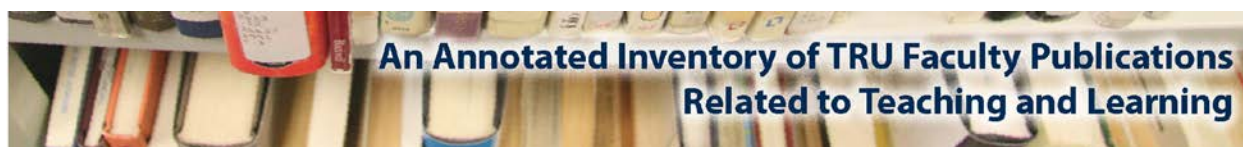THOMPSON RIVERS
UNIVERSITY

An Annotated Inventory of TRU Faculty Publications Related to Teaching and Learning
September, 2014

Compiled by:
Ginny Ratsoy, Provost's Fellow, Teaching and Learning Support
Miranda Marini, Research Assistant
Penny Haggarty, Collection Services Librarian

Preface

Both Thompson Rivers University's Strategic Research Plan and its Academic Plan recognize the importance of the Scholarship of Teaching and Learning; the latter calls for "increased faculty research engagement in the Scholarship of Teaching and Learning."

Since 1990, when Ernest Boyer, in *Scholarship Reconsidered*, called on faculty to take a greater role in defining scholarship by examining the reciprocal relationship between teaching and learning, academia has devoted much time and space to discussion of a variety of terms related to teaching and research, and, indeed, to various definitions of the term " Scholarship of Teaching and Learning" – to the extent that there is not one centrally agreed upon, detailed characterization of the term.

However, there is widespread agreement that the purpose of SoTL is, generally, to improve the quality of post-secondary education, and, specifically, to enhance student learning. There are also some generally adhered to principles; for example, SoTL practitioners are inquiring into teaching and learning and disseminating their studies in a public forum where review is encouraged – to provide benefit to the larger academic community. For example, by virtually all definitions, a presentation at a conference on a modification to one's teaching is SoTL; by some definitions, course syllabi are evidence of SoTL.

This document, then, is a subset of the Scholarship of Teaching and Learning: an inventory of TRU faculty's publications about teaching and learning. It is also a living document that invites updating with further evidence of Thompson Rivers University's dissemination of research on teaching and learning.

Ginny Ratsoy, Provost's Fellow, Teaching and Learning Support

Miranda Marini, Research Assistant

Penny Haggarty, Collection Services Librarian

Annotated Bibliography

Books and Reports

Baker, C., Barton, S., Bourque-Bearskin, L., Bowen, D., Graham, C., Gregory, D., … Voyageur,

     E. (2013). *Educating nurses to address socio-cultural, historical, and contextual*

     determinants of health among Aboriginal peoples. Retrieved from Canadian Association

     of Schools of Nursing website:

     http://www.casn.ca/vm/newvisual/attachments/856/Media/2013WAHHRIKnowledgePro

     ductFINALforweb.pdf

     Discussing the knowledge and practices shared at the Canadian Association of Schools of

     Nursing Cultural Competence and Cultural Safety in Nursing Education: A Knowledge

     Translation Symposium, this report presents nurse educators with frameworks for future

     curriculum structures in the areas of competence and safety. The report provides key

     elements that future nurses should learn in social, cultural, and contextual circumstances

     – for example, building a rapport and establishing social justice and equitable care. The

     report then identifies two approaches that achieve those elements.

Densky, K. (2008). *Creativity, culture, and communicative language teaching: Cross cultural*

     conceptions of creativity in an English as a Second Language setting. Saarbrücken,

     Germany: VDM Verlag.

     Based on the theory that language and culture are inextricably tied, and that culture is

     inextricably tied to values, this work examines Communicative Language Teaching

(CLT) – a current preferred method of teaching English as an Additional Language. CLT emphasizes creativity through cooperation, brainstorming, and role-playing in student-centred classrooms. After providing the history and theory behind CLT, Densky then examines creativity in a cross-cultural context from the perspectives of producer, consumer, and product. The final chapter is devoted to current models of creativity and their implications in the EAL classroom. This study, which also suggests techniques for applying the method with EAL learners, has relevance to other intercultural classroom contexts.

Garrett-Petts, W.F., & Lawrence, D. (Eds). (1996). *Integrating visual and verbal literacies.* Winnipeg, MB: Inkshed Publications.

The editors maintain that when visual and verbal processes are deeply integrated into the teaching setting, the differing processes of perception and cognition are combined and a third text – a " metatext" – results. Contributors include Helen MacDonald-Carlson, who describes her adaptation of a collaborative approach to Early Childhood Education from a program in Reggio Emilia, Italy, and Karen Day, who takes a historical approach to verbal and visual reading of illustrated children's books.

Garson, K. (2009). *Applying transformative learning to cross-cultural training endeavors.* Saarbrücken, Germany: VDM Verlag.

Garson advocates for inclusion of Cross-Cultural Training (C-CT) into the category of adult education by focusing on Transformational Learning Theory (TLT). She provides a literature review of all three fields. She presents an overview of the theoretical and methodological problems in C-CT, especially the debate over didactic versus experiential approaches. After identifying critical reflection and discourse as especially important in TLT, she examines the C-CT literature for the presence of these principles. She also looks for evidence of correspondence in facilitation patterns between C-CT and adult education.

Garson ends by identifying a gap – an absence in the empirical studies and theoretical consideration of the C-CT literature of a teaching and learning model that clearly employs TLT and techniques – and acknowledging that fostering TL in C-CT might be difficult, but suggesting it may well be necessary.

