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 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.

Week	Topic/Theme	Delivery Mode	Readings	Notes and Important Dates
1 Jan. 11	Course Overview, What is Learning, & Goal Setting	Synchronous online	Wesch, M. "A Vision of Students Today" *video* Ambrose et al. *How Learning Works:* Introduction	Lead by Janet and Christie. Set dates for "micro-teaching" session 1 & 2; create groups and pick topic for assessments Students to set their learning goals
2 Jan. 18	Critical Reflection & Reflective Practice; Authentic Teaching	Synchronous online	Brookfield, S. "Critically Reflective Practice"; Cranton, P & Carusetta, E. Perspectives on authenticity in teaching; Wheeler, L. B., et al., I. Students' perceptions of course syllabi: The role of syllabi in motivating students; Palmer, M. S., et al. Measuring the promise: A learning-focused syllabus rubric.	Lead by Christie
3 Jan. 25	Active Learning; Asynchronous/ Synchronous pedagogy	Synchronous online	Prince, M. Does Active Learning Work? A Review of the Research; Theobald et al. Active learning narrows achievement gaps for underrepresented students in undergraduate science, technology, engineering, and math	Lead by Christie
4 Feb. 1	Scholarship of Teaching and Learning (SoTL) and Ethics in Teaching	Synchronous online	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"	*Guest* – Dr. Jennifer Reniers – How to use the Scholarship of Teaching and Learning to inform your teaching practice. How to write a SoTL Snapshot
5 Feb. 8	Learner Centeredness; The Science of Learning and Motivation	Synchronous online	Roediger, H., & Pyc, M. Inexpensive techniques to improve education: Applying cognitive psychology to enhance educational practice Ambrose et al. *How Learning Works:* 7 Research-Based Principles for Smart Teaching. Chapter 3, What Factors Motivate Students to Learn? Smith, R. & Perez, E. *Takeaways from Make it Stick: The Science of Successful Learning*	*Guest* – Dr. Sara Fulmer – Learning and Motivation
6 Feb. 15	Lesson planning; Constructive Alignment; Assessment	Synchronous online	Resources TBD	Lead by Janet; BOPPPS model; Working session with peer feedback on micro-teaching session lesson plan
Feb 21-25	Winter Break – no class			

7 March 1	Teaching Observations & Reflection	Synchronous online	1st Round- 20 minutes each (max. 18 presentations)	10 minute "lesson" 10 minutes feedback – written and oral
8 March 8	Teaching Observations & Reflection	Synchronous online	1st Round- 20 minutes each (max. 18 presentations)	10 minute "lesson" 10 minutes feedback – written and oral
9 March 15	Universal Design and Inclusive Practices; Safe and Brave Spaces	Synchronous online	TBD	<mark>Guest</mark> – Dr. Dale Lackeyram—
10 March 22	Teaching Observations & Reflection	Synchronous online	2nd Round- 20 minutes each (max. 18 presentations)	10 minute "lesson" 10 minutes feedback – written and oral
11 March 29	Teaching Observations & Reflection	Synchronous online	2nd Round- 20 minutes each (max. 18 presentations)	10 minute "lesson" 10 minutes feedback – written and oral
12 Apr. 5	Difficult Conversations; Putting it all together/ Wrap-up	Synchronous online		Lead by Christie; <mark>Guest</mark> - TBD

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:

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

Reflection on progress towards learning goals for the course	Friday March 18	NA
Micro-teaching session – updated session	Tuesday March 22 or 29 – sign up first day of class	3, 4
Reflect on the delivery of your updated micro-teaching lesson and the peer feedback you received	Friday March 25 or April 1 (week of your micro-teaching session)	3, 4
Podcast or audio-recording (Group submission), tasks, responsibilities	Tuesday April 5	5
Meta-reflection	Friday April 8	1, 3, 4, 5, 6

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 Readings[1]

Arao, B. & Clemens, K. (2013). From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice. In L. Landreman (Ed.), The art of effective facilitation: Reflection from social justice educators (pp. 135-150). Sterling, VA, Stylus Publishing, LLC.

