



2010 UNBC Teaching Manual

William J. Owen, Editor

Welcome from the Director of the Centre for Teaching, Learning, and Technology

Dr. William J. Owen

Welcome to UNBC's teaching community and the 2010 edition of the UNBC Instructors Manual. It is a privilege for me to be part of a volume that reflects the expertise of staff and faculty at UNBC and beyond. This volume contains a small sample of the types of reflective teaching practices that are found in many of our classrooms. We hope that your knowledge and experiences will be included in future editions of this Manual.

The story of how this Manual came to be reflects the passion many of us have for teaching. Thus, I would like to share that story with you. Also, I want to take a couple of moments to think about the future of teaching and learning at UNBC.

In 2004, Dr. Heather Smith, UNBC's first National 3M Teaching Award winner, and Lynda Williams edited the first UNBC Teaching Manual. Heather and Lynda were part of a committee dedicated to enhancing best practices at UNBC. Their passion for teaching and learning was clearly evident in the first edition of this Manual. Since then Drs. Lisa Dickson, Heather Smith, Tracy Summerville acted as editors of the Teaching Manual. With gracious support from Dalhousie University's Centre for Teaching and Learning, who gave us permission to use any of their material with appropriate acknowledgements, past editions of the Teaching Manual has become a valuable resource for many UNBC instructors and graduate students.

This manual is not a policy document, but rather a collection of advice for enhancing teaching excellence at UNBC based on best teaching practices. It is also important to note that some of the best advice we have received has come from you, UNBC's teaching community. We greatly appreciate hearing from you regarding the contents of this manual, the Teaching Conference, and seminar sessions held throughout the year. If you come across an issue important to your role as an instructor, and need to ask someone for advice, feel free to come and chat with us. Innovation in the classroom keeps our teaching on the cutting edge and fosters life-long learning in our students.

What is innovation in postsecondary education going to look like over the next decade? I leave this as an open question for all of us to ponder. But whatever that future holds, the CTLT hopes that you will partner and share with us as we continue to build a strong community of teachers. I would also like to invite all faculty, staff and graduate students to participate in the many CTLT events planned for 2010-2011. Let's ensure that UNBC's many communities of pedagogical excellence continue to grow and be a vibrant part of what makes UNBC an all-round excellent institution.

I wish to thank the CTLT Advisory committee members for their amazing efforts in enhancing the best practices of teaching at UNBC. The committee consists of: William Owen (Chair), Chelsea Cody (Graduate Student Representative), Lisa Dickson (CASHS representative), Vivian Fayowski (LSC Coordinator), Maureen Hewlett (Disabilities Advisor), Dezene Huber (CSAM representative), Andrew Kitchenham (CASHS representative), Kealin McCabe (Library Representative), Saphida Migabo (SLI representative), Umesh Parshotam (CSAM representative), Grant Potter (E-learning Coordinator), Carolyn Russell (Director of Student Success)

We all hope that you will find this Teaching Manual to be useful in your role as an instructor at UNBC. If you have any questions or comments about teaching and learning at UNBC, please feel free to contact me or any member of the CTLT Advisory committee.

A handwritten signature in blue ink that reads "William J. Owen". The signature is fluid and cursive, with a long horizontal flourish underneath.

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Thank you to the Centre for Learning and Teaching at Dalhousie University for allowing us to include some of their materials.

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Your First Class

Dr. William J. Owen (CTLT) and Dr. Scott Green (Forestry)

The first class is one of the most important days in each semester. In fact, your students will quickly assess how prepared and confident you are in your own ability to teach the course material, and if you are a “reasonable and fair” professor. Being adequately prepared will give you the opportunity to make the most of the first day. The following suggestions and questions may help you to prepare for the first class of each semester.

Pre-class preparations

- What do you want to students to learn? (e.g., designed a final exam question or two)
- Take your course syllabus to Copy Services
- Visit the classroom (what are the benefits and limitations?)
- Book teaching aids (e.g., computer/projector system, VCR) through Education Media Services (EMS: 6470)
- Is the bookstore stocking your textbook or reading package?
- Submit Reserve Reading requests to the library (note: reserve request forms can be downloaded from: <http://lib.unbc.ca/pages/services/faculty/reserves.asp> , processing takes up to 5 days)

Four important introductions

Introductions help to set the tone of the class. An instructor’s personal introduction and enthusiastic introduction of the course material is a key motivator for student learning.

- **Who are you?** How do you want the students to address you (Dr., Professor, etc.)? What is your background education and how is this related to the course? Why are you teaching this course?
- **Who are your students?** Ask students to introduce themselves or the person sitting beside them. For larger classes, you can ask the students to fill in a brief information sheet that asks students about their interests, etc.
- **What is the course about?** What are the objectives of the course? Why are these objectives important? Ask students what goals they

have with respect to this course. How are you going to use class time? How can students best prepare for your exams and assignments?

- **Classroom etiquette.** What types of behaviours are acceptable in your classroom? Which behaviours are not acceptable? Design a slide that lets your students know your expectations of their behaviour or have the students help you design a classroom code of conduct)

Should I teach on the first day?

- Yes. Teaching establishes a tone and expectation that the class is to be taken as a serious academic endeavour. Additionally, teaching gives students an early opportunity to engage the subject, each other and you. Use it as an opportunity to pique their interests, especially in required classes where students may not naturally be engaged.
- What should I teach?
 - Get into the course material by hitting the essentials:
 - provide intriguing and clear examples that capture important topics to be covered in the course
 - define important topics and/or theoretical frameworks
 - initiate discussions (get the students talking about the material)
 - Pre-tests: quizzes that help you establish what the students already know
 - Remember the BIG PICTURE → (a) engage each other by being interactive, (b) engage the subject by being provocative, and (c) engage yourself by having fun (take a few risks, and try some new things. You may find that you have gifts of which you were unaware).

Other considerations

- What will you wear? (what tone do you wish to set?)
- How do you want students to address you both in and outside of the classroom?
- How formal do you want to be?
- Will you sit or stand?
- Class size
- Time allotted to introductions
- The “Siberia” students (reference to those students who tend to sit in the back of the classroom; see Ira Shor, 1996)
- Will you introduce the teaching assistant?
- Will you provide notes or semi-notes to the students? Why or why not?
 - Semi-notes are partial lecture notes that students have to fill in
- Will you see students outside of your regular office hours?

Suggested tips

- Dealing with “first day” nerves
 - expect to be nervous
 - Be prepared; act confident; deep breathing; practice; humor
 - practice your first session
- Bring plenty of syllabi
- Arrive early and talk to the students
- Write the course number and section on the board
- Involve the students
 - Ask student athletes to provide a list competition dates
 - Ask student with disabilities to provide you with a letter outlining any necessary accommodations
 - Ask students to write an anonymous two-minute review of their reactions to the first class
- Stay after class to answer any student questions

Resources

- Brinkley et al. (1999). *The Chicago handbook for teachers: A practical guide to the college classroom*. Chicago: The University of Chicago Press.
- Davis, B.G. (1993). *Tools for Teaching*. Barbara Davis has provided some of her book, including the chapter for teaching your first class, on the web site: <http://teaching.berkeley.edu/bgd/teaching.html>
- Shor, Ira (1996). *When students have power: Negotiating authority in a critical pedagogy*. Chicago: The University of Chicago Press.
- <http://www.csuohio.edu/ucl/tchtips1.html> has tips for your first day, including 101 things you can try in the first few weeks.
- If you are teaching first year students, you may want to check out this web site: <http://www.flinders.edu.au/teach/teach/firstindex.htm>
- Other excellent teachers
- Your teaching “instincts”
- UNBC Teaching and Learning Committee Brown Bag discussion groups - watch for the e-mails.

Quick Tips

Heather Smith (International Studies)

These 'quick tips' are based on personal experience. Everybody you talk to can provide you with insights based on experience. It would be possible to provide 'tips' for just about any scenario, but I have provided just a few.

In the classroom

- Leave the trials of the day behind you...students don't deserve to have to deal with the trials and tribulations of your day. When you enter the classroom, try whenever possible to leave the day behind.
- Smile...this helps with leaving the day behind and setting the tone for the class.
- Arrive a few minutes early...this too can work well in developing a rapport with the students and gives them a moment or two to ask questions if needed.
- Use your intuition...if you are running into problems or want a sense of how the class is going, take a mental step back and 'get a feel' for the class. This can sometimes help you to understand the obstacles facing some of the students or obstacles facing you when it comes to getting your point across.
- Try to enjoy the experience...teaching and learning (and we as instructors do both in the classroom) should be an enjoyable experience.

Assignments

- Try to be as clear as possible in the assignments. Remember that just because we think a task clear doesn't mean that the student understands the task at hand. This said, sometimes students want certainty. In some disciplines you can't provide the 'one and only correct answer' and so the task becomes trying to get the students comfortable with that lack of certainty.
- Ensure that the assignments are clearly delineated in the course outline. Remember the course outline is your contract. Understand that there are rules pertaining to assignments given in the last week of class. See the rules as outlined in the university calendar.
- Try to give the student some indication of their standing in the class before the date when they can add/drop without academic penalty. By doing so, students are thus given some sense of their standing and this allows them to decide whether or not to continue in the class. This date can be found in the calendar.
- Creative assignments can be great. I had students do projects that demanded they use talents other than writing for a mid-term. Some of

the work was outstanding. I received videos, music, comic books, and art. The problem is that these assignments are difficult to grade and they often meet with some resistance. This said, it provides students an opportunity to use skill sets different from those typically used, at least in a social science context.

General

- Order your books as early as possible otherwise you might get stuck scrambling before class begins.
- Double check any website addresses you have in your course outline. Websites change and this may change student access to items associated with the address in your outline.
- Having a problem? Respect confidentiality, but also understand that you can talk to your Chair.
- Find a mentor or teaching buddy...we often do not talk about our teaching. Yet, there is so much to learn from the experience. We should all have someone to talk to about our creative assignments or bad days. Colleagues and mentors provide support and insight.
- Always remember that as a teacher you can potentially have a profound impact on your students. Don't give up on the student, who appears difficult, they can be your program's next superstar. Engage the quiet student before or after class because you may find out that they are simply shy.
- Be compassionate. This may seem odd to some. Indeed there are a multitude of teaching styles and philosophies but at the centre of my vision of teaching and learning is compassion. It is not always easy and you might run the risk of being taken advantage of, but there are also great benefits associated with compassion.
- Engage in teaching as learning. There are some great resources available that will inspire you to think in creative and innovative ways. Start with the website for UNBC's Centre for Teaching and Learning where you can find *Thinking Out Loud*. You can also search the net for centres of teaching and learning across Canada. The University of Saskatchewan has its teaching manual online and the University of Manitoba has access to several excellent online journals related to teaching and learning such as the *Successful Professor*. I've picked up great tips for the classroom from all the sites noted above.

