Centre for Teaching and Learning – *Innovation, Integration, Excellence*
• University of Toronto Scarborough •

New Instructor Kit

Summary 2018

Summer 2018

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Centre for Teaching and Learning – *Innovation, Integration, Excellence*
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Support for Your Courses, Continued

Part 1:
Principles for Effective Classroom Teaching

SETTING THE STAGE FOR DEEP LEARNING
by UTSC Professor Clare Hasenkampf

How would you describe the relationship between teacher and learner?
I think of teaching and learning as a partnership.

What is the nature of the partnership?
How do we as teachers make the partnership work?
What do teachers need to bring to the partnership?

What are the qualities of a Teaching partner?
1.Teachers need knowledge mastery -- Sure we need to know and understand our subject areas, but how does that promote student learning?

A dominant theory of learning is that knowledge is constructed, personally.
What knowledge do you want your students to construct?
 Please <u>think about </u>one or two learning goals you have for your students.

If knowledge is constructed, personally, how does this theory impact our role as a teacher, as a learning partner to help students achieve a learning goal?
I think the theory of knowledge construction means that we can not just handover knowledge to our students. We present information <u>and</u> challenges <u>and</u> guide students as <u>they</u> make connections in their brains, as they take information and make meaning.

How do we guide students as they construct their own knowledge?
How will learning occur in your classroom? Teacher /Learner --who needs to perform?

I want to propose that much of our 'performance' starts before the class starts we are the play/screenwriter). Once the class starts the students are the ones that need to perform; you are the director guiding their performances. So to start planning your course, think backwards!

from Ken Bain's book'What the Best College Teachers Do.'
"The best teachers plan their courses backward, deciding what students should be able <u>to do </u>by the end of the semester, they map a series of intellectual developments through the course …."

Content knowledge is important but it is <u>more</u> important to design the learning experience around what you want students to be able to <u>do</u> (with this knowledge) by the end of the course. Doing things with the knowledge helps students make connections.

In well aligned (happy) classrooms

Clearly defined Learning goals

Formative feedback   *Measures acheivment*

'doing' learning activities

Promotes success

Appropriate tests

summative feedback
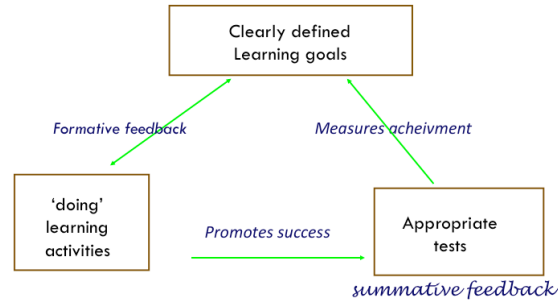
To circle back to the qualities of a Teacher/learning partner
1. Teachers need knowledge mastery
2. Teachers need to be able to think about how students can construct their own knowledge (and be able to use it) with our help-- by designing learning activities and offering feedback

Well designed learning activities might:
* help students consolidate their thoughts
* challenge their assumptions
* highlight a gap in their knowledge
* encourage them to go beyond the lecture/textbook
* ask them to use the information in novel ways
* provide opportunities to interact in meaningful ways with other students

When creating activities be mindful of Bloom's taxonomy of learning (1956)

Higher levels of cognitive engagement
   Create
   Evaluate/Compare/Judge
   Analyze
   Apply/Use
   Understand
   Recall/remember
Lower levels of cognitive engagement

Students that engage with the material and work at a variety of cognitive levels will learn more deeply and retain what they have learned longer. So as teachers we need to think of activities that requires them to deal actively with the course material at a variety of cognitive levels.

Learner's Perspective
It is also important to think about the learner. In his book "Creating Significant Learning Experiences" Dee Fink (2003) suggests a different taxonomy one for "Significant learning". He posits that for there to be significant learning we need to consider:

Foundational Knowledge – what are the key facts you want students to master in your course.

Application – how will students use the foundational knowledge (beyond your tests). Projects or project like assignments are often very good and meaningful ways for students to develop skills in using information.

Integration- Learning will be most meaningful if it can be linked to prior knowledge and to different realms- i.e. linking their new knowledge to the world around them. Projects, class discussions, reflective and forward-thinking writing can help students make these connections.

Human Dimension- How does the work in your class drive students to learn about themselves as they are at the moment and give them a sense of what they can become?

Caring - Learning that sparks an interest and drives students to care about an issue can give them the energy needed to do the hard work of learning. It also helps them see themselves as capable of being a part of solving the world's problems.

Learning How to Learn - Well-designed courses are mindful of helping students think explicitly about the skills they will need to complete a particular task, assess their current skill levels and as needed seek the resources to enhance the skills they need to be successful in your assignments.

Please note that this taxonomy of significant learning is not hierarchical; all elements are perceived as equally important.

Here is how Fink sees it. From Dee Fink's book (2003) *Creating Significant Learning Experiences* Figure 2.2, page 33:
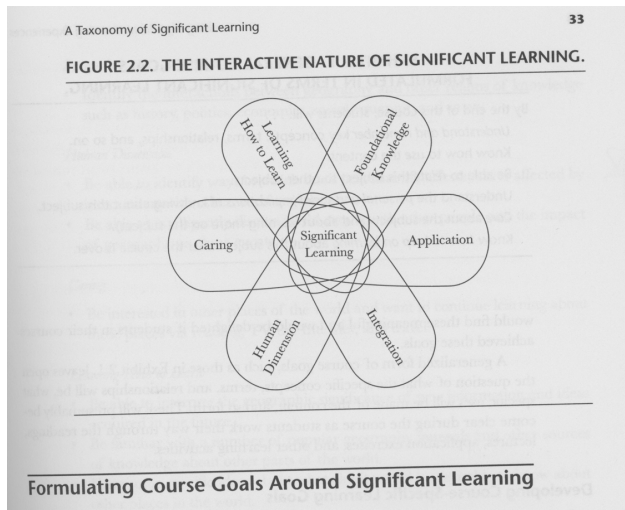
As well the first three items are quite related to Bloom's taxonomy.

Foundational Knowledge **Application** **Integration**	These three items are directly related to Bloom's taxonomy if we can convince/help the students to apply and integrate
Human Dimension **Caring** **Learning How to Learn**	these three components can help achieve the first three and transform the learner

Activity
Look at one of the learning goals you wrote down earlier. Think of an assignment or activity for the learning goal that would help students get practice toward achieving this goal.

What will be some of your challenges? One big challenge teachers often face is getting students to really engage with the course activities.
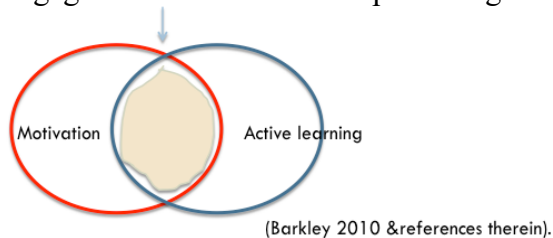
Engagement really relates to both Bloom and Fink's taxonomies.

From Elizabeth Barkley's book (2010)
"Engaged students are passionate; they are excited; they are <u>motivated</u> to learn"
"Engaged students are trying to <u>make meaning</u>- i.e. they are trying to construct their knowledge actively.

Engagement that leads to deep learning

(Barkley 2010 &references therein).

An engaged student is
a) motivated to learn (willing to work) and
b) is working hard and effectively with the course material and activities and
c) recognizes when they need help and seeks help <u>in working</u> with the material as they need it.

How do we motivate our students? In education, we often talk about intrinsic motivation and extrinsic motivation.

<u>Extrinsic motivation</u> are things like external rewards, external punishments; grades can sometimes seem like an external reward/punishment.

The problem with extrinsic motivation in learning is that it's easy to focus on the reward and the reward becomes the goal and <u>not</u> the learning. Another problem with extrinsic motivation is that if you remove the reward (or the punishment) the motivation may go away. We want learning to be a valued goal in itself. We want it to be intrinsically motivated as much as possible.

Intrinsic motivation is based on how satisfied the student feels with the activity:
    How interesting is the activity?
    How valuable is the skill the activity requires?
    How stimulating is the activity?
    Is there an opportunity for fun or social interactions?

Students will be more motivated to engage with an activity if the activity is meaningful to them and if they have some choice (Wlodkowski 1999). If we can make our learning activities and projects

authentic and interesting and even have some fun in it, then we encourage intrinsic motivation. Intrinsic motivation for learning lasts and encourages students to try to achieve mastery.

There is another important part to motivating our students. Many of our learning activities will be challenging. To be motivated to do the hard work, students also need to think they can succeed if they work hard.

Expectancy theory of what is required for motivation; its described by an equation

Motivation = value X expectancy

For this theory, willingness (*motivation*) to spend time on a task is related to both the:

1) perceived value of the task itself and the extent that the task is enjoyable <u>and</u>
2) the degree to which the student expects <u>to be able</u> to complete the task (i.e. they have to feel competent to complete the task)

Therefore, another important part of motivating students to do the hard work of your learning activities, is to <u>help them believe they can succeed at the task</u>.

What can we do for this portion of motivation?

For new learning to occur the task must be challenging but not overwhelmingly so. Vygotsky (1978) coined the term ZPD - the <u>z</u>one of <u>p</u>roximal <u>d</u>evelopment.

ZPD refers to situations created for learning in which students need to grapple with ideas, concepts and problems that are <u>just slightly above their current level</u> of development. For ZPD, the new knowledge has to be just a little stretch for the student, one they can make.

What is one big, obvious challenge for us using ZPD?

For me, one big challenge with ZPD is that I have a big class and students are not all in the same place and some students are more comfortable with challenge than others. For me to use ZPD (make things a little challenging) I need a 'challenge map'. I need to break one big activity into a series of steps.

Some students may need to start at step 1, then go to 2, then 3 etc.
Some students may already have the knowledge needed for steps 1, 2, 3 and they can start at step 4. The trick is to help all students get higher up on the ladder than when the task began.

So besides helping students see the value of the learning activities in our classes, if they are going to be motivated to do the work, we need to create step-wise assignments with each step building student skills and build assignments that can accommodate students with different starting skill levels.

This is challenging!

Cooperative learning can be very helpful in multi-step assignments. Here, more advanced students can be challenged <u>and</u> help other students. But for this group work to be successful, the teacher must serve as guide and one important learning goal has to be the success of the team, not just its individual members. Team building exercises can be built into big team projects.

