



Higher Education
Quality Council
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The Effects of Long-Term Systematic Educational Development on the Beliefs and Attitudes of University Teachers – Appendix

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Published by

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Cite this publication in the following format:

Potter, M. K., Kustra, E., Ackerson, T., & Prada, L. (2015). *The Effects of Long-Term Systematic Educational Development on the Beliefs and Attitudes of University Teachers – Appendix*. Toronto: Higher Education Quality Council of Ontario.



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Appendix A: SOLO Rubric for Teaching Philosophy Evaluation

SOLO Level	Score	Criteria
Prestructural	1	<ul style="list-style-type: none"> • Incorrect – not a teaching philosophy • No teaching philosophy provided
	2	<ul style="list-style-type: none"> • Unistructural in part but not quite a teaching philosophy
Unistructural	3	<ul style="list-style-type: none"> • Focused on one aspect (beliefs, values or practices) • Oversimplified • No sense of importance or meaning conveyed • No significance of parts to whole conveyed • Reduced to one context • One concept overapplied • If there is a list, all are aspects of one concept
	4	<ul style="list-style-type: none"> • Unistructural with at least one multistructural element
Multistructural	5	<ul style="list-style-type: none"> • Multistructural in part but at least one unistructural element (i.e., still reduced to one context)
	6	<ul style="list-style-type: none"> • Increase in quantity of ideas • List using multiple concepts – but: <ul style="list-style-type: none"> ○ No clear relationships between them ○ No meta-connections between concepts or categories ○ Meaning and significance of them is unclear ○ Disorganized and unstructured ○ Parts unrelated to whole
	7	<ul style="list-style-type: none"> • Multistructural with at least some superficial connections/relationships indicated
Relational	8	<ul style="list-style-type: none"> • Relational with at least one multistructural element
	9	<ul style="list-style-type: none"> • Elements are connected and/or integrated into a whole • Some meta-connections made among concepts/categories • Connections made between facts, theories, ideas, behaviours, purposes, etc. • Conveys attempts to create a meaningful structure
	10	<ul style="list-style-type: none"> • Relational with some generalization, extension and/or abstraction
Extended Abstract	11	<ul style="list-style-type: none"> • Extended abstract for the most part but some elements missing
	12	<ul style="list-style-type: none"> • Relational plus: <ul style="list-style-type: none"> ○ Conveys a coherent identity that integrates disciplinary and on-disciplinary elements, teaching, research, service, personal experiences ○ Reasons forward to deduce/predict consequences, applications, implications ○ Conveys sense of how ideas can be used for self-assessment and refinement ○ Principles abstracted and generalized • Learning from multiple components of UTC is integrated

Appendix B: Focus Group Outline and Questions

	START Recording
Ice Breaker (5 min)	Question 1 (5 min): <i>Are good teachers born with the skill or can it be developed over time?</i> <i>(ensure model ‘popcorning’ so participants build and layer on each other’s comments)</i>
Part One (20 min)	Perceptions of the program (20 minutes) START TAPE
	Question 1: What are the main reasons people enrol in the UTC? (7 min) <ul style="list-style-type: none"> • <u>Probe 1</u>: What do grad students and faculty hope to get out of the program? • <u>Probe 2</u>: When people think about attending, what do you think they are hoping to get?
	Question 2: What do you think they got out of UTC? (7 minutes) <ul style="list-style-type: none"> • <u>Probe 1</u>: Do you think they got what they expected? • <u>Probe 2</u>: Describe key pieces of learning that grad students and faculty took away from the UTC courses.
	REMEMBER CARDS Question 3: What did you think were the most beneficial parts of the program? Question 4: What were the parts of the program that had little or no benefit? <i>(Take a couple minutes and write on your 3x5 cards, then discuss – 6 min)</i> <ul style="list-style-type: none"> • <u>Probe 1</u>: What were the highlights of the program? • <u>Probe 2</u>: What seemed least helpful?
Part Two (25-30 min)	Influence of program on teaching (30 minutes)
	Question 1: What did you think people learn from the UTC courses that they use in their teaching now? (10 min) <ul style="list-style-type: none"> • <u>Probe 1</u>: How has your approach to teaching changed? • <u>Probe 2</u>: What has the response to your teaching been from your students? • Make sure that you probe for concrete examples
	Question 2: How might these key learning pieces be used by grad students and faculty in future teaching? (10 min) <ul style="list-style-type: none"> • <u>Probe 1</u>: Are there specific methods or approaches that you may not have had a chance to use but that may be useful in the future? • <u>Probe 2</u>: Are there other ways that the learning may be useful (such as a thesis defence, conference presentation, community group work, committees)?
	Questions 3: Was there anything additional that would be helpful to improve the UTC Program? (5 min)
Part Three (10 min)	Closure
	Question 1: Is there anything we haven’t asked you about the UTC that you think we should know? (up to 10 min)

Appendix C: The Courses in *Fundamentals of University Teaching*

Learning-Centred Teaching in Higher Education: Principles and Practice

The first course, *Learning-Centred Teaching in Higher Education: Principles and Practice*, is the foundation of the entire UTC Program. This course introduces academics to a variety of fundamental ideas and practices in scholarly teaching, helping them make connections between readings, lectures, discussions and approaches through the use of weekly questions, reflective writing and micro-teaching exercises. They are introduced to key concepts such as learning outcomes, constructive alignment and learning-centred approaches.

Academics learn to find and use scholarly information about teaching and learning, practice planning strategies to deal with common issues and topics, receive feedback (peer and instructor) on their teaching, practice reflecting on feedback and write reflective papers.

The course content, drawing upon the Society for Teaching and Learning in Higher Education's (STLHE) series of pedagogical *Green Guides*, includes active learning methods in the teaching of 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. Participants adapt what they learn to suit their own disciplinary teaching contexts.

Course Design for Constructive Alignment

The second course, *Course Design for Constructive Alignment*, builds upon the first (which is a pre-requisite), deepening participants' comprehension of scholarly teaching through specific attention to the implications of learning-centredness and intentional teaching, that is, making deliberate and well-reasoned choices in pedagogy, assessment and course design. Each week, participants create and submit a portion of a constructively aligned course using various ideas as they become relevant, such as threshold concepts, bottlenecks, prior learning assessment, deep and surface learning approaches, scaffolding, sequencing, authentic assessment and critical self-evaluation. All content is learned through immediate and recursive application to course design, refined through cycles of reflection and evaluation (self, peer and instructor). Participants are also encouraged to seek out exemplars in their own disciplines, to surface possibilities for effective disciplinary course design beyond the scope of this course.

Leading Effective Discussions, Lecturing, Online Education and the Instructional Skills Workshop

Participants choose one half-course that is most relevant for their development. Each of these half-courses focuses on practical application of a narrow scope of pedagogical practices, involving at least one session of micro-teaching and feedback. The half-courses are each offered at least once per year free of charge to all members of the University of Windsor community, including academics who are not enrolled in the UTC Program. This feature has made them valuable introductions to the program and many participants enrol after experiencing one of these half-courses. The half-courses do not involve any graded work, as they focus on experiential cycles of practice and feedback rather than rigorous assessment. Nevertheless, participants must demonstrate in their dossiers that their work in their chosen half-course helped them achieve the course learning outcomes.



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