

Translate Knowledge into your Classroom: “Borrow and Enhance”

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The scholarship of teaching and learning is sometimes described as “research into my classroom.” Transformative Dialogues: Teaching and Learning Journal was started because we felt that much can be learned from each other by sharing our experiences. Yes, my classroom is unique, but there are similar aims in my colleagues’ classrooms such as to achieve the best learning outcomes, facilitate learning the most current knowledge, engage students with the content and promote think critically. Although we come from different disciplines, we can learn a great deal from our colleagues and transfer this knowledge to our own teaching environments. In this issue, we look inside the learning environment through our colleagues’ eyes.

The first article, Connection, Engagement, Empowerment: A course design model for new faculty demonstrates a model that you can use and adapt to redesign a course. In this model you can articulate your expectations and help students articulate their goals and help them meet the goals and expectations.

An Interdisciplinary Approach to Develop Key Spatial Characteristics that Satisfy the Millennial Generation in Learning and Work Environment is about satisfying environments with the millennium generation. The focus is on skills for workplace and for employment. A technique that can be used for analysis is described.

With the expectations of more online and hybrid courses we can learn a great deal from Instructor Comments on Student Writing: Learner Response to Electronic Written Feedback. Along with using online tracking some other things to consider are encouraging incorporation of feedback into next submissions. Also we can be respectful of students by emphasizing we are there to help develop skills to use in the future.

Advancing Leaders in Engineering: Ways of Learning Leadership explains the inventory used around leadership skills for women engineers. This could possibly be used or adapted for other groups of professionals, teachers, and students. Leadership being a very transferable skill is shown by the results of this study.

Socially Constructed Learning Activity: Communal Note-Taking as a Generative Tool to Promote Active Student Engagement describes a method that teaches collaboration and content engagement. With collaboration being one of the skills of professional programs, this may be an interesting way to help build teams.

Finally, I am the Very Model of a Modern Prof in Inquiry is a poem, a reflection about being a teacher, written in a very whimsical way. I found myself humming the Gilbert and Sullivan ditty while reading it, and feel that others may do this too. This is a clever technique of the author to have us ‘learn’ the poem in a very affective, and effective way.

From each of these articles we can think of how we can transfer ideas from these colleagues into our classrooms. As my colleague would say, we have permission to “borrow and enhance.”