Each group needs to think of themselves a small **learning community**. Cross (1999) defines a learning community as a group of people engaged in intellectual interactions for the purpose of learning - a group of people with common goals, and responsibility toward one another and the group. To work, students need to feel a sense of belonging and being safe; they can be comfortable responding to questions even if they are unsure of their answer and of seeking help from teacher and peers. Students need to feel connected to each other and the teacher - not isolated.

With that in mind I will end this section on establishing a setting for deep learning with a quote from Parker Palmer's book, "The Courage to Teach":

"Good teachers possess a capacity for connectedness."

Find your own way to connect your content-expertise to your student's learning!

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GUIDING PRINCIPLES FOR TEACHING

I. SEVEN PRINCIPLES FOR GOOD PRACTICE IN UNDERGRADUATE EDUCATION

By Arthur W. Chickering and Zelda F. Gamson
From The American Association for Higher Education Bulletin, March 1987

1. Encourages Contact Between Students and Faculty - Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. Develops Reciprocity and Cooperation Among Students - Learning is enhanced when it is more like a team effort that a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

3. Encourages Active Learning - Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

4. Gives Prompt Feedback - Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. Emphasizes Time on Task - Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis of high performance for all.

6. Communicates High Expectations - Expect more and you will get more. High expectations are important for everyone -- for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

7. Respects Diverse Talents and Ways of Learning - There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

Footnote 1: Active learning refers to techniques where students do more than simply listen to a lecture. Students are DOING something including discovering, processing, and applying information. Definition and examples of active learning found at (http://www.teachtech.ilstu.edu/additional/tips/newActive.php) See next page.

II. <u>Active Learning</u>

Active Learning Mini Tutorial and Exercises from
http://www.teachtech.ilstu.edu/additional/tips/newActive.php

Active learning refers to techniques where students do more than simply listen to a lecture. Students are DOING something including discovering, processing and applying information.

Active learning "derives from two basic assumptions: (1) that learning is by nature an active endeavor and (2) that different people learn in different ways." Research shows greater learning when students engage in active learning. The elements of active learning are talking and listening, writing, reading and reflecting.

IN-CLASS ACTIVE LEARNING MIGHT INCLUDE:

Clicker responses
Clickers allow students to test their knowledge or give an opinion on an identified topic in a non-threatening, anonymous way. Since clickers must be used in multiple – choice format, it is particularly effective in courses that have a major component of assessment done by multiple choice testing.

One minute papers (turned in with or without names)
Student summarize the most important points of a section of a lecture or Students identify the murkiest point of the lecture.

Think – Pair – Share
Give students a task such as question or problem to solve, an original example to develop, etc. Have them work on this 2 – 5 minutes alone (think). Then have them discuss their ideas 3 – 5 minutes with the student sitting next to them (pair).

Collaborative learning groups
These may be formal or informal, graded or not graded, short- term or long term. Generally, you assign students to heterogeneous groups of 3 – 6 students. They choose a leader and a scribe (note – taker). They are given a task to work on together. Often, student preparation for the CLG has been required earlier (reading or homework).

Student debates
These may be formal or informal, individual or group, graded or not, etc. They allow students the opportunity to take a thesis or position and gather data and logic to support that view critically. Debates also give students experience with verbal presentations. Some faculty members ask students their personal view on an issue and then make them argue the opposite position.

Mini-research proposals or projects; a class research symposium
Have the students work on designing a research study on a topic from the class. In some situations, you may be able to have them collect data during class time (observe some situation or give out some short surveys) or you may have them doing this as part of an outside-of-class project. Either way, have students present their research in a class research symposium similar to what we do at professional meetings. Invite other faculty and students.

Analyze case studies
Bring in case studies for students to read (put a case on an overhead or powerpoint). Have students discuss and analyze the case, applying concepts, data, and theory from the class. They can work as individuals or in groups or do this as a think – pair – share. Consider combining this with a brief in-class writing assignment.

For more tips for strong faculty student interactions see
http://www.teaching.utoronto.ca/topics/sfi/resources/interactive.htm

III. EFFECTIVE TEACHING BEHAVIOURS

From Peg Weissinger (Georgetown School of Medicine, Office of Educational Assessment and Evaluation). In her materials, she acknowledges Susan Edington as her source.

Logical Organization: Logical organization refers to the instructor's ability to design in-class instruction to facilitate learning. This includes the organization of course materials and learning activities to facilitate learning for the student.

Establishing a Learning Set: The instructor's ability to clarify, communicate, and arouse interest in learning objectives.

Variety of Methods: The instructor's ability to select and design teaching methods to achieve student objectives.

Variety of Instructional Resources: Variety of instructional resources refers to the instructor's ability to use and design effective instructional resources to support teacher objectives and student needs.

Asking and Responding to Questions: The instructor's ability to use appropriate questions for instructional purposes and to answer questions clearly to promote understanding and participation.

Closure: The instructor's ability to provide a summary experience for the integration of major points at the end of an objective and at the conclusion of a class session.

Classroom Management: The instructor's skill in performing organizational and administrative tasks that allows the instructor to proceed smoothly and efficiently.

Interpersonal Relations: The instructor's ability to be available to students and relate to students in a way which promotes mutual respect.

Learning environment: The instructor's ability to create an appropriate physical, social, mid intellectual environment for maximum student learning.

Student Diversity: The instructor's ability to recognize and attend to the differing ability, learning style culture, age, gender and interests of students.

Classroom Evaluation and Assessment: The instructor's ability of evaluate and measure student performance.

Value Context: The instructor's skill in assisting students in the exploration of their own values and in realizing the implications of those values for their professional and private conduct.

Communication Skills: The instructor's ability to use effective verbal and non verbal behaviors at a pace, which enhances student learning.

Enthusiasm: The instructor's ability to convey to students a strong interesting course content and in the students themselves.

Motivation: The instructor's skills in creating the forces to elicit and continue the student's desire to learn.

Application and Integration: The instructor's ability to help students develop critical thinking skills for integrating information for the application in and out of the classroom,

Classroom Discussion: The instructor's skill in facilitating student involvement in class discussion and in group work or activities.

Creativity: The instructor's incorporation of opportunities for divergent thinking in solving problems and recognition of creative thought in the classroom.

IV. Teaching at UTSC: Partners, Rules, Conventions

Key support services for students and faculty are available on this campus, throughout the year. You have met many of these people: Access*Ability* Services, Academic Advising & Career Counseling (AA&CC), Centre for Teaching and Learning (CTL), Dean's Office, Departmental Assistants and Chairs, Information and Instructional Technology (IITS), Health and Wellness, and Student Life.

The **Registrar's Office** does the scheduling for courses, including a few last-minute room changes (for over- or undersubscribed courses). You can find **classroom specifications** (AV set up, room capacity, picture) on their website; the Information and Instructional Technology Unit supports the audiovisual equipment and classroom support (with a phone line in classrooms).

Check out your course's infrastructure before classes begin: visit your classroom, master its AV equipment and set up and trouble shoot your Blackboard course site (Blackboard is U of T's learning management system; get help for it at CTL).

A. UTSC Academic Policies

The **Registrar's Calendar** (*www.utsc.utoronto.ca/~registrar/calendars/calendar/*) provides many of UTSC's policies (with the emphasis on the student side) and the Dean's Office has created an Academic Handbook from the faculty perspective (utsc.utoronto.ca/~vpdean/resource.html). Familiarize yourself with both. Here are a few highlights and terms.

Term work refers to tests, assignments and course activities that occur between the first and last day of classes.

Final exams, by definition, occur in the official final exam period and are scheduled by the Registrar's Office.

Normal courses have a **final exam** worth 33 - 80%; deviations from this amount should be approved by the Chair of your relevant department.

Term work marks, cumulatively worth at least 20% of the final grade, must be returned to students before the deadline for withdrawing from a course without academic penalty.

Due dates for term work should be set thoughtfully, but all term work must be 'due' by the last day of classes. Exceptions must be approved by the Departmental Chair.

Submission of final marks is done electronically; for courses without a final exam, grades are due 5 working days after the last day of classes. In courses with exams, final grades need to be submitted 5 working days after the exam.

Maintain student confidentiality. Have students deliver and receive their assignments securely (Do not leave assignments outside offices or labs). Avoid taking student ID numbers except on assignments. Do not post student grades in a public venue.

Cases of suspected academic dishonesty must be pursued by the course instructor (not a TA); all offenses must be reported to departmental chair; offenses concerning work worth more than 10% must be reported to the Dean's designate for Academic Integrity: steps to follow in suspected cases are outlined here: *teaching.utoronto.ca/teaching/academicintegrity/ai-*

instructor/5-steps.htm. See also: *www.utsc.utoronto.ca/~vpdean/academic_integrity.html*.

University and Ontario law requires instructors to accommodate students with disabilities who have registered with Access*Ability* Services (as documented in their assessment letters). Access*Ability* Services offers advice to instructors for making these accommodations. Students may make formal accommodation requests throughout the term, as they are assessed or seek support. Do not disclose to others who is being accommodated. Ask for volunteer not takers, but have them contact Access*Ability*, not the student who needs the notes.

B. Syllabus and First Weeks of Teaching
At UTSC you are encouraged to **distribute a syllabus** by the end of the first week of classes to your class and your department, but must distribute the syllabus no later than the last date to add the course. Clearly state your learning objectives, methods of evaluation, and university policies on academic integrity.

List assignment dates and grade value; types of assignments and any required outside activities, such as field trips and other off-campus events (*University policy*). Be aware that once the grade value of assignments has been distributed in the syllabus it can only be changed with a simple majority vote for which students are given advance notice.

The anti-plagiarism tool **Turnitin** is often used in courses with large writing assignments. If you plan to use it you must inform students of this by including the standard 'Turn It In' statement in your syllabus (*University policy*). See: *www.teaching.utoronto.ca/teaching/academicintegrity/turnitin/conditions-use.htm*.

Provide a statement on **accessibility, accommodation and academic integrity.** See: *http://www.utsc.utoronto.ca/ctl/syllabus-design*

Set out your **policy for penalties** with regard to absences, missed tests, and term work submitted late (*best practices*); be consistent with University policies for term work. For absences due to illness, have students use U of T's Illness Verification Form - http://www.illnessverification.utoronto.ca/document/Verification of Student Illness (VOI) - Oct 27 2016

Use a positive tone for your syllabus and put your deadlines and policies into the perspective of how it will facilitate the students' overall learning experience.

Classes formally begin at 10 minutes past the hour, and end on the hour. If you have a multiple hour course, its best to schedule a 10-minute break around the hour mark.

