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Agreements

I/We agree to provide the EDC community, who funds this grant, with access to resulting information and resources for which the copyright remains with the author(s).

I/We acknowledge that I/we will submit an interim report and a final deliverable (as described here: <http://www.stlhe.ca/constituencies/educational-developers-caucus/grants/grant-applicants-reviewers/>).

Short description of the proposed project

The Instructional Skills Workshop (ISW) Handbook is available in 5 languages but not in French. Numerous colleges and universities across Canada would benefit from its translation, particularly given the transformative potential of the ISW. The project will translate the Handbook and in parallel develop a bilingual glossary of teaching and learning terms.

Introduction

After more than 35 years of ISWs in Canada, the Instructional Skills Workshop (ISW) Participant Handbook is available in English, Spanish, Vietnamese, Russian, and simplified Chinese, but not in French (Instructional Skills Workshop Network, 2016). Yet there are at least 65 French or bilingual cégeps, colleges and universities across Canada. Given the transformative potential of the ISW for post-secondary instructors who generally come to higher education with little to no prior training in teaching, increasing access to the ISW to this group of institutions by translating its materials into French is paramount.

Intended outcomes

The project will produce a complete translation of the Instructional Skills Workshop Participant Handbook, a 100-page document in its current format. The translation will be available to ISW trainers and ISW trainees via the ISW Network, the entity that retains the rights to the ISW Handbook.

Parallel to the translation project, we will produce a French-English bilingual glossary of terms related to teaching and learning that will be available as a stand-alone online resource page hosted on the Teaching Commons website.

We anticipate that the project will contribute to the Living Plan in the following ways:

Building Professional Capacity: Developing Job Skills: The resource will assist colleagues working in bilingual and French-speaking institutions fulfill their mandate as it relates to supporting teaching and learning and the professionalization of teaching. Having the resources readily available in French will contribute to creating a more inclusive environment as well as building rapport with faculty who teach and work in French.

Facilitating Change: MacPherson (2011) studied the impact of the Instructional Skills Workshop on instructors having completed the ISW. Based on her analysis of survey and interview data, she concludes that the ISW “frames and supports transformative learning for instructors in the arena of teaching and learning” (p. 181). Increasing access to the ISW by making the resources associated with its delivery available to a French-speaking audience can therefore act as a catalyst for facilitating change at institutions where offering

ISWs in French would mean greater buy-in from faculty and eventually a collective movement towards evidenced-based teaching practice.

Engaging our Community: This project will involve cross-country collaboration as the project partners are located in Ontario and British Columbia. The principal applicant has already engaged with colleagues from the ISW Network and other colleagues across the country and will continue to do so throughout the grant period, including the ISW-Advisory Group currently working on the new edition of ISW manual to be completed by summer 2016. We expect to include a colleague from École Polytechnique Fédérale de Lausanne, Switzerland, who has indicated her interest in reviewing the translation that will be produced. Once the material is ready for dissemination, we will outreach to bilingual and francophone institutions to ensure awareness and use of the new resource.

Building Resources: The intention is to translate the Instructional Skills Workshops Manual and make it available to educational developers and other colleagues supporting faculty development in bilingual and francophone institutions via the Instructional Skills Workshop Network.

In addition to having the resource available for distribution in French, the translation exercise will provide us with an opportunity to create a bank of technical vocabulary broadly related to higher education and pedagogy. Such terms are often borrowed wholesale from English or translated on the fly. We intend to develop, along the resource proper, a French-English bilingual glossary of terms related to teaching and learning that will be available as a stand-alone online resource page hosted on the Teaching Commons website. A pdf version of the glossary will also be produced for wide distribution.

Scholarship of Teaching and Learning: Stemming from the work of Boyer (1990), the Scholarship of Teaching and Learning became common lingo for research into teaching and learning in Anglophone institutions long before it was picked up in the francophone world. It is not until less than ten years ago that a serious attempt to translate the expression took place (see Langevin 2007). Colet, McAlpine, Fanghanel, and Weston (2011) advocate for the English acronym and warn that SoTL's definition must encompass a wide range of scholarly practices towards teaching and learning. This goes to show that SoTL has yet to make strides in francophone circles. Terminology and publications related to SoTL lag behind, and so do resources to support scholarly teaching and the wider range of practices encompassing SoTL. It is our firm belief that building resources related to teaching and learning in French is making one further step towards the perspective that teaching is a scholarly activity that is deserving of being studied. Additionally, the proposal is timely as it coincides with the work currently being undertaken by the SoTL Canada Collaborative Writing Group on SoTL in French-Speaking Canada, which is currently working on a paper documenting the challenges encountered by francophone post-secondary institutions engaged in the scholarship of teaching and learning.

Conclusion

The proposed project addresses directly five of the themes identified in the EDC Living Plan. Of those, building professional capacity and resources are very clear outcomes. The engagement of the educational developer is reflected by the enthusiasm this project has stirred among executive members of the ISW Network as well as colleagues manifesting their willingness to collaborate. In the long run, we believe that facilitating the delivery of ISWs in French can also support change in teaching practices in francophone and bilingual post-secondary institutions, and push the teaching community towards scholarly practices. The resulting French-language ISW Handbook and development of a glossary related to teaching and learning will be extremely relevant to the practitioners in the 60+ institutions across Canada who do their work at least partially in French.

Budget

Item	Cost
Translation:	2,925
<ul style="list-style-type: none"> • Estimating 65 pages of text¹ • Translation rate \$0.18 per word², 250 words per page 	
In-kind contribution:	
<ul style="list-style-type: none"> • Estimating 100 hours of educational developer time at \$45 per hour • The applicants will manage the project as well as participate in the review and editing process, formatting of final document • The applicants will develop the French-English glossary based on the translated document 	(4,500)
<i>Total amount requested</i>	2,925

¹ Handbook is 102 pages, more than ½ of which are only half full or less

² Rate based on current rate offered by the Canada Council for the Art in its Programs to support the translation of Canadian-authored literary works

References

Boyer, E. (1990). *Scholarship reconsidered: priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

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Langevin, L. (2007). *Les formations à l'enseignement dans les universités*. Formation et soutien à l'enseignement universitaire: Des constats et des exemples pour inspirer l'action. Québec, Québec: Presses de l'Université du Québec, 81-116.

Macpherson, Alice (2011). The instructional skills workshop as a transformative learning process. Unpublished doctoral thesis. Simon Fraser University. 235 p.