

<b>Time</b>	Sakai weeks run Sunday to Saturday; questions for each week posted on Saturday
<b>Location</b>	Online in Sakai
<b>Professor</b>	Nicola Simmons, Ph.D.
<b>Email</b>	<a href="mailto:nsimmons@brocku.ca">nsimmons@brocku.ca</a>
<b>Office</b>	WH 265 (individual meetings by request including offsite or by Skype) <b>There will be 2 optional Skype meetings: Dates to be determined.</b>
<b>Liaison librarian</b>	Jennifer Thiessen (see <a href="http://researchguides.library.brocku.ca/EDUCGraduate">http://researchguides.library.brocku.ca/EDUCGraduate</a> )
<b>Skype help</b>	<a href="https://lms.brocku.ca/portal/">https://lms.brocku.ca/portal/</a> (see tips and help button)

### Course Description

“Critical examination of the theoretical foundations and processes, principles, and practice of teaching and learning in higher education. Exploration of topics including educational development; Scholarship of Teaching and Learning (SoTL); designing, facilitating, and evaluating teaching and learning in higher education; online and blended learning; reflective practice; and additional topics of interest” (*from Brock calendar*). Higher education includes all post-secondary contexts.

### Learning Outcomes

This course is intended to provide you with an overview of current topics in post-secondary pedagogy. In addition to your own intended learning outcomes you will be expected to:

1. Develop writing and critical thinking skills for successful graduate level study and research;
2. Contribute to ongoing conversations in the field of higher education teaching and learning;
3. Critique existing theory and outline implications for practice and further research;
4. Synthesize course readings and other theory sources with personal perspectives and create new perspectives from that synthesis; and
5. Develop recommendations to address an issue in higher education pedagogy.

In addition, graduate level objectives involve

6. Modeling professional practice in all course activities;
7. Critiquing existing theory and outline implications for practice and further research;
8. Developing writing and critical thinking skills for successful graduate level study and research; and
9. Synthesizing course readings, activities, and other sources using theory and personal perspectives and creating new perspectives from that synthesis.

### An Important Note about Online Courses

Online learning allows some flexibility regarding when and how you participate in the course; however, it is not for everyone! You should carefully consider if this mode of learning will work well for you: you need to spend at least **3 hours per week** online **in addition to the time you spend on readings and assignments**. Each ‘week’ after the first one runs Sunday to Saturday; you need to plan to be online 2-3 times within each week. Online courses always have a waiting list: if you feel unable to make this commitment, please consider taking a face-to-face class to allow someone else your spot. If you need to drop the course, please consult the registrar’s office for the last date to drop without academic or financial penalty.

Class sessions comprise online discussion forums on readings and issues, group activities, and reflections and individual writing. Multiple viewpoints are encouraged! Sessions are asynchronous (you may read and post throughout the week), but occasionally synchronous times may be scheduled to allow us to participate together in the online forum. In week 1 you will be following a scavenger hunt of the course web platform in Sakai. All sessions are in Sakai, which is found at <https://lms.brocku.ca/portal>. Sakai uses the same account and password as the [my.Brocku.ca](https://my.brocku.ca) portal; any account or password issues you have here are best resolved there.

## Contacting Me

The best way to reach me is by email - [Nicola.Simmons@brocku.ca](mailto:Nicola.Simmons@brocku.ca). **Please put the class number, 5P51, in the subject line.** My office is in Welch Hall, room 265 – and I am happy to meet with you by appointment there, offsite, or by Skype.

## Course Format

Class sessions will comprise online discussion forums on readings and other issues, group activities, and individual reflections and writing. Multiple perspectives are encouraged! Online sessions will be asynchronous (you may read and post throughout the week), but occasionally synchronous times may be scheduled to allow us to participate together in the online forum. In week 1 you will be following a scavenger hunt of the course web platform in Sakai.

## Overall expectations for graduate assignments

- Persuasively develops an argument; attempts to persuade reader of main point
- Integrates theory from course and beyond (A and A+ paper authors seek out readings on their own)
- Extends connections beyond course to both substantiate claims and also to explore other perspectives
- Descriptions of theory and practice are descriptive enough to make them come alive, but carefully edited to remove superfluous details
- Connects theory and practice
- Discusses implications of the work – for theory, for practice, for research
- Conceptualizes work – uses a graphic, metaphor, or narrative presentation to provide an overview of the import of the points being made
- Each section builds on the one before; headings and sub-headings are used to emphasize outline, but without them paper still has a clear structure and elegant flow
- Perfect or near perfect APA
- Finishes with a conclusion that pulls all the threads together, connects back to introduction – and answers “so what?” and “now what?”

