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Student Edition



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Note From the Director

Teaching so others may learn is an honour and a responsibility. This edition of *Focus* highlights that professionalism, a key graduate attribute for our graduate students, can be explored and acquired not only through their observations and interactions with their own teachers and their academic work, but also through their experiences as teachers themselves.



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**DALHOUSIE
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Developing and Practicing Professionalism for Graduate Students



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Graduate students are required to master a range of teaching, research and disciplinary skills by the end of their programs. However, one of the most critical aspects of graduate training is developing a sense of professionalism that can be applied within the classroom and beyond.

The definition of professionalism is multifaceted and often profession/discipline specific, but fundamental to the concept are professional parameters (i.e., knowledge of ethical issues), behaviours (i.e., knowledge and skill competency, developing appropriate relationships), and responsibilities to oneself, those we work with, the community, and discipline (Brehm et al., 2006). While work has focused on graduate curricula and related experiences (for an example see, Renn & Jessup-Anger, 2008), there is a gap in understanding the experiences and skill development within the context of professionalism for graduate students (Brehm et al., 2006).

In 2008, the Canadian Association of Graduate Students (CAGS) released a summary of recommendations to Canadian Universities suggesting a shift in expectations and an obligation to place greater emphasis on developing graduates “both personally and professionally” (p. 9). Employers, faculty, students and administrators are now advocating that it is both the duty and obligation of higher education institutions to promote and assess students’ professional development alongside disciplinary knowledge and skills (Brehm et al., 2006). Discussions are focusing on how graduate programming can ensure that students have access to experiences that help foster a core set of nine competencies (e.g., integrity and ethical conduct, teaching competence, and leadership) related to the CAGS (2008) professional development guidelines.

“Faculty advisors function as gatekeepers to the scholarly professions and custodians of the academic disciplines as they guide the preparation of the next generation” (Barnes et al., 2012, p. 310).

Graduate student supervision often focuses on duplicating an advisor’s research skills in their protégées, but the call to enhance professionalism in our graduates means that students must be socialized, educated and supervised in a way that ensures effective professionals within the academy and their discipline (Brehm et al., 2006). One such avenue for graduate students to engage in and learn about professional competencies is through teaching assistantships (Council of Graduate Schools & Education Testing, 2010). By teaching undergraduates, graduate students can begin to nurture their professional capacities while beginning to understand the expectations of both the institution and their discipline (Corbett & Paquette, 2011).

The recent development of the Framework for Teaching Assistant (TA) Competency Development (Korpan et al., 2015) lists “Demonstrate professionalism” as a foundational concept of both a TA’s duties and training. This encompasses a student’s ability to be confident and sensitive in all interactions, maintaining and practicing integrity and confidentiality, time management, and the development of lifelong learning habits and reflective practices. These aspects of TA training not only mirror the competencies outlined by CAGS (2006), but also build upon the fundamental concepts of professionalism.

Dalhousie University is committed to the professional development of graduate students, not only in its goal of ensuring graduate degrees encompass the professional attributes of CAGS (2006), but also in its work to provide experiences for students to practice being effective university teachers. Programs such as the Certificate in University Teaching and Learning (CUTL) and the Teaching Assistant Enrichment Program (TAEP) provide students with the opportunity to explore the professionalism of teaching and learning. Through these programs and additional events (e.g., TA Day), the Centre for Learning and Teaching (CLT) provides opportunities that focus not only on content capacity of our students, but also the holistic development of a student’s personal and professional self.

We are now moving towards “informed professionalism” (Whitty, 2006, p.2) where those engaging in teaching and disciplinary work must have the appropriate knowledge, competencies, and perspectives needed to inform the relevant and current actions and behaviours related to their practice. Professionalism in this sense is an evolving concept, where attributes and characteristics are explored and defined by those within the profession and/or discipline (Hanlon, 1998). With this shift, we then must consider who should be involved in the discussions around professionalism (Whitty, 2006), and how the voices of graduate students can shape how we teach and define professionalism.

