

COURSE PLAN

1. INFORMATIONS

Group :	to come – 3 credits
Online course :	Moodle 2 : http://www.usherbrooke.ca/moodle2-cours/
Semester duration :	January 3 to April 24, 2020 (Break from March 2 to 6 ; statutory holiday April 13)
Synchronous sessions :	Tuesdays from 7pm to 9pm – Adobe Connect <ul style="list-style-type: none"> • January 21 • February 25 • March 31 • April 14

Important – dates limites de retrait ou d’abandon

Règlement des études, article 4.1.5 Modification du choix des activités pédagogiques

Date limite de retrait sans frais pour cette activité : 21 janvier 2020

Date limite d’abandon pour cette activité : 15 mars 2020

Les demandes de retrait, d’abandon ainsi que les demandes de délai pour une évaluation doivent être effectuées **auprès du programme** et non auprès de la personne enseignante. Coordonnées pour demander un retrait, un abandon ou un délai : cuefr@usherbrooke.ca

2. INSTRUCTOR INFORMATION

Professor:	Tanya Chichekian
Contact information :	tanya.chichekian@USherbrooke.ca Office (Longueuil Campus) : 12820 (819) 821-8000 or 1 800 267-8337 (toll free) extension (61816)
Availability :	By appointment (online or by phone). Expect a delay of 48-72 hours for an email response.

3. REQUIRED TEXTBOOK

- Svinicki, M. et McKeachie, W. J. (2013). *McKeachie’s teaching tips* (14th ed.). Belmont, CA : Wadsworth.

Other resources

- Peer-reviewed articles from higher education journals
- A variety of documents will be posted on Moodle as the course progresses (pedagogical artefacts, animated powerpoints, video clips, guides, etc.)

Required technological equipment

- Personal computer (laptop or other).
- Web camera, headset and microphone (or headset with integrated microphone) for the synchronous activities on Adobe Connect.
- High speed internet connection for the synchronous sessions and for downloading media files.

4. CONTEXT

EFD 966 is the equivalent of EPU 960 – Teaching in Higher Education, which is the required introductory course for the Graduate Microprograms ([MPES 9 credits or MPES Plus 15 credits](#)). This course provides students with an overview of the elements that define the role of a teacher in higher education. Those wishing to pursue with other courses in the MPES can contact : Dominique.Martel@USherbrooke.ca

Competencies targeted by the course

The main aim of this course is to prepare participants for teaching in higher education. As a result, those registered in the course EFD 966 – Teaching in Higher Education are required to draw on all competencies targeted:

- C1. To analyze critically and reflectively educational practices (learning and evaluation) by taking the stance of a practitioner/researcher.
- C2. To plan learning and assessment situations.
- C3. To develop activities and resources for learning and assessment.

5. OFFICIAL COURSE DESCRIPTION

Objectives

Adopt the stance of a practitioner/researcher to: (a) plan the development student-centered learning activities, (b) critically analyze learning activities, and (c) assess tools that support learning.

Content

The course content is framed under the Scholarship of Teaching and Learning (SoTL), a framework of expertise development in teaching with a focus on improving pedagogical practice. Topics include conceptions of teaching, learning and assessment, models of pedagogical planning, curricular alignment, motivational and cognitive characteristics of learners, student-centered instruction, and assessment of teaching practice.

6. PEDAGOGICAL METHODS

This course uses a diversity of active pedagogical methods, including reflective practice, discussion groups, problem-based, case-based, and project-based learning. The participants as a group are considered a community of practice, within which each person is expected to engage actively and regularly, especially during the on-line discussion activities (e.g., Adobe Connect sessions, discussion forums and working groups).

7. COURSE CALENDAR

The course activities contribute directly to the completion of the projects and are organized into four themes: (1) course design, (2) teaching, (3) learning, and (4) assessing. The different sections will be opened on the date indicated in the calendar. The number of hours indicated corresponds to the estimated completion time for each section.

