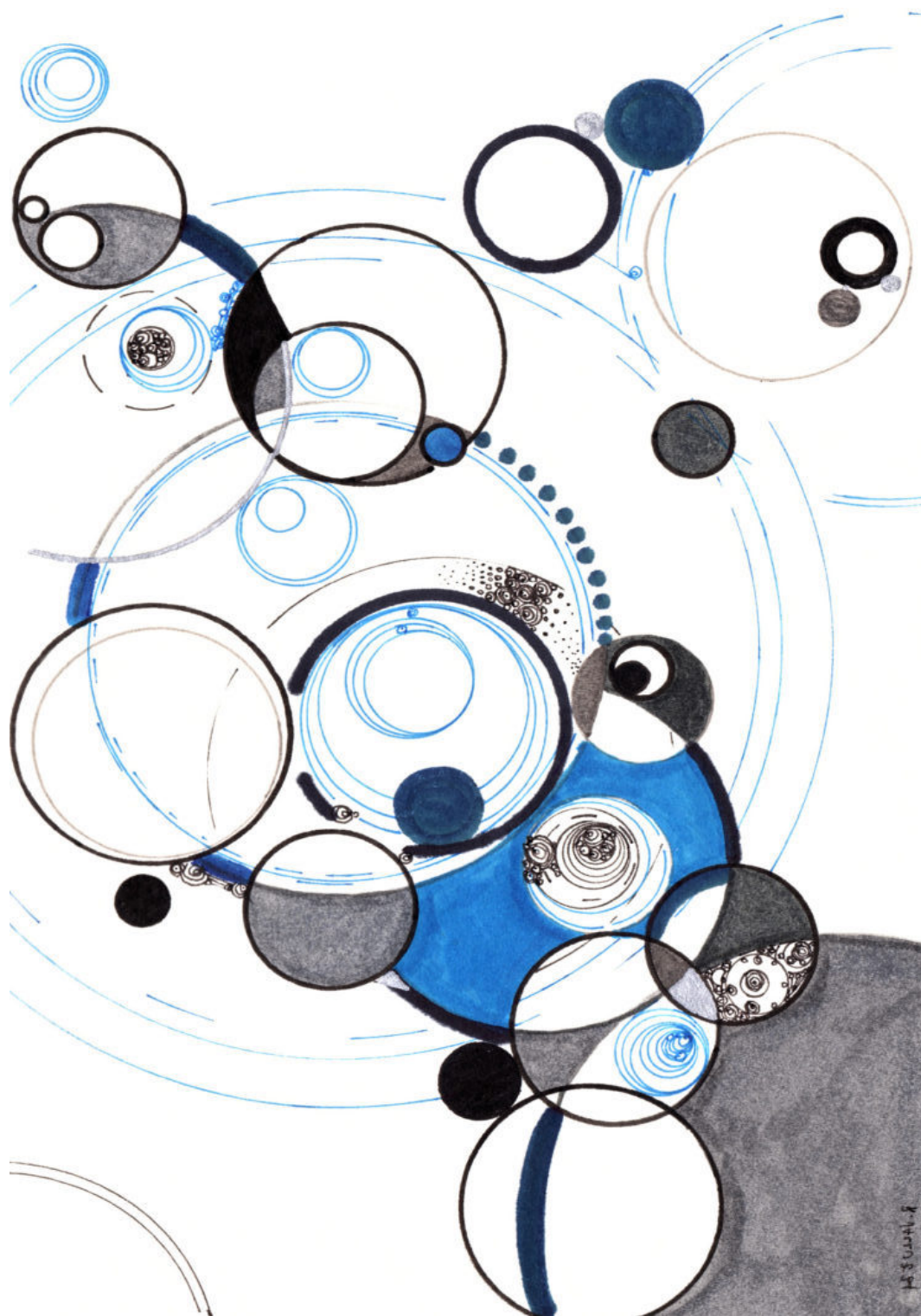


Teaching Portfolio

Roger Wilkinson



<https://www.nerdypainter.com>

October, 2020.

Contents

1	Introduction	3
2	Teaching Philosophy Statement	4
3	Teaching Responsibilities	6
4	Evidence of Teaching Effectiveness	8
4.1	Selections from Academic Manager’s and TA’s Reference Letters	8
4.2	Oxford Seminars Practicum Feedback	8
4.3	Numerical Data	9
4.4	Selected Written Comments from Students	10
4.5	Selections from Reference Letters from Peer Mentors	11
4.6	Teaching Award Nominations	11
5	Teaching Strategies and Innovations	13
5.1	Strategies for Teaching ESL to Children	13
5.2	Student Feedback Strategies	14
5.3	Teaching Strategies and Unique Innovations	15
6	Professional Development in Teaching	17
6.1	Professional Certifications and Programs	17
6.2	Professional Development Conferences, Seminars, and Workshops	18
7	Appendices	20
7.1	Appendix A: ESL Teaching Pictures	20
7.2	Appendix B: Sample Lesson Plan	23
7.3	Appendix C: Shane English Yangzhou Reference Letters	26
7.4	Appendix D: Pictures from Power of Ideas Tour	28
7.5	Appendix E: Oxford Seminars Practicum Feedback Sheet	30
7.6	Appendix F: Blank Student Feedback Questionnaire	31
7.7	Appendix G: Teaching Mentorship Reference Letters	32
7.8	Appendix H: Oxford Seminars 140 hours TESOL/TESL/TEFL Certificate	35
7.9	Appendix I: Western Certificate in University Teaching and Learning	36
7.10	Appendix J: Advanced Teaching Program Certificate	38

1 Introduction



“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”
- William Arthur Ward

I have always been fascinated with learning new things and exploring the world around me. I like understanding how ideas and concepts fit together to make a unified whole. It has never been enough for me to simply be given a fact and to be told that it is true, I need to know where that fact came from and how it fits in with other facts and ideas and how they collectively fit in to the world. This curiosity has naturally pushed me into academia and furthermore, into teaching. Given my own love of learning, teaching others became a second passion of mine, as helping someone come to an “ah ha!” moment is one of the most fulfilling experiences one can have. Just as my interest and curiosity about the world pushed me to learn as much as I can about it, my passion for teaching has pushed me to expand my teaching skills and knowledge of teaching.

This portfolio describes my current progress towards that end and the teaching techniques and methods I have learned and developed along the way. The composition of and reflection on this portfolio has helped to give me a novel and enlightening perspective on my teaching journey thus far, and I know that the continual revising and reflection of my portfolio will serve me and my students well as my teaching journey continues into the distant future.

2 Teaching Philosophy Statement

Riding in a hot air balloon is a very unique experience. It is beautiful, peaceful, and calm, while simultaneously being adventurous, exhilarating, and terrifying! There are no safety nets, no harnesses, and no steering wheels. There is literally nothing more than an oversized basket, a giant balloon inflated with hot air, and the slowly varying void between yourself and hard earth. During a hot air balloon flight each passenger places their infinite trust in the lone pilot, whose experience and skill is all that stands between a successful, celebrated flight and utter disaster. As such, I can think of no better metaphor for the experience of both teaching and learning than flying in a hot air balloon.

Like riding in a hot air balloon, learning can be an amazing and enriching experience, while nonetheless being challenging and uncomfortable, and in both cases the stakes are high! A single bad educational experience can turn certain subjects to poison in the minds of students; the common place trope of hating math can usually be traced back to a bad mathematics teacher. This is why teaching, like the art of ballooning, is a craft best practiced by those who are well aware of the responsibilities and dangers involved, and dedicated to learning and improving their skills.

