

Program 2: MSE Residential Teaching Development Program for new academics (New casual, sessional and continuing positions) (2017)

In response to the growing student numbers and new recruitments in teaching at the university, it was envisaged that we could be a change agent in realising the excellence of teaching and learning within the MSE. As such, Dr Antonette Mendoza initiated, designed, developed and implemented a two-day 'Residential Teaching Development Program' for new academics in February 2017 - the first of its kind in the University. While the University offers a Graduate Certificate in University Teaching, we were mindful that new staff did not have a *MSE tailored teaching development program* – one that exposes new academics to teaching pedagogy, best teaching practices, systems and policies, recruitment, managing student-staff expectations and engaging with large class sizes in their first semester at the university. The program includes a 'buddy' system where each new academic is paired with a senior academic. This senior academic acts as a mentor and comrade in helping the new academic find resources and share experiences in teaching. The program also involves participants' peer-reviewing lectures to improve pedagogical practice. Further, reflective practice to their teaching pedagogy is encouraged (a template of the program is shown below). To date, eighteen new academics (Level A – E) have attended the program and it has been strongly endorsed by the School Leadership Committee receiving positive feedback, for example:

"All the sessions were really helpful for me. I have learned how to deal with large classes of students effectively and how to encourage students to be active learners" [Academic comment]

Start date: 13th and 14th Feb 2017

Activity leader: Dr Antonette Mendoza

This program is a two-day "boot camp" for new teaching academics run once a year. It offers training and support on some key teaching & learning principles and practical strategies during their crucial first weeks of teaching, particularly tailored to the Melbourne School of Engineering (MSE) in the university.

Topics:

Day 1: Learning and teaching practice

- Learning: *What does it mean to learn something and how does that inform how we teach?*
 - Deep and surface learning
 - Scaffolding for learning
- Constructive alignment:
 - Learning Outcomes
 - Learning Activities – including engagement strategies
 - Assessment & plagiarism
- Ethical practice in teaching and professionalism
- How to manage teams and group based learning/collaborative learning.
- Teaching inclusively – how to manage culture/difference within classes

Day 2 (morning): General Professional Development

- University systems: how to set up the LMS for your subject
- Available student services: student mental, wellbeing and support (Counselling services)
- Academic/tutor expectations: –employing casual tutors and demonstrators; policies (Antonette Mendoza)
- Safety induction training for academics and their tutors/demonstrators (OHS representative)

Day 2 (afternoon): Best learning and teaching practices in managing large classes – show and tell session

- Assessment and feedback (techniques, tools) – invited speakers
- Engaging large classes – invited speakers
- Reflection on practice/show and tell session: experienced academics share their teaching experiences; raise issues of concern or interest (invited speakers)

Future direction:

During the semester: Paired Buddy program

In addition to the two-day program, we propose that each new academic observe one lecture delivered by an experienced colleague during the semester. This activity would expose new academics to other styles of teaching and encourage critical discussion about teaching in a particular area.

As a means of providing personal coaching that is more directed to specific contexts, we also propose that each new academic be observed in his/her lecture. This activity would also be situated within a consultative context – *what would you like me to observe? Are there any aspects that you are not confident about?* A brief report would follow (what you are doing well, suggestions for improvement) and follow-up consultation if required.

Other resources (to work on in the future): Develop an online resource bank maybe on the ELU web site.