



COURSE OUTLINE

COURSE NUMBER:	DMISC 23037 1802
COURSE NAME:	Teaching and Presenting in an Academic Setting
COURSE PRE-REQUISITE(S):	Planning & Preparing to Teach
INSTRUCTOR:	Joan Zaretsky
INSTRUCTOR CONTACT:	izaret@mymts.net
DATES AND TIME:	February 28 – April 4, 2019 6 Thu, 6:00 p.m. – 9:00 p.m.
EXAMINATION DATES:	No Examination

Authorized equipment for all exams will be pens, pencils, and eraser. Unauthorized equipment or material will include all electronic devices, including cell phones and written course material. Your instructors may authorize additional material or equipment for this course.

Photo ID will be required for all PACE exams.

COURSE DESCRIPTION:

This course provides students with the opportunity to acquire a set of teaching strategies ranging from direct to highly interactive, facilitative ones. As a result, they learn how to teach not just to their students but also, for, with and by them and meet both their cognitive and affective needs in the process. An important feature of this workshop is that all participants are provided opportunities to practice these diverse strategies and receive thoroughgoing feedback including videotape feedback.

LEARNING OUTCOMES:

Upon completion of this course participants will be able to:

- deliver instruction that is highly accessible and retainable by using the following deep teaching strategies:
 - maximizing the concrete (anecdotes, analogies, case studies, examples) while minimizing the abstract
 - asking audience-friendly questions (open ended, experienced base ones) that consistently require high-level critical and creative thinking
 - providing learners with a coherent (focus and direction) visual map of the content

- deliver instruction that is consistently relevant and personally meaningful to their learners by:
 - always placing the learning in a meaningful context
 - telling and soliciting personal stories related to course content
 - seizing opportunities for teachable moments
 - asking personal investment questions
- generate high levels of interaction with and among their learners by:
 - providing sufficient wait time for learners to respond to their questions
 - validating their responses
 - asking probing questions to generate substantial learner responses
 - consistently asking open ended, experience-based questions
- use technologies such as Powerpoint to deliver instruction effectively by:
 - using them in moderation to ensure that they serve as secondary stimuli
 - using the evolutionary approach of projecting points at the precise instant you intend to address it
- meet the diverse learning needs and styles of your learners by executing a variety of teaching strategies including inductive and facilitative ones
- building a healthy rapport with their learners and by teaching to both their cognitive and affective needs

DISCLAIMER:

Please consider this course outline as a general guide. Time constraints and other unforeseen factors may require some adaptation of the course materials.

LECTURE SCHEDULE:

SCHEDULE DATES	LECTURE TOPICS	INSTRUCTIONAL
Class 1 – February 28, 2019	<ul style="list-style-type: none"> • Overview of course syllabus; • Review of adult learning strategies; • Learning styles and multiple intelligences; • Principles of feedback. 	<ul style="list-style-type: none"> • Icebreakers and energizers will support teambuilding throughout all classes. • Assignments will be discussed with emphasis on the “delivery of a mini lecture” scheduled for the upcoming class. • The feedback form for the first assignment will be developed by evaluating sample forms and creating a class exemplar that builds on desired course outcomes.
Class 2 – March 7, 2019	<ul style="list-style-type: none"> • Delivery of mini lectures by all students. 	<ul style="list-style-type: none"> • Feedback session will follow each mini lecture, with feedback being offered by the course participants, student presenter and instructor.

<p>Class 3 – March 14, 2019</p>	<p>• Inductive teaching strategies:</p> <ul style="list-style-type: none"> • Rationale for use; • General characteristics; • Inquiry learning; • Problem-based learning; • Project-based learning; • Case-based learning; • Discovery learning; • Just-in-time learning. 	<p>Various inductive and facilitation strategies will be used to introduce the varieties of inductive teaching strategies and analyze their application to desired teaching contexts/outcomes. Upcoming assignment of inductive or facilitative teaching strategy will be reviewed in preparation for the next class. Review of feedback form as to improvements which could be made for next assignment.</p>
<p>Class 4 – March 21, 2019</p>	<p>Delivery of either an inductive or facilitative teaching strategy.</p>	<p>Feedback session will follow each teaching presentation, with feedback being offered by the course participants, student presenter and instructor.</p>
<p>Class 5 – March 28, 2019</p>	<p>Facilitation strategies:</p> <ul style="list-style-type: none"> • Rationale for use; • General characteristics; • The focused conversation; • The workshop method; • Other quick and easy strategies to spark inductive thinking and understanding. 	<p>Facilitation strategies will be employed to contrast the differences between direct teaching and facilitative instruction and to promote their effective usage. Upcoming assignment of mini-lecture or conference presentation will be reviewed in preparation for the next class. Review of feedback form as to improvements which could be made for final assignment.</p>
<p>Class 6 – April 4, 2019</p>	<p>Delivery of either a second mini-lecture or a conference presentation. Course wrap up.</p>	<p>Feedback session will follow each teaching presentation, with feedback being offered by the course participants, student and instructor.</p>

Remember to complete your course evaluation immediately after this course is complete. We take your feedback very seriously and use it to continually improve our courses and programs.