Section 1	Section 2	Section 3	Section 4
Course Design January 7 to 28 (24 hours)	Teaching January 29 to February 26 (32 hours)	Learning February 27 to March 26 (32 hours)	Assessing March 27 to April 24 (12 hours)
<i>ADOBE CONNECT : January 21</i>	<i>January 21 : drop deadline with no penalty</i> <i>ADOBE CONNECT : February 25</i>	<i>March 2 to 6 - Spring Break</i> <i>March 15 : withdrawal deadline</i> <i>ADOBE CONNECT : March 31</i>	<i>April 13: No classes (Easter Monday)</i> <i>ADOBE CONNECT : April 14</i>

8. EVALUATION

Projects and Assessment

In this course there are **three projects** to complete : (1) the pedagogical capsule, (2) the analysis of a course plan (for a credited course), and (3) a critical assessment of an instructional practice (video analysis). Each of the projects may be assessed formatively before the final submission date. This assessment takes the form of constructive feedback provided by the instructor and by your peers. It serves to support your learning progress and to allow you to improve on your work, if necessary.

The section **PROJECTS AND EVALUATION** at the bottom of the home page will be updated as we progress in the course. It includes information about the following :

- the instructions for the projects;
- the rubrics for assessment;
- a forum for questions about the projects.

PROJECT 1 : PEDAGOGICAL CAPSULE

Targeted competencies : C1, C3 | Final submission : January 28, 2020

The pedagogical capsule must provide a synthesis of the underlying teaching and learning methods in your disciplines. You must describe through illustrative examples (1) how classes are taught in your discipline generally; you may also choose to focus on a specific course, (2) how do students learn and interact during class time, and (3) what constitutes as assessment in your chosen course(s).

The synthesis must be based on at least three references in higher education. It should be written in a language intended for an audience of teaching practitioners. The capsule can be presented as an article (max. 3 pages), a powerpoint poster presentation or infographic accompanied by a commentary or an animated video (max. 5 minutes).

PROJECT 2 : CRITIC OF INSTRUCTIONAL PRACTICE

Targeted competencies: C1, C2, C3 | Final submission: March 3, 2020

To complete this project, you will have to choose a video from a set that will be provided to you and take a critical viewpoint to assess the instructional practice. This project will be completed in two phases: (1) You must decide on a set of observational criteria and make a table with observable indicators and (2) You must select segments of video and criticize on the strength and weaknesses of the instructional practice for each of your selected criteria (5 pages).

For this project, it is suggested that you use a course plan from an existing course.

This project is composed of two parts : (1) the analysis of the course plan and (2) the improvement of the course

PROJET 3 : COURSE PLAN ANALYSIS

Targeted competencies : C1 | Final submission : April 2, 2020

plan alignment using a backward design. You may choose to present this project as a written assignment (max. 8 pages) or a powerpoint presentation with commentary (max. 10 minutes) accompanied by your script as pedagogical notes (max. 5 pages).

For this project, you must:

- a). Identify the **contextual information** (e.g., domain, discipline, academic requirements, teaching methods, learning outcomes, forms of assessment) taken into account for the planning of the specific course.
- b). Justify, with the support of the literature in higher education, the relevance of the changes you would make regarding the different components of the course plan. Make sure your pedagogical choices render to a better alignment regarding the teaching, learning, and assessment methods you modify.

Final submission due dates for Projects 1, 2, and 3: January 28, March 3, April 2, 2020.

Presentation and submission of assignments

- Considering the diversity of work completed in the course EFD 966, it is not necessary to follow the rules for presentation of written work of the Faculty of Education. However, the presentation of bibliographical references must conform to the rules outlined in the [Guide de présentation des documents écrits pour les travaux, essais, mémoires et thèses](#).
- The **final version** of each assignment **must be posted** at the bottom of the Moodle course page. It must be written in Word to facilitate the inclusion of comments when providing feedback. Each submission must include the name of the assignment, your last name, your first name, and the date of the submission (for example for assignment 1: Assignment1_LastName_FirstName_yearmdd.docx).

Grading

Final grades will appear either as R (Success) or E (Failure). The code "IN" (incomplete) will appear on the transcript if a student had requested an extension of the deadline to complete the course requirements. The code "AB" indicates that the course was dropped and "W" will refer to a withdrawal.

Pour la **réussite** du cours, tous les travaux remis doivent se conformer aux exigences demandées, un échec à l'un des travaux entraîne automatiquement un échec du cours.

