CORE

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Can Technology Replace Lectures?

Pat Rogers, CST Director

The answer, according to Tony Bates, director of distance education at UBC, depends on us. Speaking this June at the first annual conference of Britain's new Institute for Learning and Teaching, Professor Bates argued that the introduction of technology into the lecture hall could significantly reduce the number of lectures and improve student learning.

This idea is not in itself a revelation – ever since the publication of Barr and Tagg's influential article[1], promoters of the new learning technologies have been heralding the advent of a paradigm-shift in university education "from teaching to learning". The excitement over this article puzzled me at the time, for I thought the shift had already been in progress for many years. What helped me appreciate the euphoria better was the realisation that in the context of new technologies, teaching is often equated with lecturing.

According to Tony Bates' research[2], "students taught by CD-Rom gained better results than those attending face-to-face lectures…students learning from a CD-Rom had 30 percent better recall after three months compared with a control group attending conventional lectures." Bates suggests two probable reasons for this, "First the students can refer back to their work more easily, and second, classroom lectures are transient and it is easy to miss bits."

Research on the lecture method shows that it is no less effective than other teaching methods. Indeed, several studies have recommended its use for specific purposes such as explaining ideas, conveying information, generating interest in a subject, or demonstrating how a discipline addresses a question. But there are problems with the lecture method too, and some of them can be ameliorated by technology as Bates' research demonstrates.

York faculty currently use a variety of strategies to improve student's memory recall and retention of information conveyed in lectures. Several have adopted high tech solutions, such as putting lecture notes, frequently asked questions, and even tape-recorded lectures on the Web. Others have developed equally effective but low tech solutions such as interspersing lectures with frequent opportunities for students to interact and engage with course material (see side bar for ideas).

The challenge, according to Bates, is to know when to use face-to-face lecturing and when to introduce technology to free up time in class for problem-solving and

(Continued on page 2)

Improving Student Learning in Lectures

Below are just a few ideas that have been used effectively to improve students' attention and learning in lectures[4]:

- ***Have students work independently or in pairs or triads*** - formulate a question, do a calculation, tackle a problem, brainstorm, read something, apply a concept, take a short test, plan their homework, complete a handout, draw a diagram...
- ***Alter the nature of the presentation*** - by using visual aids, mini-lectures, demonstrations...
- ***Take a break*** - to simply restore students' energy or allow for quiet reflection on the material so far.

UPCOMING EVENTS:

Monday, February 12, 2001
Teaching & Learning Symposium
Bringing Research and Technology into the Classroom

May 1 - 3, 2001
Course Design Institute

Watch for further details of these events to be announced shortly.

In this issue

cst
centre for the support of teaching

Technology ... from page 1)

critical analysis. "We are not saying that lectures have no value. But lecturers will have to work differently, very differently, if we are to reap the benefits of educational technology." And our experience at the CST is that York instructors, in increasing numbers, are interested in exploring the potential of technology to improve student learning in their classes.

Literally hundreds of studies report "no significant difference" in objective outcomes between courses taught using instructional technology and those employing classroom instructors. This observation prompted Carol Frances and her colleagues[3] to conduct comparative research which included measures of student satisfaction. In their study, two similar groups of students were taught the same (health sciences) courses, one group face-to-face in classrooms and the other on a remote campus via videoconferencing technology. Both groups had opportunities to ask questions and interact with the faculty in real time.

While the study replicated findings of "no significant difference" on objective outcomes such as grades and test scores, there were very large differences between the two campuses in *subjective* measures of students' satisfaction. "Students using IT were apparently learning as much but enjoying it less. They clearly felt that the quality of the educational experience was much inferior when taught via technology." For distance education designers, this study raises the question of how to incorporate the human element so that students can have as positive an experience as those they have in the conventional classroom.

During the summer, a new Office for Technology Enhanced Learning (see www.yorku.ca/president/whatsnew/), co-directed by Ron Owston and Suzanne MacDonald, was established. In the coming months, the Centre for the Support of Teaching will be working very closely with the office to bring coherence to the support available for faculty and teaching assistants who wish to incorporate new technologies into their teaching.