Garson, K. (2012). *Ethical considerations for internationalization: Perspectives from global citizenship education*. Retrieved from Canadian Bureau for International Education website: http://www.cbie-bcei.ca/wp- content/uploads/2013/03/The-Ethics-of-Internationalization-FINAL.pdf

Linking international education and global citizenship education, the report explores inherent convergences and divergences "to achieve ethical approaches in institutional policy and practice" (Garson, p. 1) in higher education. Ethical dilemmas, institutional

barriers, student attitudes, and faculty issues are the main topics of the article, and Garson

suggests future possibilities to deal with these issues.

Garson, K. (2012). *Interculturalizing the campus: A case study. Flagship 2012: A World of*

Learning, pp. 10-13. Retrieved from http://www.cbie.ca

Garson states that Thompson Rivers University's TRU World "has excelled in

international student recruitment and services, transnational education, and unique

international contract training" (p. 10). As the international student population steadily

grows at TRU, Garson suggests that the teaching and learning environment needs to

reflect these global perspectives. In 2006, a 160-page handbook was created to

accompany a series of workshops to help faculty better understand the implications that

culture has on learning, how they can support international students, and how they can

internationalize curriculum. In addition, in 2009, the Senate International Affairs

Committee created TRU's Global Competency Certificate, which is awarded to

international students who document their experiences (whether they be academic work

or volunteer work), reflect on their learning, and share their experiences with other

students.

Heaslip, P. (1992). *Creating the thinking practitioner: Critical thinking in clinical practice.*
Retrieved from ERIC database. (ED354822)

Focusing on training nurses in British Columbia, Heaslip (1992) argues that registered nurses can use the Nursing Process to reflect on provided care and to ensure safe practice; she outlines the Process as a five-step framework that assesses patient needs. In order to promote self-evaluation, Heaslip suggests teaching strategies that encourage nursing students to think critically through analytic writing exercises and reflection.

Murphy, P.J., Nicholas, G.P., & Ignace, M. (Eds). (1999). *Coyote U: Stories and teachings from the Secwepemc Education Institute.* Penticton, BC: Theytus Books.

This multi-genre anthology was created over two semesters by students in Murphy's senior English classes at the former Kamloops campus of Simon Fraser University. In the first course, the students studied such seminal novels as Thomas King's *Green Grass, Running Water* as models for the structure and content of their anthology, as well as examining numerous recent collections of Aboriginal writing. In the second semester, they compiled the anthology, deciding on a four-part approach that "would capture some of the key aspects of the Shuswap experience." Among the approximately fifty entries (some written by the students themselves) are the Laurier Memorial, an interview with Senator Len Marchand, and creative works by such well-known Aboriginal writers as Marilyn Dumont, Chris Bose, and Garry Gottfriedson. The anthology, complete with Murphy's "process" introduction, serves as a model for combining traditional Aboriginal ways of knowing with contemporary university teaching methods, and as an exemplar of

what can happen when university students are given the opportunity to create for an audience beyond the classroom.

Peters, J. (2007). *Designing deep learning in higher education: A comprehensive and practical approach.* Bangkok, TH: Little Seeds Publishing.

Peters provides an extensive examination, complete with suggested activities, of such elements of classroom teaching and learning as note taking, textbook use, test composition, and active learning circles, to the end of deepening student engagement.

Chapters in Collections

Adam, C. (2000). What do we learn from the readers? Factors in determining successful transitions between academic and workplace writing. In P. Dias & A. Paré (Eds.), *Transitions: Writing in academic and workplace settings* (pp. 167-182). Cresskill, NJ: Hampton Press.

The frequent complaints by the media and employers that universities do not sufficiently prepare students for workplace writing are the starting point for this chapter. Adam maintains that "[t]he practices and response of readers to texts in the two settings differ significantly, just as the processes of composing and revising them do." She illustrates the different requirements of the two contexts by comparing the verbal responses of experienced professors and managers ("oldtimers") to texts written for them by students

and junior employees ("newcomers"). Adam then provides suggestions about the design and evaluation of programs that attempt to assist university graduates in the transition to workplace writing.

Adam, C., & Artemeva, N. (2002). Writing instruction in English for Academic Purposes (EAP) classes: Introducing second language learners to the academic community. In A. Johns (Ed.), *Genre in the classroom: Multiple perspectives* (pp. 179-196). Mahwah, NJ: Lawrence Erlbaum.

This article, by teachers of writing in English as a Second Language for Academic Purposes (EAP) who are also researchers of first language writing, reviews composition theory and then outlines some issues that arise when these theories are applied to the EAP classroom. A case study, which includes an overview of course design, follows; it describes the use of dialogic and collaborative writing in electronic newsgroups in an EAP classroom. Adam and Artemeva conclude that "the students for the first time in their lives were able to create a discourse community of North American university students, participate in an academic discussion, and incorporate the results of this discussion in their academic writing."

Fox, J., & Gunn, C. (1992). The role of grammar in the development of writing in a second language. In N. Bird and J. Harris (Eds.), *Quilt and quill: Achieving and maintaining quality in language teaching and learning* (pp. 201-209). Hong Kong: Institute of Language in Education, Hong Kong Education Department.

The writers present a case study comparing two groups of English as a Second Language students at approximately the same stage in their second-language development. One group received grammar presentations from a processing perspective; the other group received no explicit "learner consciousness" information about the formal features of the second language. Even over a relatively short time, differences in levels of writing were noticeable.

Freedman, A., & Adam, C. (2000). Bridging the gap: University-based writing that is more than simulation. In P. Dias & A. Paré (Eds.), *Transitions: Writing in academic and workplace settings* (pp. 129-144). Cresskill, NJ: Hampton Press.

