The Professor of the 21st Century Framework

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The Professor of the 21st Century document describes the various skills and responsibilities of Faculty in the role of educator. It articulates the wide range of competencies required for contemporary college teaching at Algonquin College and provides a framework for continuous professional development.

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ENHANCING PROFESSIONAL PRACTICE

1. Modelling professional practice within the discipline of teaching.

What is it?

The Professor of the 21st Century shows competency in the modelling professional practice within the discipline of teaching.

Modelling Professional Practice enables professors to recognize different learning and teaching frameworks in face-to-face, hybrid and online learning environments. It also establishes good teaching practices for continuous and reflective learning in the profession of teaching.

Practical examples of the first competency include:

- Functioning as an effective team leader for a variety of working groups/projects at the college.

- Providing academic leadership through such activities as writing, offering workshops or presenting at conferences

- Actively participating (share concrete ideas) in team meetings or departmental meetings at the college

- Engaging in ongoing professional development activities to remain current in the theory and practice of the profession of teaching and in your subject area

- Locating and applying appropriate College Policies as they relate to ethical and legal issues (student code of conduct, plagiarism, etc.)

- Adjusting your own learning preference/style to suit the different learning styles of your students

ENHANCING PROFESSIONAL PRACTICE

1. Modelling professional practice within the discipline of teaching.

1.1 Identifying your own learning style and how it affects your teaching;

Artifact #1

Artifact #2

1.2 Locating and using resources that support your teaching practice;

Artifact #1

Artifact #2

1.3 Engaging in ongoing development to remain current both in your subject area and in the discipline of teaching;

Artifact #1

Artifact #2

1.4 Identifying the impact of your own teaching on student learning;

Artifact #1

Artifact #2

1.5 Contributing to a culture of continuous learning, reflective practice, peer support, and inter-professional collaboration;

Artifact #1

Artifact #2

1.6 Working within ethical, legal and College guidelines;

Artifact #1

Artifact #2

1.7 Encouraging practices which reflect common principles of global citizenship.

Artifact #1

Artifact #2

ENHANCING PROFESSIONAL PRACTICE

1. Modelling professional practice within the discipline of teaching.

0-2 YEARS

ENHANCING PROFESSIONAL PRACTICE

1. Modelling professional practice within the discipline of teaching.

2-7 YEARS

ENHANCING PROFESSIONAL PRACTICE

1. Modelling professional practice within the discipline of teaching.

7+ YEARS

What is it?

The Professor of the 21st Century creates engaging learning environments for individuals and groups that support academic and personal growth.

Creating Engaging Learning Environments helps to support a variety of learners. The second competency also promotes student rapport and motivation in face-to-face, hybrid and online learning environments.

Practical examples of the Second competency include:

- Demonstrating the ability to establish and maintain a respectful, cohesive classroom that acknowledges the diversity of your learners

- Creating a welcoming environment of trust that inspires all learners to share knowledge and ask questions

- Using classroom-management techniques to maintain an atmosphere within face-to-face environments that is conducive to learning

- Involving the students with one or two in-class and online activities to engage them in their learning

- Providing occasional opportunities for peer based learning in the face-to-face and/or online learning environments

- Applying College guidelines to identify and support learners at risk

- Explaining to the students the relevance of the assignments to their chosen field of study

CREATING ENGAGING LEARNING ENVIRONMENTS

2. Creating engaging learning environments for individuals and groups that support academic and personal growth

2.1 Establishing a rapport with a variety of learners

Artifact #1

Artifact #2

2.2 Establishing and maintaining learning environments that promote student success

Artifact #1

Artifact #2

2.3 Motivating learners

Artifact #1

Artifact #2

2.4 Identifying and supporting learners who require assistance in engaging in the learning process

Artifact #1

Artifact #2

2.5 Fostering personal growth by encouraging learners to be innovative, creative and independent within a framework of social responsibility
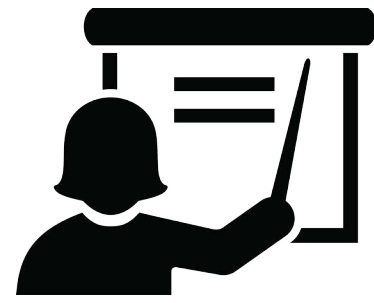
Artifact #1

Artifact #2

CREATING ENGAGING LEARNING ENVIRONMENTS

2. Creating engaging learning environments for individuals and groups that support academic and personal growth

0-2 YEARS

2-7 YEARS

7+ YEARS

What is it?

