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Teaching Excellence Is... *Engaging Conversations*

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Engaging c`nversations

“Good talk about good teaching can take many forms and involve many conversation partners—and it can transform teaching and learning.”

Palmer, p.165, 2007



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New Zealand through the Goalposts

Fay Looney



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**DANE
COLES**



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“Between the goal posts in
Canada”



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Canada's Regions





Canada-USA: bridging conversations?







L'UNIVERSITÉ DE WINDSOR

L'Université de Windsor remonte à Assumption College (catholique), fondé ici même en 1857, dirigé après 1870 par la Congrégation de Saint-Basile, affilié de 1919 à 1953 à l'Université de Western Ontario, devint collège mixte en 1934 par l'établissement de Holy Names College. Ayant acquis le statut d'université indépendante en 1953, Assumption University, en s'affiliant à Essex College et à Holy Redeemer College, devint Assumption University of Windsor en 1956. Canterbury College (anglican) s'y affilia en 1957. Enfin, en 1963 une nouvelle institution d'éducation laïque émergea sous le nom d'Université de Windsor et ainsi intégra Essex College, invita Assumption University à se joindre et renouvela les affiliations antérieures. En 1964 Iona College (United Church) fut également affilié.

Érigée par le Conseil des Sites archéologiques et
historiques, Département des Archives publiques de l'Ontario



*It's a great day for
teaching and learning!*
ALAN WRIGHT, VICE-PROVOST



....c`nversati`ns and c`mmunity

- *How/where/when do we engage in significant conversations about our teaching with other academic staff?*
- In the staff lounge?
- In a departmental meeting?
- At the pub or receptions?
- In academic staff development events?
- In a symposium or conference?
- Other ways...

The VARK survey: a conversation starter

On preferences and perceptual modes

“Reflecting on their learning strategies (metacognition) is a useful technique for improved understanding of any discipline.

One of its side benefits is that it is a catalyst for conversations between students and students, teachers and teachers and students and teachers.”

Fleming, p. ii, 2001

Conversations about self-directed learning

A fundamental purpose of Higher Education is to encourage students to take increasing responsibility for their own learning, to take charge of their learning. How can we facilitate self-directed learning or learning autonomy?

A. Wright

Today's conversation

- Explore the related notions of student motivation, ownership, responsibility, engagement, and self-directed learning both as found in the literature and as experienced in a university setting
- Engage participants, in part by inviting you to complete a short survey
- Foster reflection on & conversations about specific strategies to promote learner autonomy based on identifiable staff and student priorities .

Engaging Pedagogies

“Findings point to the value of *engaging pedagogies* and practices—including high-quality student-faculty interactions, rigorous levels of academic challenge and high expectations for students, active learning, diversity experiences, and meaningful peer interactions—for improving student learning outcomes and success.”

Kinzie p. 151 in Christensen Hughes and Mighty



Kayaking on the Rivière Détroit & Lac St. Clair: Self-taught? Group instruction? Online info/videos? Conversations on the water...



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New Zealander paddling in Canada

Visiting Fellows in Educational Development enjoy engaging conversations in outdoor environments near Windsor

Motivation: a definition

Motivation is the process whereby goal-directed activity is instigated and sustained. *Husman, 2007*

And motivation is required to develop learning autonomy.



“...goal-directed activity”



Aura...and 'ORA'

Aura: The distinctive atmosphere or quality that seems to be generated by someone or something.

Oxford English Dictionary

Beyond 'kia' or knowledge and information acquisition do you have a teaching 'aura' | 'ora'?



M`tivati`n: Key W`rds

Motivation:

Ownership

Responsibility

Autonomy

Do we need M-ORA to engage students in their learning, to stimulate self-directed learning?

What are the signs (behaviours) of lack of student motivation?

