

PROGRAMMES IN CANADA

Introduction

The information on programmes and centres for instructional development in Canadian Universities included in this section is taken from the Index of Pedagogical Services in Canadian Colleges and Universities compiled by Professor Bruce M. Shore and Miss Janet G. Donald of the Centre for Learning and Development of McGill University. This was published in 1974 and later an Annotated version of the Index was issued in 1976, bringing the material up to date. This is to date the most comprehensive list of such programmes and centres in Canada and includes all tertiary educational institutions even those which do not fall within the scope of this publication. The Index was based on a questionnaire which differed only slightly from that used for the other sections of this publication. Information was sought on the name of the centre, name of director, the date of establishment, goals and objectives, principal activities, publications and funding. There were however some significant omissions such as staffing. In view of the close similarity of the questionnaires and the material obtained from them we have extracted for this publication those sections dealing with universities rather than duplicate the excellent work done by the Centre at McGill.

Origins

When the Annotated Index was published in 1976 there were twenty-four universities which had pedagogical services on the campuses for the improvement of teaching and learning skills. Eight other universities which had not completed the questionnaire were known to have someone specially appointed with responsibility for this work. Together they constitute approximately half the total number of universities in Canada. The initial impetus and early developments seem to have been in the province of Quebec and particularly in technical institutes and colleges of education. Since that time, however, services have been established in practically all the universities of the two major provinces of Quebec and Ontario, as well as in the important universities of the rest of the provinces.

The first university to establish a service of this kind was York when in 1960 the Counselling and Development Centre was established there. Though it was originally student oriented its work later extended to include the development of teaching skills as well. The universities of Guelph and Toronto followed in 1966. In Guelph it took the form of a Senate Committee on Teaching and Learning. In Toronto it was a Division of Studies in Medical Education and was confined to the Faculty of Medicine. The establishment in 1969 of the Centre for Learning and Development at the University of McGill seems to have been in retrospect a significant step forward. It had a full-time director and a permanent staff and it became over the next few years a focus for the dissemination of information on these programmes particularly in the province of Quebec. It also served as a model for similar centres to be established in other universities. In that same year a Standing Committee and Council for Instruction and the Evaluation of Instruction was set up at the University of Saskatchewan to serve as an advisory committee to a Vice President specially designated for this work. The years 1971-75 saw the emergence of no less than fourteen such services six of which were in universities in Ontario and five in the province of Quebec. Eight other universities are known to have taken various measures in this direction. By 1976 programmes of this kind had been established in the universities

of every province in Canada. Though the latest tally is not available to us we presume that by now almost all the universities in Canada have some form of pedagogical service.

Ontario Universities Programme for Instructional Development (OUPID)

On a provincial basis it was in Ontario that a major development has taken place in the improvement of learning and teaching skills. In 1973 the Ontario Universities Programme for Instructional Development (OUPID) was established under the Directorship of Dr. Harold Good of Queen's University. He was responsible to the Joint Committee on Instructional Development set up by the Council of Ontario Universities (COU) and the Committee on University Affairs (CUA). Since 1970 these two bodies had explored the possibility of initiating a programme for instructional development throughout the province and had set up a joint Committee for the purpose. The object of the programme was "to assist faculties in Ontario Universities in improving the effectiveness of instructional processes by the systematic development of objectives, content, methods and evaluation for each course offered with economy in the application of instructional resources". From their early discussions emerged the parameters and the main features of the programme which sought on the one hand to allay the fears of academics of possible undue outside influence within their universities and on the other, the desire on the part of the Committee of University Affairs to ensure a province-wide service of instructional development. The formula that emerged was a short-term programme funded by the government, outside the university budget, to support a series of projects in universities to improve teaching and learning skills. The Programme was to have a full time Director and staff, and its scope and terms of reference were defined as follows:

"The aim of the Programme is to assist individual faculty members in Ontario universities and the universities themselves in improving the effectiveness and efficiency of their instructional processes. No approach consistent with this aim - whether concerned with the contribution of students, the organization of teacher-time, the demands of research and administration or the use of technical devices such as television or computers is regarded as outside the scope of this Programme".

After three years of operation the Council of Ontario Universities commissioned an independent evaluation of the Programme under the Chairmanship of Dr. A. N. Main of the United Kingdom and their report was published in September 1975. The Commission reported that about sixty grants had been made covering almost all the universities of the province. These were spread over different instructional developmental activities such as types of teachings, teaching methods, production of instructional materials, course design and curriculum development, diagnostic and remedial programmes and in the sponsoring of conferences, workshops and seminars. All the main disciplines were involved.

The Commission noted however that although there was a widespread acknowledgement of the need for such a programme for instructional development, the policies and practices of OUPID and the strategies adopted do not seem to have achieved the objectives that the authors of the programme had in mind. One of the main criticisms was that the grants made for individual projects had not resulted always in generating programmes and services at faculty or grass roots level where they did not already exist. The Commission while recommending the continuance of the Programme for a further period of three years with the same structure and increased funding observed that the programme should be more broad based and that there should be a greater involvement of both staff and students in the projects under the Programme. It was intended, though not specifically stated, that this would strengthen existing centres and units for instructional develop-

ment in universities and give an impetus for the establishment of new units.