The Professor of the 21st Century uses a variety of teaching & learning strategies.

The third competency examines the integration of different strategies and tools to help scaffold students learning. Utilizing a repertoire of teaching strategies allows professors to appropriately address student learning and academic success for a variety of adult learners.

Practical examples of the Third competency include:

- Creating new tools and techniques and/or adapt current tools and techniques to facilitate learning

- Having a range of tools and techniques that can be used with one or more of the teaching models (collaborative learning, problem-based/project-based/case-based learning, experiential learning and guided inquiry learning)

- Evaluating your teaching strategy and how it supports the range of leaning preferences/styles

- Integrating e-Textbooks and e-Resources to engage learners and support their learning

- Using lesson plans to prepare classes that identify goals, teaching method(s)/strategies, learning activities, time, materials and resources

- Evaluating lessons and make adjustments accordingly

- Choosing the most effective teaching/learning model to suit the learning situation, considering such factors as the learner's needs, your preferred teaching style, the context and the resources available

- Engaging in ongoing documentation and evaluation of your teaching strategies and learning activities used in face-to-face and online environments

USING TEACHING STRATEGIES

3. Using a variety of teaching/learning strategies

3.1 Applying an understanding of how people learn to plan lessons and learning experiences

Artifact #1

Artifact #2

3.2 Acquiring and maintaining a repertoire of teaching/learning strategies

Artifact #1

Artifact #2

3.3 Assessing selecting and using the teaching/learning strategy appropriate to the learning activity and the learners involved

Artifact #1

Artifact #2

3.4 Evaluating the effectiveness of learning activities and strategies

Artifact #1

Artifact #2

0-2 YEARS

2-7 YEARS

7+ YEARS

ASSESSING STUDENTS

4. Evaluating learning using a variety of valid and reliable tools and techniques
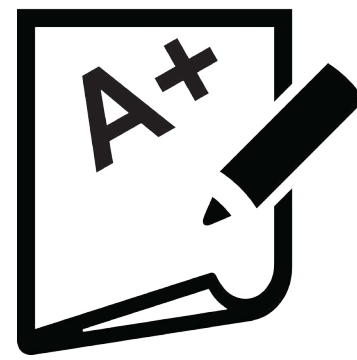
What is it?

The Professor of the 21st Century evaluates learning using a variety of valid and reliable tools and techniques.

The fourth competency addresses the importance of creating meaningful tools for evaluation and assessment of student performance. Professors can use different learning activities to evaluate student achievement and address the learning goals and requirements of a course.

Practical examples of the Fourth competency include:

- Creating assessments that are aligned with the course learning requirements and the learning activities

- Evaluating assessment tools for validity and reliability

- Providing regular, constructive, personalized ongoing feedback to your students on their performance

- Describing a number of evaluation tools to be used with students and comment on their effectiveness

- Giving constructive feedback that is specific and relevant

- Applying the College Applied Research Ethics Board guidelines when creating assignments

- Maintaining confidentiality with respect to student progress and grades

THE KEY COMPONENTS OF INTEGRATED COURSE DESIGN

Learning Goals

Teaching & Learing Activities

Feedback & Assessment
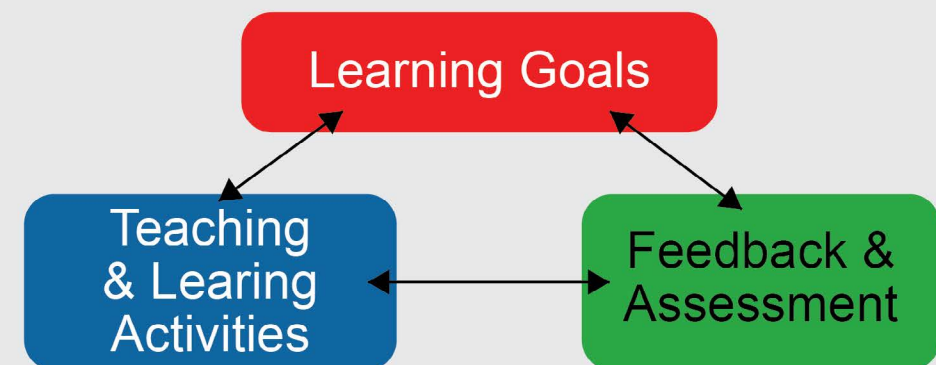
Source: Fink, Dee L. (2003). A self-Directed Guide to Designing Courses for Significant Learning. San Francisco: Jossey-Bass