As a teacher, I treat every class and course like a well planned ballooning flight. I make sure to chart out the landscape before hand, to understand the weather conditions and the challenges that I and my students will face, and to ensure that I am well prepared for how to handle any emergencies that may arise. For me, this means being well prepared for class. I always review the class and course material well before the class begins, ensuring that my grasp and understanding of the material well-exceeds any questions that students may have. Furthermore, I try to anticipate areas of trouble for students and view the course material through fresh eyes, so that I can choose enlightening examples and questions that can help alleviate perceived difficulties with comprehension and learning. Towards this end, I always make sure to take into consideration what the students already know about the subject and what they can do operationally with their knowledge. I am also always on the look out for new teaching techniques and technology to help make learning and teaching easier and more impactful.

Even so, like a hot air balloon without a steering wheel, a teacher only has so much control and preparedness can only do so much; there is always the possibility of technical malfunctions, freak changes in the weather and environment, and unruly or distraught passengers. As such, I always try to be adaptable and ready to take action to ensure that disasters are avoided. In my teaching, I strive to maintain a safe and open learning environment by making it clear to students that questions are welcome and that the process of learning is of utmost importance in the classroom; the turbulence of gaining understanding is to be embraced and not ridiculed or overlooked. Furthermore, I work continuously to learn from and improve upon my past lessons and classroom experiences. I use various student feedback strategies within my classrooms so that I can better grasp what the students are experiencing and what I can do in order to help change the class for the better. I am always ready to adapt and alter my flight plans if it becomes clear that students begin to struggle and that learning and understanding are a stake.

Learning is an inherently difficult and courageous adventure to embark upon and having a great teacher can help to make the experience as gentle and peaceful as possible. However, just like ballooning, learning can be terrifying, at least at the outset, but knowing that your guide is a dedicated, well-



informed, and responsible pilot helps to alleviate unnecessary fears and concerns. Preparedness, expertise, open-mindedness, adaptability, and continued reflection and improvement are essential to successful teaching. If only all teachers understood the gravity of their responsibility to their students and their students' intense reliance on them and their skills, perhaps then, there would be less disastrous flights in the classroom and who knows, maybe a lot more people would like math!

3 Teaching Responsibilities

Foreign ESL Teacher in China

📍 [Best Learning Qingdao](#)

📅 April 2020 - Oct. 2020

- Taught science, mathematics, and social studies along side English from grades 1-5, based on western textbooks from McGraw Hill
 - Taught and prepared lessons both in class and online
 - Prepared and delivered midterm and final class presentations to parents, which demonstrated the progress of the students in my classes
-

Foreign ESL Teacher in China

📍 [Shane English Yangzhou](#)

📅 March 2019 - March 2020

- Prepared lesson plans for various classes based on school curriculum
- Taught English to children at the preschool, kindergarten, elementary, and high school levels
- Prepared and delivered midterm and final class presentations to parents, which demonstrated the progress of the students in my classes
- Worked with Chinese teaching assistants both in and out of the classroom to ensure that lessons went smoothly and to prepare for class presentations
- Contributed to an online Shane English Yangzhou database of ESL teaching games and ideas
- Participated in teacher meetings and team activities aimed at sharing ESL teaching experiences and fostering a community atmosphere

Please find pictures from my classes in Appendix A, a sample lesson plan in Appendix B, and Reference Letters from TA's and Academic Managers in Appendix C.

Educational Outreach: Power of Ideas Tour Team Member

📍 [The Perimeter Institute for Theoretical Physics](#)

📅 Sept. 2018 - Nov. 2018

- Travelled with a science and physics exhibit and presentation to high schools across southern Ontario
- Delivered 40 minutes presentations on science and physics, with group sizes varying from 15-300 students and teachers
- Engaged with students in small groups and one-on-one in the exhibit, teaching them about modern physics and the process of science
- Presented interactive physics demonstrations to engage and excite students about science, physics, and the world around them
- Had a more intimate question and answer period with an interested group of students, at the request of their teacher

Pictures from the tour can be found in Appendix D.

Teaching Assistant for Phil 1200: Critical Thinking

📍 [The University of Western Ontario](#)

📅 Sept. 2017 - May 2018

- Prepared and presented original material for a tutorial section of 25 students
 - Generated and contributed exam problems
 - Helped to grade practice problems, as well as the midterm and final exams
 - Held office hours and extra help sessions for students to further address any puzzling or misunderstood concepts and ideas
 - Gave a voluntary guest lecture to the whole class, of 127 students, on cognitive biases and fallacies
-

Private Tutor - Mathematics

📍 [Waterloo, ON](#)

📅 Sept. 2013 - May 2014

- Tutored a high school student in grade 12 advanced functions
- Tutored a college student in differential calculus
- Selected specific problems to help students in trouble areas
- Created student specific content to help meet students at their level of understanding

4 Evidence of Teaching Effectiveness

4.1 Selections from Academic Manager’s and TA’s Reference Letters

Shane English Yangzhou

 Yangzhou, China

 Oct. 2019

Comments from Direct Academic Manager:

- “During his time with our school, Roger has stood apart from other teachers with his professionalism, hard work, adaptability, patience and willingness to go above and beyond with his teaching and in making continuous improvements.”
- “As Roger’s supervisor, and having worked closely with him in a managerial setting, I am extremely happy to recommend Roger as a focused and determined teacher with a genuine passion for the profession of teaching.”
- “I strongly believe [Roger] will be an excellent teacher at any school, in any situation and be able to adapt to any new challenge with ease.”

Comments from Teaching Assistant:

- “Roger was a great foreign teacher to have in the classroom. He was always prepared for our classes and made sure to cover all of the material in our course guides. He would also cover extra material and knowledge when necessary to help our students to understand concepts better.”
- “In our kindergarten classroom, Roger was always professional and created a fun learning atmosphere. Because the students in this class were very young and it was the first time for most of the students to learn English, Roger spared no effort to teach them and had a great influence on all of them. He could always design great games so that the children could enjoy learning English and thus fall in love with the subject.”
- “Although Roger took over the class just for a short period of time, he built a great relationship with the students who always had friendly interactions with him, and would sometimes even discuss more difficult questions with him during their break time.”
- “Roger Wilkinson is a wonderful teacher and colleague to work with in the classroom. He is professional and friendly. He is great with the students and knows when to be kind and when to be stern. He is respectful to his co-workers and students, and creates a safe and fun working, teaching, and learning environment.”


Please see Appendix C for full reference letters.

4.2 Oxford Seminars Practicum Feedback

Selected Comments from Course Instructor

Oxford Seminars TESOL/TESL/TEFL 100 Hour Certification Course

 London, ON

 May 2018

- “Your voice is audible and pleasant when teaching. You were very clear on the pronunciation you expected.”
- “You smile a lot when teaching, good job.”
- “You have a good sense of humour and you use it well when teaching.”
- “The students were engaged and having fun.”

Please see Appendix E for original feedback sheet.

4.3 Numerical Data

Student Questionnaire Feedback

Teaching Assistant Phil. 1200

📍 London, ON

📅 Sept. 2017 - May 2018

Number of students in tutorial section: 25

Response Count: 16

<i>Selected Questions</i>	<i>Mean Score</i>
TA preparedness	5
TA availability	5
TA was engaging and interesting	4.6
TA generated discussion	4.8
Overall evaluation	4.9

Scale: 1 (poor) to 5 (excellent)

A blank questionnaire can be found in Appendix F for reference.