Knowing when to use technology, putting student learning before teaching concerns, and choosing approaches that promote active learning are themes taken up by Bob Godwin-Jones in his article, *Ten Ways to Enhance Teaching through Technology*, on page 5 of this issue of Core. In another article, *At the Click of the Mouse…*, CST Librarian Associate Jody Warner gives useful advice on how to help students use the Web effectively as a research tool. Deborah Barndt's workshop series, page 4, *Visualizing York*, introduces a wide array of successful use of images in classroom teaching. Linda Briskin's article on page 6, *The Challenge of Classroom Silence*, invites us to think seriously about issues of silence and power in attempting to create an inclusive classroom environment.

One of the best ways to develop one's expertise and gain support for innovation is to talk to colleagues with similar interests. The CST facilitates this by establishing and supporting meetings of teaching circles – small groups of instructors who meet regularly to discuss a specific issue. For example, we currently support two circles, one on Problem-Based Learning and the other on Designing Web Pages. By request, this year we are establishing a teaching circle for instructors wishing to explore on-line teaching and another for those who wish to augment face-to-face teaching with on-line discussion.

For those who are interested in engaging in scholarship on teaching and learning, there is the York Assessment Forum (see page 8). The Forum meets again soon and welcomes new members. In particular, this year we initiate two projects, one of which will focus on the use of technology in teaching.

We welcome your ideas and involvement in all of our activities as well as suggestions for new ones. Please contact us at the Centre, 111 Central Square, (416) 736-5754, email cst@yorku.ca, and website: www.yorku.ca/admin/cst.

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1. Barr, Robert B. and John Tagg. "From Teaching to Learning – A New Paradigm for Undergraduate Education." *Change*, November/December 1995, pp. 13 - 25.
2. Bates, Tony. "CDs can replace lectures." *Times Higher Education Supplement*, June 30, 2000, p. 56.
3. Carol Frances et al "Planning for Instructional Technology", *Change.* July/August 1999, pp. 25 - 33.
4. These and other ideas may be found in the following book available at the CST Resource Library:
   - Habeshaw, Sue, Graham Gibbs and Trevor Habeshaw. *53 Interesting Things to do in your Lectures*, 1993 (pp. 117-118).

1999 - 2000 CUPE 3903 TEACHING DEVELOPMENT GRANT AWARDS

The Teaching Development Fund is intended to assist contract faculty members to develop a new programme of study, teaching materials, teaching skills, or any combination of these activities. The next competition deadline for CUPE Teaching Development Grants is **February 1, 2001.** Guidelines are available at the Centre for the Support of Teaching (www.yorku.ca/admin/cst/CTDG.html).

MAJOR/MINOR TEACHING DEVELOPMENT GRANTS

Susan Hall (Education and Kinesiology/Arts and Science) *Evaluation of Physical Education Programs – A Format for Professional Development* (equivalent of one full course directorship, and $1,000)

Ildiko Trott (French Studies/Arts and Glendon) *Creating Material for Remedial Writing Workshops for Specialist Students with Special Needs in French* (equivalent of one full course directorship, and $1,000)

Lorna Anne Turnbull (Women's Studies/Glendon) *Femmes et Droit: Perspectives Internationales/Law and Gender: International Perspectives* ($6,000)

Carolyn Jongeward (Environmental Studies) *Assessing and Improving BES 1200 Workshop, A New Required Course for First Year Bachelor of Environmental Studies Students* ($5,000)

MINOR TEACHING DEVELOPMENT GRANTS

Robert Kenedy (Sociology/Glendon) *Creating On-line Tools for Pedagogical Exercises and Activities in Sociology Courses* ($1,000)

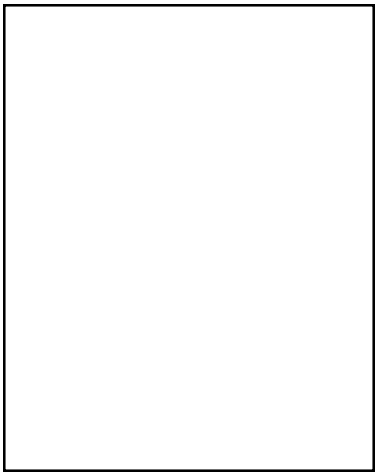
Renate Wickens (Cultural Studies/Fine Arts) *Enhanced Digital Imagery for On-line Resources and Classroom Teaching* ($1,000)

At the Click of the Mouse ...