GOOD LUCK AND HAVE FUN!

What is "Learning Style"?

Dalhousie University, Centre for Learning and Teaching

Many university teachers do not realize that students vary dramatically in the way they process and understand information. These differences in learning, called "*learning styles*," refer to students' preferences for some kinds of learning activities over others. It is important to stress that we are discussing *how* students learn, and not *what* they learn.

Researchers have examined various types of learning styles and these can be organized into the following categories:

Personality - basic characteristics or predispositions, e.g., extrovert/introvert

Information Processing - how students tend to interact and behave in the classroom, e.g., concrete experience/abstract conceptualizing.

Instructional Preference - which teaching methods are preferred by students, e.g., lecture/small group discussion.

Why is learning style important?

Information about students' learning style is important to both the teacher and the student for the following reasons:

- Low satisfaction or poor performance in a course or particular activity may be misinterpreted as lack of knowledge or ability, when it is actually difficulty with a particular style of learning.
- Teachers with an understanding of their students' learning styles are better able to adapt their teaching methods appropriately. (See chapter on "Instructional Strategies" in this resource guide.)
- Teachers who introduce a variety of appropriate teaching methods into their classes are more likely to motivate and engage students into learning.
- Students who learn about their own style become better learners, they achieve higher grades and have more positive attitudes about their studies, greater self-confidence, and more skill in applying their knowledge in courses.
- Information about learning styles can help teachers become more sensitive to the differences which students bring to the classroom.
- Information about learning styles can serve as a guide to the design of learning experiences that either match, or mismatch, students' style, depending on whether the teacher's purpose is efficiency of students'

learning or developing skills with a style of learning in which the student is weak.

Information about learning styles can assist in working with poorly prepared or new university students, as the highest drop-out rates occur with those groups.

How can teachers use information about learning style?

Some experts propose that teachers should accommodate learning style differences; others, while not totally absolving teachers of this obligation, shift the primary responsibility to students themselves. Any approach to the accommodation of learning styles should recognize the constraints inherent in teaching at the university level, e.g., large classes, limited contact with students. The most realistic approach should respect the following principles:

1. Students should be empowered through the development of awareness of their own learning styles.
2. Teachers should vary their teaching methods and assignments so that no learning styles are totally disadvantaged across a whole course.

One particularly helpful approach to learning styles is Kolb's "*experiential learning model*." This is described nicely by Anderson & Adams (1992).* This model describes four dimensions in a learning cycle which include a learner's immersion in a *concrete experience*, followed by *observations and reflections*, followed by logically shaped or inductive formation of *abstract concepts and generalizations*, and finally, the empirical testing of the *implications of concepts in new situations*. This, in turn, gives rise to new experiences which starts the learning cycle again at a greater level of complexity.

Table I below lists teaching activities that support different aspects of this learning cycle. Any of these can be further adapted for individual or group, competitive or collaborative, in-class or out-of-class activities.

Table I			
<i>Teaching Activities that Support Different Aspects of the Learning Cycle</i>			
<u>Concrete Experience</u>	<u>Reflective Observation</u>	<u>Abstract Conceptualization</u>	<u>Active Experimentation</u>
readings	logs	lecture	projects
examples	journals	papers	fieldwork
fieldwork	discussion	projects	homework
laboratories	brainstorming	analogies	laboratory
problem sets	thought questions	model building	case study

trigger films observations simulations/games text reading	rhetorical questions	simulations
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Tips for Instructor and Teaching Assistants

1. **Develop an awareness** of the types of teaching activities or assignments that favor a particular type of learning style. (See table provided in this chapter for examples.)
2. **Vary your teaching activities** and assignments so that certain learning styles are not constantly disadvantaged. (See the chapter on Instructional Strategies in this resource guide.)
3. **Allow students to choose**, if possible, how they demonstrate competence in some assignments, e.g., paper or project, individual or team work.
4. **Provide appropriate support** when you know that an activity or assignment requires behaviours to which one style is unaccustomed. Techniques for doing this could include additional tutorials, group assignments, availability during office hours and peer support.
5. **Determine your students' learning styles** as much as possible. In other words, try to understand not only *what* your students know or don't know, but also *how* they came to know it. Techniques for doing this could include observation, discussion, or asking students to write a mini-paper on "*How I learn best*" or "*My most rewarding learning experience.*" Questions also are available to assess various dimensions of learning styles.
6. **Conduct your own classroom-based "action research"** on the relationship between learning styles and student satisfaction/performance. OI DT staff can assist you in designing and conducting these types of studies.

* Anderson, J.A., & Adams, M. (1992). "Acknowledge the Learning Styles of Diverse Student Populations: Implications for Instructional Design." In L.L.B. Chism, Teaching for Diversity. New Directions in Teaching and Learning. no. 42, San Francisco, CA: Jossey Bass.

Characteristics of Effective Teaching

Dr. Willow Brown (Education)

Some scholars believe that effective instruction will be a natural result of their strong grasp of the content; others feel that teaching is a personalized and indefinable art. There is a growing body of research that defines “effective teaching” and identifies categories of instructor behaviours found to be associated with improved student learning. These findings differ from research in areas such as the physical sciences in that they focus on learners and teachers with varying backgrounds, motivations, and experience. Therefore, findings of effective teaching research cannot guarantee learning success but can provide a set of guiding principles that are likely to increase learning when applied in new contexts. An appropriate term for research-affirmed teaching strategies is “promising practices”. This term implies that strategies may not be successful in all situations and are likely to require some professional judgment in their implementation.

A bridge metaphor for teaching illustrates a more sophisticated view of teaching than consideration of content knowledge alone. One side of the bridge is anchored firmly in the instructor’s scholarship and expertise and the other rests on an understanding of student needs, prerequisite knowledge, and motivations. The professor’s fundamental task is to provide resources and activities that build a bridge between the students and the content, enabling students to move from their current level of understanding to competency with new learning. A key question for instructors is, “What do these students need to enable them to learn successfully?”. When activities are clear, well-structured, and engaging, the bridge will support as well as challenge students to move forward.

Basic tips for effective teaching:

- Consider the learners’ affective needs, e.g. interests, motivations
- Facilitate a supportive social environment, including peer interaction and cooperative learning
- Structure content in a developmental sequence that connects with learners’ existing abilities as determined through a pre-assessment of their knowledge and skills
- Identify main concepts and generalizations that will give meaning to facts; emphasize knowledge application
- Preview the logical order or structure of the content and then present and review; also encourage students to structure content in ways that make sense to them
- Share your own enthusiasm for the content

- Vary instructional strategies to increase student interest and engagement; consider how class activities can *extend* understanding of readings rather than simply repeat them
- Be accessible for student questions and encourage students to be accessible to each other
- Become a reflective practitioner: vary instruction, analyze results, and revise accordingly (apply action research methodology to improve teaching)

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Additional Resources

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Planning and Pacing

Dr. Willow Brown (Education)

Careful planning that occurs before, during, and after instruction is a foundation of effective teaching. First, the instructor organizes course content around central concepts and constructs a developmental sequence, distributing all topics, readings, and assignments over a manageable timeline. The expected characteristics of increasingly diverse groups of learners are considered and adaptations are made to course content, strategies, and resources to increase the likelihood of student interest and success. The recent trend is to develop and clarify learning objectives in terms of what students will do rather than in terms of instructor behaviours. Once philosophical aims and corresponding objectives are clarified, resources, teaching methods, assignments, and evaluation are planned to have congruence with specific objectives. All parts of the plan must relate to each other; care must be taken to achieve objectives with appropriate student assignments and then to evaluate or test that which has actually been taught.

Planning frameworks and syllabi shared by colleagues can help to scaffold beginning instructors but the ability to create plans and timelines that correspond closely to course delivery must be refined through experience. Instructors at any level can improve their planning skills through reflective practice, which is most effective as a collaborative exercise among peers or in a mentoring relationship. A factor that is often overlooked is the value of planning as a device that allows learners to know what to expect and invites them to increase responsibility for their own learning.

Tips for planning and pacing

- Begin systematic planning for congruent objectives, activities, and evaluation strategies with four key questions: (1) What do I want the students to achieve?, (2) What resources are available or needed?, (3) How will learning be achieved, that is, what teaching methods and activities?, and (4) How will I know that the objectives have been achieved?
- Accept that you cannot teach everything about every topic: choose the most significant material and emphasize the content required for success in subsequent courses
- Diagram important course concepts, with the central course theme as a tree trunk, main concepts as tree branches and related facts as leaves; emphasize topics in proportion to their relationship to the central theme
- Avoid an instructional pitfall validated in research: when allocating time to topics, instructors often consider their own interest in the material rather than the difficulty of the content for students

- Share broad philosophical aims for the course, and specific objectives for each topic, with students; enlist them as allies to achieve objectives and adhere to the schedule
- Discipline yourself to deal with each topics on schedule; build flex time or optional topics into the schedule to allow for unanticipated delays or opportunities
- Stagger assignment due dates in your course load to allow for timely grading; consider student presentations rather than lengthy papers at the end of the term, so that final grades can be submitted on time
- Balance required reading so that the amount is similar each week; consider reducing reading assignments in the weeks before midterms and final exams, or before due dates for major assignments
- During teaching, make note of adjustments to pacing and revise subsequent courses accordingly
- At the end of the course, seek student feedback with respect to pacing and planning, and revise course plans in response to feedback

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- Rubistar (a website that provides adaptable rubric templates for a wide variety of assignments, with suggestions for criteria). Available online at <http://rubistar.4teachers.org/index.php>

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Creating Dialogue in the Classroom

Dr. Stephen Rader, (Chemistry) and Dr. Tracy Summerville (Political Science)

One of the most important goals - and greatest challenges - of educators is to create a learning environment in which the students participate actively in their education by becoming engaged with the course material. An effective way to promote active participation is through dialogue in the classroom. Unfortunately, many students, trained by years of passive education and cowed by the fear of making mistakes, are extremely reluctant to enter into dialogue in the classroom. So, how do you get students to begin to actively engage in substantive dialogue? We argue that the essential pre-requisite for classroom dialogue is an atmosphere of trust.

Building trust in the classroom means that sometimes “dialogue” has to wait and the instructor needs to be patient in trying to get the students to believe that you, and their classmates, are really open to dialogue. Most of us know the old saying that “no questions are stupid questions,” but many do not know how to react when someone actually asks an ill-informed or thoughtless question. Creating an open and honest dialogue does not mean that every contribution is equally valid or useful. Yet, every contribution needs to be acknowledged and critically assessed. The instructor may need to take the time to let students see that each time a question is asked that the instructor has taken it seriously, that the instructor is not intimidated when they do not know the answer and that the instructor follows up questions or concerns over the course of their lecture series. Not every question can be answered at the moment the question is asked. Once students begin to see how the instructor responds they will feel more comfortable asking questions and participating.

