

Reflections & Directions

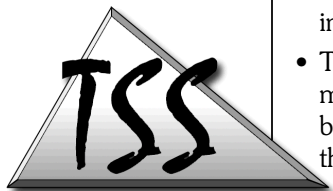
Teaching and Learning at the University of Guelph • Winter 2000 • Vol. 1 No. 2

This Issue

Excellence in teaching is a goal to which many instructors aspire. While it comes easier to some faculty than others, practice and experience, and perhaps most importantly, critical reflection, provide the means to "good" teaching. In the lead article, Ron Stoltz, Guelph's most recent 3M Award winner, reflects on his teaching career, sharing insights and lessons which have resulted in his innovative approach today. Also included are a number of faculty stories highlighting creative responses to teaching challenges, and a number of TSS updates, announcements, and events to support your teaching development.

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For the first few years of my teaching career I was an 'adequate' instructor. My recollections of that era are that I was more interested in instruction than in learning. I thought student understanding of course material would follow as a result of just showing them what to do. I was very wrong.

The success I had experienced as a graduate teaching assistant several years earlier gave way to feelings of disappointment - even despair. I was unhappy and my students seemed uninspired though they produced 'acceptable' work. Frankly, I didn't know what was wrong! I had no mentors to ask for support, and what little time senior faculty spent with me, focused more on them telling me what to teach and little, if any, on how to instruct.

Growth in my teaching did not occur until a colleague shared the work of the late Michael Orme with me. It was one of those casual, "Hey, take a look at this" type of experiences. Michael Orme was a professor of Applied Psychology at the Ontario Institute for the Studies in Education (OISE) at the University of Toronto. His work clarified many of the problems that I seemed to be encountering.

What struck me about his work was his unapologetic suggestion that teaching is both a learned skill and an inherent art. He even had the audacity to state there are 'Rules for Teaching!' How could there be Rules for an art?!

When you see his Rules you might believe, as I do, that they make sense.

Orme's Teaching Rules

- Know your material cold.
- Begin with the learner - put yourself in the shoes of your students.
- Always be yourself (I subsequently learned that this was a much bigger, more complicated point than I ever could have imagined).
- Take control of the educational environment (some people dislike the word 'control' but he defined it as setting up the conditions that maximize learning).

- Engineer success into everything your students do.

Observing these Rules success came slowly, but surely - judged not by course evaluations, but by the faces of my students.

Michael Orme's influence on my success went beyond this initial success. I was fortunate to be present when he spent a research leave in the Department of Landscape Architecture observing our modes of teaching and learning. He was a man of incredible curiosity and humour. Michael introduced what Parker Palmer might describe as 'Good Conversation.' Our coffee time became filled with enthusiastic anecdotes of successful and not-so-successful classroom experiences. He became a mentor, confidant, and cheerleader for all who knew him. Michael encouraged us to take measured, strategic risks - well thought out changes to our teaching and learning experiences. He also introduced the 'ten percent' solution, suggesting you should only change about 10 percent of a course at a time, and that any change should be evaluated and reflected upon carefully.

Finally, Michael Orme proposed strategies for successful teaching and effective student learning in a widely used booklet - *The Teaching Strategies Kit*. His early research on active learning involved several fundamental approaches. I'll mention two techniques that he taught us:

1. the use of *probing* or *questioning techniques*, and
2. the use of *interim* and *final summaries*.

The two are very different, but when used effectively can be powerful tools for achieving his 'Rules for Teaching.' In the case of *probing*,

continued on page 2...

NEWSLETTER INFORMATION

Production

Reflections & Directions is a bi-annual publication (Fall and Winter) of Teaching Support Services, University of Guelph.

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Comments and Contributions

Comments or submissions to the newsletter should be forwarded to Jeanette Dayman, c/o Teaching Support Services, ext. 2468 / email: jdayman@uoguelph.ca.

