Teaching and Learning with the Double Cohort

Ron Sheese, Academic Director, CST

The arrival at York of a double cohort of secondary school graduates has prompted interest in a number of related teaching issues. Some of these, like the instruction of first year students in large classes, are not new. The double cohort has been accommodated for the most part by adding additional sections of the same size as have been offered previously; but these sections are generally large, and, thus, in this issue of CORE we offer some advice on maintaining quality instruction in large-enrolment courses. In this space, I would like to discuss some other teaching issues associated with the double cohort, issues having to do with the age of the students and their experience under the new Ontario secondary school curriculum.

The double cohort is widely understood as resulting from Ontario's decision to eliminate Grade 13, or, more properly, the OAC courses previously required for admission to university. Less well understood is that the first group of students to graduate under the new system have experienced a different curriculum and associated form of instruction. Thus, not only is this group a year younger than their predecessors in our first-year classes, but they have prepared for university in a different manner. Each of these has implications for York instructors. And complicating matters is that this year, and probably for a few years to come, students who have completed high school under the new system will be sitting side-by-side with just as many who studied under the former system.

Age: Students graduating under the new curriculum are younger. Because high school can now be completed in four years, many students will be entering university at age 17. Students certainly have been entering university at this age in other jurisdictions for many years and succeeding very well, too. Nevertheless, at York we have worked with young people who have had an additional year in which to mature as students. Both the ability to manage the unfamiliarly heavy workload of university and that of managing their time generally are likely to be less developed in the younger group.

What can an instructor do to assist students who are less experienced with workload and time management?

- Provide students with *explicit* guidance about the amount of time that will be required per week in order to be successful in your course – ten to twelve is what I normally tell my students. Break down this required number of hours according to the specific class activities – lecture, tutorial, reading, assignment preparation, etc.
- Ask tutorial leaders to take attendance regularly and monitor students who are not attending. Where possible, follow up with these students, as they are likely to also be neglecting reading and assignments. As a minimum make sure they are aware of what they need to do in order to succeed in the course and/or to drop the course without penalty.
- As early as possible provide some grading feedback that allows students to know how they are doing and to understand what they need to do to improve.

We've Moved!

The Centre for the Support of Teaching is now located in 1050 Technology Enhanced Learning (TEL) Building.

In this issue

- Emphasize that a full load of university courses and a full load of part-time work is not a balanced load. I tell my students that 10 hours per week is about as much part-time work as someone with a full load of courses can manage. For every additional 10 hours of work, I suggest a reduction of a full 6-credit course.

Expectations: Students graduating under the new curriculum have a different set of educational experiences, and with those experiences come a different set of expectations for university. Major emphases in the new curriculum include: sequences of short assignments building towards larger projects (often with an emphasis on critical thinking and writing); considerable group work, including collaborative assignments; and very precise statements of the criteria for evaluating students' work. Though some of these features might well be appropriate and found at the university level, I do not want to suggest that an instructor's only option is to adopt them. Instructors who do not follow these practices can enhance their students' success by clearly, and frequently, explaining the differences from them that the students are going to encounter.

Certainly breaking assignments down into component parts is often a good instructional strategy. It can help students build the component skills required for success on a larger project, and it provides feedback on that development rather than leaving the evaluation to the end. As a minimum I suggest that you describe carefully, and frequently, the major stages you would expect students to complete as they progress on your major assignment(s). Attaching suggested dates for completing these stages would also help your students fit the assignments into the framework they have come to expect and thus gain more control over the learning process.

I know that many instructors feel that group and collaborative work is too difficult to implement in large-enrollment courses; but I encourage you to look at some of the suggestions in this direction that are available in this issue of CORE and in the CST webliography to be found on our website. A particularly interesting idea is to assist your students to form study groups, a project that the

Mathematics Department has taken on with much success. More information about their efforts can be found at http://www.math.yorku.ca/Undergrad/studygroups.html.

