



INSTRUCTOR HANDBOOK

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Preface

This handbook has been prepared to provide you with easy-to-access information that will help you to become more comfortable in your role as an Instructor at the LIFE Institute. The Instructor Handbook has been formatted into 3 sections.

Section A

This section deals with an introduction to the different types of instructors and guidelines for developing your course proposal and course outline. There is also information about preparing for your course.

Section B

This section focuses on all the procedures and protocols for teaching a course at the LIFE Institute. The range of topics in this section include the role of class hosts, emergencies procedures, use of AV equipment and /or podium and other essential pieces of information related to teaching at the LIFE Institute.

Section C

This section will focus on learning and teaching. Topics covered in this section include information about how adults learn, different learning styles, best teaching practices as well as first day class activities and tips to make you successful in the classroom. In fact, just about anything you need to make your job easier and your classes more rewarding for your class participants and you!

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SECTION A

Role of an Instructor
Preparing for your Class

INTRODUCTION

Instructors are the lifeblood of the Institute. The skills, energy and time commitment needed to be a good Instructor are considerable but so are the rewards. Not only will you learn more about your subject, you will have the real satisfaction of knowing you have helped others have an enjoyable learning experience. In addition, you'll enjoy the fun and stimulation of leading a group of appreciative and interested older adults, members who want to learn and grow.

There are two types of instructors, volunteer and contract. Volunteer Instructors are capable volunteer members who wish to contribute their time to the LIFE Institute, do not need to be experts in teaching or the subject area, need to have specific interests or a passion in their topic and be able to facilitate a discussion style course. Contract Instructors are paid staff who are experts in their field of study with extensive teaching experience as well.

Although Section A will cover information that is relevant for both types of instructors, the initial focus will be on the former.

Volunteer Instructor Formats

There are a number of different formats that a volunteer instructor could consider when they are developing their course. These are guidelines only, and format may vary or be combinations of these approaches.

The Study Group

- The instructor drafts the outline of the course
- This is reviewed with the group to change or add new content
- All class members are involved in a presentation through a variety of roles
- Larger groups may have group presentations, thus sharing the research or presenting material
- Smaller groups may have one participant for each topic
- Presentations are limited to 20-30 minutes
- Presentations leave ample time for discussion and dialogue
- Instructor facilitates and administers the course

Facilitated Course

- Instructor frames the question and drafts the outline of the course
- This is reviewed with the group to change or add new interests
- Those who wish can take on roles of research, reading, preparation, or presentation
- Presentations leave ample time for dialogue and discussion
- Instructor facilitates and administers the course

Guest Speaker Course

- Instructor frames the question and drafts the outline of the course
- Instructor solicits and invites speakers
- Instructor introduces speaker, topic and relevancy to course
- Instructor ensures that discussion takes place and often sums up ideas
- Instructor thanks speaker in person and later in writing
- Normally guest speakers are not compensated, although exceptions can be made

Interactive Courses

- Instructors are subject matter experts, develop and deliver the full content.
- Instructors lead the class with a high level of one-on-one teaching and coaching.
- Instructors improve individual class participants skill sets.
- Normally these courses are hands-on, one-on-one courses such as painting, drawing, writing memoirs, technology specific, etc.

Lecture Course

- Instructor develops the content, does the research, prepares the guidelines and disseminates it to the group
- Instructor delivers the content
- Instructor leaves time for questions and answers and/or some limited discussion

Generally, volunteer led courses require a minimum of 30 class participants. Volunteer lecture courses are expected to draw on average a minimum of 50 participants. Courses with less than the minimum number of participants may be approved to run when enough funding is available to subsidize the course expenses, usually class room costs and overheads. Generally, courses are expected to run for a minimum of 6 weeks and a maximum of 8 weeks. Interactive courses require a minimum of 6 participants and are expected to run for 8 weeks. Some courses may involve field trips, such as visit to museums, etc.

Contract Instructor Format

Guest Speaker Course

- Instructor frames the question and drafts the outline of the course
- Instructor solicits and invites speakers
- Instructor introduces speaker, topic and relevancy to course
- Instructor ensures that discussion takes place and often sums up ideas
- Instructor thanks speaker in person and later in writing
- Normally guest speakers are not compensated, although exceptions can be made

Interactive Courses

- Instructors are professionals in their field, develop and deliver the full content.
- Instructors lead the class with a high level of one-on-one teaching and coaching.
- Instructors improve individual class participants skill sets.
- Normally these courses are hands-on, one-on-one courses such as painting, drawing, writing memoirs, technology specific, etc.

Lecture Course

- Lecture courses are series of lectures following a specific theme
- The content is delivered entirely by the instructor
- The Instructor is expected to have specialized expertise in a particular subject area as well as extensive teaching experience
- The Instructor is expected to research and deliver all the content and may have only limited time for questions and answers.
- The Instructor will have the understanding and experience with the appropriate use of presentation technology although specific technical training and support will be provided if necessary

Generally, contract instructor led courses require a minimum of 50 class participants. Contract instructor courses are expected to draw on average a minimum of 75 participants and can run as high as 300 participants for a pure lecture course with limited questions. Courses with lower number of participants may be approved to run when enough funding is available to subsidize the course expenses, usually class room costs and overheads. Generally, contract instructor courses are expected to run for 8 weeks.

To further expand on these different course formats, see Appendix A which graphically expresses learning and teaching delivery modes.

ROLE OF AN INSTRUCTOR

As an Instructor you will take on the responsibility of running your course — from conception to completion. The job will include all of the following:

1. Selecting a Topic

In most cases, Instructors who have an interesting idea propose a course to the Curriculum Committee. The idea may have come from talking with friends, participating in-group activities, reading, or having a personal interest that s/he would like to share with others. The Curriculum Committee may also be a source of course ideas. Generally, Contract Instructors will select a subject area in their specialized field of study. The aim is to flesh out a question or area of inquiry that can be fruitfully studied for the duration of the course. An instructor delivering an interactive course selects the topic which is within their professional field.