In this issue of *Focus* we explore professionalism from a variety of different perspectives, and encourage the discussion of professionalism and its definition to be generated from the experience of our graduate students, as these are the individuals interacting with our students and who are the professionals of the future. In our first article, Carolyn Wilson discusses the aspect of teaching and role modelling professionalism in graduate education. Sarah Aboushawareb then covers the topic of professionalism for graduate TAs in an article about knowing who your students are, and its importance in how you understand the learning process. Building on teaching and professionalism for TAs, Scarlett Kelly’s piece focus on the importance of TAs balancing teachings standards and flexibility. Next, Ali Fituri discusses how instructors can integrate Murray et al. (2006) principles of ethical teaching into their own practice. We then close the issue with the CLT’s Krista Mallory, where she speaks to the value of creating and documenting professional development via ePortfolios.

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The Need to Lead: Importance of Role Modeling in Developing Professionalism in Graduate Students

“Example is not the main thing in influencing others. It is the only thing.” Albert Schweitzer



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Often, educators focus on content. We can get lost in curriculum maps, preoccupied with perfecting PowerPoints, and strive for standardized and streamlined student evaluations. But standing in front of a room of budding young professionals, professors and instructors must be more than a content delivery system. They must be role models.

Role modeling is a powerful traditional teaching tool that plays a major part in modifying students' behaviours and character (Cruess et al., 2008; Hammer, 2006). “Students look to their preceptors to model the appropriate behaviour expected of practitioners”, in particular professional conduct (Hammer, 2006, p. 5). Through experiential learning or internship experiences, students begin to model their preceptors and staff behaviour; therefore ensuring that students have positive role models is essential in the development of professionally acceptable behaviours.

For nearly a decade, I have been enrolled in university, both as an undergraduate and graduate student. I have spent many summers working in the university research lab, anxiously awaiting PCR results, battling scourges of mosquitos in the field, and painstakingly inputting sheets and sheets of data into Excel. As both a student and employee, I've experienced my fair share of university professors and supervisors, unfortunately not all of whom I'd call positive role models. However, as I reflect back on the professors I admired and aspired to be like, three note-worthy characteristics emerge.

These individuals were **dedicated to their field** and had **exemplary work ethic**. They came into their office early and stayed late. They published papers, presented to industry, and spent hours probing through data and running statistics in an effort to uncover hidden relationships within their work. However, I

don't want to mislabel these professors as academic robots. On the contrary, my role models were well-rounded with a diversity of skills and hobbies that they were eager to share. In addition to being world-class researchers and professors, my role models were also beekeepers, musicians, oyster fisherman, philanthropists and parents. I remember my final class in first year undergraduate biology. I was expecting the professor to deliver a long-winded discussion of mammalian biology, but when he arrived, he had a keyboard and microphone in tow. It was the most memorable course (and concert!) of my undergraduate degree. The final characteristic defining my positive role models is, undeniably, the most important. These individuals had a **genuine interest in my future and well-being!** They were approachable, had a great sense of humor, and made the effort and time to connect with myself and other students inside and outside the classroom. Moving forward in my education and career, it is this final characteristic that motivates me to take the time to reach out to my students.

At Dalhousie University, we need to lead. We need to integrate more role modelling into our graduate student experience. I believe the first step is to ensure that our instructors and professors are positive influences for students. Encouraging/requiring educators to self-reflect and participate in programmes designed to improve role modelling could be greatly beneficial (Cruess et al., 2008). We need to have conversations with our faculty, graduate supervisors and student instructors and ask: *what is a positive professional role model? In what ways are you a positive role model? In what ways could you better role model professionalism?* Secondly, we need to integrate more opportunities for experiential learning (e.g., conferences and internships) into the graduate student curriculum (Hammer, 2006). Some of my most valued learning experiences were opportunities where I watched my role models in action: presenting at conferences or interacting with industry partners. These experiences provide students with the opportunities to observe role modelling and to exhibit professional behaviours themselves.

In graduate student-supervisor relationships, building positive role models does not need to be complicated or expensive. Supervisors should invite their graduate students to attend their conference presentations and consultations: providing the students the opportunity to see their supervisors in “action” in a professional context. To further build a positive relationship, supervisors should also take the time to attend their students’ presentations to provide timely, constructive feedback on the students’ interactions and engagement with the professional community.

