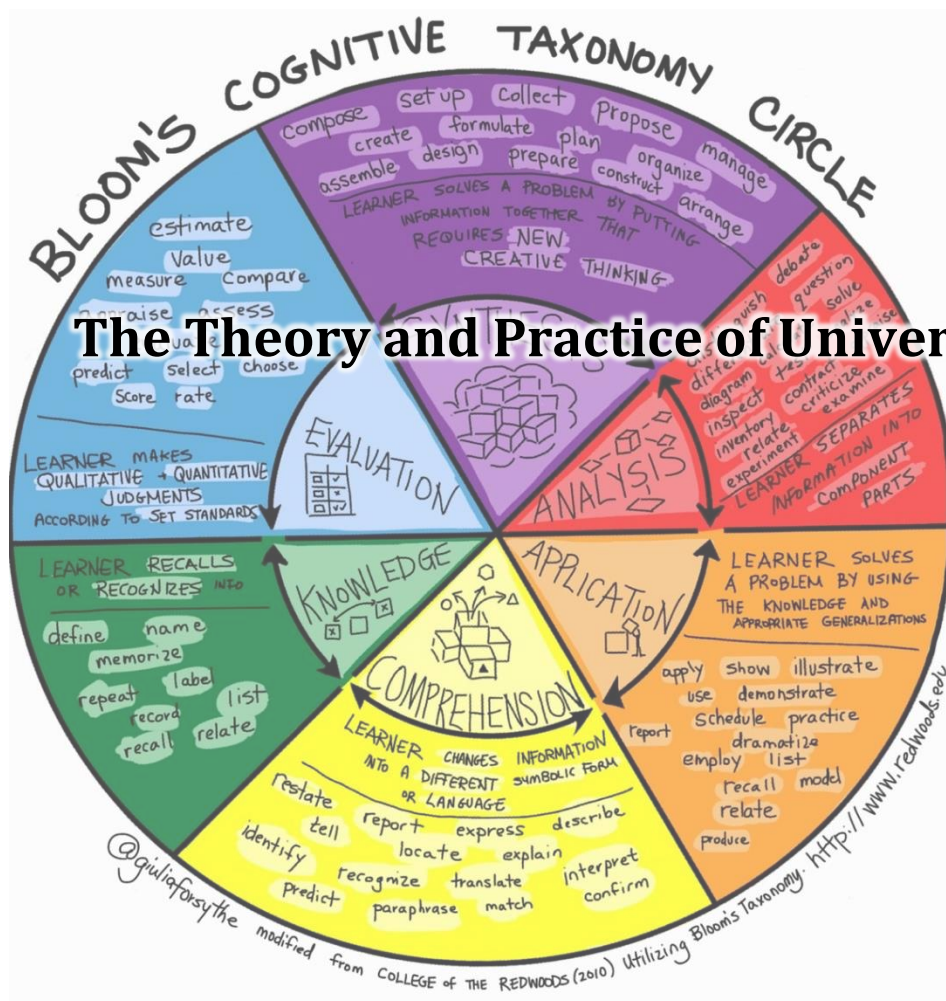




SGPS 9500

The Theory and Practice of University Teaching

Winter 2020

Bloom's Cognitive Taxonomy Circle v2, used under the terms of the Creative Commons license.
Source: <https://www.flickr.com/photos/gforsythe/15090660113/>

Course Description

SGPS 9500 is an interdisciplinary graduate credit course on the theory and practice of university teaching offered by the School of Graduate and Postdoctoral Studies. This course is offered on a Pass/Fail basis for 0.50 credits.

Course Instructors

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Communicating with the Course Coordinators

To help ensure that we can answer your inquiries in a timely manner, please use the course e-mail address: gs9500@uwo.ca. You should expect a response from the course coordinators within 24 hours during the work week. E-mail sent on the weekend will receive a response on the following week. Students are required to check their @uwo.ca accounts regularly as e-mail is the official route of communication for courses.

Course Microteachers and Guest Lecturers

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Class Time and Location

In Class **Tuesdays, 1-4 pm**
January 7 to March 31, 2020

Classes are held in:
Western Active Learning Space (WALS), UCC 66

Online Each week includes one hour of asynchronous online learning activities.

Course Approach

Given that teaching is a complex and evolving practice, the overarching goal of SGPS 9500 is to offer you the opportunity to develop the knowledge and skills required to critically examine and respond to the classroom you face today and the teaching and learning contexts you will encounter in your future.

This course has been designed to engage students through a philosophy of learner-centeredness. We believe that the classroom climate is one co-created between all members of the course; this means that students and instructors both have an important role to play in the course's success. SGPS 9500 offers participants an opportunity to engage deeply in educational theory and practice with peers from across disciplines. As the course is an elective, students enrolled in this course tend to have an inherent interest and passion in teaching. During the course, the instructors 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. SGPS 9500 is a blended course, meaning that face-to-face and online activities are integrated to support your learning and engagement across the course.