Helping students make the most of the Web as a research tool

Jody Nyasha Warner, CST Librarian Associate, and Scott Library

To speak about the explosion of the web over the last half a decade is somewhat of a cliché at this point – but it's true! The *Canadian Encyclopedia 2000* notes that "the Internet is growing at a staggering speed: the number of attached networks more than doubles each year and the number of attached computers and volume of traffic appear to double every 3 months." This online revolution has impacted many segments of Canada – and high on that list must be libraries.



I would hazard a guess that at York we receive at least three to five new electronic sources (academic metasites, online journals or databases) monthly which we have to acquaint ourselves with so that we can help our users. Luckily, basic principles about database frameworks and website design remain similar across different products making them easier to learn. Another spin off from the Web that we've seen at the Reference Desk in the last few years is the change in students' research habits. The fact that school systems and teachers have been active participants on the Web - there is a plethora of online learning resources available and, in 1998, 89% of students had used the Internet in their classrooms (Library of Congress, Internet Use in Schools, 1999) - means that students are accustomed to using the Internet for research.

While graduate students and faculty are familiar with searching a database (or even, shock horror, a print index!), noting down citations and retrieving journals from the stacks, undergraduate students want articles to be available at a click of their mouse. It's true that the number of scholarly journals and full text databases we subscribe to is increasing monthly. At this juncture in time though, the vast majority of scholarly work in the social sciences and humanities is in printed format, not online. Nonetheless, there are some marvelous academic resources on the Web. For instance, a scholarly search engine like *Hippias* will pull up high quality philosophy websites that have been through the peer review process. And a key journal like the *Canadian Journal of Economics* is now available online for York users. So it's not surprising that a significant number of professors allow their students to use Internet sources in their assignments.

Equally true of course is that the Web is also chock-a-block full of dated, biased and incorrect material. In the print world there are clear, and limited, avenues to seeking publication and publishers have a long history. Students don't have to be told that there is a difference between using a Harlequin Romance or a University of Toronto press title as a source, this is general knowledge. In contrast, the technology and know how needed to construct a web page is very accessible. And on the Internet looks are deceiving; there are no easy visual clues to show which sites are reputable and which are not.

The bottom line is that if students are going to use the Web as a research tool we have to teach them (and ourselves!) to critically evaluate a source before they decide to use it. To that end when we teach Internet workshops at the Library there are a few basic tips we give and you may want to share them with your own students.

- If you decide to use a site, print off at least the first page and file it – sites come and go daily and this way you'll have proof it existed even if it disappears.
- One safe way to play is to use academic sites only – check an address to see if it contains the name of a university (or research institute) or the extension *.edu.*
- Check at the bottom of the page for the author or sponsoring organization's name and credentials – or see if there is an "About Us" link where this information is provided.
- Check at the bottom of the page for the date to see when the site was last updated.
- Get into the habit of evaluating a website based on such issues as authority, currency, accuracy, content and bias. For a more in depth checklist of questions students can ask, check out our *Evaluating the Internet* link at http://info.library.yorku.ca/internet/evaluate.htm.
- As a filter control use websites that have been chosen by librarians or subject specialists. At York, you can check out our Internet pathfinders at http://info.library.yorku.ca/internet/by_subject.htm, or alternatively you can use *NetFirst*, a database of websites that have been chosen and catalogued with Library of Congress subject headings.
- Not all search engines are created equal so use ones that have consistently high ratings, we suggest *Google*, or for searching with Ands/Ors try *Northern Light's Power Search.*
- For information on how to properly cite electronic sources see our *Online Citation Guides* at http://www.bedfordstmartins.com/online/citex.html.