- Not arriving on time for class...
-
-
-
-
-



What are the signs of lack of student motivation? (teacher observations)

- Inattention: sleeping, texting, talking, reading other material, listening to music, mobile phone use, absent-minded, playing games. Eyes are inert.
- Not interested , cannot answer questions, not thinking
- Find lesson too long, do not work hard

From IFDP, UWindsor, summer 2014



Examples of student motivation

- Arriving in class on time...
-
-
-

Signs of strong motivation...

- Students arrive for class on time
- Students ask many questions
- Students participate actively
- Students complete the exercises better than expected
- Students think about the course material outside of class
- Students take careful, meaningful notes in class.

From IFDP UWindsor 2015: BISTU



Str`ng m`tivati`n: examples

- *The student is active...*
- Engaged
- Quick to respond
- Makes eye contact
- Asks questions about the material
- Takes notes
- Works hard
- Is well-prepared for class
- Participates willingly, offer opinions
- Follows teacher closely



Are your students ready to take more responsibility for their own learning?

1. **Open** to new learning opportunities and challenges
2. **P`**sitive self-concept as a learner
3. **Initiative** and independence in learning
4. **L`**ve of learning
5. **Creativity** in a learning context
6. **Future `rientati`n** wrt learning, application and use
7. Ability to call upon and **apply** study skills
8. Ability to draw upon and **apply** problem-solving skills

Building on Guglielmino as found in Hicks (1988)

Are your students ready?

Collected faculty examples: One

1. **Open:** eager to demo in new lab setting
2. **Positive:** confident to share ideas with others
3. **Initiative:** select materials from the library for class
4. **Love:** time in library extended
5. **Creativity:** new drawing tool, new patents
6. **Application:** asking for examples of applying theory
7. **Study skills:** group study ability
8. **Problem-solving:** use of mathematical modeling

Taken from UWindsor IFDP 2014

Are your students ready?

Collected faculty examples: Two

- 1) Willingness to enter competitions
- 2) Take new courses, go after two degrees
- 3) Ask for more homework
- 4) Discuss with faculty member in office hours
- 5) Asking about alternative methods to use
- 6) Looking ahead to possible further studies, profession
- 7) Seeking references in library to apply
- 8) Able to do some practical work based on learning

Taken from UWindsor IFDP 2015: SUES

M`tivati`n: investing time and energy

“When we discuss student motivation, what we are really talking about is whether or not students have made educational activities a true priority: whether they have chosen to fully invest their time and energy in their college experience.”

Crone & Mackay (2007)



Intrinsic and extrinsic motivation

Intrinsic motivation arises from a desire to learn a topic due to its inherent interests, for self-fulfillment, enjoyment, and to achieve a mastery of the subject.

Extrinsic motivation is motivation to perform and succeed for the sake of accomplishing a specific result or outcome.

Students who are very grade oriented are extrinsically motivated, whereas students who seem to truly embrace their work and take a genuine interest are intrinsically motivated.

Kirk (2008)

M`tivati`n: USA & UK students

- Motivation topped the list of answers to “*What makes a good learner?*” among UK and USA students surveyed
- Respondents agreed that if you ‘really want to learn’ and you have ‘drive’, ‘desire’, and ‘care deeply about the material’ then you can achieve
- By implication, these students suggest that a lack of intrinsic motivation could lead to failure

Popovic and Green, pp. 175-6, 2012

What we know about motivation

For students to be optimally motivated to learn, they must, according to the literature:

- See education as relevant to their interests and goals.
- Believe they possess the skills and competencies to accomplish these goals.
- See selves as responsible agents in defining and accomplishing personal goals.... *(listing continues...)*

What we know about motivation (c`nt'd)

- Call into play processes for effectively and efficiently encoding, processing, and recalling information.
- Control emotions and moods that can facilitate or interfere with learning and motivation.
- Produce performance outcomes that signal successful goal attainment.