ASSESSING STUDENTS

4. Evaluating learning using a variety of valid and reliable tools and techniques

4.1 Acquiring and maintaining a repertoire of evaluation tools and techniques

Artifact #1

Artifact #2

4.3 Establishing and communicating evaluation criteria

Artifact #1

Artifact #2

4.2 Assessing, selecting and using appropriate evaluation tools and techniques

Artifact #1

Artifact #2

4.4 Ensuring the learners receive specific, constructive and timely feedback regarding their progress

Artifact #1

Artifact #2

ASSESSING STUDENTS

4. Evaluating learning using a variety of valid and reliable tools and techniques

0-2 YEARS

ASSESSING STUDENTS

4. Evaluating learning using a variety of valid and reliable tools and techniques

2-7 YEARS

ASSESSING STUDENTS

4. Evaluating learning using a variety of valid and reliable tools and techniques

7+ YEARS

CREATING LEARNING MATERIALS

5. Working independently and with others to develop and/or adapt learning materials

What is it?

The Professor of the 21st Century works independently and with others to develop or adapt learning materials.

Creating Learning Materials outlines the importance of crafting appropriate resources for a variety of learners. Professors can integrate different tools and resources into their lesson planning practices to accommodate a diverse group of learners.

The Teaching/Learning Continuum

Teacher-Centred Techniques	Independant/ Individualized Techniques
L Q D GW	IL MI PI
Interactive Techniques	**Experiential Techniques**
D GW CL CS FW RP La SG	CS FW RP La SG

CS	Case Study
CL	Collaborative Learning
D	Discussion
FW	Field Work
GW	Group Work
IL	Independent Learning
La	Laboratory
L	Lecture
MI	Modularized Instruction
PI	Programmed Instruction
Q	Questioning
RP	Role-Play
SG	Simulation/Games

CREATING LEARNING MATERIALS

5. Working independently and with others to develop and/or adapt learning materials

Practical examples of the Fifth competency include:

- Creating learning material for a variety of learning styles

- Following College Guidelines with regards to AODA principles when creating all learning materials

- Creating learning materials that are matched to your learners' stage of development, as well as to the course learning requirements

- Adapting learning materials to accommodate learners with a variety of learning styles

- Following all College Policies related to course learning materials

- Use language that is appropriate for your learners

- Working individually and/or in teams to produce publishable learning materials or resources

- Selecting and using appropriate print-based and electronic learning materials that facilitate higher order thinking required for course learning requirements and program outcomes

- Applying applicable copyright legislation and all College guidelines when creating learning resources

- Both individually and with your team, adapting and creating learning materials appropriate for a variety of learning styles

- Following basic design principles when creating visual aids, including presentation slides

- Following college guidelines with regards to environmental sustainability and global citizenship when creating all learning materials

CREATING LEARNING MATERIALS

5. Working independently and with others to develop and/or adapt learning materials

5.1 Locating learning resources, matching learning materials to the needs, interests and abilities and diversities of learners

