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Everything you wanted to know about academic teaching

(but were afraid to ask)

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