



MIIE Professional Development Series

McGill International Institute of Education (MIIE)

The mandate of MIIE is to:

- Provide and support international initiatives related to professional advancement in education and industry
- Create opportunities for exchange of intellectual capital and application of research to inform practice
- Foster and forge educational, professional, and research collaborations between McGill scholars and local experts



McGill University

- Founded in 1821
- Ranked 1st in Canada among medical-doctoral universities
- Ranked 30th in the world (QS World University Rankings 2016)
- Reputation for excellence
- Over 40,000 students
- 250,000 living alumni

Course Design and Teaching Development

This highly effective multi-disciplinary workshop was developed at McGill in 1993 and since then has been adapted in many institutions internationally to meet local needs. A the focus on the world shifts tot eh outcome and sustainability of higher education and the knowledge, skills, and competencies required of graduates, the importance of a workshop of this nature becomes even more apparent.

The activities in the workshop were created to address questions such as:

- How can we help professors focus more on student learning than on presenting subject matter?
- How can we encourage professor to reflect more on their teaching and, therefore, learn from their own teaching practice?
- Why do short typical workshops on teaching methods not seem to lead to the changes in teaching – specifically learning-centered teaching – that we seek to promote?

Objectives

- To promote learning-centered teaching
- To understand how knowledge development within a subject area influences teaching practice
- To enable teachers to put into practice appropriate ideas about teaching
- To help professors focus more on student learning than on presenting subject matter content
- To encourage professors to reflect more on their teaching and learn from their own practice
- To focus on the outcome and sustainability of higher education and the knowledge, skills, and competencies of graduates

Targeted Audience

University faculty, university teaching and learning centres, trainers in organisations

Program

Day 1

- Topics:** Course/program design framework; Orienting teaching toward student learning; Selecting course/content
- Activities:** Concept mapping course and program content
- Overall Deliverables:** Apply design principles to develop a detailed outline of a course of choice; Articulate a teaching philosophy statement and experience activities that engender reflective teaching practice; use concept mapping to select course content, articulate clear and measurable learning outcomes for their course; Assess the strengths and weaknesses of various teaching strategies and evaluation methods in relation to specified learning outcomes

Day 2

- Topics:** Identifying learning outcomes including cognitive, social, and emotional skills and attributes
- Activities:** Articulating clear and concise learning outcomes; Reflecting different types and levels of learning

Day 3

- Topics:** Teaching strategies that foster different types of learning outcomes
- Activities:** Aligning selected strategies with specified learning outcomes using micro-teaching to practice teaching and foster reflection

Day 4

- Topics:** Assessing student learning of content and cognitive, social, and emotional skills and attributes
- Activities:** Exploring formal and informal ways of assessing different types of learning; Aligning assessment with learning outcomes; Evaluating teaching – becoming a reflective practitioner

McGill International Office of
Education
Faculty of Education
McGill University

3700 McTavish Street
Montreal, QC, Canada
H3A 1Y2

Telephone: +1 514 398 5487
Fax: + 1 514 398 4679
Email: miie.education@mcgill.ca

Please contact us to inquire about
cost and delivery details.



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Day 5, optional

Topics: Evaluating teaching; Teaching philosophy; Teaching Portfolio

Activities: Interpreting feedback on teaching provided by student course ratings; Articulating a teaching philosophy; Outlining content of a teaching portfolio

About the workshop leaders



Dr. Alenoush Saroyan

Dr. Saroyan is a professor and the previous Chair of the Department of Educational and Counselling Psychology at McGill University. Her area of specialization and research include the pedagogical development of academics, academic leadership, quality assurance, and the reform of postsecondary systems. She serves as a consultant to various international organizations including The World Bank and the OECD. She has extensive international experience in higher education reform in the Middle East, Far East, North Africa, South America and Post-Soviet States. Her publications are on university professors' conceptions of teaching and teaching and educational development.



Dr. Dianne Bateman

Dr. Bateman is a successful university and college teacher-researcher and faculty developer and highly recognized for her work on course design and assessment. She is also involved with McGill's Centre for Medical Education where she assists various programs with accreditation and ongoing program evaluation. She is one of the founders of the Master Teachers Program, a graduate program that offers college teachers who already have a Masters or Ph.D. in their field, a certificate, diploma, and/or Masters in higher education. This program now serves 22 colleges in Quebec. In 2014, she received STLHE's (Society for Teaching and Learning in Higher Education) College Sector Award for excellence in teaching and leadership. This award makes her a member of STLHE's 3M Fellows. She currently serves as Chair of Publications for STLHE.



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