Perhaps the most controversial aspect of the province's new secondary school curriculum is the emphasis on "rubrics," a means of providing students with precise grading standards and examples of the expectations associated with each level of performance on each assignment. For example, in the Grade 11 Canadian and World Studies course, students must write a eulogy for an historical figure of their choice. With the assignment the teacher provides a chart describing expectations in each of 6 categories (*e.g.* knowledge/understanding, thinking/inquiry, communication) at each of four performance levels. To meet the expectations at the highest level of the "application" category, for example, the student must make "the connection between the qualities exhibited by the historical figure and their relevance in today's world … with a high degree of effectiveness."

Having received a rubric of this sort with every major assignment for the past four years, it would not be surprising if this year many York instructors find themselves pressed by their students for similar statements of evaluation criteria. Of course, the secondary school curriculum's demand for rubrics is part of a political accountability agenda that to my mind has more negative than positive features. Certainly I do not believe that all our assignments at the university are of the sort for which we can state in advance what we expect the students to learn from engaging in the activity. I want my first-year students to read seriously, and I provide them with

reading material that I know has great potential for promoting intellectual development; but I do not know exactly what that development will look like for each student. The specific results will depend on the student's prior knowledge and areas of interest; and, thus, my examinations must leave room for different results for different students. I am not likely, therefore, to provide my students with complex rubrics of the type they have experienced previously.

Just the same, disagreement with the Ontario government's accountability agenda is not sufficient reason to leave students in the dark about the criteria that will be used in assessing their work. My suggestion is that we tell our students as clearly (and, again, frequently) as possible what our assignments are designed to accomplish and how we will make judgments about their success. In my course, for example, I emphasize that in reading the material I want them to "draw relationships" between that material and their prior knowledge/experience, including knowledge of other material in the course.

Double cohort students who have just completed the new secondary school curriculum come to university with a set of educational experiences that we will not replicate at the university level. But it is incumbent on us to be aware of the nature of their prior experience and to explain the grounds and nature of our own instruction. Where their assumptions about teaching and learning match with our instruction, so much the better; but where they do not, then I think the better consists in helping them recognize those assumptions and their discrepancy from our own expectations. Clear, frequent statements of what we are up to would always seem to be in order.

Call for proposals:

The Society for Teaching and Learning in Higher Education (STLHE) is inviting proposals for presentations at its 24th Annual Conference to be held at the University of Ottawa, June 16 – 19, 2004.

Theme: "Experiencing the Richness of the University Mosaic: From Diversity to Individuality"

STLHE 2004 is a BILINGUAL CONFERENCE. The language for presentations will be French AND/OR English.

DEADLINES FOR SUBMISSION: JANUARY 16, 2004

For further information on the conference and proposal guidelines, see: www.uottawa.ca/services/tlss/stlhe2004/

Teaching Large Classes

Brenda Spotton Visano, School of Analytic Studies and Information Technology, Atkinson and *Olivia Petrie*, Centre for the Support of Teaching

Earlier this year, Brenda Spotton Visano led a workshop on Teaching Large Classes as part of our program for New Faculty Teaching at York (NFTY). Together with Olivia Petrie, she has produced the following set of notes that offer a perspective on these classes, highlight a number of practical strategies for engaging students in large enrolment courses, and suggest material for further reading.

How large is large? And what's the difference?

As a general rule, a class is considered large when …

…getting to know your students by name is near impossible.

…eye contact with each student would take more time than the lecture

…connecting with students is a daunting challenge

…grading weekly written assignments with care would leave you with no life

The large class environment is…

… impersonal

… unconnected, where connection with and among students is impeded both by the large number of students and the physical distance from the instructor

The lack of connection …

…impedes student comprehension

…creates a high potential for distraction

Add to this problem the tendency for younger students to attach high priority to the social and to be heavily influenced by a contemporary media culture that promotes short, quick messages. The result is that any instructor seeking to engage the students and to encourage thoughtful contemplative learning of complex material faces a huge challenge.

Under these circumstances, the qualities associated with an effective educator become necessities. Conversely, that which creates only a minor problem or irritant in a smaller class becomes obstructive/destructive in a large class setting.

To meet the challenges posed by the large enrolment class well organized material, along with clear class and course protocols, is imperative. Setting clear limits, and adhering to them, is essential. Likewise, confidence - both in yourself and in your understanding and your communication of the material - is needed (but humility is also appreciated).

