Form A - Mentor Information

Mentor's name: Monica Nevins

Faculty (program): Math and Stat

E-mail: mnevins@uOttawa.ca

Phone number: 613-562-5800 ext. 3529

1. Summarize how your field of expertise relates to that of your mentor's.

Professor Monica Nevins is an expert in representation theory and Lie theory. Her research is close related to my research area. We are in the same research group: algebra and Lie theory. We often meet in the weekly algebra seminar and Lie theory seminar and at the department colloquium.

2. Identify the course (code and title) within which you will be teaching.

I am currently teaching MAT 1339 B Calculus and vectors in Winter 2010.

Candidate signature: Joxe San Date: Jan. 26, 2010
Form B - Mentored Teaching

Components of the mentoring experience

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I was able to observe the teaching practices of an experienced professor on several occasions.</td>
<td>✔️</td>
</tr>
<tr>
<td>- I was able to discuss university pedagogy with an experienced professor on several occasions.</td>
<td>✔️</td>
</tr>
<tr>
<td>- I planned and discussed at least two teaching sessions with my mentor during the semester.</td>
<td>✔️</td>
</tr>
<tr>
<td>- I taught at least twice during the semester.</td>
<td>✔️</td>
</tr>
<tr>
<td>- I was observed by my mentor while teaching at least twice during the semester.</td>
<td>☐</td>
</tr>
<tr>
<td>- I received feedback from my mentor at least twice during the semester.</td>
<td>☐</td>
</tr>
</tbody>
</table>

- I observed my mentor teaching on the following dates:
  
  MAT3343  Applied Algebra

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 27, 2010</td>
</tr>
<tr>
<td>Feb. 1, 2010</td>
</tr>
<tr>
<td>Feb. 3, 2010</td>
</tr>
<tr>
<td>Feb. 6, 2010</td>
</tr>
<tr>
<td>Feb. 9, 2010</td>
</tr>
<tr>
<td>Feb. 23, 2010</td>
</tr>
<tr>
<td>Mar. 17, 2010</td>
</tr>
<tr>
<td>Mar. 19, 2010</td>
</tr>
<tr>
<td>Apr. 7, 2010</td>
</tr>
</tbody>
</table>

Additional comments:

Professor Monica Nevin is a wonderful teaching mentor. Her passion for Math and her care for her students are clearly shown in her classes. She sets a good example for me to be an excellent teacher. Professor Monica's innovative ideas in her teaching inspire me to be creative in my own teaching. She also gave me many good suggestions by discussing university pedagogy, visiting my class, and gave me feedback.

Candidate's signature:  

Date: April 7, 2010
Form C – Workshop Attendance

<table>
<thead>
<tr>
<th>Title</th>
<th>Date</th>
<th>CUT Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first class: Key to Success! – Marla Arbach</td>
<td>Dec. 9, 2009</td>
<td>N/V</td>
</tr>
<tr>
<td>Seven Principles for Good Practice in Undergraduate Education – Nancy Vézina</td>
<td>Jan. 13, 2010</td>
<td>N/V</td>
</tr>
<tr>
<td>Different roles, Same Goal: How to build a strong teaching Team – Marla Arbach</td>
<td>Jan. 19, 2010</td>
<td>N/V</td>
</tr>
<tr>
<td>What’s in a Grade? – Best Practices in Assessment – Marla Arbach and Jovan Groen</td>
<td>Feb. 9, 2010</td>
<td>N/V</td>
</tr>
<tr>
<td>Best Practices in Integrating Online Components into your Teaching – Marla Arbach and Sébastien Leduc</td>
<td>Mar. 3, 2010</td>
<td>N/V</td>
</tr>
<tr>
<td>Effective Development and Delivery of PowerPoint Presentations – Jovan Groen &amp; Sébastien Leduc</td>
<td>Mar. 17, 2010</td>
<td>N/V</td>
</tr>
<tr>
<td>Design and Delivery a Video-Conference Course – Pascal Wickett, Robert Parson</td>
<td>Mar. 24, 2010</td>
<td>N/V</td>
</tr>
<tr>
<td>Technological Innovations for Teaching – Mark Gareau and Nancy Vézina</td>
<td>Mar. 31, 2010</td>
<td>N/V</td>
</tr>
<tr>
<td>Teaching for Critical Thinking – Robert Parson</td>
<td>Apr. 7, 2010</td>
<td>N/V</td>
</tr>
<tr>
<td>The Teaching Dossier: An Essential Tool – Nancy Vézina</td>
<td>Apr. 13, 2010</td>
<td>N/V</td>
</tr>
<tr>
<td>Teaching in a Multicultural Context: Some Pedagogical Reflections – Nancy Vézina</td>
<td>Apr. 21, 2010</td>
<td>N/V</td>
</tr>
<tr>
<td>Keeping up with Your Teaching as a Topic for Research – Jovan Groen</td>
<td>Apr. 29, 2010</td>
<td>N/V</td>
</tr>
</tbody>
</table>