The writers, after their own previous research and numerous other studies had indicated that it was next to impossible to authentically and completely prepare students for workplace writing, provide a case study of a course that does, indeed, provide such a bridge. Freedman and Adam describe the course, contrast the writing it elicited with the writing they encountered in previous research, and conclude that, given institutional constraints, the course would be challenging to replicate.

Freedman, A., & Adam, C. (2000). Write where you are: Situating learning to write in university and workplace settings. In P. Dias & A. Paré (Eds.), *Transitions: Writing in academic and workplace settings* (pp. 31-60). Cresskill, NJ: Hampton Press.

This chapter argues that there are "radical differences" between university writing and workplace writing. Freedman and Adam utilize situated learning theories (also known as

"practical cognition") to illustrate those differences. Their own research findings are based on two settings – a financial analysis course that required students to respond to case histories with workplace-like reports and an internship program. The writers argue that the workplace setting cannot be replicated in the classroom and conclude that, while students become naturalized to learning new genres over their academic career, and are thus prepared for new genres when they enter the workplace, they are often unprepared to "learn new ways to learn such genres."

Salas, S., & Garson, K. (2007). Chifa: Freewriting within a required curriculum. In A. Burns & J. H. de Silva (Eds.), *Planning and teaching creatively within a required curriculum for adult learners* (pp. 239-246). Alexandria, VA: TESOL.

The writers liken *chifa* – Chinese food with a Peruvian twist – to creatively designing and teaching within a required curriculum for adults: small adaptations can localize the learning experience. The chapter provides a detailed description (complete with sample activities) and evaluation of their incorporation of a technique they used to localize the curriculum and lessen students' anxiety about sharing their writing: sustained freewriting –sometimes prompted and focused – became an integral part of the curriculum of a Peruvian English class for adults.

Reviews

Bepple, Nancy. (2010). [Review of the book *Higher education and international student mobility in the global knowledge economy* by Kemal Gürüz]. *The Canadian Journal of Higher Education, 40*(3), 106-108. Retrieved from http://ojs.library.ubc.ca/index.php/cjhe/index .

In her review of Kemal Gürüz's *Higher Education and International Student Mobility in the Global Knowledge Economy*, Bepple acknowledges that the book is a good resource for those interested in learning about global and economic policies that surround international student mobility. However, her critique suggests that the book lacks a discussion of gender – especially in relation to female international students – and a discussion of the negative effects that international student mobility has within a knowledge economy.

Garson, K. (2011). [Review of the book *Global citizenship education in post-secondary institutions: Theories, practices, policies* by Lynette Shultz, Ali A. Abdi, & George H. Richardson (Eds.)]. *The Canadian Journal of Higher Education*, *41*(3), 131-132. Retrieved from http://ojs.library.ubc.ca/index.php/cjhe/index

Reviewing Shultz et al.'s *Global Citizenship Education in Post-Secondary Institutions: Theories, Practices, Policies*, Garson summarizes the twenty-chapter volume and argues that the text "should cause educators to re-evaluate the present trajectory and consider the role of higher education in the production of the common good by educating for citizenship in a globalized environment" (Garson, p. 131).

Journal Articles

Adam, C. (1994). Reading institutional cultures: A comparison of readers in two settings.

Carleton Papers in Applied Language Studies, 11, 98-112. Retrieved from

http://carleton.ca/slals/research/cpals/

The media and business communities have complained that post-secondary education

does not equip graduates with the writing techniques needed for the workplace, and

recent university graduates have articulated a similar complaint. The purpose of Adam's

article is to "articulate and explore some of the social and cultural dimensions which

elicit and shape rhetorical activities...by probing the responses of expert readers" (p. 99)

from academic and non-academic settings. Conducting a study using professors at the

Carleton University and managerial staff in a government financial institution, Adam

determines that there are differences between the written discourses in both settings and

recognizes the challenges that students face when transitioning from university to

workplace settings. She suggests that this is due to the "'direction' of contextualization of

writing and the nature of reader's written response" (p.116).

Baldwin, L. (2013). Field school. *Journal of Natural History Education & Experience, 7,*16-21.

Retrieved from http://naturalhistorynetwork.org

In a combination of both narrative and academic writing, Lyn Baldwin depicts her

experience as a field school facilitator as she, her colleague, and a collective of students

"read the landscape and its inhabitants as [their] primary text" (Baldwin, para. 15) for research beyond the classroom. For both the students and the professors, participation in field school is learning to hear, see, and feel the surroundings. Baldwin determines that "[t]here is no teacher's manual for field school" (Baldwin, para. 30) – that field school is both a teaching and learning mechanism to help facilitate students' knowledge of course content and an enjoyable experience.

Baldwin, L., Block, T., Cooke, L., Crawford, I., Naqvi, K., Ratsoy, G., Templeman, E., & Waldichuk, T. (2013). Affective teaching: The place of place in interdisciplinary studies. *Transformative Dialogues: Teaching & Learning Journal, 6*(3), 1-20. Retrieved from http://www.kpu.ca/td

Baldwin et al. promote a place-based teaching method, localizing curriculum and encouraging students and faculty members to question the importance of place in academia. By utilizing their cross-disciplinary perspectives, eight faculty members converge to challenge traditional curricula, acknowledge that interpretations of place cannot be generalized by discipline, argue that place matters on a community and individual level, and encourage the teaching of localized place in an interdisciplinary approach.

