



your Academic Life

Teaching for Learning



Relationships



Relationships

Positive Teacher-student relationships have a high effect on student learning (Hattie, 2009)

In classes with person-centered teachers, there is more engagement, more respect of self and others, there are fewer resistant behaviors, there is greater non-directivity (student-initiated and student-regulated activities), and there are higher achievement outcomes.

(Hattie, 2009, p. 119)



Relationships

One-Two-Four-All

Think of a teacher whose positive relationship with you made an impact on your learning.

What did they do to build & maintain that relationship?

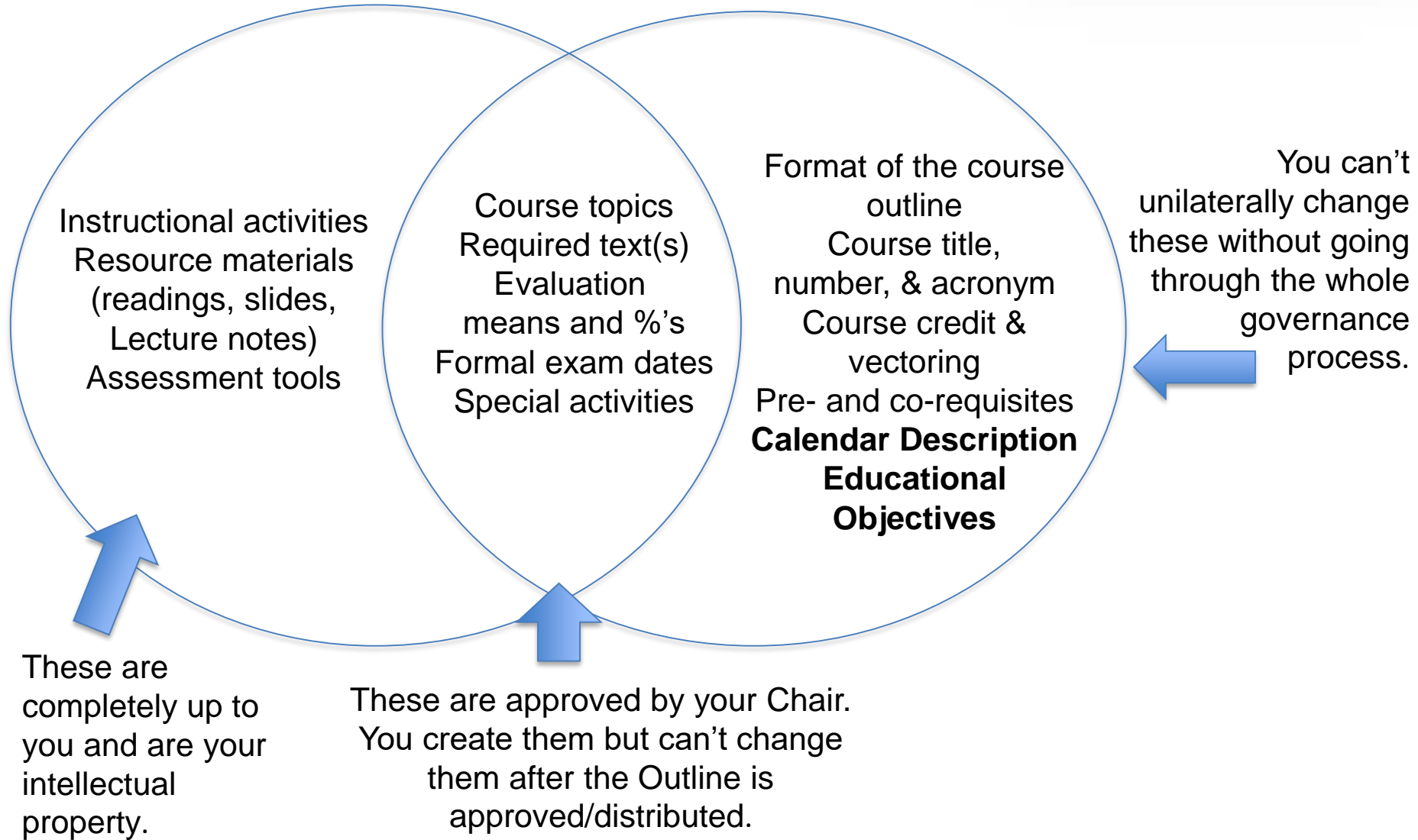


Academic Freedom & Collegial Governance



Academic Freedom (Instructor)

Collegial Governance (Dept → Faculty → Senate)



Instructional activities
Resource materials
(readings, slides,
Lecture notes)
Assessment tools