Following the publication of the report the Council of Ontario Universities appointed a new Committee on Teaching and Learning with these responsibilities.

1. To distribute funds to universities and faculty members for the improvement of learning and teaching.
2. To offer the universities a resource service.
3. To select and appoint a Director for the Programme.
4. To establish a liaison in instructional development with other post-secondary institutions within and beyond the province.
5. To keep the universities, the Ontario Council on University Affairs and the Ministry of Colleges and Universities fully informed of current issues and developments in university teaching and learning.

This Committee which consisted of six faculty members, three students and one or two lay members after reviewing the report made some important policy changes. Grants to individuals was discontinued and replaced by institutional grants and a ministry decision has been made that the funds available for this purpose would be progressively reduced and terminated in 1980-81. It is expected that by this time the universities would have established their own individual programmes for improving teaching and learning and the provision would be made in their separate budgets to support these activities. It is expected that OUPID will continue its service to the universities with a multi-faceted programme including:

1. Action: Workshops, Seminars, Conferences, Individual Consultations, Inter-university Liaison and Problem Explication.
2. Information: Library Resources, Bibliographies, Information Retrieval and A human resources network.
3. Publications: Newsletter, Current Contents, Proceedings, Reports, Instructional Development Training Materials.
4. Research: Teaching/Learning Process, Instructional Development Strategies.
5. Feed back service from universities.
6. Funding: Compiling a directory of funding services.

The experience of OUPID has been cited here in detail for it affected nearly a third of the universities of Canada and 40% of all university staff and students. We are not aware of a similar provincial programme in operation in Quebec though there are a significant number of programmes within individual universities as well as provincial inter-university organizations. It was reported however that a programme modelled on OUPID might be established in Manitoba. The OUPID experiment represents a distinct advance on individual efforts at improvement and is unique in that it seeks to balance the interests which the staff and students, universities and governments have in this important sphere of tertiary education.

Pedagogical Services in Universities

The pedagogical services that mushroomed in Canadian universities generally in the late sixties and early seventies were the result of a spontaneous movement. But two broad motivations can be discerned as in other countries around the world, the need to provide instruction in the new educational technology that had come into use and the belief

that the wave of student interest that swept through the campuses in 1968 was in part due to dissatisfaction with the traditional methods of teaching which had been greatly stretched by the rapid expansion of students numbers and the equally rapid expansion of academic staff.

The variety of forms these services have taken in different universities and their range of goals and objectives reflect their spontaneity and their multiplicity of motivation. Sometimes Senate or Council Standing Committees were set up. Sometimes individuals such as Vice Presidents, Deans of Universities, specially appointed directors of services and chiefs of staff development, were entrusted with this responsibility. Separate units were usually established where the interest lay mainly in educational technology and where specialized full time staff was required. These were headed by directors with a greater measure of permanence and continuity. If the interest was mainly that of developing learning skills among students the general pattern was the appointment of counsellors. If however, research into these problems was the main interest there would be a co-ordinator of research and experimentation supported perhaps by a committee. Through this variety of structures we may see the emerging model of the future in a centre fully staffed and continuous, funded by the university and bringing together all aspects of learning and teaching including the use of teaching equipment and research.

Objectives

The main objective of these services is sometimes briefly stated as the improvement of pedagogy and the provision of assistance to students to realize their academic potential. It is also described as the development of learning and teaching skills though generally the emphasis seems to be on the latter process. This broad general aim has been spelt out in varying degrees of detail in some of the contributions. Sometimes information is so specific that little distinction can be made between the intentions as revealed in the objectives and the achievements described under activities. It is clear however that these goals and objectives have been conceived in very practical terms and only two universities have set these services in the context of the wider goals of university education which presumably would be the concern of Council and Senate.

Activities

The wide ranging activities of these services can be summarized under specific heads:

- i. Instructional Development: This is the main focus of these services in all the universities. Help is given to new teachers to initiate them into the techniques of effective teaching and help is also available to those who are already on the staff to improve their techniques and plan their courses. Assistance is not only given to individual members of staff but it is also organized sometimes on a departmental or even on faculty basis. There are programmes which covered an entire department or faculty. Though to begin with this was a service that was available to the staff on request it is clear that in many instances a mandatory obligation was later imposed to initiate instructional development programmes after due examination of the defects in teaching procedures within the university. This would presumably be preceded by a report or recommendation to the Council or Senate.
- ii. Improvement of Learning Skills: Though some services seem to have originated with the improvement of learning skills as the main objective, this is not always specifically mentioned as a major or direct activity of these services. It seems however to be partly subsumed under instructional development, for courses included advice on student counselling and training

in the evaluation of the learning skills of students. In some universities there are services that are directly student oriented. Students' perception of the teacher is sometimes the basis for evaluating the effectiveness of teaching and their co-operation is often sought for this purpose.

iii. Liaison with the Administration: Though these services are funded by and closely linked with the administration the extent of liaison and dependence varies from university to university and is determined by whether the original initiative came from the academic staff or the administration. The more elaborate centres and units have a close liaison with the administration and sometimes from a part of the administrative services.