### **Academic Integrity** (*phrases in quotes are from the university AI policy*)

“Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one’s own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study.” The nature of this course supports critique and synthesis of the literature and linking that scholarship to other sources, including (but not limited to) professional practice, course readings, other literature, views of colleagues, etcetera. You will of course properly credit these sources as outlined in the APA guide; doing so is seen as good scholarly practice. Material taken from other sources and not directly cited may result in academic penalty including receiving a zero on the assignment and perhaps leading to other penalties: don’t let this happen to you! “Students should consult Section XVII, “Academic Misconduct”, in the “Academic Regulations and University Policies” entry in the Graduate Calendar, available at <http://www.brocku.ca/webcal> to view a fuller description of prohibited actions, and the procedures and penalties.”

## Course Assignments

Assignments are intended to provide you with an opportunity to develop graduate level writing and synthesis skills, to receive feedback from your peers and instructor, and to help you achieve the course objectives. **Written assignments are to follow APA form and style** – without exception. You are expected to provide and receive feedback and to assess your work in collaboration with the instructor. Assignments are due as specified, and will be returned the next week unless otherwise stated. For me to meet this commitment, **due dates must be met or negotiated to avoid a zero grade.** Please speak to me in advance if you anticipate trouble meeting the assignment deadlines. All papers should be submitted in Word format and sent to me as an email attachment unless noted.

Each of you will be partnered with an *academic client*, an instructor who is interested in having a literature summary of recommendations on a topic pertaining to teaching and learning in higher education. You will be invited to use your peers in the course as initial reviewers on your work so the final product at the end of the course is ready to be sent to the academic client. Because you are doing this work for an external partner, the following will be crucial:

- Keep in mind that what you submit to your external partner will guide their practice and possibly research. You have a significant role to play. You will want to negotiate ownership of the work up front (I will provide some bullet points for your email conversation with your academic client).
- All work must be your own – there can be zero tolerance for plagiarism.
- Course assignments build towards the final project report.
- Your academic client will be in a unique position to write a letter of recommendation about your work.

Assignment	Description	Criteria	%
<b>1. Contact academic client</b>	Draft an email of introduction drawing on bullet points provided, post in Sakai Email academic client, cc to Nicola	<ul style="list-style-type: none"> <li>• Post your draft email in Sakai for review; comment on peers' posts</li> </ul>	10%
<b>2. Topic outline</b>	Post a PPT for your final piece outlining <ul style="list-style-type: none"> <li>• Issues/questions about your topic</li> <li>• Summary of recommendations – along with counterarguments/limitations</li> <li>• Literature to be used – including peer reviewed and other sources</li> <li>• So what/then what ideas – why does it matter and what comes next?</li> </ul>	<ul style="list-style-type: none"> <li>• Maximum 6 slides, bullet points only (not too text heavy – think about the essence of your work)</li> <li>• Use headings/sections you will use in final report</li> </ul>	15%
<b>3. SoTL website contribution</b>	Prepare a brief “state of the art” annotation of the current thinking on your topic, including debates in the literature, on what you recommend others should read to inform themselves on this topic. <i>Exemplary summaries can become part of a public website – with your approval and including your authorship. If you choose this option, please follow the additional guidance at <a href="https://researchotl.wordpress.com/annotation-process/">https://researchotl.wordpress.com/annotation-process/</a> and speak to me about format.</i>	Select 3 key current scholarly resources on the topic (we will discuss how to find these). In ~100 words summarize the literature, including any debates. Write a max. 100-word annotation on each: What does it contribute to thinking on this topic? (so what?); what future research might augment our understanding? (now what?).	30%
<b>3. b) Peer review</b>	Comment on 2 peer’s annotations on ways to improve, push their thinking on their topic, tighten their writing, format for the website.	Post comments in Sakai	10%
<b>4. Culminating report: paper/video/website</b> The <i>paper</i> option could lead to a publishable scholarly article. The <i>video or website</i> option could become a public artifact that can be uploaded to the internet. This option would be ideal for addressing a gap in public understanding.	You will provide a summary report of literature-based recommendations on a teaching and learning in higher education topic for your academic client. On the assigned topic, synthesize and critique the perspectives, outlining strengths and limitations in the literature. Your report should address ‘so what’ (how will this be useful to your academic client) and ‘now what’ (what recommendations do you make for practice, for theory, and for further research. These ideas should grow directly from the literature you have cited. Ideally, your recommendations will take other contexts into consideration.	<ul style="list-style-type: none"> <li>• 6-8 pages (including cover page and references) (<b>8 max</b>)</li> <li>• If video, <b>5 minutes</b> max.</li> <li>• If website, not too many tabs</li> <li>• Choose a format in consultation with your academic client</li> <li>• Includes a graphic that presents a new (revised) theory you outline</li> <li>• Word format if paper, uses APA format correctly (incorrect APA will not be marked)</li> <li>• Submitted by email to Nicola as an attachment or url link if video</li> </ul>	35%

