UNIV* 6800 – University Teaching: Theory and Practice (UTTP)  
Winter 2022 Outline

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Classroom: MACS 129  
Class time: Tuesday, 8:30 – 11:20

Calendar Description
Participants will critically examine aspects of teaching in higher education and develop teaching skills such as lecturing, demonstrating, leading discussions, and problem solving. Satisfactory (SAT) or unsatisfactory (UNS) will be used to evaluate the student’s performance in this course.

Pre-requisite knowledge and skills that will enable participants to be successful in this course include achieving the outcomes from the University Teaching Foundations Program and the Fundamentals of Curriculum Institute

Course Description
University Theory and Teaching Practice (UTTP) is a graduate course that focuses on the relationship between pedagogical theory and instructional practice. The course strives two major competencies; firstly, it introduces participants to the foundational theory in pedagogy and explores recent disciplinary-pedagogical theory that informs our instructional practice. Secondly, the course provides an opportunity for participants to develop and deliver a micro-teaching lesson, to develop the fundamental skills of providing peer-evaluation and develop their approach to becoming a reflective instructional practitioner.
**Course and Instructional Approaches**

This course is designed to be learner-centered. We see our role as instructors to facilitate the process of learning and to create and maintain conditions that promote student development, autonomy and a shared climate for learning. UTTP offers participants an opportunity to engage deeply in educational theory and practice with peers from across disciplines. As UTTP is an elective, students enrolled in this course tend to have an inherent interest and passion in teaching. During the course, the instructors, guest speakers and learners will model a variety of teaching approaches, strategies and discuss their application. We will take frequent pauses to encourage learners to critically reflect on practice.

**Learning Outcomes**

Upon successful completion of this course participants should be able to:

1. Utilize universal design and inclusive principles, active learning and research on learning science and motivation to develop a lesson plan
2. Apply the principles of learner centredness to evaluate a course syllabus
3. Deliver two micro-teaching lessons and apply feedback to develop a continuous improvement approach to instruction
4. Participate in peer observation and evaluation exercises as both a provider of feedback and as a reflective practitioner using feedback
5. Critically evaluate relevant scholarship (SoTL), and discuss evidence in relation to teaching practice, student learning, motivation, assessment, and remote learning
6. Write a clear language synopsis (i.e., a SoTL Snapshot) of a disciplinary-based pedagogy study

**Online Course Components**

There is a course website at [http://courselink.uoguelph.ca](http://courselink.uoguelph.ca) that is password protected and houses key components of the course, including assignments and learning activities, lesson plans, and links to further resources. Please familiarize yourself with this website as soon as possible. We expect you (and ourselves) to have contact with the course this way between classes. As per university regulations, all students are required to check their @uoguelph.ca e-mail account regularly: e-mail is the official route of communication between the University of Guelph and its students.

**Course Delivery Mode**

This course is currently intended to be delivered in a mixed format, with a mix of in-person, synchronous online (via dedicated course Zoom link, which will be accessed through Courselink) and asynchronous online course elements (e.g. readings, videos posted in Courselink). In-person and synchronous online course elements will occur during the scheduled course time, Tuesdays 8:30-11:20am. We will use this time in various ways – lesson delivery, activities, group discussion, group and individual work, feedback delivery, check-ins etc. At present (January 4, 2022), the only class scheduled to run in-person is on Feb. 15, 2022. If an in-person class remains an option according to university policies, we will also offer a flexible option for those students who wish to remain remote for the term.
You will be informed in advance how the synchronous time will be used so that you can prepare. The schedule below and roadmap on Courselink will provide you with those details. We will also provide information through announcements on Courselink.