For example, some years ago, an instructor was discussing “crown corporations” in a class on Canadian politics. At one point a student interjected, “what about Canadian Tire?” Most of the class was unable to resist the temptation to laugh but respectfully the instructor explained that that was an easy mistake to make considering the nation’s name in the company title. This answer helped the other students to see that what is obvious to some is not always obvious to others and that making a simple mistake should not preclude you from participating in the future.

Types of Dialogue

Question and Answer (Q and A)

Q and A sessions are undoubtedly the most common way in which we expect to create dialogue in the classroom. Instructors can invite students to ask questions at any time during the lecture or set aside a specific time for

questions. The choice to allow students to interrupt during lectures, however, will help in building an active learning environment because students can engage with the instructor throughout the lecture. It is also important to remember that the instructor can ask questions of the students too.

Think / Pair / Share

Think / pair / share is a technique that allows students to interact with a peer to work out a problem or question that the instructor has assigned. Students are asked to work with a partner in order that the students can actively work through problems. Think / pair / share works in large classroom settings because students can simply turn to their neighbour to begin this exercise. However, large classes also have their drawbacks because it is often difficult to ensure that students are actually discussing the problem and not last night's party.

Small Group Discussions

Small group discussions also work to create interaction between peers. Again, this may be an opportunity to get students to work through a single problem or for the instructor to design different problems for each group. The instructor may have each group share their findings with the whole class at the end of the discussion.

Informal Debates

Informal debates may begin in a classroom quite unexpectedly. They should be encouraged and the instructor should take the time to discuss the debate, outlining the different positions including flaws in reasoning, incorrect assumptions or facts. Make sure the students understand that free flowing debate is not tangential to lecture material. Some students assume that the only "voice" that matters is that of the instructor. Take the time to point out how students may have used ideas / concepts from the course to argue a point.

Formal Debates

Formal debates are a good tool to get students engaged in both careful research and presentation techniques. The competitive nature of debate can often spark student interest. The instructor needs to set out the debate rules, to expect that research is done beforehand preferably demonstrated through an assignment given to the instructor before the debate. One technique for ensuring that students take the debate seriously is to ask that students dress appropriately on debate day.

Presentations

Individual and group presentations are good tools to teach the important skill of oral communication. For some students presentations are a joy; for others presentations are wrought with anxiety and fear. There are two vital parts of a presentation, first there must be clear, well researched content and second, they must be organized and clear. It is important to help students understand

that presentations cannot be all “bells and whistles” without substance. Instructors may want to ask the students to design the grading rubric for the presentations. Students are likely to put the emphasis on the content when they are asked “what makes a good presentation”. A presentation may have lots of bells of whistles but if the content is lost or unclear the audience will feel that they have not learned anything.

Oral examinations

Oral examinations can be a very effective way of determining whether or not the students can articulate ideas they have learned in the course. It becomes very clear that a student has done the course readings when you are having a one-on-one discussion with them about the course. When the exam is designed as an open ended interview session with a number of critical questions along the way, the instructor can often gauge what aspects of the course had the most impact on the student. Two notes of caution: first, it is necessary to have a grading rubric template that is completed at the end of each exam otherwise it is very difficult to remember individual student responses; second, it is necessary to mix up the questions so that students do not share the exam questions. This also means that the instructor has to be very clear about what the students should be getting out of the course (i.e. what is examinable) so that there is no basis for students to say that they got “hard” questions whereas others got “easy” ones.

Some Difficulties You May Experience

In this section we discuss a few of the difficulties that arise when instructors engage their students in the classroom and when instructors ask peers to work together.

Instructor to the class

There are, at least, three broad types of students: those who love to participate (think Hermione Granger in *Harry Potter*), those you are reluctant to participate and those you are somewhere in the middle. For those students who love to participate it is important for the instructor to make sure that their enthusiasm is monitored. If the student’s contributions are made humble and are substantive, well thought out additions to the course then the instructor can find ways to give that particular student opportunity to contribute in many ways. These students are often viewed as leaders among their peers and their enthusiasm can be nurtured so that they understand their greater civic and social responsibility in the classroom.

[Contrary to this type of student is the student who does not participate in a humble manner, takes over every discussion, interrupts constantly, or provides long commentaries without asking a question. For these students, the instructor has a responsibility to the class dynamic to help the student understand that their interjections in the class are not always welcome. This is

a difficult situation to deal with. Many assume that a student like this is simply arrogant but this is not always the case. In fact, in many instances, this type of student has low self-esteem and uses a kind of bullying technique to keep people from finding out that they “don’t know.” One of the best defenses against this is for the instructor to not be intimidated when they don’t know the answer to a particular question. This shows students that knowledge is not about storing up facts in one’s mind but knowing how to find out the answers to questions and to be able to think critically. The student who overpowers the class needs to know that their interjections are not thoughtful. Remember open dialogue does not mean that every interjection should receive the same weight of importance or acclaim. This helps students to learn the important skills of listening and thinking before speaking.

At the other end of the spectrum are those students who are reluctant to participate. Among many reasons, this may be because they are painfully shy, or because they are apathetic about the course material. It may be cultural or it may be because of their particular learning style. Some students, for example, do not feel comfortable discussing material until they have had a chance to think about it, re-read their notes, etc. It may therefore be useful to devote some time to each class to discussing material from the *previous* lecture, partly to review, and partly to give these “reflective” students a chance to participate. Drawing out the reluctant student means that you need to remember that each student in the course is a unique individual. Quite frankly, it may be that the student does not participate because they didn’t get enough sleep or a proper breakfast. We cannot deal with every student’s individual needs but over time we can think about the litany of reasons that students find engagement difficult.

Peer to Peer:

As with instructor-class dialogue, there are also a number of problems that may arise when dialogue is held between students. Small group discussions may be dominated by one student who is particularly outspoken or who understands the material better than the others. As there is pedagogical value in students verbalizing their thoughts even (or perhaps especially) when they do not fully understand the topic, it is desirable to avoid situations in which only the most assertive or most competent students speak up. Another potential problem with small group discussions is if the group does not understand the question they may either not say anything, or their discussion may wander in unproductive directions.

Solutions

One effective tool for promoting dialogue is to anticipate potentially confusing material and have some questions ready for the students. Frequently, students will not volunteer that they are not following your presentation, but if you ask them some careful questions to test their understanding, it rapidly becomes

clear whether you have successfully explained the material. A technological aid for this purpose is the instant polling system, which we hope to acquire eventually at UNBC. With this system, an instructor can project a question and the students anonymously signal their answer to the instrument, which then tallies the results and immediately displays the results. In this way, it is possible to monitor your teaching success as you go. Until such time as we are able to purchase this technology a simple show of hands may be useful.

Many students are terrified of being asked a question in class. You may wish to consider other alternatives, such as allowing students to raise their hand if they wish to answer. The problem with this is that generally only a few students will raise their hands, and it is difficult to evaluate whether the others do not understand, are too shy, or simply do not care. One strategy that appears to be effective is to ask students to raise their hand if they do NOT understand. You then only call on students who have NOT raised their hand. This way you not only find out about the student who answers, you also get a quick view of how much of the class is confused.

Preparing questions is also a useful exercise for the students, as it forces them to think about what they do and do not understand. There are a variety of classroom scenarios in which their questions might be used and/or evaluated, from simply collecting all the questions to using them as the basis for classroom or small group discussions. This is one format where even the most shy students are generally willing to participate, so it may be worthwhile to ask one or two students for their questions in each class.

An important point to consider in creating classroom dialogue is that the dialogue is much more effective and educational if the students have done their reading. One way to encourage this is with a “summary lottery,” in which a name is drawn at the start of each class and the selected student must then give a brief summary of the important points of the reading. If the name goes back in the hat for the next class, then all of the students have to prepare for each class. You may feel that marking these summaries is a further incentive, but that may not necessarily be the case (see the section on marking below).

More structured dialogue can be fostered through informal class presentations (e.g. a five minute presentation on a topic related to the course), or formal presentations that might constitute a course project. While such presentations are relatively easy to evaluate, and force the students to spend a considerable amount of time working with the course material, they may not be an effective way to promote extemporaneous discussion.

The issue of creating dialogue in the class is part of the broader question of how to create a community of learners and how/whether to foster a sense of social responsibility among students. This has been well articulated in the

literature on service learning and engagement in the classroom. Edward Zlotkowski argues that,

...what students reflect on results not just in greater technical mastery (i.e. course content) but also in an expanded appreciation of the contextual and social significance of the discipline in question and, most broadly, in “an enhanced sense of civic responsibility.” Thus, students in a chemistry course may be asked to connect testing for lead in housing projects with what they have learned both in the classroom and in the laboratory while also processing their personal reactions to conditions in the housing projects and their evolving sense of children’s rights to a safe environment.¹

Should you mark class participation?

It is tempting to include a class participation mark as a means of encouraging dialogue. There are two problems with this that merit serious consideration: first, can you and will you evaluate participation fairly, and, second, does a mark (ie a threat) promote the kind of active engagement you are seeking? Students often pay more attention to how you mark them than to the course content, so if you are marking class participation “in your head” or as a subjective impression of who contributes, they will resent it and even suspect you of favoritism. Consequently, if you wish to mark class participation, you need to have an explicit rubric (e.g. 1 point for each question asked in class, 2 points for each correct answer, etc), and to have clear written records of who did what in each class. In other words, you will be spending a significant amount of class time noting who is talking and assigning marks to it.

The second point is perhaps even more important: what kind of classroom atmosphere do you want to promote? Do you want an engaged community of learners who are not afraid to contribute and who are thinking about the course material and what is interesting about it? It is difficult to achieve this when students feel coerced into something that they are not comfortable doing. They may be distracted by the pressure and the tension, and so actually become less engaged with the material. And, of course, the students who are really uncomfortable will not participate anyway, and will therefore be penalized to no effect.

¹ Edward Zlotkowski. “Pedagogy and Engagement.” in Robert G. Bringle, Richard Games and Reverend Edward A. Malloy eds. *Colleges and Universities as Citizens*. Needham Heiths, MA: Allyn & Bacon, 1999:99-100.

Conclusion

Creating dialogue in the classroom is about creating trust; it is about thoughtful and critical analysis of each contribution; it is about connecting theoretical ideas to practical considerations; and it is about helping students to think about their citizenship both within and outside the classroom.

