

Instructional Development Centre

THE FIRST YEAR

1992



Queen's University at Kingston

From the Principal of Queen's

The Instructional Development Centre has recently completed a highly successful first year of operation, and I am delighted to see the record of that success so impressively documented in the accompanying report. At the time the proposal for the Centre was under consideration, there were those at Queen's who questioned the wisdom of going ahead with such an ambitious plan. Opinions expressed in a recent meeting of the Centre's Advisory Council, which I had convened to review the results of the first year of operations, showed me that those concerns and reservations have been decisively set to rest. Across the spectrum of faculties and schools at Queen's, the Centre has found strong and enthusiastic supporters, who speak warmly of its achievements. It is clear, too, that the Centre has already become widely known and respected nationally and internationally. I hope that those teachers who have not yet had an opportunity to visit the Centre and to take advantage of its services and advice will be encouraged to do so. As Principal, I am proud of our accomplishments at Queen's in undergraduate and graduate education and am confident that the IDC will have an important ongoing role in enabling us to maintain and to build on those achievements.



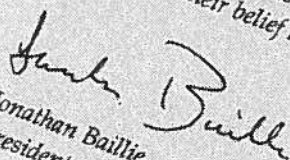
David C. Smith
Principal and Vice-Chancellor

From the President of the Alma Mater Society

In a referendum in November of 1993, 80% of Queen's undergraduate students voted to support the university's capital campaign by way of a voluntary \$45 student interest fee per year for five years. After the referendum, a committee was established to oversee the distribution of this money, and to ensure that it was spent in the best interests of students. After an extensive advertising campaign and widespread contact with faculty societies, clubs, student interest groups, and campus media, the committee sifted through nearly 50 different proposals and decided to allocate \$750,000 to the establishment of an instructional development centre.

The IDC was selected as the recipient of the largest allocation because the quality of teaching was viewed by Queen's students as the critical variable in determining the quality of an undergraduate education. The IDC was, and is, seen by students as an entity which not only increases the quality of teaching and learning, but also assists in the improvement of courses and curricula. In light of the research-intensive nature of Queen's and severe budget restrictions, students view the presence of the centre as fundamental to the university's commitment to undergraduate education.

With tuition rising 8% a year while provincial and federal funding drastically declines, and with student employment at near record levels and food banks being set up on many campuses, students are understandably looking a lot more closely at the product they are receiving. This leads inevitably to a scrutiny of undergraduate teaching. Under these conditions, the willingness of so many Queen's students to contribute so generously to the funding of the IDC demonstrates in the strongest possible terms the primacy they attach to their learning environment and their belief that the IDC can substantively improve it.



Jonathan Baillie
President, Alma Mater Society

THE Instructional Development Centre opened its doors in January 1992. Although a small teaching and learning centre did exist briefly in the 1970s, the immediate impetus for the creation of the IDC was a report of the Principal's Task Force on Instructional Development, chaired by Dr. David Turpin. The report is a remarkably comprehensive document that reviews instructional development initiatives in Canada and the USA, and goes on to make specific recommendations for Queen's. In particular, the report suggests:

- the establishment of an Instructional Development Centre with a professional staff of four
- primary goals of the Centre to enhance teaching effectiveness and learning satisfaction
- funding to come from an endowment
- main activities to include
 - orientation to teaching for new faculty
 - a program of seminars and workshops
 - training in teaching for teaching assistants
 - a consultation service for individual professors
 - advice on curriculum planning and review
- the work of the Centre to be reviewed after five years

The task force report was widely distributed among the Queen's community, and subsequently endorsed by the Senate. In June 1991, Dr. Christopher Knapper of the University of Waterloo was appointed as founding Director of the IDC, and planning for budget, space, and programs began shortly thereafter.

GOALS

THE mission of the IDC is to enhance the quality of teaching and learning at Queen's through a broad range of services, programs, and activities. The Centre does not espouse a single model or blueprint for effective teaching; rather, the approach is one of consultation, collaboration, and partnerships with existing academic units – much as a consultant in, say, engineering or medicine might provide advice or undertake tasks on request for an

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individual or organizational client. This is not to say that IDC staff have no philosophy of effective teaching and learning, and indeed their views have been set out in a number of publications. However, the working method of the Centre is to help clients (faculty, departments, committees) define and clarify their own pedagogical issues and problems, and to help offer a range of useful and pragmatic solutions.

