

### Introduction

- many units have a variety of exercises in place where applicants for tenure-track or sessional positions are asked to give a demonstration lecture, my opinion is it hard to use this to make a reliable decision about long term teaching potential (one of our premises is that we can develop as teachers) but it does provide an opportunity to guide development through feedback, today's activity will give you the opportunity to practice identifying i) a primary strength, ii) two types of feedback for improvement based on strength - short term (immediate reward) and long term (building approaches to teaching for deep learning)
- approach for session:
  - 5-10 minute demo lecture given by me, introduce our "real" students
  - Julie Timmermans (CTE) lead a debriefing of students with you (20 - 30 minutes)
  - Julie and I will lead reflection/discussion session on formulating feedback
- have participants introduce themselves

5 min

### Demonstration Lecture

- GDS give lecture using board
- excuse myself when done, have spot around corner where I can work without hearing or seeing group
- Julie take control of room

10 min

### Student Debriefing

- reflection time
- opportunity for students to give their first impressions of their learning opportunities in lecture
- opportunity for participants to question students
- note it may be a challenge to keep focus on task at hand and not get into a wider discussion/debate about various aspects of "state of affairs", let's try to avoid these discussions but note the topics so that we can come back to them in future meetings
- Julie wraps up and then invites GDS back
- GDS thanks students (direct role, indirect role - your willingness to participate helps me "sell" importance of our efforts to faculty and administrators) and gives each a thank-you card
- students welcome to stay while participants do group work but can excuse themselves

20 - 30 min

### Things to Take

- thank you cards for students
- thank you card for Julie T.
- flip chart page with Teaching Development

### Model (fold up)

- 3M sticky glue
- flip chart page for Ideas Bucket
- magic marker
- white board markers and brush
- room key
- lecture notes and prep notes

## Crafting Feedback

Brainstorming 1 (GDS leads) - fill board with suggestions for improvement and areas to develop

Brainstorming 2 (GDS leads) - generate a list of strengths demonstrated in demo lecture

Model of Teaching Development (GDS) - bring a flip chart paper with three legged model of required knowledge (subject, craft, students)

Group work (form into groups of 3 -4)

- develop a 2 -3 items:
  - habits to begin (i.e. every time you introduce a symbol state its physical meaning and repeat periodically in use)
  - longer term strategy - developing a framework for effective teaching (i.e. engaging students)
- for the longer term strategy items, layout a plan to build directly upon strengths to start to growth in desired direction (i.e. for this type of lecture might suggest fill-in notes)
- during group work time, JT and GDS visit groups
- wrap-up: take turns with each group presenting one of their findings

## Summary

- hope can help individuals and mentors develop a plan for growth based on strength and long term vision
- appreciate engagement of everyone, special thanks to JT
- next month, Julie and I will lead a presentation on "threshold concepts" - identifying the ideas we absolutely must cover to ensure students can progress independently in our subjects, useful for curriculum evaluation as we focus on outcomes

approx  
30 min