

WELCOME TO *FUNDAMENTALS OF UNIVERSITY TEACHING!*

As an academic, much of your life is devoted to teaching – whether lecturing, leading discussions, marking, supervising, designing courses and assessments, and more. Yet few academics have the opportunity to systematically develop their teaching abilities, build a scholarly knowledge base about teaching, reflect on how the various elements of their teaching practices fit together, or actively cultivate a critically informed, teaching persona as **disciplinary** practitioners teaching from a deeply-rooted academic perspective.

Fundamentals of University Teaching is the first level of the University Teaching Certificate (UTC) Program, designed to provide you with the necessities for development as **scholarly** teachers engaged in evidence-based, theoretically-informed pedagogy and course-design – which makes it useful to any academic in any teaching role, from full-time faculty members to graduate assistants. The UTC Program is **academic** in its scholarly basis, emphasis on critical reflection, and rigorous assessment -- yet it is designed to be immediately flexible, adaptive, and **practical**, encouraging academics to apply what they are presently learning to their work as teachers as they are completing the program.

As with every certificate in the UTC Program, *Fundamentals of University Teaching* is founded on several key assumptions: that academics of all disciplines can make use of evidence-based, research-informed teaching practices; that critical reflection on scholarly information, in combination with cycles of practice and feedback, can improve any teacher's effectiveness; that all academics have the potential to become more effective teachers; that there are many kinds of effective teaching; and that the best teachers draw upon a store of knowledge and skills to adapt to changing circumstances.

WHY SHOULD I COMPLETE *FUNDAMENTALS OF UNIVERSITY TEACHING*?

Glad you asked! There are many reasons to complete this certificate, but to save time we've listed just a few . . .

1. **Formal recognition.** Those who complete this level of the UTC Program will receive a certificate in the *Fundamentals of University Teaching*, as well as a certificate in *Supporting Learning* accredited by the Staff and Educational Development Association (SEDA). Completion of this certificate means you are formally recognized as having completed a practical, well-founded, innovative, and high-quality program accredited within SEDA's internationally-recognized framework.
2. **Strategic and systematic development of knowledge, skills, attitudes, and values.** Completion of the certificate means you have participated in a carefully-designed program that is regularly reviewed and revised (internally and externally) to ensure that it meets participant needs.
3. **Better teaching and learning experiences for you and your students.** As a scholarly teacher of your discipline, you will draw upon empirical and theoretical information to maximize student learning, resulting in better learning experiences for your students – and better teaching experiences for you!
4. **Entry into a scholarly community of practice.** By participating in, and completing, this certificate you join an informal community of practice centred around scholarly teaching. This community provides opportunity for mutual support, resource-sharing, socializing, problem-solving, and collaboration.
5. **Save time and effort.** Learning effective pedagogical strategies means you don't have to waste time dealing with unnecessary problems and creating lessons and assignments that don't achieve their goals. You will be able to use your teaching time wisely, efficiently, and effectively.
6. **Create an excellent teaching dossier.** You will receive the support you need to create a teaching dossier that will impress your evaluators – and, afterwards, tenure and promotion committees.

WHO MAY COMPLETE *FUNDAMENTALS OF UNIVERSITY TEACHING*?

Potential participants include all academics at the University of Windsor – early career faculty, tenured faculty, sessional instructors, graduate students, and staff who are involved in teaching roles.

HOW LONG DOES IT TAKE TO COMPLETE THE CERTIFICATE?

Standard completion time for *Fundamentals of University Teaching* is approximately one calendar year (September to August), averaging 5-6 hours per week for most people. You may wish to complete the certificate in two calendar years, in which case the average time needed per week will be around 3 hours.

HOW DO I REGISTER?

To be admitted into this certificate level you must submit (to pottermk@uwindsor.ca):

- A CV;
- A letter of application that includes your reasons for applying and a summary of all of your teaching, and prior teaching development, activities;
- If you are a graduate student, a letter or email from your supervisor/advisor.

Your application will be reviewed by the program administrators, one of whom will contact you within two weeks to inform you of the decision.

Once you have been registered, you will be assigned a **mentor** who will be your primary point of contact while you complete the certificate. Your mentor will contact you to begin the process outlined below. While completing the certificate, you will meet regularly with your mentor to assess progress, identify areas of concern, reflect on what is being learned, and revise strategies as necessary.

NOTE: Because available spaces in the program are limited due to constraints of time, finances, and mentors, we may need to prioritize certain applicants from time to time. First preference is given to full-time University of Windsor faculty; second to University of Windsor doctoral candidates, post-doctoral fellows, and sessional instructors; third to others who perform teaching functions at the University of Windsor and Master's candidates; fourth to those who teach at other institutions.

WHAT DOES *FUNDAMENTALS OF UNIVERSITY TEACHING* INVOLVE?

Learning Plan

Your mentor will work with you to complete your learning plan – a collection of documents that takes account of your teaching development to date, specifies your personal development goals, and begins the process of strategizing how you can get what you need from the program. The learning plan, which contains baseline documents and strategic documents, helps us ensure that the certificate is relevant to you.