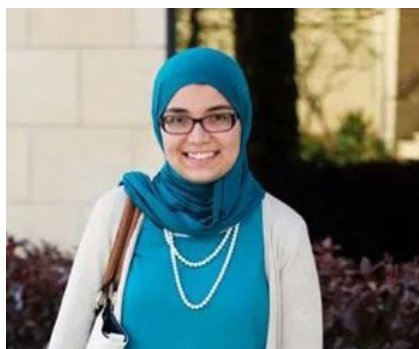
Navigating the labyrinth between undergraduate degrees and coveted professional careers isn’t easy. I am still searching for a career and developing my aptitudes as a young professional. My graduate studies at Dalhousie University are helping me discover who I am as a young professional scientist, and I continue

to seek out role models to help me grow and make the transition into a professional within my discipline. I believe that if we can provide graduate students with hard-working, well-rounded, compassionate role models, Dalhousie University can help students build the skills to succeed in the workplace, and in turn become positive role models in the future.

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Who are my students?



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As I was preparing this piece, I had to reflect on the meaning of professionalism in teaching. How can a teaching assistant (TA) be professional? What ways of teaching are considered “professional”?

As teachers, our main focus is the students and thus, I found that the answer comes from there. As a TA, you are teaching many students, about 30 on average, maybe less or more depending on your discipline. Thus, one of the very important questions I ask is “**who are my students?**” Knowing your students is the first step to effective teaching for an educator, and thus a professional TA should be aware of who they are teaching, and the different ways their students learn in order to effectively communicate the course content and help achieve the intended learning outcomes. Knowing your students is the cornerstone to quality teaching, and will be reflected in the quality of students graduating from the department and the

university as a whole. Incorporating this aspect of teaching into your TA professional development will also enhance your communication skills and teaching competency.

“**How can I know my students?**” This is the question I find myself asking whenever I begin to learn about my students. Studies have found that students can be described according to their style of learning (Fleming & Mill, 1992; Felder & Silverman, 1988; Litzinger, Lee, Wise and Felder, 2007). Using the VARK, Fleming and Mills (1992) group students into four learning style categories: **V**isual, **A**uditory, **R**ead/write and **K**inesthetic. Felder and Silverman (1988) have created the Index of Learning Styles (ILS), discussed in more details later, which can be an alternative tool to understanding how your students learn and how you might approach your teaching.

“**What is the VARK?**” The VARK divides students into four categories based on their preferred style of learning (Fleming & Mills, 1992). As indicated by the name, students who are categorized as visual learners largely learn through the use of visual aids, such as charts and diagrams. Aural/Auditory describes learning associated with hearing or speaking and thus, favor methods such as group studying, discussion and lectures. The third category describes those who

prefer learning through reading and writing, and enjoy teaching methods that focus on text or papers. The final VARK category is kinesthetic, and these individuals prefer learning through movement, for example simulations, practices, or role-playing.

“What is the ILS?” The Index of Learning Styles (ILS) is another way to define approaches to learning, and consists of four different categories: active/reflective, sensing/intuitive, visual/verbal and sequential/global (Felder & Silverman, 1988). In the first category, students are divided according to active or reflective students. Active students are those who learn best through group work, discussions and applications, while reflective learners prefer to work alone and take time to contemplate concepts. The second divides students into sensing and intuitive. Sensing students enjoy learning facts, and solve problems in already well-established methods, while intuitive students like to find new answers through the learning process and tend to be fast problem-solvers. The third describes visual learners who prefer images and videos, as opposed to verbal students who are more comfortable with gathering information from dialogue and text. Finally, sequential students learn concepts in a “step-by-step” fashion, needing to learn sequentially and build relationships between content, while global learners need to see the “big picture”, wanting to absorb a lot of information before coming to a conclusion.

“Why should a TA know this?” While these categories identify preferred methods of learning, students are often a combination, and TAs shouldn't assume that if a student is a kinesthetic learner, that visual or text-based teaching methods will not be beneficial. An aspect of professionalism for TAs is the recognition of the range of learning preferences of their students, and accepting that they may have to adapt their teaching. A professional TA should consider integrating a variety of strategies into their teaching to allow students of every learning style have the opportunity to engage with activities that highlight their strengths. For example, if a TA is preparing lecture slides, they should contain figures, videos, and text in order to benefit the range of mediums for which students learn. When preparing assessments, they could include presentations, essays, group assignments and individualized assignments, so that the assessment would be both fair and inclusive to all students' strengths. An active learning student may excel in a

presentation or group assignment, while a reflective student may prefer an essay or individualized assignments. Thus, knowledge of the different learning styles and preferences of your students is crucial to ensure effective communication and fair assessment of students' capacities. This type of knowledge adds to a TA's set of skills in communicating with students. For example, if a TA knows that a student who is traditionally perceived as 'not very engaged' is in fact a reflective, global student who needs to work things out on his/her own and see the overall picture before he/she can participate comfortably in the discussion, they can adjust their teaching and interactions with the student in a way that fosters their growth and learning rather than assuming they're disinterested. It also adds to the TA's ability to adapt teaching strategies and aids to the needs of the wide variety of learning styles. All in all, this helps TAs to enhance the whole teaching system through taking into consideration factors that they may usually not consider.