What follows is a series of practical strategies and ideas that can be used to prepare for and manage larger classes, from the first class and throughout the year.

Course Preparation and Administration

For the first class, the following information might be included in a handout:

- Texts, including proposed material and required readings for each class, and lecture schedule
- How and when students can contact you; how and when students can expect your reply, e.g. office hours, email, or telephone

- How, when, and where to contact the office staff and for what
- Due dates of assignments, tests paired with required readings
- Format of tests/assignments
- Clear policies and procedures for make up exams, late assignments, etc
- Important classroom protocols: attendance (is it required?), coming and going during class time (at will? on request?..but always quietly)
- Important dates: last date to enrol with/without permission of instructor; last date to drop without academic penalty
- Important/relevant University and Senate policies
- Subscription information for the class email listserv*
- URL for your course web page*

 * Note - of course, a web page and listserv are optional …BUT very highly recommended. If not adopted, then set up a substitute location where students can find all information about the course including updates, announcements, etc. throughout the semester.

Administration

- Set up a spreadsheet to track all grades and accommodations/notes on every student
- Be clear on how and when you will accommodate deferrals and make ups; embed a deterrent in the options
- Familiarize yourself with critical Council/Senate policies including petitions, investigating charges of academic dishonesty, dealing with classroom disruptions and emergencies
- Be as organized as is ever possible

Communicating information to students

- Remember communicating items of information whether administrative or educational in the class lecture is inefficient and incomplete
- Post all information in one accessible place and direct students to it (e.g., the course web page).

Strategies for managing the first class:

- Set the tone on entrance. Enter and begin with confidence and authority
- Appeal to students' senses and sensibilities to mark the start of the class (flick/dim the lights, test the microphone, greet the students)
- Pause until all students have stopped talking, thank them for their respect

- "Anonymity does not equal invisibility." State your courtesy policy (no talking during lectures or student presentations; all cell phones to be turned off, etc.)
- State your name and identify yourself as the course instructor
- State the objective and agenda of the first class; identify the time the students can expect to finish the first class
- Identify general classroom procedure for all subsequent classes (when students can expect to start, take a break, to end)
- Introduce yourself with a bit of background about yourself
- Invite students to introduce themselves to those around them; suggest a question or two to encourage conversation (What was your best course? Who was your best prof?)
- Review material on the course handout; identify clearly where students can find all subsequent updates and announcements
- Continue with whatever course material you had planned to cover

Strategies for Managing Every Class
- Test run everything before class begins (technology, your in-class exercises, etc.)
- Adopt clear start and end protocols
- Start each class with clear objectives and a clear agenda
- Clearly identify switches … of material, exercises, modality, etc., with a clear conclusion followed by a clear introduction
- Expect to cover 2-3 major points in a 50-minute lecture
- Seek to cover material in a manner that complements the assigned readings
- Identify clearly the related readings for each section of the material covered in class
- Vary the rhythm every 20 or so minutes, e.g., talk for 20 minutes, switch to something that engages the students (question period, a think-pair-share exercise, e.g.)
- Repeat all student questions and comments for others to hear
- Do not take offence to students who demand "too much"; remind them of the limits, avoid sarcasm, leave it there
- Exaggerate everything: use large gestures, use minimum 20 point bolded font on overheads
- Move around the class, vary your pace, keep up the energy
- Spell out each step of reasoning as clearly and as simply as you can
- Read the class: Are they confused? Stop and ask. Are they losing concentration? Time to alter the rhythm.
- Use humour

- Remember images of a concept enable learning better than words on a screen
- End each section and each class with a recap of the objective and how the objective was met

Strategies for Promoting Student Feedback … and Promoting Active Learning
- Appoint student representatives to a class executive; meet regularly to hear feedback
- Remember there can be no teaching without learning; no learning without teaching - continue to seek ways to engage students:
- One Minute Papers (see page 6)
- Solicit suggestions for test questions
- Assign a think-pair-share exercise; calling on a couple of groups to explain their answers to the class
- Pop quizzes: simple questions, for a couple of points (great for encouraging attendance).

For more information see:

Gedalof, Alan. **Teaching Large Classes** (Green Guide No. 1) Society for Teaching and Learning in Higher Education, 1998.