FUNDING

START-UP funding to establish the Centre was provided by a special grant of \$452,000 from the Government of Ontario under its program adjustment scheme. The students of Queen's have contributed \$750,000

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towards an endowment for the Centre as their major contribution to the Queen's Challenge Campaign. This gift has been made as an annual levy on student fees, proposed by the Queen's Alma Mater Society and approved in a student referendum. Approximately \$450,000 of this pledge was made available to the university in 1992, and the remainder should follow in 1993. No other instructional development centre in the world has received such an extraordinary level of public commitment of funds and support by students. Under the terms of an agreement between the university and the Alma Mater Society, Queen's will match the student contribution on a two-for-one basis. Until those funds are raised, the University has agreed to support the IDC out of its operating budget.

STAFFING AND SPACE

THE Director of the IDC, Christopher Knapper, comes to Queen's from the University of Waterloo, where he headed the office of Teaching Resources and Continuing Education. He has written widely on teaching and learning in higher education, and has served as a consultant on these issues in many parts of the world. He was a founder of the Society for

Teaching and Learning in Higher Education. Besides serving as IDC director, Dr. Knapper holds the position of Professor of Psychology, and teaches regularly at the graduate and undergraduate level. In the Centre he is concerned with policy issues, instructional evaluation, and liaison with departments and Faculties. The Administrative Secretary of the IDC is **Sandra Withers**, previously of the Mining Engineering Department. In September 1992 **Susan Wilcox**, from Brock University, was appointed as Adviser on Teaching and Learning. At Brock she was Resource Coordinator in the Instructional Development Office, as well as Lecturer in the Faculty of Education. She has extensive experience in adult education, taught in the Brock M.Ed. program, and is a doctoral candidate in the Ontario Institute for Studies in Education. Susan Wilcox provides most of the individual consultation to faculty and training programs for teaching assistants.

Funds do not presently allow a full-time professional establishment of four as envisaged in the Principal's Task Force Report. However, it has been possible to complement the IDC staff in several economical ways. In September 1992, Professor **Mark Weisberg** was seconded to the IDC by the Faculty of Law on a part-time basis. He has for many years been involved with the very successful Queen's Cross-Faculty Teaching Forum, and has played a major role in organizing the IDC's workshop program. Two student interns were attached to the Centre during 1992. **Allyson Hadwin**, who is completing a Master of Education degree at Queen's, worked mainly on preparing a handbook for teaching assistants and, in collaboration with the Office of Special Needs, helped organize training workshops for student notetakers. **Jarold Cosby**, who is completing an M.A. in Psychology at the University of Saskatchewan, has been carrying out a survey of faculty in Medicine as part of a faculty development needs assessment project. For six weeks in the Fall 1992 the IDC was also fortunate to have the assistance of Professor **Robert Cannon** of the University of Adelaide. Robert Cannon directs one of Australia's oldest and most successful instructional development centres, and during his visit he participated fully in the work of the IDC, offering workshops, undertaking consultation with departments, and offering advice to individual professors.

The IDC is located in newly-renovated space in the Old Medical building, which lies in the heart of the campus. Facilities include offices, a library/meeting room, and a large room for seminars and workshops. The Director of the IDC reports to the Principal. The Principal also chairs an advisory council whose membership comprises faculty, students and alumni.

THE TEACHING SERIES

THE Centre offered its first program of seminars, workshops, and presentations on teaching in the Fall term 1992. In keeping with the collaborative philosophy, mentioned above, the series was co-sponsored with the Cross-Faculty Teaching Forum, a volunteer group that for many years has organized an annual conference on teaching at Queen's.

