your Academic Life

Teaching for Learning

Thompson Rivers University campuses are on the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwépemc'ulucw, the traditional and unceded territory of the Secwépemc. The region TRU serves also extends into the territories of the St'át'imc, Nlaka'pamux, Tŝilhqot'in, Nuxalk, and Dakelh, and Métis communities within these territories.

Commitment to Diversity, Inclusion, and Anti-Oppression

Racism is dehumanizing.

The Centre for Excellence in Learning and Teaching is committed to overcoming racism by working toward eradicating discrimination and bigotry in education.

We are learning and unlearning and actively working towards a better future.

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

Feel free to verbally share or type in the chat:

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

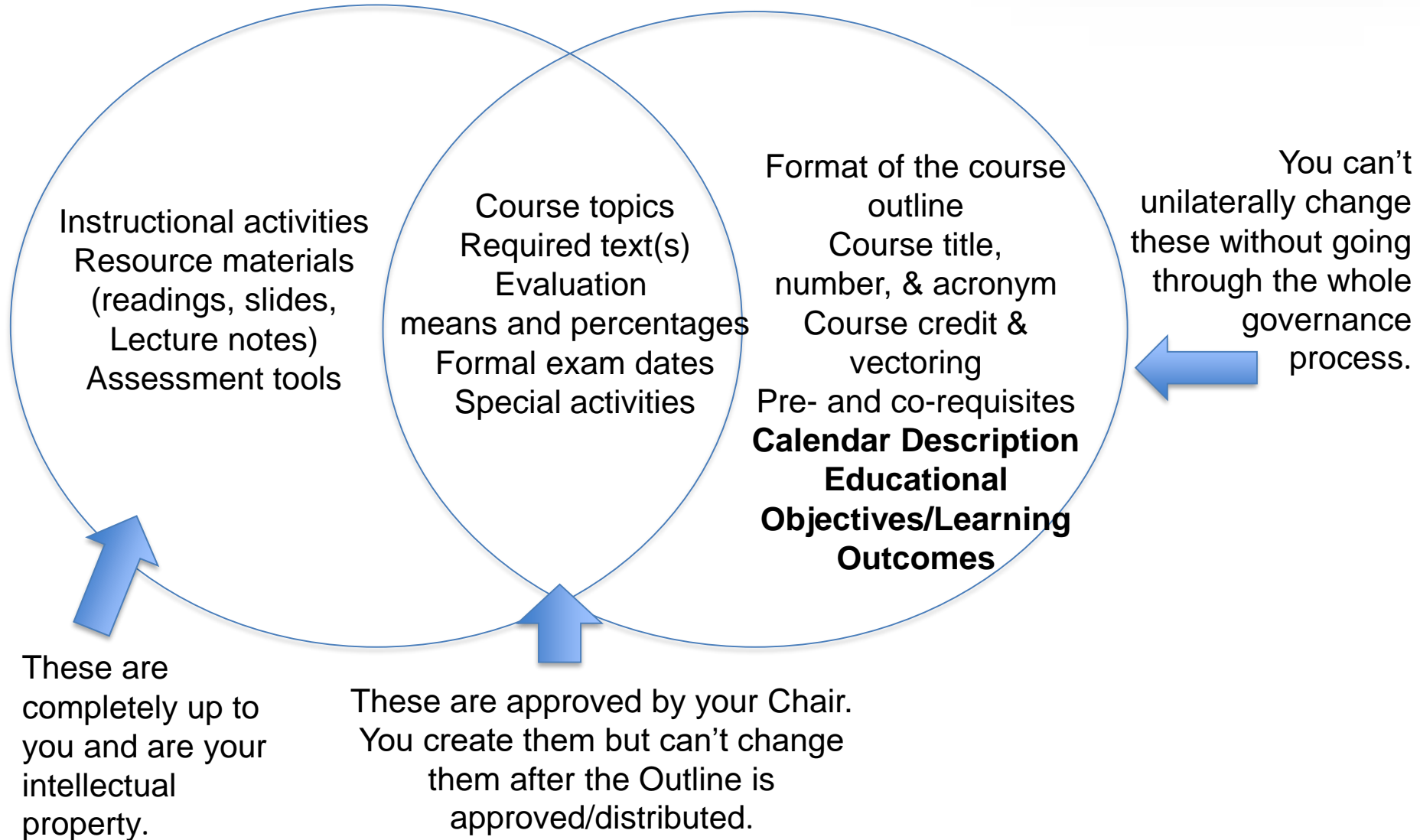What did they do to build & maintain that relationship?