NOTE: The next few points (Gathering Information, Course Development and Organizing Resources) is specifically for Instructors conducting study groups, facilitated and interactive courses. Lecture courses with some discussion can also benefit from the following points.

2. Gathering Information

If your subject is one that you know a lot about, you've got a running start. If it is a subject you think would be interesting, but one you are not familiar with, you'll want to do some research, so you have enough information to lead the course.

3. Course Development Process

You've selected your topic, and subject, you need to start developing a course outline. Here are some questions to think about.

- a. What is your purpose in delivering this course? What is the single most important thing you hope class participants will leave your course knowing or being able to do? Why are you teaching it? (This is not about what facts you want them to know at the end, but about what your general and specific objectives are for the course)
- b. What relevant experience and knowledge do you expect class participants bring to the course? Who are your class participants? What are they likely to know already about this topic? What levels of sophistication can you expect?

Now you need to consider the following questions?

- a. How are you going to tie the course together? What is the story line for this course? Are there logical links to be made with a follow-up course in later semesters? And what are the larger sub-topics? How will you enable the class participants to follow the course's progression from week to week?
- b. Given the underlying purpose or concept or level of the course, what material should be emphasized and what can be cut out?

- c. How are you going to include material and perspectives of groups with diverse backgrounds?
- d. What teaching methods are you going to use (e.g. lectures, discussions, role plays, demonstrations) and in what proportions? What activities other than readings and class discussions might be appropriate? How will you stimulate class participants to think about the material before class?
- e. How will you get feedback from the class participants? How will you know if the course is working for them, what they are thinking?
- g. How flexible are you going to be in meeting class participants' different backgrounds, interests and needs?
- h. Are you willing to change course material and approach in the middle of the session if that seems appropriate? Are you willing to entertain different approaches to the material?
- i. Having decided all this, how are you going to let your class participants know the overall plan for the course, including suggested readings?

4. *Organizing Resources*

Depending on the subject matter of your course, you might decide to invite one or more guest speakers, make use of audio-visual equipment for DVDs, videos or CDs to liven up the course content.

5. *Submitting a Proposal*

Appendix B of this manual is a form entitled 'Course Proposal Form'. Once completed, this course proposal form provides the Curriculum Committee with all the information needed to decide whether a course will appeal to a sufficient number of members and to prepare an entry for the calendar.¹

¹ The above document has been adapted from the Derek Bok Centre for Teaching and Learning, Harvard University, 2017

PREPARING FOR YOUR CLASS

- Think about any reading materials that would be helpful for your course. LIFE members have access to the Ryerson library (with the appropriate LIFE membership card available in person at the LIFE office).
- There are many other resources such as the Toronto Public Library, especially the Reference Library, newspapers, the Web, TED talks, National Film Board, government, organizations and special interest groups, and the CBC.
- Reading materials can be sent out to your class ahead of time (refer to Section B - Distribution of class information/materials)
- If you are offering a course in the study group format, which means that the majority of the class participants will be making presentations you may want to provide some clear and concise guidelines to help them get started.
- You may have to prepare participants of the class by reminding them that they are here to experience a variety of learning opportunities such as overcoming nerves and self-consciousness and appreciating the efforts of others. Learning isn't exclusive to listening to an 'expert'.
- These presentations should be brief, no more than 10-15 minutes, and presenters should be encouraged to liven things up with video segments, PowerPoint and even guest speakers. A sprinkling of the presenter's own opinions and experience adds interest, and the very important ability to pose stimulating questions for discussion, where applicable, will be appreciated by the participants.
- In some cases, the chairs and tables can be arranged in a suitable fashion for a particular study group. You are asked to return the classroom to its previous condition when you leave.

SECTION B

Teaching at LIFE
Scenarios

INTRODUCTION

This section will focus on teaching at the LIFE Institute. The information in this section focuses on essential pieces of information that you may need to reference as an instructor. A summary chart has been provided at the end of this section for easy reference.

As always if you need further information or clarification do not hesitate to contact the LIFE office either by e-mail at info@thelifeinstitute.ca or by phone at 416-979-5000 ext. 6989.

TEACHING AT LIFE

1. *Attendance*

Taking and tracking attendance is the role of the Class Host. If you are a Volunteer Instructor, you will receive a Class Roster one week before your course starts. If you are a Contract Instructor and not a member of the LIFE Institute you will not have access to the attendance list nor any class participant contact information as per our Privacy Policy. Instructors are not permitted to sell books or services during class time and cannot use a member's email for such purposes without obtaining prior exclusive approval to do so. Instructors are not allowed to promote other courses or events that are not offered by LIFE.

2. *A/V Equipment*

When you are completing your course proposal, it is important to indicate what type of A/V equipment you need to use. Most Ryerson classrooms are equipped with overhead projectors and power outlets. Most classrooms include an A/V console equipped with media presentation technology. The A/V equipment does vary slightly from room to room as well as building to building.

To open the podiums, you either need a Ryerson OneCard (A/V card) with a daily password or just the daily password depending on the room. Picking up the card and password or just the password is part of your responsibilities. The Class Host will assist you with this and often do it on your behalf.

If you intend to use the Internet in the classroom, please note that occasionally there are connection problems, so we advise you to put your content on a USB stick. This stick could be used for videos, YouTube materials and even films. If you encounter difficulties, please use the nearest house phone and dial ext. 4444 for on-site classrooms or contact the front desk for off-site facilities.

Training on the use of Ryerson Presentation Technology can be found online at <http://www.ryerson.ca/ccs/services/mediaservices/classrooms/training>

Off-campus rental locations will also have A/V equipment. Most of these locations have their own support person at the facility. You will be provided with a fact sheet for each location including how to obtain A/V support for off-site classrooms.