Orme cites some seventeen different types of questions that an instructor might ask of students to help ascertain the extent to which they have achieved deep learning. In general, he states there are two types of probes: lower and higher level. Lower level probes are answerable with a 'yes' or 'no' or by citing a factual response. Higher level probes require judgement, evaluation, or synthesis. Little did we know that he was encouraging us to employ *Bloom's Taxonomy of Educational Objectives*. ¹

...teaching is both a learned skill and an inherent art.

I particularly like Orme's second suggestion, the deliberate use of interim summaries during class. During long periods of concentrated focus on a topic, their use allows the whole class to determine what is important or significant, in effect, developing their synthesis skills. Final summations do much the same, situating course material in a larger context to which students can relate and understand.

Initially, I failed to realize the power of combining these two techniques. The following probes demonstrate how the focus of learning can move from instructor to student when used effectively. For example, I will often ask: "What are the three most important things that we spoke about in the past ten minutes?"

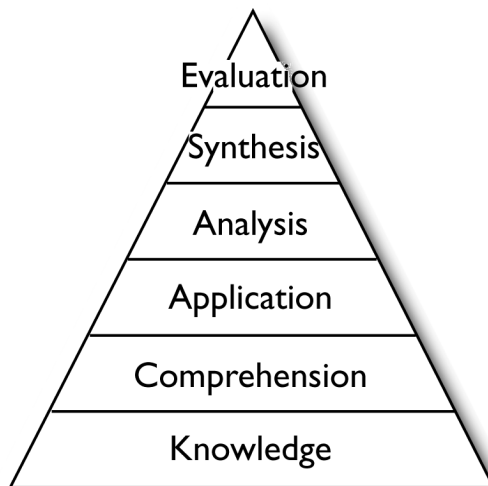
After a second suggestion, I then ask: "Do you think that this point is more important than the first one? Let's vote on it..." If nothing else it forces students to think.

Using these techniques, success came slowly. Over time, participation in classes increased. There were even times when class discussion had to be tempered so progress on other topics could be made. My early years of disappointment gave way to eager anticipation of the next class.

Now if we could only do something about...

*By: Ron Stoltz, Landscape Architecture
1999 3M Teaching Fellow*

¹ Bloom's Taxonomy of Educational Objectives



For more information on educational objectives (cognitive, affective, and psychomotor), refer to:

Gronlund, N.E. (1995). *How to Write and Use Instructional Objectives*. Englewood Cliffs, NJ: Prentice Hall, Inc.

This book is available for loan in the Teaching Resource Centre.

Resources

The Courage to Teach

By Parker Palmer, 1998

"Parker Palmer takes teachers on an inner journey toward reconnecting with their vocation and their students – and recovering their passion for one of the most difficult and important of human endeavours."

Becoming a Critically Reflective Teacher

By Stephen Brookfield, 1995

"Building on his earlier work – *The Skillful Teacher* – and applying the principles of adult learning, Brookfield thoughtfully guides teachers through the process of becoming critically reflective about teaching, confronting the contradictions involved in creating a democratic classroom, and using critical thinking as a tool for ongoing personal and professional development."





The Learning Opportunities Program (LOP) would like to thank the following faculty for the time and effort they contributed to the development of course enhancements.

- Bob Balahura, Chemistry and Biochemistry
- Linda Gerber, Sociology and Anthropology
- Peter Goddard, History
- Ajay Heble, Literatures and Performance Studies in English
- Peter Krell, Microbiology
- Michael Ridley, Library
- Andrew Winston, Psychology
- May Aung & Liz O'Neil, Consumer Studies



WebCT Available for Courseware Development

Interested in doing more with your students online? Looking for a replacement for CADrill, VITAL, or CoSy? Full support for WebCT, a web courseware development system, is now available. Check-out the **Upcoming Events** section (pg. 8) for workshop details.