Baldwin, L., Brewer, S., Heaslip, P., Hunt, G.A., Jones, J.A., MacLennan, D., & Templeman, E. (2010). Finding balance: Research and teaching at a new university. *Transformative*

Dialogues:Teaching and Learning Journal, 4(1), 1-12. Retrieved from

http://www.kpu.ca/td

Illustrating the struggle that Thompson Rivers University has had with balancing

traditional teaching mandates and its new research mandate, Baldwin et al. devote their

attention to the development of scholarly teaching. Their article indicates that disciplinary

research and teaching has progressed through the connections of STLHE and CASTL,

and after conducting a survey of TRU faculty, the authors concluded that the faculty's

openness to new teaching ideas varies, but many have acknowledged that the relationship

between teaching and research is important for models of post-secondary education.

Baldwin, L., & Crawford, I. (2010). Art instruction in the botany lab: A collaborative

approach. *Journal of College Science Teaching, 40*(2), 26-31. Retrieved from

http://www.nsta.org/college

When a botany instructor and a visual arts instructor collaborated, they noticed that

students usually felt uncomfortable incorporating drawing into botany lab journals;

however, Baldwin and Crawford developed a drawing tutorial for botany students that

introduced students to basic drawing techniques. Through this mode of teaching, the

students responded positively: they reported that the drawing tutorial had had an

influence on their learning experiences and demonstrated the role drawing can have in the

field of science.

Brewer, S., Cinel, B., Harrison, M., & Mohr, C. (2013). First year chemistry laboratory courses

    for distance learners: Development and transfer credit acceptance. *The International*

    Review of Research in Open and Distance Learning, 14(3). Retrieved from

    http://www.irrodl.org/

    While distance courses enable students to participate in chemistry courses, Brewer et al.

    determine that there is a challenge in offering an authentic learning experience as well as

    a laboratory component that adequately represents the precision and attention needed to

    advance in science. Thompson Rivers University has developed two distance chemistry

    laboratory courses to accommodate Bachelor of Science students who are learning at a

    distance; this article outlines the design, structure, and students' assessments of the

    course.

Cash, P.A., Moffitt, P., Fraser, J., Grewal, S., Holmes, V., Mahara, M.S., Ross, C., & Nagel, D.

    (2013). Writing reflexively to illuminate the meanings in cultural safety. *Reflective*

    Practice: International and Multidisciplinary Perspectives, *14*(6), 825-839. doi:

    10.1080/14623943.2013.836086

    Cash et al. acknowledge that educators are having difficulties establishing their own

    understandings of culturally safe place in their educational nursing praxis; the purpose of

    the article "is to share a process of writing as inquiry to surface new meanings in what

    might ontologically be understood as culturally safe environments" (Cash et al., p. 825).

    The article indicates that nursing education is a culturally safe space for both educators

and learners, and that educators can strengthen their curricula through writing and interpretive processes.

Farnsworth, J.S., Baldwin, L., & Bezanson, M. (2014). An invitation for engagement: Assigning and assessing field notes to promote deeper levels of observation. *Journal of Natural History Education & Experience, 8*, 12-20. Retrieved from http://naturalhistorynetwork.org

Farnsworth et al. encourage students to engage with a landscape beyond observational recordings and field notes; they argue that field journals allow students to immerse themselves in an active role rather than be limited to a passive one. The authors then propose several approaches to assigning and assessing field journals as a form of documentation and expression.

Freedman, A., & Adam, C. (1997). Proving the rule: Situating workplace writing in a university context. *Carleton Papers in Applied Language Studies, 14*, 136-149. Retrieved from http://carleton.ca/slals/research/cpals/

Recognizing that written discourse transitions between university and the workplace are difficult, Freedman and Adam describe how to bridge this gap using a university practicum course. They draw on earlier studies to situate their practicum course, and their findings suggest that student writing was more successful when it was situated in a workplace context.

Freedman, A., & Adam, C. (1996). Learning to write professionally: 'Situated learning' and the

transition from university to professional discourse. *Journal of Business and Technical

Communication, 10*(4), 395-427. doi: 10.1177/1050651996010004001

By looking at what happens to the members of both university and workplace settings,

the article draws on theories of situated learning and analyzes how novices learn writing

genres. The study focuses on fourth year university students who "were asked to simulate

workplacelike reports in response to actual case histories" and graduate student interns

who "were called upon to learn and perform the normal writing-related duties of that

workplace" (Freedman &Adam, p. 396). In the contexts of both learners, Freedman and

Adam determined that students moving from a university setting to a workplace have to

learn new writing genres and new ways to learn those genres.

Freedman, A., Adam, C., & Smart, G. (1994). Wearing suits to class: Simulating genres and

genres as simulations. *Written Communication, 11*(2), 193-226. doi:

10.1177/0741088394011002002

Developing from a set of case studies, this article analyzes and compares the discourses

of student and workplace writings through an observational and contextual framework.

The study determined that there were apparent commonalities and differences between

the two groups, and that the "shared features point to ways in which student writing

enables and enacts entry into sociocultural communities" (Freedman, Adam, & Smart, p.
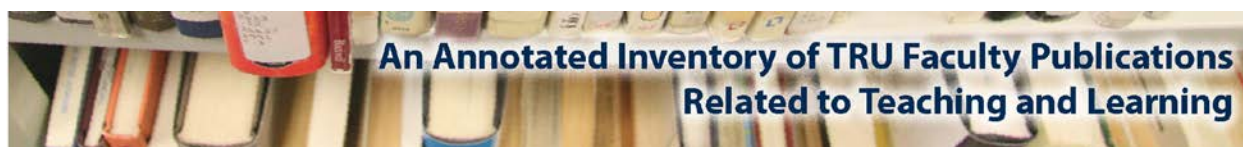
193).