Average Student Performance By Tutorial Section

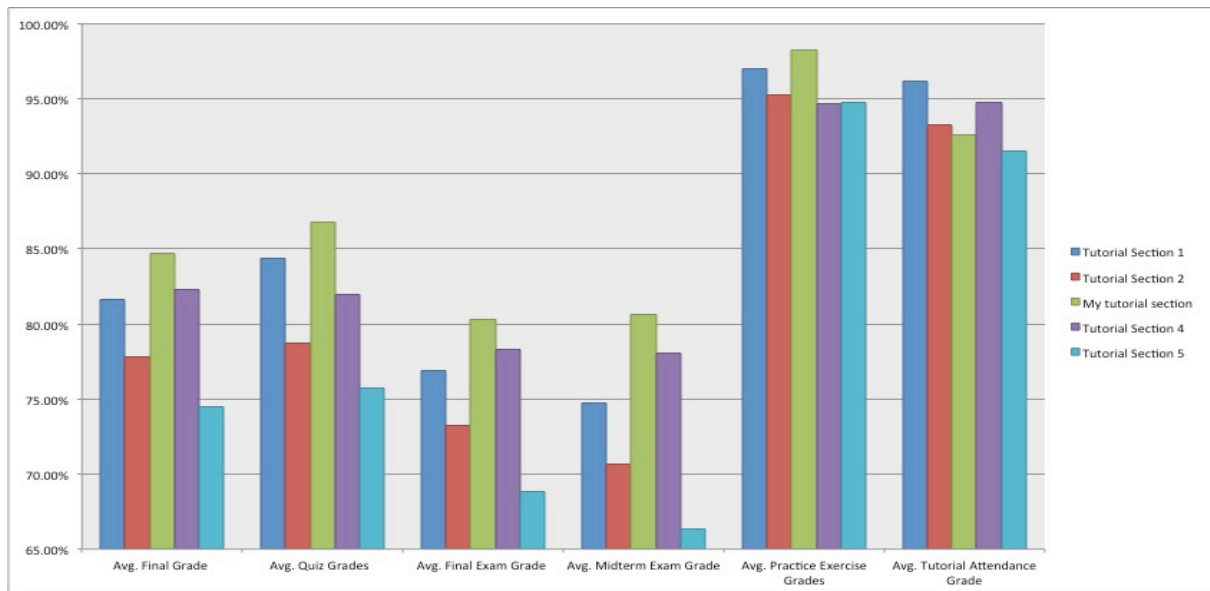
Teaching Assistant Phil. 1200

📍 London, ON

📅 Sept. 2017 - May 2018

Number of students in my tutorial section: 25

Total Number of Students in Class: 127



Reflections on the above data:

- My tutorial section (green bar) out performed all other sections in all graded components by at least a full percentage point or two, outside of *Tutorial Attendance*. However, the average tutorial attendance grade for my section was still approximately 93%, which is fantastic for a Friday tutorial; the two sections with the lowest attendance grades, mine and section 5, were the only Friday tutorials.
- I also received a 4.6/5 rating in the category: *TA was engaging and interesting*. Therefore, I do not believe that students did not attend my tutorials on account of me not being engaging or interesting

enough. Perhaps my lower tutorial attendance can be explained not only as the result of being on Fridays, but also from me sending the tutorial slides to students via email and thus students could review them on their own time, or perhaps students, being aware of their grades, felt that they were doing well enough to skip a few tutorials. Nonetheless, the above data was constructive to review and reflect upon and will no doubt influence my teaching and teaching strategies in the future.

4.4 Selected Written Comments from Students

Selected Comments from End of Term Student Evaluations

Course: Phil 1200 - Critical Thinking

 [The University of Western Ontario](#)

 April 2018

- “[Roger] was very well informed about what we were learning. His powerpoint slides were very straight forward and easy to follow. He was very good at explaining difficult concepts, I learned the whole course from tutorials.”
- “[Roger] works very hard and he’s very passionate, making him very effective.”
- “Best TA at Western. Individualized powerpoints. Engaging and interesting discussion.”
- “Very helpful when asking questions. Engaging tutorials. One of the best TA’s I’ve had.”
- “Well made powerpoints each week that focused on the key lecture points. Included multiple real world examples of the material. [Tutorial] challenges, like a derivation race.”
- “Very prepared with slides and knowledge. Made an effort to extend help to whoever needed it. Sent tutorial content through email.”
- “I feel that my TA did a good job in encouraging students to participate. Unfortunately, the class was difficult to get participating, but his efforts are notable.”
- “Very detailed and thorough powerpoints with examples and practice questions that helped me understand the material better. Encouraged group work and had fun games that engaged us (while practicing the material). Always available to help us and make sure we are clear about the material.”
- “He was very engaged and enthusiastic throughout all the tutorials. He came up with great examples and got the class involved especially when he put the examples on cards and had us each read one. The competitions motivated us to continue learning. He got to know each person in the class which made the environment much more welcoming and inclusive. Amazing tutorial.”
- “Very engaging. Explained concepts clearly and was available for further explanation if needed. His powerpoints were very concise and presented well. Love how he asked for feedback part way through the year. Muddiest point activity was very helpful.”

Full evaluations available upon request.

Selected Comments from *Stop, Start, Continue* Feedback

Course: Phil 1200 - Critical Thinking

 [The University of Western Ontario](#)

 Nov. 2017

Stop, Start, Continue is a feedback strategy used within the middle of a term, which gives students the opportunity to let the instructor know what they think the instructor should *start* doing, *stop* doing, and to *continue* doing. I asked for this feedback so that I could adjust my teaching techniques and style to fit with my students and ensure that tutorials would be as helpful and productive as possible.

- “Stop: having TA office hours right after class. Start: would be great if you could post tutorial slides so we don’t have to type out examples. Continue: Getting everyone involved in the tutorial. You are a great TA! Thanks for all the hard work.”

- “Stop: nothing. Start: more real life examples like the youtube videos. Continue: everything else!!! Tutorial helps a lot and I really enjoy the current format.”
- “Stop: I can’t think of anything. Start: posting slides online with answers. Continue: with exercises and reviews and writing/drawing on the board.”

After receiving the above comments and many like them, I began to send my tutorial slides to the students as an aid to help them review for their quizzes and exams, and adjusted my office hours to accommodate as many students as possible. Complete feedback available upon request.

4.5 Selections from Reference Letters from Peer Mentors

Teaching Mentor Program

 [The University of Western Ontario](#)

 Nov. 2017

- “[Roger] did a very nice job of involving students in their learning process, checking in with them regularly to make sure they were following, and answering any questions as they came up. By calling students by their names, accepting all questions posed, and the occasional admittance that he was unsure of something, Roger created a class atmosphere conducive to learning. Students did not have to worry about saying the wrong answer or looking stupid, and everyone was encouraged to participate in a very welcoming way.”
- “Roger showed great enthusiasm when teaching and overall extensive knowledge of the subject matter. He provided a clean and simple PowerPoint that gave the students a visual representation of the exercises and assisted him in teaching the material. In addition, Roger demonstrated the ability to step away from the PowerPoint presentation and use other teaching materials to answer any questions or clarify concepts that remained unclear. His volume, pace and articulation provided a clear communication between himself and the students. Considering the size of the class, twenty-one students were present, Roger had excellent command of the space and time allocated for his tutorial and interacted with different groups of students, making himself available for any questions or comments.”
- “Despite classes only having started a month ago, it was obvious that Roger had already successfully built a positive relationship with his students. He welcomed each of them as they entered the room and knew them all by name. The students were attentive in class and eager to participate, showing that they respected Roger as a teaching figure. During exercises, Roger managed to engage the whole class in discussions, providing feedback to the students responses, but also sharing his own thoughts on the topic, thus enriching the students learning experience. Moreover, he incorporated the students opinions into his own teaching by referring back to their answers when appropriate. In this way, he managed to involve the whole class into the lecture and to keep discussions going.”


Full reference letters are available in appendix G.