C. U of T's grading scale
The U of T grading scale is applied throughout the university. Table 1 shows the U of T grade scale, aligned with the higher order thinking processes usually required for each grade. Consider including it in your syllabus.

For information on faculty resources, visit our site: *www.utsc.utoronto.ca/ctl/teaching-courses-instructional-resources*.

Table 1.

%	Letter Grade	Grade Point Value	Grade Definitions	Critical Thinking* (cumulative process)
90-100	A+	4.0	Excellent	**Evaluation** judging results of analysis and synthesis, qualitative or quantitative according to internal criteria (can identify logical fallacies, exactness of statements) or external criteria (major theories, methodologies, recognized standards)
85-89	A	4.0	• strong evidence of original thinking; • good organization; capacity to analyze and synthesize;	**Synthesis** applying logic, deducing or extrapolating facts from general theories/concepts to form a precise conclusion, arranging and employing elements/parts creating a new interpretation/plan, relating knowledge to individual knowledge formation
80-84	A-	3.7	• superior grasp of subject matter with sound critical evaluations; • evidence of extensive knowledge base.	
77-79	B+	3.3	Good	
73-76	B	3.0	• evidence of grasp of subject matter;	**Analysis** relating form and content, examining structure and arrangement of elements for logic and clarity, pattern recognition, inferring meaning
70-72	B-	2.7	• some evidence of capacity and analytic ability; • reasonable understanding of relevant issues; • evidence of familiarity with literature.	**Application** combining concepts in new learning situations, problem solving, employing abstractions in specific concrete situations
67-69	C+	2.3	Adequate	**Comprehension** explaining or using concepts at a surface level, understanding and translating non-literal statements and vice versa, basic data interpretation, summarizing, generating inferences and predicting trends
63-66	C	2.0	• student who is profiting from his/her university experience; • understanding of the subject matter; • ability to develop solutions to simple problems in the material.	**Memorization** recalling of facts, terminology
60-62	C-	1.7		
57-59	D+	1.3	Marginal	
53-56	D	1.0		
50-52	D-	0.7	• some evidence of familiarity with subject matter and some evidence that critical and analytic skills have been developed.	
-49	F	0.0	Inadequate	

Adapted from Bloom's Taxonomy by Fran Sardone, Centre for Teaching and Learning, UTSC, 2004

Part 2:
Syllabus Construction

Syllabus Design: Best Practices

A well-designed course syllabus is an important part of good course design. Your syllabus sets the tone and standard for your course. Give it lots of thought. Focus on key information to provide a clear and succinct overview of your course, and relate your course positively to their learning.

Basic course information	• Course code & title, day, lecture/tutorial time, and room number • Your contact information (e-mail, phone number, office, office hours) • Contact information for your TAs (email, office, office hours) • Brief course overview and welcome statement. • Prerequisites:Let students know if your course has any prerequisites or if your course is a prerequisite for senior courses
Learning Outcomes	• State learning outcomes for your course. Outcomes should complete the phrase - *After successful completion of this course, you will be able to…* • For more information, see Developing *Learning Outcomes* (CTSI): http://teaching.utoronto.ca/teaching-support/course-design/developing-learning-outcomes/ • Show a link between weekly activities, readings, and assignments. This will motivate students by helping them see the goals to which they are working throughout the course.
Course Schedule	• Weekly breakdown of activities including readings, assignment deadlines, etc. Using a tables to allow students to see assignment and readings at a glance
Marking Scheme	• Assignments, percentage of grade, and due dates • Exams and their date or approximate date • It can be useful to include brief descriptions of what will be involved in each assignment or exam. (Optional: In brackets, indicate relevant learning outcomes)
Resources	• Textbooks: State where to purchase them and if they are required or optional. • Course Reserves: Indicate if course reserves are available in the library or through Quercus. (Tip: Talk to your liaison librarian about setting up course reserves.)
Syllabus Statements	Required • An Accessability Statement: http://www.utsc.utoronto.ca/~ability/faculty_syllabus.html • Academic Integrity Statement: http://academicintegrity.utoronto.ca/writing-and-using-syllabus • Turnitin.com: If using Turnitin.com, you must include a statement http://portalinfo.utoronto.ca/content/turnitin Optional • Course-Specific Policies: E-mail policy, participation expectations, etiquette for a safe and respectful learning environment and for electronic devices, required documentation, policies for missed or late work etc. • Centre for Teaching and Learning: Suggested links to support services (Writing Centre, English Language Development, Math & Stats, etc.) • Other Academic Supports (Library, Academic Advising, etc.)
Circulating Your Syllabus	• Give a copy to your department. • Official syllabus must be distributed to students before the last day to add/drop the course

Resources

Parkes, J., & Harris, M. B. (2002). The purposes of a syllabus. *College Teaching, 50*(2), 55-61.
Matejka, K., & Kurke, L. B. (1994). Designing a great syllabus. *College Teaching, 42*(3), 115-117.
Slattery, J. M., & Carlson, J. F. (2005). Preparing an effective syllabus: Current best practices. *College Teaching, 53*(4), 159-164.

Part 3:
The First Day of Class

Consult the following guide for tips and strategies for your first day of class.

Fo tips on first class strategies see
http://teaching.utoronto.ca/teaching-support/strategies/first-class/

Part 4:
Testing and Assignments

APPROPRIATE TESTING
COGNITIVE LEVELS OF KNOWLEDGE AND COURSE TESTING

Bloom's Taxonomy (1956) has stood the test of time. Recently Anderson and Karthwohl (2001) have proposed some minor changes to include the renaming and reordering of the taxonomy. The purpose of the taxonomy is to categorize, in hierarchical ways the levels of knowledge acquisition. Table 1 is a brief summary of the revised Bloom's taxonomy.

TABLE 1. BLOOM'S TAXONOMY RELATING LEVEL OF LEARNING AND ASSOCIATED ABILITY

Learning Level	Type of performance
1) Knowledge	Capable of recalling words, facts, convert, classify
2) Comprehension	Comprehend, capable of transporting, integrating and extrapolating
3) Application	Able to apply the concept to solve problems
4) Analysis	Capable of identifying elements, relationships, and organizing principles
5) Synthesis (create)	Synthesis different information to make something new
6) Evaluation	Expert, judge
From Dieter Schonwetter's presentation at the International Institute for New Faculty Developers. June 2007.	

As educators we usually hope our students are achieving these higher levels of knowing, but are we modeling this in our course materials? Are we testing students at these higher levels?

Effective university courses have:
   a) Clearly stated learning outcomes that require higher level thinking
   b) Course activities that model higher level thinking and provide students practice and feed (formative assessment) in working at these higher levels and
   c) Summative assessment (grading) that actually measures the achievement of learning outcomes.

Thus if we want students to do higher level thinking within the disciplines that we are teaching our course activities and testing methods must be in alignment with these goals.

I have assembled materials that are largely focused on aligning our testing levels with higher levels of knowing, but I have also included some material on classroom behavior that promotes higher level of thinking (Table 2, Instructional strategies). I have assembled the information in this document from materials presented by Dieter Schonwetter, and Peg Weissinger at the International Institute for New Faculty Developers (IINFD) Ottawa June 2007, from the symposium presentation

of David Di Battista's at the Society for Teaching and Learning in Higher Education (STLHE) June 2007, and from the references included herein.

Table 2 considered how general testing and instructional strategies can be aligned with Bloom's taxonomy.

TABLE 2. BLOOM'S TAXONOMY, TESTING AND COURSE ACTIVITIES
Level 1. REMEMBER (KNOWLEDGE)

(shallow processing: drawing out factual answers, testing recall and recognition

Verbs for Learning Objective	Model Questions	Instructional Strategies
Choose	Who?	Highlighting
Describe	Where?	Rehearsal
Define	Which one?	Memorizing
Identifying	What?	Mnemonics
Labels	How?	
List	What is the best one?	
Locate	Why?	
Match	How much?	
Memorize	When?	
Name	What does it mean?	
Omit		
Recite		
Recognize		
Select		
State		

Level 2. UNDERSTAND AND (COMPREHEND)
(translating, interpreting and extrapolating)

Verbs for Learning Objectives	Model Questions	Instructional Strategies
Classify	State in your own words.	Key examples
Defend	Which are facts?	Emphasize connections
Demonstrate	What does this mean?	Elaborate concepts
Distinguish	Is this the same as…?	Summarize
Explain	Give an example.	Paraphrase
Express	Select the best definition	STUDENTS explain
Extend	Condense this paragraph	STUDENTS state the rule
Give example	What would happen if…?	"Why does this example…?"
Illustrate	State in one word	Create visual
Indicate	Explain what is happening.	representations (concept
Interrelate	What part doesn't fit?	maps, outlines, flow chart
Interpret	Explain what is meant.	organizers, analogies,

	pro/con grids) PRO | CON
Infer	What expectations are there?
Judge	Read the graph (table).
Match	What are they saying?
Paraphrase	This represents…
Represent	What seems to be…?
Restate	Is it valid that…?
Rewrite	Is it valid that…?
Select	Show in a graph, table.
Show	Which statements support…?
Summarize	What restrictions would you add?
Tell	
Translate	

Note: The faculty member can show them but they have to do it. Metaphors, rubrics heuristics.