Evaluating Your Teaching

Dr. Jennifer Hyndman (Chair of Mathematics)

The student course evaluations are just one of many types of evaluation that can be done in a classroom. Depending on the question that you want answered, they might be the right evaluation technique or they might not provide the information you seek. When considering evaluation techniques to use, it is very important to know your goal.

Reasons for doing evaluation:

- you are a brand new teacher and you feel like you don't know what you are doing;
- you are a seasoned teacher and you feel like you are in a rut;
- you have radically changed your approach to a class and don't know if it is working;
- you have a promotion coming up and you need evidence that you are an excellent teacher

Who can do an evaluation?

Evaluation can be done by your peers, staff and faculty associated with the Centre for Teaching and Learning, your students or yourself.

You can ask a colleague or staff and faculty associated with the Centre for Teaching and Learning to:

- watch one or more classes;
- read over all course outlines and handouts;
- talk to your students.

A written critique from your colleague is useful as it can be submitted in annual reports, applications, and serves as a reminder of what about your teaching you want to keep and what you want to change.

There are many ways of involving students in the evaluation of your teaching. The most common form is a survey that is multiple choice with spaces for comments. These can be administered both on paper and electronically. WebCT has an anonymous survey facility.

Other techniques for evaluation by students include:

- in-class dialogue on teaching;

- exam averages - they are related to your teaching but high averages don't necessarily mean great teaching;
- casual conversations with students in the hallway;
- daily critiques. Have each student write one sentence on the main topic of the lecture at the end of the lecture. Do the students agree with you on what the main topic of the lecture was?
- student logs recording work done and work habits;
- have students write tables of contents for their notes;
- have students write minute papers. Take five minutes at the end of class for the students to summarize the class content. Check out the website at Southern Illinois University for their description of the one minute paper: <http://www.siu.edu/~deder/assess/cats/minpap4.html>.

You can evaluate your own teaching. You do not have to go to others to evaluate your own teaching. Simply stop and think about how you teach and why you teach. You may be surprised by what you learn. Another form of self-evaluation is to have your lecture video or audio taped. Watching yourself will show you your habits.

What to evaluate?

Colleagues/CTL staff and associated faculty can help you evaluate:

- lecture pacing and organization
- lecture/seminar delivery style
- correspondence between your desired student outcomes and your assessment techniques
- course outlines, handouts, powerpoint slides

Evaluations can take place throughout the term and are used to get feedback from students but be careful about the questions you ask your students. Consider what is it that motivates your evaluation? Questions you can pose to your students can include:

- Why are you in this class?
- What did you find hard?
- What did you find easy?
- Are you bored in class?
- Why do you participate in class discussions?
- Why do you not participate in class discussions?
- How much time do you spend on each component of this course?
- Are you using the resources available?
- What is your background?

What type of questions do you want to ask your students? The answer to this should be motivated by why you are doing the evaluation. When you start the process you can ask yourself questions to help you focus the evaluation:

- What is the physical environment you are teaching in? Does it matter that you are in Canfor Theatre?
- How many students do you have?
- Is this a required class?
- Are the students all using computers?
- Is this a lecture, a computer lab, a wet lab or a course in the woods?

The answer to these questions may drastically change the type of evaluation you want to do. Three hundred comments at the end of every class are probably unmanageable but 10 might be useful.

When to do an evaluation?

Evaluation can be done throughout the semester. Student surveys can be done at the beginning, middle and end of a course. Peer reviews or videotaping can be done anytime. Self evaluation can happen all the time!

For example:

- You can use the one minute essay (discussed above and in the section on *Creating Dialogue*, after any lecture or seminar to see if the students had picked up the key points in the lecture.
- You can ask a series of background related questions at the beginning of the term to get a sense of your audience.
- And of course you can have a summative evaluation at the end of the course
- A program could also do a survey of graduating students to get feedback on the program as a whole

If you do extra evaluation, be prepared to act on the feedback you get. Students notice if you ask how you are doing and then don't change your behavior.

Course Evaluation Plan

Create a worksheet answering the questions below to help you decide on the form of your next evaluation. When you have completed the worksheet, ask yourself if the comments you wrote are consistent. For example, having your Chair visit your class, as your choice of evaluation technique, might not be the best way to find out how much time your students are spending on each assignment.

Course Evaluation Plan

Course Name

Course Year

Course Type (lab, lecture, tutorial)

Number of Students

State your goals for evaluating this course. For example:

- You want to see if students understood key concepts
- You want to increase class attendance
- You want to see whether active learning techniques have increased class engagement
- You want better summative evaluations

What evaluation technique do you want to try? (e.g. Peer review, videotaping, students, write journals, one minute essay, mid-semester evaluations on the web.)

State the questions that you want answered and who you want to answer them. You might ask a colleague “how do I improve my teaching” but asking the same question of a student will give you limited insights. Be specific with the students. Ask, for example: Do I use the blackboard well? How many hours did you study for the midterm? Did I deliver the lecture in an organized manner?

Overall, using different kinds of evaluation techniques throughout the semester can give you immediate and useful feedback. It shows the students that teaching excellence matters to you.

Resources

- If you search for *Evaluating Teaching Performance* on the web you will find many informative sites including:
http://www.tlc.eku.edu/tips/evaluating_teaching/
- <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm>
- <http://www.utexas.edu/academic/cte/getfeedback/>

Characteristics of Effective Assignments and Evaluation

Dr. Willow Brown (Education)

A recent call for reform of teaching in higher education emphasizes *active learning*, which rests on the assumption that learning depends more on what the students do than on what the instructor does. Assignments based on active learning principles ensure that students will *do something* with course content, such as discover, process or apply information at higher order thinking levels, including analysis, synthesis, and evaluation. Characteristics of active learning include greater emphasis on developing students' skills and on students' explorations of their own attitudes, values, and conceptual frameworks. Active learning techniques include in-class performances that can be graded, such as collaborative learning groups and peer teaching, analysis of videos or case studies, mini-research proposals or projects (a class research symposium), concept maps, and journals or logs.

Assignments that provide an alternative or complement to traditional term papers are recommended, including structured written reports of community events, documented problems (description of solutions), and reflective or meta-cognitive pieces that invite students to analyze their learning processes. Several short papers are expected to increase skill development more than one lengthy one. Advocates of active learning describe how they have built a process of feedback and revision into the grading scheme.

Clarity of expectations is crucial for traditional as well as alternative assignments. The use of rubrics is a promising grading strategy with benefits for learners as well as for instructors. Rubrics set out clear descriptors of excellent work, allowing students to self-monitor as they complete assignments to match expectations, thus motivating them toward tangible success. Secondly, rubrics clarify criteria in the instructor's mind and so help to streamline and standardize assignment grading. As a form of criterion-referenced evaluation (as opposed to norm-referenced evaluation), rubric-based grading rests on the assumption that every student who achieves the specified criteria may receive an excellent grade. Thus, quality teaching can be reflected in a higher number of strong grades; some even go so far as to say that in this approach to evaluation, there is no "artificiality scarcity" of success.

To summarize, characteristics for effective assignments and evaluation may be shifting, in response to research that assesses the results of teaching strategies in higher education and to overall developments in learning theory and in teaching methods. Investigating this area further will be a key aspect of each professor's ongoing professional development in teaching.

Some suggestions

- Provide assignments that relate clearly to course objectives and require students to demonstrate their ability to use new information
- Adhere to the UNBC Undergraduate Grading System (for both assignments and exams) as well as regulations regarding examinations (on pages 62-63 of the Undergraduate Calendar)
- Clarify expectations re: late assignments, extensions in your course syllabus
- Explore formative evaluation strategies (check for understanding, provide support for improvement) as well as summative evaluation strategies for grading purposes
- If a final exam is scheduled, plan a mid-term of similar format so students can familiarize themselves with your evaluation style
- Prepare test questions as you plan course delivery and then make selections from this question bank to reflect what was actually taught
- Use a variety of question types, e.g. multiple choice, written answers
- Consider student generated exam questions for review or for actual exams: students will be required to review and process the material actively, and will gain a better understanding of the difficulties in test construction
- As you grade papers, make notes as to effectiveness of questions and revise subsequent evaluations accordingly
- Clarify your understanding of the purpose of evaluation and strive to align evaluative practices with this philosophy, within requirements as set out in university policy

References

<http://www.cat.ilstu.edu/resources/teachTopics/active.php> (links to other helpful sites on active learning)

Additional Resources

- Journal of Scholarship of Teaching and Learning - Electronic Journal Homepage at <http://www.iupui.edu/~josotl>
- Journal on Excellence in College Teaching - Electronic Journal Homepage at <http://celt.muohio.edu/ject/>
- Rubistar , a website that facilitates the creation of rubrics for a wide variety of assignments, includes suggested criteria, available online at <http://rubistar.4teachers.org/index.php>
- Imagine! [videorecording]: Assessments that energize students, Assessment Training Institute and Canter & Associates. (UNBC Library LB3051.143)
- Spandel, V. & Stiggins, R. (1990). Creating writers: Linking assessment and writing instruction. New York: Longman.

- Wiggins, G. (1993). *Assessing student performance: Exploring the purpose and limits of testing*. San Francisco: Jossey-Bass Publishers (UNBC Library LB3051.W494)

Handling Student Grievances and Classroom Conflict

Dr. Heather Smith (International Studies)

The following document does not seek to be “authoritative”. It is drawn from my experience and reflects some of the issues that I have addressed in my class - sometimes successfully and sometimes not! Classroom conflict and student grievances are something that we all have to deal with, for better or worse. Having strategies to address conflict and grievances in advance is an important element of effective teaching.

Classroom Conflict

Classroom Conflict: for the purposes here, I have conceived of classroom conflict as tensions that exist in the classroom itself, between the professors and the students and between the students themselves. From the faculty perspective, this may be translated into inappropriate classroom behavior and thus begs the question: how do we manage that behaviour. Behaviours may include the following:

- Student tardiness or lack of attendance
- Students talking during your lecture
- Inappropriate comments in classroom discussion (creation of an unsafe classroom environment)
- Student hostility toward the professor
- Students leaving the classroom
- Students sleeping

Student Grievances

Student grievances: may include the following:

- “Public/institutional complaints” - These are gripes about the institution that may arise in the classroom. For example: “I have problems getting reserve readings”.
- Complaints or grievances about other students - These are concerns students raise about other students, for example in a group work context. What are you, as the professor, going to do about students who under perform in group work or if they get sick?
- Student complaints about course work or issues about timeliness of return of assignments
- Student complaints about other faculty members - ie. Unfairness in another class or harassment

- Student misconduct that results in a student grievance.