McCombs (1991)



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“Canoe Country” *CANADA*

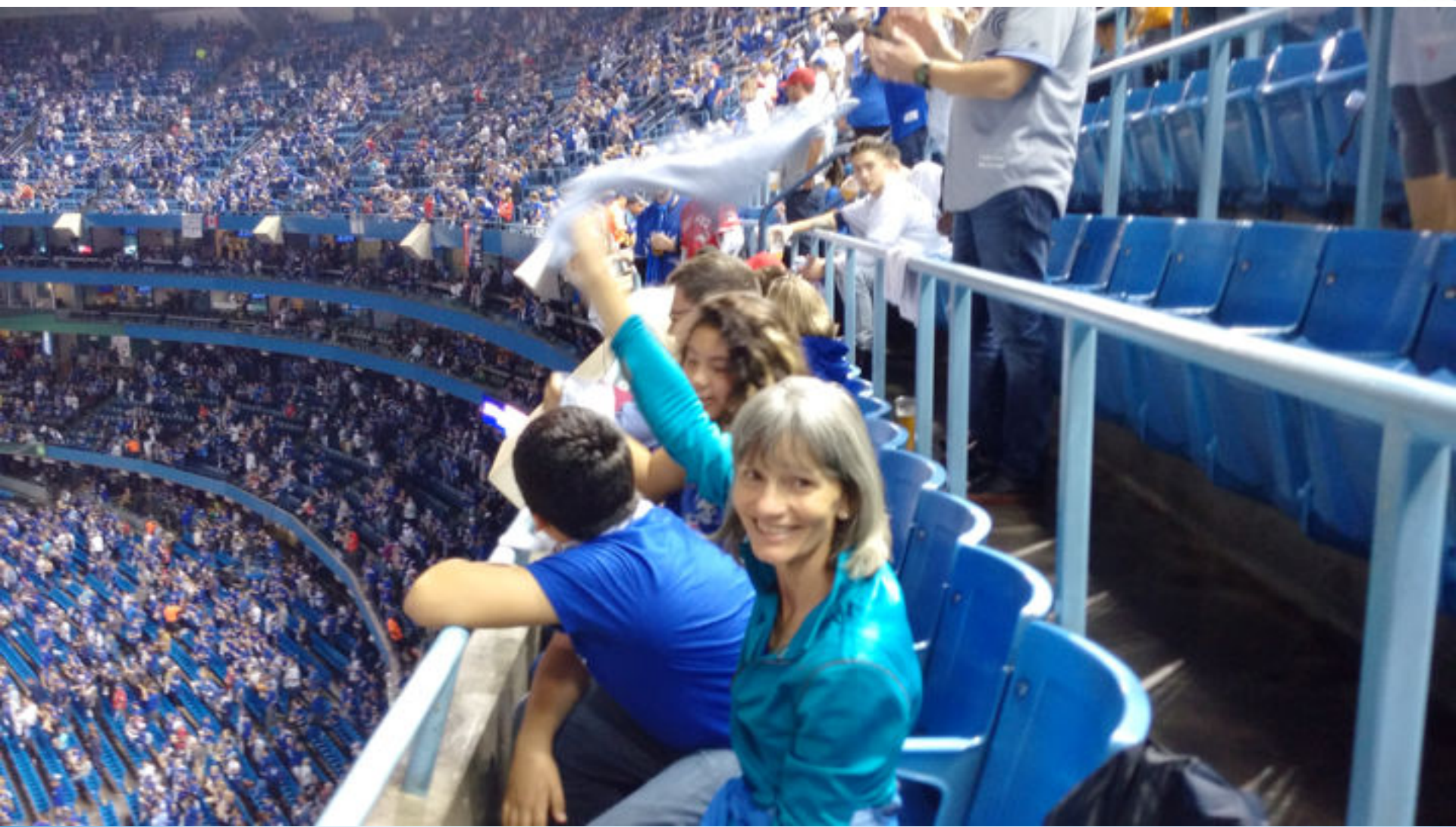


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AUTHOR OF NORTHERN LIGHT AND A LIFE IN THE BUSH

ROY MAC GREGOR

CANOE COUNTRY

THE MAKING OF CANADA



Can`e c`untry

“First God made the canoe,” legendary paddler and outdoor film maker Bill Mason used to say, *“then he created a country to go with it.”*

Mason thought the canoe rather than the maple leaf should be on the Canadian flag.