Artifact #1

Artifact #2

5.2 Assessing and selecting appropriate learning materials

Artifact #1

Artifact #2

5.3 Contributing to the work of interdisciplinary instructional design teams

Artifact #1

Artifact #2

5.4 Creating Learning materials (Print, Electronic, Audio-Visual) that help learners achieve learning outcomes

Artifact #1

Artifact #2

5.5 Working within legal and ethical guidelines when creating learning materials

Artifact #1

Artifact #2

5.6 Ensuring that the learning materials are inclusive of a varied student body in language and approach

Artifact #1

Artifact #2

5.7 Ensuring that Learning materials recognize principles of environmental sustainability

Artifact #1

Artifact #2

0-2 YEARS

CREATING LEARNING MATERIALS

5. Working independently and with others to develop and/or adapt learning materials
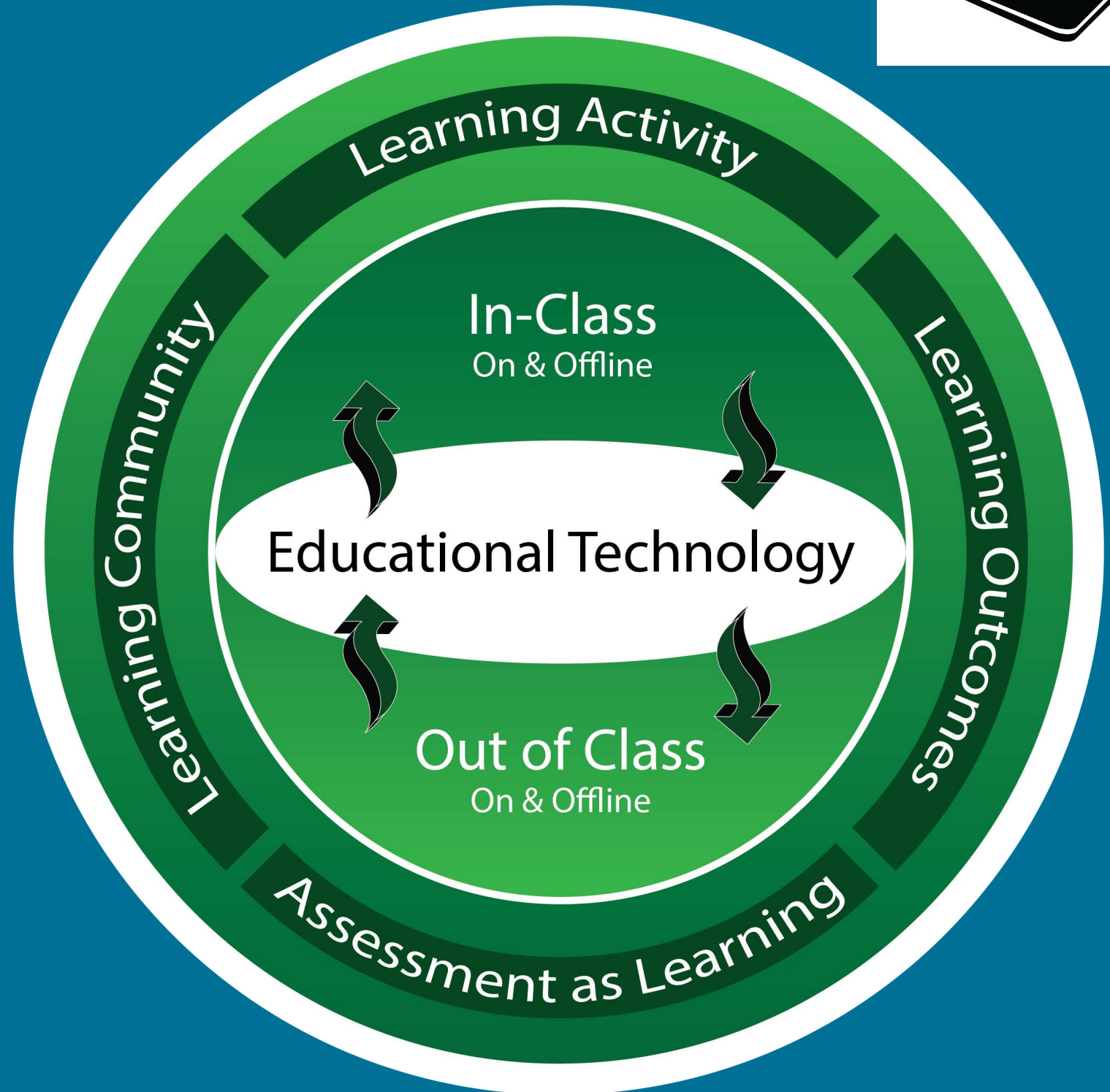
2-7 YEARS

7+ YEARS

What is it?

The Professor of the 21st Century uses technology to enhance productivity and help students learn.

