University Teaching and Learning: Principles and Practices
Course Syllabus – September 2012

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Course Times:
Tuesday 9:30-12:30, Education Building, 7512

Location: Teaching and Learning Centre, Education Building, 7512

Course Description:
University Teaching and Learning: Principles and Practices is designed to engage participants in developing and refining their teaching skills. Sessions on curriculum design, assessment strategies, effective feedback, teaching philosophies, and research on teaching and learning will provide the foundation for practice with, and/or reflection on, essential teaching skills such as: lecturing, presentations, leading discussions, working with educational technologies, teaching in large classes, and working with EAL students. The sessions are highly interactive and will offer resources, activities and feedback. On occasion, teaching and learning experts may participate as guests. The course is designed for graduate students who intend to teach in higher-education contexts – with the university setting being the current, relevant context focusing our discussions.

This course is one of component of the Certificate Program in University Teaching and Learning (the other being the Instructional Skills Workshop) and runs for thirteen weeks with one three hour meeting each week and with the expectation of participation on WebCT. Participants will be (re)designing their own course; this provides a focus to anchor your learning. To this end, we ask participants to come prepared with a course in mind that they imagine themselves teaching in the future, are currently teaching, or have taught, that they might like to refine, or an idea for a new course.

Prerequisites:
Participants in this course will have successfully completed an Instructional Skills Workshop or have had significant teaching experience prior to enrolling in "University Teaching and Learning."

Certificate Goals:
The Certificate Program in University Teaching and Learning aims to:
- Provide participants with the knowledge, skills, positive attitude and confidence to promote learning in their students;
- Integrate learning and instructional theory with an individual’s knowledge of his or her
subject, emphasizing a scholarly approach to teaching;

· Prepare program graduates to provide educational leadership in their academic endeavours.

**Intended Learning Outcomes for this Course:**
By the end of this course, you will be able to:

1. Individually and collaboratively, find, evaluate and critique research, principles and theories related to post-secondary teaching and learning;
2. Integrate the findings of educational research, practice and personal reflection into your course development;
3. Recognize the importance of teaching relationships and learning experiences within and outside the course and plan for future teaching activities.
4. Describe, discuss and analyze your current and desired roles in higher education;
5. Produce a course syllabus, plausible assignments and meaningful assessments that are based on basic pedagogical principles and research;
6. Create a flexible teaching dossier, including a teaching philosophy statement, with both showing evidence of your reflective practice and your scholarly approaches to teaching.

**Required Course Text:**
Course readings will be made available on WebCT.

**Format of the Course:**
This course meets weekly. All of the sessions will involve participatory learning and small group activities. There will also be opportunities for individual work and guided reflection. As full participation will enhance your learning and contribute to your colleagues’ learning, you are expected to attend all sessions prepared to discuss any assigned readings and provide genuine feedback to your colleagues and facilitators. Like many learning opportunities, the more you engage and interact with the material and your colleagues, the more you will learn.

If you must be absent from class, let the facilitator know in advance. More than one unexplained absence will result in withdrawal from the course.

**Course Schedule:**

**UNIT ONE: INVESTIGATING THE CONTEXT**
Week One: The Context of the University
Course Expectations
Effective Feedback
Scholarly teaching
Context of higher education and You

Week Two: Principles of Course Design
Backwards Design and Constructive Alignment
Intended Learning Outcomes
Bloom’s Taxonomy and Revised Taxonomy

Week Three: People: You and Your Learners
Teacher and Learner Centered Approaches
Deep and Surface Learning
Teaching Dossiers
Learning Theories and Learning “Styles”

UNIT TWO: TEACHING AND LEARNING ACTIVITIES: WHAT THE STUDENT DOES, WHAT THE TEACHER DOES

Week Four: Focus on the Teacher: Presentation Skills
Presentation Skills and Practice
Lecturing

Week Five: (Re)Thinking the Lecture: Engaged Learning
Engaged Learning Strategies
Challenges with engaged learning

Week Six: Past, Present and Future: Learning Activities in our 2012 Context
Millenial Students
Types of learners
Learning technologies

Week Seven: Non-Traditional Learning Contexts
Experiential education
Self-directed learning
Community learning
Non-traditional classrooms

Week Eight: Class Directed Content
TBA

UNIT THREE: MEASURING THE FRAME: ASSESSMENT STRATEGIES, EFFECTIVE FEEDBACK, AND EVALUATING YOUR TEACHING

Week Nine: Mentorship, Supervision and Peer Evaluation of Teaching
Reflective practice
Mentorship

Week Ten: Assessing Student Learning
Writing assessments
Assessing
Academic Integrity

Week Eleven: The End is Near
Workshop Portfolios

Week Twelve: Evaluating, Refining and Studying Your Teaching
Planning for the future

Week Thirteen: Celebration
Presentations and graduation
Assignment Descriptions

1. **Teaching Philosophy Statement / Draft Teaching Dossier:**
   Your teaching philosophy is a 1-2 page document that will become a part of your teaching dossier. Your teaching philosophy presents a reflective statement about what you believe your job as a university instructor to be. There will be several opportunities in the course to consider your views on teaching and learning, to consider sample philosophies, to draft your philosophy and to receive and respond to peer and facilitator feedback on your philosophy.