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. (pp. 1-39, 66-90). John Wiley & Sons.

Brookfield, S. (1998). Critically reflective practice. *The Journal of Continuing Education in the Health Professions*, *18*, 197-205.

Cranton, P & Carusetta, E. (2004). Perspectives on authenticity in teaching. Adult Education Quarterly, 55(1), 5-22.

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[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*

Felten, P. (2013). Principles of good practice in SoTL. *Teaching and Learning Inquiry: The ISSOTL Journal*, *1*(1), 121-125.

Freire, P. (1999). *Pedagogy of the Oppressed: New Revised 20th Anniversary Edition.* The Continuum Publishing Company, New York: New York.

Palmer, M. S., Bach, D. J., & Streifer, A. C. (2014). Measuring the promise: A learning-focused syllabus rubric. *To improve the academy: A journal of educational development, 33 (1),* 14-36.

Prince, M. (2004). Does Active Learning Work? A Review of the Research. Journal of Engineering Education, 93(3), 223–231.

Roediger, H., & Pyc, M. (2012). Inexpensive techniques to improve education: Applying cognitive psychology to enhance educational practice. *Journal of Applied Research in Memory and Cognition. 1*, 242-248

Smith, R. & Perez, E. (2020). Takeaways from Make it Stick: The Science of Successful Learning. *Retrieved from* https://blog.apaonline.org/2020/02/19/takeaways-from-make-it-stick-the-science-of-successful-learning/

Society for Teaching and Learning in Higher Education. (2011). Ethical Principles in University Teaching | STLHE. Retrieved August 24, 2015, from http://www.stlhe.ca/awards/3m-national-teaching-fellowships/initiatives/ethical-principles-in-university-teaching/.

Theobald, E. J., Hill, M. J., Tran, E., Agrawal, S., Arroyo, E. N., Behling, S., Chambwe, N., Cintrón, D. L., Cooper, J. D., Dunster, G., Grummer, J. A., Hennessey, K., Hsiao, J., Iranon, N., Jones, L., Jordt, H., Keller, M., Lacey, M. E., Littlefield, C. E., Lowe, A., Newman, S., Okolo, V., Olroyd, S., Peecook, B. R., Pickett, S. B., Slager, D. L., Caviedes-Solis, I. W., Stanchak, K. E., Sundaravardan, V., Valdebenito, C., Williams, C. R., Zinsli, K., & Freeman, S. (2020). Active learning narrows achievement gaps for underrepresented students in undergraduate science, technology, engineering, and math *Proceedings of the National Academy of Sciences*, 117 (12) 6476-6483, https://doi.org/10.1073/pnas.1916903117

Wesch, M. (2007). A Vision of Students Today - YouTube. Retrieved August 24, 2015, from http://www.youtube.com/watch?v=dGCJ46vyR9o.

Wheeler, L. B., Palmer, M., & Aneece, I. (2019). Students' perceptions of course syllabi: The role of syllabi in motivating students. *International Journal for the Scholarship of Teaching and Learning*,13(3), https://doi.org/10.20429/ijsotl.2019.130307

Optional Readings

Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher education*, *32*(3), 347-364.

Driscoll, A., & Wood, S. (2007). *Developing outcomes-based assessment for learner-centered education: A faculty introduction*. Stylus Publishing, LLC.

Wieman, C. (2007). Why not try a scientific approach to science education? *Change: The Magazine of Higher Learning*, *39*(5), 9-15.

Weimer, M. E. (2012). Five Characteristics of Learner-Centered Teaching. *Faculty Focus*. Retrieved August 24, 2015, from http://www.facultyfocus.com/articles/effective-teaching-strategies/five-characteristics-of-learner-centered-teaching/.

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.