3. *Class Hosts*

Class Hosts are volunteers who play a crucial role at the LIFE Institute. They help support fellow classmates as well as Instructors. They provide some administrative support to the Instructor as well as being an ambassador for the class. Class hosts are responsible for:

- Taking Attendance
- Picking Up and Returning the A/V Card or assisting in obtaining the password for off-site locations
- Liaising with the Instructor prior to the first class to ensure there are clear expectations, preparing a welcome email and any necessary materials to be forwarded to the class if required,
- Outreach and support to the class participants
- Feedback to the LIFE office and support of the evaluation process

The entire Class Host Handbook is on the LIFE's website at

https://www.thelifeinstitute.ca/resources/documents/HostHandbook_RevisedAugust2016.pdf

4. *Classroom Information*

Classroom information is usually available one week before classes begin. As the undergraduate student population at Ryerson University has grown, this has meant that the majority of LIFE classes are being offered at off campus locations near Ryerson. LIFE strives to ensure that these spaces offer the same level of service that our Ryerson campus courses receive.

Equivalent A/V technology is also made available at these locations. Location information will be sent out to all Instructors. The LIFE office with support from the Class Hosts also communicates this information to the participants in the class. It is not the responsibility of the Instructor to do so.

5. *Copyright Information*

The LIFE Institute has adapted Ryerson University's Fair Dealing Guidelines related to our copyright protocols. Course Leaders may communicate and/or reproduce in paper or electronic form 'short' excerpts from a copyright protected work for the purpose of education. The guidelines outline what a 'short' excerpt means and also other considerations. The full document is available on our LIFE webpage at <https://www.thelifeinstitute.ca/index.php?page=static&p=disclaimer.html>

6. *Course Expenses*

All Instructors are eligible to receive up to \$100 per course for relevant course expenses such as photocopying, resource materials, books etc. Ideally, most documents can be sent electronically to class participants avoiding photocopying costs. Original receipts must be attached to a completed Cheque Requisition form found in Appendix C. Any books or equipment that is purchased is owned by LIFE and must be returned to the office after the course.

7. *Course Outline*

All Instructors are sent the Course Proposal form (Appendix B) and information will be extracted and become part of the course outline. You will be sent a course proposal form and a request for

submission of a course for the coming semester. You are encouraged to submit course proposals for the full calendar year. These course outlines will then be made available to members taking the course. The information that will become part of the outlines will be:

Name of Instructor	Course Description
Instructor short bio	Course Outcomes
Course Title	Weekly Topics
Length of Course	Additional Materials needed if relevant for the course

8. *Distribution of Course Materials*

The LIFE office can distribute course materials or notes to all class members through its web service. Send your messages to info@thelifeinstitute.ca at least 2 business days in advance to ensure timely distribution. Unfortunately, files need to be kept to a minimum because our system has limitations regarding the size of the file. Power point presentations and pictures are usually problematic, so internet links are preferable.

Instructors and Class Hosts can also develop their own electronic distribution system to send materials to their class members. As per our Privacy Policy, all e-mails must be in the BCC line of the e-mail, so LIFE members do not see or have access to other LIFE members e-mail addresses.

9. *Emergency Protocols*

In the event there is a medical or other emergency in your classroom, Appendix D contains 'Guidelines for Handling EMERGENCY or HEALTH PROBLEMS on Campus.' Please read it and call the LIFE office if you need clarification. Off-site facilities require you inform the front desk of

10. *Evaluation Forms*

Evaluation forms are sent electronically to each member of a class one week before the end of the course. Your Class Host will make reminder announcements in class. The survey results are compiled by the LIFE office and results are sent to you. The information on these surveys is useful to the Curriculum Committee in deciding what courses and topics LIFE members want, as well as how to improve the learning environment. See Appendix E and Appendix F for copies of the evaluation form.

We also have a Training, Coaching and Mentoring program now available to Instructors. Some of LIFE's top instructors can assist you through this program. Please reach out to Elisabete Way, Executive Director at e_way@thelifeinstitute.ca if you would like to participate in this program or would like to leverage it for your own benefit.

11. *Life Policies*

Three key LIFE policies which are on the LIFE website are listed in Appendix G regarding privacy, 'no scent' and discrimination and harassment prevention. Course Leaders need to be familiar with these policies.

12. LIFE Office

The LIFE office is located at the Chang Building, 297 Victoria Street Toronto, Room 306. Our offices can be reached by email at info@thelifeinstitute.ca or by phone at 416-979-5000, ext. 6989, Mon-Thur: 9:00 am to 3:00 pm and Fri: 9:00 to 12 noon

13. Map of Ryerson Campus

Ryerson has an excellent interactive map which can be found at <http://www.ryerson.ca/maps/>. A map of our off-site facilities is also available on our website or please contact the LIFE office.

14. Mid-Term Check-Up

The LIFE Institute recommends that you do some form of a mid-term check in with your class. This will give you feedback about how your class is progressing and how it can be improved. The information that you collect does not need to be shared with the LIFE Institute, but we are certainly willing to discuss the results with you if you so wish. An example of a mid-term form is located in Appendix H.

15. Wi-Fi Access

To access the internet while on the Ryerson campus, the following information will be needed:

Network	RU- Secure
User Name	lifewifi
Password	The password changes every year so please contact the LIFE office for current password

Off-site facilities internet access can be obtained from the front desk at each facility.

SCENARIOS

Occasionally unexpected situations arise so here is some information that you may find helpful:

Classroom Door is Locked

The Ryerson Security department gets a list of all classes that are being offered at Ryerson. In the unlikely event that you arrive to find your room locked, call Security at 416-979-5000 ext. 5040 or use the nearest house phone and dial 5040. When you call, identify yourself as calling on behalf of the LIFE Institute, a Program for 50+ which is part of the Chang School and give the room number and location. Should this occur at any off-site facility please visit the front desk and ask for assistance.