Some Grievance and Conflict Management Techniques:

- One of the best ways to avoid student grievances is to “lay down the law” in your course outlines. Included at the end of this document are examples from course outlines that seek to do just that. Remember that the outline is a contract between you and the student.
- Try to be a “critically reflective teacher” - monitor your own behavior. Remember that our style and behaviour may be the source of some unexpected conflict. For example, a more personalized style which I tend to adopt, while encouraged from some pedagogical perspectives, can result in students assuming a flexibility on the professor’s part. If we seek to empower students in the classroom some students may seek to take advantage of the dispersed authority. Similarly, students may well take grades more personally if they feel more personally connected to you. *Each of us has our own teaching style and if we are self aware we realize that our teaching style and attitudes towards the classroom have implications.* We need to consider how our students are experiencing the classroom - that will help us address those unexpected conflicts or problems inside and outside the classroom.
- Talk to a colleague about classrooms strategies/talk to your chair - it is important to use care when discussing these issues especially given confidentiality rules at the university regarding student files, but you can always talk to your chair or talk to a trusted colleague who may have experience dealing with similar issues.
- Be consistent in the application of rules - special deals with students can cause you problems. But, if you believe that the student deserves a break and/or it is a legitimate medical or compassionate reason, put it all in writing. Students may also be required to provide documentation to support their case (See the UNBC rules regarding deferrals).
- If the student grievance is a result of your claim of misconduct (such as plagiarism or cheating) you should ensure that you have the necessary evidence to support your claim. How have you proven the cheating or plagiarism? See the strategy below regarding oral exams as a means by which to force the student to prove that their work is their own. Having a discussion in plagiarism and cheating in your class helps avoid this kind of conflict and having a section in your class outline supports your case if it goes to appeal.
- Students do have a right to appeal and you have a right to disagree with their grievance. To support your case, ensure you have appropriate documentation.
- If the grievance relates to harassment, this must be taken very seriously. Documentation is paramount as is discretion. The campus harassment officer can provide you with strategies for dealing with this issue. The

Harassment Advisor (for contact information see the contacts and services page in this manual). Also see the section on Harassment and Discrimination in this manual.

- Remember that we all make mistakes and while you might want to confess to your class - experience suggests that you might want to rectify the problem in a fair but private way and at the same time try to “never let them see you sweat”. General classroom discussions about the fairness or accuracy of a multiple choice question can lead to mayhem (trust me!).

EXAMPLES FROM COURSE OUTLINES

From Kathy Lewis (Ecosystem and Science Management):

Policy on late/missed assignments or exams

Students are expected to attend class, complete assignments by the due date, and write exams on the scheduled date. Exceptions will be made for students who have a scheduled and important event (e.g. surgery, family wedding) providing that the student informs the instructor PRIOR to the event, and makes an effort to hand in assignments BEFORE the scheduled due date. Exceptions will also be made for students who encounter an unexpected event providing that the student, or someone acting on the student’s behalf, notifies the instructor as soon as possible. In most cases, written documentation will be required before provision for the missed assignment or exam will be made. Exceptions will not be made for lack of good time management or muddled priorities.

From Heather Smith (International Studies/adopted from Political Science)

Students are expected to understand the rules and regulations regarding academic dishonesty and plagiarism. If you are at all unsure, consult the University Calendar.

Extensions on assignments are not permitted, except in case of illness or due to serious extenuating circumstance. In the event of illness or serious extenuating circumstance, the student must inform the instructor before the due date, and documentary evidence of the illness or serious extenuating circumstance must be provided to the instructor. In addition, the student must also provide the instructor with a draft of his or her assignment at the time of the illness or serious circumstance that indicates that substantial progress has already been made towards a final product. Assignments that are not submitted on the due date will receive a grade of zero.

Plagiarism: Students are obliged to familiarize themselves with university policies and penalties regarding plagiarism. These guidelines will be enforced without exception.

Oral Examination: Upon request, students may be obliged to undergo an oral examination on the course materials or assignments before a grade will be assigned. (This is based on the assumption that all students should be able to describe their work - a means by which to address concerns regarding plagiarism)

Late assignments: All assignments are due on the date specified in the course outline. Unless accompanied by documentation demonstrating medical or compassionate reasons for late submission, along with evidence of a proportionate amount of research or writing having been completed to date, no assignments will be accepted after the specified due date. Computer failure or similar technical difficulties will not be considered legitimate reasons for late submission. A failing grade will be assessed on all late assignments.

Return of assignments: Students should not expect assignments to be returned in less than two weeks after the due date and should manage their time accordingly.

Some general tips related to discipline in the classroom

- Be consistent in everything you do
- Do what you preach
- Don't just set the rules - stand by them.
- Apply all the same rules to everyone in class - no favoritism
- Make your expectations clear (about attendance, submission of work, participation, classroom behavior)
- Try to demonstrate understanding for your students, but at the same time be firm
- No matter what, do not lose your calm
- Use a firm voice, but do not yell or scream
- Do not confront an unruly student in front of the classroom, but rather talk to him or her in private
- Use humor to dissipate tension and frustration
- If you are having a bad day, do not bring it to the classroom
- Don't take things personally

(Taken from; Vesna Nikolic and Hanna Cabji *Am I Teaching Well: Self-Evaluation Strategies for Effective Teachers* (Toronto: Pippin, 2000), 162.

Some of my most effective teaching strategies have arisen from having to deal with classroom conflict. We too are learners, and so don't be afraid to learn!

Teaching Dossiers

*Dr. Jennifer Hyndman (Chair of Mathematics)
2005 (revised 2010)*

One of the first questions in the brown bag session on Teaching Portfolios and Dossiers was *What is a teaching dossier and when do I use it?*

The short answer to the first part of this question is that a teaching dossier is a snapshot of who you are as a teacher at the time you create the dossier. As you progress through your teaching career your dossier should evolve and grow with you. Items that you might put in your dossier include a statement on your philosophy of teaching, a list of all courses you have taught or created, sample course comments, sample course evaluations, course outlines, samples of other course material, peer reviews, information on teaching research, teaching seminars attended or taught, etc.

Information to help you create a teaching dossier is available from many sources. A good link to follow is:

http://teachingperspectives.com/html/tpi_frames.htm

This site has a quiz that helps you focus on your attributes and values as a teacher. Writing a statement of teaching philosophy is easier after you have thought about the questions asked in the quiz. Your statement of teaching philosophy should be one or two pages and allow a reader to learn something about you. The University of Western Ontario site:

http://www.uwo.ca/tsc/dossier_menu.html

provides guidance on writing a statement of teaching philosophy and links to other sites.

As to the question of when is a teaching dossier used, it is probably most true that you only use parts of it at any one time. Your annual report will include the part of your teaching dossier that is relevant to the year. A job application might include your statement of teaching philosophy, your list of courses taught, summaries of course evaluations and one or two other highlights of your teaching career. A hiring committee member looking at 50 or 200 applications wants a clear, organized and short job application.

As you progress through your career you will want more fully developed dossiers. One version of your teaching dossier will be part of your tenure or

promotion application. The Faculty Association office keeps copies of successful tenure and promotion applications that may be viewed by other Faculty Association members. Another use for a teaching dossier occurs when you are nominated for a teaching award. The material submitted will depend on the award and may range from one page to 75 pages. The Executive Assistant to the Vice President (Academic) and Provost keeps copies of the 3M Teaching Fellowship nominations in her office. These copies are available for viewing.

The website of the Society for Teaching and Learning in Higher Education <http://www.mcmaster.ca/3Mteachingfellowships/index2.html> has good information about what should go into a large teaching dossier.

Whatever you do, ask the question: who am I as a teacher. You will need to know.

A list of items that could be put in a teaching dossier:

1. Table of contents.
2. Statement of Philosophy
3. Course Information
 - a. Course outlines
 - b. Innovative course delivery
 - c. Course development
 - d. Course evaluations
 - e. Sample course materials
4. Letters
 - a. Peer evaluations
 - b. Student letters
5. Evidence of Educational Leadership
 - a. Teaching presentations
 - b. Workshops attended
 - c. Publications on teaching
 - d. Board memberships

Resources:

<http://www.tss.uoguelph.ca/resources/idres/packageTd.html>
Teaching Support Services at the University of Guelph provides information for a university context where a teaching dossier is required for the promotion and tenure process.

<http://www.mcmaster.ca/cll/posped/index.htm>
Positive Pedagogy: Successful and Innovative Strategies in Higher Education is the on-line journal developed by winners of the STHLE 3M Award. Volume 2, Numbers 2/3 has philosophy statements of several of the award winners.

<http://www.ltc.uvic.ca/servicesprograms/teachingdossiers.php>

The University of Victoria's guide to teaching dossiers is very detailed - it includes instructions on how to collect the data you will need. Get your file folders ready!

http://www.umanitoba.ca/academic_support/uts/resources/82.html

This University of Manitoba site is quite short but gets to the point of what you might want in your dossier.

<http://www.londonmet.ac.uk/deliberations/portfolios/iced-workshop/seldin-book.cfm>

Provides excerpts from Peter Seldin's book *The Teaching Portfolio - A practical guide to improved performance and promotion/tenure decisions*.

Teaching Tips for Students with Disabilities

Maureen Hewlett, Disabilities Advisor

There are students with disabilities at UNBC and in your class. Each is unique and has specific needs.

The following suggestions are just good teaching practice, but such practice is extremely helpful for students with disabilities. Included are some specific accommodations that would allow students with learning disabilities to achieve their full potential and enable you to accurately measure their knowledge.

Suggestions for the classroom

General

- make available a detailed course outline prior to the course commencement
- choose well-organized texts with reader aids (e.g., chapter summaries, glossaries, indexes)
- assign readings in advance, and if appropriate, provide an alternate, less demanding reading list
- make available clear lecture outlines at the beginning of each class
- teach definitions and terms
- use a multi-sensory approach including visual, oral, and hands-on learning techniques
- provide examples of the main concepts
- emphasize points
- clarify relationships
- encourage students to discuss and compare their notes with each other
- encourage students to form study groups
- allow time for questions

Specific

- allow the student to use a tape recorder during class
- post summary lecture notes and/or Power Point presentations on a secure course webpage

Suggestions regarding assignments

General

- explain assignments particularly clearly, both orally and in writing, with clear interim and final deadlines
- permit plenty of time for completion

Specific

- provide alternative assignment formats for students to enable demonstration of competence, e.g., class presentations, submission of assignments on audio or video tape
- encourage students with learning disabilities to discuss their writing assignments with Disability Services; money might be available for a tutor

Suggestions regarding exams

General

- give students plenty of time to complete exams
- give students information on exam format ahead of time. e.g., 30% multiple choice, 20% short answer, 50% essay format
- permit the use of calculators and dictionaries

Specific

- permit the students with learning disabilities to write exams in a quiet room free from visual/auditory distractions, with extra time
- permit an oral exam, taped responses, large print materials, etc.
- permit the use of scribes, computers and word processors or other such technical aids that may be appropriate

Universal Instructional Design - The Seven Principles

The learner-centredness approach to education aims to develop in each student, as early as possible, a sense of responsibility for his/her own learning. The emphasis is on self-reliant learning, which involves setting learning goals and monitoring one's own growth and development. It also includes making explicit the research/teaching link, skill development, and experiential learning.

