributions in providing quality learning experiences for students, and they are extremely deserving of this recognition," said Terry Boak, Vice-President, Academic, and Provost at Brock. "Their exceptional teaching and leadership skills reflect well on the overall tradition of teaching excellence for which Brock is known."

This year's recipients are:

- **Professor Maureen Donnelly**, Department of Accounting and Finance, Faculty of Business
- **Professor Ken Kernaghan**, Department of Political Science, Faculty of Social Sciences
- **Professor Jane Koustas**, Department of Modern Languages, Literatures and Cultures, Faculty of Humanities

• **Professor Mei Ling Huang**, Department of Mathematics, Faculty of Mathematics and Science

• **Professor Ruth McQuirter Scott**, Pre-Service Department, Faculty of Education

• **Professor Ryan Plummer**, Department of Recreation and Leisure Studies, Faculty of Applied Health Sciences

Recipients of the annual Faculty Award of Excellence for Teaching are chosen by a selection committee from each faculty that includes representation of faculty, staff and students. Nominees must have a reputation for superior teaching and be recognized for this quality by students and colleagues. Among other criteria, they must demonstrate creativity and excellence in the development of new course/program teaching materials, and they must set a high standard and successfully motivate students to attain such a standard.

For more information, please go to www.brocku.ca and click on "News."

Educational technology news

Digital Teaching and Learning Resource Competition: CTLET, in collaboration with the Vice-President, Academic and Deans, conducted a call for proposals during the summer of 2004 for the development of digital teaching and learning resources.

These projects are built by a team of EXPERIENCE *Plus* funded students, supervised by the CTLET and in collaboration with the faculty member. The proposals were recently vetted by CTLET's Educational Technologies Advisory group: the following faculty members were the successful applicants.

- Applied Health Sciences: Laura Cousens, Sports Management
- Business: Herb MacKenzie, Deborah Zinni, Managing and Marketing and Human Resource Management
- Humanities: David Fancy, DART
- Mathematics and Science: Robert Carlone, Biological Sciences
- Social Sciences: Marilyn Cottrell, Economics
- Education: Joe Engemann

(collaboration with Kelly Lockwood, Applied Health Sciences)

Video conferencing: If you are interested in using videoconferencing for teaching or research, please take time to visit the new video conferencing and online collaboration Web site at www.brocku.ca/vc/

CTLET can also make available Bridgit 2, the latest version of Brock's data-conferencing software which enables people at different locations to share the information displayed on their computer desktop. Faculty and staff can create a data conference that others can join, and anyone in the conference can become the host by sharing her/his desktop. Participants can annotate documents, use a screen pointer and utilize a web cam. A 10-minute online tutorial is all that is necessary to begin using this tool.

WebCT Management Facility: The management facility for WebCT version 4.1 is now available (www.brocku.ca/webct/) and

offers several significant improvements over the previous edition. This new facility, developed by Information Technology Services, gives instructors a greater level of control and ease of use than previous versions. This summer's workshops on integrating WebCT into teaching were well received by the 60 faculty members who attended - stay tuned for announcements about upcoming workshops!

CTLET's Educational Technology Advisory Committee

[Ernest Biktimirov](#)

[Jean Bridge](#)

[Jim Kerr](#)

[John Mitterer](#)

[Micha Lueck](#)

[Bill Ralph](#)

[Matt Clare](#)

[Mike Laurence](#)

Information literacy linked to strong academic performance

Strategies for integrating information literacy into the curriculum:

- Annotated bibliographies with rationale statements
- Iterative assignments which call for addition and justification of sources over time
- Editorial review assignments where students review each other's work or review an already published work using information literacy criteria
- Online scavenger hunts
- "Search and destroy" assignments where students actually discover poorly used sources, unethical practices or illegitimate sources
- Outline drafts of essays (with grade) which include source list and justification
- Embedding information literacy into the grading template (e.g. In the organization and structure evaluation, the format and style evaluation, or the content evaluation)

Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information (ACRL, 2000). Students are more likely to understand information literacy concepts when they are well integrated into the academic curriculum. The challenge for teaching in higher education is making the integration of information literacy a meaningful, relevant, and time-effective component of the evaluation of learning.

If we can see information literacy as the development of the discernment skills to recognize academically strong and relevant source materials and provide rationale for their use in assignments, then we can also see how information literacy is strongly linked to academic integrity. Students who have developed discernment skills will be more strategic in their selection of supporting resources and will be more confident in their abilities to use appropriate resource material, hence less inclined to resort to overt or inadvertent plagiarism and/or "cutting corners" on quality of work. If students are to be critical thinkers and problem solvers, they surely must first be critical consumers of information, i.e., they must be able to realize that they should seldom accept any

information at face value, and that questioning sources is the beginning of a developing social consciousness.

In the time-stretched culture of post-secondary education, it is easy to agree with all that students "should" learn, and much more difficult to implement these "shoulds" into the evaluated components of a course. Yet, if critical discernment is to be developed in students, it must have currency within the course evaluation. Tokenistic percentage points or opting out without consequences send strong messages to students about how much this skill of critical discernment is valued.