iv. Design and Evaluation of Courses: Many of the services include the planning and evaluation of courses among the objectives or the activities and there seems to be a heavy demand for this. Though at the university level the subject matter and courses would be entirely an academic responsibility assistance is sought in the formulation of objectives and the designing of courses. This also includes the provision of course and learning evaluations, training in interpersonal skills and the production of learning environments in order to stimulate student motivation.

v. Research: Many of the units mention research as one of their on-going activities. But the research done is largely instructional or educational and not for its own sake such as would take place in a Faculty of Education. The object of this research is the improvement of the methods and techniques of instruction and the search for alternative methods of learning and teaching. Theoretical research is however mentioned as an activity within the service. But research took the form sometimes of a collaborative activity with faculty members. In Ontario the services function as the selection agency for grants for research into instructional development. Always, however, research seems to be a secondary and an ancillary activity of these services.

vi. Information: The provision of information and documentation to the faculty on all aspects of learning and teaching procedures is one of the important functions of a pedagogical service and sometimes the origin of the service itself. This would initially take the form of setting up a specialized library to maintain a flow of information on programmes and projects in operation or being planned. To facilitate this flow some services publish bulletins and newsletters on current events and research activities in universities. Information is also given on resources available such as packaged instructional and learning material. Another aspect of this service is the provision of technological equipment for the improvement of teaching procedures and advice on their use in classroom situations.

vii. Methodology: Apart from individual consultancies, programmed projects in departments and the orientation courses given to new comers and permanent staff already mentioned, a variety of other methods are cited among the continuing activities of these services. These are guest lectures, seminars and conferences, workshops and study groups, team teaching and the evaluation of actual teaching. Some even mention the provision of rewards for teachers who wish to improve their teaching.

viii. Funding: The services in all the universities listed seem to be supported with funds from the normal budget of the university presumably under administrative services. Personnel however could be on assignment or release from regular departments unless a centre has been established with a full time staff. Sometimes outside funding is mentioned and this

would be for specific projects and programmes of limited duration. Similarly funds are sought from outside organizations for research assignments in this field. In Ontario, as mentioned above, support from the Ontario Universities Programme for Instructional Development is given in the form of grants for specific purposes which include research as well as training. Originally made out as grants to individuals these are now given as institutional grants and will be phased out by 1981, when universities will be expected to fund their own programmes.

Acknowledgment and Further Information: A word of acknowledgment is due at this point to the authors of the Pedagogical Index published by the Centre for Learning and Development who gave permission to the Commonwealth Secretariat to reproduce the contributions submitted by the universities and to adapt the introduction to the Annotated Index published in 1976. The Centre maintains a file on all these pedagogical services. These are regularly up dated and information on new services that have been established since 1976 may be obtained from them. They would welcome information on pedagogical services and related organizations not mentioned in the present list, which could be included in a future edition. Their address is:

The Centre for Learning and Development,
McGill University,
P. O. Box 6070 Station A,
Montreal, Quebec,
Canada.

We should also mention here the Ontario Universities Programme for Instructional Development which maintains up-to-date information on such programmes in universities in that province. Their address is:

OUPID,
130 St. George St., Suite 8039,
Toronto, Ontario M5S 2T4,
Canada.

INDEX OF UNITS IN CANADA

1. ATHABASKA UNIVERSITY*

Address	14512-122 Avenue, Edmonton, Alta. T5L 2W4 Telephone (403) 452-9990
Name of Unit	Instructional Development Unit
Head	J. Murray Richmond
Establishment	Athabaska University is a research and development project of the Alberta Department of Advanced Education. The Instructional Development Unit was organized in 1973.
Goals and Objectives	to produce university level, self-instructional packaged courses (multi-media) for adult, off-campus, full and part-time students. An immediate problem facing the unit is that of realizing a number of alternative instructional design models.
Activities	instructional design of introductory ecology, science and humanities courses; planning for additional courses; systematizing instructional development procedures and training instructional designers. Research activities include a study of the feasibility of developing instructional materials utilizing video-cassette equipment for delivery to small groups and individual students. Alternative methods of presentation, such as interactive or continuous, are also being investigated.

2. THE UNIVERSITY OF CALGARY

Address	2920-24th Ave. N.W., Calgary Alta. T2N 1N4 Telephone (403) 284-5110
Name of Unit	University Instructional Methodology and Development Committee
Chairperson	T. A. Oliver
Establishment	1972
Goals and Objectives	the continued focus on excellence in teaching and learning is a primary goal for the University of Calgary and the encouragement of all staff members to evaluate and improve methods, programmes, course structures, and other matters related to the learning process. The committee provides resources within its financial capabilities. Specifically, the committee aims to encourage, where appropriate, interfaculty research into learning; to organize and assist in the funding of conferences on instructional methods; to receive and assess grant applications for research and development concerning instruction; to prepare a directory of resource personnel and aids on instructional methodology and developments.

* Though not a university in the normally accepted meaning of the term this institution, as in the Annotated Index, has been included here as its work is relevant to teaching at the university level.

