EXPLORER INNOVATOR PIONEER ADVENTURER VISIONARY TRAILBLAZER

Welcome
New Faculty Orientation
July 11, 2012
TEACHING THEME
EUNICE FRIESEN

Associate Director
University Teaching Services
University of Manitoba

“Coming alongside”
developing teachers
Meet the Team!

**Mark** G. Torchia (Director)

**Eunice** Friesen (Associate Director)  
*Syllabus, Dossiers, Teaching Strategies, etc.*

Information Technologists:  
**Sol** Chu  
**Ryan** Nicolson  
*Teaching with Technology, D2L, Blogs, Wikis*

**Rita** Froese (Publications Coordinator, Graphic Design)  
*Path to Pedagogy Publication*

**Erica** Jung (Program Administrator)  
*Certificate in Higher Education Program for Graduate Students*

**Val** Tautkus (Office Manager/Administrative Assistant)
EFFECTIVE TEACHING = STUDENT SUCCESS
Characteristics of Effective Teachers

- Group Interaction
- Organization & Clarity
- Instructor-Individual Student Rapport
- Analytic/Synthetic Approach
- Dynamism & Enthusiasm

Supportive Environment
mentor, department, peers
Characteristics of Effective Teachers

- Requires knowledge of:
  - Group Interaction
- Opportunity to be mentored, practice and receive feedback on:
  - Instructor-Individual Student Rapport
- Dynamism & Enthusiasm

Requires knowledge of:
- Analytic/Synthetic Approach
- Opportunity to be mentored, practice and receive feedback on:

SUPPORTIVE ENVIRONMENT
mentor, department, peers
Organization & Clarity

Requires knowledge of design and development of:
  - Syllabus
  - Lesson plans
  - Course objectives
  - Learning objectives
  - Ass't & evaluation tools

Opportunity to be mentored, practice and receive feedback on:
  - Lesson plans
  - Learning objectives
  - Level of organization in classroom teaching
  - Assessment plans and practices
  - Syllabus
  - Type and quality of feedback given to students

Rubrics
MCQ
Dynamism & Enthusiasm

- Communicating enjoyment in teaching
- Self-confidence
- Enthusiastic instructional strategies
- Opportunity to be mentored, practice and receive feedback on:
  - Level of preparation
  - Presentation style—voice, dress, non-verbal behaviour
  - Degree of practice

Requires knowledge of:

- Engaging presentation styles
- Effective communication
- Performance Skills
- Effective use of non-verbal behaviour
Issues of power relationships

Feedback skills

Diverse student population

Interpersonal skills

Communication skills

Conflict resolution skills

Requires knowledge of:

Opportunity to be mentored, practice and receive feedback

Interpersonal communication with students

Ability to relate to a diverse group of students

Classroom treatment of students

Type and quality of feedback given to students

Responses to student-initiated communication

Written communication in syllabus, assignment feedback, etc.
Theoretical understanding of how people learn

Active learning approaches

Requires knowledge of:

Characteristics of today's students

Theoretical basis of motivation

Instructional strategies

Characteristics of effective public speaking

Group Interaction

Opportunity to be mentored, practice and receive feedback on:

Motivating students

Presenting clear, precise, effective content

Engaging students

Managing class discussions

Designing and managing groups
UNIVERSITY TEACHING SERVICES
WELCOMES YOU!

Your home for enriching teaching & learning.

UTS
UTS Programs & Services
Mission Statement

Follow us on Twitter!

Professional Dev.
New Faculty Program
Teaching Workshops
Grad Workshops
CHET
Sessional Instructors

Teaching Resources
Handbook
Newsletter
Teaching and Learning Objects
Library
Conferences
Teaching Dossier

Awards
STRR
Faculty / Department Awards
University 1
U of M
Graduate Students’ Association

Desire2Learn Opportunities for Training...