Gross Davis, Barbara. "Preparing to Teaching the Large Lecture Course," in **Tools for Teaching**, San Fransisco, CA: Jossey Bass Publishers, 1995.

Ives, Sallie. A Survival Handbook for Teaching Large Classes. University of
North Carolina - Charlotte (March 2000).<www.uncc.edu/fctel/pedagogy/focuslargeclasses/ASurvivalHandbook.pdf > (23 Sept 2003)

Large Classes Teaching Guide and Resources, Teaching Large Classes, University of Maryland <www.cte.umd.edu/library/lcn/index.html> (23 Sept 2003)

Middendorf, Joan and Kalish, Alan. The Change Up in Lectures. TRC Newsletter (8:1). Fall 1996. <www.indiana.edu/%7Eteaching/changeups.html> (23 Sept 2003)

Teaching Large Classes Website, University of Western Ontario <www.uncc.edu/fctel/pedagogy/focuslargeclasses/ASurvivalHandbook.pdf> (23 Sept 2003)

Call for nominations:

Nominations are invited for the following prestigious awards:

Alan Blizzard Award for Collaborative Projects that Improve Student Learning to recognize teaching development work by a group that serves to increase the effectiveness of learning. (Deadline: 23 January 2004)

OCUFA Teaching Awards for outstanding performance in teaching at all levels of instruction including graduate and undergraduate teaching, continuing education and faculty development. (Deadline: 20 February 2004)

3M Teaching Fellowships for individuals who have made exceptional contributions to teaching and learning at Canadian universities, both in terms of teaching excellences and for their commitment to the improvement of university teaching. (Deadline: 5 March 2004)
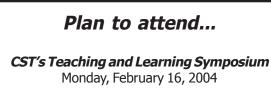
Guidelines, deadlines and nomination information for these awards can be found at www.yorku.ca/cst/res/awards.htm or contact the CST at cst@yorku.ca or (416) 736-5754.

Increasing Enrolment, Classroom Learning, and Library Research - Towards Bringing it all Together

Maura Matesic, Librarian, Scott Library

Instructors who seek to engage students meaningfully in course material, to foster critical debate in the classroom, and to encourage reflective essay writing face a considerable challenge from large classes and increasing enrolment generally. York University Libraries (YUL) has adopted a number of new initiatives designed to help instructors maintain such active learning goals and meet their challenges. These initiatives also seek to address the problems associated with the increasing number of instructors and students making use of YUL. They include an increased diversification of our approaches to teaching information literacy and research skills in course specific contexts, a redesign and expansion of library and collaborative study space, as well as an expansion of our efforts to enrich in-house and online collections and resources. It is our hope that these initiatives will help to facilitate active learning among students by giving them the skills and resources that they need to engage fruitfully in the research process and to find their own voices within the larger context of academic discourse.

While York University Libraries has always maintained a strong commitment to its information literacy (IL) program, new approaches are being adopted to offer increased support to faculty as they deal with the increasing number of York students. Through the IL program librarians work directly with faculty to teach critical library and bibliographic research skills. Our IL sessions are tailored to meet the needs of individual faculty and focus on the library resources which best support course learning objectives and class assignments. As well, librarians are available to consult with faculty in the design of library research assignments. The popularity of this program is evident in our statistics: we reach over 12,000 students a year. And, to facilitate access to this growing program, YUL has implemented a new, online self-booking form for faculty available at: http://tel.library.yorku.ca/faculty/booking.asp. (Please note that due to ever-increasing popularity, availability can be limited; so book your IL class early to avoid disappointment!)

Plan to attend...

CST's Teaching and Learning Symposium
Monday, February 16, 2004

CST's Course Design Institute
May 3,4,5, 2004

CADE (Canadian Association for Distance Education) Conference: Pioneers in a New Age
May 30 - June 2, 2004

Watch the CST website for further details of these events to be held at York in the coming year.

The libraries also offer practical alternatives to in-class lectures including hands-on workshops and online lectures and tutorials. For larger tutorial groups, the Scott Library has recently opened two hands-on computer classrooms with thirty computers in each. The Steacie Science Library and Peter F Bronfman Business Library have also added hands-on classrooms this year.