3. CARLETON UNIVERSITY

Address	Ottawa, Ont. K1S 5B6 Telephone (613) 231-6351
Name of Unit	Committee on Instructional Development
Chairperson	Dr G. R. Love (Dr D. J. Brown, Secretary)
Establishment	1973
Goals and Objectives	an analysis of techniques used in the evaluation of teaching effectiveness; a study of current techniques at Carleton; exploration and development of teaching programmes using contemporary design and presentation; establishment of workshops and study groups dealing with teaching effectiveness for faculty members, other instructors and graduate students; liaison with existing faculty units concerned with instructional development and liaison with the Ontario Universities Program for Instructional Development.
Activities	A subcommittee on Teaching and Learning is concerned with course and teacher evaluation. A task force on Experimental Teaching Techniques encourages and assists with the exploration, adoption and evaluation of innovative teaching/learning methods (e.g. modular course design). A task force on Educational Technology investigates the current use of films, computers, T.V. in teaching and the potential of other aids and devices. A Grants subcommittee allocates funds for instructional improvement projects.
Publications	<u>The C.I.D. Newsletter</u> includes articles on current projects and coming events.
Budget	Support for research projects has been provided by the Ontario Universities Program for Instructional Development, Ontario Government. The University has allocated a budget on Instructional Development to the Grants Subcommittee.

4. CONCORDIA UNIVERSITY

(incorporating Sir George Williams University and Loyola of Montreal)

Address	Loyola Campus, 7141 Sherbrooke St. West, Montreal, P.Q. H4B 1R6 Telephone (415) 482-0320 Ext.363
Name of Unit	Learning Development Committee
Chairperson	Ron Smith, Learning Development Coordinator
Establishment	1972
Goals and Objectives	to provide information and resources to the campus and to encourage and support the improvement of instruction. The Committee aims to encourage the concern among faculty and students to be continually evaluating and improving the teaching/learning experience; to encourage the integration of evaluation with instructional design of courses; to provide necessary resources for training faculty members in the skills required for evaluation and improvement; to encourage appropriate innovations in teaching and learning; to work with related institutes, committees or groups inside and outside the new University and to develop a library of current resources on research and experimentation for faculty and students.
Activities	organizing workshops and guest lectures for all faculty; collecting resources for individual departments; evaluation of a French Learning Centre; and course evaluation. The Learning Development

Coordinator's position (part-time) was created in 1974. Duties include coordination of workshops; facilitation of access to instructional resources; stimulating study, planning and experimentation related to curriculum design; pedagogical methods; and evaluation (course, instructor, and programme); course revision and responsibility for the Course Selection Guide.

Publications a booklet entitled A Guide to Teaching Evaluation has been circulated to all faculty members. A Course Selection Guide is also published.

5. CONCORDIA UNIVERSITY

Address Sir George Williams University Campus, 1455 de Maisonneuve W.,
Montreal, P.W. H3G 1M8
Telephone (514) 879-7207

Name of Unit Committee on Experimentation and Innovation in Higher Education

Chairman elected annually

6. UNIVERSITY OF GUELPH

Address Guelph, Ont. N1G 2W1
Telephone (519) 824-4120

Name of Unit Senate Committee on Teaching and Learning

Coordinator J. A. Neil

Establishment 1966, known originally as Committee on Methods of Instruction

Goals and Objectives to help faculty to increase their understanding of the processes of learning and teaching so that teachers may act more effectively in helping students to learn.

Activities studies and makes recommendations to Senate on matters affecting teaching and learning in the University; informs faculty through lectures, workshops and publications on development in teaching and learning and helps put into practice those developments which would enhance the teaching and learning processes; encourages and facilitates through student evaluation and other appropriate means the maximum exchange of views between teachers and students and fosters the integration of the resources of the University in pursuit of its educational objectives. Five subcommittees have been formed: Publications, Teaching Evaluation, Instructional Development, Living-Learning Centres and Wider Issues on Teaching and Learning.

Publications Teaching Forum, published twice per semester.

7. LAVAL UNIVERSITY

Address Bureau 35302, Pavillon de la bibliothèque, Ste.-Foy, P.Q. G1K 7P4.
Telephone (418) 656-3756

Name of Unit Le Service de Pédagogie Universitaire

Director M. Jacques Parent

Establishment 1972, evolving from two animation groups in university pedagogy and evaluation which had been created in 1970.

Goals and Objectives	to facilitate the progress of university pedagogy. Immediate aims are to improve teaching at Université Laval and to improve conditions of learning.
Activities	Research, pedagogical animation and pedagogical assistance (including consultations, pedagogical days and workshops). The unit serves professors, administrators and students. Pedagogical counsellors act as animators in the areas of educational technology, evaluation and pedagogical objectives. In addition, a documentation and information centre is maintained. Ongoing research projects are concerned with course evaluation and the evaluation of learning.
Publications	a list of publications including position papers, technical documents and bibliographies is available from the Service.