4.6 Teaching Award Nominations

Graduate Student Teaching Assistant Award - Nomination

Phil 1200 - Critical Thinking Tutorial

 [The University of Western Ontario](#)

 Fall 2017

Nomination letter:

“I look forward to every tutorial that I have because Roger makes them so interesting. He has practice questions every week to help us practice our critical thinking skills so that we can perform better cognitively. He always listens to people’s questions and answers them even if the questions don’t seem to make sense. He also interprets our questions to see where we are not understanding things and he strives to help us understand. He always has his slides ready to go and is prepared to answer questions with verbal, visual, and kinesthetic examples and answers. He has a routine for each class and he makes it clear to us what we are going to work on every day. When the office hours that Roger had were not

working for some people, he offered to move them and he even offered to schedule an extra time for us to come in to do exam review with him. Often after the lecture I am confused, but after each tutorial I feel like I know what I am doing and I feel confident. I used to do the quizzes before the tutorial and I would not get the results that I wanted, but I started doing the quizzes after the tutorial each week and my mark on them went up by about 20%. That's a big difference and has had a large effect on my grade! If it weren't for Roger's teaching in the tutorial I would not have the mark that I have in Philosophy now. Roger also adds humour into his tutorials which keeps everyone paying attention and excited to learn and practice their skills. Roger is fair when it comes to attendance and he takes feedback from students at the end of class. He has had us write feedback cards for him on multiple occasions and then he goes through the information and formats his next tutorial based on what we ask him to do. It is very easy to tell that he is dedicated to what he does and he strives constantly to improve his teaching and help all of the students in our tutorial to the best of his ability. In class he also goes above and beyond and I am very thankful."

5 Teaching Strategies and Innovations

5.1 Strategies for Teaching ESL to Children

Artistic Activities and Games:

- Kids love to draw, colour, and express themselves artistically. As an ESL teacher, I try to take advantage of this by creating activities that connect the course language to something artistic.
- One of my favourite activities is called *The How Many Monster*. It is a great activity that I used for teaching body parts and to review numbers. After teaching the basic body parts with flashcards, I would draw the outline of a monster's body on the board. Students would then roll a die to see how many eyes the monster would have, then ears, then legs, with me drawing each new set of body parts in turn. The kids love to see the final, usually wacky looking monster. After this I would give the students an outline of a monster and let them draw various numbers of various body parts to create something wacky. When the students are done their monsters I would collect them and use them to review the course language by showing them to the class and asking "How many legs, eyes, ears are there?"
- I have found that this activity and activities like it take advantage of students natural inclination to draw and colour, and uses it to help them learn English. Also, it allows the students to have something to take home with them after class, which both students and parents enjoy.

Point System Classroom Management:

- When teaching children it is essential to keep the students motivated, engaged, and on task; innovative point systems are a great way to do this. In my classes, I use various point systems depending on the age and level of the students. Point systems can be very simple, yet surprisingly effective.
- One of my favourite point systems for younger students is a *Prize Box*; where students must get 3-5 stars or points in order to win a prize from the box, which is then drawn beside their name on the board. The prize box itself is only drawn on the board with various small drawings inside like a dinosaur, kitten, lollipop, etc. The prize box is a great way to introduce students to extra vocabulary and they will often learn this vocabulary better than the course vocabulary, as it means much more to them on account of being able to win different drawings by earning stars and points in class. It also works great to help manage student behaviour as losing stars and points, or even an entire drawing promptly changes the students behaviour.
- Point systems can also function as a means of reviewing language from previous lessons. For many of my classes, I use a point system which gives students the opportunity to draw something on the board for a certain number of stars or points. I turn this into a review exercise by making students draw images of vocabulary learned in past classes. As an example, if the class studied household items, then I draw the outline of a house at the bottom of the board and for points students get to draw a household item, such as a table, chair, window, door, etc. This type of point system can be used to review all sorts of language such as, body parts, clothing, zoo animals, farm animals, etc.
- Older students enjoy more complicated point systems, which have them pitted against other teams of students or has the whole class trying to achieve some goal, like destroying alien ships from invading. As with younger students, these point systems give the teacher the chance to introduce extra vocabulary to the class, as well as helping to manage student behaviour. As students get older pressure and respect from their peers starts to become important in class. Point systems which have students working together tend to help with class behaviour as the students will start to police each other in order to not lose team points because of one or two poorly behaving students. At this level, the point systems not only help to keep students engaged and behaved, but also help students to strategize and work together, which help them to develop important critical thinking and social skills.

Reflective Pre-writing, Writing, and Conversations:

- For my older students, I sometimes have them participate in short creative writing activities. As a pre-writing activity, I have a class discussion about what topic or theme the students should be writing on. During this discussion, I will write relevant words, verbs, and phrases that students can use when writing. This includes different ways to start and conclude the writing activity.
- During the activity, I will walk around the classroom and read what students have written and offer them questions or ideas on how to continue. This gets students to write more and feel more engaged in what they are writing.
- After the activity, I collect the writings so that I can mark them later, writing individualized comments for the students and also record common errors. Before the next writing activity, I hand back the marked writings so that students can review my comments, but also so that I can review the common errors on the board. This gives students the opportunity to reflect on their mistakes from the previous activity and actively correct them in the next activity.
- I also use these writing activities as a means to aid a general conversation activity. After having students write a story, for example, about a time they had an accident and were injured, I will have students share their stories one on one with another student, in small groups, or individually with the class in a mock interview, but always in a conversational setting, so that they are not just reading their stories out loud. In this way, the writing activity acts as a primer to help the students learn and use relevant language before using it in a conversational setting.

5.2 Student Feedback Strategies

Stop, Start, Continue:

- *Stop, Start, Continue* is a feedback strategy that asks students to anonymously write down things that they think that the teacher should stop, start, and continue doing in class. This is an extremely valuable feedback strategy, as it gives the teacher candid feedback from the students in the class about what is and isn't working for them, and often students give suggestions about how to improve the class and classroom atmosphere. This type of activity is great because it gives the teacher insight into their students and gives them a better idea of how to help them learn at their current level of understanding.
- Midway through the fall term of my TA position for Phil 1200: Critical Thinking, I used *Stop, Start, Continue* to get feedback from my students concerning what was working in the tutorial and what was not. Based on the feedback from students, I began to email the tutorial slides to students for use in reviewing and studying the material. I was also able to identify that my office hours were not working for many students and so I changed them to accommodate the students who were not confident enough to setup an individual meeting with me and also could not make my initial office hours.
- Other students brought to my attention that some of the themes and topics I had chosen for various tutorial examples - racism and religious beliefs - were too controversial to be used in class. In the following classes I still used controversial topics; however, I made it explicitly clear in a review of the *Stop, Start, Continue* feedback, that these topics were important, as they were relevant, real world situations in which the critical thinking concepts and skills being learned are supremely useful. Furthermore, I made it clear to students that the important take aways from these topics were to recognize the relevant argumentative forms or the logical fallacies present in the arguments and how such things can effect society at large, and not to come to any broad and rash conclusions concerning politics or faith. I was very pleased to receive this feedback as it allowed me to explicitly address student concerns and clear the air, making for a much better learning atmosphere and a more open environment for having discussions.

Muddiest Point:

- *Muddiest Point* is a feedback strategy that asks students to write down one topic studied in the course thus far that still isn't crystal clear or well understood for them. This allows teachers to better understand their students' perspectives and can usually be surprising to teachers, as students will admit to difficulties with topics that the teacher thought had been understood clearly.

- During both semesters of my TA-ship for Phil 1200: Critical Thinking, I used *Muddiest Point* to get feedback from students to identify which topics were still unclear. After reviewing the feedback, the first half of the following tutorial was spent reviewing the unclear and troublesome material. Students were far more candid in their questions through the anonymous written feedback, than they usually were during the tutorial, which allowed me to more easily identify the mistake, error, or misunderstanding the students exhibited. Students also enjoyed having the opportunity to ask questions and give feedback in an open and anonymous way, and asked me to ensure that I would repeat the exercise throughout the term.