The Fall series included eight different events, covering such topics as student assessment, small group teaching, effective lecturing, use of voice in teaching, getting feedback from students, and working with international students. Presenters included several Queen's professors and students, in addition to IDC staff and visitors. Session lengths varied from a few hours to two days, and workshops adopted an interactive approach in which participants were encouraged to become actively involved in the learning process. The series attracted a total of 312 registrants, comprising faculty members and others with teaching responsibilities at Queen's. All workshops were evaluated by participants, and reaction was extremely positive (around 4.5 on a 5-point scale). An especially valuable feature of the workshops, mentioned by many of those who attended, was the opportunity to talk about teaching and learning issues with colleagues from across the university. Feedback on the workshops is considered carefully in planning future activities so as to reflect the needs and interests of the Queen's community. An even more ambitious program has been planned for the winter term, 1993, comprising 16 events, again co-sponsored with the Cross-Faculty Teaching Forum.

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Besides this general workshop program, the IDC frequently responds to requests by departments, Faculties, and other university organizations to provide special-purpose workshops or briefings on teaching issues. For example, during the past year, the IDC ran a one-day workshop on distance education for correspondence instructors, several short workshops for individual departments on effective presentations, a briefing on teaching evaluation for department heads, and helped plan a two-day orientation for newly-appointed heads. Another IDC-sponsored initiative was an informal half-day workshop on problem-based learning led by Dr. Julie Macfarlane, who for the past two years has been involved in the implementation of a problem-based curriculum in law at the City Polytechnic of Hong Kong. This event was attended by representatives from Nursing, Applied Science, Medicine, and Law (including two deans and two associate deans) and there was considerable enthusiasm for bringing Dr. Macfarlane back to Queen's for a longer visit. Precise attendance records were not maintained for these different events, but they involved several hundred people.

INDIVIDUAL CONSULTATIONS

DURING 1992 IDC staff provided individual consultation on teaching to 24 faculty members from 21 different departments in six different Faculties or Schools. (This does not include the many dozens of brief telephone requests for specific information, requests for resource material, and so on.) It is often assumed that most consultations are with professors encountering serious teaching problems. While we are happy to offer help in such situations, the IDC also provides advice to many highly motivated and effective teachers

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ongoing series of meetings, which typically involved someone from the IDC visiting one or more classes. Classes may be videotaped, and in other instances an IDC consultant meets with students to obtain feedback about appropriate instructional strategies. While this can be an extremely time-consuming activity for IDC staff, the impact of these consultations on teaching effectiveness can be considerable. For example, one ongoing consultation during the past year involved a faculty member who is teaching two core courses in his discipline, involving several hundred students in all. In this case, the discussions involved not just changes to teaching approach but also important decisions about curriculum and course content. While choices about curriculum content ultimately lie with the relevant discipline, IDC staff can offer valuable advice about the planning process, including ways of selecting and prioritizing course material and decisions about assignments and exams.

A question commonly asked of the IDC is whether the Centre accepts "referrals" from department heads or deans. IDC policy is to work only with teachers who approach the Centre voluntarily. Hence although we are happy for department heads or deans to inform colleagues about our services, it is for the instructors themselves to decide whether, and on what terms, they wish to approach the Centre. We are also exploring alternative means of providing advice to individual faculty members, in particular establishing special interest groups to discuss particular teaching and learning issues (e.g. problem-based learning, effective writing), and a peer consultation network in which we can use the expertise of the many excellent and innovative teachers in the Queen's community.

TEACHING EVALUATION

AN INSTITUTION that values good teaching should reward it. And if teaching is to be rewarded in the annual review process, Queen's must have methods to evaluate effective teaching performance. It is not surprising that many of the requests to the IDC for advice and assistance during 1992 concerned various aspects of teaching evaluation.

As at most Canadian universities, the principal means of evaluating teaching at Queen's is by student questionnaires. Ratings of teaching by students are a feature of virtually every department in

the university. Unlike many other universities, at Queen's nearly all academic units use their own rating form, and in most cases the process (including instrument design, administration, tabulation of results) is controlled by the students, often through Departmental Student Councils. There appears to be widespread concern at Queen's, shared by faculty, students, and administrators, that the present approach to evaluation is not entirely satisfactory, and there is clearly interest in exploring alternative approaches.