## Grading

Please see **graduate grading taxonomy for specific grading criteria for graduate work (pages 6-7)**. This details the distinction between strong undergraduate work and graduate level expectations. *Important Note: Continuation in the program requires that you maintain a grade of 70% or above. Please contact me immediately if you experience difficulties or wish additional support for your academic success.*

## Optional Texts

Christensen Hughes, J., & Mighty, J. (2010). *Taking stock: Research on teaching and learning in higher education*. Toronto, ON: Higher Education Quality Council of Ontario (HEQCO).

Light, G., Cox, R., & Calkins, S. (2009). *Learning and teaching in higher education: The reflective professional (2<sup>nd</sup> ed.)*. London, England: Sage Publications.

Faculty of Education (2009). *Master of Education Program Guide*. Available at <https://brocku.ca/education/currentstudents/graduateed/medprogramguide>

You are also expected to be familiar with the MEd program guide and APA guidelines (I will post the department APA guidelines in Sakai). You will of course seek other references to support your learning and for your assignments.

Week	Topic	Readings
1:	Engaged learning and the Learning Paradigm	Michael, J. (2006). Where is the evidence that active learning works? <i>Advances in Physiology Education</i> , 30(4), 159-167. <i>In Sakai</i> Barr, R. B., & Tagg, J. (1995). From teaching to learning: A new paradigm for undergraduate education. <i>Change</i> , November/December, 13-25. <i>In Sakai</i>
2	Higher education online	Redmond, P., Abawi, L., Brown, A., Henderson, R., & Heffernan, A. (2018). An online engagement framework for higher education. <i>Online Learning Journal</i> , 22(1), 183-204. Online at <a href="https://olj.onlinelearningconsortium.org/index.php/olj/article/view/1175">https://olj.onlinelearningconsortium.org/index.php/olj/article/view/1175</a>
3	Assessing students	Boretz, E. (2004). Grade inflation and the myth of student consumerism. <i>College Teaching</i> , 52(2), 42-46. Tan, K. (2008). Qualitatively different ways of experiencing student self-assessment. <i>Higher Education Research &amp; Development</i> , 27(1), 15-29.
4	Good teaching	Entwistle, N., Skinner, D., Entwistle, D., & Orr, D. (2000). Conceptions and beliefs about 'good teaching': An integration of contrasting research areas. <i>Higher Education Research &amp; Development</i> , 19(1), 5-26. Trigwell, K., Prosser, M., Waterhouse, F. (1999). Relations between teachers' approaches to teaching and students' approaches to learning. <i>Higher Education</i> , 37(1), 57-70.
5		You will be reading your peers' PPT summaries
6	Forming a teaching identity	Palmer, P. J. (2008). The heart of a teacher: Identity and integrity in teaching. Available at <a href="http://www.couragerenewal.org/parker/writings/heart-of-a-teacher/">http://www.couragerenewal.org/parker/writings/heart-of-a-teacher/</a> Simmons, N. (2011). Caught with their constructs down? Teaching development in the pre-tenure years. <i>International Journal for Academic Development</i> , 16(3), 229-241. <i>In Sakai</i>
7		You will be reading your peers' SoTL annotations See also <a href="https://researchsotl.wordpress.com/">https://researchsotl.wordpress.com/</a>
8	Educator development	Cranton, P., & King, K. P. (2003). Transformative learning as a professional development goal. <i>New Directions for Adult and Continuing Education</i> , 98, 31-37. Lindholm, J. A. (2003). Perceived organizational fit: Nurturing the minds, hearts, and personal ambitions of university faculty. <i>The Review of Higher Education</i> , 27(1), 125-149.
9	Connecting teaching and research: SoTL	Atkinson, M. P. (2001). The scholarship of teaching and learning: Reconceptualizing scholarship and transforming the academy. <i>Social Forces</i> , 79(4), 1217-1230. Simmons, N., Abrahamson, E., Deschler, J. M., Kensington-Miller, B., Manarin, K. Morón-García, S., et al. (2013). Conflicts and configurations in a liminal space: SoTL scholars' identity development. <i>Teaching and Learning Inquiry</i> , 1(2).
10	De-colonizing higher education	This week's readings will be on issues chosen by the class and brainstormed in the first few weeks.
11	Education outcomes	Ontario Council of Academic Vice-Presidents (2010). Undergraduate and graduate degree level expectations. Online at <a href="http://oucqa.ca/wp-content/uploads/2013/06/APPENDIX-1.pdf">http://oucqa.ca/wp-content/uploads/2013/06/APPENDIX-1.pdf</a> Barrie, S. C. (2004). A research-based approach to generic graduate attributes policy. <i>Higher Education Research &amp; Development</i> , 23(3), 261-275.

