

## **THE 500H1F: Teaching in Higher Education**

Thurs. 1-3pm

Sept.17-Dec.3 2015

WDW 121 (Woodsworth College)

*Subject to some changes, at request of guest speakers*

### **Course Animator:**

Dr. Anne Urbancic

VC107 (enter through Principal's Suite)

Victoria College

73 Queens Pk Cres E

University of Toronto

tel: 416.585.4448

email: [a.urbancic@utoronto.ca](mailto:a.urbancic@utoronto.ca)

Office Hours: M4:30-5:30 in Ned's Café; W2-4 in VC107, or by appointment

### **Goals and Objectives**

THE 500H is oriented to classroom practice rather than teaching theory.

It is designed for senior PhD candidates and Post-Doctoral Fellows who wish to improve their teaching practice by becoming more knowledgeable about the ways in which students learn about different teaching theories and styles. Enrolment in THE 500 is restricted to senior PhD students and PDFs who have already had classroom experience (e.g.: as a teaching assistant or as a course instructor).

Course participants will experience and take part in a variety of teaching situations, from small group activities to more formal lecture sessions. Participants will have the opportunity to reflect on their own teaching and learning experiences and on the course as it progresses.

Participants will be asked to engage in the course collaboratively, sharing successes and problems with peers, guest speakers and course instructor.

By the end of the course, participants should be able to

- Describe different ways in which students learn,
- Describe, understand and use a variety of instructional strategies and methods,
- Choose the most effective strategies and methods for the teaching situation they face (e.g., large or small classes; upper or lower year students),
- Describe and use a variety of feedback techniques,
- Explain the advantages and disadvantages of different assessment methods,
- Develop skills for designing a course, a syllabus and assessment tools.

At the completion of the course, participants will add the following to their teaching dossier:

- A Statement of their Teaching Philosophy, with references to their teaching styles, teaching practices, and techniques learned in the course
- An original course outline and Syllabus that clearly explains and justifies
  - o The goals and objectives of the course;
  - o How the course is delivered;
  - o The use of the instructional techniques they have chosen;
  - o The methods of assessment used in the course.

## Assignments

Completion of all assignments, like attendance, is **mandatory** to receive your final certificate. In the case of difficulty, please let me know as soon as possible.

1. Create an **original course syllabus** for a second or third year undergraduate course in your discipline. The syllabus will not duplicate a course you are teaching or which you have taken. It should contain the expected course outcomes, assignments, and list of readings.

*First draft* due at the **start of Session 4 (Oct. 8)**.

Peer discussion and comments in class at **Session 8 (Nov. 5)**

*Final version* due at the **start of Session 9 (Nov. 12)**.

Please provide paper copies.

2. Act as a **peer reviewer** who will provide supportive and constructive feedback for a teaching session given by one of your colleagues. This activity takes place **between Oct. 2 and November 25**. Further information from **Reina Shishikura (the500@utoronto.ca)**. Write a brief reflection on the comments made by your reviewers (300-500 words) **due on Tues. Dec. 8, 2015**. Do not hand in their reviews with your reflection; they are for you to use as you continue in your classroom practice.

3. Prepare a **Statement of Teaching Philosophy** for inclusion in your dossier.

*Optional First Draft* due at **start of Session 6 (Oct. 22)**

*Final version* due at the **start of Session 10 (Nov. 19)**.

Please provide paper copies.

4. Participate in all in-class activities, including short written pieces on various aspects of the course as requested by guest speakers. Due at various times throughout the course.

5. Write a short reflective piece of approx.300 words on the sessions you found most helpful to you as a classroom practitioner (**due by Tues. Dec. 8, 2015**).

## Attendance

Attendance is **mandatory** to receive your final certificate. If you must be away, please let me know as soon as you can.

## COURSE PROGRAM

(changes requested by our guest speakers will be announced on our Portal site and syllabus updated)

### Sept. 17, 2015

#### **Session 1:** *Introducing the World of Teaching: What do the Best Teachers do?*

Introduction to the course and to class members. Explanation of the course 'roadmap', the readings, the use of different kinds of group work, and the assignments.

- *PreClass activities*

- o Read Chickering and Gamson; Miah

<http://onlineteachingguide.pbworks.com/w/page/26621644/Best%20Instructional%20Practices%3A%20The%20Seven%20Principles>

- o Briefly reflect on your best classroom experience (as a teacher or as a student) and explain why you consider it so highly.