5.3 Teaching Strategies and Unique Innovations

Mathematics and Science Lesson/Course Planning with a focus on Real World Situations:

- Given my own experience in many mathematics and science classes, at both the high school and university levels, I have noticed a distinct lack of focus on how the material can be and is used in solving and understanding real world problems. If real world issues are discussed at all, they are usually found at the end of chapters in a section titled ‘Applications,’ in which the students are largely just expected to solve word problems and not actually to think about how the math or science really connects to the world. Many math and science classes focus more on a purely academic presentation of material and the solving of contrived and impractical sets of examples; pages of math problems asking students to solve for x is a go to example. It is not that solving many math examples is not useful, as it obviously is, at least as a technique for students to learn the basic manipulations and develop an intuition for the equations, but when this is used as the sole teaching technique, which it often is, it divorces all real world meaning from the mathematics.
- As such, I propose a more real world focus to learning math and science. This would involve an introductory class to the subject, which focuses on real world issues and problems, and focuses on class discussion. As a concrete example, we can consider the mathematical topic of exponential equations. As an introduction to the topic, I would split students up into small groups and provide each with a case study to read and discuss, as well as a set of relevant questions about the topic, some with a mathematical focus and others not. With respect to exponential equations topics could include; population growth in deer, spread of infection diseases and vaccinations, compound interest, bacterial growth rates, etc. Taking the example of deer populations further, questions in the case study could include; How fast will a deer population be growing after 6 months? Should hunting be part of nature conservation? What is the effect of the deer population on the ecosystem as a whole? etc. These types of questions are meant to elicit knee jerk feelings and opinions from the students. At this introduction stage students should also be asked to record their thoughts and feelings on the topics.
- The next step is to introduce exponential equations as a tool to help us think about the case studies we have discussed. The class is then free to explore this subject in a purely academic setting to better understand how exponential equations work and learn how to manipulate them and to develop some intuition about working with them.
- After a few classes learning about exponential equations, there would be another discussion class, which acts as a conclusion to the whole process. In this class, the same case studies with the same questions would be reviewed in the same small groups as in the introduction class. Students would then record how their ideas and opinions have changed, given the new tools they have to analyze the situation.
- Unlike the standard way math classes are taught, this approach focuses on the applications and real world usefulness of the academic subject from the beginning. The focus is on how mathematics as a tool can help us to think better and more rigorously about problems in the real world. The main idea is to get students interested and invested in the case studies, which are focused on practical and meaningful questions and ideas, then to take a detour into the theoretical world of mathematics to learn about a useful tool that can help students think about the topic in different and better ways, and then to finally come back to the practical world with hopefully a new perspective, recording how their ideas and opinions have been effected along the way. Through this process, students will hopefully gain a deeper understanding of how useful mathematics is, and how it is important to use it as a tool to think critically about real world problems.

Index Cards for All:

- While teaching about logical fallacies in Phil 1200: Critical Thinking, I used a new method to get students involved in the tutorial. I handed out an index card to each student and on the card was written an argument about other students in the class with a ridiculous conclusion. We went around to class having each student read out their card and the rest of the class had to determine which logical fallacy was present in the argument. This exercise allowed every student in the class to participate, even if only by reading their card aloud, and kept the other students engaged as the arguments were about their fellow classmates and had sometimes funny and entertaining conclusions.
- Of course this exercise was only possible because of the smaller class size of the tutorial and would not work in larger classes. However, for smaller classes it was a fun and entertaining way to liven up the material and increase student participation. Furthermore, the activity does not take very long and thus, can be used as a 15 minute activity in a tutorial that leaves plenty of time for other activities as well.

Kahoot:

- *Kahoot* is a great online service, which allows teachers to create quizzes similar to using iclickers, but with the benefit that it is free and students can use any electronic device with internet capabilities.
- I used *Kahoot* a few times throughout teaching my Phil 1200: Critical Thinking tutorial. Students loved it, as it provided a change from the regular tutorial format and allowed for some friendly, low stakes competition between students. The activity can also be designed to only last a few minutes allowing for other activities in the same class.

Exam Review Checklist:

- At the end of the final term of the Phil 1200: Critical Thinking course, I made an intensive *Exam Review Checklist* for my students. Each point on the checklist was in the form of a question to the student; Explain to a study buddy how..., Describe the following idea in your own words..., or Create an example of the following types of arguments...? By making the review checklist in the form of questions about various competencies that students will be tested on instead of a simple list of the topics covered on the exam, students knew exactly what it was they needed to be able to actually do and what concepts they needed to actually be able to apply and explain. Many students thanked me for having created the document.

6 Professional Development in Teaching

6.1 Professional Certifications and Programs

Oxford Seminars Teaching English to Children Specialization Module

 [Waterloo, ON](#)

 Dec. 2018

- This was 40 hour online course, which added an extra component to my basic TESOL/TESL/TEFL certification.
 - The course included a mandatory online test component.
-

Oxford Seminars TESOL/TESL/TEFL 100 Hour Certification Course

 [London, ON](#)


 June 2018 - July 2018

- This was 60 hour in class and 40 hour online course in teaching English as a second language.
- The course included a mandatory online test component.
- The in class portion of the course included a mandatory 45 minute teaching practicum, which I taught in German to English speakers so as to create the feel of a real language class.

Please see Appendix H for my certificate for both the standard course and specialization module listed above.

Western Certificate in University Learning and Teaching


 [London, ON](#)

 Sept. 2017 - August 2018

- This certificate required the completion of various components including; in class micro-teaching sessions, teaching workshops, participation in a teaching mentorship program, the creation of a teaching portfolio, and the completion of a written project consisting of a sample course outline for a university level course.

Please see Appendix I for Certificate and Letter of Completion.

Advanced Teaching Program (ATP)


 [The University of Western Ontario](#)


 Oct. 2017 - Dec. 2017

- The ATP is a 20 hour in class course which covers various topics including course design strategies, active learning, authentic assessment of student learning, and maintaining a culture of respect and community in the classroom.
- Furthermore, participants gain valuable teaching experience in micro-teaching sessions with peer and instructor feedback.

Please see Appendix J for certificate of completion.

Teaching Mentor Program

 [The University of Western Ontario](#)


 Sept. 2017 - Dec. 2017.

- This program groups graduate students together into peer mentor groups. Each group member is observed teaching by the other students and given critical feedback on their teaching style, methods, presentation skills, body language, and verbal communication skills.

6.2 Professional Development Conferences, Seminars, and Workshops

Graduate Student Conference on Teaching


 [The University of Western Ontario](#)

 June 1st, 2018.

- This conference focused on how graduate students can effectively assess student learning in the classroom and how teaching experience can translate to future job opportunities.
-

Spring Perspectives on Teaching Conference


 [The University of Western Ontario](#)

 May 2nd 2018

- This conference focused largely on inclusion, as well as racial and cultural diversity in the classroom with an emphasis on strategies for how to ensure student learning in diverse settings.
-

Masters Classes: Lecture in Medical Sciences


 [The University of Western Ontario](#)

 March 1st, 2018.

- As part of the program, I attended an undergraduate class in the medical sciences field, taking notes on the teaching style and methods of the professor. After the class was over there was a wrap up session between the program participants and the professor, where we were given the opportunity to ask questions and give comments and feedback.
-

TA Day: Graduate Student Conference on Teaching


 [The University of Western Ontario](#)

 Sept. 6th, 2017.

- This conference introduced new graduate students to the basics of teaching and assisting teaching at the university level.
-

Teaching Seminar: Promising Practices in STEM Education


 [University of Waterloo](#)

 Dec. 16th, 2016.