Heaslip, P., & Paul, R.W. (1995). Critical thinking and intuitive nursing practice. *Journal of*

Advanced Nursing, 22(1), 40-47. doi:10.1046/j.1365-2648.1995.22010040.x

Expertise in nursing is developed when a nurse has established the appropriate

knowledge and skills required for client care (Heaslip & Paul, p. 40); the authors analyze

the importance of critical thinking and intuitive practice in relation to expertise in

nursing. They demonstrate how student nurses develop intuitive performances and are

able to apply nursing knowledge in practice situations, and they propose tactical and

structural teaching strategies to "help students...use nursing reasoning in the learning of

nursing content" (Heaslip & Paul, p. 46).

Herremans, I.M., & Reid, R. (2002). Developing awareness of the sustainability concept: A tool

for integrating and applying the sustainable development concept in tourism and

hospitality courses. *Journal of Environmental Education, 34*(1), 16-20.

doi:10.1080/00958960209603477

Herremans and Reid suggest that learning needs to be an involved activity that bridges

the classroom and the real world. To promote students' understandings of environmental

planning, management, and sustainability, they utilize a minicase of Waterton Lakes

National Park and area to determine the economic, social, and environmental congruency

of sustainability, as well as to decide whether these dimensions are in conflict with one

another. By examining the sustainability triad, students are able to view it as concrete

rather than abstract and can relate to "the nature of multidimensional decisions" (21).

Holtslander, L.F., Racine, L., Furniss, S., Burles, M., & Turner, H. (2012). Developing and

piloting an online graduate nursing course focused on experiential learning of qualitative

research methods. *Journal of Nursing Education, 51*(6), 345-348. doi:

10.3928/01484834-20120427-03

Due to the challenges of the understaffed health sector and of accessibility to graduate

nursing education, Holtslander et al. developed an online graduate nursing course that

focused on qualitative research taught through experiential learning. The participants

found the experiential learning component was a useful tool in understanding the course

content, and Holtslander et al. determined the constructivist approach used in designing

the course was "a valuable ontological and pedagogical tool" (p. 348) for the creation of

a student-centered online nursing course.

Hunt, G.A., Baldwin, L., Tsui, E., & Matthews, L. (2013). Developing and validating an

instrument for student ratings of teaching. *Collected Essays on Learning and Teaching,

6,*133-141. Retrieved from http://ojs.uwindsor.ca/ojs/leddy/index.php/CELT

Student ratings of teaching are mandatory for faculty who hope to become tenured and

receive promotions; the Faculty of Science at Thompson Rivers University determined

that the pre-existing survey did not meet the faculty's needs. The new survey consists of

forty questions, ranging in topic from the student's background information to the

performance of the faculty member, rated on a Likert scale. The faculty that designed the

survey hope that this new instrument may be used to improve instructors' teaching skills, and that their collaborative approach "can serve as a model for other faculties" (Hunt , p. 137).

Hunt, G.A., Wright, A., & Gordon, G. (2008). Evolving expectations for teaching in higher education in Canada. *Collected Essays on Learning and Teaching, 1*, 15-21. Retrieved from http://ojs.uwindsor.ca/ojs/leddy/index.php/CELT

Hunt et al. argue that Canada "has no national framework of expectation in higher education" (p. 16) and that a national schema would greatly benefit post-secondary teachers. A nationally adopted framework would allow institutions to develop unique methods for teaching training that depend on a specific educational outcome. The authors examine the UK Professional Standards Framework and the learning outcomes of the Ontario Graduate Certificate in College Teaching as examples for constructing a Canadian framework for teaching practice.

Latif, E., & Miles, S. (2013). Students' perception of effective teaching. *Journal of Economics and Economic Education Research*, *14*(1), 121-130. Retrieved from http://www.alliedacademies.org/public/journals/JournalDetails.aspx?jid=4

In a study that analyzes how students assess instructors' teaching practices, Latif and Miles employ descriptive statistics and an Ordered Probit regression approach to 387

surveys completed by students at Thompson Rivers University. The article collates the teaching practices that students value most – taking into account "different genders, years of study, and cultural backgrounds" (Latif & Miles, p. 121) – and encourages other faculties to utilize this information to help improve their own teaching practices.

Latif, E. & Miles, S. (2011). The impact of assignments on academic performance. *Journal of Economics and Economic Education Research*, *12*(3), 1-12. Retrieved from http://www.alliedacademies.org/public/journals/JournalDetails.aspx?jid=4

Examining the impact of graded homework on test performances of economics students, Latif and Miles study the factors that affect academic performance using the Ordered Probit method, Ordinary Least Squares, and Propensity Score Matching method. Through their findings, they suggest and recommend that university courses "include one or more graded [homework] assignments" (Latif & Miles, p. 10) to help improve students' understandings of course material.

Mahara, M.S. (1998). A perspective on clinical evaluation in nursing education. *Journal of Advanced Nursing, 28*(6), 1339-1346. doi: 10.1046/j.1365-2648.1998.00837.x

Centred on issues of objectivity-subjectivity and the dual nature of clinical instructor as teacher and evaluator, this article asserts that teacher-evaluator and formative-summative dualisms are techniques to maintain power differentials between teachers and their students. Mahara suggests that clinical evaluation is a form of inquiry and that the purpose of the case study is "the discovery and verification of the process and product of

the teaching and learning of nursing practice" (Mahara, p. 1339). If curricula is developed based on the foundations of meaning-making and teacher-student relationships, evaluation approaches can focus on the "explication and judging of a student's clinical practice as a teaching-learning strategy" (Mahara, p. 1344).