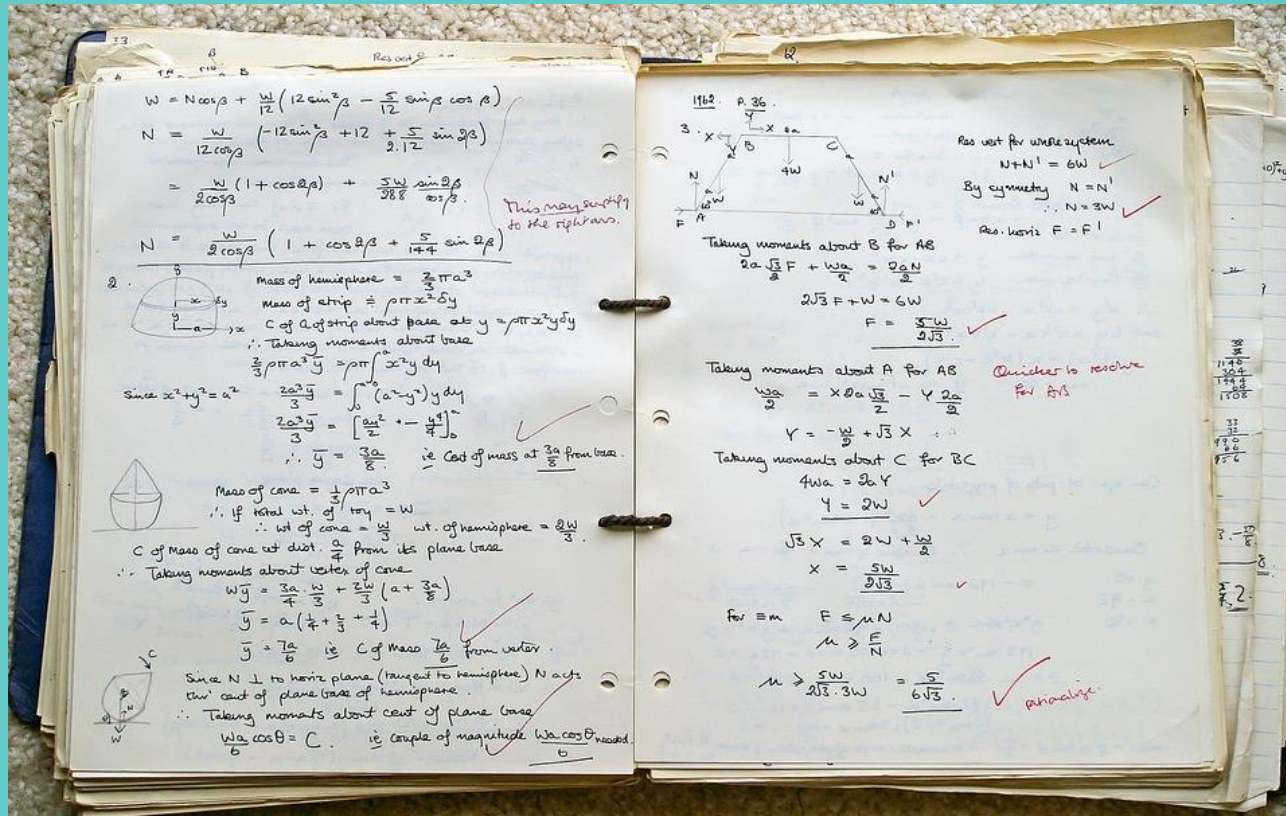# Academic Freedom & Collegial Governance

THOMPSON RIVERS UNIVERSITY | Centre for Excellence in Learning & Teaching

Academic Freedom (Instructor)

Collegial Governance (Dept →Faculty →Senate)

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

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

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

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

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

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

Planning for Final Grades

Backward Design

1. Start with the course's learning outcomes (they might be called objectives in your course) – 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

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

Consider what these might look like in the online environment

Please list these for yourself, but feel free to also add some to the chat

Feedback

Feedback

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

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)
- A justification of a grade (although grading and feedback may co-exist in the same assignment)
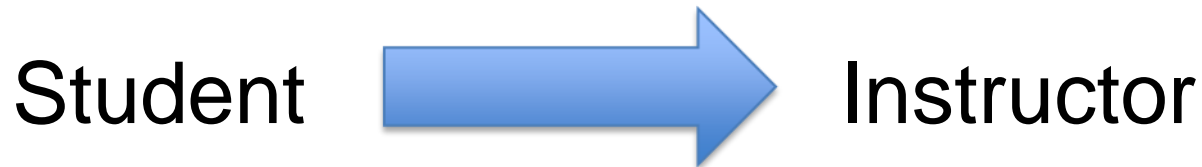
Feedback
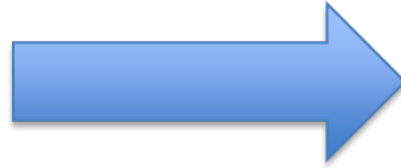
Instructor ➡️ Student

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

Feedback

Student ➡️ Instructor

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 list of assessments:

For each worthy task, identify at least one feedback approach using
Instructor, Peer-assessment, Self-assessment, or a combination
and consider what that will look like in light of the online environment

Please identify these for yourself, but feel free to also add some to the chat