To better serve the growing student population additional renovations to the libraries are being made including the creation of a new 12,000 square foot reading room on the second floor of the Scott Library, new reading areas and study space in the Bronfman Business Library and Steacie Science library, as well as the opening of 25 new group study rooms to support collaborative work among students.

Student computing facilities in the libraries have also been updated and expanded with an eye to increased enrollments. The new workstations are high-speed Pentium 4s with flat screen monitors, CD-RW drives, optical mice and sound cards for earphone use. Computing and Network Services are presently upgrading Scott Library with CAT6 wiring which will improve bandwidth and reliability of the network throughout the libraries. The addition of wireless hubs and electrical outlets also make the library a friendlier place for laptops and other wireless devices.

Support for research and learning is our primary concern when building the collections. This year extra funds have been allocated to acquire more titles and to purchase additional copies of high-use items to meet the needs of larger classes. At the same time, the number of electronic journals and newspapers continues to grow, making it easier for faculty and students to access resources. In addition to more than 11,000 electronic journals and hundreds of online databases and indexes, the library has recently added 70 course-related digitized videos that can be viewed remotely or from any computer simply by clicking on a link in the catalogue record.

Recognizing the range of course timetables, the increasing participation in distance education programs, along with a multiplicity of teaching and learning styles, YUL has supplemented the traditional in-house reference service with email reference as well as live chat reference available over the web through a virtual reference desk. Virtual reference service ensures that students get research help where and when the need arises.

Statistics indicate that student enrolment will continue to rise beyond the double-cohort years. As we continue to innovate to support active learning and the inculcation of critical research skills among York's students in the classroom and beyond, we welcome feedback, comments, and suggestions for improvements. Like any of York's ten Faculties, the Libraries remain committed to making a direct and meaningful contribution to teaching, learning and research within the broader context of York's overall academic mission.

Improving Student Learning in Lectures

Pat Rogers, Education, University of Windsor and founding director of the Centre for the Support of Teaching

This article is reproduced from Janice Newton et al. (Eds), Voices from the Classroom: Reflections on Teaching and Learning in Higher Education (Toronto: Garamond Press, 2001), available at the York Bookstore.

The lecture is the most pervasive forum for student learning on university campuses. When you consider that the majority of classrooms and lecture halls are designed with masses of chairs and tables (usually bolted to the floor) all focused on a single location--the lectern--this is hardly surprising. Yet despite the physical constraints imposed by the physical environment, there are pedagogical advantages to lecturing as a mode of instruction. There are also limitations. In this article, I offer suggestions for overcoming some of them. In practical terms, I describe the One-Minute Paper[1], a simple technique that can be used to improve student learning and encourage active participation in lectures.[2]

For teachers, lecturing has the advantage of being comfortable--in some measure because it is the method that most of us experienced ourselves when we were students. It is an extremely efficient way of getting across and synthesizing a large amount of material in a short space of time. It allows maximum control over pace, content, organization, and use of time, and the lecturer is assured that the students have been exposed to a common core of material.

Years of research has shown that the lecture method is no less effective than other teaching methods (see, for example Bligh, 1972). Indeed, support for lecturing abounds - it is recommended for specific purposes such as introducing a new section of material, providing a historical background or context, connecting new concepts to previous material, providing an overview, demonstrating a skill or technique, and, summarizing major concepts, to name but a few.

Several limitations of the lecture method have been cited in the literature (Bligh 1972). Many of them stem from factors which affect student learning. Although there is no consensus on what constitutes good teaching, there is general agreement that effective teachers organize their material and classroom time in ways which promote student learning. What then do we know about learning that might affect how we plan and deliver a lecture?

Failure to remember is more often a problem of retrieval than a problem of storage, yet in its traditional uninterrupted form, the lecture places more emphasis on storage than on activities which facilitate the retrieval of information. Retention of lecture material can be greatly increased by giving learners practice in memory retrieval during the lecture. As well, studies show that we tend to remember best what we hear in the introduction and in the conclusion of a presentation, and that the average attention span is between fifteen and twenty minutes. Lecturers can turn this knowledge to advantage by stating the most important points at the beginning or the end of a lecture, and by dividing the lecture period into smaller units. This means, for example, that a fifty minute lecture might be designed to contain three beginnings and three endings. In the intervals between the units, the lecturer can provide students with much needed practice in memory retrieval.[3] In the remainder of this article, I describe several of the ways in which the One-Minute Paper can be used to support this lecture structure.

