# Professional Practices

## Chapter 1 – Teaching Adults

### What caught your attention in this chapter? Why?

The main thing that caught my attention in this chapter was when she was talking about her first class she taught and said that the “teacher’s lack confidence was apparent”. When I accepted my job offer, the first thing I said to my wife is “Can I actually stand in front of people and teach this stuff”? I was not confident at all – in fact, I was a bit scared. However, after 5 minutes in front of my first class, I was hooked! The nerves went away, and I couldn’t wait to do it again – just like the author of this textbook.

### As this is your course, “Professional Practices”, what do you want to know more about?

I’m honestly not sure!

## Chapter 2 – What is Effective Teaching?

### Chapter 2 “Teaching Adults” describes 7 words and 4 keys to being an effective teacher, describe how you have demonstrated some of these qualities. Which ones would you like to improve upon?

* Trust – I have always been clear about my expectations for any assignments, etc. I have also shared my experiences with them when talking about different topics. I also feel that I do a good job motivating and encouraging students to push themselves.
* Empathy – I could do better here. I may be more sympathetic than empathetic. I feel I am getting a bit better at it as time goes on.
* Authentic – I am definitely myself in the classroom. I’m sure half my students think I’m crazy at times.
* Confidence – Something that I continuously work on. I think I’m too much of a perfectionist.
* Humility – I always admit when I don’t know the answer to something.
* Enthusiasm – Barring some days in the middle of the winter term, I am very enthusiastic in class. My students know that I love what I’m doing.
* Respect – I’m a respectful person, but this is tough sometimes. I tend to lose a bit of respect for the students who I feel do not put full effort into their work.
* Know the content – I know the content; the challenge is to come up with the best way to teach that content.
* Know the adult learner – This is what we’ve been discussing through IDP.
* Know about teaching – As I mentioned above, the challenge is always to come up with the best way to teach the content. IDP has been teaching us this.
* Know yourself – this is complicated 😉

## Ethical Principles in University Teaching

### What principles may be missing?

Can’t think of any

### Which of NBCC policies / standards guide instructors in following these principles?

Principal 1: Content Competence

* Our Course Outline requirement ensures that instructors cover all of the competencies set out by the college.
* Policy 1111: Academic Integrity
* Policy 1109: Course Delivery and Evaluation of Learning

Principal 2: Pedagogical Competence

* IDP program prepares instructors.
* Professional Development Day in November
* 10 day turnaround requirement on providing feedback on assessments
* Policy 1109: Course Delivery and Evaluation of Learning
* Policy 1115: Student Assessment

Principal 4: Student Development

* Policy 1109: Course Delivery and Evaluation of Learning
* Policy 1115: Student Assessment

Principal 6: Confidentiality

* There is a document available to new instructors called Onboarding: An Instructor Resource that talks about confidentiality – discussing grades with students only unless a waiver is signed.

Principle 8: Valid Assessment of Students

* Policy 1109: Course Delivery and Evaluation of Learning
* Policy 1115: Student Assessment

### Do you feel that NBCC should have a code of ethics for instructing? Why or Why not?

We somewhat do by the use of the Academic Development and Delivery policies. I think that if we were not following these policies and the principles mentioned in the article, our students would hold us accountable.