Classroom Occupied

If you arrive and find a class in progress in your room, there is a Ryerson 10-minute policy which means that you wait until 10 minutes past the hour and then remind the teacher that the room is booked for your class. If there are any problems, please call the LIFE office at 416-979-5000 ext. 6989 or use the nearest house phone and dial 6989.

Class Schedule Changes

If you need to change a course date, please contact the LIFE office as soon as possible by phone at 416-979-5000 ext. 6989 or send an e-mail to info@thelifeinstitute.ca indicating the following:

- the reason for the change
- the impacted date and the proposed new date
- contact information for you

Please do not announce any new dates or times before this information has been approved by the LIFE office staff.

SECTION C

Adult Learning Principles
Characteristics of Adult Learning
Understanding Adult Learning Styles
Tools for Teaching
First Day of Class Suggestions
Accessibility Issues

INTRODUCTION

This section will focus on the learning and teaching process. Adult educators are faced with the complex task of planning courses in their areas of expertise or interest, often with very little or no training in how to teach. For more traditional lectures, a simple and common solution to this dilemma is to follow the format of an established textbook and to rely on familiar teaching methods, usually those we experienced as students. Our learners at the Life Institute are adult learners with diverse backgrounds. These types of learners require different instructional strategies. We must meet the needs of the learner and recognize that there are better ways to teach these types of learners. It is the intent of this handbook to provide information on Adult Learning Principles, Characteristics of Adult Learners and how Adults Learn Best.

ADULT LEARNING PRINCIPLES

Here are some key points related to adult learning from Malcolm Knowles who was one of the leading adult educators:

Adult Learning Principles

- Adults are internally motivated, and self-directed
- Adults bring life experiences and knowledge to learning experiences
- Adults are goal oriented
- Adults are relevancy oriented
- Adults are practical
- Adult learners like to be respected

Adults learn best when:

- They want or need to learn something
- In a non-threatening environment
- Their individual learning style needs are met
- Their previous experiences are valued and utilized
- There are opportunities for them to have control over the learning process
- There is active cognitive and psychomotor participation in the process
- Sufficient time is provided for assimilating new information
- There is opportunity to practice and apply what they have learned
- There is focus on relevant problems and practical application of concepts
- There is feedback to assess progress towards their goal

CHARACTERISTICS OF ADULT LEARNERS

Autonomous & self-directed

- Adult learners prefer to be free to direct themselves. Actively involve them in the learning process and serve as a facilitator for them
- Get learners' perspectives about what topics to cover and let them work on projects that reflect their interests
- Allow learners to assume responsibility for presentations and group leadership if appropriate for the course
- Act as a facilitator and guide learners to their own knowledge rather than supply them with facts
- Show learners how the class will help them reach their goals

A foundation of life experiences & knowledge

- Learners need to connect learning to their knowledge and experience base (family relationships, professional life, and previous academic experience)
- Within reason, draw out participants' experience and knowledge relevant to the topic
- Relate theories and concepts to the learners' lives; recognize and acknowledge the value of experience in learning

Goal-oriented

- When enrolling in a course, learners usually know what goal they want to attain. Good organization and clearly defined elements are much appreciated.
- Show learners how your class will help them attain their goals
- Clear goals and course objectives should be presented early in the course

Relevancy-oriented

- Learners must see a reason for learning something new. It has to be applicable to their work or other responsibilities to be of value
- Try to relate theories and concepts to a setting that is familiar to learners
- Allow learners to choose projects that reflect their own interests

Practical

- Learners may not be interested in knowledge for its own sake. Let them know explicitly how the lesson will be useful to them, even on the job for those who may still be working part time

Respect

- Acknowledge the wealth of experiences that learners bring to the classroom.

Knowles, M, 1984, Andragogy in Action, Knowles, M, 1970, Characteristics of the Adult Learner
<https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles>

UNDERSTANDING ADULT LEARNING STYLES

The term “learning style” refers to individuals’ characteristics and preferred ways of gathering, interpreting, organizing and thinking about information. As an Instructor, you need to understand how adult class participants learn. Some class participants prefer to work independently, while others do better in groups. Some class participants prefer to absorb information by reading, others by active manipulation. No one style of learning has been shown to be better than any other, and no single style leads to better learning. For Instructors, understanding learning styles is useful for three reasons. First, knowing about learning styles may help you understand and explain the differences you observe among class participants. Second, you may want to develop a range of teaching strategies to build on the different strengths individual class participants bring to the classroom. Third, knowing how class participants differ may help you help your class participants expand their repertoire of learning strategies.

Refer to Appendix I to learn more about The Four Different Learning Styles by Kolb, another leading adult educator.

TOOLS FOR TEACHING

This handbook provides additional information on how to improve your abilities to help your class participants develop their intellectual and cognitive skills. You may want to learn about different instructional strategies that have been used successfully with other Instructors. There are 4 strategies that will be discussed in the handbook.