Mahara, M.S., Duncan, S.M., Whyte, N., & Brown, J. (2011). It takes a community to raise a nurse: Educating for culturally safe practice with Aboriginal peoples. *International Journal of Nursing Education Scholarship, 8*(1), 1-13. doi: 10.2202/1548-923X.2208

This article describes a strategy session that hopes to integrate the Framework for Cultural Competence and Cultural Safety in Nursing Education into a baccalaureate nursing curriculum. Mahara et al. focus on curriculum development to achieve learning experiences for classroom- and clinical-based practices that can be shared with other Schools of Nursing, and they acknowledge that, for these strategies to move forward, diverse representation from outside of the academic curriculum needs to be included to obtain a culturally safe practice.

Mahara, M.S., & Jones, J.A. (2005). Participatory inquiry with a colleague: An innovative faculty development process. *Journal of Nursing Education*, *44*(3), 124-130. Retrieved from http://www.healio.com/journals/jne

Noticing the lack of theory and research on "clinical evaluation within today's critical-interpretive nursing curricula" (Mahara & Jones, p. 124), the authors undertook a

participatory inquiry project that examined the clinical evaluation practices of senior students in a critical-interpretive nursing program. They recount the challenges and opportunities of the study and emphasize that nursing educators need to be aware of how their evaluative practices influence students' nursing experiences.

Paetkau, M. (2007). Conductive critical thinking. *The Physics Teacher, 45*(5), 292-293. doi:10.1119/1.2731276

This article illustrates that a student-led discussion of heat conduction among first-year students stimulates them to learn critical thinking skills. Discussing the loss of heat from a human head, students determine possible models of heat transfer, and Paetkau encourages them to base their assumptions on knowledge and experience.

Paetkau, M. (2004). Tossing on a rotating space station. *The Physics Teacher, 42*(7), 423-427. doi:10.1119/1.1804661

Inspired by a physics question that was correctly answered on a radio show, Paektau analyzes the motion of a thrown object around a rotating space station. By separating the radio question into two separate levels of learning, he looks at the basic use of vectors and circular motion in relation to lower-level undergraduates and analyses of the motion as seen by an observer in relation to upper-level undergraduates.

Paetkau, M., Bissonnette, D., & Taylor, C. (2013). Measuring the effectiveness of simulations in

preparing students in laboratory. *The Physics Teacher, 51*(2), 113-116.

doi:10.1119/1.4775536

As computer simulations have become viable teaching tools, recent research focuses on

the effectiveness of these tools at the post-secondary level. Thompson Rivers

University's Physics Department has used these simulations to help prepare students for

their physics labs, and, in their study, Paetkau et al. use the simulations as pre-laboratory

work to understand the experimental aspect as well as learn how to obtain and take

accurate data.

Pyne, D. (2007). Does the choice of introductory microeconomics textbook matter? *Journal of*

Economic Education, *38*(3), 279-296. doi: 10.3200/JECE.38.3.279-296

In determining an adequate textbook for his introductory microeconomics course, Pyne

based his choice on a case study where students studied from different textbooks and the

textbooks were evaluated based on students' performances. The study emphasizes

significant and sizeable effects as well as providing evidence that other variables may

have affected the students' performances. Ultimately, Pyne illustrates that, in some cases,

the choice of introductory microeconomics textbook can affect students grades and that

textbook selection should be carefully done.

Pyne, D. (2000). Public goods. *Economic Tools for Schools*, *2*(1), 5-7. Retrieved from

http://www.massey.ac.nz/~wwcppe/schools/etfs21a.pdf

> When discussing the characteristics of public goods, many students believe that it is *publicly provided goods* that are being examined; Pyne believes that this is an opportunity to explain the difference between the two terms and why education would be considered a private good even though it is provided publicly. By supplying examples of public goods, Pyne hopes to eliminate the confusion that students have in relation to public goods and publicly provided goods.

Ratsoy, G. (2011). Class participation in an Aboriginal theatre project: An exemplar of undergraduate student engagement. *The Canadian Journal for the Scholarship of Teaching and Learning, 2*(1). doi:10.5206/cjsotl-rcacea.2011.1.3

> In her article, Ratsoy utilizes a qualitative case study to encourage faculty to reflect on their classroom praxis; she advocates for community-focused assignments – in the form of co-curricular service learning – as enhanced tools that promote engagement and active, collaborative learning among undergraduate students. By completing such assignments, students are challenged, taken out of their comfort zones, and asked to reflect on their situated learning experiences.

Ratsoy, G. (2009). Collaboration and adaptation: Bridging the space between classroom and open learning. *Collected Essays on Learning and Teaching, 2*, 78-82. Retrieved from http://ojs.uwindsor.ca/ojs/leddy/index.php/CELT

Drawing on a case study, Ratsoy provides strategies to encourage and enhance mutuality between face-to-face and open learning. She suggests that students and faculty can benefit from the team approach that is often used in open learning curriculum creation; as well, she advocates for the adaptation from the classroom of group work and other learner-centred pedagogies into distances courses.

Ratsoy, G. (2008). The small city as classroom: Academic service learning participants reflect. *Transformative Dialogues: Teaching and Learning Journal,* 2(2). Retrieved from http://www.kpu.ca/td

Prompted by the writer's perception of a decline in student interaction in traditional classroom settings, this article examines service learning as a form of "experiential learning that actively engages students in projects that connect them to a community and, significantly, requires them to reflect upon that engagement" (Ratsoy, p. 2). The article delves into active learning as a form of stimulating distinct learning processes, the community's perceptions of "learning the city," the benefits that both the placement organizations and the students receive, and the skills that students gain from their experiences.