Candidate’s signature: [Signature] Date: Apr. 29, 2010
Form A – Planning the First Teaching Session

Summarize your discussion regarding the planning of the first teaching session.

1. What content did you agree on for the first teaching session?

   - Exponential Functions and their derivatives.
   - Logarithmic Functions and their properties.

2. What specific teaching strategies did you discuss for the first teaching session?

   - By using some fun real life examples to introduce the exponential functions. This also helps students get an idea of how to build a function out of a real life situation.
   - Use the question of how to find the derivative of \( y = a^x \) as the motivation to introduce logarithmic functions.

3. When will the first teaching session take place? Date? Length?

   Feb. 23, 2010. 8:30 -10:00 at NCD 121
   MAT 1339 B Calculus and Vectors

Mentor’s signature: [Signature]
Date: Feb. 3, 2010

Candidate’s signature: [Signature]
Date: Feb. 3, 2010
Form B – Observing the First Teaching Session

Summarize your observations regarding the following components.

1. How effective were the teaching strategies used by the candidate? (e.g. ways of engaging students, type of activities used, use of technology)

```
The graphical motivation for the definition of e was very effective. The use of the projector for these graphs worked very well, and the transition back to the blackboard was smooth. The use of the blackboard was very effective: she responded to students’ questions and suggestions on the blackboard, being very dynamic; also very organized! Clear blackboard work. Having students work on a problem midway through the class was very engaging although a more complicated problem may have been more effective.
```

2. How effective were the classroom management strategies used by the candidate? (e.g. starting and ending the class on time, leading effective discussions, maintaining student engagement, resolving difficult situations)

```
The class ended in good time, allowing students to ask questions although students took the slide title “Next class” as a cue to pack up, even though there were still a few more things to say. She has a good rapport with the class; they are attentive and listen when she asked students for a next step, three different students responded (at various times); this is good participation.
```

3. How effective were the candidate’s communication skills? (e.g. volume, pace, eye contact, clarity)

```
She is very effective at repeating her main points in several different ways, at a good pace conducive for learning. She makes very clear transitions between topics and roadmaps, and highlights the most important point both verbally and on the blackboard. She can be heard throughout the class, and speaks at a good slow pace, very clear and understandable.
```

Mentor’s signature: [Signature] Date: Feb 23, 2010
Candidate’s signature: [Signature] Date: Feb 23, 2010
Form C – Feedback on the First Teaching Session

Summarize the following components as discussed with the candidate.

1. What are the candidate's strengths based on your observations of the first teaching session?

   She repeats points in an interesting and varied way, and highlights important points. She is very well-organized and well-prepared. The flow of her lecture is very conducive to learning: motivation, definition, theorem, examples, exercises. Her pace is very good for allowing students to think and reflect.

2. What aspects of teaching need improvement?

   It would be good to try to get more feedback from the class (such as after an example is presented, or when a list of facts is reviewed) to gauge their understanding. This could include a survey-type question (where students nod their heads if all is ok) or pausing, and just asking for questions while looking around the class.

3. Which of the aspects of teaching in (2) need to be improved for the second teaching session?

   Pausing and looking around the class at the conclusion of an explanation or example, to be open for questions. Some (2) other students did raise their hands after examples, but the instructor had begun the next example I didn't see.

Mentor's signature: Monica Lewis Date: Feb 23, 2010
Candidate's signature: Joe Sun Date: Feb 23, 2010
Form D – Planning the Second Teaching Session

Summarize your discussion regarding the planning of the second teaching session.

1. What content did you agree on for the second teaching session?
   - Properties of the Dot product of vectors
   - Applications of the Dot product: Angles between two vectors and vector projections
   - Introduction to vectors in three-space. This is to prepare students for next class on the cross product.