Level 3. Apply
(Knowing when to apply; why to apply; and recognizing patterns of transfer to situations that are new, unfamiliar or have a new slant for students)

Verbs for Learning Objectives	Model Questions	Instructional Strategies
Apply	Predict what would happen if	Modeling Cognitive apprenticeships "Mindful" practice –NOT just a "Routine" practice
Choose		
Dramatize	Choose the best statement that apply	
Explain		
Generalize	Judge the effects	Part and whole sequencing
Judge	What would result if	
Organize	Tell me what would happen	Authentic situations
Paint	Tell how, when, where, why	
Prepare	Tell how much change there would be if	"Coached" practice
Produce	Identify the results of	
Select		Case studies
Show		
Sketch		Simulations
Solve		
Use		Algorithms

Level 4. Analyze
(breaking down into part, forms)

Verbs for Learning Objectives	Model Questions	Instructional Strategies

Analyze	What is the function of…?	Models of thinking
Categorize	What's fact? Opinion?	
Classify	What assumptions…?	Challenging assumptions
Compare	What statement is relevant?	
Differentiate	What motive is there?	Retrospective analysis
Distinguish	Related to, extraneous to, not applicable.	
Identify	What conclusions?	Reflections through journaling
Infer	What does the author believe?	
Point out	What does the author assume?	Debates
Select	Make a distinction.	
Subdivide	State the point of view of…	Discussions and other collaborating learning activities
Survey	What is the premise?	
	State the point of view of…	
	What ideas apply?	Decision making situations
	What ideas justify the conclusion?	
	What is the relationship between?	
	The least essential statements are	
	What's the main idea? Theme?	
	What inconsistencies, fallacies?	
	What literate form is used?	
	What persuasive technique?	
	Implicit in the statement is…	

Level 5. Evaluate
(according to some set of criteria, and state why)

Verbs for Learning Objectives	Model Questions	Instructional Strategies
Appraise	What fallacies, consistencies, inconsistencies appear?	Challenging assumptions Journalizing
Judge	Inconsistencies appear?	Debates
Criticize	What is more important, moral, better, logical, valid, and appropriate?	Discussions and other collaborating learning activities
Defend		
Compare		
	Find the errors	Decision making situations

Level 6. CREATE (SYNTHESIS)
(Combining elements into a pattern not clearly there before)

Verbs for Leaning Objectives	Model Questions	Instructional Strategies
Choose	How would you test?	Challenging assumptions
Combine		
Compose	Propose and alternative	Reflections through journalizing

Construct		
Create	Solve the following	Debates
Design		
Develop	How else would you…?	Discussions and other collaborating learning activities
Do		
Formulate	State and rule.	
Hypothesize		Design
Invent		
Make	Modeling	Decision – making situations
Make up		
Originate		
Plan		
Produce		
Role Play		
Tell		

From Peg Weissinger's presentation on course design at the 2007 International Institute for New Faculty Developers.

BLOOM'S TAXONOMY AND TESTING MECHANICS

Multiple – choice testing is often viewed a necessary evil in large classes, but used creatively they can test higher level thinking and have the advantage of providing a way to give students rapid feedback on how well they are achieving the course's learning outcomes. In the next section I have included information on testing in general and multiple choices in particular.

MECHANICS OF CREATING QUESTIONS
When you begin to construct a test, really think about what you wish to test.
- Choose the type of student outcome.
  - Knowledge, mental skill, mental ability

- What content are you teaching/measuring?
  - Fact concept. Principle, procedure?

- What type of mental behavior are you developing?
  - Recall, understanding, Critical thinking, Problem Solving

Here are some shells/templates and the level of knowing they generally relate to

Understanding:

Which best defines _____?

Which is (un)characteristic of_____?

Which of the following is an example of_____?

Critical thinking (evaluating):

What is most effective (appropriate) for_____?

Which is better (worse) _____?

Which is most effective method for_____?

What is the most critical step in this procedure_____?

Which is (un)necessary in a procedure?

Critical thinking (predicting):

What would happen if…?

If this happens, what should you do?

On the basis of … what should you do?

Given … what is the primary cause of…?

Problem solving (given a scenario)

What is the nature of the problem?

What do you need to solve this problem?

What is a possible solution?

Assignment Evaluation Checklist

Use the following checklist to help you evaluate your assessment plan.

	Yes	No
I have articulated the learning objectives for my course.		
The types of assignment I've chosen will help students achieve those learning objectives.		
The assignment types are common genres within my discipline.		
The assignment questions and formats fit with the readings and other course materials.		
The assignments require appropriate cognitive skills for the level of the course.		
I have provided a variety of assignments (or types of question), so that students will not be assessed by only one measure.		
I have included some informal, low-stakes assignments to help students master both the content and skills needed to complete larger assignments.		
Taken together, the assignments will help students master the content of the course.		
Taken together, the assignments will help students build related skills essential to my discipline (e.g. research, communication, problem solving).		
I have resources (e.g. handouts, exercises, planned instruction, or library support) to adequately support students in completing the assignments.		
Students will not have to complete assignments on content that hasn't yet been covered in lectures.		
Assignment due dates are spaced at reasonable intervals throughout the course.		
I have clearly articulated expectations for each assignment.		
I have developed a rubric for how assignments will be graded.		
I have ensured that students will receive formative feedback on early assignments to help them complete later assignments		
The number of assignments is a reasonable workload for the length of the course.		
I (or my TAs) will have enough time to mark the assignments and return them promptly.		
My assessment plan complies with university regulations.		

Prepared by Allyson Skene, 2010

Part 5:
Your Teaching Professional Development

Professional and Faculty Development
for UTSC Instructors

GRANTS AND AWARDS

Teaching Grants
There are several teaching grant programs to which instructors can apply for funds to enhance their courses for deeper student engagement. The CTL grant program (with two rounds per year) offers four different grants: enhancement, equipment, assessment, and professional development, and a software grant (through IITS). Annually, the UT Provost's office offers LEAF and ITIF grants.
www.utsc.utoronto.ca/ctl/teaching-grants

Teaching Awards
There are various awards that recognize excellence in teaching – UTSC, UT, provincial and national awards. There are also TA awards.
www.utsc.utoronto.ca/ctl/teaching-awards

EVENTS

Faculty Orientation – *Teaching at UTSC and Engaging Students for Deep Learning*
This event is offered at the start of each semester for UTSC instructors, either new to teaching or new to UTSC. It typically covers fundamentals of creating and teaching a well-run course, including engaging students for 'deep learning', key teaching policies, educational technologies, working with TAs, support for your courses and your students, and more.
www.utsc.utoronto.ca/ctl/new-faculty-orientation

Director Workshops
CTL's Director holds workshops on Teaching Portfolios and Teaching Awards and Grants during each of our three Reading weeks.
www.utsc.utoronto.ca/ctl/ctl-directors-workshops

Educator Exchange Workshops
This workshop series offers one or two teaching-related events per month from September to April each year. Topics can include presentations/discussions on: engaging students for deep learning, working with TAs, developing better multiple-choice exams, innovative teaching practices, and more.
www.utsc.utoronto.ca/ctl/educator-exchange-workshop-series

Instructional Skills Workshops (ISW)
The ISW program is offered twice yearly in April and December. ISWs are an intensive 24-hour event, consisting of a laboratory approach to the improvement of teaching and learning. Participants review basic ideas about teaching, check current practices, are encouraged to try new instructional strategies and techniques, and receive feedback from teaching peers.
www.utsc.utoronto.ca/ctl/instructional-skills-workshop-isw

Celebration of Teaching and Faculty Showcase
This annual event (typically in April each year) is an opportunity to celebrate UTSC's teaching excellence, and share instructional knowledge and expertise. This event usually includes a noted plenary speaker, roundtable discussions and/or concurrent sessions, and a poster/interactive display session.

TA and Grad Student Programming
CTL coordinates a suite of programming (including TA training) that your grad students and/or TAs can attend to enhance their teaching skills and professional development.
www.utsc.utoronto.ca/ctl/grad-students

**Our website - www.utsc.utoronto.ca/ctl/ - lists more events
and opportunities for you.**

**There are also tricampus programs and grant opportunities
that you are welcome to participate in.
See - teaching.utoronto.ca/about-ctsi/.**

Academic Handbook
Dean's Office, UT Scarborough

The document is under revision; the <u>current</u> version can be found here -

http://www.utsc.utoronto.ca/~vpdean/documents/Academic_Handbook October_2012Final_000.pdf

Part 6:
Support for Your Courses

Working with Your TAs:
Six Key Areas for TA Training & Development

ROLES & RESPONSIBILITIES

1. Review with your course TAs the Big Picture: what are the key learning objectives of the course?
2. What are your goals and the student learning outcomes for any tutorials/labs associated with the course?
3. What kinds of teaching approaches will your TAs be using in the tutorials/labs? What kinds of learning activities will they be expected to lead with students? (NOTE: this will help you decide what training your TAs should receive – see point 3.a.ii. below.)
4. How do TAs fit into the course as a whole? How does their work help build towards course objectives?
5. For which portion(s) of the course are TAs directly responsible?
6. For what elements of student support or student skills developments are TAs responsible? (i.e. writing skills? research skills? should they refer students who are in difficulty or crisis, and if so, how and where?)
7. What are the students responsible for doing?
8. What are your obligations towards the TAs?

BOUNDARIES

1. Discuss limitations of TA role.
2. TAs should not be re-lecturing course material – they are not yet professors nor are they different versions of you!
3. TAs cannot go "rogue" and change due dates or design tests or assignments on their own without consulting you (explain there are clear procedures for diverging from a syllabus and they must avoid doing so.)
4. TAs are not allowed to handle cases of suspected plagiarism, so let them know what the process is if they encounter it.
5. Provide guidance on how to establish and maintain boundaries with students
6. Advise that they should inform you immediately if there is a possible conflict of interest between them and a student (e.g., personal relationship with someone in the course.)
7. Discuss their working relationship with you and the Course Coordinator (if applicable.)

DESCRIPTION OF DUTIES - QUESTIONS TO CONSIDER WHEN DRAWING UP THE LIST OF YOUR DUTIES FOR YOUR TAs

1. Training
   a. A minimum of 3 hours of employment training is mandatory in a first TA appointment at U of T; first-time Course Instructors are to receive 6 hours of training.
   b. TAs who lead tutorials or labs must receive one hour of training that is directly relevant for the instructional focus of the tutorial or lab. This means that you should identify which of the University's 4 tutorial categories your TAs should be trained in: discussion teaching, skill development, review, lab/practical. If the TAs lead a large tutorial, as determined by a U of T formula, they must receive an additional hour of training for adapting teaching techniques to larger tutorials.
   c. Course-specific information should be provided in a pre-course meeting (this meeting should be indicated in their contract, as should all course-specific meetings.)
   d. Additional training specific to each department or course may be specified in the TA's contract.
   e. Relevant, key departmental, divisional and institutional policies and procedures must be communicated to TAs. When the TAs receive this information, either at the mandatory training session or the pre-course meeting, have them sign for receipt of any hard copy information.
   f. Consider getting a senior TA involved in training and pre-course meetings, if possible

2. Preparation
   a. Clarify what TAs are expected to already know.
   b. Prep time covers preparation of instructional materials, not learning of subject content.
   c. How much time should it take to prepare a typical lab/tutorial section/class?
   d. How much time should it take to prepare a quiz/test/essay question/exam?
   e. Provide strategies for time management (both in terms of preparing a realistic amount of material for a set amount of time, and managing time while teaching within a section or lab)
   f. If possible, provide a sample lesson plan or a sample assignment to use as a model.

