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.