



Applying the Scholarship of Teaching and Learning in Classroom Practice

**Saul Carliner
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Concordia – Marianopolis Faculty Development Collaboration

- **Common goals**
 - Provide PD resources online (evidence based)
 - Promote faculty collaboration across institutions
 - Showcase pedagogical innovations
 - Interest in future research possibilities (PD in higher education)



Concordia – Marianopolis Faculty Development Collaboration

- **Entente Canada-Quebec funding (2017-2019)**
 - Performance Support System (design principles)
 - Complete needs assessment (both institutions)
 - Develop roadmap for the Integrative Literature Reviews and Teaching Cases



Components of the proposed support system

Informative modules

- Each addressing a particular teaching challenge identified by the faculty
- Each module:
 - Synthesizes the research on the topic—generally and in six broad disciplinary areas
 - Summarizes individual studies
 - Provides related case studies

Virtual meet-and-greets

To further discuss the topics identified by the faculty

Regular e-mail messages and polls

About teaching-related topics to promote ongoing engagement with the system

The system



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The system



Integrative Literature Reviews

- Literature Reviews
 - 30-40 Peer-reviewed Articles (ranking)
 - 20 Structured Abstracts
 - Summaries: Overall and in the disciplines
- Methodology (to be expanded by my colleagues)
 - Key words used for search
 - Criteria for inclusion and exclusion of articles
 - Patterns and themes identified in the review



Structured Abstracts

Research problem	Summarize your purpose and rationale (1 to 2 sentences)
Research questions:	Explicitly state the research questions
Literature review	<ul style="list-style-type: none"> • Identify the bodies of literature you consulted • Summarize the key points of the review
Methodology	<ul style="list-style-type: none"> • Identify your study as qualitative, quantitative, critical, or mixed • Identify your study as case study, experiment, survey or other • Describe how you chose participants and how many you used • Describe how you chose your location and its type • Identify your method of data collection <ul style="list-style-type: none"> • Name your analysis techniques
Results and Conclusions	<ul style="list-style-type: none"> • Summarize your answers to the research questions • Summarize the implications of your results (1 sentence) • Summarize the limitations of your study (1 sentence) • Summarize your suggested future research (1 sentence)



Summaries

Quick Overview

What is it?

Challenges

Benefits

How to use it

Discipline-specific advice

Commerce

Engineering

Fine arts

Humanities

Natural sciences

Social sciences

Structured abstracts



Integrative Literature Reviews

- Topics in development
 - Group work
 - Class discussions
 - Multiple choice assessment
 - Alternative assessment
 - Students' prior knowledge
 - Essay exams
 - Preventing plagiarism and encouraging academic honesty
 - Educational background of international students



Integrative Literature Reviews

- Topics in development
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 - **Essay exams**
 - **Preventing plagiarism and encouraging academic honesty**
 - **Educational background of international students**



Integrative Literature Reviews

- Topics in development

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Usability Test

- Alternative assessment
- Students' prior knowledge
- **Essay exams**
- **Preventing plagiarism and encouraging academic honesty**
- **Educational background of international students**



Usability Test

Looking for volunteers!

Room 3E.6

During SALTISE conference



Now on to my colleagues

- **Nadine Bekkouche** – PhD student, Concordia University
- **Andrea Rosenfield** – MA student, Concordia University
- **David Jones** – MA student, Concordia University
- **David Price** – PhD candidate, Concordia University





What You Should Know When Your Students Come From All Over the World

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Saul Carliner, Concordia University
Monica Lopez, Marianopolis College



Methodology

- General education:
general education OR curriculum OR reform
AND
internationalization OR world OR asia OR arab OR north africa OR china OR india OR mexico OR chile OR brazil OR latin america
- Internationalization:
Internationalization OR agreement OR accreditation
AND
education
- Reference lists

Methodology

- Criteria for including studies:
 - English-language publications
 - Information on target regions that provides insight into the student experience
 - Researcher judgement
- Criteria for excluding studies:
 - Spelling, formatting errors

Methodology

- Reports were tracked according to:
 - Educational system
 - Primary
 - Secondary
 - Higher education
 - Internationalization
 - Agreement
 - Processes

General Education Around the World

- Canada receives many international students
 - China
 - India
 - Middle East & North Africa
 - Latin America
- Diversity of student educational background can make designing a class challenging

Not All Students Educated in Other Countries Are International Students

International students	People who pay international tuition rates to study at Canadian colleges and universities
Transnational students	People who received their earlier education outside of Canada, are currently permanent residents or citizens, and have enrolled in a program of study

What Educational Systems Have in Common

- Trying to balance goals of access and quality
- Increasing prevalence of large-scale, “cultural” reforms
- Curricular convergence?
- Access to resources
- Regional inequality

Students from China

- High-quality educational backgrounds
 - Emphasis on 21st century skills
 - Emphasis on cultivating discipline & perseverance
- Highly competitive system
- Traditional approaches to teaching many subjects
- Likely some discomfort with some types of political materials

Students from India

- High variability in competence because of regional inequality
- Challenges:
 - Relating to the implementation of reforms
 - Public vs. private institutions
- Outdated curricula:
 - Lack of resources
 - Lack of qualified teachers
 - Regional political interference (Carnoy & Dossani, 2013)
- Hard to generalize about all students

Students from the Middle East and North Africa

- Large region, highly politicized
- Tension between the modern vs. traditional
- Close links with higher education institutions in the UK, France, USA
- Similar curriculum to Western countries, but different emphasis
 - Critical thinking: Students may gravitate towards subjects that do not require polemical engagement.
 - Religious and moral education: Different value hierarchy
 - Western canon and local context

Students from Latin America

- Large region, high social inequality
- Basic education is sometimes designed to accommodate working children
- History of frequent reforms
- Trade agreements have created many close links with foreign education providers
- High variability in academic preparedness between students based on access

What Does This Mean for Instructors?