“So who are my students?” I hope I have made the argument that your students are likely very diverse in their learning and that it is your responsibility as a TA to be aware of these differences in order to effectively communicate with all of your students and to ensure you're teaching the concepts and content in a way that enables all students to learn. Understanding who your students are and how they prefer to learn allows a TA to respond to a questions that students often ask, such as “I don't grasp ideas in lectures quickly, am I stupid?” and the answer here could be “Maybe you are a global learner, perhaps you need to see the big picture, and the concepts will become clearer after a few more lectures.” Moreover, if one student is more active in asking and contributing than another, it doesn't necessarily indicate that he/she is paying more attention or is smarter than the latter, it may just indicate that the first student is an active or an aural/auditory learner and the second is more reflective.

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To Be Standardized or To Be Flexible? That is the Question About Professionalism



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Professionalism, according to the Oxford Dictionary, is defined as the skills and knowledge expected of a professional to meet the required qualifications of a profession. Teaching as a profession is rarely questioned (Bennett & Mitchell, 2014; p.7). However, unlike medicine, which has a clear code of conduct and ethics, and also has a monopoly power over

particular fields of knowledge that garners its prestige and status as a profession, teaching as a profession is recognized as just a group of educators in a large organization (p.7). Consequently, there is a sense of urgency to establish professional teaching standards in order to enhance teaching effectiveness (p.5).

Graduate students, who often take teaching roles as teaching assistants (TAs), are particularly in need of professional development in order to grow and act as professional educators.

Simply following teaching standards is not enough for TAs to become professional educators. One aspect of being professional for a TA means helping students achieve the intended learning outcomes. In order to achieve this goal, standardization and flexibility in teaching are required. While standards can regulate teaching conduct and enhance ethics, flexibility is also required when teaching within and across disciplines. Being flexible in teaching is as important as developing standards for teaching, because learning is a form of social behaviour (Jōgi, Karu, & Krabi, 2015; p.63). In this sense, learning is a continuous process of interacting with other people and absorbing from the environment. Teaching, as an active process of interacting with learners, should constantly adapt according to changes in students' learning behaviours and the classroom environment. Thus, standards of professional teaching evolve within and across disciplines as teaching methods, contents, and foci change accordingly to meet the learning needs. Just like rules for playing classical music are standardized and unchangeable, such as different notes represent

different beats, there are certain standards for professional teachers, such as a teacher should not hold prejudice based on students' race or gender. However, the rules for playing music change with different pieces. For example, Mozart's string quartet requires a different number of players, tempos, interpretations, and emotions from Beethoven's symphony. As standards must be flexible when playing different music, teaching must be flexible in order to fit into the learning environments and culture across disciplines. Even within the same discipline, professionalism should enable a certain degree of flexibility, to reflect students' various experiences with their previous education (Bennett & Mitchell, 2014, p.6), knowledge levels, and life experience (Jōgi, Karu, & Krabi, 2015, p.64) all influence the interpretation and delivery of professional teaching. This can increase the difficulty in establishing professionalism that is recognized and agreed upon by everyone. Despite the difficulties, standardization and flexibility are essential components of being a professional teacher, and both need to be applied when meeting students' learning outcomes and curriculum goals.

No matter whether professionalism is standardized or flexible, TAs should always keep in mind that being a professional teacher is about helping students achieve the intended learning outcomes. In order to achieve this, a TA should apply standards, practice flexibility and maintain professionalism according to the situation. For example, if covering all the material in a tutorial is the requirement of being a professional TA in a course, a TA may face the tough choice between answering students' questions in detail and risk going over time, or continuing to deliver the lecture as planned and skipping questions. Most TAs would choose to answer questions because it is important for students to understand the material and for the teacher to know if learning gaps exist. However, by stopping the lecture the TA may not be able to cover all the content and appear as though they are unprepared and thus unprofessional. Such a situation requires TAs to exercise their judgement in order to maintain balance. In other words, some fundamental standards are firm and unbreakable, such as fair grading; however, applying flexibility does not mean jeopardising

standards of professionalism in their teaching, but yet ensuring their actions contribute to students' learning in the most effective way. In order to find a balance, TAs should have an in-depth understanding of the course material, a strong sense of being a professional teacher, keen observation of students' learning behaviour and the classroom environment as a whole, and prompt reactions to adjusting their teaching based on students' changes in learning behaviour. Only then can TAs consciously engage standards and flexibility in their teaching within or across disciplines and become professional teachers.