- Creating and Delivering Presentations with the use of PowerPoint slides
- Facilitating Discussions
- Engaging in Active Learning
- Classroom Dynamics including Diversity

1. Presentation (PowerPoint) techniques

What makes a powerful presentation? Just what can we do to get people to listen and respond in a positive manner to what we have to say as Instructors? Each of us has had the experience of being captivated by a presentation, one that would have held our attention indefinitely. We’ve also probably shared the experience of being trapped in a presentation that felt it lasted too long. So how do we create and deliver an effective presentation. Refer to Appendix J for Tips for Creating and Delivering Presentations

2. How to facilitate discussions

Class discussions provides class participants with opportunities to acquire knowledge and insight through the face-to-face exchange of information, ideas and opinions. A good give and take discussion

can produce unmatched learning experiences as class participants articulate their ideas, respond to their classmates' points and develop skills in evaluating the evidence for their own and others' positions. Initiating, sustaining and managing a lively, productive discussion are among the most challenging of activities for an Instructor. Class participants' enthusiasm, involvement and willingness to participate affect the quality of class discussion as an opportunity for learning. Your challenge is to engage all class participants, keep them talking to each other about the same topic and help them develop insights into the material. Refer to Appendix K to learn more about How to Facilitate Discussions

3. *Active Learning*

Instructors can use active learning in classes whether large or small to increase student engagement beyond what might occur in a full group discussion by varying the instructional approaches and including small group discussions and activities. Refer to Appendix L for examples of Active Learning Strategies

4. *Classroom Dynamics and Diversity*

There are no universal solutions or specific rules for responding to ethnic, gender and cultural diversity in the classroom. As an Instructor, you should be aware that the topic is complicated, confusing and dynamic, and for some teachers it is fraught with uneasiness, difficult and discomfort. Perhaps the overriding principle is to be thoughtful and sensitive and do what you think is best. Refer to Appendix M for more information on Classroom Dynamics and Diversity

FIRST DAY OF CLASS SUGGESTIONS

The first day of class always creates some nervousness, even for seasoned instructors. It helps to have a mental checklist of objectives to accomplish so that you and your class participants come away with the impression that the course is off to a good start.

- Introductions are important, and you could use nametags or tent cards if required/practical, and then introduce yourself and your Class Host. NOTE: The Class Hosts can purchase this item.
- Welcome everyone, explain your own interest in the course subject and ask participants to introduce themselves. Various ice-breakers games can be used. Allow time for your Class Host to pass along any messages required.
- Indicate the locations of washrooms, drinking fountains, elevators, exits and what to do in case of a fire alarm. Each session must include a 10-minute break around the halfway mark.
- If not already done via email, pass around a course outline and spend a few minutes discussing it. (You may prefer to hand out copies at the first class.) Invite members to suggest additions or changes at any time over the weeks of the course as appropriate.

- Explain how the course will work in terms of information gathering, presentations and discussion, and make it clear that all shades of opinion are welcome. Hand out a list of guidelines for the course if you wish. Encourage participation!
- If yours is a course in which class participants are expected to make presentations, provide a list of topics and have participants choose their topic, and which week they will be prepared to make their presentation.

For more information related to strategies for the first day of class refer to Appendix N.

ACCESSIBILITY ISSUES

Some people with disabilities do not wish to disclose or discuss their problems. Their privacy must be respected. Others are pleased to describe difficulties they have and will solicit assistance from all course participants. The first step is to be aware that within each group there are probably members with some form of disability. Appendix O provides additional information for your review.

APPENDICIES and SUPPORT MATERIALS

- Appendix A - Course Proposal Form for Classroom Leaders**
- Appendix B - Cheque Requisition**
- Appendix C - Guidelines for Handling Emergencies or Health Problems on Campus**
- Appendix D - Evaluation Form for Moderators**
- Appendix E - Evaluation Form for Lecturers**
- Appendix F - LIFE Policies**
- Appendix G - Let's Check-Up, Mid-Course Feedback**
- Appendix G - Kolb's Learning Styles**
- Appendix I - Tips for Creating an Effective Presentation**
- Appendix J - How to Facilitate Discussions**
- Appendix K - Active Learning**
- Appendix L - Classroom Dynamics and Diversity**
- Appendix M - First Day of Class**
- Appendix N - Accessibility Issues**



Appendix A

Course Proposal Form for Instructors

NOTE: The purpose of this course proposal is to provide relevant information about your course. The Curriculum Committees will be making decisions based on the information provided. The sections with an **asterisk*** will be extracted and become part of the course outline that will be shared with your class participants.

1* **Name of Course Leader**

2. **Date of Application**

3. **Contact Information** (Address, E-Mail, Telephone Number)

4. * **Proposed Course Title**

5.* **Proposed Length of Course** (normally each class is 2 hours per week)

6. * **Course description** (not more than 80 words)

7.* **Course Outcomes.** By the end of this course, members will:

-
-

8.* **Weekly Topics**

Week 1:

Week 5:

Week 2:

Week 6:

Week 3:

Week 7:

Week 4:

Week 8:

9.* **Additional Materials needed if relevant for the course** (e.g., books, art materials with accurate costs, etc.)

Please note that Instructors are eligible for a maximum allowance of \$100 for course expenses. If there are additional costs we need to know this upfront so we can build this into the fees for the course.

10.* **Method of Presentation** (select all the applicable responses; refer to pages 5 & 6 for details)

Lecture

Interactive

Study Group

Guest Speakers

Facilitated

Other _____

Does your course involve a field trip? If yes, please provide details.

11* **Participation Level Expected**

(In order to ensure that members are selecting the right courses for themselves please indicate the expected level of classroom participation.)

Discussion course expected to participate

Some opportunity for discussion

Limited opportunity for discussion

12.* **Classroom Leader Biography** (not more than 40-60 words)

13. **Room Set-Up** (select all that is relevant). LIFE will do its best to accommodate your classroom set-up.

fixed tables

movable chairs

tiered classroom

flat classroom

14. **Please specify your AV Requirements**

15. **Do You Need A/V Training?**

Yes

No

If you need assistance, training will be provided and you will be notified of the schedule before the beginning of the course. You will have to be trained before the first day of class.

16 **Ideal Size of Class**

Note: Due to demand low enrolment courses may be cancelled. Generally, we will not offer a course with fewer than 25 class participants unless there are extraordinary circumstances.

