



October 2015 ITL Cohort Blended (Face-to-Face On Campus and Online)

General Information

- Where: Teaching Common (913C)
- Contact: CTL@rdc.ab.ca
- Information: www.rdc.ab.ca/ctl

Registration Form

You may already have registered for ITL. If you have not, please use this link to Register:
<http://goo.gl/forms/g4l2o3pRPI>

ITL Overview

The **Introduction to Teaching and Learning at RDC program (ITL)** gives new faculty the opportunity to explore the teaching and learning context of RDC in a supportive peer-based environment. This opportunity is provided for all new faculty.

ITL introduces faculty who are new to Red Deer College to Teaching and Learning at RDC and to provide a supportive environment for discussion, self-reflection, and application. The goal of ITL is to help new faculty prepare for teaching at RDC by giving them just-in-time support and guidance prior to the start of classes or early in the term. ITL also provides a support network for new faculty throughout their first year at RDC with follow-up meetings.

ITL is open to all faculty who are new to RDC and we welcome part-time, sessional, and probationary continuous faculty into ITL. ITL in October 2015 is being offered as a blended program (see Glossary, below, for terminology). Attendance for all ITL sessions (whether online or on campus, face-to-face) and completion of all assignments are required for successful program completion. Upon completion of all components, faculty receive a Certificate of Completion. ITL may be required for some faculty as part of their contracts; if you are unsure about the requirement for ITL, please consult with your Associate Dean.

ITL Program Outcomes

Upon successful completion of ITL, new faculty at RDC will be able to:

1. Integrate self-reflective practices into their teaching
2. Reflect on and incorporate feedback related to teaching
3. Identify key policies at RDC (or beyond, e.g. AIT) that govern teaching and learning and integrate these into their teaching and planning processes
4. Employ principles of Outcomes Based Curriculum Design into course planning to ensure alignment, threading, and laddering
5. Evaluate a variety of lesson plans for their applicability to one's teaching focus

6. Discuss relevant evidence from the Scholarship of Teaching and Learning in order to create a learner-centred classroom

Key Dates

- Please see the full list of Dates with Assignments and Session Details below, on pages 3-5.
- Upon Registration: Information from the CTL will be emailed to all ITL participants and ITL participants will be enrolled in the Blackboard course site
- Pre-Work: Sent to participants **by early October** (October 5th or as registering)
- Assignment 1 Introductions and Goal Setting: Online via Blackboard **by 9:00pm on Thursday, October 15th**
- Assignment 2 Lesson Planning: Online via Blackboard due **by 9:00pm on Friday, October 16th**
- On Campus Session: **Monday, October 19, 2015, 5-8pm** On Main Campus (supper provided)
- On Campus Session: **Tuesday, October 20, 2015, 5-8pm** On Main Campus (supper provided)
- On Campus Session: **Tuesday, October 27, 2015, 5-8pm** On Main Campus (supper provided)
- Final Assignments: due online **by 9:00pm on Tuesday, November 3, 2015**
- On Campus Session: **Tuesday, November 24, 2015, 5-6:30pm** On Main Campus (light snack provided)

Glossary of Terms

- **Synchronous:** at the same time, working together. Used for online classes where students meet at the same time in an online format to complete work. Traditional classes that meet in a classroom are synchronous.
- **Asynchronous:** not at the same time, completing work separately on your own time. Used for online class components like Discussion Boards where participants work at their own pace and do not have to be online together. Students generally study in an asynchronous manner.
- **Blended:** a course that mixes online and face-to-face (aka: in person or f2f), usually resulting in a reduction in face-to-face time.
- **Blackboard:** The online course management system used at RDC. Access is via the Loop. See Introduction video (emailed to participants and in Blackboard).
- **Blackboard Collaborate:** an online classroom that allows synchronous class meetings in a virtual environment. The link to any Collaborate Session will be in our Blackboard ITL Course.

ITL Required Equipment

This program is blended and makes heavy use of online components including Google applications. Please ensure that you have the following equipment (and consult the CTL as soon as possible if you have any questions: CTL@rdc.ab.ca):

1. Gmail Account: This program uses Google Docs so please ensure that you have a google account (gmail). Documents must be shared via Google Drive for this session.
2. Laptop/computer for accessing Blackboard.

Important October ITL Dates and ITL Schedule with Assignments

- The following schedule details the ITL sessions and the format/delivery method in which they will be completed. **Some sessions and assignments will be completed online through Blackboard and others will take place on campus at RDC.**
- This program is blended meaning that there are shorter group sessions done in-person or online and a significant online component completed asynchronously (on your own time and individually).
- In order to receive your ITL Completion Certificate, participants must complete all ITL Assignments as

listed below and attend all online and in-person sessions of ITL.