“What could be more Canadian than the purely First-Nations invention that made Canada possible? The canoe *made* Canada.”

MacGregor, p. 5



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Solitary and communal

“What sets a *canoeing* expedition apart is that it purifies you more rapidly and inescapably than any other...(P)addle... in a canoe and you are already a child of nature.”

Pierre Trudeau



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Paddling Prime Ministers

Pierre Trudeau



Justin Trudeau





“tel père, tel fils”







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Paddling Pathways: Pinery Provincial Park

Ownership and owning learning

“Tomorrow’s learning is about ownership. We will own our learning. We will control what, where, when and how we learn. We will access, link, combine, interpret and interact with knowledge. We will be empowered as never before. We will make learning work for us”.

OEB Conference, Berlin 2016

*How do students develop a sense of “ownership” of their studies, of their learning, in our environments?
How do they take responsibility for their own learning?*



Critical features of student engagement

- The amount of **time and effort** students put into their studies and other educationally purposeful activities.
- How the institution **deploys its resources** and organizes the curriculum, other learning opportunities, and support services to induce students to participate in activities that lead to the experiences and desired outcomes such as persistence, satisfaction, learning, and graduation.
(Kuh in Kinzie, *Taking Stock* 2010)

The role of the instructor

The role of the instructor is not simply to transmit knowledge to students but also to create conditions to help students take increasing responsibility for their own learning.

The ‘sheepdog’s task’

“My students must feed themselves—that is called active learning. If they are to do so, I must take them to a place where food is available: a good text, a well-planned exercise, a generative question, a disciplined conversation. Then...I must move them to the next feeding ground.”

Palmer, p. 153, 2007

An initial paradox

Teachers are responsible for taking the initiative to stimulate autonomous learning in their classes: in “highly didactic” classes students make few decisions about learning, while in “highly responsive” classes students make many decisions.

Some terms...

- Learning autonomy
- Self-directed learning
- Independent learning
- Self-managed learning
- Self-regulated learning
- Self-efficacy in learning
- Self-authorship in higher education

Self-directed learning...

“... is the process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing strategies, and evaluating learning outcomes.”

Knowles (1975)

Why promote autonomous learning or self-directed learning?

The autonomous learner is preparing to function effectively in modern society: planning learning, identifying resources, taking initiatives, responding to change, and making informed decisions.

How are we, as instructors, helping to provide this preparation?

Development of learner autonomy

-Survey -

Circle the numbers next to the five approaches you consider to be the most appropriate means of encouraging university students to take greater responsibility for their learning.



Self-Directed Learning: A survey

1. Determining criteria to apply to one's work
2. Selecting learning projects
3. Deciding when learning is complete
4. Identifying learning needs
5. Reflecting on one's learning processes
6. Finding resources needed for learning
7. Using teachers as guides...rather than instructors
8. Working collaboratively with others
9. Engaging in self-assessment
10. Planning learning activities
11. Setting goals
12. Learning beyond the educational institution (museums, archives...)
13. Choosing when and where to learn
14. Creating problems to tackle

Self-directed learning & Your sample application

- On the index card provided, note one strategy you utilize to promote increased self-directed learning in your class, referring to the item number as listed on the survey.
- Make a note of how you use this strategy and to what end, as applicable.

Learning Autonomy Survey Results

- 1) Reflecting on one's learning processes (7th for students)
- 2) Working collaboratively with others (3rd for students)
- 3) Using teachers as guides and counsellours...(4th students)
- 4) Engaging in self-assessment (8th for students)
- 5) Finding resources needed for learning (5th for students)
- 6) Identifying learning needs (2nd for students)
- 7) Settings goals (1st for students)

- 13) Choosing when and where to learn (6th for students)

Stimulating student motivation & self-direction

1. Define course goals and help students think about *personal learning goals*.
2. Make use of student *interests* and background knowledge.
3. Show the *relevance of materials*.
4. Teach students *skills for independent learning*.
5. Give helpful and frequent *feedback*.