3. Contact – describe what counts as "contact time" with students
   a. How and when are office hours to be conducted, if applicable? What should happen during office hours?
   b. Consider out-of-the-classroom contact (can TAs meet with students in cafes or in the library to review class material)?
   c. Virtual contact: how much email is too much email? Can TAs grade assignments that are submitted via email attachments? Are TAs even expected to correspond with students via email? A specific time limit on e-mail use would be helpful
   d. Will TAs be required to attend lectures? If so, this must be included in the DDAH (Description of Duties and Allocation of Hours form).\

4. Grading
   a. Provide explicit instructions and guidelines for evaluation of assignments
   b. If applicable, provide a rubric.
   c. If possible, provide a sample graded assignment (either use an anonymized copy from a former student in the course, or invent your own with comments.)
   d. If possible, run a group grading session before TAs must mark the 1st assignment or exam; get TAs to mark the assignment first individually and then come together to discuss the comments and grades given—TAs should explain and justify their feedback and marks.

5. Other Duties
   a. Exam invigilation/proctoring
   b. Designing the mid-term or final exam.
   c. Assignment or test design
   d. Management of discussion or student questions on the portal (Blackboard)
   e. Working as a "Lead TA"
   f. Preparation of study guides or manuals for students
   g. Uploading information into the portal (e.g. grades) or management of course materials in the portal
   h. Photocopying.

EXPECTATIONS
1. Your expectations regarding TAs: preparedness, content competence, overall professionalism (punctuality, etc), conduct with other TAs in the team, conduct in class, conduct outside of class, quality of feedback given to students, availability/responsiveness.
2. Your expectations for students: in-class conduct, how students should progress through the course (what are potential blocks that you might anticipate?), your definition of "student success"
3. What TAs should expect from students: let the TAs know what kinds of students they'll be working with in this course.
4. What the TAs can expect from you.

COMMUNICATION
1. How will you stay in touch with your TAS?
   a. Mass emails?
   b. Portal community set up for course TAs?
   c. Online newsletter?

2. How often should you check in with them and they with you?
3. How should TAs communicate with students? (What constitutes acceptable or unacceptable discourse?)
4. TAs should acknowledge all course information and official documents received – if possible, in writing.

EMAIL ETIQUETTE (does your department have a specific email policy?)

1. Recommend TAs adopt office email etiquette; assume that messages are public and could be read by anyone; all messages should have a professional tone; messages should be brief.
2. TAs should acknowledge ALL emails from you and from their students – they don't need to answer every message, but a brief acknowledgement should be sent
3. Recommend to TAs that they:
   - Be concise, polite
   - Avoid teaching complex or well-lectured material via email
   - Never argue via email
   - Never give out grades via email (or discuss grades at all)

ADDITIONAL SUPPORT – SOME OPTIONS

1. If at all possible, share your lesson plans, representative teaching materials and best strategies.
2. Encourage TAs to also share their materials; perhaps build a course repository for instructors.
3. Provide a list of useful websites and resources, as well as a list of contacts.
4. For international TAs, provide a list of "gambits", sentence fragments (teaching phrases) they can use in specific situations when speaking with students.
5. Also for international TAs, provide a list of vocabulary or terms useful for teaching in your discipline.
6. Perform in-class observations for your TAs and invite them to observe you teaching.
7. Organize informal gatherings (brown-bag or pizza lunches, coffee breaks) for TAs to vent frustrations and raise issues, concerns or questions.
8. Invite senior TAs to pair up with junior TAs (the "buddy" system)
9. Identify a mentor in the department for you (a senior colleague with experience managing a TA).

Questions regarding the CUPE 3902 Unit 1 collective agreement should be directed to the Designated Authority in your department or to Labour Relations.

From the Centre for Teaching Support and Innovation –
http://teaching.utoronto.ca/teaching-support/working-w-grads/six-areas/.

INCLUSIVE TEACHING

"A university student with disabilities wants to learn like any other student.
Learning requires a little creativity and an open mind." – a UTSC student

This document was developed by Tina Doyle, Access*Ability* Services, and Nancy Johnston, CTL.

What is inclusive teaching?

Inclusive teaching is an approach to curriculum design that integrates active learning methods to respond to student learners who come to our classrooms with a breadth of different learning styles, abilities, and backgrounds. Universal design in education (or Universal Instructional Design) is a pro-active method used to engage and anticipate diverse student learning needs and styles rather than react to individual learning concerns as they arise. The principles and methods of UD or UID can help you to:

- promote accessibility, and fairness
- develop inclusive teaching methods that minimize unnecessary effort
- improve clarity, simplicity, and consistency in communication
- build flexibility in assessment and approaches
- create a supportive student environment, and plan to minimize accommodation needs.

Student Rights and accommodation:

Canadian universities and colleges are committed ethically and legally to make their campuses accessible and their curriculum inclusive. The University of Toronto, like other campuses, recognizes the rights of all students. Equal access to education is recognized as integral to the university's larger plan for diversity, human rights, and ethical practice in education. Students are entitled to equitable treatment and reasonable access to facilities and services. Some typical accommodations may include note-taking support, requests for electronic copies of course materials (for alternative formatting), use of technical devices, exam and test support outside of class, and additional time during in-class or test taking.

Some tips for Instructors:

- Invite students with disabilities to talk to you about accommodation needs in your office hours. Avoid asking for personal or medical information.
- Ask Access*Ability* Services, CTL or your dept. when making complex accommodations.
- Keep Accommodation letters and requests confidential. Don't make a student's accommodation information (such as note-taking needs) public in the classroom.
- TAs should direct accommodation requests to the instructor.

Student Experience and Inclusive Practices

Pre-planning your course and introducing inclusive strategies support a breadth of student needs and may set groundwork for accommodation. Building some flexibility in your course design and

considering alternative methods of testing and class activities can reduce time and energy adapting later to student needs. The most common accommodation requests are:

- Note-taking in the classroom
- Use of technology in the classroom (such as laptops for notes)
- Providing course materials, such as lecture slides
- Alternative testing, such as alternative testing sites (with Access*Ability* Services).

Students with Disabilities Offer Advice on Inclusive Teaching

We asked students registered in Access*Ability* Services to speak about their positive learning experiences at UTSC. Students offered these strategies and suggested they would also benefit all students:

1. Provide a syllabus that communicates deadlines, grading expectations, readings.
2. Offer a regular break during 2-hour lectures.
3. Make course materials available electronically; post lectures or class outlines before class to promote participation.
4. Use adapted or new technology with a variety of other teaching methods.
5. Be available in regular office hours.
6. Create a welcoming environment that includes students with disabilities: use an accessibility statement.*
7. Reduce unnecessary learning barriers that may add stress. Support student use of note-takers and other learning assistants.
8. Support student use of assistive devises (such as recorders, FM systems).
9. Break class activities and assignments into steps; scaffold or relate assignments to support learning goals.

*The following is recommended by CTL/AA:
Accessibility: Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. I will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The UTSC AccessAbility Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Contact them at (416) 287-7560 or ability@utsc.utoronto.ca*.*

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How Can We Help ESL Students
In Our Classes?

Introduction

ESL students have to cope with enormous pressures related to their lack of ability to communicate effectively in English as well as their different cultural conditioning and expectations. Experience working with ESL students at the English Language Development Centre and elsewhere provide evidence on how hard ESL students work to meet academic requirements. Many make dramatic progress in their courses when they receive the necessary support and encouragement.

Almost half the students in our classes speak English as their second (and perhaps third or fourth) language. With their diversity of experience, they can contribute greatly to discussion and sharing within their courses. Unfortunately, many ESL students struggle with various aspects of communication in an academic context. Students who are aware of ESL and English language development support that help them meet their academic needs are generally able to progress further and faster than those who struggle quietly.

Here are some ways in which you can support the ESL students in your class and assist them in getting the most out of your class.

Oral and Written Communication

- Build vocabulary and concept learning into lessons
- Speak more slowly in class
- Write key concepts or terms on the board
- Print or write legibly to reduce time deciphering instructions
- Avoid too many abbreviations or shorthand versions
- Offer an outline or agenda (class outlines; print instructions)
- Use a variety of graphic organizers to show relationships between ideas, concepts, and facts

Minimize "unnecessary noise"

- Reduce use of culturally specific slang, idioms, jokes or references to Canadian or American culture
- Provide context for cultural references when significant
- Emphasize your complex ideas/concepts

Encouraging Participation

- Organize group work with attention to group dynamics
- Encourage diverse groups for discussion
- Instruct students on positive/ constructive feedback in peer work
- Encourage participation and direct questions to ESL students
- Incorporate a variety of ways to participate (online responses, submitted questions, small group work)

Oral Presentations

- Build some flexibility for group presentations
- Encourage peer or group participation for mutual support

Assignments design

- Provide written instructions
- Repeat oral instructions with written ones
- Define plagiarism and disciplinary methods of referencing by examples

Grading Remarks and Criteria

- Provide students with the grading criteria to explain relative significance of grammar issues
- Encourage markers to provide substantive feedback or final explanations for grades.
- Use a few full sentences rather than multiple single word comments

Encourage all students to use other support

- Refer students to the English Language Development Centre for individualized help.
- Review and announce ELD services such as Cafes/seminars/workshops at the English Language Development website

The English Language Development Centre (ELDC)
More details of faculty support are available on the ELDC website:
 http://www.utsc.utoronto.ca/eld/faculty-support

For more information, please contact: Dr. Elaine Khoo, Coordinator (ELDC) at (416) 287 – 7502
(khoo@utsc.utoronto.ca), or Heather – Lynne Meacock, Lecturer (ELDC) (meacock@utsc.utoronto.ca).

SERVICE LEARNING and OUTREACH

WHAT IS SERVICE LEARNING?

It's a pedagogical model linking academic content with direct practice through critical reflection. Students actively apply academic concepts and approaches, in the context of their communities. Students gain a deeper understanding of the subject matter, as they exercise their knowledge.
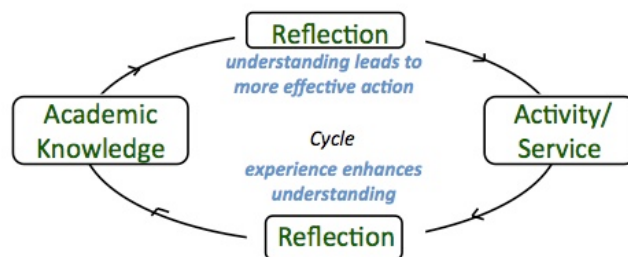
Campus Compact – compact.org

How can the SLO program help you?