17. **Date and Time**

Indicate your first three choices. We will do our best to accommodate your wishes, but priority will be given to classroom leaders who submit by the deadline.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
10 am-12 pm						
12-2 pm						
2-4 pm						
4-6 pm						

Appendix B

CHEQUE REQUISITION

Date: _____

Cheque payable to: Name _____

Address/Phone# _____

Total Amount: \$ _____

Expense To: (Indicate COURSE# & TITLE / EVENT / COMMITTEE etc. to which this should be allocated)

Explanation: _____

Your Signature: _____

PLEASE ATTACH ALL RECEIPTS, INVOICES ETC. TO THIS FORM

FOR OFFICE USE ONLY

Approved by Executive Member of the Board: _____

Comments: _____

Appendix C

Guidelines for Handling Emergencies or Health Problems on Campus

If someone has a serious health problem – i.e., heart attack symptoms – dial ext. “80” on the nearest house phone located in all classrooms and hallways and ask them to make an immediate 911 call. Security will meet the ambulance and direct paramedics to the proper location.

For any other emergency – e.g., theft, assault, falls (not serious enough to require an ambulance), dial “80” on the nearest house phone **or** go to the security desk on the 1st floor of 111 Bond Street.

If there is no phone in the room, please use a cell phone to **call 416-979-5000 and ask for ext. 80** – explaining that you need Emergency/Security assistance.

If anyone feels ill or requires medical attention while on campus, they can go to the **Ryerson Health Centre in Room KHW 181 (Kerr Hall West)**. The centre is open 9 a.m. to 6 p.m. Monday to Thursday and from 9 a.m. to 5 p.m. on Fridays. Summer hours may be different. For general queries, call ext. 5070 on the house phone or call 416-979-5000 ext. 5070.

For any other security matters – e.g., reporting anything hazardous or suspicious, or even getting a door unlocked, call ext. 5040 on the house phone or call 416-979-5000 ext. 5040

It is usual practice to have a fire drill near the beginning of each semester. If the fire bell sounds, please tell everyone to take their coat and personal belongings and file out down the stairs. If there is someone who needs **special help, dial ext. “80”** on the house phone, advise Security that (for example) you *have someone with mobility issues in Room “X” in the “X” Building*. Someone will come to assist this person. **Do not leave him or her alone.**

For more information about How to Handle Emergencies on the Ryerson campus
<http://www.ryerson.ca/irm/emergencies>

Note: These guidelines do not apply to our off-campus locations. Specific information for each off-campus locations are currently being drafted.

Appendix D

EVALUATION FORM FOR INSTRUCTORS

Please take a few minutes to complete this evaluation form. The information collected provides valuable feedback for our Instructors so that they can continue to learn and improve. In addition, this information will help the LIFE Institute with planning and development of future courses. Your responses are anonymous, and the collated results of the evaluation are confidential. We greatly appreciate your time.

Course Name: _____

Please circle/click on the appropriate number (where applicable for style of course):

	<i>Below Expectations</i>	<i>Average</i>	<i>Exceeded Expectations</i>	<i>Not Applicable</i>		
Preparedness	1	2	3	4	5	NA
Presentation Style	1	2	3	4	5	NA
Knowledge of Subject Matter*	1	2	3	4	5	NA
Opportunity to Participate*	1	2	3	4	5	NA
Format Suitable for Content	1	2	3	4	5	NA
Overall Experience	1	2	3	4	5	NA

Did the course description match the course content? YES NO

Comments: _____

What is the best part of the course?

What is the least favourite part of the course?

Would you recommend this course to friend? YES NO

Comments: _____

Appendix E

LIFE Policies

LIFE Institute's Privacy Policy

Be it resolved that:

1. LIFE Institute will not share the LIFE membership list with any other organization.
2. Contact information for LIFE members is seen as confidential by:
 - a) heading any full membership list "CONFIDENTIAL" and limiting distribution; and
 - b) reminding those who receive contact information that the information is confidential and must be used and disposed of in an appropriate manner.
3. An occasional reminder will be sent to LIFE members about the website privacy policy**, quoting it in full and explaining how to find it on the website.

Members will be assured by the Ombuddy that any information given will be kept confidential. The Board will ensure that anyone appointed to the post of Ombuddy will treat all information received from any LIFE member with great care.

'No Scent' Policy

We are committed to ensuring the enjoyment of all participants. In consideration of those in our classes who may have allergies and chemical sensitivities, please refrain from wearing cologne, perfume, after-shave or other scented projects.

Discrimination and Harassment Prevention Policy

As part of the Ryerson University Community, we align ourselves with Ryerson's Discrimination and Harassment Prevention Policy http://www.ryerson.ca/policies/board/dhpspolicy/#center_uiwtext_0

Appendix F

Let's Check Up! Mid-course feedback

What would you like to see continued in this course?

What new ideas/issues/formats would you like to see included in the course?

What would you like to see discontinued?

Appendix G

Kolb's Learning Styles

Several theorists have developed instruments that purport to assess an individual unique style. Kolb's **Learning Style Inventory** is probably the most widely used device; it helps to identify a person's preference for certain learning behaviour, grouping the behaviour into four statistically different styles.

Converger: People who rate high on this style do best in activities that require the practical application of ideas. As they focus on specific problems, they organize knowledge through hypothetical deductive reasoning. Research has shown Convergers to be relatively unemotional, preferring to work with things rather than people, and having narrow technical interests, generally choosing to specialize in engineering and sciences.

Diverger: Persons with this as their preferred style draw on imaginative aptitude and the ability to view complex situations from many perspectives. A Diverger performs well in brainstorming sessions and tends to be interested in people. With broad cultural interests- often specializing in the arts- counsellors, HR managers and sociologists tend to have this as their preferred style.

Assimilator: Persons with this as their preferred style excel in the creation of theoretical models and inductive reasoning. Although concerned with the practical use of theories, they consider it more important that the theory be logically sound; and if the theory does not fit the "facts", then they must be re-examined. This learning style is more characteristic of persons in the theoretical sciences and mathematics than the applied sciences.

