

HIGHER EDUCATION TEACHING AND LEARNING WORKSHOP

Facilitators: Dr. Julian Hermida and Prof. Deborah Woodman

Workshop hours: The following Wednesdays from 6 to 8: January 21, February 4, February 18, February 25, and March 11.

Minimum enrolment: 6

WORKSHOP DESCRIPTION



This workshop is an introductory hands-on journey into the fascinating world of Higher Education teaching and learning. We will explore theoretically grounded and research supported strategies to effectively conduct a University course –from conception of the course to evaluation. We will examine fundamental concepts such as deep and surface learning, teaching styles, student-centered activities, evaluation, and metacognition. The

workshop will provide you with the tools that are necessary for becoming a more effective teacher. We will resort to microteaching to give you plenty of opportunities to practice teaching and to receive constructive feedback in a safe and friendly environment. This workshop is directed to those sessionals, part-time, and full-time junior faculty with little or no background in education or pedagogy.

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 to practice and to receive constructive feedback on some of the skills required of university teachers.
6. provide the opportunity to discuss and exchange ideas with colleagues from different disciplines.
7. 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.

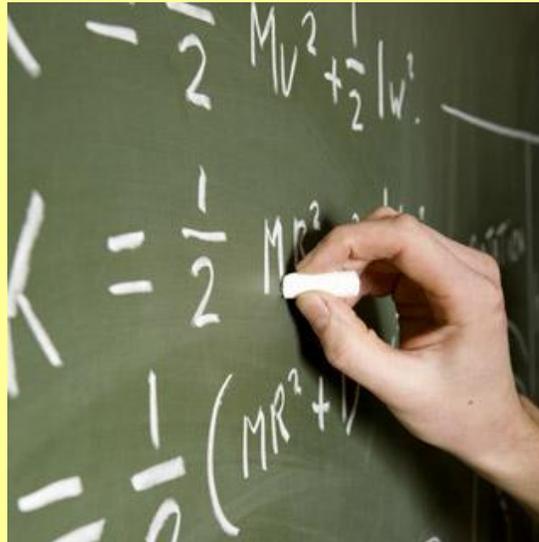
2. Prepare and deliver a University class.
3. Design, develop, and deliver an active learning experience with students.
4. Give and receive constructive feedback in oral and written form.
5. Design a course from a learning-centered approach.
6. Challenge assumptions, think reflectively, and think critically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

METHODOLOGY



You will explore the major steps of course planning, delivery, and evaluation in a hands-on workshop. We will include microteaching activities where you will put into practice research-informed teaching and learning notions, strategies, and principles for a sound student-centered pedagogical practice. The workshop methodology will give you confidence, support, and feedback by letting you try out among friends and colleagues a wide range of student-centered activities which you will be able to use with your students. You will receive and give extensive feedback throughout the workshop.

WORKSHOP SCHEDULE



Session	Major Theme	Topics	Readings
1	Learning	<ul style="list-style-type: none"> • Introduction. • Concepts of learning: deep vs. surface learning. • Learning cycle. • Teaching and learning styles. • Notions of knowledge. Perry's model of cognitive development. • The Reflective Practitioner. Knowing in action. Reflection in action 	<ul style="list-style-type: none"> • Rhem, James "Deep/Surface Approaches To Learning: An Introduction". • Biggs, John, Student Learning Research and Theory – where do we currently stand?

2	Course syllabus and learning objectives	<ul style="list-style-type: none"> • Constructive alignment. • Course planning. • The course syllabus as a student-centered learning tool. • Formulation of premises: students, knowledge, content. • Analysis of student profiles. • Formulation of objectives and learning outcomes. • Taxonomies: Bloom’s taxonomy, John Bigg’s the SOLO taxonomy. 	<ul style="list-style-type: none"> • Biggs, John: “What the Student Does: Teaching for Enhanced Learning” • Biggs, John: Individual Differences in Study Processes and the Quality of Learning Outcomes.
3	Teaching and learning activities	<ul style="list-style-type: none"> • Teaching and learning activities. • Role of lectures • Active learning. • Promoting critical thinking. • Student-centered activities. • Coverage vs. discovery. • The lesson plan. • Ken Bain’s natural critical environment. 	<ul style="list-style-type: none"> • Sarkisian, Ellen, “Twenty Ways to Make Lectures More Participatory” • Reich, Rob, “The Socratic Method” • Hermida, Julian “The Importance of Teaching Academic Reading Skills in First-Year Courses”

4	Evaluation of students' objectives	<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 feedback. Giving and receiving feedback • Metacognition. 	<ul style="list-style-type: none"> • Livingston, Jennifer A. Metacognition: An Overview
5	Teaching practice Feedback	<ul style="list-style-type: none"> • Microteaching 	

WEB SITE

A web site for the workshop will be available at <http://www.julianhermida.com> .
 The website will contain all required readings for the workshop.

READINGS

- REQUIRED**
- Bain, Ken, What Makes Great Teachers Great? Chronicle of Higher Education, April 9, 2004.

- Biggs, John, Student Learning Research and Theory – where do we currently stand?
- Biggs, John: “What the Student Does: Teaching for Enhanced Learning”
- Biggs, John: Individual Differences in Study Processes and the Quality of Learning Outcomes.
- Hermida, Julian "Teaching Criminal Law in a Visually and Technology Oriented Culture: A Visual Pedagogy Approach", Legal Education Review Vol. 16, Nov. 2006.
- Hermida, Julian “The Importance of Teaching Academic Reading Skills in First-Year Courses” AAU Teaching Showcase Proceedings, 2008 (forthcoming).
- Livingston, Jennifer A. Metacognition: An Overview, 2003.
- Reich, Rob, “The Socratic Method” Speaking of Teaching, Fall 2003.
- Rhem, James "Deep/Surface Approaches To Learning: An Introduction, The National Teaching and Learning Forum", Volume 5 Number 1 1995.
- Sarkisian, Ellen, “Twenty Ways to Make Lectures More Participatory” Derek Bok Center for Teaching and Learning, Harvard University.

RECOMMENDED

- Bain, Ken, What the Best College Teachers Do (Harvard University Press, 2004).
- Grunert O'Brien, Judith, Millis, Barbara J. & Cohen, Margaret W. The Course Syllabus: A Learning-Centered Approach, 2nd ed. (Jossey-Bass, 2008).