- **Full time course evaluations are available on NEXUS**
- **Part time and online course evaluations will be emailed to you**

This workshop/seminar is graded on the basis of Pass – Fail. A minimum attendance of 75% is required to receive a Pass.

VOLUNTARY WITHDRAWAL:

Students can voluntarily withdraw from a course up to the 75% point in a course without any academic penalty. Note that this does not include the hours for the invigilated exams. It is the student's responsibility to withdraw this course to ensure no academic penalty is incurred. Please consult the Registration Office or Academic Advisor for a **Request for Voluntary Withdrawal** form.

METHOD OF EVALUATION:

VALUE	ITEM OF WORK	DUE DATE
1. Delivery of a mini lecture.	See section on Assignment details below.	March 7, 2019
2. Delivery of either an inductive or a facilitative teaching.	See section on Assignment details below.	March 21, 2019
3. Delivery of either an inductive or a facilitative teaching strategy.	See section on Assignment details below.	April 4, 2019
4. Provision of positive and constructive feedback to their peers.	See section on Assignment details below.	March 7, & 14, 2019 and April 4, 2019

All applicable assignments must be typed, as well as formatted and referenced according to APA 6th Edition specifications. See the policy on the UWINNIPEG Academic Writing Standards.

MINIMUM GRADE:

Students must receive a minimum grade of “C”, or better, in all courses within the program requirements to graduate.

PARTICIPATION:

Participation is an important component of a meaningful learning process. Contributions to class activities, group work, and class discussion will enhance your academic success and contribute to a more positive and productive learning environment. Participation is a reflection of actively engaging in class room work and attentiveness to the contributions of others and the instructor. Participation is also a reflection of being present in the classroom in a timely fashion and not distracting others.

RESEARCH POLICY:

Students who plan to conduct research interviews, focus groups, surveys, or any other method of collecting data from any person, even a family member, must obtain the approval of the appropriate ethics committee before commencing data collection. Exceptions are research activities as a learning exercise to satisfy course requirements with no intent to publish as research.

POLICY FOR LATE ASSIGNMENTS:

- All assignments will be given a due date.
- Individuals who cannot meet the deadline and have a legitimate reason (i.e., illness supported by a medical certificate relative to the due date), must request an extension in writing from the instructor no later than the 24 hours before the deadline.
- Students who do not receive an extension from the instructor will receive a grade of zero on the assignment if the assignment is not submitted by the due date.
- It is the student's responsibility to retain an electronic copy of ALL assignments submitted for grading.

STUDENT HANDBOOK AND ACADEMIC REGULATION AND POLICY INFORMATION:

Refer to the [Student Handbook](#) for academic and general PACE policies. This information is also available on the UWinnipeg PACE website.

It is the students' responsibility to read the policies outlined in the PACE Student Handbook for all University of Winnipeg Academic regulation and policy information.

ACADEMIC MISCONDUCT:

Please refer to the Academic Misconduct Policy in the most recent version of the University of Winnipeg General Calendar, under Student Discipline, Section 8a, or see:

- [Academic Misconduct Policy](#)
- [Procedures: Academic Misconduct Policy](#)

UWINNIPEG RESPECTFUL LEARNING POLICY:

All students, faculty and staff have the right to participate, learn and work in an environment that is free of harassment and discrimination. The UW Respectful Working and Learning Environment Policy may be found online at www.uwinnipeg.ca/respect.

ACADEMIC ACCOMMODATIONS:

Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., note-takers) are encouraged to contact Accessibility Services (AS) at 786-9771 or accessibilityservices@uwinnipeg.ca to discuss appropriate options. All information about a student's disability or medical condition remains confidential. <http://www.uwinnipeg.ca/accessibility>.

UWPACE GRADING SYSTEM:

Letter Graded	Percentage	GPA	
A+	96-100	4.50	<u>Pass/Fail</u>
A	91-95	4.00	P Pass
A-	83-90	3.75	F Fail
B+	75-82	3.50	<u>Non-Graded</u>
B	70-74	3.00	CP Certificate of Participation (75% Attendance)
C+	66-69	2.50	NC No Certificate of Participation
C	57-65	2.00	<u>Special Designations</u>
D	50-56	1.00	I Incomplete
F	<50	0.00	TC Transfer Credit
			S Standing

DISCLAIMER:

Please retain a copy of this course outline for reference purposes and/or future academic endeavor.

Note: PACE archives course outlines in PDF format for a period of five years and charges an administrative fee for archived course outline requests.