For this approach to be successful, an academic environment must be fostered in which students are actively supported as they take responsibility for their

own learning. Universal Instructional Design (UID) guides educators in their endeavor to develop learner-centred instruction and course content.

What is Universal Instructional Design? The core principle of UID is inclusiveness and equity. It suggests that ideally all students should be able to fulfill course requirements without special accommodations.

What are the benefits of implementing UID? UID avoids segregating or stigmatizing any student. UID creates a learning environment that respects and values diversity.

Exploring Principle 1 - Be Accessible and Fair

Guiding question: Is it likely that students will have difficulties accessing course materials or participating in any essential activities related to my classes?

UID is anticipating varying student needs and circumstances. It involves a commitment to remove barriers to accessing course materials and taking part in essential activities.

Suggestions:

- In your syllabus, include an invitation for students with disabilities to meet with you to review their specific needs.
- In advance of a lecture, post an online summary of the key points to be covered in the class.
- Ensure all online materials are formatted so that they can be used with screen reading software.

Exploring Principle 2 - Be Straightforward and Consistent

Guiding question: Are there major areas of confusion or inconsistency among course objectives, your own expectations and/or how the course is presented?

UID is overcoming confusion, coordinating all parts of the curriculum, and clarifying communications. Implementing what is known about learning and study skills.

Suggestions:

- Confirm that every question on your exam relates directly to information covered in class or within the written materials.
- Verbally communicate any changes to the course syllabus and also provide the changes in writing (e.g., online).
- Ensure consistency between written materials and PowerPoint slides - this guides learning by providing visual and cognitive clues, i.e., predicting meaning and actions.

Exploring Principle 3 - Provide Flexibility in Use, Participation and Presentation

Guiding question: Does the course offer students enough choices in how it is presented so that they can, to a reasonable extent, approach the course in a way that suites their needs and abilities?

UID is offering options in order to enable physical use, allow fuller participation, and permit suitable demonstration of mastery of course requirements. Use your imagination to create a rich learning environment for all involved.

Suggestions:

- Offer students the option of submitting a written report or doing a class presentation.
- Choose textbooks early and ensure the publisher will provide them in alternative formats (e.g., digital/electronic).
- Design group work projects so that students have choices in how they participate (e.g., face-to-face or online).

Exploring Principle 4 - Be Explicitly Presented and Readily Perceived

Guiding question: Are there barriers to students receiving or understanding the information and resources they need in this course?

UID is maximizing all communication media, without presumption that students are physically or cognitively enabled for all media. Use a two-pronged review of course materials, resources and delivery. There is a difference between explicitly *presented* and readily *perceived*. Imagine a clearly spoken lecture presented in a dim room with a hearing-impaired student in the back row.

Suggestions:

- Provide an in-class demonstration of the course website or WebCT.
- Post online summaries of key lecture points and/or provide online lecture notes.
- Ensure all online pictures and graphics have text-based descriptions.
- Provide a choice of file formats on your website or WebCT.
- Provide verbal explanations of key information presented in class through visual aides.

Exploring Principle 5 - Provide a Supportive Learning Environment

Guiding question: Will students feel respected as individuals, welcome to express their thoughts and able to explore new ideas in the course?

UID is attitudes and actions that demonstrate respect for students as adults, contributing to the learning of all. Encouraging questions and comments and respecting individual needs.

Suggestions:

- Encourage experimentation and make it ok not to succeed at first.
- Provide an online option where students can post comments and ask each other questions - *define guidelines for use!*
- Encourage students to sit beside someone different at each lecture and give them 2 minutes to introduce themselves.
- Encourage more experienced students to share their knowledge with others - create a collaborative learning atmosphere.

Exploring Principle 6 - Minimize Unnecessary Physical Effort or Requirements

Guiding question: If there are physical challenges or obstacles to participating in this course, can they be reduced or avoided?

UID is recognizing that students will be of a wide range of ages, backgrounds, physical characteristics and personal circumstances. Systematically eliminate, or at least adjust, anything that requires physical effort.

Suggestions:

- Ensure you have an efficient, user-friendly interface for your course website or online materials.
- Assignments requiring physical effort should be designed as group activities.
- If the course includes online conferencing provide students with a summary of netiquette, include a reminder to put new information at the top of a forwarded message so that students using screen readers do not have to re-listen to old information before hearing the new information.

Exploring Principle 7 - Ensure a Learning Space that Accommodates Both Students and Instructional Methods

Guiding question: Is it likely that students will find any of the materials or activities in this course to be inappropriate or unsuitable?

UID is recognizing that learning happens in intellectual as well as physical space. Review the entire student experience from the standpoint of appropriateness, suitability, and psychological accord, avoiding discord.

Suggestions:

- Check your class enrollment numbers and visit the assigned classroom prior to the beginning of the semester.
- Adapt your course plans if needed, be creative.
- Design an online component that will enhance learning and alleviate classroom constraints.

UNBC Resources

Centre for Teaching & Learning ~ Disability Services ~ Educational Media Services ~ Learning Skills Centre and YOUR STUDENTS

If you have questions or would like additional information please contact Disability Services at 250-960-5682.

Guidelines for Invigilation of Exams

UNBC Calendar

38. Conduct in Examinations

Students must present appropriate identification upon entering the examination room. Appropriate identification is defined as a UNBC student card and/or some other form of photo identification acceptable to the proctor. The following regulations apply to the conduct of examinations:

- a. Books, papers, or other materials or devices must not be in the possession of the student during an exam except by the express permission of the examiner. Specifically, without such permission no laptop computers, mobile phone sets, handheld electronic devices or the like may be in possession of the student in the examination room (see Regulation 43 (b)).
- b. No candidate is permitted to enter the examination room more than 30 minutes after the beginning of the examination, or permitted to leave within 30 minutes after the examination has started.
- c. Candidates must not communicate in any way with other candidates in the examination room.
- d. Candidates must not leave their seats, except when granted permission by the proctor.
- e. Candidates must turn in all materials, including rough work, upon leaving the examination room.
- f. Food and beverages other than water are not permitted in the examination room.

**PowerPoint in the Classroom:
A Practitioner's Personal Perspective**
Dr. Ken Wilkening (International Studies)

There has been a huge upsurge in the use of PowerPoint (PPT) for classroom lecturing in recent years. I got caught in the upsurge. I was hearing respected people say that PPT was the wave of the future in classroom teaching. So I decided to “master” (to my modest standards) the medium so I could judge for myself what all the hubbub was about. Hundreds of hours later, and with over one hundred PPT lectures under my belt, I can more clearly see (or perhaps I should say, hear) the music through the noise. My core realization is: PPT is a TOOL, a valuable tool if used wisely, but it is no substitute for the essence of good teaching—a warm and dynamic personal connection between students and teacher.

Let me begin my perspective on PPT by giving you a sense of what others say about the tool. First, some good things: PPT adds clarity to the content of lectures, makes their structure easier to follow, is a more engaging presentation style than the traditional stand-up lecture in large part because of its use of color and images, and can be posted on the web or in a course tool (WebCT in UNBC's case). Now some bad things: PPT requires huge upfront investments of time and energy to prepare, requires time in setting up equipment prior to lecture, is prone to equipment or technological failures at the start of a lecture, takes students' focus away from lecture content and places it on presentation style, and discourages good notetaking by students. According to one survey of students at Manchester Metropolitan University in 2002 (<http://www.ltu.mmu.ac.uk/ltia/issue2/nicholson.shtml>), 66% of students felt they learned more effectively with PPT lectures and only 1% felt they learned less effectively; 91% found having PPT files available online to be beneficial; almost no students felt the use of PPT had any deleterious effect on notetaking; 91% said they prefer PPT, and 83% said they would like to be given PPT-generated handouts.

So what is my take on all this? Well, I agree, many more students like it than dislike it. Before I continue with more opinions, though, let me lay out my approach or philosophy regarding PPT. The essence of PPT is that it is fundamentally a VISUAL and GRAPHIC medium. Thus, if you don't put its visual and graphic elements to work, then you are not utilizing its full power. There are four main visual/graphical components to PPT: images (e.g. pretty pictures), layering (being able to put images on top of one another both spatially and temporally), animation (being able to make the images and text move and dance), and hypertext (being able to link outside a slide; for instance, to a website). Working effectively with all of the four components is what makes the construction of a good PPT lecture so challenging. Effective PPT lectures are about balance. On one end of the spectrum of PPT use is the “bulleted lecture”. In other words, the PPT lecture is used only to

present a list of bulleted talking points. No colorful play; no images, except maybe a pretty background that is probably distracting. (As an aside, I almost never use the fancy backgrounds that are provided with PPT software. To me, they detract more than add to the lecture.) At worst, a bulleted lecture is boring; at best, it does not take advantage of the visual and graphic strength of PPT. On the other end of the spectrum of PPT use is the “MTV lecture”. In other words, the PPT lecture is so full of razzle dazzle that it is hard to focus on the substance of the lecture. Text comes bouncing and hopping onto the screen, colors put the rainbow to shame, and added sound clips put the circus to shame. In between the bulleted and MTV lecture extremes is the “balanced” lecture, one that judiciously uses the visual and graphic elements to enhance the teacher-centered verbal portion of a lecture. I have come to understand ‘balance’ only after embarrassing myself on both extremes on more than one occasion.

Now that you have a sense of my ‘ideal’ PPT lecture, let me give you an idea of how I go about trying to create such a lecture. First is TEXT. I begin by creating a regular (verbal) lecture. This allows me to get the logic and flow of the lecture down before I get immersed in the dynamic elements of PPT. Next is GRAPHICS. I put my text into PPT slides and add graphics (graphs, photos, images, streaming video, sounds, etc.). Then I go back and forth matching text and graphics, paring text (because I almost always have too much text on the screen; this is one of the most common problems with PPT lectures—too much text), and, very importantly, I try to make each slide an aesthetically balanced and pleasing whole (this takes tons of tinkering). Last is ANIMATION. Once I have a “still” of each slide that I am happy with, I decide on the animation (or lack of it) that seems most appropriate. I try not to overdo the animation. I generally use the ‘quieter’ animation styles. I also try to maintain a consistent animation style for each lecture.