- This seminar provided concrete and practical suggestions, supported by empirical data, of how to effectively teach in both lecture and laboratory settings in undergraduate physics courses.
-

Teaching Seminar: What do we know about the teaching and learning of physics?

 [University of Waterloo](#)

 Dec. 11th, 2015.

- This seminar was a distillation of forty years of physics education research and provided an understanding of how first year undergraduate physics students learn, and how they respond to different teaching methods and materials.
-

Future Prof Workshops

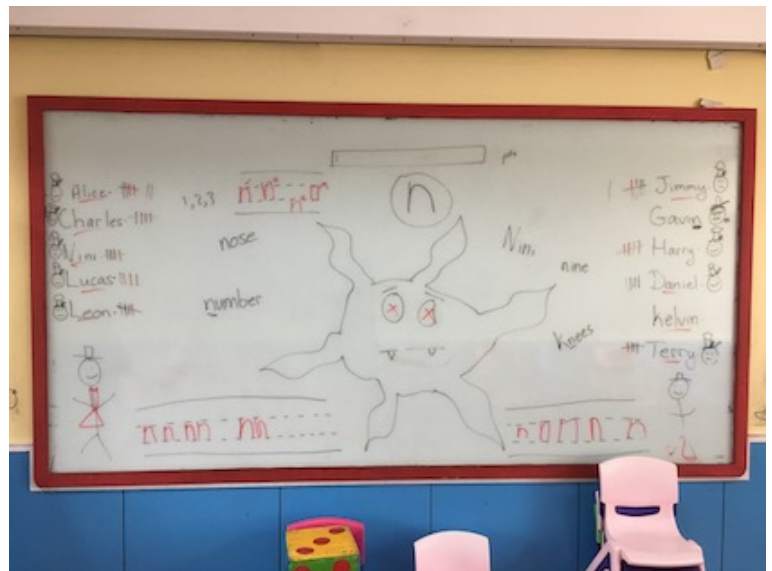
📍 [The University of Western Ontario](#)

All Future Prof Workshop were approximately 1 hour in length. The various workshop titles and dates are listed below.

- Writing a Teaching Philosophy Statement
📅 March 20th, 2018.
- Preparing Your Teaching Dossier
📅 March 20th, 2018.
- Supporting the Wellness of Undergraduate Students
📅 Feb. 9th, 2018.
- Great Ideas for Teaching Panel
📅 Feb 9th, 2018.
- Motivating and Supporting Student Success
📅 Nov. 20th, 2017.
- Getting Feedback on Your Teaching
📅 Oct 16th, 2017.
- Facilitating Group Work in Diverse Classrooms
📅 Nov. 15th, 2017.
- Equal Access in the Classroom - Universal Design for Learning
📅 Nov. 20th, 2017.
- Potent PowerPoint - Delivering Effective Lectures
📅 Oct. 16th, 2017.

7 Appendices

7.1 Appendix A: ESL Teaching Pictures





Kindergarten presentation class with parents present.



Class photo after a preschool class presentation.



7.2 Appendix B: Sample Lesson Plan

Teacher: ♠ Roger ♠	Number of Sts: 11	Week: 17
TA: Dannie	Location: GP Fl. 2 Rm. 10	Date: 26/10/19, Sat.
Class: CL01 V1	Book & Unit: Spec 1 - Unit 8B	Time: 8:30 - 10:10

Before class prep:

- Review lesson plan
 Ask TA to bring all of the adjective flashcards
 Ask TA to bring animal flashcards

Resources Needed:

- Dry board markers and eraser
- Die
- Flashcards
- Ball

Target Language for Today's Lesson:

- Big, small, fat, thin, pretty, handsome, ugly
- Is it adjective? Yes, it is. / No it isn't.
- Is he/she adjective? Yes, s/he is. / No, s/he isn't.

Review Language:

- tall, short, old, young, happy, sad
- Are you (adjective)? Yes, I am. / No, I'm not.

Time	Stage	Method of achieving objectives	I.P.
8:30	Entrance	<p>Hello Ball:</p> <ul style="list-style-type: none"> • Toss a st the ball then ask what their name is, then have all the other sts say Hello to them in a funny way - whisper, yell, use deep/high voice, etc. • Ask sts the following questions; <ul style="list-style-type: none"> – What's your name? * My name is ... – How are you? * I'm fine, thank you. And you? – Are you tall, short, old, young, happy, sad? * Yes, I am. / No, I'm not. <p>Point System:</p> <ul style="list-style-type: none"> • Crazy Die - <ul style="list-style-type: none"> – Split the class into 2 teams and give each team a name at the top of the board – Associate each number on the die with plus or minus a certain number of points, switch points, steal points, x2, etc. – Give each st ticks for participating and giving correct answers in class, five ticks gets the st a roll of the die for team points 	T-Sts,St
8:40	Warmer	<p>Word Scramble:</p> <ul style="list-style-type: none"> • Have two sts come up to the board with markers. Write a scrambled word on the board and have them write the unscrambled word on the board • Use; tall, short, happy, sad, young, old 	T-Sts,St-st

8:50	Review	<p>Guessing the Card:</p> <ul style="list-style-type: none"> • Have one st sit in a baby chair at the front of the class and give them a flashcards with one of the adjectives on it • tall, short, happy, sad, young, old • The other sts must guess which card they have by asking; Are you tall? Are you old? etc. 	T- Sts,St-st
9:00	Pres.	<p>Drilling New Vocab/ TL with flashcards:</p> <ul style="list-style-type: none"> • big, small, fat, thin, pretty, handsome, ugly • Introduce TL; <ul style="list-style-type: none"> – Is it (adj.)? Yes, it is. / No, it isn't. – Is s/he (adj.)? Yes, s/he is. / No, s/he isn't. • Be sure to emphasize the difference in use between it and s/he. <ul style="list-style-type: none"> – Divide the board into two halves, one for it and one for s/he – On the it side draw pictures of objects and animals – On the s/he side draw a picture of a boy and a girl 	T- Sts,St-st
9:10	Controlled Practice	<p>Snatch Card:</p> <ul style="list-style-type: none"> • Use the table and have two students grab for cards when you call them out • When a st wins a round ask the losing st; Is s/he (adj.)? • They should answer based on the card the other st is holding. Either; Yes, s/he is. or No, s/he isn't. S/he is (adj). • After a few rounds replace yourself with a student teacher 	T- Sts,St-st
9:20	Free Practice	<p>Animal Guessing Game:</p> <ul style="list-style-type: none"> • Review the animal flashcards, then give one st an animal card, which they don't show the other sts • Sts then ask Is it (adj.)?; record the positive and negative answers on the board (e.g. No, it isn't. It's adj.) • After three adjective questions and answers, students can guess what animal it is. 	T- Sts,St-st
9:30	Break	<p>Have sts sit nicely. Write the Date, Unit, and H.W. on the board for sts to copy. Have sts say, Here you are. and You're welcome.</p>	T-Sts,St
9:45	Reading	<p>Crest Reader: Hide and Seek Pg. 15-16</p> <ul style="list-style-type: none"> • Chorally read the text a few times, checking for correct pronunciation • Silent Reader: <ul style="list-style-type: none"> – Leave the room and have the TA assign one st to be the silent reader, that st will only mouth the words, but not actually say them – When you come back into the room, the sts should start reading chorally and loudly – The teacher has to find out who the silent reader is 	T- Sts,St-st

