

HIGHER EDUCATION TEACHING AND LEARNING WORKSHOP

Prof.: Dr. Julian Hermida

Workshop hours: Wednesdays 6 to 8

Term: Fall

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WORKSHOP DESCRIPTION



This workshop is an introductory hands-on journey into the fascinating world of Higher Education teaching and learning. We will explore the concepts of learning, learning

styles, teaching styles, evaluation, metacognition, and course design. We will navigate through the steps needed to effectively conduct a University course. The workshop will provide you with the tools that are necessary for becoming a more effective teacher. This workshop is directed to those new Higher Education teachers with little or no background in education.

LEARNING OBJECTIVES

This workshop is conceived so that you can:

1. understand various concepts of teaching and learning
 - a. examine and evaluate different teaching and learning styles.
2. develop teaching skills necessary to effectively teach at the university level.
3. help you reflect on your current teaching experience
4. provide an opportunity to examine some research, principles, and theories relating to teaching and learning in universities.
5. provide opportunities for practice and constructive feedback on some of the skills required of university teachers.
6. provide the opportunity to discuss and exchange ideas with colleagues from
7. different disciplines.
8. provide the opportunity to experience a variety of teaching methods

LEARNING OUTCOMES

Upon successful completion of this workshop, you will be able to:

1. Critically reflect upon research studies and other literature dealing with university teaching.

2. Prepare and deliver a University class
3. Design, develop, and deliver an active learning experience with students.
4. Give and receive constructive feedback in oral and written form.
5. Design a course, from a learning-centered approach.
6. Challenge assumptions, think reflectively, and think critically about teaching and learning.

METHODOLOGY



Workshop activities will be designed to encourage you to play an active role in the construction of your own knowledge and in the design of your own learning strategies. We will combine group discussions with other active teaching methodologies, such as cooperative group solving problems, analysis of video segments depicting scenes relevant to teaching and learning, debates, construction of web sites, and microteaching. You will be encouraged to actively take part in all workshop activities and to give short presentations throughout the course.

FORMATIVE FEEDBACK

Evaluation is conceived exclusively as formative and feedback will be provided all throughout the course. Given the nature of the workshop, participants will receive and give extensive feedback throughout the workshop.

WORKSHOP SCHEDULE



This is a tentative calendar of readings and topics. If workshop discussions or activities take longer than originally estimated, we will reschedule them. Additionally, we may substitute new topics for some of the ones included in this schedule, particularly if most of you show an interest for some topics not planned to be covered.

Class	Topic	Activities	Readings
1	<ul style="list-style-type: none"> • Introduction • Concepts of learning • Learning cycle • Deep vs. surface learning • Learning styles • Perry's model of cognitive development. • Teaching styles • The Reflective Practitioner • Knowing in action • Reflection in action • Knowledge • Development stages 	Video clips about learning styles	<p>James Rhem, Deep/Surface Approaches To Learning: An Introduction</p> <p>Kolb</p> <p>Perry</p> <p>Recommended:</p> <p>Schön, Donald The Reflective Practitioner</p>
2	<ul style="list-style-type: none"> • Course planning. • The course outline. Functions. • Formulation of premises: students, knowledge, content. • Analysis of student profiles. • Formulation of objectives. 	<p>1) Brainstorming of ideas o how to get to know your students.</p> <p>2) Write the course description and objectives of a course</p>	<p>Recommended:</p> <p>Grunert O'Brien, The Course Syllabus.</p>

	Taxonomies		
3	<ul style="list-style-type: none"> • Role of lectures • Active learning • Student centered activities 	<p>Video: How to Speak</p> <p>Designing activities</p>	
4	<ul style="list-style-type: none"> • Teaching reading and writing at the university • Reading guides • Media literacy 	<p>Teaching reading.</p> <p>Producing a media text</p>	<p>Hermida, Julian,</p> <p>Visual Pedagogy</p>
5	<ul style="list-style-type: none"> • Metacognition • The natural critical environment • Fostering critical thinking skills. • Coverage vs. discovery. • The lesson plan 	<p>Create an expectation failure</p> <p>Discussion: How to create a natural critical environment.</p>	<p>Livingston,</p> <p>Metacognition</p> <p>Ken Bain, What Makes Great Teachers Great</p>
6	<ul style="list-style-type: none"> • Evaluation of students' achievement of learning objectives • Summative vs. formative evaluation • Evaluation criteria • Rubrics • Test banks • The role of 	<ul style="list-style-type: none"> • Identify graded evaluations • Grade • Give feedback • Identify the requirements for an A student in your course. 	<p>Le Brun, M. & Johnstone, R., The Quiet Revolution</p>

	feedback <ul style="list-style-type: none"> • Giving feedback 		
7	<ul style="list-style-type: none"> • Microteaching 		
8	<ul style="list-style-type: none"> • Research vs. teaching universities. • The Learning Paradigm. • The institutional constraints. • Access to the profession • Teaching portfolios • The teaching profession • Student evaluations 	<ul style="list-style-type: none"> • Group discussion • Elaborate your teaching philosophy • Table of contents 	Barr & Tagg, From Teaching to Learning. Recommended: Bain, What College Teachers Do.
9	<ul style="list-style-type: none"> • Microteaching 		
10	<ul style="list-style-type: none"> • The use of technology in the classroom • Feedback 		Le Brun, M. & Johnstone, R., The Quiet Revolution

WEB SITE

A web site for the workshop is available at <http://www.julianhermida.com> .

READINGS

- Bain, Ken, What Makes Great Teachers Great, Chronicle of Higher Education, April 9, 2004.
- Bain, Ken, What the Best College Teachers Do (Harvard University Press, 2004).
- Barr, Robert B. and John Tagg, From Teaching to Learning - A New Paradigm for Undergraduate Education, Change, 1995.
- Grunert O'Brien, Judith, Millis, Barbara J. & Cohen, Margaret W. The Course Syllabus: A Learning-Centered Approach, 2nd ed. (Jossey-Bass, 2008).
- Hermida, Julian "Teaching Criminal Law in a Visually and Technology Oriented Culture: A Visual Pedagogy Approach", Legal Education Review Vol. 16, Nov. 2006.
- Le Brun, M. & Johnstone, R., The Quiet Revolution - Improving Student Learning in Law. (The Law Book Company Limited, 1994).
- Livingston, Jennifer A. Metacognition: An Overview, 2003.
- Rhem, James "Deep/Surface Approaches To Learning: An Introduction, The National Teaching and Learning Forum", Volume 5 Number 1 1995.
- Schön, Donald The Reflective Practitioner: How Professionals Think In Action (Basic Books, 1984).