

Changes in our Understanding of Learning and Teaching

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In Canada, the governments are trying to right the historical wrongs to its citizens, and especially to Indigenous populations. One method chosen is through education. The recommendations of the Canada's Truth and Reconciliation Commission require that Canada indigenize its curricula, thus the first article is very timely (http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf)

The work done by Docherty-Skippen and Woodford helps us learn Indigenous knowledge. They conducted a theoretical analysis of Canadian 21st century learning and educational leadership competencies and compared them with the Indigenous epistemology of Inuit Qaujimajatuqangit. They share their taxonomy that emerged from this process in *Indigenous Knowledge as 21st Century Education: A Taxonomy of 21st Century Learning and Educational Leadership as Inuit Qaujimajatuqangit (IQ)*.

As well as the need to Indigenize curricula, educational theorists continue to provide evidence for engaged learning methodologies to be used to increase learning and retention. Principles of Andragogy first introduced by Malcolm Knowles (1984) to work with adults apply to help engage learners: involve students in planning and evaluation, engage in learning activities, ensure immediate relevance and engage in process rather than content; are equally relevant today to use with higher education. These principles are reflected in current ideas of interactive classrooms, which are becoming mainstream by focusing on backward design with multiple interactive activities that students can do to learn concepts and apply knowledge. Although, studies correlate better learner outcomes with interactive learning environments, faculty continue to lecture. Sometimes it is because they do not have an understanding of education theories but other times it may be because students have perceptions that higher education faculty lecture. From my own experience of over a quarter of a century teaching, I find some students will comment on evaluations "faculty does not teach" because they feel that they are doing the hard work of learning. Sometimes, learners just say, "why can't you tell me what is important, why do I have to go and research myself"? Some students still think learning is about memorizing as do some faculty and constantly we hear educators in all spheres of education say "I do not have space to teach another fact."

In this issue, colleagues share their experiences and thoughts. The next article *Andragogical Design Thinking: A Transition to Anarchy in and Beyond the Classroom*, by Lockard and Hargis discusses how traditional ways of teaching (lecture) are entrenched and how design thinking may help educators move away from old passive methods. In, *Promoting Meaningfulness by Coupling Bloom's Taxonomy with Adult Education Theory: Introducing an Applied and Interdisciplinary Student Writing Exercise*, K. Williams provides unique classroom exercise that is specifically designed for adult learners that can be implemented by educators that may have little time to prepare. McCormick and Wehbi in *Engaging Communities: Notes on an Interdisciplinary Research/Creation Seminar* outline the development and implementation of a graduate interdisciplinary course on socially engaged art that valued and promoted building classroom interaction and relationship-building and provide concrete examples of engaging communities.

In health programs, students are required to engage with those who have health and social challenges in order to understand the person's perspective. Troop outlines how the process of community visits provides the learning context that contributes to students' relational knowing and critically reflecting in *Patient as Mentor: Relational Knowing as Transformative in an Occupational Therapy Course* that has implications for a variety of health programs.

Today's student has 40% more debt just from tuition compared to a decade ago (<https://globalnews.ca/news/3755628/canadian-student-loans-regrets/>). In my nursing classes, the majority are working as well as going to school fulltime. Some students are working 2-3 12 hours shifts/week. In backward design, we require students to do readings and understand content in order to work with it in class. Due to the strain on their time from their multiple commitments, students may become stressed. Kostouros & Bennett report their findings of using BreathingRoom™ in *Caring About Post-Secondary Student Self-care* to address stress and improve resiliency amongst students. Another method of maintaining health is self-control. In *Expanding student perspectives in an authentic learning environment*, Lepp and Fierke share a practice called Intention/Reflection (I/R), which encourages students to track their own learning objectives and progress that results in positive learning experiences.

Action research is used for professional development of preservice and in-service teachers. Ryan, Young, and Kraglund-Gauthier share their action research process and results in *Action Research within Pre-Service Teacher Education*. In another article, *Process and Product of Action Research and Reflective Writing in an Asian University Setting*, Brooke discusses the process of reflection and how a critical incident in his action research lead to reflection and personal insights.

Many of the articles in TD and in the literature generally provide ideas that work well for small classrooms. Rawle in *Practical Advice for Scaling Up Student Engagement Methods from Small to Large Classes* provides ideas on how to create engaged classrooms that work with large classrooms such as 200 seat lecture theatres.

Traditionally research has been the privy of graduate students and academics. Recently there is a push to include undergraduate research in programs. McKay's reflection piece, *Professional Development as A Way Forward for Undergraduate*, outlines how faculty developers can provide support for humanities faculty to consider undergraduate research. Keamy offers a reflection, *Of waves and storms: Supporting colleagues adopting blended approaches in their teaching*, drawing on experience in palliative care and change theory to outline 2 models that can support colleagues in their move to blended learning. This is consistent with the work being done in British Columbia, Canada. Members of the Federation of Post-Secondary Educators' Professional Development and Scholarly Activity Committee believe support to learn technology is needed and are currently working on a paper to make this a bargaining issue.

The last article, *The Librarian*, by N.E. Williams, is about how careers are chosen. Though not directly related to teaching in post-secondary, it does provide an example of how a career choice was made and in turn teaches us not to judge how students end up in our classrooms and maybe ask students what lead to their career choice.

All the articles in this issue help us further our understanding of students and learning. Please take the time to read and integrate some of this learning into your own teaching.