**Schedule of Topics for UNIV*6800 UTTP W2022**

For further details, please also review the Course roadmap and overview in Courselink. Depending on course enrollment numbers, classes dedicated to micro-teaching sessions may be replaced with lessons on content related to teaching and learning.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Theme</th>
<th>Delivery Mode</th>
<th>Readings</th>
<th>Notes and Important Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Feb. 1</td>
<td>Scholarship of Teaching and Learning (SoTL) and Ethics in Teaching</td>
<td>Synchronous online</td>
<td>What is the Scholarship of Teaching and Learning videos on Courselink Felten, P. “Principles of Good Practice in SoTL” STLHE “Ethical Principles in University Teaching”</td>
<td>Guest – Dr. Jennifer Reniers – How to use the Scholarship of Teaching and Learning to inform your teaching practice. How to write a SoTL Snapshot.</td>
</tr>
<tr>
<td>6 Feb. 15</td>
<td>Lesson planning; Constructive Alignment; Assessment</td>
<td>Synchronous online</td>
<td>Resources TBD</td>
<td>Lead by Janet; BOPPPS model; Working session with peer feedback on micro-teaching session lesson plan.</td>
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</tbody>
</table>

**Winter Break – no class**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Format</th>
<th>Time</th>
<th>Special Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 March 1</td>
<td>Teaching Observations &amp; Reflection</td>
<td>Synchronous</td>
<td>1st Round - 20 minutes each (max. 18 presentations)</td>
<td>10 minute “lesson” – written and oral</td>
</tr>
<tr>
<td>8 March 8</td>
<td>Teaching Observations &amp; Reflection</td>
<td>Synchronous</td>
<td>1st Round - 20 minutes each (max. 18 presentations)</td>
<td>10 minute “lesson” – written and oral</td>
</tr>
<tr>
<td>9 March 15</td>
<td>Universal Design and Inclusive Practices; Safe and Brave Spaces</td>
<td>Synchronous</td>
<td>TBD</td>
<td>Guest – Dr. Dale Lackeyram—</td>
</tr>
<tr>
<td>10 March 22</td>
<td>Teaching Observations &amp; Reflection</td>
<td>Synchronous</td>
<td>2nd Round - 20 minutes each (max. 18 presentations)</td>
<td>10 minute “lesson” – written and oral</td>
</tr>
<tr>
<td>11 March 29</td>
<td>Teaching Observations &amp; Reflection</td>
<td>Synchronous</td>
<td>2nd Round - 20 minutes each (max. 18 presentations)</td>
<td>10 minute “lesson” – written and oral</td>
</tr>
<tr>
<td>12 Apr. 5</td>
<td>Difficult Conversations; Putting it all together/ Wrap-up</td>
<td>Synchronous</td>
<td>Lead by Christie; Guest - TBD</td>
<td></td>
</tr>
</tbody>
</table>

**Required and Supplementary Reading**
There are required readings for this course. All readings will be made accessible through the Courselink website. Please refer to the “Schedule of Topics” which identifies clearly the required readings associated with each week of the semester.

**Learning Process, Expectations and Responsibilities**
Each class will focus on a specific theme or topic, and successive classes will build upon previous topics and discussions. You should come to class prepared to participate actively, having completed assigned readings and preparatory activities. Keep in mind that contact time is designed to be hands-on and directed toward developing an understanding and critique of the topic at hand.

Participation in all class meetings is integral to completing the course successfully. If students anticipate missing more than one class, they should speak with the course instructor(s) in advance. In order to successfully complete this course by audit, students must attend a minimum of 75% of the classes and all assessments must be completed.

**Formal Assessment**
UTTP is offered on a Pass/Fail basis for 0.50 credit. To complete this course successfully, all assignments must be completed according to the assessment criteria and guidelines provided (details are available on the CourseLink site). A passing grade of (50%) must be achieved on assessments with a grading rubric. Assignment sheets outline specific learning outcomes, instructions, guidelines, assessment criteria, and resources for completion. You will receive feedback on all submitted course work.

Students are also responsible for keeping electronic back-ups of course work.
When you find yourself unable to meet any of the course requirements due to illness or for compassionate reasons, please advise the course instructors in writing as soon as possible.

At different points in the semester, opportunities for peer feedback will be provided. If you would like additional feedback before or after completing each assignment, please make arrangements to meet with the course instructors, or the teaching assistant.