2. What specific teaching strategies did you discuss for the second teaching session?
   - In order to engage students understanding the concept of dot product, ask students the following question: whether it makes sense?
   - To explain the applications of the Dot product, more examples would be helpful. And examples can be asked from different perspective. For example, given one vector, how to find a vector which is perpendicular to the given vector. Give examples on vector projections to help students visualize the method. Change the way of introducing the last part of the class to engage student’s attention.

3. When will the second teaching session take place? Date? Length?

   Mar. 19, 2010, 10:00-11:30 at MCP 121
   MAT 1339B Calculus and Vectors

Mentor’s signature: Manca Novski  Date: Mar. 17, 2010
Candidate’s signature: Jane Sun  Date: Mar. 17, 2010
Form E – Observing the Second Teaching Session

Summarize your observations regarding the following components.

1. How effective were the teaching strategies used by the candidate? (e.g. ways of engaging students, type of activities used, use of technology)

   She posted a list of problems (calculation to carry out with the new method) on the board and asked students to work on them, individually at first, and then discussing with their neighbors. From this, she produced, with class input, participation, the theorem with the list of properties of the dot product. This was highly effective (students both learned the calculation & the properties) and the students were very engaged.

2. How effective were the classroom management strategies used by the candidate? (e.g. starting and ending the class on time, leading effective discussion, maintaining student engagement, resolving difficult situations)

   The discussion among students was lively but quite focused on the material, and Jie maintained excellent control of the class (particularly by her use of the blackboard to record the answers, students gave and the properties they observed).

   There was a new topic right at the end of class, but students (as usual) decided to stay package up at that point; perhaps they are too used to ending early at this point in the course!

3. How effective were the candidate’s communication skills? (e.g. volume, pace, eye contact, clarity)

   Jie speaks clearly, and loudly enough to be heard throughout the class. She spoke with many students individually as they worked on the problems, and responded (or helped) all student questions.

Mentor’s signature: _________________________ Date: _________________________
Candidate’s signature: _________________________ Date: _________________________
Form F – Feedback on the Second Teaching Session

Summarize the following components as discussed with the candidate.

1. What are the candidate’s strengths based on your observations of the second teaching session?

Jie is very innovative, both as it relates to choosing the technology for presenting certain parts of the course, and also as it relates to stimulating classroom discussion and participation. She has a very good sense of timing for her class, never seeming rushed, and keeping the problem discussion moving along despite the many differences in student's speed at calculation.

2. What aspects of teaching need improvement?

Her classes are extremely well-structured and she gives her students an impressive amount of individual attention and opportunities at group work. She begins her classes with a review to get students on the same page.

The only point to work on is class conclusions. While she would like to preview the material for the next class, students are taking this as a cue that they may close their books (because, perhaps, they know she will cover it next class?). This is disruptive to other students and not as respectful of the professor as it should be. Jie can continue to explore different ways of wrapping up her lecture that keep students focussed until she chooses to end the class!

Mentor’s signature:  Maria Neein  
Date:  April 7, 2010.

Candidate's signature:  Jie Sun  
Date:  April 7, 2010.
Form G - Mentored Teaching

Components of the mentoring experience

- The candidate was able to observe the teaching practices of an experienced professor.
- The candidate was able to discuss university pedagogy with an experienced professor.
- The candidate planned at least two teaching sessions during the semester.
- The candidate taught at least twice during the semester.
- The candidate was observed by an experienced professor and received feedback to improve his/her teaching.

Jie Sun has successfully completed the mentoring component of ESG 8300 - Practicum in University Teaching.

Additional comments:

Discussing university pedagogy with Jie, as it related to both our courses, was rewarding and useful for both of us. I learned a lot from the experience, particularly since Jie is such a responsible, caring and innovative teacher!

Mentor's signature: Maria Lewis Date: April 7, 2010
Form D – Teaching Dossier

In accordance with the description of the practicum:

A teaching dossier must be prepared. The teaching dossier should include a record of teaching experience. It should also include a detailed report demonstrating the integration of material learnt during in the workshops and outlining progress made throughout the course and practicum.

1. Submission of Teaching Dossier: April 23, 2010
   Date

2. Feedback on Teaching Dossier: April 30, 2010
   Date

3. Completion of all ESG 8300 components: April 30, 2010
   Date

Additional comments:

Excellent Teaching Dossier!

Candidate's signature: Jane Smith
Date: April 30, 2010

CUT signature: Nancy Vazina
Date: April 30, 2010