8. MCGILL UNIVERSITY

Address	P.O.Box 6070, Station A, Montreal, P.Q. H3C 3G1 Telephone (514) 392-5273
Name of Unit	Centre for Learning and Development
Director	Dr George L. Geis (Professional Staff: Glenn Cartwright, Janet Donald, Bruce Shore)
Establishment	1969
Goals and Objectives	to offer services and support to faculty in matters of course design, development and evaluation and to serve as a resource centre providing literature, workshops and personal and group consultation to interested faculty members; to seek out and introduce to the campus new developments in educational theory and methods, and to investigate their feasibility and usefulness at the university; to conduct research relevant to learning and development; to become involved with the teaching process at all levels; to interact with other universities.
Activities	consultation with faculty ranging from requests for specific information or help in redesigning an examination, to guidance in course design or advice on carrying out an experimental test of a new teaching method; workshops and seminars in response to specific requests of departments; library services; educational development. Special projects of 1975-76 included: formative evaluation of modularized courses; survey of pedagogical services in Canadian universities and colleges; seminar for teaching assistants and production of a Teaching Methods Taxonomy. Research investigations were primarily in the area of individualized instruction.
Publications	<u>Learning and Development</u> newsletter, 6 times per year, 50 papers in various areas. A list of publications is available.
Budget	annual budget from McGill's operating funds, Educational Development Fund and outside research grants.

9. MCGILL UNIVERSITY

Address	Faculty of Medicine, 1110 Pine Ave., W., Montreal, P.Q. Telephone (514) 392-4532
Name of Unit	Centre for Medical Education
Director	Dr Hugh Scott (part-time Director) Mrs Jo Cassie (full-time Associate Director)
Establishment	1974
Goals and Objectives	principally intends to provide a forum for individual faculty members with special interests and expertise in educational development; expects to provide the faculty at large with a resource facility for assisting with educational evaluation and innovation.
Activities	many of the projects to be carried out will involve the evaluation of clinical teaching practices, such as the evaluation of clinical problem solving skills. Other projects will include the Survey of Audiovisual Software and the publication of a newsletter; will also be involved in the development of new courses, self-instructional modules and specialized teaching skills; expects to concern itself with continuing medical education, basic science teaching, and post-graduate education; will also serve as a clearing-house for innovative educational developments from other centres.
publications	internal newsletter.

10. MCMASTER UNIVERSITY

Address	Hamilton, Ontario L8S 4L8 Telephone (416) 525-9140 Local 4705
Name of Unit	Liaison Committee for Instructional Development
Chairperson	Dr D. A. Dawson
Establishment	1973
Goals and Objectives	to facilitate instructional development within the University. The Committee aims to assess the feasibility of establishing a permanent Centre for Instructional Development.
Activities	emphasis is on making people aware of on-campus activities and on liaison with the Ontario Universities Program for Instructional Development.
publications	An internal newsletter.

11. MCMASTER UNIVERSITY

Address	Hamilton, Ontario L8S 4L8 (Faculty of Medicine, 1200 Main Street West)
Name of Unit	Program for Educational Development
Director	Dr V. R. Neufeld

12. UNIVERSITY OF MONCTON

Address	Moncton, N.B. E1A 3E9 Telephone (506) 858-4000
Secretary-General	Léandre Bourque
Establishment	1973
Goals and Objectives	to organize pedagogical services as required.
Activities	seminars and courses are offered on a voluntary basis to the teaching staff. A Senate Committee for the Quality Control of Teaching ensures that academic criteria regarding the teaching milieu are met.

13. UNIVERSITY OF MONTREAL

Address	2815, boul. Edouard-Montpetit, Montreal, Quebec H3T 1J4 Telephone (514) 343-7087
Name of Unit	Le Service Pédagogique
Director	Marc Gagnon
Establishment	1973
Goals and Objectives	to aid in the conceptualization and development of adequate learning environments; to inform faculty of educational innovations; to aid faculty to understand the complexities of the educational experience and to make the teaching role of the professor important.
Activities	individual consultations, weekly workshops, department and faculty pedagogical days and the operation of a documentation centre. Each of three professional staff members is responsible for one of three areas: information on pedagogy, evaluation and teaching methods.
Publications	<u>Bulletin du Service Pédagogique</u> contains book reviews, annotated bibliographies and reports on pedagogical innovations at the Université de Montréal and elsewhere. <u>Le Service Vous Informe</u> , an information sheet on current events.

14. UNIVERSITY OF OTTAWA

Address	Ottawa, Ont. K1N 6N5 Telephone (613) 231-5997
Counsellor	M. Jean-Marc Beauchesne (Counseiller en pédagogie universitaire, Cabinet de Vice-Recteur, Enseignement et Recherche)
Establishment	1973. A university-wide committee or resource group will shortly be established to replace the present position. Members of the Committee would be partly detached professors from the various faculties of the university.
Goals and Objectives	to advise the Vice-Rector on matters related to the improvement of teaching and learning and to act as a consultant on demand to all units of the University.

15. UNIVERSITY OF QUEBEC, à Montréal (UQAM)

Address	C.P. 8888, 3465 Durocher, Montreal, P.Q. H3L 3P8 Telephone (514) 343-7087
Name of Unit	Service de Pedagogie (Formerly Centre d'application des media technologiques à l'enseignement et à la recherche, CAMTER)
Director	Jean Dumas
Establishment	1972
Goals and Objectives	pedagogical improvement at the university, the development of projects in which educational technology is involved. The Service defines itself as an action-research centre with the joint functions of service and research concerning concrete questions of university pedagogy. Immediate functions are consultation, animation, projects, evaluation and research.
Activities	the activities of the Service are carried out in collaboration with the modules, the departments and the Communication Services. Specialists in communications and computer applications are engaged in activities of animation, consultation, research and course design. Workshops, meetings, written documents and audio-visual materials are prepared and reports of activities produced. Projects include a study of the economic and pedagogical advantages of educational technology; an evaluation of the processes by which students can arrive at formulating learning objectives for themselves; a televised course in sixteen different parts.
Publications	a handbook entitled <u>Objectifs d'apprentissage</u> , a quarterly information bulletin and an annual report.