During 1992 the IDC received requests for advice on improving teaching evaluation from many groups in the university, including the Alma Mater Society, the Arts and Science Undergraduate Society, the Queen's Engineering Society, the School of Business, the Department of Anatomy, the Faculty of Applied Science and the Department of Psychiatry. In some cases these involved commenting on a specific form, and in others requests for help with a complete evaluation system. Building on the work of Professor Don Campbell of the Faculty of Education, the IDC has begun to review existing evaluation practices at Queen's, and is systematically collecting the different forms in use and the reports on student evaluation of teaching that have been prepared in the recent past. The Centre also has initiated a series of focus group discussions about teaching evaluation with faculty members in Applied Science, Arts and Science, and Law.

One issue that needs to be addressed in the medium-term future is whether there should be a more comprehensive university policy on teaching evaluation, possibly involving greater uniformity of approach across academic units. Clearly this is a political matter that ultimately lies with the Faculties and Senate. However, IDC staff have many years of experience with evaluation issues, covering both policies and methods, and the Centre could play an important consultative role as new evaluation approaches are debated. It has even been suggested that the IDC should operate a teaching evaluation service for academic departments. While such a notion has some attractions (e.g. ensuring consistent administration, use of valid instruments, impartiality), the Centre has no plans to move in this direction in the foreseeable future. Meanwhile, however, the IDC will continue to offer advice and will be running workshops on teaching evaluation during the coming year.

Although teaching evaluation certainly has a role to play in the annual review process, it can serve another important function in providing information that can be used as a basis for reflection, change, and improvement. To be useful for this purpose, evaluations must be specially tailored to the class in question, provide feedback that is detailed and helpful, be administered speedily, and linked to a system of expert consultation and advice on possible changes. The IDC can offer help in designing appropriate instruments, gathering information from students, summarising the data, interpreting the results, suggesting alternative teaching strategies, and helping to implement them. Several professors have already taken advantage of this service and report that it has produced tangible improvements in their teaching.

TEACHING ASSISTANTS

A GREAT amount of teaching at Queen's is done by graduate teaching assistants who play an important role in running tutorials and laboratories, marking assignments and exams, and occasionally (in the case of some senior doctoral students) taking major responsibility for teaching a course. Usually these individuals receive no orientation or training in their teaching responsibilities. This situation is hardly unique to Queen's and was commented on extensively in the 1991 report of the AUCC Commission of Inquiry on Canadian University Education (the Smith Commission).

In 1991 the Dean of Graduate Studies struck a broadly representative committee to consider the role and responsibilities of teaching assistants, and the IDC director served as a co-chair. A number of committee recommendations relate to selection, training, and evaluation of TAs. For example, the committee recommended that teaching ability and interest in teaching be an important selection criterion for TAs, that departments provide training in teaching methods, and that the effectiveness of TAs be regularly and systematically evaluated. Although these recommendations have yet to be approved by the School of Graduate Studies, the IDC already has been involved in several initiatives relating to TA training.

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Allyson Hadwin and Susan Wilcox compiled a manual for teaching assistants, covering such topics as dealing with students, marking assignments and exams, preparing for tutorials and labs, and so on. The manual has been issued in hard copy and as a WordPerfect diskette that may be copied or adapted by individual departments according to their needs. Reaction to this project has been extremely favourable, and we continue to get many requests for the publication, both from inside and outside the institution.

Because at present there is virtually no orientation to teaching for TAs at Queen's, the IDC was asked to present a couple of demonstration workshops for teaching assistants in the Department of Politics and the Department of Materials and Metallurgical Engineering to take place in September 1992. Word of these sessions quickly spread, and the IDC eventually offered workshops in nine academic departments, which were attended by over 200 teaching assistants. Response was extremely favourable from the TAs and faculty who attended. In many cases these faculty members played an active part in organizing and presenting the event. In addition, the IDC helped plan and deliver a specialized training workshop for tutors working in correspondence courses. A special focus of all the workshops was running effective tutorial or laboratory sessions, marking assignments, and dealing with students, especially those experiencing special problems.

The Graduate Studies report envisages that training programs for TAs be offered at the departmental level, with the IDC providing assistance in program planning. While some universities offer general training programs for all TAs, this approach is costly and has the disadvantage that instruction does not reflect the different needs of individual disciplines. Hence the decentralized approach advocated for Queen's. In the years ahead it is hoped that the academic units will take on the responsibility for preparing their own teaching assistants, with the IDC providing help in the design of suitable programs and materials, and training workshop leaders.