- *Inclass activities:* pair-share activity

- o Each person is responsible for introducing and for interviewing his/her partner to discover their best teaching experiences and what they know about different teaching and learning styles.

- o Class debrief on best teaching practices.

- *Postclass activities*

- o Read Svinicki and McKeachie

### Sept. 24, 2015

#### **Session 2:** *Course Design: The Syllabus*

- *Preclass activities:* Look at the sample Syllabi on Portal

- *Inclass activities*

- o Full class and Group work: consider the components of a Syllabus  
How have you envisaged your sample course? What kinds of assignments have you proposed?

- o Full class: debrief on how to prepare a syllabus and assignments.

- *Postclass activities:*

- o Begin working on your original course syllabus.

(Draft of Syllabus due at **Session 4 (Oct. 8)**. Discussion in **Session 8 (Nov. 5)** Final version due at **Session 9 (Nov. 12)**)

**Oct. 1, 2015**

**Session 3: Peer Observation of Teaching**

*Composing a Statement of Teaching Philosophy*

• *Preclass activities (available on Portal)*

o Readings How Do I Teach, AND I Statement Feedback Sheet

o Complete and bring to class: Trigwell's ATI (2010) AND Teaching Behaviours Inventory

CTSI version

For both inventories, it is best if students reflect on one teaching experience where they had the highest degree of responsibility and interaction with students.

• *Inclass activities*

o **HOOR 1: Presentation:** *Megan Burnett:(Assistant Director, CTSI) Peer review techniques & rubrics*

o **HOOR 2:** *Why a Teaching Philosophy?*

• *Postclass activities:*

**Peer review sessions** begin; these are independently scheduled by students working in groups of three or four. Each student will have others to act as peer reviewers of a class, lecture, or tutorial which he/she is teaching and will also act as peer-reviewer.

**Administrative Facilitator: Reina Shishikura (the500@utoronto.ca)**

• Peer reviewers will give relevant constructive written feedback to the student who is the 'teacher'; observers will send their evaluation directly to the 'teacher' (I do not need to see these)

• The student who is the 'teacher' will complete his/her own personal reflection of the teaching session (300-500 words due on Tues. Dec. 8. 2015).

• **All peer review sessions must be completed before Session 11.** For those who are not engaged in teaching during the term in which they are taking THE500, special arrangements can be made through CTSI (Centre for Teaching Support and Innovation) for a mini-lesson.

**Teaching Philosophy:** begin to write your statement. Consider how your original course syllabus illustrates key elements of your teaching philosophy. *Optional* Draft Version due at **Session 6 (Oct 22)**. *Final* Version due at **Session 10 (Nov 19)**.

**Oct. 8, 2015**

**Session 4: Universal Instructional Design (UID)/ Accessibility Information Session**

• **Presentation: Tanya Lewis (2 hrs)**

• *Inclass activities:*

o Group work: Discuss how and when UID might be included in any course. What Accessibility considerations are of relevance in your field?

o Full class debrief: assess this session using the tools and principles learned in previous Sessions.

• *PostClass Activities 1:*

Think about changes to your **final** course syllabus to include the principles of UID or consider why they do not apply in your case. Consider your own teaching practice in light of your revisions

**(Due: Draft of sample Syllabus)**

**Oct. 15, 2015**

**Session 5:** *How to Assess Learning*

• **Presentation: Tony Key and Anne Urbancic**

• *Preclass Reading:* Nilson, Teaching at Its Best (on Portal)

• *Inclass activities*

o Discussion of various assessment methods

• *PostClass activities 1:* Adjust the assessment tools in your course syllabus as necessary.

• *PostClass Activities 2:* prepare assignment for Large Class Teaching Session next week.

**Oct. 22, 2015**

**Session 6:** *The Vocabulary of Teaching*

• *PreClass Reading:* Bloom's taxonomy; others to be selected by guest and the coordinator from attached bibliography (also on Portal)

<http://coun.uvic.ca/learning/exams/bloomstaxonomy.html>

• *Inclass activities*

o **Presentation: Michal Kasprzak (2 hours)**

o Group activity: working in groups, participants will discuss most valuable points in readings. Consider how they help you to describe better how you teach/have taught. Reflect on how the readings may affect the design of your course assignments.