9:55	Phonics	<p>Letter, sound, and words:</p> <ul style="list-style-type: none"> • Uu • under, umbrella, up • cup, cub, rub • Ask sts to provide other 'u' words 	T- Sts,St-st
10:00	Final Game	<p>Climb the Mountain:</p> <ul style="list-style-type: none"> • Draw a mountain on the board with 30ish circles going up both sides and one star at the top worth a large number of points, make sure both sides have the same number of circles <ul style="list-style-type: none"> – Make the star worth enough points that the team with the least amount of points from the Crazy Die game could still win • One team is blue and the other red • Have sts produce the target language then roll the die and move their team up the mountain by that many places on the game board • first team to the top of the mountain - the star- wins. add the star points to the team points • Use phonics questions first, then ask questions based on TL that the sts had trouble with throughout the class 	T-Sts,St
10:10	Exit Drill	<p>Have sts sit nicely:</p> <ul style="list-style-type: none"> • Ask them what time is it, “It’s time to go home!” • Have the team with the most team points line up first <p>Exit drill Question:</p> <ul style="list-style-type: none"> • Is s/he (adj.)? Yes, s/he is. / No, s/he isn’t. 	T-Sts,St

Class notes:

7.3 Appendix C: Shane English Yangzhou Reference Letters

Kevin Farrell
4F, Bldg 19, Xiandai Plaza, No. 165 West Wenhui Road
Yangzhou, Jiangsu, China

October 23, 2019

To Whom It May Concern,

Letter of reference for: Roger Wilkinson

Roger has worked at Shane English Yangzhou since March 2019. Roger has been employed as a foreign English teacher, teaching a wide range of class levels during this time.

Roger was brought into our teaching team, along with a few other teachers who arrived around the same time. During his time with our school, Roger has stood apart from other teachers with his professionalism, hard work, adaptability, patience and willingness to go above and beyond with his teaching and in making continuous improvements.

As Roger's supervisor, and having worked closely with him in a managerial setting, I am extremely happy to recommend Roger as a focused and determined teacher with a genuine passion for the profession of teaching. Roger is the definition of a team player, and has taken the initiative on more than one occasion to show this. It's evident that he enjoys working in a classroom setting, is comfortable in an office environment and is openly friendly and easily approachable. Roger is also well suited to teaching students of various ages; being well balanced enough to excel at all levels. I strongly believe he will be an excellent teacher at any school, in any situation and be able to adapt to any new challenge with ease.

If you have any questions or require further information, please do not hesitate to contact me by phone, e-mail or Skype.

Best regards,

Mr. Kevin Farrell
Academic Manager
+86 135 1176 0586
Farrell.k@live.com
Skype: kfarrell58

Camille LU
Chinese Teaching Assistant
Shane English Yangzhou
Yangzhou, China
Camille1997@163.com

October 21, 2019.

To whom it may concern,

My name is Camille Lu and I am a teaching assistant from China. In 2019, I had the pleasure of teaching at Shane English Yangzhou with Roger Wilkinson as a foreign ESL teacher. I am writing to describe Roger as a teacher and colleague.

Roger and I had two classes together, one at the kindergarten level and one at the high school level. Roger was a great foreign teacher to have in the classroom. He was always prepared for our classes and made sure cover all of the material in our course guides. He would also cover extra material and knowledge when necessary to help our students to understand concepts better. Although he looks very serious on the surface, he is lovely and lively and full of passion for education in his heart. In his classes, he always designed different types of games according to the different levels of students. He was always approachable, friendly, and cooperative both inside and outside of the classroom making teaching much easier and more pleasurable. I was grateful to have a foreign teacher like Roger to work with.

In our kindergarten classroom, Roger was always professional and created a fun learning atmosphere. Because the students in this class were very young and it was the first time for most of the students to learn English, Roger spared no effort to teach them and had a great influence on all of them. He could always design great games so that the children could enjoy learning English and thus fall in love with the subject. For example, when interacting with the students, Roger played a game called *Duck, Duck, Goose*. In this game, every new word we learned could be involved and each student could take part to practice the pronunciation of the new words. Also, Roger always changed his games in the class so that the students were not bored and kept interest in learning English.

Roger and I also took over a high school level class from a different foreign teacher and TA. In this class, he tended to be a very serious and responsible teacher. He always conducted teaching in the form of an interview or discussion, not only exercising the thinking ability of the students, but also exercising their ability to express themselves orally. Although Roger took over the class just for a short period of time, he built a great relationship with the students who always had friendly interactions with him, and would sometimes even discuss more difficult questions with him during their break time.

Roger Wilkinson is a wonderful teacher and colleague to work with in the classroom. He is professional and friendly. He is great with the students and knows when to be kind and when to be stern. He is respectful to his co-workers and students, and creates a safe and fun working, teaching, and learning environment. I highly recommend Roger for any future teaching positions or ventures he chooses to pursue, as he is both professional and competent, and would make a great addition to any team and workplace. If you have any further questions about Roger, please do not hesitate to contact me.

Sincerely,

Camille Lu

7.4 Appendix D: Pictures from Power of Ideas Tour



Giving a demonstration of angular momentum for students of various ages.



At the demo table giving a presentation of Newton's 2nd Law.

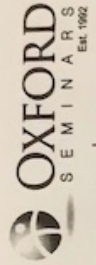


I am at the far left discussion the Large Hadron Collider with an interested student.



My wife and I after setting up the exhibit.

7.5 Appendix E: Oxford Seminars Practicum Feedback Sheet



Teacher Candidate Practicum – Evaluation

Candidate: Roger Wilkinson Topic: Greetings/Colours Age/Level: Adult/Beginner
 Course Instructor: John Taylor Date: 2018/5/26

PERFORMANCE DOMAINS	Excellent	Very Good	Average	Below Average	Poor	Comments/Areas for Improvement
ORGANIZATION						
Engaging Warm-up		✓				Good energy at the start of the lesson. Try to have more of an engage of the students to stand etc. They seemed to need a pair conversation practice activity.
Logical Sequence	✓					
Transitions Between Activities	✓					
Within Time Limit	✓					
VERBAL DELIVERY						
Audibility of Voice	✓					Your voice is audible and pleasant when teaching. You were very clear on the pronunciation you expected. Watch the files at times.
Appropriate Pace for Level	✓					You smile a lot when teaching good job. You have a good sense of humor and you use it well when teaching.
Pronunciation, Articulation, Emphasis	✓					
Minimum Fillers (umm, er)	✓					
NON - VERBAL DELIVERY						
Eye Contact with Students		✓				Thanks for the good materials. You conducted the colour activity really well. Good number of activities. Don't try to teach too much in one lesson. The students were engaged and having fun. Use names when training or encourage. Don't give points etc if you helped with the answer. Remembered the steps of TPR. Use pairs for more STT.
Comfortable Mannerisms		✓				
Gestures, Facial Expressions	✓					
MATERIALS						
Integrated, Supports Content	✓					The students were engaged and having fun. Use names when training or encourage. Don't give points etc if you helped with the answer. Remembered the steps of TPR. Use pairs for more STT.
Appropriate Size, Color	✓					
Stimulates Learning	✓					
INTERACTION WITH STUDENTS						
Questioning Techniques	✓					The students were engaged and having fun. Use names when training or encourage. Don't give points etc if you helped with the answer. Remembered the steps of TPR. Use pairs for more STT.
Error Correction	✓					
Instructions	✓					
Positive Reinforcement		✓				

White (top) Copy - Student
 Yellow (bottom) Copy - Office

7.6 Appendix F: Blank Student Feedback Questionnaire

**THE UNIVERSITY OF WESTERN ONTARIO
Department of Philosophy
Graduate Studies**

STUDENT EVALUATION OF A TEACHING ASSISTANT IN A COURSE WITH TUTORIALS

At the request of your Teaching Assistant, the Department of Philosophy asks that you write comments which may, in the future, become part of your Teaching Assistant's "Teaching Dossier." Your comments are also important for improving teaching performance. Teaching Assistants in the Department of Philosophy continually strive to develop and enhance their teaching skills; they appreciate your help and input.