Apart from these programs tailored for teaching assistants, some TAs also attend workshops in the general program offered by the IDC and described above. An additional initiative, recommended by the Graduate Studies committee and still in the dis-

cussion stage, is a credit course on university teaching and learning for senior TAs who intend to go into teaching careers in higher education. Such a course might be offered under the joint auspices of the Instructional Development Centre and the Faculty of Education, and the committee envisaged that completing such a program should be a requirement for graduate students taking major responsibility for teaching a course at Queen's.

RESOURCE LIBRARY

THERE is a great deal of helpful information about effective teaching and learning in higher education, but it is not readily accessible to most university professors. The IDC has established a small, specialized library of resource

materials, including books, journals, articles, newsletters, and a few videotapes on teaching and learning in higher education. Much of the material is highly practical, and all items are available on loan to anyone at Queen's with teaching responsibilities.

So far the collection comprises approximately 500 items. The IDC is in the process of building up its holdings, and has had excellent collaboration from the Douglas Library, which handles most of the ordering and part of the cataloguing. All items in the resource centre are being catalogued in a computer database, which allows easy access to the collection and the preparation of customized bibliographies on topics of interest to Queen's faculty. In addition, Centre staff have prepared short handouts on many teaching topics of common interest, and have compiled "kits" of short articles on issues that attract many inquiries – such as effective lecturing, classroom discussion techniques, problem-based learning, and so on. Funds have been set aside to add substantially to the resource centre holdings over the coming year, and steps are in place to ensure there is no substantial overlap with items held in other libraries at Queen's.

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COLLABORATIVE INITIATIVES

AS MENTIONED earlier, the IDC emphasizes a collaborative and consultative approach to instructional development. One reason for this is to ensure that "ownership" of teaching and learning enhancement rests primarily with academic units. Another, related reason involves the matter of resources. It would be impossible for a Centre with a small professional staff to respond to every teaching problem and issue, given that there are several thousand faculty and teaching assistants at Queen's.

Some collaborative initiatives have already been mentioned, for example the training programs for teaching assistants and the Teaching Series sponsored in collaboration with the Cross-Faculty Teaching Forum. Other joint projects typically result from a request from a department or Faculty for help and advice on some aspect on teaching. It not necessary to provide a full list of different initiatives here, but the following will show the variety and scope of requests:

- help with an instructional development needs assessment in Medicine
- advice on effective team teaching in Gerontology
- participation in a teaching task force in Applied Science
- involvement in a summer course on teaching for doctoral students in Business
- facilitation of a retreat to plan the first-year curriculum in Law
- involvement in planning and delivery of communications skills training in Medicine
- exploration of how to introduce interdisciplinary studies in Nursing

Not all collaborative ventures involve academic departments. For example, the IDC has worked with the Library (on training students in appropriate research skills), the Special Needs Office (provision of workshops and a handbook for student notetakers), the Alumni Association (refinement of procedures for teaching awards), Computing and Communications (planning workshops on technology-based instruction), the Writing Centre (how TAs might improve writing skills of their students), Space Planning (classroom design), and Human Resources (orientation for new department

heads). We are particularly pleased about our involvement with the student body at Queen's through a number of student societies, including the Alma Mater Society, the Arts and Science Undergraduate Society, the Engineering Society, and so on. Initiatives have been concerned with student evaluation of instruction, teaching awards, making effective seminar presentations, and peer tutoring.

In some ways, these consultations involve our most cost-effective interventions, because IDC staff serve as facilitators for the efforts of many other people. Ironically, however, such initiatives

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are the most difficult to evaluate objectively, since the changes that result are, rightly, attributed primarily to the unit concerned. However, in most cases the department has been generous in acknowledging the assistance of the IDC, and we believe we have generated considerable goodwill in our efforts to provide consultation and advice on a broad range of issues and on terms specified by the users, not ourselves.