Alan Blizzard Award for Collaborative Projects that Improve Student Learning

Sponsored by the Society on Teaching and Learning in Higher Education, this award is designed to stimulate and reward collaboration in teaching, and to encourage and disseminate scholarship in teaching and learning. The award is open to groups of at least two individuals, including course teams, departments, instructional development centres, committees, and colleagues from different departments working on a common project designed to increase the effectiveness of learning.

The deadline for applications is January 31, 2000, and guidelines and information are available at the CST.

VISUALIZING YORK: THE USE OF IMAGES IN TEACHING, RESEARCH, AND ADVOCACY

Two fall workshops for teaching faculty, TAs and researchers!

Two three-hour workshops comprised of three parts: a one hour plenary with panel presentations and discussions, and a set of concurrent one-hour mini-workshops on specific projects, approaches, or techniques, followed by a half-hour closing plenary for synthesis and evaluation. There will be refreshments.

Tuesday, October 17, 2000, 1:30 - 4:30
Bethune Gallery, 320 Bethune College

Greatest Hits of Visual Teaching/Learning (Panel)

An introduction to a wide array of successful uses of images in classroom teaching.

Concurrent one-hour workshops:

1) **Still pictures in social research**
(Jon Caulfield, Urban Studies Program, Division of Social Sciences)

2) **Integrating research, education, and advocacy through visuals**
(Deborah Barndt, Faculty of Environmental Studies)

Friday, November 24, 2000, 1:30 - 4:30
Bethune Gallery, 320 Bethune College

Do you see what I see? Pedagogical approaches for using visuals (Panel)

A focus on the processes not the products, offering examples such as illustrative vs. generative use of images.

Concurrent one-hour workshops:

1) **Thinking visually in science**
(Walter Whiteley, Department of Mathematics and Statistics)

2) **Collectively visualizing the processes that create and maintain strengths in Indigenous communities**
(Cynthia Chataway, Department of Psychology)

3) **Creative classroom activities**
(Chris Suurtamm, Faculty of Education)

4) **Photos on the Web: Issues of democratization and ownership**
(Renate Wickens, Faculty of Fine Arts)

The workshops are supported by a 1998-99 SCOTL/YUFA Teaching-Learning Development Grant and project coordinated by Deborah Barndt, Faculty of Environmental Studies. Please contact Deborah (dbarndt@yorku.ca or ext. 40365) if you plan to attend either workshop and/or if you want to be involved in long-term exchange in this area.

1999 - 2000 SCOTL/YUFA GRANT AND FELLOWSHIP AWARDS

Two university-wide programmes of awards are available to full-time faculty: Teaching-Learning Development Grants and Release-Time Teaching Fellowships. Teaching-Learning Development Grants are intended to support projects which have the potential to make significant curricular or methodological contributions to teaching and learning at York, or to enable faculty to enhance their own teaching skills. Release-Time Teaching Fellowships are intended to provide recipients with the opportunity to develop innovative teaching and learning projects or to enhance their own teaching skills, when such development or enhancement could not take place in the context of a full teaching assignment.

COMBINATION RELEASE-TIME TEACHING FELLOWSHIPS AND TEACHING-LEARNING DEVELOPMENT GRANTS

- **Linda Briskin** (Arts/Social Science) *Using Groundrules to Negotiate Classroom Power* (1.5 course releases and $2,500)
- **Belarie Hyman Zatzman and Ross Stuart** (Atkinson/Fine Arts) *Theatre Communities and Practices: Performance and the Internet* (0.5 course release and $5,000)
- **Jana Vizmuller-Zocco** (Arts/DLLL) *Italian Dialects in Toronto: An Interactive Pedagogical Tool* (0.5 course release and $2,467)
- **Mark Webber** (Arts/DLLL & Humanities) *Learning from the Past, Teaching for the Future: A Holocaust and Anti-Racism Education Project for Young Educators – Development Phase* (0.5 course release and $2,500)

For further information about the 2000-2001 Teaching-Learning Development Grants and the Release-Time Teaching Fellowships, please contact YUFA, (416) 736-5236.