The sixth competency speaks to the application and integration of technology into the practice of teaching. Professors can effectively incorporate a variety of digital tools into their teaching practice in order to effectively and efficiently communicate course curriculum and content to their learners

ESSENTIAL ELEMENTS OF
LEARNING AND TEACHING

Learning Activity

Learning Community

Learning Outcomes

In-Class
On & Offline

Educational Technology

Out of Class
On & Offline

Assessment as Learning

Practical examples of the Sixth competency include:

- Using staff ACSIS and any specialized software required in your department

- Using the College's Learning Management System (LMS) to support:

  - Facilitating communication with and amoung learners

  - Posting materials in a variety of formats

  - Collecting and distribute exercises and assignments

  - Creating interactive learning environments

  - Managing learner grades

  - Using surveys to get feedback from your students

  - Creating interactive learning environments

- Providing learners with sources of support for their learning

- Using specialized computer software to support student learning

- Using recognized instructional design principles to produce electronic learning environments and interactive learning materials for a variety of learners

- Helping your learners' access, document and assess electronic sources acquired through the library and directly from the web

- Creating/contributing to web sites that support both faculty and student learning

- Using specialized programs to produce and evaluate stand-alone interactive learning objects/learning materials

- Using specialized College supported programs to design interactive learning materials

- Coaching/Mentoring faculty with the use of technology in face to face and online learning environments