The IDC also collaborates with other teaching and learning centres in Ontario, Canada, and abroad. We are active members of the informal organization of instructional development directors that meets under the auspices of the Society for Teaching and Learning in Higher Education. In 1992 we became a founding member of the Eastern Ontario Consortium on Instructional Development, and hosted the second organizational meeting at Queen's. In April 1993 the IDC will convene a two-day meeting of 25 instructional developers from across Ontario and Quebec. An important feature of these connections is the opportunity to exchange resources and collaborate on the sponsorships of workshops and other development activities related to educational improvement.

PUBLICITY AND EXTERNAL RELATIONS

THE WORK of the IDC has generated considerable interest across Canada and beyond, and there is no doubt that this has stemmed

in part from the substantial commitment of student funds to the IDC endowment. Articles about the Centre have appeared in such publications as *Maclean's*, the *Globe and Mail*, the *Kingston Whig-Standard*, the *Kitchener-Waterloo Record*, and on CBC Radio, besides many pieces in local media such as the *Queen's Gazette*, the *Queen's Journal*, *Studio Q*, etc. A major article, complete with large colour photograph, appeared in the July 8, 1992 of the *Chronicle of Higher Education*, which prompted letters to the Centre from many parts of the USA and Europe.

Many inquirers requested personal visits to the Centre, and we welcomed guests from across Ontario, elsewhere in Canada, from Britain, the USA, and Australia. Centre staff receive many invitations to give talks and workshops about teaching and learning, and also publish more scholarly pieces about teaching and learning in higher education.

FUTURE DIRECTIONS

THE Instructional Development Centre has had a successful first year. The new premises, in a very attractive central location on the Queen's campus (first floor of the Old Medical Building), were renovated, equipped, and opened for business early in 1992, and the library and database were in operation shortly after that. In December we were fortunate to acquire a seminar room on the third floor of the same building, which can accommodate up to 50 people for meetings and short courses. IDC workshops and seminars have been well attended and positively evaluated. The training initiative for teaching assistants reached several hundred TAs and was well received by students and faculty. Many requests for help and advice were received from individuals, departments, committees, and other university organizations – in fact more requests that can be easily handled by IDC resources.

Response to the IDC from Queen's faculty and students has been extremely positive, and we have been helped by extensive favourable publicity both at Queen's itself and further afield. The Centre also has had a very supportive response from other university groups, such as the Alumni Association, the Board of Trustees, and many student organizations. Since Queen's is generally thought of as a traditional, even conservative, institution that emphasizes

research excellence, it is gratifying to see such a strong endorsement of efforts to enhance the quality of teaching and learning in the university.

Furthermore, the welcome and tangible help to the IDC provided by many organizations at Queen's (from the Library to Space Planning) has been immensely helpful in establishing the Centre and familiarizing the university community with its aims and activities.

Although responsibility for teaching effectiveness lies ultimately with individual faculty members, it is apparent that in this first year of operation the establishment of the IDC has served as a focus for renewed interest in teaching at Queen's. The Centre also seems to have served as a means for energizing the many instructors at Queen's who always have made quality teaching a high priority, but who previously had no ready forum to discuss their interests and concerns with like-minded colleagues. It will be important to build on this goodwill in the year ahead, and we have plans to do so by, for example, establishing a network of committed teachers who would be willing to serve as consultants on aspects of teaching and learning in which they have interest and expertise. We also intend to offer special programs for new faculty that will provide help with basic teaching skills and an opportunity to discuss instructional issues with colleagues.

Although we feel that the IDC's presence on campus has become known and accepted surprisingly quickly, the work of the Centre in enhancing teaching and learning quality has only just begun. A number of important issues and problems will continue to compromise effective instruction at Queen's. These include high student:faculty ratios and excessively large class sizes (with consequent lack of contact between student and teacher), inadequate preparation of teaching assistants for various instructional roles in tutorials and laboratories, teaching methods that may be inappropriate for encouraging higher-level learning skills, and curriculum planning approaches that often encourage duplication and redundancy. The present climate is one of diminishing funds for higher education and

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increasing calls for universities to be accountable for their effectiveness – including their educational effectiveness. Although the reaction of some institutions has been defensive, others have embarked on fundamental scrutiny of their educational goals and methods with a view to increasing effectiveness in spite of limited resources.