For more information:

Visit <http://web-courses.uoguelph.ca> :8900 to read about WebCT, instructions on how to sign up, a profile of current WebCT users, demo courses you can browse, and more.
or email support@tss.uoguelph.ca

Teaching Awards: Call for Nominations

In the Fall issue of *Reflections & Directions*, we announced the names of teaching award winners (faculty, sessionals, and teaching assistants) known to Teaching Support Services. Many of these teaching awards are now, or will be soon, accepting nominations. Submission deadlines for a selection of upcoming teaching awards are listed below (where exact dates are not set, the month is listed). For more information about these and other awards, visit the TSS website www.tss.uoguelph.ca under teaching resources.

National

The Alan Blizzard Award (STLHE)
January 31, 2000

3M Teaching Fellowship (STLHE)
May, 2000

Canadian Professor of the Year (CASE)
May, 2000

Provincial

OCUFA Outstanding Teaching Awards
February 25, 2000

University Wide

UGFA Distinguished Professor Awards
March 17, 2000 (supporting materials due March 31,2000)

College/Department Based

Award for Excellence in Teaching, CBS
Mid March, 2000

Distinguished Faculty Awards, OAC Alumni Association
February 11, 2000

Teaching Excellence Award, CofA
April, 2000

Professor of the Year, School of Engineering
March, 2000

Faculty Member of the Year, HAFA
March/April, 2000

GTA/Sessional

Nancy Bailey Graduate Teaching Prize, SLAPSIE
March 1, 2000

Class of OAC'60 Award for Outstanding Teaching Assistant
March 15, 2000

CLARIFICATION

Please note: Mark Baker, winner of the CBS "Award for Excellence in Teaching" is a member of the department of Chemistry and Biochemistry, not Pathobiology as previously listed in the Fall 1999 issue of *Reflections & Directions*.

Exploring and Affirming Good Teaching

As it begins its 3rd year, the University of Guelph's Peer Consultation Program continues to win great reviews from instructors who have sought supportive feedback on their teaching.

Guelph's model of faculty-to-faculty consultation originated at the University of Alberta and is used widely at a number of educational institutions across Canada. The goal of the program is to provide confidential, constructive feedback to instructors at their request. Consultants can act as conduits for student feedback, sounding boards for ideas, and as sources of suggestions for change.

Whether you are a long-standing member of the teaching community at Guelph, or brand new to the University, the Peer Consultation Program can offer assistance as you reflect on your effectiveness as a facilitator of learning.

For more information about the Program, contact Ron Stoltz, ext. 6179 or email rstoltz@la.uoguelph.ca.

Watch for the upcoming article in the @ *Guelph!*



Success Stories: Creative Responses to Teaching Challenges

Geoff Smith,

Hotel and Food
Administration,
CSAHS

“The Challenges of Teaching”

Providing students with a learning environment that is both motivating and participatory is a challenge to any faculty member. It is especially so when compounded with larger class sizes, three-hour versus 90-minute class meetings, and the addition of two extra courses to one’s teaching load. Sound familiar? This is, in fact, the situation I faced this past semester. To manage the learning environment, I found the following teaching strategies useful.

For my own sanity and that of my students, adding a video component served to break-up each lecture into manageable segments and further helped to illustrate concepts under discussion. While locating sufficient video clips was a challenge, students with a preference for visual learning appeared to like the format and retain concepts for use in later assignments.

Incorporating a “current events” element also

worked relatively well, encouraging situational analysis and application to concepts discussed in class. It further helped make the connection between textbook reading and reality. Again, feedback from students indicated that the exercise was a worthwhile addition to class. A remaining challenge is ensuring students, and not myself, provide the current event topic. I have plans next semester to formalize the process more concretely.

Lastly, I found success promoting discussion on specific topics, by drawing upon the work experiences of both myself and that of students. Coupled with a variety of in-class self-assessment tools (e.g. personality tests), these additions to the class format helped to facilitate retention of course content.

Much still remains to be accomplished; however, each time I make adjustments, the course design and the level of student involvement improves.