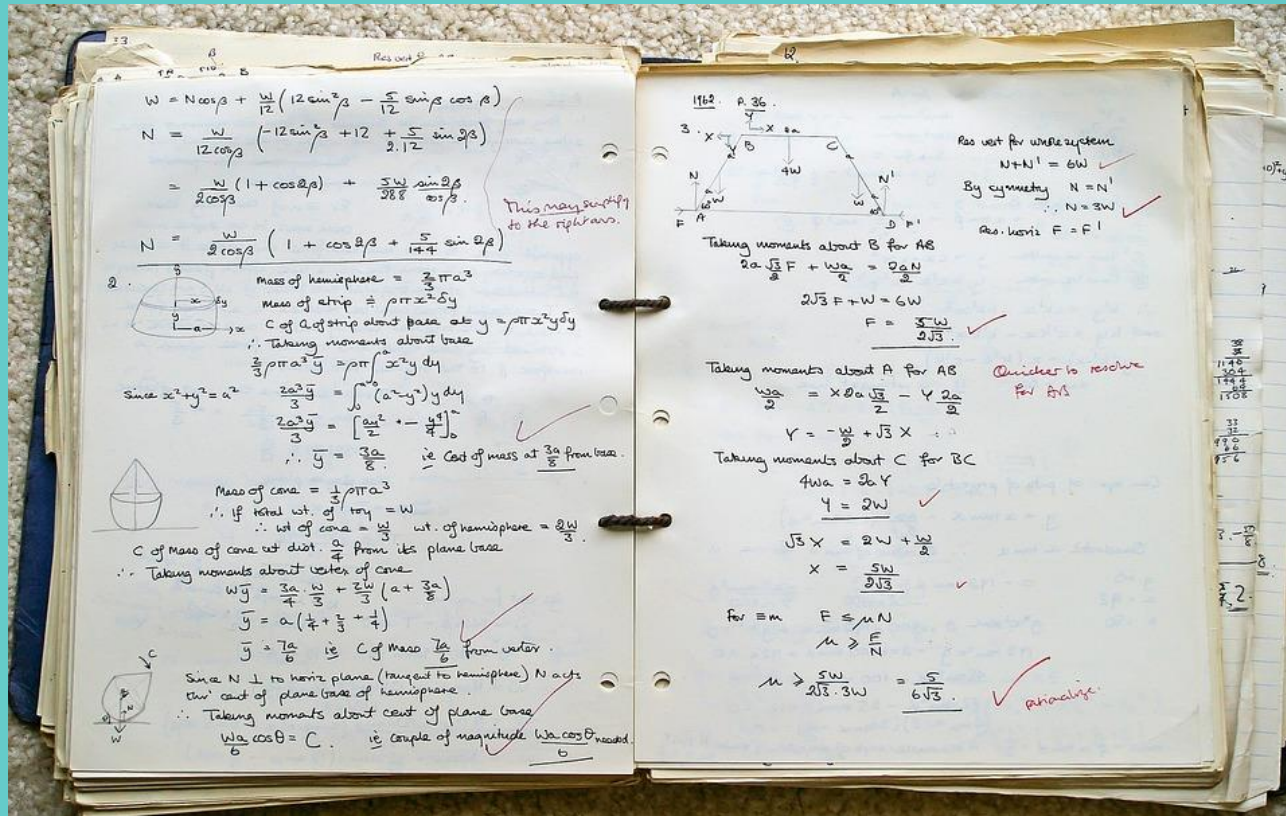
These are completely up to you and are your intellectual property.

Course topics
Required text(s)
Evaluation means and %'s
Formal exam dates
Special activities

These are approved by your Chair. You create them but can't change them after the Outline is approved/distributed.

Format of the course outline
Course title, number, & acronym
Course credit & vectoring
Pre- and co-requisites
Calendar Description
Educational Objectives

You can't unilaterally change these without going through the whole governance process.



Planning for Final Grades



Backward Design

1. Start with the course's learning outcomes – what will achievement of them ultimately look like? How will you know your students have learned?
2. Map outcomes to your course topics.
3. Determine the scope and sequence of these topics and outcomes
4. Build instructional activities to address the topics and outcomes class-by-class over the term
5. Create worthy tasks for both formative and summative assessment



Formative and Summative Assessment

Criteria for a Worthy Formative Task

1. It allows students to actively learn course topics and achieve course learning outcomes
2. It enables the instructor to assess the students' current achievement of specific outcomes so that instruction can be adjusted
3. It is usually ungraded or low-stakes (feedback is more important)
4. It can (should?) involve peer or self-assessment

Criteria for a Worthy Summative Task

1. It is the end-product of a significant unit of learning
2. It is assessed with pre-set criteria shared (co-constructed?) with students
3. It enables the instructor to evaluate the students' final achievement of specific course learning outcomes



Backward Planning

1. Start with the Marks Due Date at the end of the Term.
2. Work backwards to decide on due dates for worthy summative tasks.
 1. SELECT DATES THAT GIVE YOU TIME TO MARK.
 2. You also need time to teach the material used in the task.
 3. Students need reasonable time to complete the task.
3. Look at all of your courses to avoid bottlenecks or overlap of major task marking
4. Your department may collaboratively set some dates, especially for multiple section courses.