One theme that is attracting a great deal of interest, not just in Canada but in countries such as the USA, Britain, and Australia, is the idea of “learning more, but teaching less” and encouraging students

to take greater responsibility for their own learning. This is easier to say than to achieve, but some steps in this direction already have been taken at Queen’s, notably in the move to a problem-based curriculum in Medicine. A high priority in the IDC in the coming year will be to encourage debate about these issues, and to develop strategies that might help faculty cope with the current resource crisis without affecting the quality of education for which Queen’s is famous.

APPENDIX 1

Staff Activities, 1992

CHRISTOPHER KNAPPER

Papers

Knapper, C.K. The course-in-a-box: Distance education at the University of Waterloo. In I. Mugridge (Ed.), *Perspectives on distance education: Distance education in single and dual mode universities*. Vancouver: Commonwealth of Learning, 1992, pp. 105-119.

Knapper, C. K. Teaching adults: The benefits of experience. Keynote address to Conference on Teaching Adults, Atkinson College, York University, April 29, 1992.

Knapper, C.K. Collaborative course development in distance education. Paper presented at the annual meeting of the Canadian Association of University Continuing Education, Regina, June 1992.

Workshops

Quality in the classroom. The Sage Colleges, Albany, New York, January 25, 1992.

Performance evaluation and the teaching dossier. McMaster University, Hamilton, April 27, 1992.

Quality in the classroom. Hudson Valley Community College, Troy, New York, September 14, 1992.

Administrative Offices

Editorial board member, *Journal of Distance Education*, *Studies in Continuing Education*, *Studies in Higher Education*.

Member, Steering Committee, Society for Teaching and Learning in Higher Education.

Member, selection committee, 3M Teaching Fellowships, 1992.

External reviewer, Learning Resource Centre, Concordia University, 1992.

Member, planning committee, Canadian Law Teaching Clinic, 1992.

Chairman and member of the planning committee, Provincial Retreat on Interdisciplinary Health Care Teamwork, 1992.

ALLYSON HADWIN

Workshops

Notetaking for students with special needs, Queen’s Special Needs Office, October 1992.

MARK WEISBERG

Papers

Weisberg, M. Learning to trust your own mind and other stories about (legal) education. *Queen’s Law Journal*, 1992, 17, 304-327.

Workshops

Legal writing for lawyers, Tory, Tory, Deslauriers and Binnington, January/March, 1992; Davis and Company, Vancouver, June/August 1992.

SUSAN WILCOX

Papers

Wilcox, S. Instructor support for self-directed learning in higher education. Paper presented at the annual meeting of the Canadian Society for the Study of Higher Education, Charlottetown, June 1992.

APPENDIX 2

Members of the IDC Advisory Council 1992

Allison Blue, Alma Mater Society
Catherine Brown, History
Robert Crawford, Arts and Science
Jessica Goldberg, Alma Mater Society
Alan Jeeves, Principal's Office (Secretary)
Rita Maloney, Nursing
James McCowan, Applied Science
William McLatchie, Graduate Studies
Robert McLean, Urology
Andy Parnaby, Alma Mater Society
Hugh Pross, Medicine
David Smith, Principal (Chair)
Brent Turnbull, Alma Mater Society
Rena Upitis, Education
Mark Weisberg, Law
Tom Williams, Operations and University Relations
Ken Wong, Business
Catherine Wynne-Edwards, Biology

APPENDIX 3

Teaching Series, Fall Term 1992 1992

Assessing Student Learning, Robert Cannon, University of Adelaide, October 20

Teaching in Small Groups, Robert Cannon, University of Adelaide, October 22

Effective Teaching, Christopher Knapper, IDC, October 29

The Courage to Teach, Parker Palmer, Madison, Wisconsin, November 1 and 2

Using Expressive Writing to Learn, Nancy Horan, Canton College of Technology, Canton, New York, November 9

Obtaining Feedback from Students, Susan Wilcox, IDC, November 11

Witness the Process of Your Speech – A Voice Workshop, Gary Wagner, Drama, November 20.

Working with International Students, Susan Anderson, International Centre, and Rosemary Ofei-Aboagye, Law, November 23

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