GSR 979: Introductory Instructional Skills

Course Description

Welcome to "GSR 979: Introductory Instructional Skills." This course, focused on basic instructional skills, is designed for graduate students with little or no experience in teaching. In this course, the aim is to equip graduate students with the practical teaching skills needed to succeed as instructors and/or teaching assistants in higher education.

Our hope is that you will leave this course more confident and prepared for teaching your first class, tutorial, or lab. Throughout the course, the instructors will discuss and model a variety of teaching strategies and approaches, based on theory and scholarship of teaching, that you might implement in your own practice. In addition, you can try strategies and reflect on your teaching through micro-teaching and other assignments.

Meeting Time and Place

May 4, 5, 6, 9, 10, 11, 12, 16, 17, and 18
1:30-4:00 p.m.
Room Murray G3

Teaching Team

Ryan Banow
Instructional Design Specialist
Phone: 306-966-5508
Email: ryan.banow@usask.ca
Office Hours: Drop-in or by appointment

Carolyn Hoessler
Program & Curriculum Development Specialist
Phone: 306-966-5371
Email: carolyn.hoessler@usask.ca
Office Hours: Drop-in or by appointment

The Gwenna Moss Centre for
Teaching Effectiveness
Room 50, Murray Building

Textbook & BlackBoard Learn Course Page

http://bblearn.usask.ca

Gross Davis, B. (2009). *Tools for Teaching, Second Edition.* San Francisco: Jossey-Bass.
Copies of the textbook are available through the campus bookstore. This book is an invaluable practical resource that you can return to again and again throughout your teaching career.

Learning Outcomes

By the end of this course, successful students are expected to be able to:

- Select teaching strategies to meet the needs of diverse learners.
- Prepare and deliver a lesson plan.
- Select a method for giving feedback (including rubrics) on students' work.
- Experiment with teaching strategies and critically reflect on your teaching practice.
- Feel more confident and prepared for initial teaching roles.

Assignments

The assignments in this course are designed to give you a chance to practice. You are *required* to complete these assignments to achieve a "pass" in the course. Further description of the assignments will be provided at least two weeks prior to the due date.

- Pre-class assignments (bring to class or submitted online)
- Micro-teaching lesson 1: lesson plan (feedback provided in class), delivery & reflection
- Micro-teaching lesson 2: lesson plan (submitted on BBlearn), delivery & reflection
- Rubric Assignment (submitted on BBlearn)

Note: To receive a pass for this course you may not miss more than *two class sessions*.

Academic Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (http://www.usask.ca/university_secretary/honesty/StudentAcademicMisconduct.pdf) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (http://www.usask.ca/university_secretary/honesty/StudentNon-AcademicMisconduct2012.pdf)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: http://www.usask.ca/university_secretary/pdf/dishonesty_info_sheet.pdf

Course Schedule by Topic, Readings, and Assignments

Class	Date	Topic	Readings/Videos	Assignment(s) Due
1	Weds. May 4 1:30-4:00	Course Introduction, Components of a lesson Part 1	Videos on Blackboard: • Constructive Alignment • Learning Objectives • Introduction to Assessment Tools for Teaching: Ch. 3 The First Days of Class – only the first 3 sections of the chapter (pp. 37-41 only) Ch. 22 Informal Group Learning Activity (pp. 207-213)	• Pre-class assignment: Initial Survey
2	Thurs. May 5 1:30-4:00	Components of a Lesson Part 2	Videos on Blackboard: • BOPPPS Tools for Teaching: Ch. 32 Informally Assessing Students' Learning (pp. 290-297)	• Pre-class assignment: Bring an example of a good learning objective (based on Class 1 video: Learning Objectives & discussions in Class 1)
3	Fri May 6 1:30-4:00	Creating a Lesson Plan with Active Learning & Giving Good Feedback	Videos on Blackboard: • Teaching Styles & Strategies Tools for Teaching: Ch. 9 Leading a Discussion (pp. 97- 105) Ch. 10 Encouraging Participation in a Discussion (pp. 106-111) Ch.12 Asking Questions (pp. 118-126) Ch.13 Fielding Students Questions (pp. 127-132)	• Pre-class assignment: Reflection on teaching • Bring topic idea for Micro-teaching 1 • *Micro-teaching 1 Lesson plan Due (in-class)*