RELEASE-TIME TEACHING FELLOWSHIPS

- **Qiuming Cheng** (FPAS/EATS and Arts/Geography) *Develop Lab Materials of Geomatics Courses for FES, GEOG, and EATS* (0.5 course release)
- **Jianhong Wu** (Department of Mathematics and Statistics/Arts) *Models, Analysis and Applications of Neural Networks* (0.5 course release)

TEACHING-LEARNING DEVELOPMENT GRANTS

- **Nadine Cross, Gail Lindsay, and Beryl Pilkington** (Atkinson/Nursing) *A Caring Pedagogy for Nursing – Teaching-Learning Conference and Consultation with Jean Watson* ($5,000)
- **Peggy McDonough** (Arts/Sociology) *Methods of Advanced Survey Research and Data Analysis* ($2,500)
- **Darryl Reed** (Arts/Social Science) *Research in the Community – A Proposal for Developing a Fourth Year Course for BUSO* ($2,500)
- **Walter Whiteley** (Arts/Mathematics and Statistics) *Information in Visual Form* ($2,500)

York Assessment Forum

Welcomes New Members!

The York Assessment Forum aims to explore, interpret and expand our understanding and observations about York's learning environment, and to develop specific measures to enhance teaching, learning and student life both inside and outside of the classroom. Forum members include faculty, students and administrators. Research conducted by the Forum builds on existing "best practice" in ways that acknowledge the particular complexity, needs and constraints of York's unique context.

Three projects, in their second year of investigation, are concerned with:

- first year transition and retention issues.
- demands of students' lives and the consequences for their engagement with university studies.
- student diversity at the graduate level.

Two new projects are forming this year on:

- bias in student evaluation of teaching, and
- technology in teaching.

All projects are defined and shaped by Forum members to address concerns and generate data that are unique to York's teaching and learning environment. The projects are independently financed by sources within and outside the University. Project teams meet regularly outside of Forum meetings and the meetings of the full Forum provide opportunities for teams to receive critical feedback on progress and advice on future directions. Results of projects are published each year and will ultimately prompt and inform positive changes to improve York's services, programs and student learning.

New members interested in participating in any of the above research projects, or in developing new projects, are always welcome. To join the Forum, please contact the CST (cst@yorku.ca/736-5754).

Ten Ways to Enhance Teaching through Technology*

Bob Godwin-Jones, Virginia Commonwealth University

1. ***Think pedagogy first, technology second.*** This seems obvious, but it's easy to be carried off by gee-whiz techno-gadgetry and lose sight of what actually helps students learn. It's good to focus attention first on strategies which you know are ones that help students learn and then see how technology might help carry them out.

2. ***Don't do things through technology that are better done face to face.*** Technology can't keep the promise of being all things to all people in all contexts. Nothing can compete in effectiveness with an engaging and committed human instructor no matter how snazzy or interactive the technology. People care, machines don't.

3. ***Do use technology to "think out of the box."*** It's helpful to think about techniques and/or resources you've always wanted to bring into your teaching and which new technologies will now allow you to implement. But technology may serve as well to expand pedagogical models. New technologies may provide tools for unanticipated approaches, and paradigms.

4. ***Think learner-driven not teacher-oriented.*** It's unsettling to give up control, but we've learned that a student-centred learning environment is more effective. A traditional lecture digitized as a "talking head" video stream is even less compelling than its real-life counterpart. Learner-centredness means especially taking advantage of the collaborative possibilities of computer networks.

5. ***Use technology that's within reach of all students and provides options.*** Whiz-bang programs won't help students learn if they can't get to them. Sound, for example, can add a whole new dimension to learning programs, but do the labs your students use have sound support? Multiple pathways through learning materials can accommodate students with a variety of learning styles and are sometimes easier to enable through technology than in the classroom.

6. ***Choose approaches that promote active learning.*** Computers can automate repetitive and predictable tasks such as drill and practice, but they can also be used to guide self-discovery. If students have a hand in the learning process, it makes them into engaged partners, rather than passive observers. Giving students some control over feedback and delivery options in drill and practice modules might be one step in that direction.

