

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

in collaboration with the

CENTRE FOR UNIVERSITY TEACHING

ESG 5300 THEORY AND PRACTICE OF UNDERGRADUATE TEACHING

Sep-Dec 2008

Course Outline

Instructors	Linda M. Manning, Ph.D.	Eric Kristensen, AM, MDiv
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Class meetings	Tuesday, 10:00 - 1:00 p.m.	DMS 3102
	Final project due on exam date	No final exam in this course

Course Website:

<http://www.courseweb.uottawa.ca/FACDEV101>

Course Description

The course is designed to help graduate students and part-time and new professors prepare for an academic teaching career. Participants will be introduced to research and theory on undergraduate teaching and develop practical teaching skills for university teaching. In addition, students in this course will begin preparing and planning for future professional development activities.

The framework for the course will be the development of a teaching dossier in the context of:

- research in undergraduate teaching and learning,
- self-reflection and development of practical teaching strategies, and
- the integration of instructional technologies into the university classroom.

Course Goals

At the end of this course, each student will have

- Developed a set of instructional objectives for a session of an introductory university course;
- Developed practices for understanding students and yourself as an instructor;
- Explored different teaching methods and how to use them;
- Investigated new instructional technologies as pedagogical tools;
- Prepared and practiced a 15-minute segment of a first-year class;
- Explored assessment strategies—for student learning, and for your teaching;
- Reflected on professional and ethical issues; and
- Developed a framework for a personal teaching dossier.

Course Requirements

For credit in this course, each student must

- attend and participate in class sessions and participate in electronic discussions as needed;
- complete mini-teaching sessions (including self-reflection writing assignments and in-class discussions); and
- complete a teaching dossier framework.

Grading will be on a Pass/Fail basis.

Instructional Methods and Scope

- The focus of classroom activity will be active participation. There are numerous resources available on each topic to be found on the course web site. These are NOT required readings--they are intended to serve as resources for new instructors, and most will be even more useful after the semester ends. It is expected that students in this course will become familiar with the resources and even add to them during the semester.
- One of the most important components of the course will be mini-teaching sessions. Each of you will develop a 15-minute teaching segment from a single class in the midst of a first year course in your discipline. You will create your own teaching segment, revising it and improving it throughout the semester. You will incorporate what is learned in the course into your teaching. You will present your segment twice within a small group and get feedback from your colleagues each time. At the end of the semester, each student will

present their segment to the whole class. This presentation will be videotaped. Information will be provided to students for the purchase of any supplies needed.

Course Assignments

- **Three mini-teaching sessions and supporting theoretical justification.** Before each mini-teaching session, you will prepare a one-page description of plans for your segment, integrating theory and personal reflection. More information will be available before the mini-teaching sessions begin.
- **Final Project: A Teaching Dossier:** Here are some things to help you start thinking about your teaching dossier

[Portfolio Assignment; Portfolio Instructions; Portfolio Checklist; Syllabus Assignment; Course Outline Brief Guide; Syllabus Checklist](#)

Final Project Deadline

All teaching dossiers must be submitted electronically by 5:00 p.m. on the date scheduled for the final exam in this course.

Course Schedule

Class will meet Tuesdays, 10:00 - 1:00 starting September 9, 2008. Please note that other instructors may visit the course to add value and dimension to class discussions; further information on guest instructors will follow. Important dates to remember: October 13 Thanksgiving; October 17 University of Ottawa Day; December 3: last day of classes.

Week 1: Sept. 9 -- Introduction, Overview, Semester Plan

- Teaching in the Context of an Academic Career
 - What is postsecondary teaching, and what career paths exist for postsecondary teachers?
 - Teaching vs Research
- Introduction to the Teaching Dossier

Week 2: Sept. 16 -- Instructional Objectives and Learning Objectives—understanding yourself, your students and your course.

- Are instructional objectives and learning objectives the same? What is the difference? What are their implications for course design? How do these objectives play a role in your Teaching Dossier?

This is a preliminary attempt to create objectives for a first-year course in your discipline. Be sure to consider objectives that are measurable and discuss how they can be measured.

Week 3: Sept. 23 -- Who are your students, and how do you motivate them? Understanding your audience and yourself

- What are your objectives for the mini-teaching session? What theoretical bases support your different objectives? Begin planning your mini-teaching session.
- How can you reach students who learn very differently than you do? How might students with various learning styles be attracted to your discipline? How does this fit into your teaching dossier?

Week 4: Sept. 30 -- Teaching Methods: the Lecture; Active and Self-Directed Learning; Responding to different learning styles; Introduction to mini-teaching segments

- How do theories of learning styles and teaching styles affect your mini-teaching session? How do your choices for applying these theories fit into your teaching dossier?
- What is a mini-teaching segment? How much can be accomplished in that time?

Week 5: Oct. 7 -- Introduction to Instructional Technologies

- Can instructional technologies be used effectively in your first year course?
- Using technology for teaching and learning.
- Using technology in mini-teaching sessions.

Week 6: Oct. 14 -- Mini-Teaching Session 1

Each team will schedule the use of the classroom for their use during the week. Each member will make a 10-minute (no longer) presentation that may be recorded. More information on the process will be distributed to students at the appropriate time.

Week 7: Oct. 21 -- Debriefing from mini-teaching sessions.

Week 8: Oct. 28 -- Promoting Critical Thinking; Student Development; Dealing with Difficult Students

- Promoting Critical Thinking
Discussion Topic: How do you design your course and your assignments to promote critical thinking? What teaching techniques do you use? How often?
- Student Development
Discussion Topic: How do students develop intellectually and emotionally during their undergraduate years? What impact does this have on your course design?
- Dealing with Difficult Students
Discussion Topic: What types of behaviour are problematic in classroom settings? In small group settings? What steps can you take to prevent them?

Week 9: Nov. 4 -- Assessment and Evaluation

- Assessment of Student Learning
Discussion topic: What does assessment mean to you? How do you foster authentic assessment of student learning? How does this fit into your teaching dossier? What are the pros and cons of exams and grades?
- Assessment of Your Teaching and Professional Development -- the Teaching Dossier
Discussion topic: What are the types and purposes of student evaluations of teaching? How can they lead to more effective teaching and learning? What purposes do Teaching Dossiers serve?

Discussion topic: What assessment tools have you used, and what professional development activities do you plan to undertake?

Week 10: Nov. 11 -- Mini Teaching Session 2

Each team will schedule the use of the classroom for their use during the week. Each member will make a 10 to 15-minute (no longer) presentation that may be recorded. More information on the process will be distributed to students at the appropriate time.

Week 11: Nov. 18 - Academic Integrity, Scholarship of Teaching and Learning

- Academic Integrity
 - What is academic integrity? Is a set of guidelines necessary for university students and teachers? Why or why not?
 - How do you deal with student cheating, plagiarism, and challenges to authority?
 - What kind of relationship should there be between professor and student?

- The Scholarship of Teaching and Learning (SOTL)
 - What does the scholarship of teaching and learning mean to you? How is the scholarship of teaching and learning done? What questions and methodologies might fit your teaching? What publication outlets exist for SOTL? How does SOTL fit into your teaching dossier and CV?

Week 12: Nov. 25 -- Final 15-Minute Mini-Teaching Segments, Part 1

Week 13: Dec. 2 -- Final 15-Minute Mini-Teaching Segments, Part 2