## OTHER IMPORTANT INFORMATION

### Special Needs

As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the University community with disabilities. If you require accommodations related to a permanent disability to participate in this course, please contact the Student Development Centre Services for Students with Disabilities (4th Floor Schmon Tower ext. 3240) and feel free to also discuss these accommodations with me. Please consult the MEd handbook for more information on these or other topics or speak to me directly.

### Student Well-Being

The Niagara Wellness Portal is a Brock-Niagara College initiative that acts as an inclusive online resource for post-secondary students to learn about mental wellness, reflect upon their own well-being, and find local supportive resources. You are invited to view the Portal at [www.mycircleofwellness.com](http://www.mycircleofwellness.com). In addition, confidential mental health support is available to all Brock students (<http://www.brocku.ca/health-services/mental-health>). Further, the Brock Student Sexual Violence Support Centre supports and advocates for people who have experienced sexual violence. A full list of services can be found at [www.ASaferbrock.org](http://www.ASaferbrock.org). If you or a friend need support or have questions you can text [289-990-SAFE\(7233\)](tel:289-990-SAFE(7233)). All services are 24/hr, anonymous, confidential, and free. In addition, <http://www.good2talk.ca> provides free counselling services.

### Attendance

I look forward to seeing you each scheduled in class session, and to chatting with you online. In this course, attendance is considered to be part of professional conduct. Please let me know in advance if you are unable to attend class – or we will worry about you! Should your situation change and you need to drop the course, please consult the registrar's office for the last date to drop without academic or financial penalty. Online resources are housed in Sakai, which is found at <https://lms.brocku.ca/portal>. Sakai uses the same account and password as the [my.Brocku.ca](http://my.Brocku.ca) portal, any account or password issues you have here are best resolved there. Please activate your [my.Brocku.ca](http://my.Brocku.ca) portal account.

### Personal Safety

The Brock Student Sexual Violence Support Centre supports and advocates for people who have experienced sexual violence. A full list of services can be found at [www.ASaferbrock.org](http://www.ASaferbrock.org). If you or a friend need support or have questions you can text [289-990-SAFE\(7233\)](tel:289-990-SAFE(7233)). All services are 24/hr, anonymous, confidential, and free.

### Academic Accommodation due to Religious Obligations

Brock University acknowledges the pluralistic nature of the undergraduate and graduate communities such that accommodations will be made for students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event. Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor(s) for alternative dates and/or means of satisfying requirements.

Go to Brock apps at <https://brocku.ca/apps/> to download apps to connect to Brock and for mental health.