16. UNIVERSITY OF QUEBEC, à Rimouski (UQAR)

Address	300 avenue des Ursulines, Rimouski, P.Q. G5L 3A1 Telephone (418) 724-1715
Counsellor	Conseiller Pédagogique
Establishment	1973
Goals and Objectives	to co-ordinate the assessment of needs and of clientele with the objective of developing new programmes; co-ordinating the conception, production, implementation and evaluation of Televised Learning; studying and evaluating all pedagogical dossiers from the Vice-Rector and working out projects of development policies for the Committee of Academic Development and the Commission d'Etudes (of Studies). Ongoing research includes an analysis of the need for improvement of teachers east of Quebec, rationalization of programmes in science and education and various projects in Televised Learning.

17. UNIVERSITY OF QUEBEC, à Trois-Rivières (UQTR)

Address	3351 boul. des Forges, C.P. 500, Trois-Rivières, P.Q. G9A 5H7 Telephone (819) 376-5608
Name of Unit	Service de l'Education Permanente et de l'Animation Pédagogique
Vice-Rector	M. Pierre Decelles, Vice-Recteur à l'Enseignement et à la Recherche
Establishment	1975

Goals and Objectives	to work out pedagogical plans which would improve the educational activity of the University. These include teaching techniques research and aid to professors.
Activities	survey of the professional staff, pedagogical day for the teaching staff, sharing classroom experiences and ongoing projects.

18. QUEEN'S UNIVERSITY

Address	Kingston, Ont. K7M 4E8 Telephone (613) 547-5559
Name of Unit	Health Sciences, Office of Education
Director	Dr A. M. Bryans
Establishment	1971
Goals and Objectives	to provide consultation and advice to departments and individuals on educational matters; to upgrade the quality of the teaching-learning process; and immediately, to develop awareness of the need for upgrading.
Activities	the establishment of facilities for learning clinical skills for medical, nursing, and rehabilitation students; workshops; consultations on request; maintaining a library of educational books and audio-visual materials. Specific areas of research include: teaching, learning and evaluation of clinical skills; simulation in medical education; the appraisal of teaching the Health Sciences (AUCC study).
Publications	newsletter on medical education, 4 times per year.

19. UNIVERSITY OF SASKATCHEWAN

Address	Saskatoon, Saskatchewan S7N 0W0 Telephone (306) 343-2100
Name of Unit	Standing Committee of Council for Instruction and Evaluation of Instruction
Vice-President	Carlyle King (M. Black, Chairperson)
Establishment	1969
Goals and Objectives	responsibility of the Vice-President is to sustain and improve the quality of teaching at the University. The Standing Committee serves as an Advisory Committee to the designated Vice-President.
Activities	the main activity has been to work through the faculties of colleges and departments, urging each of them to establish a committee or working group to tackle the teaching problems of its own unit. The Division of Audio-Visual Services offers several short courses or training sessions on use of audio-visual devices and techniques in classroom instruction.

20. UNIVERSITY OF TORONTO

Address	Toronto, Ont. M5S 1A1 Telephone (416) 928-4014
Name of Unit	Division of Studies in Medical Education (McMurrick Building)
Director	A. I. Rothman
Establishment	1966
Goals and Objectives	to provide an education consultation service to the Faculty of Medicine and to further research and development in higher education.
Activities	consultation; committee service; workshops; course and instructor evaluation; programme evaluation; supervision of graduate students. Research activities include studies in moral development; coping style; admissions; measurement; curriculum evaluation; instructional development; career choice; characteristics of applicants and admitted students; computer applications; patient education and teaching and learning.
Publications	approximately 20 journal publications.

21. UNIVERSITY OF VICTORIA

Address	Victoria, B.C. V8W 2Y2 Telephone (604) 477-6911
Name of Unit	Senate Committee on Teaching and Learning
Chairman	New Chairman not yet named (For further information contact Mr R. Ferry, Secretary to Senate)
Establishment	1972
Goals and Objectives	to provide to Senate concrete recommendations which will be instrumental in improving the quality of teaching and learning at the University; the immediate purpose is to report to Senate on various aspects and recommendations contained within three "in-house" reports.
Activities	meetings; library research, on and off campus surveys.

22. THE UNIVERSITY OF WESTERN ONTARIO

Address	London, Ont. N6A 3K7 Telephone (519) 679-6280
Name of Unit	Office of Service and Research in Medical Education
Directors	Dr B. P. Squires and Mr J. E. Molineux
Establishment	1971
Goals and Objectives	as a Service Centre it aims to assist in devising methods of evaluation; of course and curriculum change; to assist in devising methods of student evaluation; to help in the development of educational objectives; to act as a consultant service in the application and use of various instructional techniques and aids and to serve in an advisory capacity in other aspects of pedagogy. As a research centre it aims to initiate projects and analyse data with respect to problems in Medical Education.