We can help you integrate Service Learning into your courses by:
• collaborating with you to create a placement(s) for students in our CTLB03 Introduction to Service Learning Course.
• providing information on service learning theory (how to integrate, and theoretical knowledge)
• providing resources (research, literature, sample exercises, activities)
• guest speaking (service learning theory, reflective writing, ePortfolio creation)
• and more!

How can we help your students?

• You can create an 'in-reach' placement opportunity in one of your courses. The successful applicant(s) can provide guidance and support to current class students, enriching their learning, through extra activities.
• You can encourage one of your very good students who has completed the course to apply for a Service Learning placement with your course. The successful applicant, having just navigated through your course, has a unique perspective, and will benefit and gain new skills by working with students currently taking the course.

Why does Service Learning work?

• Student **motivation** increases when academic knowledge is grounded in a **meaningful, relevant context.**
• Understanding of concepts and approaches is deepened as **knowledge is transferred** from one context to another (applied across different situations and environments).
• **Comprehension** is enhanced when knowledge is broken down into fundamental concepts.

Contact us!

SLO Coordinator: Dr. Kamini Persaud, kpersaud@utsc.utoronto.ca
Assistant Coordinator: Janice Patterson, janicecp@utsc.utoronto.ca

Website: www.utsc.utoronto.ca/ctl/service-learning-outreach
Email: slo@utsc.utoronto.ca

FACILITATED STUDY GROUPS

WHAT ARE FSGS?

Facilitated Study Groups (FSGs) are (2 or 3x) **weekly** study sessions for students taking selected UTSC courses, and who want to improve their understanding of course material and improve their grade.

WHAT HAPPENS IN AN FSG SESSION?

Students **compare notes, develop study strategies, and practice testing themselves on course material**. Course material is NOT re-lectured. FSGs are lead by a student who has previously taken the course. FSG sessions are voluntary, and students are welcome to attend as many or as few FSG sessions as they want!

CAN FSGS HELP MY STUDENTS?

Research shows that students who attend FSGs regularly can achieve better grades.

INSTRUCTOR ROLE

Pre-semester

• Recommend several good students as possible Facilitators to the FSG Coordinator. The coordinator will then do interviews, and hire one (max. 2) facilitator. If you can't recommend any students, the Coordinator will attempt to find a Facilitator from the group of current Facilitators, or students who have applied independently to the program.

• Decide how Facilitators can communicate (electronically) about FSG sessions to students in the course. The FSG Coordinator will provide you with the Facilitator's UTORid. With that,

the Facilitator can be added as **Coursebuilder** to the course's Blackboard page (no access to confidential information but has the ability to make announcements).

During the semester

• In the first class of the semester, please allow the Facilitator(s) and the FSG Coordinator to **introduce FSGs** (2 – 4 minutes in total).

• The Facilitator will circulate a **one-page survey in the first week** of class to determine the best time to run sessions, and the FSG Coordinator will create an online survey of your class (through Blackboard) to determine best times to set FSGs. The FSG session times will be confirmed by the second week of class, with FSGs starting either late in the second week of class, or the start of the third week.

• **Advertising**: once FSG times are finalized, please allow the Facilitator to announce days/times in class and hand out fliers. Also, please allow the Facilitators put FSG advertising on your office door *(optional).* Facilitators will also want to make occasional in-class, in-person announcements about FSGs, and occasional online ones (particularly in the case of announcing session time changes and topic updates).

• The FSG Coordinator will create an **end-of-term (via Blackboard) survey** of all students (both those who attended FSGs and those who did not attend). This survey will likely be done in the second last week of class. The Facilitators will announce surveys to students in their sessions as well as via Blackboard announcements. These surveys provide valuable qualitative feedback for the program and provide information about how training could be modified or improved.

• If possible, please provide a **course textbook** to the Facilitator to use in the sessions if he or she does not already have one. This will be returned to you at the end of the semester.

After the semester

Results describing the impact of the FSG program supporting your class will be tabulated within two-three months after the end of the semester, and provided to you.

For more information, see **utsc.utoronto.ca/ctl/facilitated-study-groups-fsg.**

Contact: Dr. Cindy Bongard (Coordinator)
Email: bongard@utsc.utoronto.ca
Phone: 416-208-2897

UTSC Writing Centre Support for Instructors

The UTSC Writing Centre offers one-to-one support for UTSC students on their academic writing. We work with students in all years of study, from all disciplines taught at UTSC, and at any stage in the writing process. Please refer your students to us! We also support instructors directly in the following ways:

Course and Assignment Design
We can support you in embedding writing into your course, whether writing to learn activities, one or more formal writing assignments, or presentations. We may be able to develop support materials specifically for your students. We can also help you design and troubleshoot a new writing assignment or revise an existing one. Contact us while you are designing or redesigning the course or assignment, provide us with relevant materials and learning goals, and we will meet in-person or over the airwaves.

Customized in-class workshops
We partner with you to develop and deliver an in-class writing workshop customized to your course/assignments and your students. We can

- Introduce a new genre of writing
- Teach a skill relevant to your course/assignments
- Run a peer review session
- Intervene at a particularly challenging stage in the writing process
- Motivate students

Contact us in the previous term or early in the term, and provide us with your syllabus, assignment, and concerns. We will meet to discuss the workshop. Workshops can be 20 to 90 minutes in length. Note: it is important that you attend the workshop to offer feedback and answer questions.

TA Training
We partner with you to train your TAs in working with student writing assignments and build their skills and confidence in supporting writing. Training is tailored to your course and can include grading strategies, giving useful formative feedback, using reading and writing effectively in tutorials, promoting academic integrity.

Writing guides
The Writing Centre has a wide selection of writing guides tailored to UTSC students. We encourage you to review these, choose the ones most relevant to your students, and post these directly on your course Blackboard site. We are happy to consult with you on key areas. With sufficient advance notice, we can also partner to develop a resource specifically for your students and assignment.

Contact us
Dr. Nancy Johnston, Writing in the Disciplines Coordinator, The Writing Centre, 416-208-4767
Johnston@utsc.utoronto.ca

Please note: Like you, we have limited time and resources.   Support we're able to provide may be limited by factors such as when you contact us in the term and other courses we're already supporting. However, we will provide the best support we can within our limits, and may be able to work towards fuller support in future terms.

July 2017   http://www.utsc.utoronto.ca/twc/

Supporting Academic Integrity Through Writing and Research Assignments:
Strategies for Instructors

1. Incorporate academic integrity into your course design

✓ Include an **academic integrity statement in your syllabus**

Build Your Own Academic Integrity Statement: http://tatp.utoronto.ca/teaching-toolkit/effective-strategies/creating-ai-statement/

✓ Consider **breaking larger assignments into steps** or smaller assignments (often called 'scaffolding'). Among the benefits, this practice may make plagiarism more difficult

Assignment Scaffolding: https://ctl.utsc.utoronto.ca/technology/sites/default/files/scaffolding.pdf

✓ Ensure **consistent assessment of academic integrity issues**.   For example, consider using a rubric (which include criteria relevant to academic integrity) to ensure consistent marking across tutorial sections. You may also wish to provide your TAs with some guidance on interpreting Turnitin.com reports, to ensure they are all assessing the reports in the same way.

✓ Consider **practices recommended by U of T Writing Centres** for deterring plagiarism

Deterring Plagiarism: http://writing.utoronto.ca/teaching-resources/deterring-plagiarism/

2. Discuss academic integrity with your students

✓ **Define academic integrity** and ensure students understand what it is**.**

Academic Integrity, what is it exactly: http://www.utsc.utoronto.ca/vpdean/academic-integrity-matters-what-it-exactly

Academic Integrity Matters: https://utsc.utoronto.ca/aacc/academic-integrity-matters

✓ Emphasize that academic integrity is a **serious offence** that can have negative effects on students' academic careers.

Classroom strategies: Talking about Academic Integrity http://academicintegrity.utoronto.ca/classroom-strategies-talking-about-academic-integrity

✓ **Highlight practices of your own discipline**, providing and discussing relevant examples. Model academic integrity through course materials, readings, slides etc. Encourage students to ask questions

✓ Encourage students to attend the campus **Academic Integrity Matters workshop**

For more information please email: integrityadmin@utsc.utoronto.ca

3. **Ensure your students have academic skills needed for your assignments.**

✓ **Identify academic skills that students will need to complete your assignment**.   (Examples: Writing, paraphrasing/summary, research, using citation etc.) Consider if they have these skills, or if there are gaps in their academic skills.

✓ If needed, **help students learn academic skills** needed to complete your assignment.   Contact the English Language Development Centre, Library, Math and Statistics Learning Centre, or Writing Centre for support.

4. Encourage student self-evaluation of their work to ensure academic integrity.

✓ Consider including an **academic integrity checklist** with your assignments to encourage your students to check their work.

Academic Integrity Statement for Syllabi and Checklists for Assignment
http://www.artsci.utoronto.ca/osai/instructors-and-staff/tips-templates/AI-statement-and-checklist.docx/view

✓ Consider **allowing students to use Turnitin.com to assess their own work** for any academic integrity violations.

5. Be aware of policies and procedures to follow if you suspect a student has committed an academic offence

✓ Ensure that you and your TAs know about the **process for reporting suspected academic offences at UTSC.**   Familiarize yourself with procedures as required under the *Code of Behaviours on Academic Matters.*

Code of Behaviour on Academic Matters
http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf

Faculty and Staff Academic Integrity FAQ
http://www.utsc.utoronto.ca/vpdean/faculty-staff-faq-0

Tips & Templates
http://www.artsci.utoronto.ca/osai/instructors-and-staff/tips-templates

What do your peers say?

"Before I found it hard to understand the material of B07. And I had no interest. But after I got help from MSLC, my marks improved a lot and I actually enjoyed the learning process."

"I always go to MSLC to ask homework questions and the tutors there are very patient and helpful."

"MSLC services helped me understand the lectures better. It also helped me learn how to solve certain types of assignment questions."

For more information, please contact:

Zohreh Shahbazi, Ph.D.