## Graduate Grading Taxonomy

Brock Grade (from Department Guidelines)	Graduate Studies, Faculty of Education Grading Criteria	Criteria	Bloom's revised level and overall statement	For article critiques	Assignment Components
<b>A+ 90-100</b> Reserved for students where work is of outstanding quality that provides clear evidence of a rare talent for the subject and of an original and/or incisive mind.	Exceptional paper in all respects; contains original creative thought; very well organized and expressed; sound critical evaluation; clear command of techniques and principles of the discipline; publishable; consistently exceeds expectations; high level of synthesis; new understandings; extension of content	Includes levels below and	Creating: I have created new knowledge.	How has this author changed what I understand?	Course and other theories are superbly integrated Excellent evidence is provided for all arguments; flipside is also strongly explored Original questions are raised for further research Clear and engaging writing; a pleasure to read Few or no errors in writing and APA
<b>A –high 80-89</b> Awarded for excellent, accurate work in which evidence of a certain flair for and comprehension of the subject is clearly perceptible.	Very good paper; well organized with few errors; shows clear understanding of concepts and evidence of critical thought; ability to discriminate and interpret relevant issues; analytic treatment of content; application of ideas; synthesis - able to make connections among disparate details or ideas; evaluation of ideas and content; manipulation and interpretation of data; concepts and understandings grounded in real applications	Includes levels below and	Evaluating: I can critically examine the literature.	How has the author's perspective influenced what he/she tells me?	Course and other theories are well integrated Reasonably strong evidence is provided for all arguments; flipside is well explored Strong questions are raised for further research Clear and engaging writing; a pleasure to read Few errors in writing and APA
<b>A – low - 80-84</b> Awarded for good, accurate work in which evidence of a developing flair for and comprehension of the subject is perceptible.	Good paper; good organization with few errors; shows understanding of some concepts and some evidence of critical thought; ability to discriminate and interpret relevant issues; analytic treatment of content; some application of ideas; synthesis - able to make connections among disparate details or ideas; some evaluation of ideas and content; manipulation and interpretation of data; concepts and understandings grounded in real applications	Includes levels below and	Analyzing: I can take my understanding to a new level.	How is this similar to (or different from) other material I have read? What aspects of it might I use elsewhere?	Course and other theories are somewhat integrated Good evidence is provided for all arguments; flipside is mentioned Some good questions are raised for further research Good ideas but some clarity lacking in their presentation; some unevenness in writing. clarity in writing; a reasonably good read Some errors in writing and APA
<b>B – 70-79</b> Indicates competent work that shows a sound grasp of the course goals without being distinguished.	High B - Good paper; meets some of the above criteria; shows basic competence in synthesis and critical thinking; shows competent grasp of writing and reference styles; adheres to proper reference and grammatical styles; logically organized. Low B - Adequate paper; constitutes baseline for graduate papers; shows comprehension of course content and draws together information of the course in a coherent, understandable fashion; descriptive	Includes levels below and	Applying: I can use my understanding in some meaningful way.	How can I connect what this author is saying to more clearly understand something else?	Course and other theories are barely integrated Some evidence is provided for all arguments; flipside is not explored Good ideas but not clearly presented; uneven writing Many errors in writing and APA

	treatment of content; identification of key elements; recognition of basic facts, knowledge, and recall; retrieval of information; grammatically correct writing; little integration of concepts				
<b>Below this line does not constitute graduate work</b>					
<b>C – 60-69</b> Represents work that suffers from incompleteness or inaccuracy.	Does not constitute baseline for graduate papers; some comprehension of course content and relevant literature; descriptive treatment of content; ideas presented are not central to course content and argument; underdeveloped arguments; inadequate analysis or conclusions; general and/or unsupported claims; little evidence of ability to draw together information from the course in a coherent, understandable fashion; grammatical and surface structure errors	Includes level below and	Understanding: I can understand what the literature is telling me.	What does this author want me to understand?	Student will be asked to re-write
<b>D – 50-59</b> Given where the minimum requirements of a course are not satisfied.	Does not constitute baseline for graduate papers; very limited recognition and retrieval of important concepts; limited integration of concepts; inability to utilize course content and relevant literature appropriately; inability to utilize relevant literature; inadequate synthesis; false, general and/or unsupported claims; poor internal organization of paper (structure, coherence); many grammatical and surface structure errors		Knowledge: I can recall specific details, information, and ideas from the literature.	What do I need to remember to make sense of this article?	Student will be asked to re-write

Synthesized from *Brock MEd Guide, Appendix W*. Available online at <http://www3.ed.brocku.ca/medguide/pdf/AppendixW.pdf> and Buehl, D. (2008). *Modeling self-questioning on Bloom's taxonomy*. Wisconsin Education Association Council. Available online at [http://www.weac.org/news\\_and\\_publications/education\\_news/2007-2008/readiingroom\\_modeling.aspx](http://www.weac.org/news_and_publications/education_news/2007-2008/readiingroom_modeling.aspx)

### Overall expectations for graduate assignments

- Persuasively develops an argument; attempts to persuade reader of main point
- Integrates theory from course and beyond (A and A+ paper authors seek out readings on their own)
- Draws on course content and extends connections beyond course to both substantiate claims and also to explore other perspectives, including counterarguments to points made
- Descriptions of theory and practice are descriptive enough to make them come alive, but carefully edited to remove superfluous details
- Connects theory and practice
- Discusses implications of the work – for theory, for practice, and for future research
- Conceptualizes work – uses a graphic, metaphor, or narrative presentation to provide an overview of the import of the points being made
- Each section builds on the one before; headings and sub-headings are used to emphasize outline, but without them paper still has a clear structure and elegant flow
- Perfect or near perfect APA – this is a graduate level expectation – please see APA guides for help
- Addresses 'so what?' and 'now what?'