Stanford University Centre for Teaching and Learning
(Fall 1998)

Recurring themes about student motivation & self-directed learning

- Make it real
- Provide choices
- Balance the challenge
- Seek role models
- Use peer models
- Establish a sense of belonging
- Adopt a supportive style.

Delong & Winter (2002)



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THE BACK OF THE TURTLE

A NOVEL



Author: The Inconvenient Inhabitants of the Grass, Running Water

THOMAS KING

Conversation and community

Crisp placed both hands on the bow and bent his back into the ship. *Gabriel* couldn't believe *Crisp* was serious. Even if everyone on the beach helped in the pushing, nothing was going to happen.

Mara punched *Gabriel* on the shoulder: “*When are you going to get another chance to push a ship off a beach?*”

Gabriel: “*You’re never going to move it!*”

Mara: “*It’s not about moving, it’s about community.*”

King, p. 498, 2014



Communities and conversations

“Community is not easily achieved in academic life, given what divides us. It is most likely to happen when leaders call us back to the heart of teaching and learning, to the work we share and the shared passion behind that work. If we can share such communities of collegial discourse, they could offer more than support in the development of work-related skills—they could offer healing for the pain of disconnection from which many faculty suffer these days.”

Palmer, p. 166, 2007





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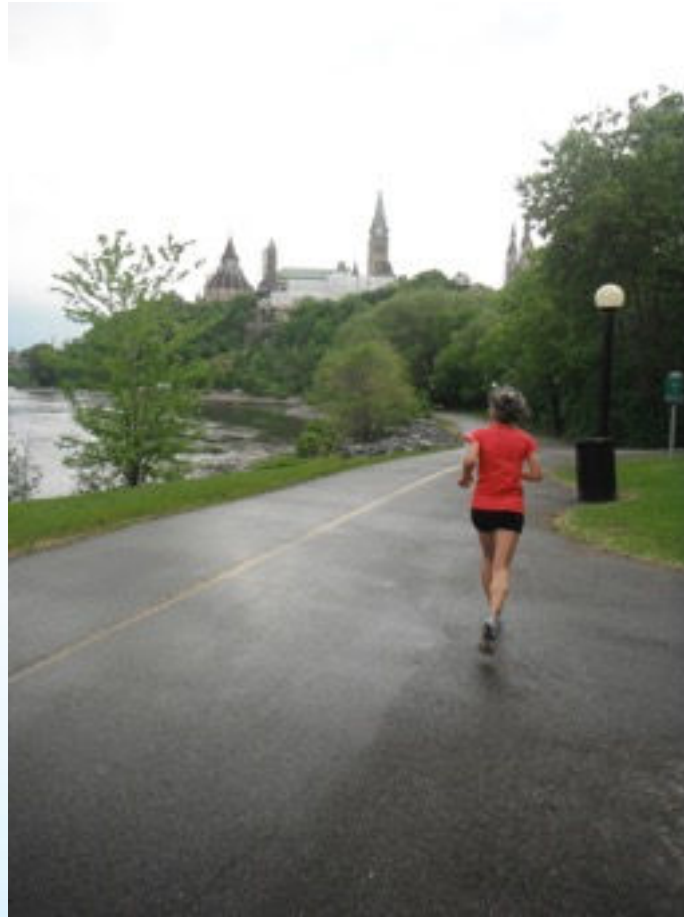
“Holding the debrief discussion on the boardwalk lookout was not planned. But why leave this particular place with the commanding view of the dunes and Lake Huron sooner than necessary? It was an inspiring spot to express ourselves, for engaging conversation. I have been thinking a lot, of late, about values and about community. Here I am on the boardwalk lookout. This is what I value and this is community.”

Alan Wright



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Engaging conversations and community: What are your next steps?



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