Math & Statistics Learning Centre
Coordinator

Phone: 416-287-5667
E-mail: shahbazi@utsc.utoronto.ca

We provide FREE drop-in hours and personalized help to improve your Math and Statistics proficiency in any discipline. Visit http://utsc.utoronto.ca/mslc/

Math & Statistics Learning Centre

- **One-On-One Appointments**
- **Small Group Tutoring**
- **Virtual Tutoring**
- **Workshop and Seminars**
- **Summer Learning Institute for Mathematics**
- **Statistical Consultation**

Centre for Teaching and Learning

UNIVERSITY OF TORONTO

S C A R B O R O U G H

The Math and Statistics Learning Centre (MSLC) provides free seminars, workshops, virtual tutoring, individual appointments, and small-group consultations to improve students' proficiency in various subjects of mathematics and statistics. Our main goal is to create a friendly, vibrant environment in which all students can come to appreciate the beauty and utility of mathematics.

One-on One Appointments

Throughout the academic year, you can request an appointment by sending an email to the Centre. Appointments are 20 minutes long and can be booked one week in advance.

For **math support**, please email math-aid@utsc.utoronto.ca
For **stats support**, please email stats-aid@utsc.utoronto.ca

Small Group Tutoring

There are two drop-in locations on campus where instructors and TA's are present from 9 am to 7 pm to help students. Our TA's are instructed in how to engage students in active group discussions and interactions, instead of simply providing solutions.

AC312—General math & stats help
IC404— Specific math and stats courses

Virtual Tutoring

Look online for math homework, exam help, and to connect with a live, professional tutor! The Math and Stats Learning Center now provides online tutoring for students enrolled in first-second year mathematics and statistics courses at UTSC.

http://utsc.utoronto.ca/mslc/virtual-tutoring

Workshops/Seminars

Many useful workshops and seminars are offered throughout the academic year. The workshops discuss math study skills and the seminars are regarding specific mathematical topics.

For more information about the schedule please check our website: http://utsc.utoronto.ca/mslc/workshopsseminars

Summer Learning Institute for Mathematics

Mathematics Preparedness Course: A non-credit two-week course developed to help incoming students make the transition from high school to university calculus.

http://www.utsc.utoronto.ca/mslc/summer-learning-institute

Statistical Consultation

MSLC provides statistical consultation for faculty and graduate students to facilitate their research endeavors. Please send email to stats-aid@utsc.utoronto.ca to make an appointment.

TA/Graduate Student Support
through the
CENTRE FOR TEACHING AND LEARNING

The Centre for Teaching and Learning is dedicated to helping all UTSC TAs and graduate students enhance their writing and teaching skills, as well as their professional skills and preparation for the job market. To this end, CTL is working with tri-campus and UTSC partners to provide a range of programming, as discussed below and in our webpages for TAs and graduate students, which include a listing of current events: https://www.utsc.utoronto.ca/ctl/grad-students.

WRITING SUPPORT

UTSC graduate students can get expert one-on-one help with their writing, either in person or through email or Skype: https://www.utsc.utoronto.ca/ctl/graduate-writing-support. CTL also offers all-day writing intensive events, called "Just Write." These meet-to-write sessions (like writing retreats or "boot camps") are very popular among graduate students who are working on substantial writing projects; the all-day sessions boost productivity by providing a congenial work environment and peer support—along with coffee, lunch and snacks (always appreciated!). See CTL's grad student and TA events page for a current listing of "Just Write" days: https://ctl.utsc.utoronto.ca/booking/graduate/.

TEACHING ASSISTANTS' TRAINING AND WORKSHOPS

CTL partners with UTSC faculty and the tri-campus Teaching Assistants' Training Program (TATP) to offer mandatory TA training sessions (TA Training Days), as well as additional workshops that provide opportunities for more in-depth development of teaching skills. These optional workshops, often offered by UTSC faculty, are eligible for credit in the TATP certificate programs. See https://www.utsc.utoronto.ca/ctl/ta-support for more information and a listing of upcoming events.

GRADUATE PROFESSIONAL SKILLS WORKSHOPS

The tri-campus Graduate Professional Skills program (GPS) helps prepare graduate students for success in their future careers. Collaborating with UTSC's Vice-Dean Graduate, along with faculty and other GPS partners, CTL offers a yearly GPS series and several day-long events, such as Graduate Professional Day, to provide workshops on topics such as grant writing, types of research communication (posters, articles), statistical and data management software, and personal effectiveness topics (leadership, negotiation). Find more information at https://www.utsc.utoronto.ca/ctl/grad-students.

For more information, contact Sheryl Stevenson, Coordinator of TA and Graduate Student Support, Centre for Teaching and Learning (sstevenson@utsc.utoronto.ca).

The Centre for Teaching and Learning

WebOPTION
LECTURECASTING
### Creating tomorrow, anytime, anywhere.

Your Lectures Online

WebOption offers services to video-record course lectures and make them available to students as Internet video within 24 hours of the live lecture. Students can access the online video by logging into the WebOption Lecturecasting website using their UTSC ID or UTOR ID and password. When students login, only recorded lectures from the courses they are enrolled in will appear. Students can attend in-class lectures or they can watch lectures from any internet-connected computer.
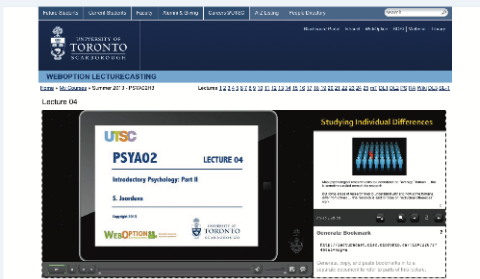
The WebOption service provides students with flexibility, accessibility, and diversity in their pursuit of academic excellence. We understand that learning styles vary from student to student and WebOption provides them with resources to accommodate their individual needs.

Which Courses Have WebOption?

The list of courses changes every semester; please visit our website to view the latest list. Before a new semester starts, an email notice to all faculty is sent out inviting them to enroll their course in WebOption. In LEC01 - LEC30 sections, students can attend the live lecture and view the online recording. In LEC60 sections students only view the online lectures. LEC60 designated courses are handled by your Department Administrator and the Registrar's Office.
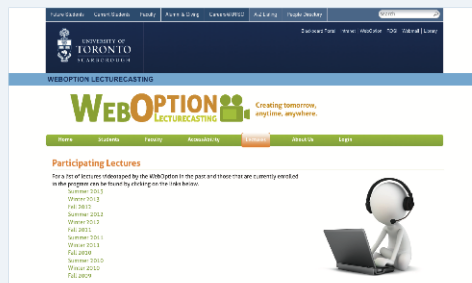

For more information about our service please visit our website at:
weboption.utsc.utoronto.ca
Or feel free to contact the WebOption Lecturecasting Coordinator,
Mark McKee at:
mmckee@utsc.utoronto.ca

Key Features

Lectures with Slides

Instructors may choose to include the lecture slides with the recorded videos. After each recorded lecture, simply send the slide deck to us. Then students have all of the material in one place.
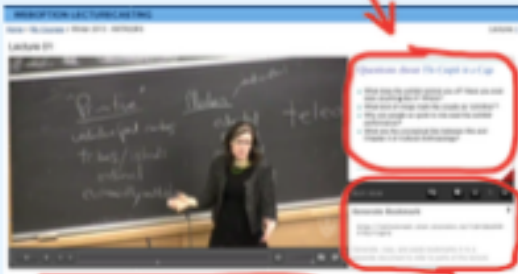
Play, Pause, Rewind

The built-in controls in the video player allows students to pause the video while taking notes. They can also rewind the video to replay sections as many times as they like. Volume controls and a full screen button are also found here.

Bookmarks

Students can use this feature to create links to exact locations in the video.

Centre for Teaching and Learning
UNIVERSITY OF TORONTO
SCARBOROUGH

Mobile WebOption

It's a mobile world and your students are on the move. Our new mobile WebOption Service allows students to access their WebOption lectures on their mobile device.

Due to the number of devices, operating systems and video standards which exist, we currently only support iOS and Android. (Blackberry support is not currently available.)

We Make It Easy...

When you arrive at your classroom one of our friendly WebOption videographers will hand you a lapel microphone and then set up the recording equipment in an unobtrusive location in the lecture theatre. When you see the "thumbs up", that means everything is ready to go; lecture as you normally would. That's all there is to it, we take care of the rest and within 24 hours your students will be watching their lectures online.

Appendix One

UNIVERSITY OF TORONTO SCARBOROUGH
GUIDELINES FOR THE ASSESSMENT OF EFFECTIVENESS OF TEACHING IN
TENURE AND PROMOTION DECISIONS

A commitment to excellence in teaching and research is the core of our mission as a University. Effective teaching strives to provide to students not only knowledge of facts but, more importantly, the skills to analyze, to critically assess, to understand in context, to present arguments in a clear and compelling fashion, to solve problems, to generate new knowledge, and to pursue learning as a life-long endeavour.

The evaluation of teaching is relevant to decisions on tenure, promotion to Professor and promotion to Senior Lecturer. The policies[1] and guidelines[2] for tenure and promotions prescribe in detail the standards and procedures to be followed and the documentation to be collected. The following guidelines for the assessment of effectiveness of teaching describe how teaching effectiveness is to be evaluated at the University of Toronto Scarborough and what documentation should be collected to support that assessment.

CRITERIA FOR ASSESSMENT OF TEACHING EFFECTIVENESS

A faculty member demonstrates capabilities as a teacher in lectures, seminars, laboratories, and tutorials; in less formal teaching situations, including directing the research of undergraduate and graduate students and advising students; and through involvement in curriculum development.

A. Competence in Teaching

To establish competence in teaching for the purpose of achieving tenure or promotion, a faculty member must demonstrate that he or she:

1. stimulates and challenges students, and promotes their intellectual and scholarly or creative development;
2. communicates effectively;
3. develops students' mastery of a subject, including the latest developments in the subject area of instruction;
4. develops students' sense of inquiry and understanding of a subject;
5. creates opportunities that involve students in the research process;[3]
6. creates and maintains supervisory conditions conducive to a student's research, intellectual growth, and academic progress.[4] In the case of graduate students, faculty in the tenure

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[1] See the *Policy and Procedures on Academic Appointments:*
http://www.governingcouncil.utoronto.ca/policies/phoct302003i.htm
[2] See the Provostial *Academic Administrative Procedures Manual*: http://aapm.utoronto.ca/academic-administrative-procedures-manual
[3] For teaching-stream faculty, this would normally apply to those whose teaching assignments include courses that enable such opportunities.
[4] Ibid.

stream must ensure their practices in this regard are consistent with the School of Graduate Studies *Guidelines for Graduate Supervision;*

7. deals with students fairly and ethically, taking care to make himself or herself accessible to students for academic consultation, to inform students adequately regarding course formats, assignments, and methods of evaluation, to maintain teaching schedules in all but exceptional circumstances, to inform students adequately of any necessary cancellation and rescheduling of instructions and to comply with established procedures and deadlines for determining, reporting and reviewing the grades of his or her students;[5]
8. promotes academic integrity;
9. implements fair and transparent grading practices, with a clear connection between course learning objectives, assignments and assessments.