**Assignments and Tasks**

Assignments and tasks in this course include the following:

<table>
<thead>
<tr>
<th>Assignments/Tasks</th>
<th>Due Dates</th>
<th>Learning Outcomes Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group topic selection</td>
<td>Tuesday Jan. 11</td>
<td>NA</td>
</tr>
<tr>
<td>Establish learning goals (completed during class)</td>
<td>Tuesday Jan. 11</td>
<td>NA</td>
</tr>
<tr>
<td>Individual article selection</td>
<td>Tuesday Jan. 18</td>
<td>1, 3, 4, 5, 6</td>
</tr>
<tr>
<td>Course syllabus selection for evaluation (evaluation to start in class)</td>
<td>Tuesday Jan. 18</td>
<td>2</td>
</tr>
<tr>
<td>Reflect on your learning goals for the course</td>
<td>Friday Jan. 21</td>
<td>NA</td>
</tr>
<tr>
<td>Group contracts</td>
<td>Tuesday Jan. 25</td>
<td>NA</td>
</tr>
<tr>
<td>Course syllabus evaluation submission</td>
<td>Friday Jan. 28</td>
<td>2</td>
</tr>
<tr>
<td>Reflect on the evaluation of a syllabus activity</td>
<td>Friday Jan. 28</td>
<td>2</td>
</tr>
<tr>
<td>SoTL snapshot – first draft</td>
<td>Friday Feb. 4</td>
<td>6</td>
</tr>
<tr>
<td>Lesson plan (completed during class)</td>
<td>Tuesday Feb. 15</td>
<td>1</td>
</tr>
<tr>
<td>SoTL snapshot – final draft</td>
<td>Tuesday March 1</td>
<td>6</td>
</tr>
<tr>
<td>Micro-teaching session – first session</td>
<td>Tuesday March 1 or 8 – sign up first day of class</td>
<td>3, 4</td>
</tr>
<tr>
<td>Reflect on the design of and feedback on your lesson plan</td>
<td>Friday March 4</td>
<td>1</td>
</tr>
<tr>
<td>Reflect on the delivery of your first micro-teaching lesson and the peer feedback you received</td>
<td>Friday March 4 or 11 (week of your micro-teaching session)</td>
<td>3, 4</td>
</tr>
</tbody>
</table>
Reflection on progress towards learning goals for the course

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Micro-teaching session – updated session</td>
<td>Tuesday March 22 or 29 – sign up first day of class</td>
<td>3, 4</td>
</tr>
<tr>
<td>Reflect on the delivery of your updated micro-teaching lesson and the peer feedback you received</td>
<td>Friday March 25 or April 1 (week of your micro-teaching session)</td>
<td>3, 4</td>
</tr>
<tr>
<td>Podcast or audio-recording (Group submission), tasks, responsibilities</td>
<td>Tuesday April 5</td>
<td>5</td>
</tr>
<tr>
<td>Meta-reflection</td>
<td>Friday April 8</td>
<td>1, 3, 4, 5, 6</td>
</tr>
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</table>

Additional details for all assignments, including descriptions, and evaluation criteria are provided on the assignment instruction sheets found on CourseLink. You will also be expected to provide peer feedback during synchronous class times for several assignments.

Inclusivity
We are committed to including a broad range of perspectives and substantive material in offering this course. Along with you, we strive to co-create a learning environment within which a plurality of views are welcomed and respected. In this regard, we will collectively strive to create space, which helps to challenge our preconceived notions, while supporting inclusivity and respect for others’ views.

Bibliography of Required Readings¹


¹ Some required readings may be added from guest lecturers, we will endeavour to post readings to the CourseLink site as soon as they are available


Optional Readings


### University Policies

**E-mail Communication**

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

**When You Cannot Meet a Course Requirement**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the graduate calendar for information on regulations and procedures for *Academic Consideration*.

**Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

For information on current safety protocols, follow these links: https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/

https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives

**Disclaimer**
Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (https://news.uoguelph.ca/2019-novel-coronavirus-information/) and circulated by email.

**Drop Date**

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for *Dropping Courses* are available in the Graduate Calendar.

**Copies of out-of-class assignments**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

**Accessibility**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 7 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: www.uoguelph.ca/sas

**Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the
University’s policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

*Please note:* Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is detailed in the Graduate Calendar.

**Recording of Materials**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

**Resources**

The [Academic Calendars](#) are the source of information about the University of Guelph’s procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.