• *Postclass activities:* Continue working on your original course syllabus, adjusting it as necessary in the light of this presentation.

(**Due:** (Optional): Draft of Statement of your teaching philosophy.)

**Oct. 29, 2015**

**Session 7:** *Issues in Teaching Large Classes*

• **Hour 1: Presentation: Ken Derry**

• **Hour 2: Large Class Teaching**

*Preclass Activity:* View assigned Large Class Teaching Module as assigned in the last session

*Inclass Activity:* Presentation and evaluation of the modules

**Nov. 5, 2015**

**Session 8:** *Assignment Design and Experiential Learning: Service Learning*

• **Hour 1:** *Assignment Design*

• **Hour 2: Presentation: Lisa Chambers & Jennifer Esmail**

• *Preclass activities:*

o Read two articles by Mitchell and by Weigert on Experiential Learning (posted to BB)

• *Inclass activities:*

o Group work for Hour 1: considering various typologies of assignments for your Syllabus. Peer discussion of returned draft syllabus.

**Nov. 12, 2015**

**Session 9:** *Non-Verbal Communication*

• *PreClass Activities:* familiarize yourself with Faculty of Arts and Science Handbook (or handbook for your faculty)

<http://www.artsci.utoronto.ca/faculty-staff/teacher-info/academic-handbook-for-instructors>

**(Due:** Final version of your sample syllabus, returned next week)

**Nov. 19, 2015**

**Session 10:** *Preparing a Rubric and Online Learning*

• **Hour 1: Presentation:** Avi Hyman

• **Hour 2:** *Preparing a Rubric (AU)*

• *Inclass activities:*

◦ Group work: using your Sample syllabus (returned today), prepare a grading rubric for one of the assignments.

**(Due:** Final version of Statement of Teaching Philosophy)

**Nov. 26, 2015**

**Session 11:** *Managing Challenging Students*

**Presentation: Cheryl Shook/Discussion in Hour 2**

• *Preclass activities:*

Consider a disruptive or negative incident that occurred in a class you taught or attended;  
**You may email your incident to Cheryl Shook who will discuss possible solutions in class.**  
**([cheryl.shook@utoronto.ca](mailto:cheryl.shook@utoronto.ca))**

• *Inclass activities*

◦ Full class: discussion of cases described by our speaker

• *Postclass activities*

◦ Prepare your two reflective pieces (one reviewing your reflection on the comments of your peer observers and one on the session(s) of this course most helpful to you.

**Dec. 3, 2015**

**Session 12:** *Final Session: Discussion and Course Wrap-up (including Practicum debriefing)*

*The Job Search (or Other Aspects to Consider in Teaching)*

**(Due Dec 8:** two Reflective pieces as described)

## A Selection of Recommended Texts and Websites:

*147 Practical Tips for Teaching Professors*. Compiled and edited by Robert Magnan, Atwood Publications Inc., 1990.

Brookfield, Stephen D. *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*, 3rd Edition. Jossey-Bass, 2015.

Fink, L. Dee. *A Self-Directed Guide to Designing Courses for Significant Learning*  
<http://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf>

Fink, L. Dee. *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* (Jossey Bass Higher and Adult Education Series), Jossey-Bass, 2003.

Lemov, Doug. *Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College*. Jossey-Bass, 2014.

Light, Richard J. *Making the Most of College. Students Speak their Minds*. Cambridge, MA and London, UK: Harvard UP, 2004.

Hear the author: [http://www.youtube.com/watch?v=XiWAjs\\_0rao](http://www.youtube.com/watch?v=XiWAjs_0rao)

Prégent, Richard. *Charting Your Course: How to Prepare to Teach More Effectively*. Atwood Publishing, 2000. (Originally in French, 1990)

Svinicki, Marilla and McKeachie, Wilbert. *Teaching Tips: Strategies, Research and Theory for College and University Teachers*, 14th edition. Belmont, CA: Wadsworth-Cengage Learning, 2014. Preview on line at: [http://www.amazon.com/dp/1133936792/ref=rdr\\_ext\\_tmb](http://www.amazon.com/dp/1133936792/ref=rdr_ext_tmb)

Many helpful articles through The University of Toronto's CTSI (Centre for Teaching Support and Innovation) at:

[http://www.teaching.utoronto.ca/about\\_ctsi.htm](http://www.teaching.utoronto.ca/about_ctsi.htm)