Overall, from my personal experience, constructing a good PPT lecture takes LOTS OF TIME. My best guess is that it takes me at minimum 10 hours for graphics/animation per a one-hour lecture with 10 slides. Thus, once I have the text portion of the lecture complete, it takes about 1 hour per slide for the non-text portions. On average each slide is shown for 5 minutes. Thus, a 50-minute lecture will have 10 slides, and an hour and 20 minute lecture will have 16 slides. Again, balance. Too few slides leaves students wondering why you used PPT at all, and too many leaves their head spinning.

Once a lecture is complete, how about delivering it? First is SETUP before class. If you are not in a lecture theatre, then you must wheel a computer-on-a-cart into classroom. Then you turn on the computer and bring up the lecture. There are two ways to bring it up: from an internet connection or from a disk you bring. I always have both (on a UNBC server and on a Zip Disk). Also, be prepared with lecture notes in case of power failure. And, be prepared for all sorts of small problems that arise. I wouldn’t even attempt of list of the weird, surprising, and wonderful glitches that I have encountered.

Then once all is up and running, you will begin your lecture. A few pieces of advice. First, and going back to construction of the PPT, don't put too much text on the slide. Students will always read what is on the slide. Too much text makes it hard for them to concentrate on what you're saying, at least until they are done reading. Second, don't read from the slide, unless it is a quote or a point you want to emphasize. Use your PPT text as a jump off point. Third, know the order in which things come up in your slide. Try not to get ahead of yourself. And fourth, bring up your images so that students have time to absorb what is on them. There is nothing more aggravating than a complex image coming up for just a few seconds before shifting to the next slide.

A PPT lecture is an instant set of class notes. I tend to post my lectures on a class WebCT site *before* each class period so that students can print them off before class and take notes on them. (In the beginning I posted them after a lecture, but by overwhelming popular demand I was persuaded to post them before the lecture.)

I am sufficiently satisfied with my mastery of the PPT medium that I now require PPT presentations as assignments in some classes (and encourage their use in others). What about students who do not know PPT? In almost all cases, I make these presentations a TEAM assignment. I make sure at least one person in each team is comfortable with PPT.

In conclusion, and to reiterate a point I made at the beginning, PPT software is a TOOL (but not the super cool tool that some, like Microsoft, would have you believe.) The tool doesn't make you a better teacher. But how you use it can make you a better teacher. This is like email and the world wide web. These electronic, information-based media have not in and of themselves improved the human ability to communicate; however, if wisely and judiciously used they can indeed improve communication. My goal is to use PPT to enhance my ability to communicate with students and thus, hopefully, to enhance the learning experience.

Below are a few references in case you desire more information about PowerPoint.

References

- Anderson, W. and Sommer, B. 1997. Computer-based lectures using PowerPoint. The Technology Source <<http://ts.mivu.org/default.asp?show=article&id=503>>.
- Ptaszynski, J. G. 1997. PowerPoint as a technology enhancement to traditional classroom activities. The Technology Source <<http://ts.mivu.org/default.asp?show=article&id=542>>.

- Rossen, S., McGraw, D., Graham, E. and Lee, D. 1997. "Enhancing your lecture with presentation software - Setting instructional goals" <<http://www.oid.ucla.edu/Fnmc/classtep.htm>>, and "What are my goals [in using new media]?" <<http://www.oid.ucla.edu/Fnmc/goals.htm>>. Last updated September 1997 by David McGraw for Faculty New Media Center (FNMC) at UCLA Office of Instructional Development.

Editor's note: Human Resources and the Learning Skills Centre offer instruction in the use of PowerPoint. Faculty may also confer the Centre for Teaching and Learning. Samples of Ken's PowerPoint presentations can be viewed at http://ctl.unbc.ca/teach/powerpoint/ken_wilkening.htm

Your Last Class

Dr. Heather Smith, (International Studies)

Well, you've made to the end of term. Your last class is upon you...and the students. Hopefully, we've covered all we sought to cover and met our course objectives, and therefore we can use the last class as a time to bring some closure.

Some 'last class' techniques ...starting from day one

- For me, planning for the last class begins, oddly enough, on the first day of classes when I hand out the syllabus. In the syllabus I outline the requirement for the final exam and discuss it briefly. I always tell the students that the skills they develop throughout the course will be applied in the final exam.
- My course outline also includes course objectives. I indicate to the students that at the end of the class they should, for example, be able to understand the connections between Canada, Canadians and other peoples. I also state that students will engage in critical thinking. Right from the beginning of class, I know what I want to achieve at the end of the class. This point is also made in the Owen and Green selection in this manual on 'Your First Class' when they ask "what do you want your students to learn?"
- Sometimes I have students write a paragraph or two on their expectations of the class. I tell students we will return to these paragraphs at the end of term. This works well for all types of students. It provides a means for them to measure whether or not their expectations were met.
- In other classes, I do quizzes on the first day to test some general knowledge. Included in the quizzes are references to topics that will be covered in class. I tell them we will do the quiz again at the end of the term.
- If you have taught the class previously, it might be easier to prepare for the last class because you are able to weave key themes - that will be subject to testing - into the lectures. Throughout the term I try to 'connect the dots' for the students. They then understand how one week's lectures are connected to the next and how one section of the course is connected to the next. I don't wait until the last class to make all the connections; I make those connections throughout the course. This may, in the minds of some, make the final exam questions predictable, but it all comes back to the question: "what do you want your class to learn?" I believe we have an obligation to be clear in our expectations and to clearly map out the course for the students, from beginning to end.

- For the last class proper I begin planning in advance. This is especially true with courses where there are final exams and courses that are larger. I take some time about mid-November or mid-March to provide the students with review or study questions. Typically I tell them that some of those questions will show up on the final exam. For some it may be more appropriate to indicate that problems similar to those in the study or review questions will show up in the final exam.
- I then allocate time in the last week of classes for review. I frequently have the students work through the study questions in groups, either in their tutorials on their own time. We gather together as a class to review the responses. The point is that I provide them with lots of opportunity to discuss concerns and/or issues related to the questions and this provides me with the opportunity, if I have not already done so, to identify any gaps. This is a student led activity. I tell students that they are responsible for providing draft answers to the questions - not me. Any review session requires that they come prepared.
- On the last day, I try to ensure that any outstanding questions are addressed. I also try to ensure that we are working from more or less the same map of the class. Because my exams are essay style the review questions work well for tracking themes.
- In classes where I have had students write paragraphs on their expectations of the class, I return the paragraphs to the students. If the course is a seminar style it is an excellent opportunity to engage in a roundtable discussion of whether or not those expectations have been met. Of course, one must not force students to participate, but it does provide some great feedback to the instructor.
- In the classes where I have given the quiz at the beginning of class, I give the same quiz again. I hand back their original quiz. My experience is that a large percentage of the students do better on the second quiz. This gives them a sense, if even a glimmer, of progress and achievement.
- Finally, I just say thanks to the students!

e-Learning @ UNBC

*Grant Potter
UNBC*

Centre for Teaching, Learning and Technology

“The future echoes through our present so persistently that it is not merely a metaphor to say the future has arrived before it has begun”

*Katherine Hayles
from: Computing the Human*

The Centre for Teaching, Learning & Technology maintains a wiki site that is constantly updated with guides, resources, and reference materials covering the range of educational technologies used at UNBC at <http://elearning.unbc.ca>

Responding to and Preventing Harassment and Discrimination

Harassment & Discrimination Advisor

“All individuals have the right to work and learn without discrimination or harassment...”²

What is Harassment & Discrimination?

Harassment is an abuse of authority, or aggressive or threatening behaviour. There are three types: personal, criminal and discriminatory - and each with distinct status under the law:

Personal.

Hostile threatening conduct that creates a hostile work and study environment. Includes bullying and abuse of power.

Addressed by:

- Student Code of Conduct.
- Standards of Conduct Policy.
- Faculty and staff agreements.

Criminal.

Behaviour that causes the target(s) to fear for their safety. Includes stalking, following, watching, and communications directed at a target and/or their friends and family.

Addressed by:

- Criminal Code; go to police.

On campus assistance available from:

- Security x3333 (urgent) or 960-7058
- Women’s Centre (safe space) 960-5632
- H&D Advisor 960-6618

² UNBC Harassment & Discrimination Policy, Section 1.1. Available at www.unbc.ca/assets/policy/facilities/facilities_security_harassment_and_discrimination.pdf

Discriminatory.

Harassment directed at an individual because of their membership in a particular group (i.e., discrimination on “prohibited grounds”).

Discriminatory harassment Includes sexual harassment.

Addressed by:

- BC Human Rights Code.
- Harassment & Discrimination Policy.

Prohibited Grounds:

- Race
- Colour
- Ancestry
- Place of origin
- Religion
- Family status
- Marital status
- Physical disability
- Mental disability
- Sex
- Age
- Sexual orientation
- Political beliefs
- Criminal or summary conviction offence unrelated to employment

Responding to Harassment and Discrimination:

Role of H&D Advisor

- Provide education and information about harassment and UNBC’s Harassment and Discrimination Policy.
- Respond to complaints.
- Maintain confidentiality.
- Act as neutral third party.

Your Role

If someone tells you they are experiencing harassment or discrimination:

- Listen, take their concerns seriously.
- Make suggestions about where to get help (e.g., H&D Advisor, Student Services, NUGSS Ombudsperson).
- Maintain confidentiality.

If you are involved in or observe an incident of harassment or discrimination:

- Support the person who was the target of harassment, if you can do so safely.
- Report the event to appropriate authorities (e.g., Security, H&D Advisor).
- **Make a written record of the incident (who, what, where, when) as soon as possible.**

Preventing Harassment and Discrimination

- When interacting with students, faculty and staff, adhere to the Student Code of Conduct.
- Respect differences. Be curious, not judgmental.
- Be aware of power imbalances in your working relationships, especially when you are the one with greater power (e.g., if you are a Teaching Assistant responsible for marking assignments and exams).

'En cha huná

Translation: He/she also lives.

UNBC's motto, this Carrier saying reminds us to respect others and to be willing to recognize different perspectives.

Contact information:

[Harassment](#) and Discrimination Advisor: 250-960-6618

Teaching Awards

UNBC Excellence in Teaching Award

Each year, UNBC recognizes four instructors nominated by students. Two recipients are chosen from the College of Science and Management (CSAM) and two from the College of Arts, Social and Health Sciences (CASHS).

A call for nominations is put out each semester. The deadline for nominations is in mid-March.

