

Updated to Sept 10 2023

THE 500H1F: Teaching in Higher Education

2023 Fall Term

Wednesdays 4:00pm-6:00pm

September 13 to December 6, 2023

Room WW120 at Woodsworth College, 119 St. George St.

Session 2 ONLY will be on Zoom

Course Animator:

Prof. Anne Urbancic

NF210 Victoria College

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Email: a.urbancic@utoronto.ca

Drop-in Hours: Mon. 4-6 or by appt.

Course Administrator:

Loraine Au-Tham Program Coordinator, Professional and International Programs

Woodsworth College, 3rd Floor (old house section)

119 St George Street,

University of Toronto

Email: the500@utoronto.ca

PIP International Program Coordinator

Lexie Huang

Email: pip.international@utoronto.ca

Goals and Objectives

Our course, **THE500H**, 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. Enrolment in THE 500 is restricted to senior PhD students and Post-Docs who have already had classroom experience (e.g.: as a teaching assistant or as a course instructor). **Attendance at all sessions is mandatory.**

As Course Participants, you will experience and take part in a variety of teaching situations, from small group activities to more formal lecture sessions. Working with a number of guest experts, you will have the opportunity to reflect on your own teaching and learning experiences and on the course as it progresses.

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

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

- Describe different ways in which students learn,
- Describe, select, and use a variety of instructional strategies and methods,
- Choose effective strategies and methods for the teaching situation you face (e.g., large or small classes; upper or lower-year students),
- Describe and use a variety of feedback techniques,

- Identify 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, you will be able to add the following professional documents to your dossier:

- A Statement of Teaching Philosophy, with references to your teaching styles, teaching practices, and techniques learned in the course
- An original Course Outline and Syllabus that clearly explains
 - o the goals and objectives of your course
 - o the use of the instructional techniques you have chosen
 - o the methods of assessment used in your course
 - o further relevant information about your course
- A certificate of successful completion of this course (upon submission of all assignments)

While this course does not discuss theories of pedagogies, I do offer a brief bibliography that you might find useful in your teaching practice. I have placed it in its own section on QUERCUS. Our guests may also ask you to do some reading in preparation for their session. Their suggested articles/links will be posted as soon as I receive them. After each class, I will also post all slides in PDF format on our Quercus site.

Accessibility Needs

Accessibility Needs (www.accessibility.utoronto.ca)

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <https://studentlife.utoronto.ca/department/accessibility-services/> Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Mental Health and Wellness

It is not uncommon for university students at all levels to experience a range of health and mental health issues that may interfere with learning. The University of Toronto offers a wide range of services that may be of assistance. You are encouraged to seek out these resources early and often.

On Campus:

For SGS Students: <https://www.sgs.utoronto.ca/resources-supports/graduate-wellness-services-at-sgs/>

For Post Docs: Telus Health (formerly Lifeworks): <https://lifeworks.com/en>

Off-Campus:

Good2Talk - a post-secondary (24/7) helpline (1-866-925-5454)

Course Assignments

Assignments at a Glance	Due
Original Course Syllabus	
First Draft	Friday Nov 17
Final version	Friday Dec 1
Statement of Teaching Philosophy	Friday Nov 24
Participation in discussions	Throughout course attendance is mandatory
Peer Review of Teaching	As per schedule (more details to come)
A. Reflection on comments of your peer reviewers (300-500 words) and also B. Reflection on session(s) you found most helpful (300-500 words)	Both: Friday Dec 8

1. Create an **original course syllabus**, preferably 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 by 11:59pm to Quercus on **Friday Nov 17** (after **Session 9**).

Final version due by 11:59pm to Quercus on **Friday Dec 1**(after **Session 11**)

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

Due by 11:59pm to Quercus on **Friday Nov 24** (after **Session 10**).

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

4. As a **peer reviewer**, you will provide a brief written report with supportive and constructive feedback for teaching sessions given by two of your colleagues. You will also have two colleagues review one of your microteaching sessions. This activity takes place **between October 5 and December 1**.