- Cultivate awareness of variability in students' backgrounds
- Social and regional inequality
- Individual factors
 - Family backgrounds
 - Experience abroad
 - Access to qualified teachers or tutors
- Large-scale reforms bringing us closer together... on paper

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Now onto my colleague





How to use essay exams effectively: A research-based review

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Monica Lopez, Marianopolis College



Methodology

- Keywords used:
 - **essay exam, essay test, extended response, long answer**
 - **university, college, cegep, postsecondary, higher education**
 - **meta-analysis, *review**
- Criteria for including and excluding studies:
 - Relevant **focus**, specific **context** and **type of study**
- Characteristics tracked to generate patterns:
 - **Constructing and administering tests**
 - **Preparing students**
 - **Marking and feedback**
 - **Value of tests**

What are essay exams?

- Formal, graded written evaluations
- Extended responses to a prompt
- Test comprehension and integration of key concepts

- Components
- Administration
- Marking

Benefits of essay exams

- Provide evidence of student learning
 - Basic skills
 - General education and content areas
 - Discipline-specific
 - Interdisciplinary
 - Higher-order cognitive skills
- Offer a summative assessment
- Allow for formative assessment

Challenges with essay exams

- Increase faculty and student investment and confidence in essay exams
 - Traditional, but not outdated
 - Subjective, but not unfair
- Reduce marking and feedback time
- Recognize students' diverse backgrounds, expectations and preparation

How to use essay exams: 10 steps

1. Define the objectives.

2. Decide the value, length and number of questions.

3. Write the questions.

4. Check for validity and reliability.

5. Prepare for grading.

Sample rubric

Criteria	Scores & Descriptions
Introduction <ul style="list-style-type: none">• Thesis	5 - Presents an argument and defends it successfully. 4 - Presents an argument and attempts to defend it. 3 -
Main section <ul style="list-style-type: none">• Analysis	5 - 4 -

How to use essay exams: 10 steps

6. Prepare students for the exam.

7. Administer the exam.

8. Grade the exam.

9. Generate feed-forward.

10. Return the exam, review the results and feed-forward.

Writing in the disciplines: Supporting student success

- Strong writing skills enable student success on essay exams
- Best practices in higher education
 - All students continuously develop writing skills
 - Integrate writing instruction into the curriculum
- Build common understandings
 - What is academic or professional writing?
 - What is “good writing” in this discipline?
 - What are the goals of the task?



Appropriateness

Preparation

Feed-forward



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Now on to my colleague





What the research says about handling plagiarism and academic honesty

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Methodology

- Keywords used: ***academic integrity, plagiarism, Canada, university, cegep***
- Criteria for including and excluding studies:
 - ***Recent studies (most 2010 -)***
 - ***Focused on strategies***
- Characteristics tracked in Excel sheet to generate patterns

Views on plagiarism, data falsification, use of turnitin, back translation, student vs instructor perspective, standard definitions, use of open software, un/intentional plagiarism

What is *academic integrity*?

“The integrity of University academic life and of the degrees, diplomas and certificates the University confers is dependent upon the honesty and soundness of the instructor-student learning relationship and, in particular, that of the evaluation process. Therefore, for their part, all students are expected to be honest in all of their academic endeavours and relationships with the University.”

What is *plagiarism*?

- Plagiarize: “to take and use as one’s own (the thoughts, writings, or inventions of another person); to copy (literary work or ideas) improperly or without acknowledgement” (*Oxford English Dictionary*).
- Refers to:
 - Theft or misappropriation of intellectual property
 - Substantial unattributed textual copying of another's work.

Why do students plagiarize?

Individual reasons	Contextual reasons
<ul style="list-style-type: none">■ Low performance■ Poor time management■ Laziness■ Anxiety■ Belief that content on the internet is “fair game”	<ul style="list-style-type: none">■ Peer pressure■ Negated perceived consequences■ Students think instructors do not care, notice, or report plagiarism■ Belief that other students are doing it, so they need an even playing field

Four challenges of plagiarism

<p>Challenge 1: The Information Age</p>	<p>Challenge 2: The Rise of “Mass Education”</p>
<p>Challenge 3: The Increase in Online “Academic Resources”</p>	<p>Challenge 4: Tackling Cultural and Linguistic Differences</p>

Four more challenges of plagiarism

Challenge 5: Percentage Points of Guilt	Challenge 6: Unwilling Corroborators
Challenge 7: Don't Bite the Hand that Feeds	Challenge 8: Costs vs. Effectiveness

How to address plagiarism

- Embrace
- Avoid
- Deter

Special issues within specific disciplinary areas

Commerce	<i>No additional advice located in literature searched.</i>
Engineering	Teach Engineering students the differences between quoting, patchwriting, paraphrasing and synthesis.
Fine Arts	Use visual searching technology such as iTrace to enhance learning and teaching about visual plagiarism.
Humanities	Maintain a strong cultural stance against plagiarism.
Natural Sciences	Use an integrated, multi-pronged approach to combatting plagiarism.
Social Sciences	Create a holistic framework that harnesses the efforts of all participants into a sustainable strategy against plagiarism.



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Now onto my colleague





Discussion

David Price

Nadine Bekkouche – What you should know when your students come from all over the world

Andrea Rosenfield – Using Essay exams effectively

David Jones – Handling plagiarism and promoting academic honesty



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