- Important deadlines for the winter semester :
 - January 21, 2020 : course drop or change deadline without penalty
 - March 15, 2020 : course withdrawal with penalty

The grade «W » will be assigned if :

- The student does not hand in any of the assignments during the course
- The student does not hand in any of the assignments after an extension has been granted
- The student drops the course after the deadline January 21, 2020.

9. STUDENTS' RIGHTS AND RESPONSABILITIES

The [Règlement des études](#) contains the faculty and institutional regulations, in particular the rules that apply to graduate programs, mastery of language, and discipline, all of which apply to the students in this course.

Respect for deadlines

In case of inability to submit work because of illness or extenuating circumstances, the student must fill out an [online form](#) as soon as possible. Upon receipt of the form, the coordinator of the department will contact you to reach an agreement that will be approved by the person in charge of the programs. Otherwise, article 4.5.1.2 of the *Règlement des études* applies.

Late submissions without requests for delays

The instructor informs the student by email that he/she refuses the work and c.c.'s the coordinator of the CUEFR who is responsible for the follow-up. A decision is then communicated to the student as well as to the instructor.

Two possible decisions can take place:

- (1) The student receives the grade of E (Fail) for the course;
- (2) Additional time is granted for major reasons beyond the control of the participant.

Offenses (article 9.4.1 of the *Règlement des études*)

An offense is any act or strategy used to cheat for the purpose of academic achievement or success in a pedagogical activity. Without limiting the general sense of the preceding statement, the following, among others, are considered offenses:

- Plagiarism, meaning the act of using, in an assessment activity, the writing or ideas of another or others as one's own
- Submitting, without prior authorization, the same work as in a previously enrolled course.

Complimentary resources for plagiarism : <https://www.usherbrooke.ca/ssf/antiplagiat/>

Attention to the quality of language

You are strongly encouraged to do careful proofreading of your assignments prior to the final submission.

Grade Review

All students have the right to request a review of their final grade according to certain terms and conditions ([article 4.5.1.5](#)).

10. BIBLIOGRAPHY**RECOMMENDED BOOK**

Svinicki, M., & McKeachie, W. J. (2013). *McKeachie's teaching tips* (14^e éd.). Belmont, CA : Wadsworth.

COURSE DESIGN

Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher Education*, 32, 347-364.

McAlpine, L. (2004). Designing learning as well as teaching : A research-based model for instruction that emphasizes learner practice. *Active Learning in Higher Education*, 5(2), 119-134.

Wiggins, Grant, and McTighe, Jay. (1998). Backward Design. In *Understanding by Design* (pp. 13-34). ASCD.

TEACHING

Barrett, T. (2005). Understanding problem-based learning. In T. Barrett, M. Labhrainn et H. Fallon (eds.), *Handbook of Enquiry & Problem Based Learning*. Galway : CELT.

Trigwell, K., Martin, E., Benjamin, J., et Prosser, M. (2000). Scholarship of teaching: A model. *Higher Education Research and Development*, 19(2), 155-168.

Williams B. (2005). Case based learning--a review of the literature: is there scope for this educational paradigm in

prehospital education?. *Emergency medicine journal : EMJ*, 22(8), 577–581. doi:10.1136/emj.2004.022707

LEARNING

Halverson, E. R., & Sheridan, K. M. (2014). The maker movement in education. *Harvard Educational Review*, 84(4), 495–504.

Thai, N. T. T., De Wever, B., & Valcke, M. (2017). The impact of a flipped classroom design on learning performance in higher education: Looking for the best “blend” of lectures and guiding questions with feedback. *Computers & Education*, 107, 113–126.

Wright, G. B. (2011). Student-centered learning in higher education. *International Journal of Teaching and Learning in Higher Education*, 23(3), 92-97. <http://eric.ed.gov/?id=EJ938583>

ASSESSMENT

Boud, D., et Falchikov, N., (2006) Aligning assessment with long-term learning. *Assessment and Evaluation in Higher Education*, 31(4), pp. 399-413.

Gibbs, G., et Simpson, C. (2004). Conditions under which assessment supports students’ learning. *Learning and teaching in higher education*, 1(1), 3-31.