The One-Minute Paper is a technique that may be used by instructors to obtain feedback on what students are learning. It may be introduced in small seminars or in large lectures, in first-year courses and in upper level courses. In its simplest and most widely used form, the One-Minute Paper asks students to respond anonymously to the following two questions: What is the most important thing you learned in class today? What question remains uppermost in your mind?

Following are a few of the ways the One-Minute Paper can be used in lectures:

- Used at the end of the lecture, the One-Minute Paper provides the instructor with valuable information for planning the next class. After giving students a few minutes to answer one or two pertinent questions on the lecture they have just heard, the papers can be collected and scanned after class and the major trends noted. In a large class the papers can be sampled, for example, by looking at every tenth paper. Instructors who use this technique find that it motivates students to take the task seriously if they provide feedback to students in the next lecture on the overall pattern of responses to the questions asked. It also shows students that instructors also take the exercise seriously and that they respect and value student feedback.

- In a course with tutorials as well as lectures, the information gleaned can be passed along to tutorial leaders, thereby giving them advance warning of issues which may be explored in the tutorial. A variation of the One-Minute Paper, which is particularly useful in this context, is The Muddiest Point, where the lecturer asks the single question: What was the 'muddiest point' in my lecture today?

- Used during a lecture, the One-Minute Paper is an excellent way to break the lecture period into smaller segments. Responses to the One-Minute Paper do not have to be gathered and analyzed on the spot by the instructor. They can be collected verbally by having students form small groups. In their groups, students identify one or two common themes which may then be reported to the whole class. This provides active student involvement in the class, gives all students an opportunity to contribute to the discussion, and increases the range of students willing to volunteer answers to questions during the lecture. This method works particularly well in two or three hour lectures.

The One-Minute Paper and its variation The Muddiest Point are just two examples of classroom assessment techniques that can be used to obtain feedback on and improve student learning in lectures. For other techniques, see the articles on classroom assessment in Section VIII and the author's article "Dead Silence - A Teacher's Nightmare" in Section VI of *Voices from the Classroom*.

The One-Minute Paper was originally developed by a Physics professor at the University of California at Berkerley (Wilson 1986).

1. A version of this article first appeared in 1991 in Core 2 (1): 1,4. Its publication inspired two unsolicited contributions to Core by Aldridge and Merrens, both of which can be found in Section VIII of *Voices from the Classroom*. For more information about this and other classroom assessment techniques see Cross and Angelo (1988) and the two papers by Newton in Section VIII.

2. See Murray (1978) for a discussion of the research on student learning and its implications for the lecture method of teaching.

Works Cited

Bligh, D. A. *What's the use of lectures?* Toronto: Penguin, 1972.

Cross, K. P. and Angelo, T. A. *Classroom assessment techniques: A handbook for faculty.* Ann Arbor, Mich.: National Center for Research to Improve Postsecondary Teaching and Learning, 1988.

Murray, Harry G. Ten ways of improving the lecture method of teaching. *The Ontario Psychologist* 10 (2): 7-19, 1978.

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"Are there any questions?"

The ubiquitous *"Are there any questions?"* at the end of a lecture is so routinely ineffective that it has come to mean "*That's all for today*." During a lecture it doesn't work very much better. There are some good reasons for this:

a) Students may be too busy writing notes on what has just been said to formulate a question.
b) Dictation or fast presentation requiring full note-taking does not encourage thinking of any kind, let alone questioning.
c) Only brief silences are normally tolerated during lectures, and sensible questions may take a few moments to formulate.
d) An unspoken ground rule may be operating to the effect that getting through to the end of the lecture quickly is the primary goal. Questions may result in the teacher having to rush later on or even miss out the last section of the lecture altogether. This may cause more problems to students than the failure to have their questions answered, and so they collude with the teacher to avoid interrupting the presentation.
e) Even when a student has managed to formulate a question, she may need an opportunity to 'try it out' (to check that it doesn't seem silly) before she is prepared to ask it in public.
f) Students who ask questions run the risk of being considered stupid, attention seekers or creeps.