Information Services & Technology (IST) and University Teaching Services (UTS) have scheduled Desire2Learn (D2L) learning opportunities that explore both the technical and pedagogical principles for its effective use.... Read more

Grants Program

Intercultural Education Grants

University Teaching Services
200-214 Isbister Building - 143 Dalnee Road

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TEACHING HANDBOOK

There is a free print copy available for new faculty. To claim your copy, please visit us at 208-214 Isbister Building.

It is also available as a pdf at:
http://bit.ly/ISu8Sx
QUESTIONS?
EMMA KEPRON
Assistant Librarian
University of Manitoba
Libraries
umanitoba.ca/libraries
How can the library help your teaching?

The best places to get to know on our website

- Subject Guides
- One Stop Search
- Find
- Services
- Collections
- About us
Current (soonish)

New

EXPLORER INNOVATOR PIONEER ADVENTURER VISIONARY TRAILBLAZER

University of Manitoba

Elizabeth Dafoe Library
Construction Update

The University of Manitoba is a research-intensive, comprehensive, and highly ranked public university located in Winnipeg, Canada. It is one of Canada's top universities, consistently ranked among the world's top 200 institutions. The University of Manitoba offers a wide range of undergraduate, graduate, and professional degree programs across multiple faculties, including Arts, Science, Business, Agriculture, Engineering, Architecture, Nursing, and many more. It is committed to excellence in research, teaching, and service, fostering a diverse and inclusive community. The university is also home to various research centers, institutes, and partnerships, enhancing its reputation for innovation and impact in Canada and beyond.
The top 5!
The top 5!
Subject Guides A-Z

Aboriginal Health
by Janice Linton - Last Updated Mar 14, 2012
First Nations, Metis and Inuit health information

About Donald W. Craik
by S. Norma Godavari - Last Updated Sep 21, 2011
About the Library’s namesake, Donald W. Craik.

Academic Health Sciences Leadership Program
by Carol Cooke - Last Updated Feb 8, 2012

Accounting & Finance
by Lois Macdonald, Ganga Daskshnamurti - Last Updated Apr 11, 2012
Accounting, Finance and Management Information Systems

Actuarial Studies
by Lois Macdonald, Ganga Daskshnamurti - Last Updated Apr 11, 2012
Warren Centre

Agriculture and Agricultural Economics
by Shanda House - Last Updated Oct 7, 2011

Alumni Services
by Mary Lochhead - Last Updated Sep 9, 2011
The University of Manitoba Libraries invites Alumni members to continue using Libraries resources and services.

Anesthesiology
by Carol Cooke, Judy Littleford - Last Updated May 2, 2012

Animal Science
The top 5!
Requesting material
The top 5!
Library Account and PIN
Document Delivery

The University of Manitoba Libraries' Document Delivery departments allow students, faculty and staff of the university to request materials from other institutions.

Registration for first time users
If you have not used the Document Delivery service before, use this form to register so you can start making requests.

Patron Request Form
University of Manitoba patrons wishing to borrow materials from other institutions

Send via E-mail
Get a scanned copy of an article held in the University of Manitoba Libraries collection. Delivery in 2-5 working days.

Instructions for University of Manitoba library patrons
Information for patrons borrowing materials not at the University of Manitoba

Institutional Request Form
Institutional borrowing of University of Manitoba materials. Please note we do not lend directly to patrons of other institutions.

Instructions for other institutions to borrow from the U of M
Information for other institutions wishing to borrow materials from the University of Manitoba

For more assistance contact Document Delivery
The top 5!
MSpace

About MSpace

General Information About MSpace
How to Post an Item to MSpace / Collection Information
The Benefits of Posting an Item to MSpace
MSpace Policies
How to Create a Community and Sub-Community in MSpace
MSpace FAQs

MSpace Help and Contact Information

General Information About MSpace

MSpace is one component of the University of Manitoba’s institutional repository. MSpace is dedicated to collecting, storing, preserving and making accessible digital versions of the intellectual output of UM community members. An institutional repository can include items such as faculty publications; theses; learning objects; research, conference and working papers; technical reports; images; audio and video files; datasets and computer programs.

