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Everything you wanted to know about academic teaching

(but were afraid to ask)

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2 PM, THURSDAY, 27 FEBRUARY, IN THE ACC



Academic / University teaching

Four-year colleges

Large public research universities

Ivy League



Departmental expectations

3–4 courses per year (or specific number of contact hours)

Diversity of teaching experiences

- intro courses for non-science majors

- intro courses for majors or majors-to-be

- core courses for majors

- specialized graduate/advanced undergraduate classes

Evaluation

Mid-term / tenure / promotion reviews

Teaching statements

Course evaluations



On a scale of 1-5 (1=strongly disagree, 5=strongly agree):

I learned a lot from this course

Overall, this instructor was an effective teacher

The instructor treated students with respect

Evaluations by colleagues

Think about: Mid-course evaluations (you can do your own!)

What is going well in this course? What are areas for improvement?



Resources

Department Chair / Associate Chair / Mentor

Other colleagues / previous course instructors

Teaching assistants

Existing course materials (+ lab manuals)

Textbooks



University Centers



Science Education Resource Center (SERC, serc.carleton.edu)



Keys to success

Respect

Keys to success

Know yourself

Preparedness & professionalism

Balance with research

Discussions

Self-evaluation

Consistency and fairness in student evaluation

Clarity of expectations of students



First day of class

Syllabus (see examples in handout)

check university policies

Introduction & overview

Set the tone for the semester

Teaching optional



Approaches to teaching

Be yourself

‘Sage on a stage’ vs. ‘guide on the side’

Instantaneous student response systems

‘clickers’, apps

Technological ups and downs

Powerpoint vs. blackboard

Interactive teaching methods

