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 with distinction/Pass/Fail basis for 0.50 credits.

Course coordinators

Karyn Olsen, PhD  
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The D.B. Weldon Library  
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Teaching Support Centre  
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Communicating with the Course Coordinators

Course email address: gs9500@uwo.ca. To help ensure that both Karyn and Lauren can answer your inquiries in a timely manner, please use the course email address above. You should expect a response from the course coordinators within 24 hours during the work week. Email sent on the weekend will receive a response on the following week.

As per university regulations, all students are required to check their @uwo.ca e-mail account regularly: e-mail is the official route of communication between the Western University and its students.
Course instructors

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Class time and location

In Class  
Mondays, 1:00 - 4:00 PM  
January 9 – April 3, 2017 (inclusive, with the exception of Family Day on Monday, February 20th)

Classes are held in the Western Active Learning Space (WALS)  
WALS is located in Room 66 of the University Community Centre

Online  
In addition to in-class time, each week will include one hour of asynchronous online learning activities to be done at your own pace and schedule.

Course approach

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.

A word on preparation & participation

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 assigned readings and / or assigned activities completed.

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.
Learning outcomes

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.

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

1. 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.
   - In-class activities
   - Teaching Philosophy Statement
   - Theory into Practice assignment

2. Develop and facilitate active learning experiences through the practice of your teaching skills.
   - Microteaching
   - Theory into Practice assignment

3. Give and receive constructive peer feedback about instruction, in both written and oral formats.
   - Microteaching
   - Teaching Philosophy Statement assignment
   - In-class activities

4. Clearly communicate your teaching philosophy, a written statement guided by your beliefs, values and the disciplinary context in which you teach.
   - Teaching Philosophy Statement assignment

5. Articulate an evidence-based rationale for lesson and course-design choices.
   - Course Design Project

Changes made to this year’s offering

We take student feedback seriously and consistently work to improve the learning experience in SGPS 9500. Based on student feedback from the last offering of the course we have:

- We introduced a blended design (more online, less face-to-face) that allows for increased scheduling flexibility and new ways of engaging students.

Online course components

Given the blended nature of the course, SGPS 9500 consists of a robust course site (accessible via Western’s learning management system at https://owl.uwo.ca/), where you will key components of the course as well as weekly modules. Modules are organized by a checklist of activities to be completed that week, with access to related activities, assignments, and additional resources. We expect you (and ourselves) to maintain a strong online presence throughout the course.

Course readings and materials

There is a required text for the course:

We have chosen this text as it provides a discipline-agnostic and evidence-based approach to understanding more about the relationship between teaching and student learning. A copy is available on reserve in the Weldon Library. Copies can be purchased on campus at the Bookstore or online.

Occasionally, weekly topics require course readings in replace of the text noted above. All other required course readings and supplementary materials will be made available electronically through the OWL course site.

**Course requirements**

As a student in SGPS 9500, you are expected engage meaningfully as a learner and (online) classroom community member. To pass the course, you are expected to complete the following course components according to the assessment criteria and guidelines provided by the instructors (these details are available on the OWL site):

1. Attend and be on time for all class sessions
2. Be a thoughtful and active participant in class sessions (both in-class and online, as applicable)
3. Lead classmates in an interactive learning activity that extends upon course themes
4. Satisfactorily complete all three microteaching sessions and incorporate feedback
5. Develop, provide peer feedback, revise and submit a teaching philosophy statement
6. Successfully complete the course design project, including a clear evidence-based rationale for your course design

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 a course instructor.

**Assignments**

The following course assignments make up the formal assessment for SGPS 9500:

1. **Microteaching**
   - Facilitate three 10-minute lessons, listen actively to peer feedback, and provide feedback to peers on their own lessons.

2. **Teaching Philosophy Statement**
   - Write a one-page statement summarizing your approach to teaching and learning, and provide peer feedback on classmates’ draft statements.

3. **Theory into Practice assignment**
   - In small groups, design and facilitate an interactive lesson that demonstrates how relevant topics in teaching and learning can be used in the higher education classroom. Your lesson will consist of both online and face-to-face components. You will develop an online resource page (in OWL) then facilitate a 15-20 minute in-class interactive round-table session for your peers.

4. **Course Design Project**
   - Create an original course syllabus; a detailed description of a major assessment; and an evidence-based rational for the approach taken in the design of the course. Submission limited to no more than 12 pages.