The Libraries work with University units to build communities and populate collections in MSpace with academic research material. Items can be submitted to both a publisher and to MSpace, depending on the publisher’s copyright agreement and electronic publishing policies. When negotiating agreements with publishers, it is in the author’s best interest to retain self-archiving privileges and copyright.
The top 5!
How to find us
QUESTIONS?
DEBORAH YOUNG

Executive Lead, Indigenous Achievement
University of Manitoba
QUESTIONS?
MIRIAM UNRUH
Director, Academic Learning Centre
University of Manitoba
What we offer

• Writing support
• Study Skills instruction
• Supplementary Instruction
Academic Writing

• Understanding assignment requirements

• Finding a focus and organizing ideas

• Increasing coherence and clarity within drafts

• Citing and referencing
Study Skills

- Time management and planning
- Textbook reading
- Note-taking
- Memory and concentration
- Exam preparation (including preparation for multiple choice and essay exams)
Supplementary Instruction

• Trained peers facilitate organized group study time.

• Peer leaders emphasize how-to learn/study rather than re-teaching content.

• Leaders also encourage student-to-student interaction and cooperative learning.

• Most often, SI sessions are attached to historically difficult courses.
How can faculty and ALC staff work together?

Let students know about the program

- include a short blurb about the ALC on your course outline
- include the link to the ALC webpage on your course in D2L
- request a 5 minute presentation
- request an in-class workshop
Refer students to the ALC for one-to-one support

- Fort Garry
- Bannatyne
- Online
Request a workshop that is specifically designed for your class

Examples:
- Writing a Critical Review
- Writing a Literature Review
- Developing a Thesis Statement
- Citing and Referencing in MLA/APA
Refer students to our handouts
Refer students to our online workshops
QUESTIONS?
MICHAEL O’BRIEN-MORAN
Arts 1110 Program Coordinator
University 1
University of Manitoba
University 1
The First Year Experience

Michael O’Brien Moran
Coordinator, Introduction to University
Wednesday, July 11 2012
University 1 is an approach

• that recognizes first year as a transition year;

• that is designed to support each individual student’s needs.
Transition to University

• Studies of student perspectives suggest that the first six weeks of a student’s first year may determine whether the student is willing to undergo the process of acclimatization to the university environment (Tinto, 1988; Levitz & Noel, 1989; Elkins & Braxto, 2000; Schell, 2003; Woosley, 2003).
Transition to University

• Three significant challenges have been identified for first year students:

  1. The need for social integration to the community;

  2. The need for program guidance; and,

  3. The need for academic integration.
1. Social Integration
1. Social Integration

Professional Academic Advisors who specialize in first-year students:

Students can get advice about:

- Program and Degree Planning
- Deferred exams
- Advice and Referrals for academic assistance
- VWs and AWs
1. Social Integration

- Staff at U1 specialize in first year students.
- They are committed to balancing the needs of the University with the individual needs of the students.
- They strive to provide students with the information necessary to make informed choices.
1. Social Integration

• U1 is a coordinated approach to student success:
  • Start@U1 Program (Start Book, Timetable Planning sessions)
  • Academic Orientation
  • Registration Assistants
  • Academic Advisors
  • Student programming for specialized populations
  • Progress monitoring
  • ARTS 1110: Introduction to University
2. Program Guidance
2. Program Guidance

- 2/3rds of all first year students:
  - Do not know for sure what major they wish to take; or,
  - Will change their minds throughout their undergraduate careers.
2. Program Guidance

- The structure of University 1 allows students to:
  - Select an area of interest in students know what they want;
  - Explore a number of options if they are less sure;
  - Modify their program of study if they change their minds.
2. Program Guidance

- Faculties provide U1 students with their introductory level courses.

- These courses might be the start of a student’s major but they may also represent a student’s exploration of the discipline.

- Each student’s timetable is dictated by his or her interests and needs.
2. Program Guidance

- For students who change their minds, all first year courses can be used as electives in a different faculty.

- For those students who choose to enter a Faculty on the basis of their first-year studies:
  
  - Courses can count either as major courses or as electives.
  