Wilfried E. Rauser,

Botany, CBS

OCUFA Teaching
Award Winner

“An Abstract in Laboratory Reports”

Students in Plant Physiology don’t prepare traditional lab reports. Instead, the lab write-ups of prescribed exercises include summary data and a descriptive abstract. The abstract must contain five elements: What is the question you are addressing? How did you do this? What did you find out? What do you conclude from all the data? and, How does the conclusion relate to the function of the entire plant?

Students have limited space on the report sheet to prepare their abstract, forcing them to summarize the lab exercise efficiently in their own words. Each abstract is assessed for conciseness and quality of prose; question, method, and findings; as well as conclusions and relation to plant function. A score of 1 to 5 is used for each category.

Lab reports may be completed within groups of up to three students. The final lab write-up is left to the group’s scribe – a position that is rotated weekly to another member - effectively eliminating plagiarism amongst individuals within a group. Given they come prepared to class, groups normally have time leftover to discuss and debate amongst themselves, while instructional assistance is available to interpret and discuss experimental results.

After two or three times, students find the abstracts easier to prepare and beneficial in providing excellent recall during study. I, myself, am amazed at how this writing requirement crystallizes student thought and promotes understanding.

David Murray,

History, CofA

UGFA & CofA Teaching
Award Winner

“Group Projects”

In recent years, I have turned to using one or more group projects in some of my history courses. I find them useful both in reducing the isolation experienced by students when completing undergraduate research papers and in affording seminar discussion opportunities in an informal atmosphere. Of course, there will always be problems with group work (e.g. equitable distribution of work, finding mutually acceptable times to meet); however, my experience has been that students are very effective in finding solutions to these problems.

With my fourth year honours history seminar, the group assignment has been a singular success. Students spend as much time, if not more,

wrestling with the historical issues in their groups than they do in the classroom. The presentations and written reports, which result from this process, reveal that they learn a great deal from the exercise. One student in particular told me it had been the most interesting assignment she had worked on.

By sharing their expertise and their unique knowledge areas, students can collectively produce something that transcends individual presentations. From my observations as a facilitator, they also seem to enjoy the process and the interaction it brings. I believe group work is a valuable teaching tool that can enhance the learning process in History and other disciplines.

Success Stories: Creative Responses to Teaching Challenges

Cindy Adams,
Population Medicine,
OVC

“Communication Skills”

Communication skills are one of the most basic of all clinical skills in the DVM program at OVC. Not only do they enhance the development of supportive and cooperative relationships between veterinarian, client, and companion animal, but they also form the basis of communication from which clinical tasks are carried out and the veterinarian’s sound awareness of the human-animal relationship is communicated and supported.

To develop effective clinical interviewing skills, I use actors (professionals and/or drama students) to role-play clients in a series of case scenarios which address issues of financial constraints, client present euthanasia, and other highly emotional situations. Before each role-play, student veterinarians are briefed on an actual case, then

observed behind a one-way mirror by their instructor and peers. An instrument, designed to measure interpersonal communication in medicine, is used to evaluate and offer feedback to students on their skill at integrating traditional history taking and physical exam strategies with effective client communication. Although students are apprehensive about role-playing during their fourth year rotation, when asked for their evaluations, this teaching approach is documented as being the most valued aspect of the elective.

Communication skills, including clinical interviewing, will be a mandatory component of the DVM curriculum in 2000. Plans to expand the communications training unit to students in their first year are already in progress.

Nathan H. Perkins,
Landscape Architecture, OAC

UGFA Teaching Award Winner

“Student Self-Evaluations”

I believe the most valuable skill to have, as a student, particularly a student in a design program, is a well-developed sense of self-inquiry and self-criticism. Students who are capable of thinking about how they think and who can evaluate their own efforts and products realistically and honestly are independent learners.

As such, I often involve students in the entire evaluation process - from determining evaluation criteria and evaluating peer work, to assigning themselves marks. Involving them in this process helps to bridge the articulation of goals and the application of evaluation criteria. It further allows students to evaluate their success based on how well they have met their goals. Personally, I have found that giving students some responsibility for evaluation fosters an atmosphere of mutual respect and accountability, and frequently serves to increase the students’ understanding of them-

selves, their working styles, and their strengths and weaknesses.