- Evaluating interactive educational software and websites

APPLYING TECHNOLOGY

6. Using technology to enhance productivity and help students learn

6.1 Selects the technological tool most appropriate to the task

Artifact #1

Artifact #2

6.2 Using technology to facilitate communication with and amoung learners

Artifact #1

Artifact #2

6.3 Using technology to enhance the presentation of information

Artifact #1

Artifact #2

6.4 Using technology to produce learning materials

Artifact #1

Artifact #2

6.5 Using technology to access, select, collect, organize and display information

Artifact #1

Artifact #2

6.6 Assisting learners to use technology as a tool to support their learning

Artifact #1

Artifact #2

0-2 YEARS

2-7 YEARS

7+ YEARS
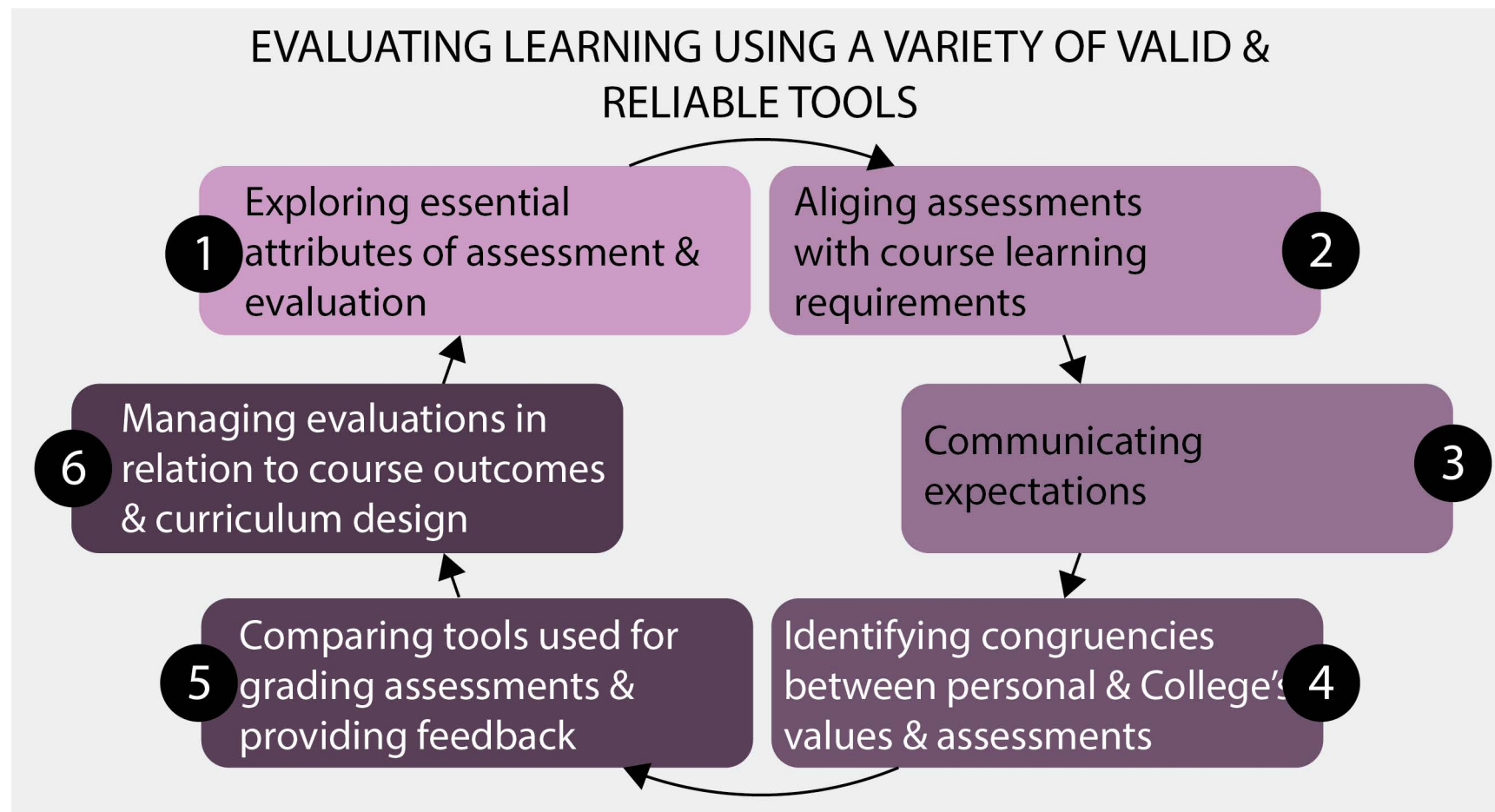
DESIGNING AND DEVELOPING CURRICULUM

7. Designing and developing effective curriculum to support student success
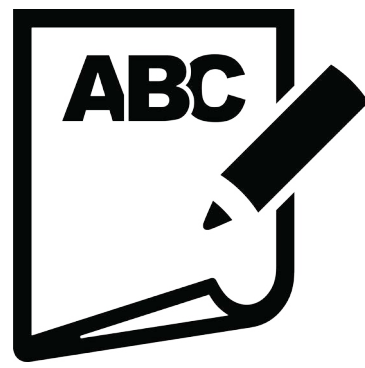
What is it?

The Professor of the 21st Century designs and develops effective curriculum to support student success.

The seventh competency communicates the importance of curriculum design. Professors can integrate methods of good course design through curriculum planning when creating, or revising an existing course in face-to-face, hybrid and online learning environments.

EVALUATING LEARNING USING A VARIETY OF VALID & RELIABLE TOOLS

1. Exploring essential attributes of assessment & evaluation

2. Aliging assessments with course learning requirements

3. Communicating expectations

4. Identifying congruencies between personal & College's values & assessments

5. Comparing tools used for grading assessments & providing feedback

6. Managing evaluations in relation to course outcomes & curriculum design

Practical examples of the Seventh competency include:

- Contributing to discussions to modify course descriptions, course learning requirements, and other components of a course outline to meet program requirements and the needs, interests and abilities of your learners

- Explaining how your course outline is relevant to the chosen field of study

- Rationalizing how the course descriptions, course outlines and weekly schedules are communication tools for your students

- Using current curriculum planning principles to design lessons, units or modules

- Identifying a number of curriculum planning models and linking these models to underlying philosophies, learning theories and beliefs about teaching and learning

- Creating a weekly schedule as a planning document for your students

- Representing your program on external committees dealing with curriculum issues

- Participating in any Program Quality Review (PQR) meetings

- Describing how the program of study meets vocational and essential employability skills

- Ensuring, at the course level, that there is a match between course learning requirements, the needs, interests and abilities of the learners, learning activities, learning resources, and the evaluation plan

- Contributing to program planning, monitoring and review:

  - Identifying and working within approved standards

  - Soliciting and interpreting feedback from a variety of sources

  - Participating in regular program self-assessment processes

7.1 Identifying a curriculum planning process

Artifact #1

Artifact #2

7.3 Contributing to program planning and review

Artifact #1

Artifact #2

7.4 Incorporating in the curriculum design process an awareness of global citizenship and environmental sustainability

Artifact #1

Artifact #2

7.5 Developing a curriculum plan that ensures coherence: correlating learning outcomes, needs, interests, abilities, and diversities of learners with the learning activities, learning resources and evaluation plan

Artifact #1

Artifact #2

7.2 Using principles of curriculum design to develop courses

Artifact #1

Artifact #2

0-2 YEARS

2-7 YEARS

7+ YEARS