Post-Secondary Teaching & Learning: Instructional Strategies and Engagement Trends and Issues

Session 3

Related Program(s):
Professionals Serving Students Learning Program

Facilitated By:

Course Details

Format:	100% Online, Facilitator-led
Hours:	25 hours (including collaborative learning with peers and independent learning)
Duration:	7 weeks
Who should attend?	New Entrant, Early and Mid-Career, non-academic professionals who serve students in post-secondary education environments. These professionals either work in the field of student services or their work is informed by student affairs/ services, and are seeking to develop their foundational knowledge and professional network to enhance their skills in serving students.
Prerequisites:	N/A

Course Outline

Description:
Explore the conditions required to support student experience, well-being, and effective opportunities for teaching and learning within the post-secondary context, in this seven-week, 100% online course. You will gain an understanding of student-centered teaching and learning practices, as well as the conditions for fostering effective teaching and learning environments. You will then determine criteria for evidence of these practices within your institution through the practice of a learning walk. Using inquiry and a self-reflective lens, you will collaborate with peers to explore evidence-based instructional strategies, which you will apply to the design of a learning program that contributes to creating effective and supportive conditions for teaching and learning at your institution. This course also examines the correlation between student well-being and optimal conditions for learning, along with the exploration of potential barriers to maintaining effective teaching and learning environments within post-secondary institutions. You will determine the processes and interconnections of post-secondary professional roles within your institution, in collaboratively supporting and enabling students, creating effective and impactful teaching and learning opportunities, and overcoming barriers to student success.

Course Objectives:
This course intends to provide you with the opportunity to:

1. Recommend the conditions for and attributes of effective teaching and learning environments (readiness of students, skills/competencies of instructors, readiness of the environment).
2. Explain the interconnection of education domains (student, faculty, environment) in enabling student well-being.
3. Determine the needs of various actors to enable the teaching and learning environment (ex. Faculty and administration, academic and non-academic personnel, etc.).
4. Identify potential barriers to effective teaching and learning environments, and explore strategies and practices to mitigate harm barriers.

Course Requirements:
The course requires a computer and online access to the OISE course environment, as well as the ability to connect online to other websites and resources as required.

Learning Outcomes:
By the end of this course, you will have demonstrated the ability to:
1. Evaluate diverse components of the post-secondary campus environment to determine evidence of student-centered teaching and learning strategies and supports.
2. Describe conditions for effective teaching and learning environments, including the readiness of students, requisite skills and competencies of instructors, and readiness of the environment.
3. Apply appropriate instructional strategies to design a learning program that contributes to creating conditions for effective post-secondary teaching and learning.
4. Distinguish the interconnection of roles and processes to creating effective and supportive teaching and learning opportunities within the post-secondary institution.
5. Analyze potential barriers to effective teaching and learning within the post-secondary landscape to determine opportunities for collaborative intervention efforts from the various actors within the post-secondary environment.

Learning Evaluation Plan:
Methods of evaluation in this course are as follows with 100% of grade as assessed by an OISE Continuing and Professional Learning (CPL) rubric:
- Collaboration: Discussions and Engagement – 20%
- Learning Walks: What Does Student-Centered Teaching & Learning Look Like? – 25%
- Instructional Strategies Exploration: Group Research Project – 25%
- Instructional Strategies Application: Designing a Learning Program – 30%

Attendance Requirements:
Learners must complete online posts and assignments as per the schedule set out by the Facilitator over the 7-week period, approximately 3-4 hours of work in total each week.

Topical Overview:

1. Module One: Student-Centered Teaching & Learning
   - What is Student-Centered Learning?
   - Student-Centered Learning in the Context of the Post-Secondary Ecosystem

2. Module Two: Conditions for Effective Teaching & Learning Environments
   - Readiness of Students
   - Skills/Competencies of Instructors
   - Readiness of the Environment

3. Module Three: Student Well-Being & Learning

- Exploration of Well-Being as a Condition for Optimal Learning
- Working Together to Support Ongoing Student Well-Being

4. Module Four: The Collaborative Effort to Create Conditions for Effective Teaching & Learning
   - Processes for Creating a Post-Secondary Learning Experience
   - Interconnection of Roles in Creating a Post-Secondary Learning Experience
   - Overcoming Barriers to Effective Teaching & Learning Environments

Materials / Recommended Readings:
All articles and reading material will be provided by the instructor and will be made available online through the course learning environment.

The principle of academic integrity requires that all work submitted for evaluation and course credit be the original, unassisted work of the student. Cheating or plagiarism including borrowing, copying, purchasing or collaborating on work, except for group projects arranged and approved by the facilitator, or otherwise submitting work that is not the student's own violates this principle and will not be tolerated. Students who have any questions regarding whether or not specific circumstances involve a breach of academic integrity are advised to review the Academic Integrity Policy and procedure and/or discuss them with the facilitator.

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