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University Teaching and Professionalism Milestones



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According to Canadian statistics, first-year dropout rates for post-secondary education are as high as 16% [1]. In regard to engineering, this rate will intensify the anticipated shortage of engineers over the next ten years [2]. One reason why students drop out is due to poor marks; and for many, this is simply the result of not being prepared for their university experience [1]. For example, I have seen many students battle with difficult engineering concepts because their high school math courses did not adequately cover pre-requisite knowledge, thus students are entering into first year engineering with knowledge gaps that they are struggling with. Consequently, these gaps often limit a student's ability to achieve high or even acceptable levels of academic performance, resulting in many eventually failing to complete their engineering degree. One potential way to increase retention rates is supporting an effective system of teaching to respond to students' need and tackle the challenges they are facing. From a professionalism perspective, it is the duty of teaching assistants (TA) and lab instructors to recognize the significant role their teaching approaches play in students' learning experiences, and to continually develop their own capacities and skills within a teaching context.

Understanding professionalism in teaching is vital for graduate students who are working as TAs and encountering their first steps towards teaching in higher education. During my experience as a teacher and student, I have found that we tend to teach as we have learned. This includes not only the amount and type of knowledge we have gained over the years, but also the approaches and our ideas of what teaching should be. However, following the same patterns is not always the key to success, or how a professional teacher should approach their duties.

Defining professionalism can be difficult, as it can evoke images of various attributes and different opinions of what it means to be professional. According to the article "Elements of Professionalism", professionalism is typically associated with personal characteristics such as integrity, wisdom, kindness and strong work ethics [3]. To understand what professionalism means in the context of higher education teaching, Murray et al. [4] conceptualizes several ethics that are attributes of professionalism. The main aspects of those ethics can be outlined in three basic qualities: content competence, pedagogical competence, and a teacher's personal traits.

The first characteristic of a professional teacher is content competence, which means accurate, appropriate, and up to date content [4]. It is important for TAs to ensure that they research and learn the material they are teaching, as many graduate students teach courses they have never taken, or are outside of their discipline. Seeking out additional literature other

than the textbook, current news-related information, or other multimedia not only can provide the TA with content competence, but it can also be shared with their students. For example, blended learning materials, such as short videos or PDF files are productive contributions TAs can develop within the course design to fill the gap in students' prior knowledge. On the other hand, creating simulation codes in Matlab is a way for them to discover how students can link theory to real world applications. New instructors approaching courses that have been within a department for some time may find that they need to update curriculum goals. This aspect of professionalism goes beyond course content and focuses on understanding the broader disciplinary content needed for students.

Another concept of professionalism is pedagogical competence [4]. This aspect of professionalism requires the educator to maintain a current understanding and practice of diverse teaching methods. A professional TA is one that seeks to develop their teaching skills and in turn, receives feedback through their practice. In doing so, TAs and educators can broaden their understanding of student learning, and integrate various methods into their classrooms. For instance, building successful relationships with students is part of class management, and can then turn class activities into opportunities that foster and stimulate students to share their experiences and strategies for problem-solving [4]. In the same context, if a TA is actively engaging with students during the learning process, they can assist the professor in understanding the challenges students are experiencing and suggest approaches to help improve learning outcomes. Additionally, well-designed assessments support the learning process [5], and ensuring valid and formative assessments throughout the course can help educators go beyond the classic exams and diversify the process to include oral presentations and group discussion activities. Such assessments may clear learning gaps for the instructor and TA, and help students who are struggling with the conventional testing method which is most often used in disciplines such as engineering.

While pedagogical competency is crucial to the professionalism of teaching, one's proficiency is often affected by their personal traits [4]. Challenges that may appear in dealing with gender, culture, and ability diversity requires teachers to be constantly empathetic,

compassionate and conscious of students' experiences and potential adversity in the classroom and/or with course content. From an institutional perspective, professionalism for teachers and TAs means constantly evaluating and developing one's teaching skills through reflection, time management, and balancing research, service and teaching responsibilities. If the teacher overburdens themselves with responsibilities from outside the institution, this can negatively impact their performance, and it may be seen as a violation of the regulations and standards that the university maintains.