Reid, R. (2013). Developing curriculum that engages students in evaluating their relationship with the natural environment. *Journal of Sustainability Education, 4*. Retrieved from http://www.jsedimensions.org

Concerned with prompting a post-secondary level discussion on the topics of

environmental issues and relationships with the environment, Reid conducts a study to

engage students with personal and societal relationships with the private vehicle as well

as to determine how those relationships may be connected to the natural environment.

While the article analyzes students' journals and the emergent themes in relation to their

vehicle use, it also includes a larger discussion on student engagement.

Rosvick, J. (2008). An interactive demonstration of solar and lunar eclipses. *Astronomy*

Education Review, *7*(2), 112-121. doi:10.3847/AER2008031

In a demonstration of solar and lunar eclipses, Rosvick emphasizes that "visualizing the

orientation of the orbits, in observing how the Moon orbits the Earth" (p. 112) promotes a

three-dimensional contextualisation that students can understand. With the use of hoops

and a variation of different sized balls, the demonstration can be constructed

inexpensively. Rosvick plans to evaluate the demonstration's effectiveness through pre-

and post-demonstration quizzes.

Articles in Magazines and Newsletters

Blumenthal, L., Densky, K., Kristjansson, C., & Rauser, K. (2013). What I wish I had learned in

my TESOL program. *SHARE: TESL Canada's eMagazine for ESL Teachers*, *3*, 9-13.

Retrieved from http://tesl.ca/publications/share/

After summarizing a panel presentation where four TESOL graduates reviewed incidents where their teaching practices may have lead to gaps in their teacher education experience, Blumenthal et al. responded to these incidents. They suggested ways in which their respective programs could address those gaps, a process which stimulated their reflection on their own teaching practices.

Fawkes, S. (2013, Fall). Lesson plan for a mini-lesson. Asking for permission. *BC TEAL Newsletter,* 18-19. Retrieved from http://www.bcteal.org/newsletter/

Fawkes, S. (2013,Fall). Lesson plan for a mini-lesson. Asking for permission. *BC TEAL Newsletter,* pp. 18-19. Retrieved from https://www.bcteal.org

Aware that mannerisms can be culturally different, Fawkes suggests that ESL teachers provide mini-lessons that introduce Canadian classroom culture to the students and provide them with practice in such modalities as asking for permission. This mini-lesson introduces ESL learners to key modal verbs such as *can* and *may*, and it promotes a cross-cultural approach based on the differences of social institutions in different cultures.

Fawkes, S. (2013, Spring). Mini lessons as a teaching strategy. *BC TEAL Newsletter,* 21-23. Retrieved from http://www.bcteal.org/newsletter/

Mini-lessons are often impromptu teaching strategies to draw students' attention to certain classroom-related issues; for example, the lesson could be comprised of

grammatical or cultural messages. Fawkes suggests that mini-lessons can be planned prior to class and executed within ten to fifteen minutes; she provides a lesson plan on possessives as an example.

Fawkes, S. (2008, Spring). Health care lesson plan. *ELSA Net News: Focus on Learning* ,(17), 14. Retrieved from http://www.elsanet.org/site/resources/newsletter

> In her Healthcare Lesson Plan, Fawkes hopes to familiarize her English Language Services for Adults (ELSA) 4/5 students with common medical and human anatomy terminology. She outlines the learning and achievement objectives, materials, and assessment plans to illustrate that the lesson is student-focused and that the teacher should maintain the role of monitor and guide with the students.

Thompson, S. (2012, January-February). Introvert, extrovert: Tips for a balanced classroom. *Canadian Teacher Magazine*, *8*(3), 6-8. Retrieved from http://www.canadianteachermagazine.com

> Noting that students may have difficulties adjusting to some aspects of learning due to their introverted personalities, Thompson reflects on his own introversion as a teacher as well as the role of the introvert and extrovert in the classroom. By conducting a survey in several of his classes, he determined that a large percentage of the students had introverted tendencies. Thompson suggests several strategies to promote "the best conditions possible for learning" (p. 8) for introverted students.

Thompson, S. (2009, January). Jungle school: Lessons we can learn from orangutans. *Canadian Teacher Magazine*, *5*(1), 6-7. Retrieved from http://www.canadianteachermagazine.com/Recounting his interactions with Princess, the signing orangutan, Thompson reflects on both Gary Shapiro's and Roger Fouts' methods when teaching Princess and Washoe, a chimpanzee, to communicate in sign language. Fouts acknowledges that the best teaching practices are based on the foundations of free will (in the forms of interest and creativity), good relationships between teacher and student, curiosity, choice, flexibility, and imitation. These teaching methods, Thompson argues, are also the foundations of teaching human students; in an interpersonal place of learning, students are able to engage and absorb more knowledge.

Conference Proceedings

Brewster, R.C., & McLoughlin, J.G. (Eds.). (2009, May). *Sharing mathematics: A tribute to Jim Totten: Conference Proceedings*. Kamloops, BC: The Conference.

Inspired by late TRU mathematics instructor Jim Totten, these proceedings, as well as containing tributes, include articles on such topics as the relationship between missed graded homework and student outcomes and an instructor's teaching strategies when she was temporarily without the use of her hands.