Activities	Mr Molineux specializes in evaluation and psychometrics. Dr Squire's concern is instructional development. Research activities include a study on the activities of UWO medical graduates from 1950; a study of the characteristics of UWO medical applicants; a study of biographical characteristics and career choice of UWO medical students; student survey of courses; student time study and an assessment of faculty satisfaction with new curricula.
Budget	grant from the Ontario Universities Program for Instructional Development.

23. UNIVERSITY OF WINDSOR

Address	Windsor, Ont. N9B 3P4 Telephone (519) 253-4232 Ext.270
Name of Unit	Interim Committee on Instructional Development
Senior Vice-President	Dr F. A. de Marco
Establishment	1974
Goals and Objectives	teaching improvement; instructional development and educational research. The aim of the Interim Committee is to develop terms of reference, goals and priorities.
Activities	at present the Interim Committee is involved in surveying the faculty to determine what current experiments and developments are taking place in teaching and learning.
Publications	an Instructional Development newsletter.

24. YORK UNIVERSITY

Address	4700 Keele St., Downsview, Ont. M3J 1P3 Telephone (416) 667-2100
Name of Unit	Counselling and Development Centre (Behavioral Sciences Bldg.)
Chairperson	Dr Joan Stewart (Dr Chris Furedy, Program Director, Development of Teaching Skills Program) (Sandra Pyke)
Establishment	1960
Goals and Objectives	to assist all students to realize their academic and personal potential.
Activities	services offered by the Centre include: a learning skills clinic involving both programmes designed to help students improve reading skills, study habits and listening abilities and group communications programmes aimed at improving student's effectiveness in tutorials as well as enjoyment and satisfaction in these settings; and DOTS (Development of Teaching Skills) which focuses on increasing teaching effectiveness especially in a tutorial setting. The Centre has a human and material resources centre.
Publications	an internal report entitled, "The Development of Teaching Skills" by S. W. Pyke and C. Furedy.

25. THE UNIVERSITY OF WATERLOO*

Address	Waterloo, Ontario, N2L 3G1 Telephone (519) 885-1211 Ext. 2579
Name of Unit	Teaching Resource Office (Room 3005 Needles Hall)
Head	Dr. Christopher K. Knapper Teaching Resource Person
Establishment	1976

Goals and Objectives: To provide assistance to individual faculty members - especially new faculty members - in improving their teaching performance, offering assistance to departments on teaching methods and evaluation of learning, and keeping the university community informed about developments and innovations relevant to teaching and learning in higher education.

Activities: Improving the standard of classroom teaching of faculty members through discussion of course materials, advice on possible changes and innovations and provision of teaching materials; maintaining a library of books, journals and pamphlets on teaching methods and catalogues on materials relating to instructional development; organizing workshops and seminars related to teaching and learning and arranging for consultants from outside the university; responding to requests by students on their learning needs; arranging grants in support of research and development work relevant to teaching; and responsibility for the administration of the Distinguished Teacher Award Programme.

Publications: A series of occasional handbooks is planned on topics of particular interest to university teachers the first of which will be a guide to instructional resources in the university.

Budget: The budget for the operation of the TRO is derived partly from the University of Waterloo's Academic Fund and partly from a grant made by the Ontario Universities Programme for Instructional Development. It is expected however that after 1980 the activities of the Teaching Research Office will be funded entirely by the university.

*This university is not included in the Annotated Index.

The following universities have a committee, centre, or person in charge of pedagogical concerns but have not submitted any further information:

THE UNIVERSITY OF ALBERTA
Edmonton, Alta. T6G 2E2
Academic Planning Committee
Tel: (403) 284-5110

DALHOUSIE UNIVERSITY
Halifax, N.S. B3H 3J5
Dr H. W. King, President, Dalhousie Faculty Association
Department of Education

THE UNIVERSITY OF MANITOBA
Winnipeg, Man. R3T 2N2
College Teaching Research Program, Department of Psychology
Dr Ray Perry, Dr Larry Breen and Dr Les Leventhal
Tel: (604) 474-8880

MEMORIAL UNIVERSITY
St John's, Nfld. A1C 5S7
Dr Arthur M. Sullivan, Dean of Junior Studies
Tel: (709) 753-1200

UNIVERSITY OF NEW BRUNSWICK
Fredericton, N.B. E3B 5A3
Professor William Biden, Chairman of Practical
Studies (Acting), Faculty of Education
Tel: (506) 453-4666

NOTRE DAME UNIVERSITY OF NELSON
820 Tenth St., Nelson, B.C. V1L 3C7
Dean of Academic Studies
Dr D. V. E. George
Tel: (604) 352-2241

UNIVERSITY OF QUEBEC
2875 boul. Laurier, Quebec, P.Q. G1V 2M3
Commission de la Télé-Université
M. Fernand Grenier, Directeur
Maurice Boisvert, Vice-Président à l'Enseignement
Tel: (418) 657-2262

ST FRANCIS XAVIER UNIVERSITY
Antigonish, N.S. B0H 1C0
Dr J. J. MacDonald, Academic Vice-President

UNIVERSITY OF WINNIPEG
Winnipeg, Man. R3B 2E9
Professor J. Clarke, Vice-President (Undergraduate Programmes)
Dean of the Faculty of Arts and Science
Tel: (204) 786-7811