I use a number of structured self-reporting instruments containing a variety of questions - from open-ended to Likert-type response formats. Self-evaluation forms are simple and short at the beginning of the semester and build in length and complexity to match successive term projects. The final self-evaluation of the semester is typically four to eight pages in length and requires about an hour to complete.

Requiring students to track and report their progress does not mean I have abrogated my responsibilities. I maintain records and ‘consult’ with each student before grades are recorded. With very few exceptions, this approach has met my expectations of encouraging students to be more involved in their own education.

Sandy Middleton,

Botany, CBS

3M & OCUFA & John Bell Teaching Award Winner

“Taking the Angst Out of Returning Papers”

Do you dread returning essays/research papers? Are you concerned about students brooding over what they feel is an undeserved score, especially when you suspect they have not read the instructive comments you have laboured hard to provide?

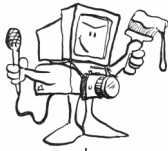
I no longer put scores on returned papers; instead, I provide positive and constructive comments along with an overall response. In advance of submission I provide my students with the rating scale that will be used to assess their papers. When grading is complete, I return the papers and ask the students to score their

work on the basis of my comments and according to the rating scale. When the task is completed, they are invited to visit my office to indicate how they have rated their paper and what score they feel is merited. I then reveal my assessment. It is always surprising how close we are in our scores.

This approach has removed the disappointed looks and unread papers. Students have responded positively to the exercise. Furthermore, we part on good terms with a sense of joint ownership for the final grade.

Help with the Technology Blues

Is this the millennium that you tackle that PowerPoint presentation? ...finally get around to developing that slick new course website? ...create that interactive CD-ROM for your course?



Looking for a little help?

Take advantage of TSS's new "technology clinics" in the Learning Technologies Lab, Room 211, Day Hall. Support staff will be available to help you with web development, PowerPoint presentations or creation of multimedia materials.

Clinic schedule:

Mondays 1:00-4:00 pm
- help with PowerPoint, and digital images, sound, and video.

Thursdays 1:00-4:00 pm
- help with HTML projects and WebCT.

For more information contact Pat Thompson, Ext. 2965.

Hands-on Classroom Equipment Instruction

Need some assistance operating a video camera? Want to become more proficient setting up a video projection unit in the classroom?

Hands-on equipment instruction is available through Classroom Technical Support (CTS) at the audio/visual loan counter (Day Hall, Rm. 108) or in the classroom by appointment. Contact CTS at x2778 for more information.

Instructional Development Grants

If you have been contemplating a course enhancement or wanting to attend a professional conference, you may be eligible for an Instructional Development (ID) Grant.

ID grants of \$500 to \$2,500 are typically awarded to projects that contribute to the University's learning objectives through the enhancement of learning and teaching activities.

1998/1999 Recipients (a selection):

- John Auld, Consumer Studies, awarded \$2000 for a video project on ecological housing and community design.
- B.A. Croy and H. Dobson, Biomedical Science & Clinical Studies, awarded \$2600 toward the development of an innovative practical assessment technique for the musculoskeletal system.
- Rebecca Hallett, Environmental Biology, awarded \$2210 for the development of image-intensive CD-ROM and PowerPoint materials for students.
- Cindy Adams, Population Medicine, awarded \$500 for a travel grant to the University of Calgary's medical school to observe a "communication program" in action.

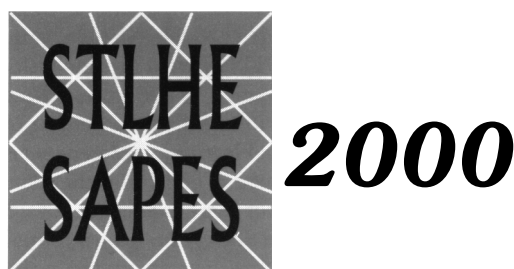
- Shigeto Yamashiro and Gordon Kirby, Biomedical Sciences, awarded \$2000 for the completion of a CD-ROM in veterinary histology.