Day and Time	Location	Description of ITL Session & Assignment
By 9:00pm on Thursday, October 15, 2015	Online in Blackboard	<p>ITL Pre-Assignment: Introductions and Goals</p> <ul style="list-style-type: none"> • Having watched the introductory videos (emailed to ITL participants prior to ITL and posted in Blackboard), go into the Blackboard site and find the Introduction Discussion Board. Post a photo of yourself, write an introduction about yourself, and tell us what you, personally, would like to achieve through your ITL participation. Reply to at least two (2) of your colleagues postings. • Video: Introduction to the ITL Program with an overview of what to expect. • Video: Overview of the ITL Blackboard site (where to find things, assignments) • Purpose: To introduce participants to each other and their facilitators, to create online community, and to set personal goals for ITL.
By 9:00pm on Friday, October 16, 2015	Online in Blackboard using Google Drive/Docs	<p>ITL Pre-Assignment: Lesson Planning for ITL Micro-Teaching Sessions</p> <ul style="list-style-type: none"> • Using one of the Templates from Blackboard (these will also be emailed to all participants), create your Lesson Plan for your Micro-Teaching sessions and share it with your facilitator in order to receive feedback (Online via Google Docs). Ensure that the document is set in Google Drive so that anyone with the link can make Comments. • Post the Link to your Google Doc Lesson Plan in the Blackboard Discussion Forum. • Using the Discussion Board links to your colleagues' Google Doc Lesson Plans, give Feedback on at least 2 of them (using Comments in Google Docs) • Video: In Blackboard, watch the Video on Lesson Planning • Resources: In Blackboard, read the resources related to Lesson Planning and Course Design • Purpose: To introduce participants to Lesson Planning, to apply principles of lesson planning to courses, to prepare for Micro-Teaching sessions, to give and receive feedback on lesson planning
Monday, October 19, 2015: 5:00pm-8:00pm (supper provided)	F2F (Face-to-Face) on campus at	<p>ITL Session 1: Introduction to ITL, Self-Reflective Practice, and Faculty Performance</p> <ul style="list-style-type: none"> • Topics: ITL for New Faculty: past participants' views;

	RDC (Room TBD)	<p>Self-Reflective Practice at Red Deer College, Faculty Performance Evaluation, Faculty Performance Committee Members as Guest Facilitators; Technological Enhancements for Learning</p> <ul style="list-style-type: none"> ● Assignment: On Blackboard, view/watch/read the resources in the Learning Module and bring questions to the live session. ● Purpose: To introduce the concept of self-reflective practice, to introduce the Role of a Faculty Member at RDC, to introduce Faculty Performance at RDC, to answer questions about Faculty Performance at RDC.
Tuesday, October 20, 2015: 5:00pm-8:00pm (supper provided)	F2F	<p>ITL Session 2: Small Group Microteaching Sessions (10 minute lesson per person with peer feedback)</p> <ul style="list-style-type: none"> ● Prep Time: On your own prior to Tuesday, October 20, 2015 ● Using the Lesson Plan that you submitted via Google Drive, prepare a 10 minute “lesson” based on something you will be teaching in the coming weeks. ● Teach your Micro-Teaching Lesson ● Give Feedback on other ITL Participants’ Sessions verbally and using the Rubric (see Blackboard)
Tuesday, October 27, 2015: 5:00pm-8:00pm (supper provided)	F2F	<p>ITL Session 3: Revised Microteaching Sessions</p> <ul style="list-style-type: none"> ● Prep Time: On Your Own following 1st Microteaching Evening ● Revise your Lesson Plan and your 10 minute Micro-Teaching session based on the feedback you received in Micro-Teaching Session #1. ● Bring your revised Lesson Plan to your revised micro-teaching session in an electronic format. This will be shared with the group before you teach. ● Comment, briefly, on what you did and did not change based on the feedback you received. ● Teach your Revised Micro-Teaching Lesson ● Give Feedback on other ITL Participants Sessions verbally and using the Rubric focusing on the implementation of changes.
Tuesday, November 3, 2015	Online via Blackboard (by 90:00pm)	<p>ITL Assignments Due (see Blackboard for more details on all Assignments):</p> <ul style="list-style-type: none"> ● In Blackboard, write a journal entry reflecting on your Micro Teaching Experience, how you revised your lesson, and the feedback you received. ● Take the <i>Teaching Perspectives Inventory Quiz</i> linked on Blackboard in the Assignments area. Use the results of your TPI Quiz and the Guiding Questions from Blackboard to write a Journal Entry in Blackboard that reflects on your results and what you now think

		<p>and believe about teaching (a Teaching Philosophy). Teaching Philosophies are usually 1 page type written so aim for 3-5 paragraphs. Note: the TPI Quiz works best in Google Chrome as the browser.</p> <ul style="list-style-type: none"> • Introduce Classroom Climate strategies into your class and discuss on Blackboard (Note: This assignment must be completed before the November 24th Final Meeting--see Blackboard for more details)
Tuesday, November 24, 2015 (5:00-6:30pm, light snack provided)	F2F	<p>ITL Session 4: Classroom Climate</p> <ul style="list-style-type: none"> • Topics: In Blackboard, there are numerous resources on Classroom Climate, Hot Moments, Classroom Management, and Notetaking. • Assignments (2): • Discussion Online about Hot Moments and Classroom Management Concerns; • Read the resources and implement two (2) things in your class and we will discuss it in the face-to-face meeting. • Purpose: To introduce concepts related to Classroom Climate, to promote a learner-centred classroom climate; to apply and practice classroom climate techniques to improve student learning; to continue the sense of community among participants

Resources

The following resources may be helpful as you arrive at RDC.

Parking

- Parking in July and August and in the evening is FREE! Lot C is the closest lot to the Teaching Common (913C) where the Centre for Teaching and Learning is located.
- For information on parking at RDC, please see:
 - o <http://rdc.ab.ca/current-students/facilities-services/parking>
 - o <http://rdc.ab.ca/sites/default/files/uploads/documents/1970/site-2014-parking.pdf>

Food

- Depending on the time of the sessions, a light snack or supper will be provided.
- There is a kitchen in the CTL Teaching Common with a fridge and microwave if you would prefer to bring your own food.
- Food services will be operating in the evenings during ITL (i.e. Starbucks, Tim Horton's, Farside).

Map of Red Deer College

- For additional Maps of RDC, please see:
 - o <http://rdc.ab.ca/contact-us/campus-maps/campus-maps>