Accommodator: The strength of the Accommodator style lies in doing things and getting fully involved in new experiences. Quite the opposite of the Assimilator, this person excels in situations calling for theory application to specific circumstances; but if a plan or theoretical explanation does not fit the situation, the Accommodator will discard it. Problems are approached in an intuitive, trial-and-error manner. The Accommodator is at ease with people and often found in action-orientated jobs in business, marketing or sales.

* Kolb, David A., *Experiential Learning: Experience as the Source of Learning and Development*, Englewood

Appendix H

Tips for Creating an Effective Presentation

- Minimize the number of slides
- Choose a **font style and size** that your audience can read from a distance
- Keep your text simple by using bullet points
- Use clip art to help convey your message, avoid using too many pictures
- Make labels for charts and graphs understandable
- Make slide backgrounds subtle
- Use high contrast between background colour and text colour
- Check the spelling and grammar

Tips for Delivering Presentations

- Show up early and make sure equipment works properly
- Don't assume that your presentation will work fine on another computer
- Verify that the projector's resolution is the same as the computer on which you created your presentation
- Turn your screen saver off
- Check all colours on a projector screen before giving the actual presentation
- Ask your audience to hold questions until the end
- Avoid moving the pointer unnecessarily
- Do not read the presentation
- Stay on time
- Monitor your audience's behaviour

Appendix I

How to Facilitate Discussions*

1. Understand the role of the facilitator

- Stay neutral. Your role is to create the process and conditions that enable a group to discuss, plan, decide, learn or grow. Conduct the discussion without trying to direct the group to a particular outcome
- Achieve learning objectives. You should strive to bring out the voices in the group, saving “teaching” behaviours until the group has explored the subject

2. Provide structure to the discussion

- Decide on process for the discussion, either independently or with your student
- Begin with some form of ice breaker. This helps participants get involved immediately to address the issues at hand
- Structure the discussion, rather than allowing a free-for-all, to ensure greater participation

3. Guide the discussion

- Focus on group process. Is the group repeating itself? Are all members wishing to participate? Is the discussion staying on track and on time?
- Explain what you see happening and ask participants to confirm if their experience is the same. Be factual and specific. Avoid blaming or criticizing individuals
- Summarize what is being said
- Ask questions to open up discussion, to help the group to decide whether their process is working, or to think about new directions.
- Closed-ended questions (yes/no or factual) are useful for summarizing or reality checks, but they don't elicit much input
- Open-ended questions (how, what, why, tell me, describe) draw people out. If your discussion isn't getting off the ground, try an open-ended question

4. Record the discussion in a visible way

- Record the discussion in a way visible to the group. Use flip charts, overhead transparencies, or meeting software projected onto a screen by the facilitator
- This is not the same as taking minutes, though you may use the recorded discussion to supplement the minutes
- Having the discussion visible helps the group to see the progress it is making and to refer back to earlier comment
- **Note:** Whenever possible, use the speaker's own words, and be sure to record everyone's comments to avoid creating tension and resistance

5. Ensure productive group behaviours

- Have agreements about starting on time, coming prepared, and working toward consensus. Refer to the agreements when necessary to get the group back on track
- Include everyone. Be sure all members have an opportunity to be heard
- Look for common ground

- Deal with conflict by talking about the facts
- Ask for feedback so you know whether you are helping the group achieve its goals

6. Summarize the results

Summarize key points at the end of the session for:

- Learning
- Follow-up
- Future action

* This Appendix may not be relevant for all course discussions. Use the components that are the most pertinent for your course.

Appendix J

Active Learning

What is Active Learning?

- A process in which class participants are actively engaged in learning
- Almost any activity, preferably one that is cooperative and with timely feedback, that requires class participants to recall, think about, apply and verbalize concepts
- As class participants participate in these activities, they construct new knowledge and build new skills

Examples of Active Learning Strategies

- **One-minute paper:** Class participants write a short answer (about one minute) in response to a prompt during class, requiring class participants to articulate their knowledge or apply it to a new situation
- **Think-Pair-Share:** Class participants are asked to think about possible answers to a question individually and then discuss them with a partner. Class participants then share their ideas with the rest of the class in a group discussion
- **Concept map:** This activity helps class participants understand the relationship between concepts. Typically, class participants are provided with a list of terms. They arrange the terms on paper and draw arrows between related concepts, labelling each arrow to explain the relationship.
- **Group-work problem solving:** Whether solving problems or discussing a prompt, working in small groups can be an effective method of engaging class participants. In some cases, all groups work on or discuss the same question; in other cases, the facilitator might assign different topics to different groups. It is useful for groups to share their ideas with the rest of the class- whether by writing answers on the board, raising key points that were discussed, or sharing a poster they created
- **Brainstorming:** The instructor elicits responses from a large audience and aggregates them into a single list. This provides the facilitator and the class participants with an overview of the group's collective knowledge
- **Strip sequence:** Class participants are given a set of strips of papers (or printed stickers or post-it notes) each with an event on it. Class participants place the events in order. As variations, the facilitator could ask class participants to explain what happens during particular steps, or to add missing steps
- **Case study & Role Playing:** In a case study, class participants apply their knowledge to solve a problem in a real life scenario, requiring class participants to synthesize a variety of information and make recommendations
- **Jigsaw:** Small groups of class participants each discuss a different reading or tackle a different aspect of a question. Class participants are then shuffled such that new groups are comprised of one student from each of the original groups. Each student is responsible for sharing key aspects of the original discussion. The second group must synthesize and use all of the ideas from the first set of discussions in order to complete a new or more advanced task.

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Appendix K

Classroom Dynamics & Diversity

Every class, every group, has its own distinctive dynamics, determined by the individuals in it. How many of us have taught the same class to two different groups and had two entirely different experiences? Yet there are some constants among groups: all groups experience a period at the beginning in which people are trying to figure out how this group will work and what their position in it will be; all groups have quiet members and noisy members; all groups have a diverse membership which influences the quality of the interactions.