The **deadline** date this year is **February 25, 2000**. ID Grants have moved to a single yearly deadline to help facilitate budget planning and make the selection process more efficient.

Planning Ahead - ID Grant Program Information Session

There will be an information session on the Instructional Development Grant program on Wednesday Jan 12, 1:00-2:30 pm, in the Teaching Resource Centre, Room 125 Day Hall.

Steven Scadding, Zoology; Heidi Schraft, Food Science; and Teresa Crease, Zoology - recipients of grant funds from the 1999 competition - will be there to describe their projects. For more information or an application form, visit the TSS website www.tss.uoguelph.ca/idgrants.html.



June 14-17, 2000

Brock University

St. Catherines, Ontario

Information:

www.brocku.ca/stlhe2000

"Into the Millennium: The Changing Faces of Teaching and Learning"

Call for Proposals: January 31, 2000

Guidelines available from the Teaching Resource Centre (Day Hall, Rm. 125) or the conference website - www.BrockU.ca/stlhe2000/.

Four Thematic Streams: instructional development; TA development and support; technology changes; and national, international, and campus issues.

Registration forms and information will be posted to the conference website by March 2000. Nonmember fees = \$265. Member fees = \$230. TSS is looking into obtaining a group rate. We'll keep you posted.

TA Training & Development Program

"Responding to the needs of TAs"

The program supports both current and future TAs. In addition, faculty and teaching staff are encouraged to contact us regarding TA training issues.

How we can help you:

- consultations
- customized training activities
- resource packages
- centralized training events
- web-based resources

Contact:

Jody Hendry,
Coordinator

Ext. 2963

tasupport@
tss.uoguelph.ca

www.tss.uoguelph.ca/
tapage.html

TA Corner

Reflections from the TA next door

What was the most valuable learning experience you have had as a TA?

Students may be a precious source of new insight on topics that you assume to be already known or fully explored.

(Giorgio, CofA)

I have learned to be a better communicator, to think quickly, to effectively explain difficult concepts, that reward can be motivating, and that it's okay to tell someone "I'm not sure, let me check on that and get back to you next class."

(Lesley, OAC)

I have realized in the classroom that there are many ways to get information across, and no one way is the best.

(Sarah, CSAHS)

Starting to understand material by explaining it to other students. Being appreciated for trying to explain the material even if it meant admitting mistakes or discussing it openly in the classroom.

(Stephan, CSAHS)

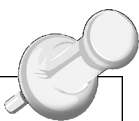
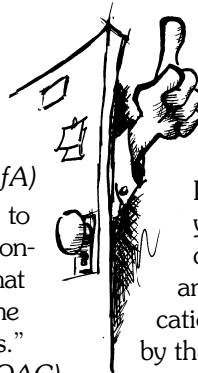
In the classroom (a case study) ...

A student disputes your opinion on an issue in class and you are confident that you are correct. You take the student aside and explain the concept to them again. The student still disputes your explanation.

Instead of coming to see you during your office hours as suggested, the student gathers up some of their friends and goes to see the professor for clarification. You are quite angry and frustrated by the situation.

What could you have done to prevent the situation from escalating to this point? What would you do now?

See the TA website (www.tss.uoguelph.ca/tapage.html) for some possible responses to this situation.



TA TIP

Questions for gathering student feedback

What should I STOP doing?

What should I START doing?

What should I CONTINUE doing?



TA Associates Pilot Project (TAAPP)

Over the winter semester several colleges and departments will be implementing a new program of support for TAs - TAAPP. This project will provide enhanced collaboration between TSS' existing TA Training & Development Program and the participating colleges and departments. As part of TAAPP, the colleges and departments will hire experienced TAs to develop training and support initiatives that will meet the specific needs of their TAs. TAAPP is an exciting project and has the potential to benefit not only the TAs involved, but also the undergraduate students they teach and the instructors they work with.

