

# Contract Lecturers – Roles and Responsibilities



# Teaching Matters

“The most obvious thing about your first year of full-time teaching is the staggering amount of time and effort required.”

▷ Molly Ladd-Taylor and Franca Iacovetta

- Build a teaching community
- Organize a teaching dossier as a living document
- Consult the [IDC website](#)

# The Student Body

Lakehead University students are diverse:

- Primarily domestic
- Majority are 18-24; about one-quarter 25+
- Diverse in many different ways
- Part of the fun but also part of the challenge

*Beloit College Mindset List (look it up for fun!)*

# The Basics

- Appointed by the Dean
- Responsible to a Chair/Director/Dean
- Expected to
  - Foster an environment that is conducive to scholarly learning
  - Treat students fairly and ethically
  - Be conscientious in the preparation, organization and revision of course material
- Employee Code of Conduct
- Student Code of Conduct

# Employee Code of Conduct

- Intended to officially identify general standards of ethical conduct for all University personnel (except students)
- Six categories
  - Personal integrity
  - Respect for others
  - Compliance with law and policy
  - Diligence and efficiency
  - Protection of University assets and records
  - Community involvement and public communications

# Examinations and “End of Term”

- Final Marks – must be submitted as per direction from immediate supervisor
- Special or supplemental examinations may be necessary
  - You are responsible for setting and marking
  - Occur at the beginning of next term
- Additional information for quality assurance or accreditation purposes may be required.
  - This could include partial marks from specific components of the class (exam questions, lab reports, project rubric scores, etc.).
  - This requirement will be discussed with you by the department chair.

# Timely Feedback Regulation XII

- Lakehead recognizes that it is important to provide timely and constructive feedback on all academic work.
- ...at least 25% (for one term courses) and 30% (for two term courses) of the final grade shall be provided to students prior to the last day to withdraw\* without academic penalty for the course.
- Exceptions - theses, dissertations, pass/fail courses, directed reading courses, seminar courses, independent research study courses, and performance courses.
- All other exceptions must be approved by the Dean.
- Exceptions should be included on the course outline.
- The spirit of this regulation should be applied to courses of fewer than 12 weeks.

\*F/W courses 3 Feb 2017

Winter courses 10 March 2017

# More Important Information

- Any expenses, including printing, must have prior approval
- Rescheduling of instructional activity
  - Only in exceptional circumstances
  - Notify students and immediate supervisor
- Any changes to the Course Outline must be communicated to students and the immediate supervisor

# Course Outlines

- Course outline or syllabus
- Required as per the Collective Agreement (Article 16.02.07)
  - “course requirements, assignments, evaluation procedures, components and percentage weighting of the final mark, penalties for late filing of assignments, office hours for academic counselling and **any other relevant material**”

# Best Practices for Course Outlines

- Academic Integrity
- Human Rights info
- LO's for the course
- Netiquette
- Marking rubrics
- Schedule of lectures and/or labs
- Reminder of university resources

See [IDC website](#) for Syllabus template under Faculty Resources

# Student Feedback on Teaching (SFT)

- [SFT policy](#)
- Online and on paper
  - Opt out of online until **September 23**
  - Online conducted through myinfo
  - Paper conducted in class
  - 2<sup>nd</sup> and 3<sup>rd</sup> last weeks of class
  - 45 day course or less – during last 5 days
  - Minimum class size of 5 students

# Engaging Students in the SFT

- Explain how you use the SFT
- Explain how the Institution uses the SFT
- Encourage students to complete them
- Start the conversation early!
- Provide class time for completion
  - Paper (built into the process)
  - Online (create opportunities)