Class	Date	Topic	Readings/Videos	• Assignment(s) Due
4	Mon. May 9 1:30-4:00	Micro-teaching & Using Whiteboards, Chalkboards, and PowerPoint	Blackboard: You Suck at PowerPoint (slideshow) Tools for Teaching: Ch. 15 Delivering a Lecture (pp. 148 – 156) Ch. 16 Explaining Clearly (pp. 157 – 161) Will be assigned one of: *Tools for Teaching*: • Ch. 46 Chalkboards and Whiteboards (436 – 440) • Ch. 50 Video recordings and clips (450 – 452) • Ch. 51 PowerPoint presentations (453 – 457)	• Micro-teaching 1 Lesson Delivery
5	Tues. May 10 1:30-4:00	Student Response Systems, Copyright, Creative commons, Assessment (Computational, multiple-choice, matching, t/f)	Videos on Blackboard: • Copyright and Copyleft in Education • Finding Creative Commons licensed media on Flickr Tools for Teaching: Ch. 39 Quizzes, Tests and Exams (pp. 362 – 374) Ch. 40 Allaying Students' Anxieties about Exams (pp. 375 – 389) Ch. 41 Multiple-Choice and Matching Tests (pp. 390 – 400)	• Pre-class assignment: Create a well-written multiple choice question (based on readings) • Micro-teaching 1 reflection due
6	Weds. May 11 1:30-4:00	Rubrics, Grading, Short answer & Essay questions, and Standards-referenced and Criterion-referenced Grading	Video on Blackboard: Assessment Using Rubrics Tools for Teaching: Ch. 42 Short Answer and Essay Tests (pp. 401 – 408) Ch. 43 Grading Practices (pp. 409 – 416) Ch. 44 Calculating and Assigning Grades (pp. 419 – 429)	• Pre-class assignment: Create two well-written short answer or essay questions from your discipline (based on readings) • Bring to class your DRAFT Micro-teaching 2 Lesson Plans (paper or electronic)
7	Thurs. May 12 1:30-4:00	Multiple approaches to learning, Students with disabilities, Universal design principles, & Motivation	Read handout on Blackboard: Motivation generates, directs, and sustains what students do to learn (Optional: read the chapter from *How Learning Works* by Ambrose et al that this handout is based on) Tools for Teaching: Ch. 5 Diversity and Inclusion in the Classroom Ch. 6 Students with Disabilities Visit and explore the DSS website: http://students.usask.ca/health/centres/disability-services-for-students.php Read the "Students with Disabilities: Academic Accommodation and Access" policy document located at: http://policies.usask.ca/policies/student-affairs-and-activities/students-with-disabilities.php	• Pre-class assignment: Bring to class 2 questions for our **guest speaker** about Disability Services for Students • FINAL Micro-teaching 2 Lesson Plan due on 11:59pm on Thursday, May 12 (submitted on BBlearn)

Class	Date	Topic	Readings/Videos	• Assignment(s) Due
8	Mon. May 16 1:30-4:00	Indigenous Ways of Knowing & Micro-teaching	Watch videos on Blackboard: • Aboriginal Worldviews and Education Read and explore on Blackboard: • Inuit Holistic Learning Model • First Nation Learning Model • Métis Learning Model	• Pre-class assignment: Bring to class 2 questions for our **guest speaker** about Indigenous education • Bring to class your DRAFT Rubric Assignment (paper or electronic) • FINAL Rubric Assignment due 11:59pm on Monday, May 16 (submitted on BBlearn)
9	Tues. May 17 1:30-4:00	Teaching Large Classes & Disruptive students & Microteaching	Read "Addressing Students' Needs: Dealing with Disruptive Behavior in the Classroom": http://www.cirtl.net/node/2553 Read the "Issues/Solution Suggestions Table": http://www.4faculty.org/includes/108r2.jsp Videos on Blackboard: • Teaching Large Classes series (3 videos) Tools for Teaching: Ch.18 Encouraging Student Participation in the Large Enrolment Course (pp. 168 – 173)	• Pre-class assignment: Bring to class 2 questions for our **guest speaker** about teaching large classes and/or disruptive students • Micro-teaching 2 Delivery Group A (Reflections due next class)
10	Weds. May 18 1:30-4:00	Micro-teaching & Academic Integrity, and Course Wrap Up	**Section "II. Academic Misconduct Defined"** of the *Regulations on Student Academic Misconduct* located at: http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf Carnegie Mellon University's Eberly Centre – Solve a Teaching Problem (*"Students cheat…" in the Grading & Assessment section*): http://www.cmu.edu/teaching/solveproblem/strat-cheating/index.html Tools for Teaching: Ch. 38 Promoting Academic Honesty (pp. 345 – 361) Ch. 59 The Last Day of Class (pp. 529 – 533)	• Micro-teaching 2 Delivery Group B • Micro-teaching 2 reflection due

Additional readings and "mini-topics" may arise to address your collective interests and concerns.