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# Everything you wanted to know about academic teaching

(but were afraid to ask)



# **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

**Textbooks** 

Department Chair / Associate Chair / Mentor Other colleagues / previous course instructors Teaching assistants Existing course materials (+ lab manuals)



**University Centers** 



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

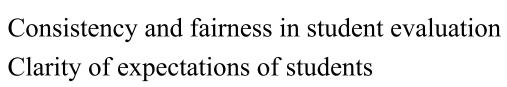


# **Keys to success**

Respect

## **Keys to success**

Know yourself
Preparedness & professionality
Balance with research
Discussions
Self-evaluation





# 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