Completed forms will be placed immediately in a large envelope, which will then be sealed and delivered to the Graduate Assistant (Stevenson Hall 3146). Your Teaching Assistant will have access to their evaluations only *after* final grades have been recorded and submitted.

Course _____ Date _____ Name of TA _____

PART A: Please rate your TA by responding to these questions, where 5 is "excellent" and 1 is "poor."

Your TA was prepared for tutorials (organized, on-time, read the material).	5	4	3	2	1	N/A
Your TA was available and helpful during scheduled office hours or at other times.	5	4	3	2	1	N/A
Evaluation of your work was fair, with sufficient reasons provided for the marks received.	5	4	3	2	1	N/A
Your TA was knowledgeable about the material.	5	4	3	2	1	N/A
Your TA presented the material in an engaging and interesting way.	5	4	3	2	1	N/A
Your TA skillfully generated discussion.	5	4	3	2	1	N/A
How would you rate your TA overall?	5	4	3	2	1	N/A

PART B: Please comment on what you feel your TA did well.

PART C: Please comment on what you feel would help your TA develop his/her skills for the future.

7.7 Appendix G: Teaching Mentorship Reference Letters

November 9, 2017

To Whom It May Concern:

I am pleased to recommend Roger Wilkinson's post-secondary level teaching. I participated in the *Teaching Mentor Program* at Western University (facilitated by *The Teaching Support Centre*) through September and October 2017. This is a program that is designed to give graduate students the opportunity to witness their peers teaching at the post-secondary level, as well as to give participating students feedback on their teaching skills. Through this program, I was able to witness a tutorial on October 27, 2017 that Roger taught for a PHIL1200 Critical Thinking course at Western.

The material, which primarily covered logical expressions determining whether x was necessary and/or sufficient for y , was not what would normally be considered inherently captivating or exciting (at least outside of the field), and yet Roger managed to show his own interest in the subject and present an engaging tutorial. He did a very nice job of involving students in their learning process, checking in with them regularly to make sure they were following, and answering any questions as they came up. By calling students by their names, accepting all questions posed, and the occasional admittance that he was unsure of something, Roger created a class atmosphere conducive to learning. Students did not have to worry about saying the wrong answer or looking stupid, and everyone was encouraged to participate in a very welcoming way.

I left Roger's tutorial feeling excited about philosophy and logic, and curious to learn more, which I think is a great testament to Roger's teaching. Overall, Roger shows exciting potential as a teacher, and I hope that you can give him a teaching position.

Sincerely,

Kate Thomas

Jessica Paola Marino
Comparative Literature Master's student
Department of Modern Languages and Literatures
University of Western Ontario
London, ON
jmarino3@uwo.ca

December 7, 2017

To Whom It May Concern:

As part of *The Teaching Mentor Program* offered at The University of Western Ontario by the Teaching Support Centre I had the great pleasure to observe Roger Wilkinson teach his tutorial for *Philosophy 1200: Critical Thinking* on Friday October 6, 2017. *The Teaching Mentor Program* provides graduate students and postdoctoral scholars with the opportunity to observe their peers in their teaching environment and provide valuable feedback on their methods of instruction.

The tutorial I had the honour to attend focused on the subject of necessary and sufficient conditions. During this sixty minute session, Roger demonstrated many teaching skills including leadership skills, excellent command of the material being taught, ability to stay on track of time, and interaction with different groups of students. For this tutorial session, Roger introduced exercises for the students to apply their knowledge of the subject that was previously taught in the lecture class. The tutorial consisted in leading students through different kinds of exercises to identify and differentiate between necessary and sufficient conditions. Roger showed great enthusiasm when teaching and overall extensive knowledge of the subject matter. He provided a clean and simple PowerPoint that gave the students a visual representation of the exercises and assisted him in teaching the material. In addition, Roger demonstrated the ability to step away from the PowerPoint presentation and use other teaching materials to answer any questions or clarify concepts that remained unclear. His volume, pace and articulation provided a clear communication between himself and the students. Considering the size of the class, twenty-one students were present, Roger had excellent command of the space and time allocated for his tutorial and interacted with different groups of students, making himself available for any questions or comments. His knowledge of the subject being taught, as well as his confidence in the classroom provided a good atmosphere for learning for the students and gave them the assurance that their Teaching Assistant is very competent in his field of study.

Overall, I would highly recommend Roger Wilkinson for any teaching position, as his knowledge of Philosophy, leadership skills and teaching confidence are evident when you see him in the classroom environment. If you have any further questions, please do not hesitate to contact me.

Yours truly,

Jessica Paola Marino

Nadja Schlote
Department of Anthropology
University of Western Ontario
London, ON
nschlote@uwo.ca

November 2017

To Whom It May Concern,

This letter is to indicate that I would recommend Roger Wilkinson for a teaching position. As part of the Teaching Mentor Program offered at the University of Western Ontario in London, ON, I had the great pleasure to observe Roger's teaching skills on October 6, 2017, while he was holding a tutorial about "Necessary and Sufficient Conditions and Possibility" for the class PHIL 1200: Critical Thinking.

Despite classes only having started a month ago, it was obvious that Roger had already successfully built a positive relationship with his students. He welcomed each of them as they entered the room and knew them all by name. The students were attentive in class and eager to participate, showing that they respected Roger as a teaching figure. During exercises, Roger managed to engage the whole class in discussions, providing feedback to the students' responses, but also sharing his own thoughts on the topic, thus enriching the students' learning experience. Moreover, he incorporated the students' opinions into his own teaching by referring back to their answers when appropriate. In this way, he managed to involve the whole class into the lecture and to keep discussions going. Given the topic of the tutorial, this discussion-based teaching style proved to be very effective and well-suited.

Roger delivered the tutorial in an accessible and organized manner, and it was easy to follow his explanations. He gave clear definitions of all concepts and provided examples for each of them in order to ensure students' understanding. The tutorial was well-structured not only in terms of content and delivery, but also time-wise, moving at an adequate pace and spending an appropriate amount of time on the activities.

All in all, Roger's tutorial and his teaching style proved to be very effective, and I would recommend Roger for a teaching position without reservation. If you have any further questions, please do not hesitate to contact me.

Sincerely,

Nadja Schlote

7.8 Appendix H: Oxford Seminars 140 hours TESOL/TESL/TEFL Certificate





Dear Colleagues,

This letter certifies that **Roger Wilkinson** has completed all the requirements of the Western Certificate in University Teaching and Learning.

The Western Certificate in University Teaching and Learning engages graduate students in a series of professional development workshops and activities that aim to develop three main areas of competence:

- The first group of program components enhances teaching competence through hands-on practice, mentoring and peer feedback. They provide participants with an opportunity to enhance their teaching and presentation skills, and to gain experience in facilitating group interaction.
- The second group of program components encourages reflective practice by engaging participants in dialogue about current issues in university teaching and learning. Sample topics in this group include active learning, experiential education, academic integrity, teaching in an intercultural classroom, problem based learning and the scholarship of teaching. All participants also submit a teaching philosophy statement in order to complete the certificate.
- The third group of program components focuses on competencies required to enter the academic profession. Participants learn about the academic job search process, and prepare a teaching dossier.

The Certificate consists of five main components which participants complete during their program of graduate study at Western University. A complete description of these components is attached to this letter, and additional information is available at:

<https://teaching.uwo.ca/programs/certificates/cutl.html>

If you have any questions about the Western Certificate, please feel free to contact me at 519-661-2111 #84621, or by e-mail at Nanda.Dimitrov@uwo.ca

Sincerely,



Nanda Dimitrov, Ph.D.
Director
Centre for Teaching and Learning