   Building on the narrative of your Teaching Philosophy Statement, you will develop a flexible draft version of your Teaching Dossier, including evidence in support of your claims of your scholarly approaches to teaching (some of the material for your Dossier may be extracted from appropriate sections of your Certificate Program Portfolio).

   Outcomes # 3, 4, 6

2. **Team Presentations, Annotations & Reflections:**
   Working with a partner, you will prepare and deliver a twenty-minute presentation that actively engages your classmates. Your presentation will follow provided guidelines for effective presentations. This presentation will focus on one of the following topics: Course Design, Presentation Skills, Teaching with Technology, Engaged Learning, Mentorship and Supervision, Non-Traditional Learning Contexts, Assessment.

   Preparation for the presentation will involve consulting a minimum of five scholarly sources on the topic and meeting with an identified Teaching and Learning Center Educational Consultant or teaching expert to discuss the topic and draw on their expertise.

   The presentation should introduce your audience to “best practices,” or “common issues,” or “salient concerns” related to your topic. In short, your presentation should introduce your colleagues to the topic in an engaging and in a relevant manner.

   You will provide annotations of the consulted sources on WebCT to your classmates no later than midnight Sunday the week of your presentation to allow your peers time for preparation, reflection and feedback. You are required to read others’ annotations and to consider consulting the sources they have located as reference points for your own course design work. You should be prepared to discuss your annotations and the annotations of your colleagues in a small group setting.

   A collected set of all annotations from the term will be included in your Certificate Program Portfolio (see #6 below).

   The annotations you provide should be brief (approximately a page each), and should accomplish two main things: a summary of the central argument of the source you have located and analysis of the source’s strengths, weaknesses and relevance to the course you are developing or scholarly teaching practice. How might you integrate its findings or conclusions into your own teaching or course design? What questions/issues still remain? Remember to provide a full bibliographic citation for each source you locate and discuss.
You will also be responsible for selecting a feedback method for your presentations and alerting your facilitators to the kind of feedback you would like to receive at least a week before your presentation.

Outcomes #1 and #2

3. **Mentorship and/or Teaching Observation:**
   You must complete one of the following, but you may complete both if you are interested in doing so for your own benefit; we recognize that one of these options may not be applicable to your goals and expectations:

   a) Identify a colleague – either faculty member or senior peer or an award winning teacher – whom you feel could offer you valuable feedback and support on a teaching and learning related issue. You will meet with this colleague to discuss the teaching issue and engage in some form of ongoing dialogue with that person. Issues you might discuss, include: technology in the classroom, active learning, teaching in large classes, dealing with challenging situations/students, accessibility, diversity, transitioning from graduate student to faculty member, English as an additional language, experiential education and academic integrity. You may also consult with your colleague on your course design, requesting their feedback and incorporating their suggestions. Please be aware that the people you are working with in this assignment are busy and be sure to clarify your expectations of their time and commitment.

   OR

   b) Identify a colleague – a faculty member, peer or fellow classmate – with whom you will conduct teaching observations. In a teaching observation you will visit your colleague’s class and observe their teaching practice. You will write and discuss feedback on their teaching practice. You will then repeat this process with your colleague visiting your classroom – or teaching event – and providing you with feedback on your teaching practice.

   For either option you will prepare a Mentorship/Teaching Observation Plan that identifies the colleague you are working with, the schedule of your meetings, your expectations for the sessions and any questions you have about the process.

   For either option you will also prepare a reflection on your experience, noting what surprised you about the process, what challenges you encountered and what you will take from the experience to inform your teaching practice.

Outcomes #2 and #3

4. **My Course Portfolio:**
   You will design your own course. Your design can be based on a course that you have taught (or TA’d) and want to redesign, or it can be a new course that you may be teaching (or would like to teach) in your discipline. The process of designing your course will begin in week two and will continue throughout the term. Your final course design will be presented by way of a course portfolio, which will include a range of materials that describe and explain the design choices you have made. The portfolio must include the
following components:

a) **A syllabus for your course**: This syllabus must describe the intended learning outcomes, teaching and learning activities, course topics, and assessment strategies (including a grade breakdown/structure). You may also include policy statements, assignment due dates and specific reading assignments.

b) **Sample assessment materials**: The portfolio will include some materials that could be used to assess student learning in your course. In particular, you should submit one of the following: EIGHT sample test/exam questions OR TWO sample assignment descriptions. In either case, you must also include marking rubrics/keys or an explanation of how you will evaluate these assignments.

c) **Course Design Rationale**: This 2-3 page statement should explain the choices in your syllabus, drawing on evidence from relevant literature and/or the annotation package that your class has developed. Your evidence may come from the course reader, but should also integrate findings from your review of literature and/or Community Scholarly Teaching Experiences attended (see #5 below).