B. Excellence in Teaching

To meet the standard of excellence in teaching for tenure, promotion to professor, or promotion to Senior Lecturer, the candidate must demonstrate a high level of achievement in all of the criteria for competence listed above, and further demonstrate additional attributes of an excellent teacher, including:

1. superlative teaching skills, that signal a critically reflective, teaching practice;
2. regular engagement in professional development that supports teaching, keeping abreast of advances in both the subjects of instruction and pedagogy;
3. creative educational leadership in one or more of the following ways:
    a. successful innovations in the teaching domain; for example, the creation of novel or progressive teaching processes, materials, forms of evaluation, and pedagogical changes in the discipline
    b. significant contribution to the technological enrichment of teaching in a given area, for example, through the development of effective, new technology or the use of new media to fullest advantage
    c. publication of textbooks or online tools and resources adapted for use by others in their courses
    d. engagement in activities such as mentoring, and presenting seminars or workshops on pedagogical practice that have demonstrable impact on others' teaching
    e. development of significant new courses or reform of curricula
    f. development of effective and creative ways to promote students' involvement in the research process and to provide opportunities for them to learn, for example, through discovery-based or other appropriate methods.

As stated in Section 7 of the *Policy and Procedures Governing Promotion*[6], excellent teaching alone "sustained over many years, could in itself justify eventual promotion to the rank of Professor". For such cases, the candidate must have consistently met the standard of excellence as set out above over a period of at least ten years.

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[5] Section 2(a) of Article 5 of the Memorandum of Agreement between the University of Toronto and the University of Toronto Faculty Association

[6] See Http://www.governingcouncil.utoronto.ca/policies/promote.htm

ELEMENTS OF THE ASSESSMENT OF TEACHING EFFECTIVENESS

1. MATERIAL INCLUDED IN TEACHING DOSSIERS

The Teaching Dossier typically consists of a *Curriculum Vitae* (Item A), a Teaching Portfolio (Item B), Course Evaluations (Item C) and other materials gathered by the faculty member's department or academic unit (Item D).

A. Curriculum Vitae (to be provided by the candidate)

The faculty member must provide a curriculum vitae in a standard format which, for the purposes of assessing teaching effectiveness, must include: in the case of tenure or promotion to Senior Lecturer, all courses taught; and in the case of promotion to Professor, all courses taught in the last five years. For tenure and promotion to Professor (i.e., for candidates in the tenure stream), the curriculum vitae must include a complete list of graduate students for whom the candidate has been the principal supervisor at both the masters and doctoral levels, as well as all other graduate students for whom the candidate has provided either co- or secondary supervision.

B. The Teaching Portfolio (to be provided by the candidate)

Each faculty member should maintain a Teaching Portfolio that is updated annually. The general advice that should be given to all faculty is to add to the Teaching Portfolio any document that reflects progress, success, experimentation and innovation (such as course syllabi, sample tests, and classroom activities).[7] Faculty are also advised to solicit feedback from colleagues, the department chair, and UTSC's Centre for Teaching and Learning (CTL), as appropriate, on the development of their Teaching Portfolio. Support for Teaching Portfolio development is also available through the tri-campus Centre for Teaching Support and Innovation (CTSI).[8]

The Teaching Portfolio should include all of the items below that are relevant to the applicant's circumstances:

1. A statement of teaching philosophy, teaching goals, and plans for ongoing development of teaching expertise;

2. Representative course outlines, bibliographies and assignments, description of internship programs, field experiences, teaching assessment activities, and evidence of student learning;

3. New course proposals;

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[7] In some cases this can include courses taught at other universities in the recent past.

[8] Information on assembling a Teaching Portfolio can be found at
http://www.teaching.utoronto.ca/topics/documenting-teaching/teaching-dossier.htm

4. Commentary on the official student evaluations, or other student feedback solicited by the applicant;

5. For tenure or promotion to Professor, evidence that will enable the committee to assess the candidate's success in graduate supervision, including:

   - number of students being supervised
   - quality of graduate students' research
   - quality of theses produced, where possible
   - number of students graduated
   - information on other efforts to foster scholarly, creative and professional advancement of graduate students. This could include copies of students' papers, especially those that have been published

6. Applications for instructional development grants or similar documents;

7. Documentation on efforts made (through both formal and informal means) to improve teaching skills or course design and commentary on the outcomes of these efforts;

8. Awards or nominations for awards for teaching excellence;

9. Documentation concerning innovations in teaching methods and contributions to curricular development, and the use and development of technology in the teaching process;

10. Examples of efforts to mentor colleagues in the development of teaching skills and in pedagogical design;

11. Evidence of professional contributions in the general area of teaching, such as presentations at workshops, pedagogical conferences, discipline based conferences on teaching or publications on teaching;

12. Service to professional bodies or community organizations through teaching activities at a level comparable to university instruction.

Note: This list is not intended to be exhaustive; other types of evidence of teaching skill may be required by the relevant discipline or added by the candidate.

C. Student Course Evaluations (to be collected and tabulated by the candidate's academic unit)

1. The candidate's course evaluation results.

2. A comprehensive summary of all of the candidate's course evaluations and an analysis that helps put into context the candidate's course evaluation results.

3. Where a faculty member has taught in another unit at the University of Toronto, the Chair should obtain course evaluations from that unit and include them in the candidate's

teaching dossier. Where a candidate has taught at another university within the last five years, course evaluation information from that institution should be obtained, if possible.

4. In cases of promotion to Professor, copies of teaching evaluations for at least the most recent five-year period should be provided.

D. Other Material Solicited/Provided Candidates Academic Unit

The following material must be included in the Teaching Dossier whenever possible:

1. Letters from current and former undergraduate students commenting on the candidate's success in:
    *   stimulating and challenging students and promoting their intellectual and scholarly development;
    *   developing students' mastery of a subject and of the latest developments in the field;
    *   encouraging students' sense of inquiry and understanding of a subject through discovery-based learning or other appropriate methods;
    *   creating opportunities, where appropriate, which involve students in the research process;
    *   creating a lasting impact on students' appreciation of the subject or on their career path.

    In addition, students should be asked to comment on the candidate's communication skills, active engagement with student's learning progress and accessibility to students.

    Normally, a random sample of approximately 100 undergraduate students should be solicited for opinions, and responses should be sent directly to the Chair. Students may be contacted by letter or email, provided the process is random and attempts are made to contact students from all courses taught by the candidate. (The Registrar's Office provides student addresses for this purpose.)

2. For tenure and promotion to Professor, letters from former and current graduate students commenting on:
    *   the opportunities created by the applicant to involve students in research;
    *   whether the supervisory conditions fostered by the applicant were conducive to a student's research, intellectual growth and academic progress consistent with the School of Graduate Studies' *Guidelines for Graduate Supervision;*
    *   the quality of supervision provided by the applicant.

3. Letters from Teaching Assistants commenting on the candidate's management, organization and communications skills. In soliciting these opinions, it is advisable to make clear that responses are voluntary and that they will be held in strict confidence.

4. Letters from peers who are in a position to comment on the candidate's teaching. Where cross-appointment is involved, letters from peers in other departments and divisions may be solicited. Where the candidate has participated in shared courses, letters attesting to the

teaching competence of the candidate should be obtained from colleagues who co-taught those courses.

5. Course enrolment data, including evidence of demand for elective/senior courses, attrition rates and grade distributions.

6. Where the amount of teaching the candidate has done at either the undergraduate or graduate level varies from the norms of the department, the extent of the difference and the reasons for it should be explained by the head or other suitable representative of the candidate's unit.

7. Teaching observation report(s) prepared by one or more colleagues, based on in-class visit(s). Classroom visits must be arranged with the consent of the candidate. If the candidate refuses, this should be noted in the Chair's Report. It is expected that at least one class observation be done within 12 months of the tenure or promotion meeting, and it is advisable that reports by at least two different individuals be prepared. Some units may elect to adopt guidelines encouraging additional earlier visits.

8. For candidates being considered for promotion to Professor on the basis of excellent teaching alone, the following additional material is required:

    a. copies of teaching evaluations for the candidate's entire career at the University;
    b. comments from a random sample of no fewer than 200 present and former students (graduate and undergraduate), distributed across the candidate's normal pattern of teaching;
    c. letters from former students who are scholars or high-level practitioners in the field; those solicited should not be current or recent colleagues of the candidate. Individuals should be asked to comment on how the candidate's teaching influenced their careers and their intellectual, scholarly or creative development.

2. EVALUATION OF THE TEACHING DOSSIER

1. For tenure and for promotion to Professor, the evaluation of the teaching dossier must be done in accordance with procedures laid out in the relevant sections of the Academic Administrator's Procedures Manual.[9]
2. For promotion to Senior Lecturer, written evaluations of the teaching dossier from at least four qualified referees who are at arms-length from the candidate are required. None of these reviewers may be from the candidate's department; at least two of them must be academics from outside the University of Toronto and at least one must be from another department/unit at the University of Toronto. The referees should be asked to provide a critical assessment of all the Teaching Dossier material described in items A-C above, and to explicitly address whether and how the candidate meets the standard of teaching excellence laid out in these Guidelines.

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[9] See http://aapm.utoronto.ca/academic-administrative-procedures-manual

The Chair will ask the candidate to submit a list of several potential referees (ideally from both within and outside the University of Toronto) who are qualified to evaluate the candidate's Teaching Dossier and are at arms-length from the candidate. The referees must include at least one suggested by the candidate, and at least one not suggested by the candidate.

At the Chair's discretion, a Teaching Evaluation Committee may also be struck to assist the Promotion Committee.[10] The Teaching Evaluation Committee consists of at least two faculty members who are not on the Promotion Committee, and must produce a single report commenting on the Teaching Dossier, and whether and how the candidate meets the standard of teaching excellence laid out in these Guidelines. The Teaching Evaluation Committee, if one is struck, should be provided only the Teaching Dossier, and not the referees' reports.

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[10] Unlike the case of tenure and promotion to full professor where the committee in charge must evaluate both teaching and research, and therefore seeks the assistance of two separate committees each providing an assessment of one of these components, for promotion to senior lecturer only teaching is assessed. Thus, it is left to the Chair's discretion to determine whether a separate teaching committee is required.