

PDP-T Seminar Series

Synopsis

According to Sturko and Holyoke (2009), “teachers need opportunities to practice ... in the classroom, to observe student outcomes and to discuss changes and make adjustments with the help of their peers”. Mentoring is a potential avenue for new faculty to embrace and implement new practices (Knight and Cornett, 2009), and can lead to increased teaching effectiveness and student learning (Hobson et al., 2009). Seminar series will hopefully leverage on the collegiality established during the 4-day PDP-T Core (Smith et al., 2013) and from this platform implement a faculty mentoring model within a Community of Practice (Wenger, 1998) to provide opportunities to discuss issues arising from participants’ classroom practice, and to provide formative peer review of participants’ teaching by participants within the sessions and with CDTL academic developers. Assignments will be developed that will amongst other things help participants prepare their teaching statements and allow them to provide constructive formative feedback on each other’s teaching as well as reflection on their own teaching.

Hobson, A., P. Ashby, A. Malderez and P. Tomlinson (2009) Mentoring beginning teachers: What we know and what we don’t, *Teaching and Teacher Education*, **25**: 207–216.

Knight, J. and J. Cornett (2009) *Studying the impact of instructional coaching*, Lawrence, KS: Kansas Coaching Project for the Center on Research on Learning.

Smith, E. R., P. E. Calderwood, F. A. Dohm and P. Gill Lopez (2013) Reconceptualizing Faculty Mentoring within a Community of Practice Model, *Mentoring & Tutoring: Partnership in Learning*, **21(2)**: 175–194.

Sturko, P. and L. Holyoke (2009) Evaluating professional development that prepares teachers to integrate academic skills into technical curricula, *Professional Development in Education*, **35(2)**: 211–225.

Wenger, E. (1998) *Communities of practice: Learning, meaning and identity*, Cambridge: Cambridge University Press.

Intended learning outcomes

Seminar Series is the final component of PDP-T. Together with PDP-T Core, the overall intended learning outcomes are that by the end of the programme, participants should be able to:

- reflect critically on your teaching and your students’ learning;
- identify and implement the most appropriate teaching and learning strategies and technologies for your context;
- foster an active learning environment in order to achieve impactful learning;
- implement meaningful ways of assessing student learning outcomes; and,
- employ a scholarly approach to teaching through critical engagement with evidence from relevant literature on teaching and learning.

Specifically with regard to completing Seminar Series, participants should be able to:

- recognise what research says about how learning works and about how to foster learning;
- adopt an evidence-based approach to teaching; and
- reflect upon their experiences while participating as learners in the course.

#	Intended Learning Outcomes of the Sessions
1	<p>Understanding how students learn</p> <ul style="list-style-type: none"> • describe the role of assessing and building on students’ prior knowledge for new learning; and, • review strategies to help student acquire and activate relevant schemata in participants’ own context
2	<p>Uncovering pedagogical content knowledge</p> <ul style="list-style-type: none"> • describe pedagogical knowledge and content knowledge and the interplay of these elements to form pedagogical content knowledge (PCK) within their disciplines; • analyse a big idea from the teaching of a module within their own discipline so as to uncover the PCK required in the teaching and learning of that idea; and, • use their PCK to transform their content knowledge into students’ content knowledge.
3	<p>Improving assessment tasks</p> <ul style="list-style-type: none"> • discuss issues and devise solutions on assessing and interpreting student responses based on criteria for evaluating assessments; • critique assessment tasks and explain how they ensure validity, reliability and fairness; and, • synthesise key ideas on designing assessment tasks to review and reinforce the holistic nature of assessment practices.
4	<p>Enhancing learning using technology</p> <ul style="list-style-type: none"> • develop a pedagogical rationale of using technology in their modules and what the implications of their choices are on students and resources; and, • explain the affordances and demonstrate strategies to use appropriate technology tools to enhance learning in their specific subject areas/domains.
5	<p>Preparing for peer classroom observation</p> <ul style="list-style-type: none"> • communicate their intended learning outcomes, teaching/learning activities, and assessment tasks; • apply to their teaching what they have learnt in PDP-T Core; • prepare on future summative review of their teaching by colleagues; and, • revise their teaching practice on the basis of feedback from peers.
6	<p>Reflection on students’ learning, connecting with teaching practices</p> <ul style="list-style-type: none"> • examine their personal values and beliefs as a teacher; • reflect on evidence relating to their teaching practice and be able to operationalise such evidence to inform on changes to their teaching practice; and, • articulate plans for future actions to improve current teaching practice.
7	<p>Develop a teaching statement</p> <ul style="list-style-type: none"> • reflect on their personal beliefs and teaching perspectives; • explain what they do in the classroom to support those beliefs, based on relevant and sound pedagogical strategies; and, • identify areas for development and feedback.