

## Transformation, Change, & Improvement

**Alice Cassidy, Balbir Gurm, Alice Macpherson**  
**Editors**

*"The only thing that is constant is change." Heracles*

That the world is constantly changing is true on so many levels, and certainly includes the realm of teaching and learning. We know that good instructors pay attention to student needs and change their teaching plans to help improve their learning environment and their access to learning opportunities. One of the tenets of a good course is that one cannot keep adding material, be it readings, assignments or class activities. A course, like a backpack, can only have so much added before something must be removed. Think of your own teaching portfolio or dossier. It is not static; instead we keep updating it to reflect our new understanding of the learning process, our approaches, examples of student learning and feedback, and all the ways that we keep learning ourselves as teachers.

This issue explores examples of change in a variety of context and from multiple perspectives. Starting with Teaching Assistants and those who work with them, Korpan argues that we need a new model of TA development to counter the current dominant model whereby graduate students often are in an apprenticeship model with their own supervisors.

Moving on to teachers, Philips and colleagues discuss current evaluation practices and provide suggestions for improvement based on researched elements essential to good teaching.

Ahuna and colleagues turn their attention to professional programs, providing wonderful examples of success with bringing critical thinking skills into counselling, medicine and education preparation programs.

We also have in this issue fine examples of the considerations of how students learn, be it in English as a Foreign Language, where Deveci notes the transformative learning experiences of students, or aspects of problem-solving, where Wismath and colleagues' research on their students, studied before, during and after an education course, showed increased skills and confidence.

We see change for the better in the physical arrangement of our classrooms, where Oliver and Kostouros present alternatives to desks in rows, from their own perspectives as well as an impressive summary of relevant literature.

Finnis and colleagues reflect on experiences with accessibility, inclusivity and visual impairment, while Kraglund and colleagues report on how educators navigate their changing roles to help students with disabilities, embedding inclusion, differentiated instruction, universal designs for learning, and technology to help all learners.

Finally, an interesting interview by Jacobsen notes the growth of an instructor through various stages of her career, as a Teaching Assistant, instructor and leader.

The examples of research and reflections in this issue show that we may come full circle in our academic pursuits. Adapting, always learning, and change are natural and necessary parts of that circle.