

Workshop Title: **Diminishing the Cult of Busy in Teaching & Learning**

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Recently, Kreider wrote in the *New York Times* about the "The Busy Trap": "Almost everyone I know is busy. They feel anxious and guilty when they aren't either working or doing something to promote their work. They schedule in time with friends the way students with 4.0 GPAs make sure to sign up for community service because it looks good on their college applications."

In this pre-conference workshop, we want to focus on the effect of busyness in teaching and learning. How do we model behaviors and strategies to respect the boundaries of time that impact on student learning? What kinds of spaces promote concentration, deep thinking, and inquiry? How do we cultivate habits and make choices that implicate time on the activities that are most meaningful to our intellectual development, self-awareness and personal growth?

We want to raise these questions with an aim to diminish the cult of being busy. Through sharing personal narratives and facilitating dialogue, our workshop invites an international network of educators to redefine our roles both as teachers and learners. For example, teacher assessments overwhelmingly influence how much student's study (Gibbs & Simpson, 2005; Race, 2009). And new cognitive science research reveals a need for multiple interventions to help improve study skills and student success at all levels of education (Dunlosky et al., 2013).

We also explore different learning designs both physical (set-up) and pedagogical (techniques), including flipped classes, blended, and experiential approaches such as cooperative learning, inquiry-based learning and service learning experiences. Other topics related to this discussion include the power of mentorship, the importance of reflection, and the importance of community and connection (See suggested readings below).

This presentation will be led by Canada's 3M national student fellows who are undergraduate student leaders representing their cohort's interdisciplinary project currently in development, which raises awareness and points to ways in how one might subvert the cult of busy. This description will include both our goals and projected outcomes (20 minutes).

Break-out sessions for facilitated discussion (1 hour) will stimulate dialogue and collaboration about effective strategies, practices, and tools that participants have identified in their own fields and lives. These sessions will be led by two staff members who epitomize busy schedules in their roles as: Educational Developer, Professor, Department Head, Director of a Centre, Associate Vice President (Teaching and Learning), President & Vice-President of a National and International Network.

The workshop will culminate in a round-table discussion (1 hour) to pull together ideas that help to sustain a healthier, time sensitive approach to teaching and learning. We hope to take ideas back to the national student project and collectively develop new approaches in participants' various institutions. The workshop concludes after a Q & A session (20 minutes) and summary takeaways.

Suggested pre-readings:

Fernández-Santander, A. (2008). Cooperative learning combined with short periods of lecturing: A good alternative in teaching biochemistry. *Biochemistry and Molecular Biology Education*. Vol. 36(1), pp. 34-38. Available online: <http://onlinelibrary.wiley.com/doi/10.1002/bmb.20141/full>

Gibbs, G., & Simpson, C. (2005). Conditions under which assessment supports student learning. *Learning and Teaching in Higher Education, Issue 1*. Available online: <http://www2.glos.ac.uk/offload/tli/lets/lathe/issue1/issue1.pdf#page=5>

Murray, J. Giesbrecht, N. & Mosonyi, S. (2013). Enquiry, Engagement and eLearning: Three Perspectives on a Student-Centred, Online, Enquiry-Based Course. *Collected Essays on Learning and Teaching*. Vol. 6, pp. 34-40. Available online: <http://ojs.uwindsor.ca/ojs/leddy/index.php/CELT/article/view/3680>

Murray, J. & Summerlee, A. (2007). The Impact of Problem-Based Learning in an Interdisciplinary First-Year Program on Student Learning Behaviour. *CJHE*, Vol. 37 (3), pp. 87-107. Available online: <http://ojs.library.ubc.ca/index.php/cjhe/article/view/531>

Race, P. (2009). Designing assessments to improve physical sciences learning. The Higher Education Academy. Available online: http://www.heacademy.ac.uk/assets/ps/documents/practice_guides/practice_guides/psoo69_designing_assessment_to_improve_physical_sciences_learning_march_2009.pdf

Summerlee, A. & Murray, J. (2010). The Impact of Enquiry-Based Learning on Academic Performance and Student Engagement. *CJHE*, Vol. 40(2), pp. 78-94. Available online: <http://ojs.library.ubc.ca/index.php/cjhe/article/view/1919>

75-Word Abstract:

As we become busier in whatever we do, we raise questions about how teaching and learning are implicated. We challenge the cult of busy through personal narratives, and a dialogue that promotes different learning designs. This workshop also presents opportunities to explore the role of educational developers, teachers and students to promote meaningful "slow" learning, effective mentorship strategies, and how we might reclaim time - the only resource that seems to be in our hands.