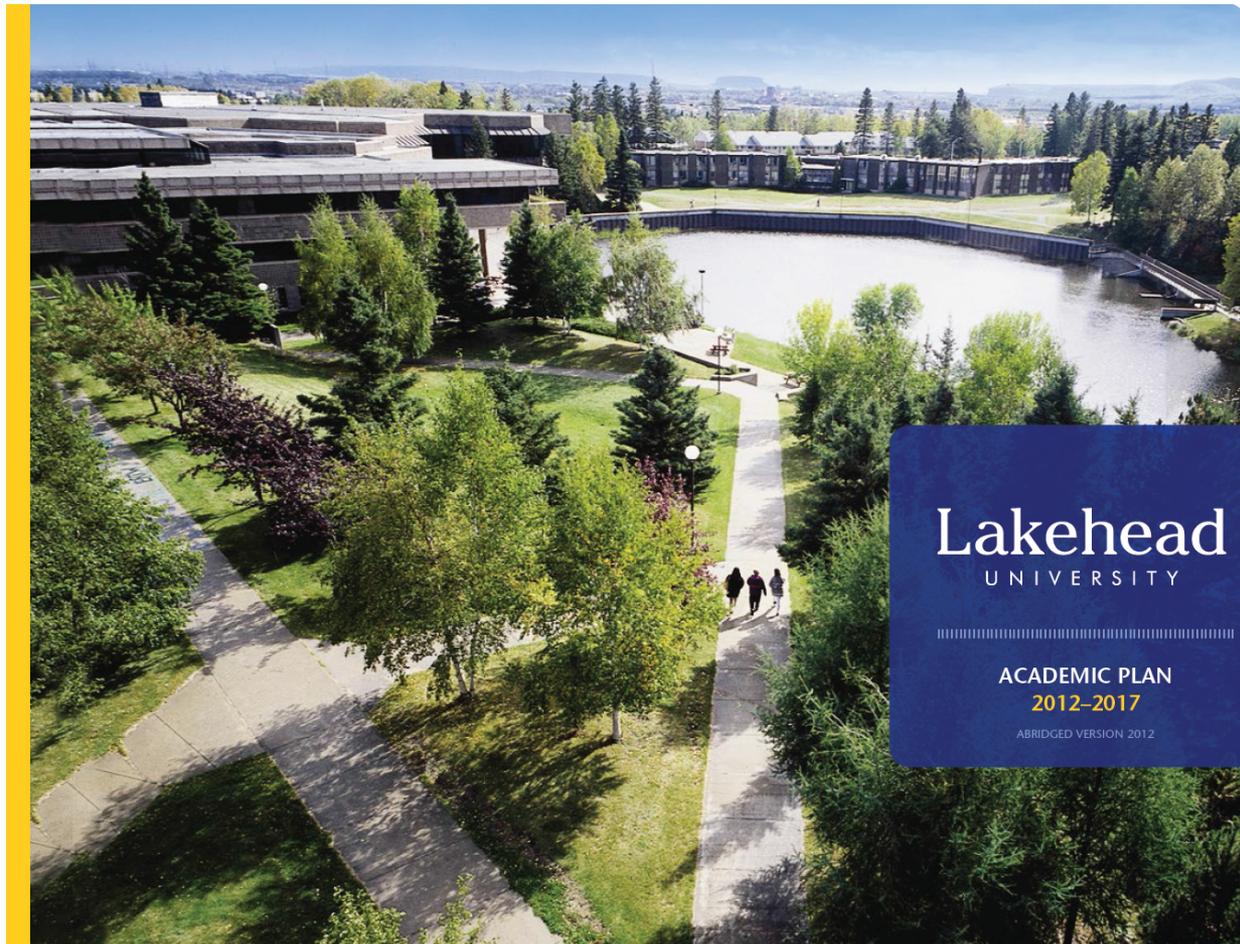
# Using SFT

- Creating a Teaching Dossier

Remember to

- Narrate the results
- Get help with interpretation
- Take advantage of Continuing education!

# Questions?



Lakehead  
UNIVERSITY

ACADEMIC PLAN  
2012-2017

ABRIDGED VERSION 2012

# Course Design – The 4 Key Questions

1. What do I want my students to know by the end of the course?
2. What assignments can I design to support their learning?
3. How will I evaluate their learning?
4. What do they need to read to support their learning?

# What assignments can I design to support their learning?

## Out-of-class assignments (evaluated)

- Research papers, reflective papers, group work, movies/music/theatre, print/web media, labs

## In-class assignments (evaluated or not)

- Group discussions, pop quizzes, written summaries, problems

## Relating your LO's to your assignments

- Yes, there should be a connection!

# How will I evaluate their learning?

What is the **purpose** of assessment?

What is its **connection** to learning (deep vs. surface) and your learning outcomes?

**Tools** of evaluation

# Course Outline – Course Learner Outcomes

- What should my students be able to do when the course is finished?
- Use action verbs (Bloom's Taxonomy)
- Avoid “understand” and “appreciate”
- Think of skills that could support a resume
- Tie course LO's to program LO's
- Tie assessments to LO's

# Bloom's Taxonomy Verbs

Higher Order Thinking Skills

## Evaluation

Make and defend judgments based on internal evidence or external criteria.

appraise  
argue assess attach  
choose compare conclude  
contrast defend describe discriminate  
estimate evaluate explain judge justify interpret  
relate predict rate select summarize support value

## Synthesis

Compile component ideas into a new whole or propose alternative solutions.

arrange assemble categorize collect combine comply  
compose construct create design develop devise explain  
formulate generate plan prepare rearrange reconstruct relate  
reorganize revise rewrite set up summarize synthesize tell write

## Analysis

Break down objects or ideas into simpler parts and find evidence to support generalizations.

analyze appraise breakdown calculate categorize compare  
contrast criticize diagram differentiate discriminate distinguish  
examine experiment identify illustrate infer model outline  
point out question relate select separate subdivide test

## Application

Apply knowledge to actual situations.

apply change choose compute demonstrate discover  
dramatize employ illustrate interpret manipulate  
modify operate practice predict prepare produce  
relate schedule show sketch solve use write

## Comprehension

Demonstrate an understanding of the facts.

classify convert defend describe discuss  
distinguish estimate explain express  
extend generalized give example(s)  
identify indicate infer locate paraphrase  
predict recognize rewrite review select  
summarize translate

## Knowledge

Remember previously learned information.

arrange define describe duplicate  
identify label list match memorize  
name order outline recognize  
relate recall repeat reproduce  
select state

Lower Order Thinking Skills