While Murray et al. [4] principles of ethical teaching is a foundation for educators to guide their professionalism, we cannot focus on making professionalism a ridged tool for measuring one's performance. We need to focus on the flip side of identity and distinguish between the way of knowing who we are, and the way of being (i.e., how we teach). Professionalism is about who we are and how we act, and is more than a detailed set of steps or instructions. Professional teachers are key in dealing with the challenge of low retention and high fail rates in higher education. This is a fertile area for educators, instructors, and TAs to develop novel approaches for improving the teaching and learning process, and learn how to cope with issues that influence the education system and expected to impact society in the long term.

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Preparing for Professional Practice Using ePortfolio

“Reflection-in-action ... is central to the art through which practitioners sometimes cope with the troublesome ‘divergent’ situations of practice.” Donald Schön, 1983, p. 62



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Portfolios have been used for many years as a tool in education. They have been adopted largely for assessment purposes and have often taken the form of a collection of documents that provide evidence of specific achievements (Barrett, 2010; Graves, 2011). As a result, portfolios are often summative in nature, and

although reflection is quite often a requirement, it may not be an ongoing activity for the learner (Jones, 2010).

With advances in technology, portfolios have become ePortfolios. While ePortfolios are still used as summative assessments, practitioners are also focusing on the formative aspects of portfolios and encouraging students to engage in an ongoing reflective conversation with themselves (Barrett, 2010; Gao, Coldwell-Neilson & Goscinski, 2014; Graves, 2011; Guder, 2013; Hallam & Creagh, 2010; Perlman, Christner, Ross & Lypson, 2014). This process encourages learners to make connections across disciplines and to create narratives that mirror their emerging vision of themselves as a person and as a professional (Graves, 2011; Guder, 2013).

The core element and practice of the ePortfolio is reflection (Barrett, 2010; Guder, 2013). Reflection is critical for practitioners who are faced with the “messy” problems of the real world that do not fit the technical problem-solving models learned in school (Schön, 1983). Whether you are a seasoned professional, or someone who is entering the world of professional practice, reflecting on your successes and failures can provide valuable insight into your motivations, assumptions, and identify opportunities for development and learning.

With the introduction of Brightspace as the Learning Management System (LMS) at Dalhousie, all students and faculty have access to an ePortfolio for the first time. With the ePortfolio tool, you can easily collect evidence of academic and personal achievements and create customized presentations for instructors

or external users such as potential employers. More importantly, the ePortfolio supports reflection and active learning through tools that allow you to easily identify themes and make connections between course materials, personal and professional experiences, and your vision for yourself. As an example, graduate students who are working as teaching assistants could use the ePortfolio to track their teaching experiences, professional development, and reflections on their growth as an educator.

The practice of building an ePortfolio and recording your progress will benefit any student or faculty member and will make the process of compiling formal documents such as resumes, CVs, and professional dossiers less stressful.

You can find resources to get started with ePortfolio at https://dal.ca.campuspack.net/Groups/Instructional_Technology_Resources_for_Students/ePortfolio#

If you are interested in learning more, or arranging for a departmental workshop on ePortfolio, please contact Krista Mallory, Instructional Designer, Centre for Learning and Teaching.

References

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Nominate an Outstanding TA for the President's Graduate Student Teaching Award

Graduate student instructors, including the critical role of teaching assistants, make an indispensable contribution to university education: teaching in the classroom, leading seminars and tutorials, demonstrating in the laboratory, coaching, providing feedback on student work, and supporting students' success in numerous ways.

The Dalhousie President's Graduate Student Teaching Awards are open to all qualified graduate student instructors (currently registered Master's and Ph.D. candidates), including previous nominees (but not previous recipients).