  - Students are better informed of the nature of the discipline and are often more committed.
2. Program Guidance

• Monitoring of Academic Progress

• If a student’s grades start to slip (cGPA < 2.0), U1 offers an Early Warning Program.

• If a student is succeeding (cGPA > 2.0), U1 offers ongoing support and guidance.

• If a student excels (i.e. grades are above cGPA 3.5 on 8 x 3 credit courses), U1 celebrates the success with citations on the Honors List.
3. Academic Integration
3. Academic Integration

- One of the greatest difficulties students face in their transition to the university is in understanding the differences between the learning paradigm that had been used in high school classes and the one that is commonly used in university classes.

- One of the most significant differences between the two learning paradigms is a change in the locus, or site, of control of the learning process.
3. Academic Integration

• In high school, teachers often provided students with both information and interpretation of the information.
  
  • Students were expected to remember both information and interpretation.

• In university classes, students are generally provided with information and guiding principles.
  
  • Students are expected to interpret information and generalize from those interpretations in new situations.
3. Academic Integration

- Student responsibility

- In this new learning paradigm, university instructors will assume that much of the learning will occur outside the classroom and that it will be guided by the student’s own sense of responsibility.
3. Academic Integration

- First-Year Learning
  
  - In foundational courses, students are generally expected to acquire greater volumes of information than in upper year courses.
  
  - In addition, foundational courses often require students to wrestle with new procedural knowledge to a greater extent than might be the case in upper year courses.

  (O’Brien Moran & Soiferman, 2011)
3. Academic Integration: Things to Consider when Teaching First-year Students.

- First-year students tend to learn best when:
  - They have a clear outline (syllabus) of what the instructor intends to teach, the way in which the instructor intends to teach, and what is expected of them in terms of assignments, class participation, attendance, etc...

(O’Brien Moran & Soiferman, 2011)
3. Academic Integration: Things to Consider when Teaching First-year Students.

• First-year students tend to learn best when:
  
  • They are guided to access their prior knowledge about a subject, reflecting on what they already know about the topic through exercises such as brainstorming, mind maps, etc.
  
  • They are encouraged to build new knowledge upon the prior knowledge.

  (O’Brien Moran & Soiferman, 2011)
3. Academic Integration: Things to Consider when Teaching First-year Students.

- First-year students tend to learn best when:
  - They are explicitly introduced to discipline-specific vocabulary, using examples that contextualize the vocabulary within the discourse.
  - Though, students may recognize terms as familiar, assigning a commonly recognized meaning to the term, they often do not know that each discourse community has a definition that is specific to the discipline.
  - Students are apprentices in the discipline, not experts. They are often confused by vague and arcane references to concepts that only experts in the field understand.

(O’Brien Moran & Soiferman, 2011)
3. Academic Integration: Things to Consider when Teaching First-year Students.

- First-year students tend to learn best when:
  - They are introduced to the organizing structure of the course and the texts they are using.
  - Students understand content better if they understand how the material for the subject is organized. (e.g., cause-effect; problem solution; descriptive; chronological; compare-contrast).

(O’Brien Moran & Soiferman, 2011)
3. Academic Integration: Things to Consider when Teaching First-year Students.

• First-year students tend to learn best when:
  
  • They have observable and measurable goals.
  
  • The assessment of their learning matches the identified goals.

(O’Brien Moran & Soiferman, 2011)
3. Academic Integration: Things to Consider when Teaching First-year Students.

- First-year students tend to learn best when:
  - They receive direct and explicit instruction.
  - They receive instruction in both declarative content and procedure.

(O’Brien Moran & Soiferman, 2011)
3. Academic Integration

- Academic Assistance
  
  - If a student has questions, falls behind, or needs extra help, U1 Academic Advisors can assist students to develop action plans or help students identify their needs and make referrals to Student Affairs who offer a broad range of services.
University 1 Student Help Centre

Location:
205 Tier Building

Tel:
(204) 474-6209

E-mail:
University_1@umanitoba.ca

Web:
Umanitoba.ca/U1
QUESTIONS?