Nominations

- Nomination forms are typically available from the Office of the Provost, the Northern Undergraduate Student Society (NUGSS), the Centre for Teaching, Learning and Technology, and the Graduate Student Society office.
- Nominations must be signed by five students.
- Students must compose a detailed letter that outlines:
 - how accessible the nominee is to students for both course work and general advisement; the nominee's competence in course management; any exceptional characteristics that the students wish to highlight.
- A selection committee, chaired by the Dean of Teaching, Learning and Technology and composed of the award winners from the previous year and graduate student representation, recommends the winners to the Provost.

Honors

Award recipients receive \$2,500 and are recognized at convocation.

For more information, contact the Office of the Provost at local 5610 or the Office of the Dean of Teaching, Learning and Technology at 6509.

CSAM Graduate Teaching Excellence Award

Each year, the College of Science and Management (CSAM) presents one award to a graduate student who has taught courses in the college during the current academic year. The recipient of the award is publicly acknowledged and receives a monetary prize.

Nominations

Five students must nominate the candidate, and provide a detailed letter that:

- identifies why they believe the teaching assistant is an exceptional teacher
- demonstrates the clarity and effectiveness of the nominee's instructions and assistance
- describes how the nominee motivates and inspires students

Nomination forms are available from the Office of the Dean of CSAM or from any CSAM faculty member.

For additional information contact the Office of the Dean of CSAM at local 5700.

CASHS Graduate Teaching Excellence Award

Each year, the College of Arts, Social, and Health Sciences (CASHS) presents two awards to graduate students who have taught courses in the college during the current academic year. The recipient of the award is publicly acknowledged and receives a monetary prize.

Nominations

Five students must nominate the candidate, and provide a detailed letter that:

- identifies why they believe the teaching assistant is an exceptional teacher
- demonstrates the clarity and effectiveness of the nominee's instructions and assistance
- describes how the nominee motivates and inspires students

Nomination forms are available from the Office of the Dean of CASHS or the CTLT. For additional information contact the Office of the Dean of CASHS at local 6636.

STLHE: 3M Teaching Fellowship Award

Each year the Society for Teaching and Learning in Higher Education (STLHE) selects up to ten recipients from Canadian universities for the 3M National Teaching Fellowship Awards.

Recipients are recognized at a banquet, at the annual STLHE conference, and invited to attend a three-day retreat, all expenses paid, at the Fairmont Le Chateau Montebello, where they have the opportunity to share experiences and ideas with many other outstanding teachers.

When reviewing nomination packages, the selection committee is looking for:

- Independent evidence of excellence in teaching over a number of years, principally (but not exclusively) at the undergraduate level.
- Independent evidence of commitment to the improvement of university teaching within the candidate's own institution and beyond

Beginning in 2003, UNBC has supported the submission of at least one UNBC teacher, each year. UNBC's first 3M winner was Dr. Heather Smith in 2006. If you are interested in being nominated for this award, or would like to recommend a candidate, please contact the office of the Director of Teaching, Learning and Technology at 960-6657.

Counselling Services

Counselling Services consists of a team of registered / certified, caring professionals dedicated to assisting students in their academic, personal and career success. The counsellors are highly educated, trained and experienced in providing services to help students manage the challenges of university life.

CONFIDENTIALITY

Client records are held in strict confidence within Counselling Services. Client information will not be released without written consent by the client. Exceptions will be made in a life threatening emergency, or as required by law or public health regulations.

Services Provided

- **Personal Counselling:** Professional, registered / certified counsellors provide a confidential and discrete atmosphere in which students can discuss any topic or situation of concern. The Centre is dedicated to helping students explore options and create solutions. The counsellors supervise and mentor bachelor and master's level practicum counsellors who also provide therapeutic and other services.
- **Career Counselling:** Students are supported through the career counseling process to make informed career decisions based on critical self awareness. We provide current relevant information along with the tools to promote personal and career awareness to assist with the decision making process. Services will be coordinated with the Student Career Centre, as needed.
- **Group Counselling and Workshops:** Throughout the academic year, supportive groups, training and workshops are offered for students, faculty, staff and volunteers in a number of different areas of interest. Please visit our website or check with the Administrative Assistant for current information.
- **Psychiatric Clinic:** Psychiatric Clinics are offered one afternoon a week at the Prince George campus. The psychiatrist works in close partnership with the counsellors and will complete a full assessment and may provide ongoing support. Students must be referred by a physician. Please contact Counselling Services for more information.
- **Consultation:** Counselling Services provides counselling to UNBC students only. Consultation however is provided to faculty, staff, students, family members and

friends who may have general questions or concerns related to student well-being. In addition, consultation and support services are provided for dealing with “at risk” students.

- **Community Services:** Services are offered in partnership with a number of community agencies which includes but is not limited to groups, workshops and training, in-service and crisis response. Information and referrals are available to link students, faculty and staff with resources and services within the community. Please contact Counselling Services for a detailed list.
- **Regional Services:** Regional campuses provide access to personal counselling through agreements with registered, professional counsellors. For further information regarding regional counselling services please contact the Wellness Centre Coordinator (250) 960-6362.

Emergency and Crisis Response (Prince George Only)

CALL US: (250) 960-6369

Crisis situations are responded to immediately between 9:00 am and 4:00 pm Monday through Friday. Crisis response is provided for all members of the UNBC community.

For personal crises occurring after hours, please contact:

Campus Security from any phone on campus at **3333**, or **960-7058**

Prince George Regional Hospital at **565-2000**, or

The Prince George Crisis Line (24 hr service) at **563-1214**

Counselling Services Contact Information:

Telephone: (250) 960-6369

Facsimile: (250) 960-5182

In-person: Wellness Centre, Counselling Services, Room 5-196

Website: <http://www.unbc.ca/counsel>

Students In Distress: A Guide for Faculty and Staff

*UNBC Wellness Centre
Counselling Services*

Signs of Distress

There are warning signs, when present over time or considered in combination, may suggest a level of distress that is cause for concern. In these circumstances you might observe the following:

- Depressed or lethargic mood
- Hyperactivity and /or rapid speech
- Social Isolation or withdrawal
- Marked change in appearance, hygiene, sleeping/eating patterns
- Repeated falling asleep in class
- Uncharacteristic changes in academic performance
- Uncharacteristic changes in attendance of class, labs or meetings
- Requests for special consideration, especially if the student is uncomfortable/unwilling to talk about the circumstances
- New or recurrent behaviour that pushes social limits or interferes with the effective management of your class, group work and other related issues
- Unusual or exaggerated emotional responses
- Talking or writing about suicide

Tips for Helping Students in Distress

1. Urgent Concerns

Urgent concerns involve disturbances in thoughts, feelings, or actions that require an immediate response. These include:

- suicidal intentions
- a threat of violence or imminent harm to self or others
- disorientation, hallucinations or delusions
- extreme anxiety or obsessive thinking

Suggested Action:

- Remain calm.
- Call campus security (960-3333) or police (911) for assistance.
- For assistance in assessing the situation, call the Wellness Centre Coordinator during business hours 960-6362 or Counselling Services, Administrative Assistant 960-6369. After hours call campus security 960-3333.
- Ensure that someone remains with the student while contacts are being made, or assist the student to Counselling Services or Security (after hours).
- Never leave the student unattended.

2. Preventing Violence

You should be concerned if you observe any of the following:

- verbal or physical threats, menacing behaviour, and/ or objects that may be used as weapons
- recent acts of violence, including damage to property
- alcohol or drug intoxication
- paranoia or agitation
- impulsive behaviour

Suggested Action:

- Protect yourself.
- Ensure the safety of others, only if it does NOT jeopardize your own safety.
- Be alert to the potential for violence (i.e., survey the scene for potential hazards).
- Do not deal with the situation alone; enlist the help of others.
- Contact Security (960-3333).
- Approach the individual in a non-threatening manner and speak in a calm, firm but reassuring voice.
- Do not touch or physically restrain the person.
- If you are attacked use only enough force to restrain the person.
- Try to minimize environmental stimuli such as noise, lights, and people.

3. Non-Urgent Concerns

Non-urgent concerns involve those situations where students may be distressed (see “Signs of Distress”) but do not require an immediate response

- Talk to the student as soon as possible, in private when both of you have time and are not rushed. Try to eliminate the possibility of interruptions.
- If you are not comfortable to speak with the student, contact Counselling Services (960-6369).
- Share your observations and concerns in a gentle and honest manner. Avoid assumptions, judgments and suggesting solutions.
- Listen very carefully.
- Maintain clear interpersonal boundaries while emphasizing your concern.
- Refer to the appropriate resource. If in doubt, call UNBC Counselling Services (960-6369). Staff can assist with assessment and referrals.
- Arrange to follow-up with the student to ensure student follow through. Continue to provide support where necessary.
- All counselling sessions are confidential and information can not be shared with the referring party unless a Release of Information form is signed.

UNBC Wellness Centre: 960-6369

Greg Beattie, Wellness Centre Coordinator: 960-6362

Security: 960-3333 (Emergency); 960-7058 (Non-emergency)

24 Hour Crisis Line: 563-1214

Contacts and Services for Instructors at UNBC

Student Referrals & Reference Resources

Academic Advisors (what to take to get the degree)

- Local 6340 or Email advising@unbc.ca
- <http://www.unbc.ca/advising>

Centre for Teaching, Learning & Technology

- William Owen for Pro-d advising
 - Local 6655 or Email owenw@unbc.ca
- Request manuals
 - Email pro-d@unbc.ca
- <http://www.unbc.ca/ctlt/>

Wellness Centre

- Reception, Local 6369 or Email counseling@unbc.ca
- <http://www.unbc.ca/counsel/>

Disabilities Services

- Local 5682 or drop in to TAL Building Room 1048
- <http://www.unbc.ca/disabilities/index.html>

Harassment and Discrimination Advice

- UNBC Policy on Harassment and Discrimination
- http://www.unbc.ca/assets/policy/computing/computing_conduct_regarding_electronic_mail_other_university_information_resources.pdf
- Contact Dr. Cindy Hardy, Harassment and Discrimination Advisor
 - Local 6618 or Email hardy@unbc.ca

Learning Skills Centre

- Local 6367 or Email lsc@unbc.ca
- TAL Build Room 2584
- <http://www.unbc.ca/lsc/>

Risk & Safety Questions/Concerns

- Erol Toyata, Risk and Safety Coordinator
Phone: 250-960-5530
Email: toyata@unbc.ca
Office: ADM 1097

Security

- Non-Emergency, Local 7058
- Campus Emergency, Local 3333
- Residence Emergency, Local 7000

Technical Support

- ISS support desk (ITS) Room 8-265, local 5321
- livetime: <http://support.unbc.ca>; e-mail: support@unbc.ca