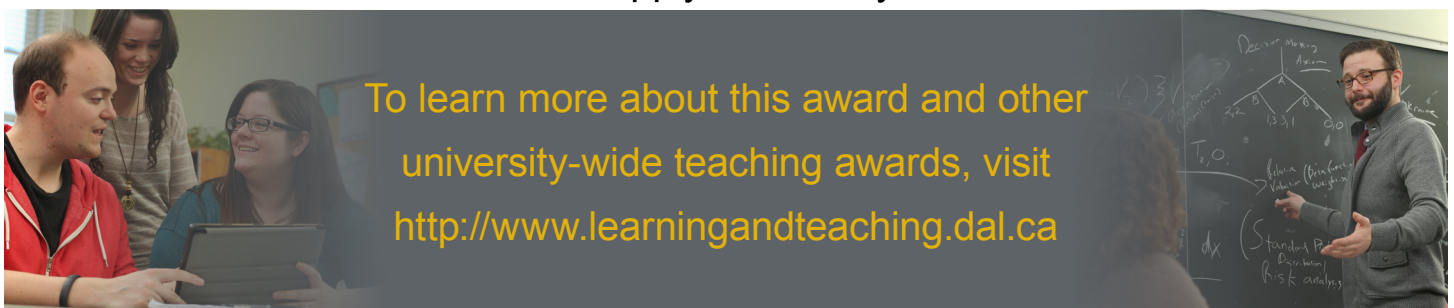
Criteria

Both nominators and evaluators should consider the following list of criteria. Please note that these two areas of criteria are weighted equally. Recognizing that graduate student instructors play different roles and work in disciplines with different demands, nominees should:

1. Provide exceptional student learning experiences that are reflected through effective teaching practices, demonstrated in the following ways:
 - having a comprehensive knowledge of subject
 - being consistently prepared for class/TA duties
 - showing enthusiasm for the subject and encourage student interest and participation
 - setting high standards and motivate students to attain them
 - communicating effectively
 - using technology appropriately for online, blended, and face-to-face contexts
 - being available to students outside class hours, whether in-person or online
 - providing constructive feedback on student work
 - working in a collegial manner with students, faculty supervisors and other teaching assistants
2. Demonstrate a commitment to their own professional development in teaching by:
 - participating in, and/or contributing to, workshops, conferences, and seminars on teaching or other concerns of graduate student teachers
 - developing solutions to graduate student teaching dilemmas (e.g., time management, classroom interaction, motivating students)
 - incorporating new teaching and learning approaches, where appropriate
 - developing teaching materials, where possible

Up to 3 awards will be presented
and each winner will receive \$500!

Deadline to apply is January 31, 2017



To learn more about this award and other university-wide teaching awards, visit <http://www.learningandteaching.dal.ca>

The Centre for Learning and Teaching offers two programs for Dalhousie Graduate Students to help develop teaching skills and competencies required to be successful in teaching assistantships and/or teaching in higher education.

Certificate in University Teaching and Learning

The Certificate in University Teaching and Learning (CUTL) is open to doctoral students and post-doctoral fellows at Dalhousie University. The Certificate provides a flexible framework for integrating and recognizing a comprehensive range of teaching development programming.

Certificate Requirements

Theory: Students will participate in the scholarship of teaching and learning by reviewing and discussing selected literature in the field. 1 – Non-Credit Course; or 2 – Teaching & Learning Project.

Practice: This component provides participants with an opportunity to put into practice newly acquired teaching concepts and techniques, receive peer feedback, and reflect upon and revise their teaching practice.

Professional Development: This open-choice component is designed to nurture the habit of continuing professional development by requiring participants to assess their own learning needs and to document their participation in a minimum of 20 hours of professional development workshops.

Teaching Dossier: Participants will create an 8-10 page teaching dossier that will provide documentation of your teaching knowledge and experience for the job search process and career advancement.

Teaching Assistant Enrichment Program

The Teaching Assistant Enrichment Program (TAEP) is a one-year (September to May) flexible teaching development program created specifically for TAs. TAEP includes workshops, teaching exercises, reflection on teaching and learning, and recognition of a participant's work towards the development of teaching. The Program offers participants experience, knowledge, concepts and skills that they can apply to their current teaching assistantships.

Required Components

Professional Development: Participants are required to complete a minimum of 10 professional development sessions (including 4 *Online Knowledge Modules*.) These sessions must be related to teaching and learning in higher education.

Teaching Observation: Participants of the TAEP are required to seek out an undergraduate lecture within their discipline to observe and critically reflect upon.

Microteaching Sessions & Feedback: This component will offer participants the opportunity to apply the knowledge, concepts and skills acquired through their professional development sessions; engage in peer evaluation; receive both peer and formal assessment of their teaching; and participate in critical reflection practices centered around their teaching.

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