Learning Outcomes

By the end of the course, as a successful student, you will be able to:

- Find, cite and critically reflect upon research literature on contemporary issues in university teaching and learning, such as: principles of effective teaching; the globalization of education; curriculum theory; course design considerations and; forms and functions of assessment.
- Develop and facilitate active learning experiences through the practice of your teaching skills.
- Give and receive constructive peer feedback about instruction, in both written and oral formats.
- Clearly communicate your teaching philosophy, a written statement guided by your beliefs, values and the disciplinary context in which you teach.
- Articulate an evidence-based rationale for lesson and course-design choices, or
- Prepare a record of teaching in a dossier.

Outcomes demonstrated through:

- Case Assignment
- Teaching Philosophy Statement
- In-class/online activities
- Microteaching
- Microteaching
- Teaching Philosophy Statement
- In-class/online activities
- Teaching Philosophy Statement
- Course Design Project or Teaching Dossier

Course Readings

Students can expect to read an average of ~1-2 articles per week. Readings have been selected from the academic literature on teaching and learning across disciplines. Selected readings are directly relevant to the topic of the week, or they will support students in completing an assessment effectively. The reading list is found at the end of this syllabus and students will be able to access the articles through OWL once the course begins.

Course Requirements

The success of SGPS 9500 is built on the assumption of active and on-going preparation and participation of all members of the classroom community. Preparation means coming to class with scheduled readings, online activities and assignments completed.

To pass the course, you are expected to complete the following course components according to the assessment criteria and guidelines provided by the instructors:

- **Participation (15%)**
 - Attend and be on time for all class sessions
 - Actively/thoughtfully participate in online and F2F activities/discussions
 - Submit 3 goal setting and participation reflections
 - Complete the Teaching Reflection Surveys 1 & 2
- **Microteaching (30%)**
 - Facilitate three 10-minute lessons, listen actively to peer feedback, and provide feedback to peers on their own lessons.
- **Case Assignment (20%)**
 - Work with others to develop a case study on a teaching topic and engage with case studies created by peers
- **Teaching Philosophy Statement (10%)**
 - Write, revise, and submit a one-page statement summarizing your approach to teaching and learning, and provide peer feedback on classmates' draft statements.
- **Course Design Project or Teaching Dossier (25%)**
 - Design and submit a course syllabus or a teaching dossier.

A Word on Online Participation

Given the blended nature of the course, SGPS 9500 relies consistently on the OWL course site (accessible via Western's learning management system at <https://owl.uwo.ca/>) and we *expect students to maintain a strong online presence throughout the course*. If OWL is new to you, please spend some time familiarizing yourself with the site. Ask for help if you find yourself struggling to complete an online task at any point in the course.

OWL provides students with access to weekly online activities, assignment guidelines/rubrics, readings, and additional resources. Activities will be organized into weekly lists that will make the process of contributing straightforward (and fun!)

A Word on In-class Participation

As a student in SGPS 9500, you are expected engage meaningfully as a learner and classroom community member. As members of a diverse classroom community, you will need use your skills of self-monitoring to know when you have added enough to a conversation or when it is time to make a contribution. Please note that the quality of your contributions to the course dialogue are more important than the quantity of contributions. As instructors, it is our role to create and facilitate classroom experiences where all students have the opportunity to contribute: we will ask those who are over-contributing or under-contributing to monitor their own level of participation.

Statement on 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 we welcome and respect a plurality of views. 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.

Statement on Accessibility

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you.

Western's commitment to Accessibility, visit: <http://www.registrar.uwo.ca/general-information/accessibility-at-western.html>.

Student Development Services <http://www.sdc.uwo.ca/ssd/> has staff members who specialize in assisting students with various disabilities to adjust to the university environment. These disabilities include, but are not limited to, vision, hearing and mobility impairments, learning disabilities, chronic illnesses, chronic pain, and attention deficit/hyperactivity disorders. Students who require special accommodations for disabilities should make a formal request through Student Development Services as early in the semester as possible.

Statement on Accommodation

If 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.

Students who are in emotional/mental distress should refer to Mental Health@Western http://uwo.ca/health/mental_wellbeing/ for a complete list of options about how to obtain help. Please visit the Wellness Education Centre on campus for additional resources and support: <http://se.uwo.ca/wec.html>.

Statement on Plagiarism and Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement currently in place between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Course Reading List