OTHER UNIVERSITY AGENCIES

1. ASSOCIATION OF UNIVERSITIES AND COLLEGES OF CANADA (A.U.C.C.)

Address	151 Slater St., Ottawa, Ont. K1P 5N1 Telephone (613) 237-3330
Name of Unit	Committee on Learning and Teaching
Chairman	Dr Michael Oliver (Robert Patri, Secretary)
Establishment	1974
Goals and Objectives	to advise the board of directors of A.U.C.C. on the most effective way of keeping Canadian universities abreast of the teaching approaches to learning and teaching; to establish liaison amongst universities and with government agencies on learning and teaching methods. The immediate goal is the completion of several films devoted to the study of teaching methods.
Activities	to develop a series of 10-15 films on teaching methods; now in phase one - preparation of film scripts.
Publications	occasionally articles appear in <u>University Affairs</u> , an A.U.C.C. publication.

2. CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS (C.A.U.T.)

Address	66 Lisgar St., Ottawa, Ont. K2P 0C1 Telephone (613) 237-6885
Goals and Objectives	to promote the interests of teachers and researchers in Canadian universities and colleges, to advance the standards of their profession, and to improve the quality of higher education in Canada.
Activities	various committees deal with academic freedom and tenure, economic benefits, internal university affairs, collective bargaining and the status of women.
Publications	the C.A.U.T. bulletin is published 6 times yearly. The C.A.U.T. will also publish a series of monographs relating to the profession, e.g. teaching evaluation and status of women academics.

3. INSTITUT NATIONAL DE LA RECHERCHE SCIENTIFIQUE - EDUCATION

Address	University of Quebec, 3465 Durocher, Montreal, P.Q. H3C 3G1 Telephone (514) 282-4974
Director	Dr Gilles Dussault
Establishment	1972
Goals and Objectives	development of educational systems which constitute real alternatives to existing situations; to use scientific evaluation for the purpose of development of educational systems for the growth of learning; to respond to the requests for applied research, development and consultation in Quebec. The immediate functions of the service are research, consultation, and instruction (in that order).

Activities	SAGE (self-directed learning system); study of French instruction; evaluation of innovation - activities of Télé-Université and the programme Performa (University of Sherbrooke); development of measuring instruments.
Publications	At least one hundred titles in 74-75 available on request through M. Jean-Marc Dumas, documentalist INRS - Education, C.P. 7500, Ste. Foy, Quebec, (418) 657-2593.
Budget	Institutional budget; Research subsidies; Contracts.

4. ONTARIO INSTITUTE FOR STUDIES IN EDUCATION (OISE)

Address	252 Bloor Street W., Toronto, Ont. M5S 1V6 Telephone (416) 923-6641
Co-ordinator	Co-ordinator of Graduate Studies, Graduate Department of Educational Theory, University of Toronto
Activities	The Graduate Studies Committee within each Department exercises responsibility for planning and recommending the development of new programmes and courses, or the redevelopment of old; for wrestling with perceived difficulties or complaints and for evaluating instructional activities within the Department. The Institute-wide Graduate Studies Standing Committee seeks to arrange for advice and resources as required, for example, requiring Departments to undertake a major review of their instructional offerings. Research activities chiefly take the form of individual course development, including harnessing various media (e.g. computer). Sample studies include: an attempt to discover the extent to which the individual graduate programmes of students studying here from overseas have in fact turned out to be useful to those students on their return to their own country; the development of modules for language instruction, through the Modern Language Centre. The Conference Office, under the directorship of Mrs. June Armstrong, Tel: (416) 923-6641, arranges professional development days, workshops, and consultations at the request of teachers, administrators, etc. throughout Ontario.

5. ONTARIO UNIVERSITIES PROGRAM FOR INSTRUCTIONAL DEVELOPMENT (OUPID)

Address	130 St George Street, Suite 8039, Toronto Ontario M5S 2T4. Telephone (416) 979-2165
Director	Dr. Charles E. Pascal Mrs. Marion Wilburn, Project Leader/Assistant Ms Linda Fitzhugh, Administrative Secretary
Establishment	1973, under the auspices of the Interim Committee on Instructional Development of the Council of Ontario Universities.
Goals and Objectives	At its conception, to assist individual faculty members in Ontario universities and the universities themselves in improving the effectiveness and efficiency of their instructional processes, including such divergent concerns as: contribution of students; organization of teacher time, demands of research and administration and use of T.V., the computer, and instructional development, the following objectives have been proposed: 1. Expansion of the Newsletter as a means of publicizing ideas, project results, suggestions, etc. among interested Ontario faculty; 2. A series of one or two day workshops centred around discipline or special interest; 3. Liaison with the universities.
Activities	Initially, these included visits by the Director to each Ontario

university to establish contact with senior officers of the university, with the faculty association and with student organizations and organizations representing specific disciplines in the Ontario University system in order to identify a variety of concerns and viewpoints. A search was also undertaken for experimental programme programmes operating on individual campuses but likely to be of interest to other universities. Help is provided in the form of funds to purchase released time, travel, costs of materials, or in the development of evaluation procedures. Support may also take the form of co-ordination, through the Director of projects by several professors who are working essentially on the same problem, in different institutions.

Publications

A newsletter.

Budget

Funds are made available by the Ministry of Colleges and Universities.