There are a number of strategies that instructors can employ to ensure that assignments incorporate information literacy skills (see Strategies for integrating information literacy into the curriculum). These strategies work best when grades are assigned on their completion. This not only provides students with short-term assurance that discernment skills are valued, it also provides students with the long-term benefits of critically engaging the complex and often-elusive information culture.

For more details on information literacy, see the Library Web site at www.brocku.ca/library/infolit.htm

International Human Science Research Conference

During August 5 to 8, the CTLET, in partnership with Brock University Conference Services, hosted the 2004 conference of International Human Science Research (IHSR), a truly international group of scholars, including participants from Japan, China, Malta, Israel, South America, England, Ireland, Scandinavia and the Netherlands, and the United States and Canada.

The theme of the conference, "Embodiment and its Consequences in Human Science Research," served as touchstone for the numerous presentations, and undergirded the conference organizers' commitment to a body-friendly and body-honouring environment and program. Papers were divided into six thematic areas within embodiment: Philosophical and Theoretical Conversations, Research and Methodology, Body and Culture, Stressed Embodiment, Pedagogic, Therapeutic and Reflective Turns, and Panels.

In all, 68 papers were presented over the three days, as well as one keynote speaker, Frances Chaput Waksler, "Constituting the Embodied Other: The Case of The New Orleans Sniper", and three plenary speakers: Janice Hladki, "Embodied Difference: Implications for Collaborative and Representational Research Practices"; Isaac Catt, "Communicology and the Disciplinary Matrix of Embodiment"; and Heather Sykes, "Embodied Subjectivities in Physical Education".

The calibre of presentations demonstrated high quality and diversity of scholarship. The conference organizers chose to present a mix of established and emerging scholars in presentation, keynote, and plenary contexts, and the thematic scheduling of rooms allowed for concurrency with a minimum of conflict.

The conference was more than capably administered and coordinated by Wanda Gilmore and Georgann Watson, with outstanding on-the-ground support from Communication Services, Information Technology Services, and CTLET's Matt Clare. Maureen Connolly, Director of CTLET, was Conference Chair, and was supported by 50-plus volunteers, including faculty, graduate students, staff, and international students from Brock University. We are eagerly looking forward to being participants at next year's IHSR Conference in Bournemouth, England.

3M success continues

John Mitterer and Lorne Adams are the sixth and seventh Brock Professors to be named a 3M Teaching Fellow, respectively. Brock's 3M success stories also include:

2003 - Professor Maureen Connolly, Department of Physical Education and Kinesiology and Director of Brock's Centre for Teaching, Learning and Educational Technologies (CTLET)

2001 - Professor Anna Lathrop, Department of Physical Education and Kinesiology

2000 - Professor Barry Joe, the current Director of the Centre for Digital Humanities and a professor of Communications as well as of Modern Languages, Literatures and Cultures

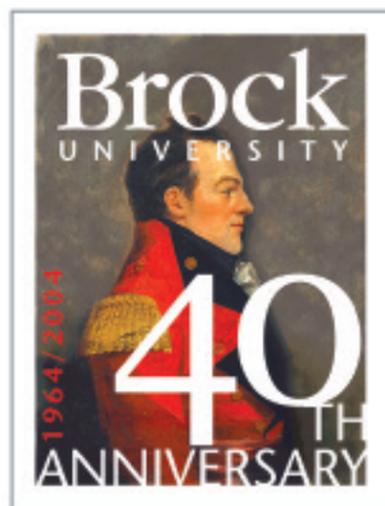
1991 - Professor Don Ursino, now retired from the Department of Biological Sciences

1989 - Professor Clarke Thomson, now retired from the Department of Geography

The CTLET plays an active role in the compilation of dossiers for consideration by 3M.

3M recipients to give public lecture on teaching

Lorne Adams and John Mitterer will both address the Brock University community on Monday, November 29, in the Pond Inlet, from 3 to 4:30 p.m. They will share their views on the scholarship of teaching and learning. Reception to follow. All are welcome.



Adams 3M Fellowship ranks *Continues from page 1.*

feel they can speak their mind freely.

"The other big thing for me is the notion of contingency. Students lead busy complex lives. I try to be understanding. I keep the door to my office open and students know they can talk to me."

Adams came to Brock in 1974 as the undergraduate program in physical education was evolving.

"You had to learn to be a teacher to survive," he says. "You found yourself developing new courses and in some cases you didn't have a lot of background in the course. It wasn't easy and it didn't always go well. But I can remember, early on, consciously making a decision that I'm going to do what it takes to be good at this."

Obviously, he has followed through on that decision. In addition to being a 2004 3M award winner, Adams has received the Brock University Distinguished Teaching Award and the provincial teaching award from Ontario Confederation of University Faculty Associations (OCUFA).

He is a model for his colleagues - an educational leader both on campus and beyond. Adams is the author of more than three dozen publications. He is frequently asked to give presentations on teaching and learning, including work on coping with difficult students, seminar planning and facilitation, and student motivation. His name has become synonymous with Teaching Assistant mentoring at Brock. He frequently delivers workshops to Teaching Assistants on Saturday morning through the auspices of CTLET.