7. ***Whenever possible use interactivity & multimedia to engage students.*** Static Web pages provide information to users, interactive pages make users into participants. A Powerpoint presentation can help deliver a lecture more effectively because it's only one part of an interactive classroom experience. The same Powerpoint presentation viewed on a computer loses that dynamic context, unless elements are added which help engage the student.

8. ***Keep the interface simple and consistent.*** Why has the Web taken off like a prairie fire? Is it the networked multimedia environment? Yes, but all the materials from diverse sources are retrievable by the same, familiar, easy-to-use interface; you typically don't have to learn new steps for viewing new sites.

9. ***Provide remote access to materials when possible.*** Our students lead busy, complicated lives. If we can give them the option of working with course materials at a time and place of their convenience, it can make the difference in whether those materials are used effectively or used at all.

10. ***Use technology to help integrate teaching and research.*** The Internet provides daily more and more sources of information, including scholarly research in all fields. Tapping into those sources can inform your teaching with up-to-date information as well as showing our students the relevance of the topics they are studying.

** This article first appeared in **VCU Teaching**, a publication of the Virginia Commonwealth University, and is reprinted here with permission.*

The Challenge of Classroom Silence

Linda Briskin, Division of Social Science, Faculty of Arts

Influenced by metaphors of 'voice' and 'breaking the silence', I used to think that it was my responsibility to encourage, even ensure, that everyone participated in classroom discussions. In many many instances, I have cajoled and implored students to share their thoughts, sometimes successfully and more often not.

My own discomfort with these appeals and students' obvious resistance to them encouraged me to begin a dialogue with students about silence. What quickly became apparent is the multiplicity of meanings students attach to their own silences and the silences of others. Students identify fears of speaking, and especially of being forced to speak, concerns about the silence of others or the domination of a few voices, uneasiness about how they are heard and whether others, including the teacher, are listening. Some recognize the link between speaking/silence and learning; others see these patterns as a reflection of individual personalities. Interestingly, few students perceive their own silence as intellectual inactivity, although teachers and students who speak often do. Regardless of their views, however, all recognize, implicitly or explicitly, the significance of speaking and silence to the classroom.

As a result of these discussions, I have struggled to resist making appeals for participation. It is now my belief that the focus on teacher responsibility to bring students to voice makes invisible the complexity of speaking and silence, shifts attention away from the classroom conditions that are producing silence, over-estimates a teacher's power to control classroom dynamics, and erases student agency.

Silences are part of a web linked to speaking and listening/ hearing, a web organized by and saturated with power. To fully understand the nature of silence in the classroom, then, we also need to understand who speaks and for whom; who listens and to whom; who interrupts and who is interrupted; who answers questions and whose questions are answered; who asks questions and to whom; and, indeed, who raises questions about silence and speaking.

Many studies have been done on patterns of speaking in classrooms, often with a gender focus. They reveal that boys and men claim a lot of speaking time, interrupt more frequently, access the teacher's attention considerably more often, etc.[1] But there is very little research on silence.

Deconstructing classroom silence through the lens of power dynamics reveals that the problem is not only about individual students who are silent, or about those who speak too much. Nor is it simply a passive reflection of what goes on outside of the classroom. In fact, the classroom is an active site which reproduces power dynamics about speaking and silence. This reality creates an important opening for teachers, highlighting both the possibility and the necessity of intervening.

The recognition that silence is a relational reality, produced among people, rather than an individual one, shifts attention away from a psychologistic analysis of students' silence. Individual students may have long histories of being silent. Despite the fact

(continued on page 7)

NEGOTIATING POWER IN THE CLASSROOM

Power Dynamics which circulate among students and between teachers and students often produce exclusion, marginalization, disempowerment, and silencing. Such dynamics not only impede learning but are the site of some of the most important and deeply remembered learning. In this hands-on workshop, participants will:

- identify the practices of power in their own classrooms - between students and teachers, and among students.
- analyse patterns of speaking and silence, and
- discuss the development of groundrules which might facilitate more inclusive and collaborative classrooms.