Further information will be forthcoming from Loraine Au-Tham in the THE500 office (the500@utoronto.ca) during the first weeks of classes or from Lexie Huang (pip.international@utoronto.ca). Lexie will join us on Sept 13.

The Microteaching Coordinator is Allyson Tabaczynski allyson.tabaczynski@mail.utoronto.ca

5. You will write a brief reflection on the comments made by your reviewers (approx. 300-500 words) **due to Quercus by 11:59pm on Friday December 8, 2023**. Do not include the reviewer comments when you send your reflection; they are for you to use as you continue in your classroom practice.

6. You will also write a short reflective piece of approx. 300-500 words on the session(s) you found most helpful to you as a classroom practitioner. **Due to Quercus by 11:59 pm on Friday December 8, 2023**.

ATTENDANCE

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

ELECTRONIC DEVICES:

Class Recordings – Not Permitted

This course includes significant opportunities for in-class discussion, where students are encouraged to express their opinions openly (in a civil manner, while also respecting the opinions of others). To encourage this open discussion, class meetings will not be recorded. Session 2, held on Zoom, may be an exception, if our guest speakers agree. In order to comply with privacy regulations (FIPPA), please do not photograph, film or disseminate any lecture/discussion/student video without my written permission.

ACADEMIC INTEGRITY (<http://uoft.me/CodeofBehaviour>)

All students, faculty and staff are expected to follow the University's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. Speak to me or your TA for advice on anything that you find unclear. To learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see <https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity> and <http://academicintegrity.utoronto.ca>

Teaching Assistants and Instructors are required to report any instance of suspected academic dishonesty to the Program Office.

Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Submitting work that has been composed with the assistance of online chatbots.

- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes working in groups on assignments that are supposed to be individual work).

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.
- Falsifying institutional documents or grades.

If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, you are expected to seek out additional information from me or other available campus resources like the College Writing Centers www.writing.utoronto.ca/writing-centres/centres/arts-and-science , the Academic Success Centre www.asc.utoronto.ca , or the U of T Writing Website www.writing.utoronto.ca.

COURSE READINGS

Weekly readings sent by our guest lecturers will be posted for you on our Quercus site as soon as I have received them. I will also post ppt slides after each class.

COURSE PROGRAM

Sept 13, 2023

Session 1 (2hrs): *Introducing the World of Teaching: What do the Best Teachers do? Why Build Community?*

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.

- *In-class activities:* group activity
 - o Briefly reflect on your best classroom experience (as a teacher or as a student) to explain why you consider it so highly.
 - o Discussion on best teaching experiences and goals for post-secondary courses.
 - o Class introduction to good teaching practices.
- *Postclass activities*
 - o Read Svinicki and McKeachie
 - o Read Chickering and Gamson (Seven Principles); Puri (5 Ways university education is being reimaged), Campus After Covid (2021)

Sept 20, 2023:

THIS SESSION WILL BE HELD ON ZOOM LINK ON OUR QUERCUS SITE

Session 2: *Teaching Technologies* and also *E-learning*

o **HOOR 1:** *Transitioning to Remote or Online Teaching & Learning* **Lena Paulo Kushnir, Phd.**
Educational Technologies Consultant

o **HOUR 2:** *Enhancing the Student Experience: integrating educational technology for engagement*
**Anna Limanni, PhD. Senior Educational Technologist, Educational Technology Office,
Faculty of Applied Science and Engineering (FASE)**

Sept 27, 2023

Session 3: *Designing Effective Learning Experiences: Responding to Diversity (2 hours)*

o **Presentation: Michal Kasprzak (Assistant Director, TATP/CTSI) and Cristina D'Amico (Faculty Liaison Coordinator)**

Oct 4, 2023

Session 4

o **HOUR 1:** *Hour Peer Observation of Teaching*

o **HOUR 2:** *Composing a Statement of Teaching Philosophy*

Presentation: Michal Kasprzak (Assistant Director, TATP/CTSI) and Cristina D'Amico (Faculty Liaison Coordinator)

The Statement of Teaching Philosophy is due on Friday Nov. 25. On Oct. 18, you will have a hands-on workshop to help you develop your Statement.

