

## WELCOME TO *THEORY AND PRACTICE OF SCHOLARLY TEACHING!*

Welcome to the second level of the University Teaching Certificate (UTC) Program! By completing a certificate in *Theory and Practice of Scholarly Teaching* you will broaden and deepen your cognitive, performative and affective knowledge of scholarly teaching in the systematic, active and scholarly manner to which you became accustomed when you completed the first certificate in the UTC Program.

This is your opportunity to intentionally build your identity and repertoire as a scholarly teacher of your discipline, reinforce and apply techniques you have learned, and explore the beliefs and values that make you unique and effective. With the support of your mentors, instructors and colleagues, you will develop as a **scholarly** teacher engaged in evidence-based, theoretically-informed pedagogy, course-design and assessment. Like *Fundamentals of University Teaching*, this certificate level is **academic** in its scholarly basis, emphasis on critical reflection, and rigorous assessment -- yet 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.

Yet *Theory and Practice of Scholarly Teaching* takes both of those aspects – the academic and the practical – and provides you with deeper engagement. This level is even *more* practical (through ongoing cyclical teaching observations, strategy, and adaptation) while also *more* academic (through Inquiry-driven engagement with the beliefs and values integral to your teaching identity, and critical examination of the literature).

Like every certificate in the UTC Program, *Theory and Practice of Scholarly 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 *THEORY AND PRACTICE OF SCHOLARLY 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 *Theory and Practice of Scholarly Teaching*, as well as a certificate in *Learning, Teaching and Assessing* from the Staff and Educational Development Association (SEDA), based in the United Kingdom. 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. **Deepen and enhance what you learned in *Fundamentals of University Teaching*.** This certificate is specifically designed to deepen, enhance, and reinforce what you learned in the first UTC certificate – while also providing you with new knowledge and skills.

3. **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.
4. **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!
5. **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.
6. **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.
7. **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 *THEORY AND PRACTICE OF SCHOLARLY TEACHING*?

Anyone who: **a)** has completed the UTC certificate in *Fundamentals of University Teaching*, and **b)** is presently teaching in some capacity is eligible to register in *Theory and Practice of Scholarly Teaching*. Those who meet the first criterion but not the second are invited to contact the UTC Program Administrator ([pottermk@uwindsor.ca](mailto:pottermk@uwindsor.ca)) to discuss alternative arrangements.

### HOW LONG DOES IT TAKE TO COMPLETE THE CERTIFICATE?

Standard completion time for *Theory and Practice of Scholarly 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 send the UTC Program Administrator ([pottermk@uwindsor.ca](mailto: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 of support from your supervisor/advisor.

Your application will be reviewed by the Program Administrator, who will contact you within two weeks to inform you of the decision.



As with the first certificate level, 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 THEORY AND PRACTICE OF SCHOLARLY TEACHING INVOLVE?

### Learning Plan

As in *Fundamentals of University Teaching*, you will submit a learning plan at the beginning. Some of the documents may be drawn from the summative dossier you submitted to complete the first certificate; others will need to be created anew. 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.

### Courses and Half-Courses

**The University Teaching Practicum** (roughly 72 hours, September to April, biweekly) takes a learning-community approach to teaching development. While enrolled in this course you will be observed in class multiple times by your instructors and colleagues. Each observation will be followed by feedback, including suggestions for improvement. At the biweekly meetings, you will discuss the feedback you've received and plan strategies to build on your strengths and address your challenges. In addition, some meetings will be devoted to address teaching and learning issues, topics, and concerns that have been identified by you and your colleagues – so much of the course content is up to you!

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Contact: Centre for Teaching and Learning  
ctl@uwindsor.ca, (519) 253-3000 x4831

***Theory and Philosophy of Scholarly Teaching*** (36 hours, winter semester, weekly) is your opportunity to dig into the teaching and learning literature and use it to make sense of who you are as a teacher – what you *believe* and *value* about teaching, learning, assessment, students, all of it – and how your identity is realized in your practices. By the end of the course, you should have a strong, defensible conception of why you teach the way you do, why it matters, why your approaches are worth respecting. At the same time, however, you’ll also develop an understanding of why those who hold very different beliefs and values regarding teaching believe what they do.

***Authentic Assessment*** (18 hours, fall semester, six weeks) is a half-course intended to help you design assessment tasks that make sense to students and prepare them for the professional and disciplinary worlds they care about. This active-learning experience will give you practical experience with the concepts of authenticity, alignment, validity, fidelity, integrity and more – all adapted to your disciplinary context.

Finally, you get to choose ***one of four half-courses*** to complete: *Leading Effective Discussions, Lecturing and Presentation, Online Education, or E-Learning the Extra-Curricular*. 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

This step will be a lot easier for you the second time around! 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>Theory and Practice of Scholarly Teaching Certificate</i>					
By the end of this program successful participants should be able to . . .	Planning, Reflection, Dossier	University Teaching Practicum	Theory and Philosophy of Scholarly Teaching	Authentic Assessment	One of: <i>Leading Effective Discussions, Lecturing/Presentation, Online Education, E-Teaching</i>
1 - Draw on multiple teaching strategies, background knowledge, and reflective insight to adapt practice	X	X	X	X	X
2- Identify the presuppositions inherent in their teaching practices, change them as needed, justify, and use them to explicitly inform practice	X	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	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	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
10 – Formulate answers to fundamental questions of education, drawing on scholarly theory and information where relevant	X		X		
11 – Frame and evaluate their teaching practices using a variety of pedagogical orientations, philosophies and theories	X		X		
SEDA Outcomes for <i>Learning, Teaching and Assessing Certificate</i>					
Identify their own professional development goals, directions or priorities	X	X	X		
Plan for their initial and/or continuing professional development	X	X	X		
Undertake appropriate development activities	X	X	X	X	X
Review their development and practice, and the relations between them	X	X	X	X	X
Use a variety of methods for evaluating their teaching roles	X	X	X	X	X
Inform their professional role with relevant strategy, policy and quality considerations	X	X	X	X	X
Extend their use of learning, teaching and assessment approaches	X	X		X	X
Contribute to the processes of module or programme design	X	X		X	X
Provide support to students on academic or pastoral issues	X	X			
SEDA Professional Development Framework Values					
An understanding of how people learn	X	X	X	X	X
Scholarship, professionalism and ethical practice	X	X	X	X	X
Working in and developing learning communities	X	X	X	X	X
Working effectively with diversity and promoting inclusivity	X	X	X	X	X
Continuing reflection on professional practice	X	X	X	X	X
Developing people and processes	X	X	X	X	X