The workshop will be offered four separate times:

Monday, November 6, 2000, 12:30-3:30

Tuesday, December 5, 2000, 12:30-3:30 [women only]

Thursday, January 25, 2001, 12:30-3:30

Wednesday, February 28, 2001, 12:30-3:30 [women only]

Please register by email (lbriskin@yorku.ca) or call extension 77824.

(Classroom Silence ... from page 6)

that most of them readily acknowledge that they have no trouble speaking with their friends, many have come to understand their silence largely as a character flaw. Teachers buy into this view by trying to help the silent student, a good-intentioned approach which may even sometimes work, but which reinforces the view that something is the matter with the student rather than with classroom dynamics.

I now start from the assumption of respecting silence, seeking to create the conditions rather than the obligation for speech, thereby problematizing speaking as a solution.[2] I also argue for a more nuanced and complex understanding of silences.

Here are some patterns of student silence in classrooms: the silence of voices not present; the silence due to fear and intimidation; the silence from shame, from undervaluing oneself and one's knowledge; the silence that preserves privilege and avoids risk; the silence that refuses responsibility to the group and to the collective learning process; the silence which is about listening and sharing space and which builds the classroom collectivity; and the silence which actively resists oppression.

Given the complexity of silence (and speaking), I suggest that teachers must address these issues and create a climate where they are a collective concern. We need to ask what students are learning when teachers do not problematize the patterns of speaking and silence in their classrooms. Undoubtedly, teachers' silence about silence is very significant.

In my experience, pro-active discussions which engage students in negotiating groundrules about speaking and silence can be effective in reconfiguring classroom dynamics. Such discussions name speaking and silence as political and relational, create the conditions for interrogating accepted classroom practices, and offer students the authority to interrupt and revision them. Putting silence on the classroom agenda is very politicizing for students who have blamed themselves for their silence. It challenges speaking students to a greater self consciousness of their voice and how much space they claim. Such discussions also create openings for teachers to complexify student understanding of silence, and address directly the relationship between speaking and learning.

During this academic year, with the support of a YUFA Teaching and Learning Fellowship, I will be offering faculty workshops on negotiating power in the classroom (see announcement on page 6). In addition to analyzing patterns of speaking and silence, participants will identify other practices of classroom power, and discuss the use of groundrules to facilitate inclusivity and collaboration. Hopefully these workshops will provide an occasion for faculty to share, reflect on, and perhaps even shift, our teaching practices.

END-OF-THE-YEAR STUDENT EVALUATIONS OF OUR DISCUSSIONS OF SILENCE[3]

"*I recognized that I am normally a 'talker' and in group work/presentations I worked on really listening and hearing my peers ... My attitude changed because solidarity between talkers/non-talkers was formed. I could understand their side and not judge their actions*."
Yvonne Gomez

"*This particular discussion made me feel much more comfortable with speaking (since I don't enjoy it in large classes) but also made me feel as if people who did talk understood why I don't like to*."
Ingrie Williams

"*I learned to find my own voice. At the same time, I became conscious of the need for balance between speaking and silence, and allowing others to find their voices*."
Hilary Thursfield

"*It made me conscious of the space I took in class*."
Melinda Pinto

"*I felt these discussions raised my awareness particularly about what I could do to make people who are normally silent more comfortable*."
Cara Radcliffe

"*I never really thought before about how being silent could [be] a political standpoint. The discussion really made me think about speaking more and it also made me wonder what others' silence meant.*"
Angela Howlett

ENDNOTES

1. See for example, Myra and David Sadker. *Failing at Fairness: How Our Schools Cheat Girls*. Toronto: Simon and Schuster, 1994.

2. Embedded in this discussion of silence is the implicit, and somewhat problematic assumption that encouraging speech is positive and political. In North American classrooms, speaking is validated and considered an important tool for success; such validation can put some groups of students at a disadvantage (especially Asian students and First Nations students). King-Kok Cheung in *Articulate Silences* (Ithaca: Cornell University Press, 1993) emphasizes that this privileging of speaking over silence is Eurocentric. She seeks to unsettle the Eurocentric perspective on speech and silence, which she sees "as polarized, hierarchical and gendered (p. 23)" and notes that it is "not just prohibition against speech but also coercion to speak [that] can block articulation (p. 169)." She notes "the fact that silence, too, can speak many tongues, varying from culture to culture (p. 1)."

