

## Teaching: A complicated art and science

**Balbir Gurm, RN, EDD, Editor-in-Chief**

Today's teachers need to understand theory on teaching and learning but also understand the environment in the classroom. A key element is the student. The student is a very complicated part of the equation. I find, in my classes, almost every student works, and has other multiple roles. They are trying to balance multiple other roles and complete their student roles within a limited time. Although, students recognize that they have other commitments, they still believe that they should receive an A+ because they tried so hard, even though they may have not read the material or put in the time required to create an A+ grade product. From teachers, I hear that the students do not put in the effort and have unrealistic expectations and many teachers are not sure why teaching techniques that have worked in the past are no longer effective.

The articles in this issue help us understand the student and the teacher who facilitates the learning. In the first article by Judy Bornais and Andrea C. Buchholz we learn how their experience on a teaching awards committee helped them to understand teaching through an autobiographical lens. In their article, *Becoming a more reflective teacher by serving on a university teaching awards committee*, we gain theoretical understandings of teaching and learning.

There are more and more international students in BC classrooms and faculty have told me that this is causing them stress due to assumptions by students that they are empty vessels to be filled. In the next article, *Reflections on international graduate students and their community of practice*, Eliana El Khoury and Fouzia Usman discuss their experience of creating a community of practice to help graduate students adapt to a different way of learning.

*Scaffolding project management best practices through experiential learning in a large enrolment online course* by David Hutchison demonstrates the use of Kolb's experiential learning cycle in his classroom. Hutchinson demonstrate how the students can use the insights gained from one learning cycle to subsequent learning cycles. Waddell, Robinson and Wehbi in *Bridging the theory/practice divide in professional programs: Is experiential learning the solution?* share their understandings of experiential learning and how these insights can help us bridge theory with practice. In *Why do Preservice Mathematics Teachers (think they) need to study Group Theory?* Olivia Fitzmaurice and Mairead Greene try to understand if students in a teacher education class see the relevance of a module to their practice.

Next, Julie Brooke in *Teaching assumptions within a university faculty development program* encourages teachers to examine assumptions about teaching and learning through faculty development. Understanding one's teaching philosophy may help faculty understand what drives their teaching methodologies.

The final two articles look at student teaching/learning methods. *Cultivating critical reading: using creative assignments to promote agency, persistence, and enjoyment* by Nate Mickelson, Stella and Charles Guttman share how to create attentive critical readers. In *Guiding dominating students to more egalitarian classroom participation*, Lynda R. Wiest, and Kellie J. Pop, share ways to deal with a dominant student.

Together these articles inform educators about teaching and learning. This issue shall help us with our art of teaching/learning.