As a result it can be unusual for invitations to ask questions to be taken up. The larger, more formal and impersonal the setting, the less likely it is that student will ask questions. To get round these problems the teacher may need to:

a) Give students time in which to formulate questions;
b) Give students the chance to check out that their questions are not silly before asking them in public;
c) Ask everyone to formulate questions so as to avoid the stigma attached to the questioner.

You could say: "*Now I'd like to give you the chance to ask me questions about what I have just explained. You have half a minute in which to write down the questions you'd really like to have answered, or a query you would like to raise. OK, I'm going to go along the third row back asking each person in turn to read out their question. So… what is your question?*"

Or, "*Could you please turn to your neighbour and raise any questions you have at this stage. Try and answer each other's questions. If you can't, write the question down. In two minutes I am going to ask a couple of pairs what their outstanding questions are.*"

CUPE
Teaching Development Grants

The CUPE 3903 Teaching Development Fund has been established to assist contract (part-time) faculty members in CUPE Unit 2 to:

- **develop a new program of study**
- **develop new teaching materials**
- **develop teaching skills, or**
- **any combination of the preceding**

Two types of grants are available through this Fund:

(1) **Major Teaching Development Grants:** two grants each in the amount of one full Course Directorship

(2) **Minor Teaching Development Grants:** five grants in the amount of $2,500 each

Application deadline: Monday, February 2, 2004

To receive grant guidelines and application forms, contact the Centre for the Support of Teaching, 1050 Technology Enhanced Learning (TEL) Building, (416) 736-5754, cst@yorku.ca. For further information, e-mail Michelle Lowry at mlowry@yorku.ca, or visit the CUPE 3903 website at www.cupe3903.tao.ca/docs/pdf_tdf.html.

University-Wide Teaching Awards

Deadline: January 30, 2004

Do you know an instructor who deserves recognition for excellence in teaching?

The University-Wide Teaching Awards honour those who, through innovation and commitment, have significantly enhanced the quality of learning by York students. Four awards are offered each year in the following categories:

* Full-time faculty with 10 or more years' teaching experience
* Full-time faculty (tenured, tenure-stream, CLA) with less than 10 years experience
* Those teaching in other than a full-time capacity (part-time/contract)
* Teaching assistants

The purpose of these awards is to provide significant recognition for excellence in teaching, to encourage its pursuit, to publicize such excellence when achieved across the University and in the wider community, and to promote informed discussion of teaching and its improvement.

Nominations should be submitted to the Secretary of SCOTL, University Secretariat, S883 Ross, by January 30, 2004.

Further information and nomination forms are available at www.yorku.ca/secretariat/senate/committees/scotl/ uwta%20form.htm or the Centre for the Support of Teaching, 1050 TEL Building, (416) 736-5754.

You are cordially invited to attend this keynote address:

Active Learning with Technology:
Myths, Magic or Just a lot of Bonk

Monday, December 8, 2003, 10:30 am - 12 noon, 0001 TEL Building

With special guest: Professor Curtis J. Bonk, Indiana University, Department of Counselling and Educational Psychology

Dr. Bonk, an innovative educator and researcher in online learning, will discuss the ways in which technology can help instructors emphasize active learning in their courses. Throughout his career, Dr. Bonk has designed, taught and developed tools for teaching Web-based courses and has published extensively in the area of online teaching and e-learning, especially as it relates to online pedagogy, electronic collaboration, student motivation and assessment and evaluation. Dr. Bonk also founded CourseShare, a company that creates teaching and assessment tools for online instructors. For further information about the event see: www.yorku.ca/tel

Following the event, an open house will be held in the TEL Institute with a light lunch being served. Please rsvp to Vivian.Ngo@senecac.on.ca by December 1 if you will be attending the event and/or open house.

The event is jointly sponsored by the York Institute for Research on Learning Technologies, the Centre for the Support of Teaching, the Faculty of Arts, and Seneca College of Applied Arts and Technology.