

Foundations of Teaching and Learning in Health and Exercise Sciences

The Centre for Teaching and Learning is excited to collaborate with the School of Health and Exercise Sciences to offer a 6-workshop series that gives participants theory and practice in teaching and learning. A guiding principle in the design and delivery of these workshops is that they are valuable to the participants:

- The workshops are discipline-specific, providing support and resources that are immediately applicable.
- The content is discipline-specific because we collaborate with a “local champion” to include learning outcomes, assessments, activities, habits of thinking, expert-like skills, demonstrations/artifacts, common misconceptions and difficulties, relevant educational research, and more that are specific to the discipline.
- The cohort remains when series is over, creating a local learning community that’s immediately available in the hallway, in the main office, before and after a meeting, to share teaching and learning challenges and successes.
- The CTL will provide any documentation, recognition, and acknowledgement the participants need to describe this professional development when preparing their files.

Workshop Topics

1. **How People Learn:** Key findings about how people learn and how instructors can use those findings in the design and delivery of their courses.
2. **Creating Supportive, Inclusive Learning Environments:** Students will not succeed if they don’t feel welcome and safe. Creating and maintaining that classroom environment requires thoughtful, deliberate, and on-going attention.
3. **Learning Outcomes:** The first step to designing and teaching a concept, a lesson, or an entire course is determining the learning outcomes: what must a student be able to do to demonstrate they understand?
4. **Assessment for Learning:** It’s one thing to teach a lesson; it’s another thing entirely whether or not students learned it. We’ll explore both formative and summative assessments.
5. **Instructional Strategies:** There are times when a short lecture is the right tool to share your expertise and model expert-like habits of thinking. The evidence is clear, though, that more of your students will achieve higher levels of success in classes with effective, active learning.
6. **Cohort input:** The last session will be left open for your input. Session could be specific to teaching your discipline (labs, specific learning technologies, experiential learning, etc.) or being a successful educator (education research, teaching philosophies, etc.)

What to expect

Peter Newbury from the Centre for Teaching and Learning will be leading this series with Greg duManoir. Greg and Peter will work together to ensure the series is tailored to the needs of HES. Participants anticipate six 80-minute sessions at a time and place that fits the cohort’s schedule, with 30-60 minutes of work before each session to read articles, watch videos, draft content, or write summaries or reflections. There will be opportunities after each session to practice and get feedback (for example, writing a learning outcome or a multiple-choice question for peer instruction with clickers.) The series will be supported through a Canvas shell that will remain available to the cohort after the series ends.

For more information, please contact

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