Groups can be productive or unproductive, based on their constituency, the topic, and their facilitation or leadership. Occasionally “hot moments” arise, in which the emotional temperature rises dramatically; moreover, even when the climate is not noticeably strained, your classroom may not be functioning equally well for all of your class participants. Such hot moments or unhelpful dynamics may preclude learning. But they might also, when addressed proactively and skillfully, lead to the most intense and lasting learning of the semester.

Classroom Course Outlines

Every class has a course outline, telling the class participants what the course is about, what topics will be discussed weekly, how the course is being facilitated, i.e. Small and large group discussion, guest speakers, etc.)

Class participants coming into a class are trying to figure out and understand both the explicit and the implicit contracts. How will this course work? Will I have to talk, will I be dominant, how will I be judged? What is expected of me?

Quiet Class participants, Noisy Class participants

Almost every classroom has a few class participants who are quiet, a few class participants who talk a lot, and a big bunch in the middle who talk from time to time. This has to do with individual personalities, issues of diversity, the topic, and the personality and biases of the facilitator. It is important for the facilitator to look for these imbalances in participation and to find ways to balance them

Diversity

Teaching to the wide range of diversities we find in our classrooms is one of the hardest and most important aspects of our job as facilitators. Diversity comes in many forms, including: personality, race, gender, class, ethnic background, sexual orientation, religion, natural aptitude for learning, previous experiences. Class participants come to our classes with many perspectives; tapping into these can enrich everyone’s understanding of the subject at hand and, as well, prepare class participants for a 21st century in which the ability to talk with people of other groups is essential. Making learning possible for everyone is the goal, and is often a challenge. It is our professional responsibility to make learning equally possible for all class participants.

Hot Moments

Many facilitators, at some point face a 'hot moment' in the classroom- a moment when the conversation either stops or erupts because of the volatile nature of the subject matter, or because of conflicts among class participants. The challenge for the facilitator is to turn such a moment into a learning opportunity, rather than either ignoring or inflaming it. Accomplishing this means managing oneself, helping the class participants in the moment, figuring out what is actually occurring, and then imagining how to use the moment for learning.

References:

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Appendix L

The First Day of Class

The first class meeting should serve at least two basic purposes:

1. To clarify all reasonable questions class participants might have relative to the course objectives. As class participants leave the first class, they should believe in your competence to teach the course, be able to predict the nature of your instructions, and to know what you will require of them.
2. To give you an understanding of who is taking your course and what their expectations are.

These two basic purposes expand into a set of 7 concrete objectives:

1. Orchestrate positive first impressions

First impressions can be long-lasting, and they are usually based on a thin slice of behaviour. Before you even start teaching, your class participants will have already made some judgment about you, so it is important to understand what those impressions are based on and how to manage them.

2. Introduce yourself effectively

Your introduction should be succinct, but make sure to cover certain key areas. These questions should help you decide what to say:

- What characteristics do you want to convey about yourself?
- What will you need to say to convey those characteristics?
- What do you think class participants are trying to figure out about you?
- What should you be careful not to say?

3. Clarify learning objectives and your expectations

- Highlight main aspects of the course outline
- Explain your expectations for student behaviour
- Communicate your commitment to the class participants' learning experience

4. Help class participants learn about each other

The classroom is a social environment, so it is helpful to start the social dynamics in a productive way. Icebreakers raise the energy levels and get class participants comfortable.

5. Set the tone for the course

The way you engage class participants on the first days sends powerful messages about the level of involvement and interaction you expect from them. The following strategies will help you set a productive tone:

- Whatever you plan to do during the semester, do it on the first day.
- Establish a culture of feedback
- Encourage active participation

6. Collect baseline data on class participants' knowledge and motivation

- Collect data about their knowledge
- Get a sense of class participants' motivation in the course
- Decide what to do about different prior knowledge

7. Inform class participants of the policies and practices of the institution

While this may seem like a lot of information to consider for one class, remember that the first day of class sets the tone for the entire course. Time upfront will pay off in the long run.

Source: Make the Most of the First Day of Class from Carnegie Mellon's Eberly Centre, Teaching Excellent & Educational Innovation

Appendix M

Accessibility Issues

General Recommendations

We know that the most optimum learning situations arise when everyone can participate. Seating in a circle or semi-circle encourages more involvement.

Recommendations to assist those who are Hearing Impaired

- Background noise can be a problem. Close the classroom door, avoid rooms with traffic or outside racket and eliminate distracting noises.
- One person only should be speaking at a time.
- Face the person with hearing difficulties and speak in a normal voice. Do not cover your mouth with your hand or turn your back while talking.
- Help the person to obtain preferential seating.
- Use written information to ensure understanding.
- Have questions or comments repeated if necessary.

Recommendations to assist those who are Vision Impaired

- Written materials should use adequately large print and clear reproduction.
- Adjust lighting to avoid glare but bright enough to be helpful.
- Help the person to obtain preferential seating.
- Offer your elbow to assist a blind person to move about and find an appropriate seat.

Recommendations to Assist those with Mobility Problems

- Create adequate space to enable those with walkers or wheelchairs to access the program.
- Offer to park walkers, canes or crutches and make these available when needed.
- Help the person to obtain preferential seating.
- Provide maps and directions to ramps and elevators.

Recommendations to Assist those with Attention, Memory or Concentration Difficulties

- Ensure that all participants are aware of the topic under discussion.
- Keep contributions to the topic brief and to the point.
- Encourage everyone to take part in the discussions.
- Have someone summarize and review the points raised from time to time.
- Help the person to obtain preferential seating.
- Ask participants to respond to points made by another.
- Provide outlines and summaries of the topics.