UNIV*6800
University Teaching: Theory and Practice, Fall 2014

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Class Time: Seminar: Tues 14:30 – 17:20
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Course Description
Students will critically examine and reflect upon teaching and learning issues and research in higher education. They will also develop and practice pedagogical skills and strategies that are appropriate within the context of their disciplinary background.
University Teaching: Theory and Practice (UTTP) is offered on a pass/fail basis for 0.50 credits.

Course Approach
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. UNIV 6800 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
Teaching is a complex practice. As learners ourselves, we recognize that it would be impossible to sufficiently cover many of the topics related to university teaching in this twelve-week course. The overarching goal of UTTP is to foster the development of a lifelong interest in teaching and learning in higher education. We aim to facilitate your development as a critically reflective teaching practitioner so that you leave the course with the ability to integrate new practices that respond to your teaching context and emerging conditions in higher education.

Over the semester you will have the opportunity to develop teaching skills and build your self-confidence as a teacher. Upon the successful completion of the course you will be able to:

- Apply principles of constructive alignment and integrate research findings about learners and
learning in planning a course to teach in your discipline;
• Utilize and reflect on learner-centred instructional approaches by delivering a lesson;
• Engage in critical inquiry and discussion on topics related to educational theory through in-class discussion and reflection;
• Critically examine relevant societal, institutional, disciplinary and personal factors that influence your teaching;
• Integrate and communicate your course learning with respect to the theories, beliefs and contexts that shape your teaching in a self-directed project.

Changes made to this year’s course offering
Based on feedback received from students last year, the following changes have been made to the course:
• Redesigned critical reflection assignments;
• Redesigned practice teaching sessions;
• Greater attention focused on topic of assessment;
• Incorporated options in assignments to allow for greater flexibility and self-direction.

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.

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

Learning Process
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 1 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 are encouraged to submit a teaching philosophy statement.

**Formal Assessment**

UTTP is offered on a Pass/Fail basis for 0.50 credits. To complete this course successfully, all assignments must be completed according to the assessment criteria and guidelines provided by the instructors (these details are available on the CourseLink site). Assignment sheets outline specific learning outcomes, instructions, guidelines, assessment criteria, and resources for completion. The course instructors will provide feedback on all submitted course work.

Students are also responsible for keeping electronic back-ups of their course work. Technological-related reasons for failing to submit coursework on-time will only be accepted under the most extenuating of circumstances. Printer failures, lost internet connections and hard drive failures will not count as extenuating circumstances.

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.

For further information on regulations and procedures for Academic Consideration, please refer to the Graduate Calendar at:
http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1322.shtml

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 the course instructor.

**Assignments**

The culminating assignment for this course will be a **self-directed project** demonstrating your learning in this course. You may consider preparing a **teaching dossier** for this final project; however, you are not restricted to a teaching dossier. Instead, in conversation with the instructors, you will select a form and medium for communicating your course learning that is most appropriate to your personal context and needs.

Other assignments in this course include:

- Two drafts and a final submission of your **Teaching Philosophy Statement (TPS)**;
- Three **Critical Reflections** (one reflection included within the Practice Teaching assignment)
- A **Reading Log** documenting your reactions and observations on course readings;
- Two **Article Annotation** contributions to a class annotated bibliography (included within the Practice Teaching and Syllabus assignments)
• Arтеfacts documentіng your Practice Teaching іncluding, your lesson plan, an article annotation and a critical reflection on the lesson;

• Леаrnеr Цеntеrd Undergraduate Syllabus for a course within your discipline or department that demonstrates key course concepts іncluding (but not limited to), constructive alignment, deep learning, formative assessment, and learner-centeredness. Accompanying this syllabus will be a one-раge course rationale outlining how the work demonstrates your application of these key course concepts.

Additional details for all assignments, іncluding descriptions, due dаtes and evaluation cритеria are provided on the assignment іnstruction sheets found on the CourseLink page.

Іnclusivity

We are committed to іncluding a broad range of perspectives and substantive material іn 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.

Accessіbility and Accommodation

The University of Guelph аsserts the fundamental equality of all human beings and іs committed to creating for all members of its community, an environment that іs hospitable, safe, supportive, equitable, pleasurable, and above all, intellectually challenging (University Mission Statement, 1995).

We are committed to providing accommodation and equitable access to all course resources and experiences. Securing provisions for academic accommodation are a shared responsibility between the student and the University. Requests for academic accommodation іncluding note taking, classroom seating arrangements, and examinations can be approved directly by the Centre for Student with Disabilities (CSD). Requests for other forms of academic consideration can be requested іn collaboration with the course instructors. For more dеtails refer to the University Policy on Academic Accommodation:


University Policy on Academic Misconduct

Academic misconduct, such as plagiarism, іs a serious оffence at the University of Guelph.

Please consult the Graduate Calendar for оffences, penalties and procedures relating to academic misconduct:

http://www.uoguelph.ca/registrar/calendars/graduate/2013-2014/genreg/sec doe1687.shtml