Peer review sessions begin; these are independently scheduled through the administrative facilitator (see his instructions on Quercus and sent by email). Each student will have others act as peer reviewers for a class, lecture, or tutorial which they teach and will also act as peer reviewer for two classmates. **Administrative Facilitator: Lexie Huang, Program Coordinator Professional and International Programs, pip.international@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 their own personal reflection of the teaching session (300-500 words due to Quercus by 11:59 pm on Friday Dec 8). All peer review sessions must be completed before Session 11.

Oct 11, 2023

Session 5: *Course Design: The Syllabus*

• *Preclass activities:* Look at the sample Syllabi posted on Quercus

• *In-class activities*

o Full class and Group work: consider the components of a Syllabus

How have you envisaged your sample course and its delivery? 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. First Draft due electronically to Quercus by 11:59pm on **Friday November 17**

Oct 18, 2023

Session 6: *Equity and Unconscious Bias in the Classroom (1 hr)* and also *Statement of Teaching Philosophy Workshop (1 hr)*

o **HOUR 1: Presentation: Dr. Grase Kim, Director of Administration, Office of the Principal, Victoria College**

- *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>

- Watch **video** prepared by Prof. Maydianne Andrade on Unconscious Bias available on our Quercus site for this module

o **HOUR 2: *Statement of Teaching Philosophy Workshop (1 hr)***

Working with your peers, you will have an opportunity to discuss and further develop your Statement of Teaching Philosophy reviewed by your peers. Bring a draft version of your Statement to class today.

Oct 25, 2023

Session 7: *How to Assess Learning/ Student Academic Integrity: Engaging with the Process*

o **HOUR 1: *Assessment and Rubrics (AU)***

o **HOUR 2: *Student Academic Integrity*. Presentation: Two Academic Integrity Specialists will join us for this session.**

- *In-class activities*

Discussion of issues regarding assessment methods. Brief workshop on Rubrics

Discussion of issues regarding Academic Integrity and case studies.

- *PostClass activities 1*: How might you adjust the assessment tools in your course syllabus in preparation for our peer review workshop? Bring the draft version of your syllabus next week.

Nov 1, 2023

Session 8: *Community Engaged Learning* and also: *Syllabus Review Peer Workshop (discussion of Rubrics)*

o **HOUR 1: *Introduction to Community Engaged Learning*. Presentation: Nicole Birch-Bayley PhD, Coordinator, Staff Networks, Centre for Community Partnerships**

o **HOUR 2: *Syllabus Review Peer Workshop (discussion of Rubrics) (AU)***

- *In-class activities*:

o Workshop Group work for Hour 2: considering your draft Syllabus. You will have an opportunity to see and give feedback for the draft syllabi prepared by your peers. Please have available an electronic copy of your draft syllabus. (The draft is due on Quercus next week).

FALL READING WEEK (Nov. 6-10) no class on Nov 8, 2023

Nov 15, 2023

Session 9: *Accessibility Services, Academic Accommodation, and Universal Design for Learning (UDL) (2 hrs)*

• **Presentation: Samahra Zatzman, Accessibility Advisor and Mike Nicholson, Director Accessibility Services**

Due: Draft of your Sample Syllabus due to Quercus by 11:59pm on Friday November 17.

Nov 22, 2023

Session 10: *Recognizing and Supporting Students in Difficulty (2 hrs)*

Presentation: Chad Jankowski, Faculty Development Coordinator, A&S

Due: Statement of Teaching Philosophy due to Quercus by 11:59pm on **Friday November 24.**

Nov 29, 2023

Session 11: *Strategies for Effective Teaching in Large Classes (2 hrs)*

• **Presentation:** Stavroula Andreopoulos, Professor, Teaching Stream, Dept of BCH, Temerty Faculty of Medicine

Due: Final version of your Sample Syllabus due to Quercus by 11:59pm on **Friday Dec. 1.**

Dec 6, 2023

Session 12: *Final Session: Discussion and Course Wrap-up*

The Job Search (and Other Aspects to Consider in Teaching)

Due: two Reflection pieces as described above due to Quercus by 11:59pm on **Friday Dec. 8.**