

Editorial

How Do We Know? What Do We Do?

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Editor-in-Chief

One of the roles of faculty members in post-secondary institutions is to facilitate learning of facts, policies and principles about the world we live in. Most recently our jobs have become even more difficult because learners are exposed to the World Wide Web. Everyone single student in my fourth year undergraduate nursing class has a cell phone and all of them are plugged into social media. This, along with other social pressures, has highlighted a greater than ever need to research what we do and how it impacts learning to combat the pressures of modern society to downplay critical thought.

In recent years, it appears that politicians such as the United States of America president, are stating that facts are ‘fake news’ and is appealing to emotions and those who may not know how to decipher information. In our first article, by Jason T. Hilton, *When the facts no longer speak for themselves: Pedagogy for the post-truth era*, he describes how the pedagogy of storytelling may be an effective way to help students learn truth. This is followed by other articles on pedagogy. In *Measuring the effectiveness of visual narrative illustrations for learning pathophysiology concepts* by Mohamed El Hussein, Vincent Salyers, and Joseph Osuji, we learn how visual narrative therapy can be used for teaching complex concepts. Authors Lynne N. Kennette and Nathan Andrew Wilson, in *Universal Design for Learning (UDL): What is it and how do I implement it?* share how UDL can be used to remove barriers in learning environments and provides evidence to support its benefits. They encourage us to try this methodology.

The next three articles highlight success with different methodologies. The article *Promoting intercultural competence among criminal justice students using interview-based signature assignments* by Leanne R. Havis explains the effectiveness of the course assignments in promoting cultural competence. In *(Re)framing and (Re)designing instruction: Transformed teaching in traditional and online classrooms*, Xeturah M. Woodley & Julia Parra share their process of transformation as they co-design their courses with students to create engaged learning environments. Laura Cruz and Melissa Geist test their team teaching matrix and report the results in *A team teaching matrix: Asking new questions about how we teach together*.

Trying to learn and apply appropriate methodologies to achieve course objectives can be a daunting task. In *Responding to outcome-based curriculum development* Alison Jeppesen, Carolyn Hoessler, Joyce Fewer, and Stephanie Mulhall outline their experiences across three Canadian institutions to illustrate the role of education developers in supporting faculty in professional programs. Authors Cheryl A. Kier, Caroline L Park, and Kam Jugdevc, three colleagues, share their reflections of collaboration and analyze it using a parenting lens in *Multidisciplinary autoethnography*:

narrative reflections of online teaching using the parenting lens of demandingness and responsiveness.

As well as evaluating student learning and course effectiveness, faculty also need to evaluate curricula. Hagar Ibrahim Labouta, Natasha A. Kenny, Patti Dyjur, Leslie Reid, and David T. Cramb explain a curriculum review process that can be used by faculty members in different programs in the article *An Inclusive, Dynamic and Collaborative Framework for Improving Curriculum Review in a Post-Secondary Program*. We, faculty, may be able to produce excellent results as evidenced by exam results but is there any deep learning? Maria Antonietta Impedovo and K.A.F. Ferreira-Meyers in *Expanding use of research-based teaching practices after an international Masters course*, tries to answer this tough question for one program. They conduct an exploratory to examine how teachers sustain their research skills a year after program completion and reports her results.

Faculty members engage in teaching, scholarship, institutional committees and communities. The many duties and obligations tugging at our time and attention may lead to faculty stress. Lynne N. Kennette and Phoebe S. Lin identify how many faculty feel stress and offer ideas on ways to manage it. Their thoughts are found in our final article *Focusing on Faculty Stress*.

For the past 11 years, I have been the editor-in-chief of Transformative Dialogues: Teaching and Learning Journal (TD). It has been one of those things that I have chosen to do as a commitment to all of you, my colleagues, in order to have conversations to improve our teaching. I want to inform you, our regular readers that I will be writing up my work on relationship violence in our communities that I started in 2011 and will be on a hiatus from TD until January 2021. I leave you in the capable hands of Laurel Tien, who will serve as editor-in-chief in my absence. Please feel free to email Laurel at TD@kpu.ca with any questions/comments.