"The classroom is my lab - the things that happen in front of me is what I like to investigate," he says. "I've learned time and again, things aren't always as they appear."

Mitterer 3M Fellowship ranks *Continues from page 1.*

face lectures and seminars.

"I feel it is very important for lecturers to find ways to use technology to enhance their communication with students," he says. "I want students to react to my course with the same excitement, interest and intellectual curiosity that I do. If I can communicate that, then they can be autonomous."

Mitterer received the 2003 Brock University Distinguished Teaching Award and earlier this year was recognized with the provincial teaching award from the Ontario Confederation of University Faculty Associations (OCUFA). He says the awards validate this theory of teaching as being good communication. More importantly, they bring attention to the scholarship of teaching at Brock.

"It's important for the University, as it moves ahead to a mid-size institution, to foster the scholarship of teaching," he says. "We are pretty good at what we do, but we can always do better."

With that said, Mitterer continues to find new and better ways to communicate effectively.

"For me, the Holy Grail is to create a digital learning space for the introductory Psychology course," he explains. "Students would have the opportunity to study online as part of a very interactive learning experience that perhaps is richer than I can offer in a lecture."

"I've been involved in constructing pieces of this for 15 years and I want to continue as much as I can towards its genesis."

"I believe digital technology represents the next step in the evolution of how we teach - I believe we teachers are obliged to explore how best to use these technologies to the best educational ends," he says.

e-Classroom open for student study



Are your students looking for a NEW place to study?

The James A. Gibson Library is pleased to announce the opening of the e-Classroom (TH

253) for study purposes during posted times. Access to the e-Classroom is from the north Thistle corridor, beside the General Brock store and Scotiabank.

The e-Classroom is a comfortable and flexible space for both individual study and group work. It is wireless ready and students may bring their own laptop to use in this space. For those who are more adventurous at heart, they may borrow a tablet PC (limited quantity) and learn more about this exciting technology.

Hours are posted weekly. For up to date available times, go to www.brocku.ca/library/estudy.htm

Academic Integrity Survey

In October, Brock University's Academic Integrity task force administered a survey polling undergraduate students, graduate students, teaching assistants, and faculty at Brock about their experiences regarding collaboration, copying, borrowing, and other issues surrounding Academic Integrity. Surveys were stripped of all information that could identify the participant (eg. I.P. address). This survey was designed by Dr. Donald McCabe, of Rutgers University, who has sampled the status of academic integrity at more than 100 campuses across North America as part of his longitudinal research. The Academic Integrity Task force will review the survey results once they are analyzed by Dr. McCabe. For more information visit www.brocku.ca/integrity or e-mail www.brocku.ca/integrity. Members of the Task Force would like to thank the Brock community for taking time to participate.

Upcoming events

Thursday, Nov. 18, 12 noon - 2:00 pm,
Getting the Most Out of Multiple Choice Questions, David DiBattista, Associate Dean, Social Sciences. TH253 e-classroom

Thursday, Nov. 25, 3:30 - 5:00 pm and Friday, Dec. 3 (rep), 12 noon - 1:30 pm,
Course Management Issues: Reflections on D1-Looking Forward to D2, Lorne Adams, PEKN. TH253

Friday, Nov. 26, 12 noon - 1:00 pm,
Effective Facilitation and Presentation Skills, Tom Craig, TH253

Saturday, Nov. 27 TA Workshops:
9:00 - 10:20 am. **Technology, Teaching, Learning: Emerging Issues**, Barry Joe, Centre for Digital Humanities.
10:40 - 12 noon. **Course Closures: Ending Class with Class**. Jill Grose, CTLET, TH253.

Monday, Nov. 29, 3:00 - 4:30 pm, Public Lecture: **Brock's Double Header! The 2004 Recipients of the 3M Fellowships Reflect on Their Teaching**, Lorne Adams and John Mitterer, Pond Inlet. Reception to follow

Friday, Dec. 10, 12 noon - 2:00 pm,
Teaching as scholarship: What is it? How do you do it? Maureen Connolly and Jill Grose, CTLET, TH253

Tuesday, Dec. 14, 12 noon - 1:30 pm,
Collaboration Technologies: Pedagogy and Practice, Mike Laurence, CTLET, Wh 147

Brock Teaching is published twice per year by: Centre for Teaching, Learning and Educational Technologies, Thistle 253A, Brock University, St. Catharines, Ontario, Canada L2S 3A1 Tel: 905-688-5550, ext. 3933

Maureen Connolly, Director, mconnoll@arnie.pec.brocku.ca
Jill Grose, Associate Director, jgrose@brocku.ca
Wanda Gilmore, Resource Coordinator, wgilmore@brocku.ca
Matt Clare, Educational Technologies Support Specialist, Matt.Clare@brocku.ca

Mike Laurence, Educational Technology Coordinator, mike.laurence@brocku.ca

Editor: Jill Grose, Associate Director, CTLET
Photography: Divino Mucciantie

Brock Teaching is produced by the Office of University Advancement, Brock University.

Brock University,
Centre for Teaching, Learning and Educational Technologies,
Web site:
www.brocku.ca/ctlet