Outcomes #2 and #5

5. **Community Scholarly Teaching Experiences & Reflections**: At least once during the semester of this course you will be required to self-select a community teaching experience that you would like to attend. Such an experience might include, but is not limited to: a Departmental teaching and learning committee meeting, a Teaching and Learning Center workshop or webinar at any campus, a conference on a teaching and learning topic, a city event related to teaching and learning or a departmental teaching and learning workshop or session.

You will participate in this experience and write a reflection on your expectations for, and experience of, the session and questions and ideas the session raised for you.

Outcome #3 and #4

6. **Certificate Program Portfolio (5 Sections)**

   **A) Teaching Philosophy Statement / Draft Teaching Dossier**
   Your Certificate Portfolio will include at least two drafts of your Teaching Philosophy statement and a draft of your generic Teaching Dossier.

   **B) Team Presentation, Annotations and Reflection**
   Your Certificate Portfolio will include the annotations that you wrote for your class presentation on your selected topic and all the annotations written by your peers. You should also include a description of the feedback process you selected and the rationale for this selection.

   You should also include a reflection on your presentation that explains the choices you made, and how this experience might inform your future teaching.
C) Mentorship and/or Teaching Observation Plan and Reflection
Your portfolio for the certificate program should include your Mentorship/Teaching Observation Plan that identifies the colleague you are working with, the schedule of your meetings, your expectations for the sessions and any questions you have about the process.

Your portfolio will also include a reflection on your experience, noting what surprised you about the process, what challenges you encountered and what you will take from the experience to inform your teaching practice. It should also indicate how this experience might inform your future teaching.

D) My Course Portfolio
Your Certificate Portfolio will include all of the elements of your “course portfolio” - described in assignment #4 above.

E) Community Scholarly Teaching Experiences & Reflections
After attending and participating in your community teaching experiences - see #5 above - write a short reflection to be included in your certificate portfolio on your expectations for, and experience of, the session and questions and ideas it raised for you.

7. Graduation and Celebration
During the last class of our certificate program you will, alone or in a small group, present on an experience from the last four months you found particularly engaging, troubling, problematic, or exciting. This presentation is your opportunity to share with your classmates and with the wider community the insights, questions and ideas you have grappled with over the course of the term. You may have an opportunity to prepare for this presentation during class time; however, you will be thinking about, and planning for, this presentation throughout the term.

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<th>Topics</th>
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<th>Assignments Due</th>
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<td>One</td>
<td>Contexts of the University</td>
<td>Michael Wesch</td>
<td>In-class reflection on teaching and learning</td>
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<td>Two</td>
<td>Principles of Course Design</td>
<td>Biggs, J. Goff, L. Goffson, BCIT links</td>
<td>Reflection on “what is teaching” and “what is learning” In-class draft of intended learning outcomes.</td>
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<td>Three</td>
<td>Student Learning</td>
<td>Barr &amp; Tagg, Pashler</td>
<td>Intended Learning Outcomes: In-class: Teaching Perspectives Inventory</td>
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<td>Four</td>
<td>Presentations and Lectures</td>
<td>Antonakis, Burgan</td>
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<td>Five</td>
<td>Engaged Learning</td>
<td>Steinert, Wlodkowsk &amp; Ginesberg</td>
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<td>Learning in 2012</td>
<td>Chickering &amp; Gamson</td>
<td>Participant Presentation: Teaching with Technology; Revised Intended Learning Outcomes</td>
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<td>Seven</td>
<td>Non-Traditional Learning Contexts</td>
<td>Weimer</td>
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<td>Mentorship and Supervision</td>
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<td>Participant Presentation: Mentorship and Supervision; Mentorship Evaluation Plan</td>
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<td>Ten</td>
<td>Assessing Student Learning</td>
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<td>Participant Presentation: Assessment</td>
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<td>Eleven</td>
<td>The End is Near</td>
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<td>Draft Portfolio including dossier Mentorship or Teaching Evaluation Reflection</td>
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<td>Twelve</td>
<td>Assessing Student Learning Cont. and</td>
<td>Bowman</td>
<td>Final Portfolio</td>
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<td>Evaluating Your Teaching</td>
<td>Race Shavelson</td>
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*Other readings may be assigned during the course.*