- Angelo, T. A., and Cross, K. P. (1993). What is classroom assessment? In: *Classroom Assessment Techniques: A Handbook for College Teachers*, second edition (pp. 3-11). San Francisco: Jossey-Bass.
- Brookfield, S. (1998). Critically reflective practice, *The Journal of Continuing Education in the Health Professions*, 18, 197-205.
- Brunette, C., & Richmond, C. (2018). *Guide for Working with Indigenous Students*. Western University, 1-48. Retrieved from <https://teaching.uwo.ca/pdf/teaching/Guide-for-Working-with-Indigenous-Students.pdf>.
- Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 3-7.
- Creating a Teaching Dossier. Centre for Teaching Excellence, University of Waterloo. Retrieved from <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/professional-development/career-strategies/creating-teaching-dossier>
- Crocker, W. (2016). Backward course design. Centre for Teaching and Learning, Western University. Retrieved from <https://teaching.uwo.ca/curriculum/coursedesign/backward-design.html>
- Dimitrov, N., & Haque, A. (2016). Intercultural teaching competence: a multi-disciplinary model for instructor reflection. *Intercultural Education*, <https://doi.org/10.1080/14675986.2016.1240502>
- Garrison, D. R. (2009). Communities of inquiry in online learning. In P. Rogers, G. Berg, J. Boettcher, C. Howard, L. Justice, & K. Schenk (Eds.) *Encyclopedia of Distance Learning*, Second Edition (pp. 352-355). Hershey, PA: doi:10.4018/978-1-60566-198-8.ch052.
- Kearns, K. D., & Sullivan C. S. (2011). Resources and practices to help graduate students and postdoctoral fellows write statements of teaching philosophy. *Advances in Physiology Education* 35, 136-145. <https://doi.org/10.1152/advan.00123.2010>
- McCarthy, J. P., & Anderson, L. (2000). Active learning techniques vs. traditional teaching styles: two experiments from history and political science. *Innovative Higher Education*, 24(4), 279-294. <https://doi.org/10.1023/B:IHIE.0000047415.48495.05>
- Mesa, V. & Write, M. (2016). Selected classroom assessment techniques (CATs) for getting feedback on student learning. Retrieved from http://www.crlt.umich.edu/gsis/p4_8
- Michael, J. (2006). Where's the evidence that active learning works? *Advances in Physiology Education* 30: 159–167. <https://doi.org/10.1152/advan.00053.2006>
- Murray, H., Gillese, E., Lennon, M., Mercer, P., & Robinson, M. (1996). Ethical principles for college and university teaching. *New directions for teaching and learning*, 1996(66), 57-63. <https://doi.org/10.1002/tl.37219966611>
- Naumes, W., & Naumes M. J. (2006). What is a case and why write one? In: *The art & craft of case writing*, second edition (pp. 3-16). Armonk, NY: M.E. Sharpe.
- Potter, Michael K. and Kustra, Erika D.H. (2011). The relationship between scholarly teaching and SoTL: models, distinctions, and clarifications, *International Journal for the Scholarship of Teaching and Learning*, 5(1). <https://doi.org/10.20429/ijsofl.2011.050123>
- Staley, D. (2015, November 9). The future of the university: speculative design for innovation in higher education. *EDUCAUSE Review*. Retrieved from <https://er.educause.edu/articles/2015/11/the-future-of-the-university-speculative-design-for-innovation-in-higher-education>.

Class Schedule

Prep for Class			
Week	Complete Over	Online Preparation	Readings
1	By class on Jan 7	- Intro videos from past graduate students - Introduce yourself using VoiceThread	Chickering & Gamson (1987)
2	Jan 8-13	- Teaching philosophy brainstorm	Potter & Kustra (2011), p 1-6 Brookfield (1998), p. 197-201 Kearns & Sullivan (2011)
3	Jan 15-20	- Discussion forum on case studies - Professionalism/participation goals	Naumes & Naumes (2006A) Murray et al. (1996)
4	Jan 22-27	- Mini-module on learning outcomes - Orientation video on microteaching	- none -
5	Jan 29-Feb 3	- Engage with teaching tools in OWL	Garrison (2009)
6	Feb 5 -10	- Active learning questions/reflection	McCarthy & Anderson (2000) Michael (2006)
Reading Week			
7	Feb 12-24	- Assessment questions/reflection	Angelo & Cross (1993) Mesa & Write (2016)
8	Feb 26-Mar 2	- Mid-term participation self-assessment	Crockner (2016) Naumes & Naumes (2006B)
9	Mar 4-9	- Read case studies posted by peers	- none -
10	Mar 11-16	- Teaching dossier checklist	Creating a Teaching Dossier (website)
11	Mar 18-23	- Identity wheel and discussion forum	Dimitrov & Haque (2016) Guide for Working with Indigenous Students
12	Mar 25-30	- Final participation self-assessment - Upload final project draft by March 30	Staley (2015)

In-Class	
Date	Topics
Jan 7	- Intro to the course - Effective Teaching/Learning - Teaching Reflection Survey
Jan 14	- Scholarly Teaching - Scholarship of Teaching/Learning - Teaching Philosophy Statements
Jan 21	- Teaching with Cases - Ethical Principles for Teaching
Jan 28	- Small group microteaching
Feb 4	- Technology Enhanced Teaching - Teaching Online
Feb 11	- Small group microteaching
Feb 18	NO CLASS
Feb 25	- Small group microteaching
Mar 3	- Syllabus Design - Case study work time
Mar 10	- Case Study Exchange
Mar 17	- Peer Feedback on Teaching Philosophy Statements - Building Your Teaching Dossier
Mar 24	- Diversity and Inclusion
Mar 31	- Final Project Share - Teaching Reflection Survey 2 - The University of the Future

Due Dates
Teaching Reflection Survey due (Jan 10)
1 st microteach due in class (Jan 28)
2 nd microteach due in class (Feb 11)
3 rd microteach due in class (Feb 25)
Submit Case Study in OWL by Mar 4
Draft TPS due in class (Mar 17)
Course Project Due in OWL April 3