

Pedagogical Qualifications

Andrew Stacey

Pedagogical Training

| Training | Provider | Description |
|---|---|---|
| Semesterly training for supervisors of undergraduates | Course leaders, Warwick University | Day workshops in which learning styles and strategies, assessment and grading, and teaching techniques were taught. |
| Initial training for lecturers | Department teaching coordinator, Stanford University | Day workshop on course implementation, assessment and examination, teaching aids, and lecture style. |
| Science and Engineering Teaching Meetings | Robyn Dunbar of the Center for Teaching and Learning, Stanford University | Monthly discussion meetings for junior faculty covering key issues including teaching and learning, assessment, course development, resources, use of ICT, student participation, evaluation, and the effective use of learning support assistants. |

Teaching, Supervising, and Examining Experience

Lecturer

In all lecture courses my duties included the following: set aims and objectives of course, prepare and deliver lectures, set homework and detailed mark schemes for use by graders, check work done by graders, prepare course materials and resources, set and grade exams, hold office hours to give additional help to students.

In the *hrs/wk* column in the following table, the first figure refers to lectures and the second to additional student contact time.

| Course | Dates | Students | hrs/wk | Level | Additional Duties |
|---|-------------|----------|--------|-----------------------|--|
| Math171 Fundamental Concepts of Analysis | Spring 2004 | 31 | 3 + 3 | 3rd yr u-grad | Created, set, and assessed new project as part of the University scheme to examine "Writing in the Major". |
| Math53H Honors Advanced Calculus | Spring 2004 | 31 | 4 + 3 | 1st yr u-grad hons | |
| Math217A Differential Geometry | Fall 2003 | 14 | 3 + 3 | Ph.D. | |
| Math53H Honors Advanced Calculus | Spring 2003 | 35 | 4 + 3 | 1st yr u-grad hons | |
| Math217B Differential (Riemannian) Geometry | Winter 2003 | 10 | 3 + 3 | Ph.D. | |
| Math51 Linear Algebra and Multivariable Calculus | Fall 2002 | 34 | 6 + 3 | 1st yr u-grad | |
| Math103 Matrix Theory and Applications | Spring 2002 | 35 | 3 + 3 | 2nd yr u-grad | |
| Math103 Matrix Theory and Applications | Winter 2002 | 49 | 3 + 3 | 2nd yr u-grad | Created and maintained a secure online facility where students could check their grades. |
| Math52 Multivariable Integral Calculus | Fall 2001 | 66 | 5 + 3 | 1st yr u-grad | Created and implemented pre-course test to determine initial competency of students. |

Classroom Instructor

| Course | Dates | Students | hrs/week | Level | Duties |
|---------------------------|----------------------------------|----------|----------|--------------------------|---|
| Math131A Real Analysis | Autumn 1999 Autumn 2000 | c. 30 | 4hrs | 1st yr u-grad hons | Delivered sessions as part of self-supported study course including teacher exposition, completion of problem sets, and supervision of student presentations. |
| Math131B Real Analysis | Winter 2000 Winter 2001 | c. 30 | 4hrs | 1st yr u-grad hons | Supervised completion of problem sets. |

Undergraduate Supervisor

| Course | Dates | Students | hrs/week | Level | Duties |
|--|-------------------------------|---------------------------|----------|--------------------------|--|
| All 1st year mathematics courses | Academic year 1999-2000 | 8 (two groups of 4) | 4 | 1st yr u-grad hons | Graded homework from lecture courses. Reviewed the completed problem sets with students. |

Evaluation

| Method | Description |
|--|--|
| University Administered Student Questionnaire | Set of questions to evaluate competency and usefulness of instructor, means of assessment, and reference text. |
| Student Questionnaire | Set of questions designed to assess and further improve exposition of difficult topics. |
| Observation | Sample lecture was videoed and observed by representative from the Center for Teaching and Learning at Stanford University; a debriefing session followed. |
| Student Interviews | Conducted by a representative from the Center for Teaching and Learning. Findings from the interviews were reported back to me so that I could further improve delivery of the material. |
| Peer Review | Observation by and feedback from "critical friend". |
| Formative Evaluation | Collection of comment cards at the end of individual lectures. |

Professional Development

I am particularly keen to develop my pedagogical skills in the following areas.

1. Incorporation of innovative teaching styles to encompass all types of learners, especially kinesthetic.
2. More effective and integrated use of assessment.
3. More effective management and use of learning support staff.