Baseline documents identify your beliefs, values, attitudes, and practices at entry. They include a) a teaching philosophy and statement of what it means to be a teacher of the participant's discipline; b) a questionnaire about teaching, learning, and the responsibilities of teachers and students to each other, intended to clarify your beliefs

and values; c) a Teaching Goals Inventory (Angelo and Cross 1993); d) a Teaching Perspectives Inventory; d) the Zinn Philosophies of Adult Education Inventory; e) an Approaches to Teaching Inventory (Prosser and Ginns 2005).

Strategic documents help you use the program to your advantage. They include a) a statement of your goals as a participant in the program; b) an identification of possible obstacles you might encounter as you work toward the achievement of those goals; and c) a tentative strategy for the achievement of those goals through completion of program elements, and potential obstacles to overcome. This strategy will be periodically reviewed.

Two Courses

Learning-Centred Teaching in Higher Education: Principles and Practice (36 hours, typically one semester) exposes you to a variety of fundamental ideas and practices in scholarly teaching. You will learn how to find and use scholarly information about teaching and learning and practice planning strategies to deal with common issues and topics. Course content includes active learning methods in large classes, diversity and inclusivity, teaching critical thinking and problem solving skills, case-based teaching, discussion-based teaching, and the use of feedback to support learning. You are expected to adapt what you learn to suit your own disciplinary teaching context.

Course Design for Constructive Alignment (36 hours, typically one semester) introduces you to effective principles and practices regarding syllabus creation, sequencing of course content, cohesion of a course with other courses, identifying what students can be expected to know, predicting time needed for completion of course requirements, creating effective learning outcomes, aligning outcomes with lessons and assessments to support deep learning, and using multiple means to regularly evaluate the quality of the course and teaching. By the end of the course, you should have a well-designed course that your department would be pleased to offer.

One Half-Course

You choose one of three half-courses to complete: *Leading Effective Discussions, Lecturing and Presentation, or Online Education*. Each half-course is 18 hours (typically six weeks). These half-courses do not involve any graded work, as they focus on experiential cycles of practice and feedback and the application of particular techniques.

Teaching Dossier

The teaching dossier must be submitted to demonstrate that you have satisfactorily completed each element of the program. Your dossier will be reviewed by two program administrators, who will assess whether mastery of the outcomes has been sufficiently demonstrated. In addition to standard components of a teaching dossier (such as a teaching philosophy, a summary of your teaching experience, etc.), your dossier must include:

- 1) **Program Documents:**
 - a) Your initial learning plan (baseline and strategic documents);
 - b) A revised set of baseline documents;
 - c) A completed outcome checklist;
 - d) An explanation of the relationship between the program-level learning outcomes and the evidence provided **and** reflections on your development over the course of the program, as revealed in the documentation provided.
- 2) **Evidence that all program-level outcomes and values have been achieved.** These may include:
 - a) Assignments completed in any or all of the courses;
 - b) Lesson plans, assessment tasks, and/or courses developed;
 - c) Reflections completed (such as entries from a teaching journal);
 - d) Course evaluations;
 - e) Any other documentary evidence that you can find.

Your mentor will help you with the dossier preparation process, and will work with you to ensure that your dossier includes all of the necessary components.

Program-Level Learning Outcomes for <i>Fundamentals of University Teaching Certificate</i>				
	Planning, Reflection, Dossier	Learning-Centred Teaching in Higher Education	Course Design for Constructive Alignment	One of: <i>Leading Effective Discussions, Lecturing/ Presentation, or Online Education</i>
By the end of this program the successful participant should be able to . . .				
1 - Draw on multiple teaching strategies, background knowledge, and reflective insight to adapt practice	X	X	X	X
2- Identify the presuppositions inherent in his or her teaching practices, change them as needed, justify, and use them to explicitly inform practice	X		X	
3 - Evaluate the effectiveness of their own assessment practices and adapt according to contextual variables and actual outcomes.	X	X	X	
4 - Respond constructively to common issues in post-secondary teaching and learning	X	X	X	X
5 - Critically reflect, discuss, analyze, and evaluate educational concepts, beliefs, values, practices, issues, orientations, philosophies, strategies and outcomes to guide practice	X	X	X	X
6 - Find and evaluate scholarly information on teaching and learning and use it to guide practice	X	X	X	
7 - Design and use curricula, assignments, and lessons that inspire and support deep learning	X	X	X	X
8 - Design effective learning outcomes, aligned with learning experiences and assessment	X	X	X	
9 - Support student learning by building rapport with students, attending to multiple styles or modes of learning, proactively minimizing non-pedagogical conflict, and otherwise creating learning-centred classroom atmosphere	X	X	X	X
SEDA Outcomes for <i>Supporting Learning Certificate</i>				
Identify their own professional development goals, directions or priorities	X			
Plan for their initial and/or continuing professional development	X			
Undertake appropriate development activities	X	X	X	X
Review their development and practice, and the relations between them	X	X	X	X
Use a variety of appropriate approaches to enable learning	X	X	X	X
Use a variety of methods for evaluating their role in supporting learning	X		X	
Inform their professional role with relevant strategy, policy and quality considerations	X	X	X	
SEDA Professional Development Framework Values				
An understanding of how people learn	X	X	X	X
Scholarship, professionalism and ethical practice	X	X	X	X
Working in and developing learning communities	X	X	X	X
Working effectively with diversity and promoting inclusivity	X	X	X	X
Continuing reflection on professional practice	X	X	X	X
Developing people and processes	X	X	X	X