5. **Participation**
   - Your thoughtful and ongoing engagement in course material.

Due date for assignments and assignment components are provided in the **Weekly Schedule (end of document)**.

In order to receive a grade of Pass with Distinction, submitted work must be evaluated at the level of Distinction for all components of the course.
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.

Accessibility and accommodation

Western University is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services.

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. Please contact Chris Smith (csmir324@uwo.ca) if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at (519) 661-2111 ext. 82147.

For more information on Western’s Policy on Academic Accommodation for Students with Disabilities please see: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_disabilities.pdf

Students who are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

Statement on academic offences

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 this work by using quotation marks where appropriate and proper referencing.

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 Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf
Weekly Schedule: Prep, In-class Topics, and Assessment Due Dates

Class meetings will emphasize the critical evaluation of concepts and application of research and theory to practical problems of teaching. Students are expected to read and reflect critically on assigned materials prior to class and to participate actively in class discussion. The order of topics will be as follows:

<table>
<thead>
<tr>
<th>Week</th>
<th>Prep for Class</th>
<th>Online Prep</th>
<th>Readings</th>
<th>In-Class</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 5-8</td>
<td>HLW: Introduction</td>
<td>HLW: Introduction Appendix E</td>
<td>Jan 9</td>
<td>- Introducing SGPS 9500 - Effective Instruction</td>
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<tr>
<td></td>
<td></td>
<td>HLW: Appendix E</td>
<td></td>
<td>Jan 16</td>
<td>- Learning Outcomes and Designing Lessons</td>
</tr>
<tr>
<td>2</td>
<td>Jan 10-15</td>
<td>HLW: Chapter 1</td>
<td>HLW: Chapter 1 Appendices A, B, D</td>
<td>Jan 23</td>
<td>Microteach 1</td>
</tr>
<tr>
<td>3</td>
<td>Jan 17-22</td>
<td>- Learning outcomes activity &amp; peer feedback - Active learning module</td>
<td>HLW: Chapter 6</td>
<td>Jan 30</td>
<td>- Student Engagement &amp; Active Learning - Teaching Philosophy Discussion</td>
</tr>
<tr>
<td>4</td>
<td>Jan 24-29</td>
<td>- Teaching Philosophy activity</td>
<td>HLW: Chapter 3</td>
<td>Feb 6</td>
<td>Microteach 2</td>
</tr>
<tr>
<td>5</td>
<td>Jan 31-Feb 5</td>
<td>- Assessment strategies activity Participation self-assessment</td>
<td>HLW: Chapter 2 Appendix H</td>
<td>Feb 13</td>
<td>- Assessing Learning</td>
</tr>
<tr>
<td>6</td>
<td>Feb 7-12</td>
<td>Provide peer feedback on TPS due Feb 12</td>
<td>HLW: Chapter 5 Appendices C, F</td>
<td>Feb 17</td>
<td>TPS Final due Feb 17</td>
</tr>
</tbody>
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TPS Draft due Feb 6

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<table>
<thead>
<tr>
<th>Week</th>
<th>Prep for Class</th>
<th>Online Prep</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Complete Over</td>
<td>Online Design &amp; eLearning support (developing your Theory to Practice page)</td>
<td>Murray et al. (1996)</td>
</tr>
<tr>
<td>8</td>
<td>Feb 21-26</td>
<td>Reading Week</td>
<td>HLW: Chapter 4</td>
</tr>
<tr>
<td>10</td>
<td>Mar 7-12</td>
<td>- Engage with Theory to Practice Groups D, E, F</td>
<td>HLW: Chapter 7 and Conclusion</td>
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<tr>
<td>11</td>
<td>Mar 14-19</td>
<td>- Globalization of Learning Module</td>
<td>T2P In-class Presentations (Groups A, B, C, D, E, F)</td>
</tr>
<tr>
<td>12</td>
<td>Mar 21-26</td>
<td>- Engage with Theory to Practice Groups G, H, I, J</td>
<td>T2P In-class Presentations (Groups G, H, I, J) - Documenting Your Teaching</td>
</tr>
<tr>
<td>13</td>
<td>Mar 28-Apr 2</td>
<td>- Goals of Higher Education activity</td>
<td>Course Design Project due April 10</td>
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*Major course assignments/assessments highlighted in green*