3. Students gave me permission to quote.

Congratulations Diana Cooper Clark!

On receiving a 2000 3M Teaching Fellowship for teaching excellence

Diana Cooper-Clark (School of Arts and Letters, Atkinson Faculty of Liberal and Professional Studies, and Division of Humanities, Faculty of Arts) was awarded a 2000 3M Teaching Fellowship for her contributions to university teaching and learning. This prestigious award is given to individuals who not only excel in the teaching of their own courses, but who also demonstrate an exceptionally high degree of leadership and commitment to the improvement of university teaching across the disciplines. Diana is one of ten recipients selected from 52 nominations from 26 Canadian universities. Each receives a citation of excellence and is honoured at a three-day retreat at Chateau Montebello in Quebec in November. She is the seventh faculty member from York to receive a 3M Teaching Fellowship; she shares the honour with Linda Briskin (1999), Avi Cohen (1995), Brock Fenton (1993), Arthur Haberman (1996), Pat Rogers (1990), and Ron Sheese (1986). Below are highlights of the citation that accompanied Diana's award:

Diana Cooper-Clark's pedagogical initiatives and passion for teaching and learning span 31 years. She is a superb, energetic teacher who lectures with style and verve. She is humorous and confident and inspires students to challenge themselves to achieve. Diana has taught both in the Faculty of Arts and at Atkinson College. Her courses include large lectures and seminars, as well as one-on-one tutoring. The Career Days she initiated for students in the English Department have been a great success in highlighting for students and faculty the importance of the study of English. She has won several teaching awards, including the Division of Humanities Teaching Award, the York University-Wide Teaching award for contract faculty, and the CASE Canadian Professor of the Year Award.

As Chair of the English Department at Atkinson College, she has revised the curriculum, assisted in its transformation into the School of Arts and Letters, initiated a major student/faculty exchange between York and the University of Cassino, Italy, and is leading faculty in the development of distance and Internet teaching. She is devoted to junior, contract faculty and teaching assistants and offers practical, intellectual and emotional support. She generously shares her knowledge and experience and routinely makes herself available for consultation. Diana has served on the Advisory Board of the Centre for the Support of Teaching, and was also a member of the Teaching Committee in the Division of Humanities, serving as its chair in 1993-94. She also provides workshops and seminars on undergraduate teaching for York's Colleges. Outside the University, she works with the Toronto and North York Boards of Education, lectures and provides direction for community reading groups affiliated with the National Council of Jewish Women, and has influenced pedagogy across the United States and Canada, as well as abroad. Diana has published two books, a range of articles and is a frequent presenter at conferences.

Seven Principles for Good Practice in Undergraduate Education

(Chickering and Gamson, AAHE Bulletin, March 1987)

1. ***Good Practice Encourages Contacts Between Students and Faculty*** - Frequent student-faculty contact in and out of class is an important factor in student motivation and involvement. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and plans.

2. ***Good Practice Develops Reciprocity and Cooperation Among Students*** - Working with others often increases involvement in learning. Sharing one's ideas and responding to others' improves thinking and deepens understanding.

3. ***Good Practice Uses Active Learning Techniques*** - Learning is enhanced when students talk about what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives.

4. ***Good Practice Gives Prompt Feedback*** - At various points during the course, and at its end, students need chances to reflect on what they have learned, what they still need to know, and how they might assess themselves.

5. ***Good Practice Emphasizes Time on Task*** - Learning to use one's time well is critical for students and professional alike.

6. ***Good Practice Communicates High Expectations*** - High expectations are important for everyone — for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy.

7. ***Good Practice Respects Diverse Talents and Ways of Learning*** - Students need opportunities to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

For an elaboration of how technology can be used in ways consistent with the Seven Principles, please refer to Arthur Chickering and Stephen Ehrmann "Implementing the Seven Principles: Technology as Lever" (www.aahe.org/technology/ehrmann.htm).

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