Final Grade Tips

1. Final grades **MUST** be entered by you into Banner.
2. Remember student info is private so don't post grades publicly.
3. You can change Final grades after they are entered. These are sent to your Chair.
4. See policy ED 3-11 for due date (**DON'T WAIT**)
5. Final exams are scheduled centrally. See your Chair if you have one.
6. No surprises for students – give formative feedback and be transparent about grade calculation.
7. Grades must reflect student achievement of the course's learning outcomes. They should normally not reward/punish work habits or attendance (see your Chair for Department attendance requirements).

TRU Policies

ED 3-11 Final Grades

ED 3-1 Student Attendance

ED 3-5 Grading Systems



Planning for Final Grades

T Chart

List some worthy tasks you have done in your discipline (as student or instructor) that worked well for:

Formative Assessment

- Not marked, part of learning

Summative Assessment

- Marked, used for evaluation of learning



Feedback



Feedback



Feedback has a high effect on student learning
(Hattie, 2009)

How Do Learners Hear Feedback?

Read each of the following statements and decide where the piece of feedback sits on the following Likert scale:



Very negative negative neutral positive very positive

(Activity from Dimitrov and Haque, 2019)

Comment #1

While it's clear you've put a lot of effort into this—which is great—it seems you didn't quite understand what I was asking you to do. You have a lot of potential to do well, however, so keep working hard.

Comment #2

You did a good job today. Next time, I'd like to see you focus more on your technical expertise with the equipment. Overall, though, you've done good work.

Comment #3

Your performance in clinical, while technically correct, lacked confidence and authenticity. Please work on this. Your performance was okay, but I think you can do better.

Comment #4

While you started strong, things started to unravel about half of the way through, and you never quite brought them back together. Don't worry, though, as you're a strong student and will be fine.



Feedback

Seven feedback essentials (Wiggins, 2012):

- Goal-referenced
- Tangible results referencing goals/transparent
- Actionable
- User-friendly (specific and personalized)
- Timely
- Ongoing
- Consistent

Feedback

Feedback is not ...

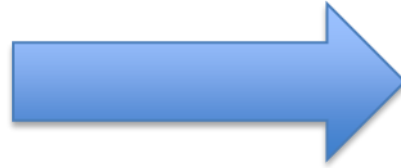
- General advice, suggestions (the receiver might ask: “Why are you telling me this?”)
- Praise (“Thanks, but how does this help me meet my goals?”)
- Judgmental: what was good and/or not so good without reference to goals or other criteria

(Tickner, 2019; Wiggins, 2012)



Feedback

Instructor

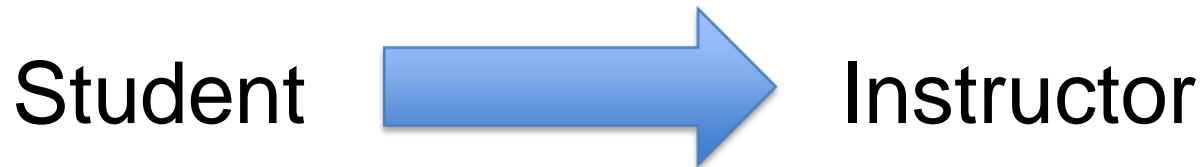


Student

Consider the goals of the task and assessment: what will help students learning and improve?



Feedback



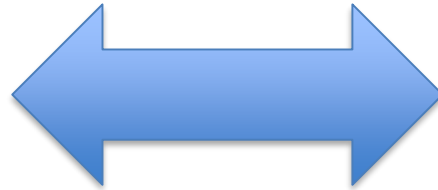
When teachers seek, or are at least open to, feedback from students as to what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged – then teaching and learning can be synchronized and powerful

(Hattie, 2009, p. 173)



Feedback

Student



Peer

Student



Self



Feedback

Review your T chart

With post-it notes, give each worthy task
at least one feedback approach using
Instructor, Peer, Self
and identify what that will look like



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Questions