



SGPS 9500

The Theory and Practice of University Teaching

Fall 2018

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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 Coordinators

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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 Instructors

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Class Time and Location

In Class **Thursdays, 12:30 - 3:30 PM**
 September 13 – December 6, 2018 (inclusive)

Classes are held in:
 Western Active Learning Space (WALS), FIMS & Nursing Building (FNB) 2210

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.

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

Course Readings

Students can expect to read an average of ~1-2 journal 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 (10%)**
 - Attend and be on time for all class sessions
 - Be a thoughtful and active participant in online and face-to-face activities and discussions
- **Microteaching (30%)**
 - Facilitate three 10-minute lessons, listen actively to peer feedback, and provide feedback to peers on their own lessons.
- **Case Assignment (25%)**
 - Work with others to develop a case study on a teaching topic and engage with case studies created by peers
- **Teaching Philosophy Statement (15%)**
 - 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 (20%)**
 - Design and submit a course syllabus that reflects an evidence-based approach to teaching

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>).

Class Schedule

Prep for Class				In-Class		Due Dates
Week	Complete Over	Online Prep	Readings	Date	Topic	
1	Sep 7-12	- Watch course intro videos from past graduate students - Introduce yourself to the class using VoiceThread	Chickering & Gamson (1987)	Sep 13	- Introduction to the course - Effective Instruction	
2	Sep 14-19	- Work through mini-module on learning outcomes	Biggs (2014) <i>and</i> Kearns & Sullivan (2011)	Sep 20	- Principles of Course Design - Introduction to Teaching Philosophy Statements	
3	Sep 21-26	- Complete pre-assessment survey on using cases in teaching	Naumes & Naumes (2006) <i>and</i> Murray et al. (1996)	Sep 27	- Teaching with Cases - Ethical Principles for Teaching	
4	Sep 28 – Oct 3	- Review the orientation to microteaching - Respond to the case studies on teaching discussion forum	- none -	Oct 4	- Small group microteaching	Microteach 1 due in class (Oct 4)
5	Oct 5-10	- Contribute to teaching philosophy photo activity	- none -	Oct 11	- Peer Feedback on Teaching Philosophy drafts	Draft Philosophy due in class (Oct 11)
6	Oct 12-17	- Share active learning plan using VoiceThread	McCarthy & Anderson (2000) <i>or</i> Michael (2006)	Oct 18	- Small group microteaching	Microteach 2 due in class (Oct 18)
7	Oct 19-24	- Share classroom assessment plan using VoiceThread	Angelo & Cross (1993) <i>and</i> Mesa & White (2016)	Oct 25	- Small group microteaching	Microteach 3 due in class (Oct 25)
8	Oct 26-31	- Submit microteaching self-assessment and reflection	<i>Naumes & Naumes (2006) excerpt</i>	Nov 1	- Case Study Development and Group Consults	Submit Case Study in OWL (Nov 4)

9	Nov 2-7	- Read case studies posted by peers	None	Nov 8	- Case Study Exchange	
10	Nov 9-14	- Engage with teaching tools posted in OWL	Bates (2015)	Nov 15	- Teaching with Technology	
11	Nov 16-21	- Work through the mini-module on the Globalization of Learning	Dimitrov & Haque (2016)	Nov 22	- Diversity and Globalization	
12	Nov 23-28	- Watch the Orientation to SoTL video	One of: Battiste et al. (2002), Field & Jones (2016), Marshall (2008), Tight (2016), or Goff (2017)	Nov 29	- Current Issues in Higher Education	
13	Nov 30 – Dec 6	- Optional: Provide course and instructor feedback	Staley (2015)	Dec 6	- The University of the Future	Submit Course Project & Final Philosophy in OWL (Dec 10)

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.
- Bates, A. W. (2015). Ensuring quality teaching in a digital age. In: *Teaching in a Digital Age: Guidelines for designing teaching and learning*. Retrieved from <https://opentextbc.ca/teachinginadigitalage/part/ensuring-quality-teaching-in-a-digital-age/>
- Battiste, M., Bell, L., & Findlay, L. M. (2002). Decolonizing education in Canadian universities: An interdisciplinary, international, Indigenous research project. *Canadian Journal of Native Education*, 26(2), 82-95.
- Biggs, J. (2014). Constructive alignment in university teaching. *HERDSA Review of Higher Education*, 1(5), 5-22.
- Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 3-7.
- 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>
- Field, C. C. & Jones, G.A. (2016). *A survey of sessional faculty in Ontario publicly-funded universities*. Toronto: Centre for the Study of Canadian and International Higher Education, OISE-University of Toronto. Retrieved from <http://nysaaup.org/media-storage/library-upload/study-ontario-adjuncts-report.pdf>
- Goff, L. (2017). University administrators' conceptions of quality and approaches to quality assurance. *Higher Education*, 74(1), 179-195. <https://doi.org/10.1007/s10734-016-0042-8>
- 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>
- Marshall, D. (2008). Differentiation by degrees: system design and the changing undergraduate environment in Canada. *Canadian Journal of Higher Education*, 38(3), 1-20. <http://journals.sfu.ca/cjhe/index.php/cjhe/article/view/499>
- 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.
- 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>
- Tight, M. (2016). Examining the research/teaching nexus. *European Journal of Higher Education*, 6(4), 293-311. <https://doi.org/10.1080/21568235.2016.1224674>