Elmiligi, H., & Iverson, S. (2008). An Industrial Design-Oriented Engineering Economics

Course. In *Proceedings of the Canadian Design Engineering Network (CDEN)*

Conference, Dalhousie University, Halifax July 27-29, 2008. Retrieved from

http://library.queensu.ca/ojs/index.php/PCEEA/issue/view/394

Developing a project that provides students with "the opportunity to gain a financial-

based design experience" (p. 1), Elmiligi and Iverson hope that incorporating the

techniques taught in the classroom will expose students to comprehensive knowledge and

promote the application of that knowledge to the real world. The authors illustrate the

guidelines of the project, discuss related teaching methods as a comparison, and plan to

extend future work-based learning by cooperating with local businesses.

Griffiths, D., Richards, G., & Harrison, M. (2012, April.). The role of feedback in the design of

learning activities. In V. Hodgson, C. Jones, M. de Laat, D. McConnell, T. Ryberg, & P.

Sloep (Eds.), *Proceedings of the Eighth International Conference on Networked Learning*

(pp. 103-110). Retrieved from

http://www.lancaster.ac.uk/fss/organisations/netlc/past/nlc2012/

Conducting a case study with the Open Learning Division of Thompson Rivers

University, Griffiths, Richards, and Harrison analyse the factors that contribute to the

success or failure of certain learning activities. Their analysis proposes "that these factors

provide a basis for developing and documenting agreed practice in dealing with" (p. 110)

pedagogical issues, and they suggest that their study can assist in the application of learning analytic techniques to learning activities.

Harrison, M., & Jakubec, M. (2013). Evaluating learning activities: A design perspective. In A. Szucs, & M.F. Paulsen (Eds.), *European Distance and e-Learning Network Annual Conference (EDEN 2013): The joy of learning: Enhancing learning experience, improving learning quality* (pp. 476-482). (n.p.): Curran Associates.

After surveying the literature on evaluation of eLearning, this article fills a gap in distributed learning by providing, through an action research approach, a framework for the use of evaluation of courses by students and instructors to modify and enhance course design.

Note: If you wish access to this article, please contact the authors.

Hu, J. (2011). Teaching ESL students to achieve academic writing style. In J. Dobson, & M. Galli (Eds.). *Dimensions of practice: principled, progressive & practical: Proceedings of the BC TEAL 2009 Interior Conference* (pp. 4-15). Retrieved from https://www.bcteal.org/wp-content/uploads/2011/12/Compiled-Conference-Proceedings.pdf

As many international students do not use English as their primary language, their writing styles are sometimes informal, due to their use of colloquial expressions and tendency to write the way they speak; however, in academic courses, international students are

expected to produce essays and assignments in an academic writing style. Hu proposes

several ways in which instructors can give ESL students the tools they need to write

academically; he suggests that explaining the academic writing style and providing

grammatical and stylized feedback will benefit advanced ESL students.

Films and Broadcasts

Heaslip, P., Garson, K., Bourassa, E., & Eccleston, W. (2009). *Culturally diverse learners*

    [Open educational resource]. Retrieved from

    http://solr.bccampus.ca:8001/bcc/items/e9c660f5-06e5-ed0a-2826-e6abfbc3122e/1/

    Four filmed scenarios ("The Wave," "Office Hours," "Plagiarism," and "Team Work")

    address the needs of both educators and students to enhance intercultural competences.

    Garson et al. filmed the scenes in order to encourage dialogue and reflection on

    intercultural learning environments as well as to internationalize education in British

    Columbia. The filmmakers hope that educators can use these modules to assist diverse

    student populations.

Heaslip, P. (Performer), & Paul, R. (Performer). (1994). *Critical thinking and intuition in*

nursing practice, parts one and two [videocassette]. Rohnert Park, CA : Sonoma State

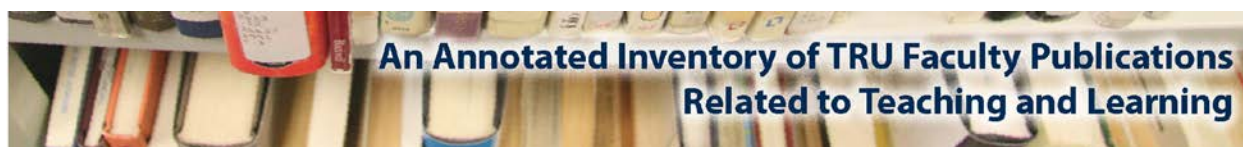University, Center for Critical Thinking and Moral Critique.

> Heaslip and Paul discuss the role of intuition in nursing practice. Topics include defining
>
> critical thinking and intuition, and why critical thinking is import in nursing. The
>
> confusion between intuition and prejudice and the fostering of skilful and intuitive
>
> nursing practice are examined.

Dissertations and Theses

Duerden, J. (2013). *Female adult learners' return to post-secondary: The impact of motion,*

emotion, and connection on students' transformative learning (Doctoral dissertation).

Retrieved from http://summit.sfu.ca/item/13548

> Duerden examines adult female learners, their engagement with post-secondary
>
> education, and the essential themes that arose from their experiences. Looking at seven
>
> participants between the ages of 27 and 57, the study analysed learning experiences and
>
> self-knowledge, and the results provide implicit strategies to support female adult
>
> learners in their transformative learning experiences.

Forthcoming Publications

Flood, N., Reid, R., & Templeman, E. (2013). *Experimenting with pedagogy of place across disciplines.* Manuscript submitted for publication.

Garson, K., & Bourassa, E. (2013). *Culturally diverse learners: Are they just like us?* Manuscript submitted for publication.

Killick, N., & Kipnis, W. (2013). *On your way to paragraph writing.* Manuscript submitted for publication.

Latif, E., & Miles, S. (2013). *Class attendance and academic performance: A panel data analysis.* Manuscript submitted for publication.

Reid, R. (2013). *Place based tourism curriculum: Making connections to community.* Manuscript submitted for publication.