The TA Training & Development Program is looking forward to working with the following colleges and departments:

- College of Biological Science
- College of Physical & Engineering Sciences
- College of Social & Applied Human Sciences
- Department of History
- Department of Philosophy
- School of Literatures and Performance Studies in English

For more information on TAAPP

contact **Jody Hendry**, [tasupport@tss.uoguelph.ca, or Ext.2963]

UofG Teaching Listserv!

Starting in January a new list exploring UofG teaching and learning issues will commence. The listserv welcomes messages dedicated to informing teaching practice and initiating dialogue in an open forum.

Continue a conversation started with a colleague or following a workshop or departmental meeting. Comments, reactions, ideas, and suggestions on matters related to teaching and learning are welcome!

To subscribe to this list, send an email message to:
listserv
@listserv.uoguelph.ca

In body of mail message, type:
subscribe teaching first-name lastname
eg. subscribe teaching Louis Armstrong

The growth of any skill depends heavily on honest dialogue among those who are doing it"
(Parker Palmer, 1992).



Upcoming Events

Learning Technologies Workshops

*Location: Learning Technologies Lab, Day Hall, Rm. 211 (unless otherwise noted)

Jan. 7, 11:30am-1:00pm

Design Café: WebCT experiences

Group Viewing Room, Library, 3rd floor

Jan. 14, 10:30-noon

An Introduction to WebCT

Jan. 21, 9:30-11:30am

Web-based Testing

Jan. 24, 9:30-11:30am

Producing Quality Video for Teaching

Jan. 28, 10:30-noon

Teaching with PowerPoint

Jan. 31, 9:00am-3:00pm

WebCT: Hands-on!

Feb. 4, 10:30-noon

Web Design: Tips & Traps

Feb. 11, 9:30-noon

PowerPoint I: An Introduction

Feb. 15, 9:30-11:30am

HTML II: Looking Under the Hood

Feb. 22, 9:00am- 3:00pm

WebCT: Hands-on!

Feb. 29, 11:00-noon

Burning a CD-ROM Disk

Mar. 3, 9:30-noon

PowerPoint II: Advanced

Mar. 7, 10:00-noon

HTML III: Jump-start Your Website - Using a Course Template

Mar. 21, 10:00-noon

HTML IV: Introduction to Digital Imaging

Instructional Development Workshops

*Location: Teaching Resource Centre, Day Hall, Rm. 125 (unless otherwise noted)

Jan. 12, 1:00-2:30pm

Instructional Development Grants Information Session

Workshop Series: Raising the Bar: Experiential Learning at Guelph

Jan. 19, 10:00-noon

Learning by Doing: An Overview of Experiential Learning at Guelph

Panel of Guest Speakers

Jan. 26, (details tba)

Service Learning

Guest Speaker: Amy Driscoll, California State University at Monterey Bay

Feb. 2, 10:30-noon

Assessing Experiential Learning

Feb. 9, 10:30-noon

Principles of Learning in Higher Education

Feb. 14, 10:30-noon

Capstone Courses: the Transition from School to Work

Workshop Series: Student Assessment

Mar. 1, 9:00-noon

Principles of Good Assessment

Mar. 1, 1:30-3:00pm

Promoting Self-Assessment Skills in Students

Guest Speaker: Anthony Marini, Dept. of Education, University of Calgary

Mar. 8, 10:30-noon

Students with Learning Disabilities: What is your role as a teacher?

Mar. 13, 10:30-noon

Copyright and the Internet

On-Campus Conferences

(Coordinated and supported in part by TSS)

March 2, 2000 – Arboretum Centre

Experiential Learning in the Environmental Sciences

May 25, 2000 – Arboretum Centre

13th Annual TSS Teaching and Learning Innovations Conference

August 3-6, 2000 LA Building

The Council of Educators in Landscape Architecture Annual Conference



To Register online, or for more information about these and other conferences and events, visit the TSS website at www.tss.uoguelph.ca.

