

A1: Responsibilities

My original appointment letter to the position of Teaching Professor was dated January 19, 2011. The appointment letter was revised January 20, 2012, in accordance with the revised university policies on Teaching Professors. The description of my responsibilities remained the same in the revised letter:

"I understand you will initially be responsible for providing instruction, student counselling, course and program development as well as other administrative duties commensurate with the requirements, practices and norms of your Faculty. This will include a teaching load of 24 units in the first year of your appointment. Your annual teaching load is subject to change from year to year and will be determined by the Chair of your Department in consultation with the Dean, commensurate with the requirements, practices, and norms of your Faculty."

"As a teaching stream faculty member, your evaluation for purposes of an annual career progress/merit (CP/M) award will be determined as follows; 80% based on your teaching performance and 20% on committee and administrative service."

A2: Teaching Philosophy

In my portfolio for permanence in 2014, I showed that “the central goal of my career [was] to contribute to the formation of responsible citizens.” While that goal has remained foundational to my work, the direction of my teaching and service has evolved since then. This evolution has been shaped by the principles of equity and accessibility, and by my understanding of teaching as a partnership with students. These priorities recur repeatedly in the documents that follow.

For the most recent four years, the heart of my career has been to create equitable and accessible conditions for learning in all of my courses and across the Department of Linguistics & Languages. This focus aligns naturally with three of the five objectives in McMaster’s 2017-2020 Strategic Mandate Agreement, namely, Student Experience, Innovation in Teaching and Learning Excellence, and Access & Equity. The University’s 2016-17 Fact Book reports that the population of McMaster undergraduates includes about 15% first-generation students, 1.5% Indigenous students, 5% students with disabilities, and 7% international students. I have seen this diversity represented in my own classes, and have encountered students with considerable family responsibilities, demanding jobs, lengthy commutes, and a host of other challenging circumstances. I’ve observed that my students are eager learners, dedicated to their studies but struggling to balance the many demands on their time. For that reason, I have worked to create flexible conditions in my courses, to mitigate barriers and make learning accessible to as many students as possible. The strategies that I’ve employed to do so are described briefly in the pages that follow and at greater length in my portfolio at candersonsteachingprof.ca.

The theme that unifies my varied practices across my many courses is that I approach teaching as a partnership with learners. Cook-Sather, Bovill and Felten describe partnership as a relationship between students and faculty that is “based on respect, reciprocity, and shared responsibility” (2014, p. 1). The idea of partnership does not mean that my students and I contribute in exactly the same ways to their learning, but that we each respect what the other brings to the teacher-learner relationship. While I bring expertise in Linguistics and experience in pedagogy, students bring their experience as university learners and their vital perspectives on their learning conditions.

Viewing the teaching/learning relationship as a partnership arises from my view that learning is a fundamentally communal practice – as I often say to students, “We’re all in this together.” Furthermore, in a career that can often be thankless and overwhelming, my experience has been that interacting with students as a partner in their learning, and valuing the fullness of their experience in this learning community, has brought genuine joy to my work.

A3: Teaching Practice

There are several courses that are part of my regular course load. Each course is quite different in its subject matter and its enrollment, and therefore in its organization. I describe below my teaching practice as expressed in each environment.

Introduction to Linguistics

These two large courses (Ling 1A03 and 1AA3) enrol about 600 and 350 students respectively, plus another 100-150 students in the spring session. They serve as the prerequisite courses for the majors in Linguistics and Cognitive Science of Language, as well as being popular electives for a wide variety of undergrads from all faculties. For decades, the courses had been taught on the standard 2 lectures + 1 tutorial model, with tutorials led by grad student TAs. We discovered that this model led to substantial inequities across the course, with students' experiences varying greatly depending on the timing of their tutorial relative to the lectures, and the Linguistics knowledge of their TA. In 2014, supported by Katrina Espanol-Miller from Humanities Media & Computing, I undertook a major redesign of the courses into a blended format. In the new design, students watch video lectures and complete readings and on-line quizzes outside of class, and engage in active-learning exercises, discussions, and clicker questions during the large "lecture" section. The on-line components are scaffolded by a robust structure in Avenue2Learn, including students' favourite component, the weekly checklists (for a tour, see my portfolio at candersonteachingprof.ca), and are fully compliant with AODA requirements for accessibility.

In 2017-18, supported by a grant from eCampusOntario, I adapted all of my on-line materials for the Intro courses into an Open Access eBook, *Essentials of Linguistics*. This new eBook replaced the commercial textbook which was prohibitively expensive at \$147 a copy. The blended course design and Open Access textbook make these two large classes more equitable, more accessible, and more affordable than previously. Starting in Spring 2018, I have begun a partnership with undergraduate researchers to investigate the effects of using this new eBook in the Intro courses.

Psycholinguistics

Ling 2PS3 is a required course for Linguistics and Cognitive Science of Language students, and enrolls about 60-80 students per year. In 2017, I taught the course in the new Active Learning Classroom in the L.R. Wilson Building, and redesigned the course to take advantage of the new space with a team-based learning component. I also partnered with an Honours Thesis student, Nadia Bachar, to investigate students' experiences more fully than would be possible through the usual course evaluation process. The core goals of the course, which center around developing students' empirical reasoning about language comprehension, were well suited to team-based activities, and students reported that working in teams helped them to understand the material better than they would have on their own. (For a sample of the team-based assignments, see the portfolio.) From an accessibility point of view, they reported that engaging in discussion at the classroom's

round tables was much less intimidating than speaking to an entire classroom. Furthermore, they appreciated that team activities were scheduled during the regular class meeting time, because of the difficulty of negotiating around work and commuting schedules for out-of-class team projects. While the final exam for the course was an individual exam, I posted the entire exam one week ahead and allowed students to collaborate on preparing their answers, although they could not take any notes into the exam itself. While preparing for the exam, a student said to me, "Having the whole exam ahead of time really helps us consolidate the material. It pulls everything together from the whole course."

Child Language Acquisition

Ling/Psych 3C03 is one course that I still teach in a fairly traditional fashion, that is, mostly as a lecture course, though of course the lectures are interspersed with discussions and clicker questions. The course enrolment is 80-120, about half of whom are Psych students who tend to expect their grade to be based largely on fact-based multiple-choice exams. I strive to respond to their dismay at being asked to complete short writing assignments by being clear about the learning goals of the assignments and about the rubrics (samples are available in the portfolio). In the most recent course, scores on the midterm test were surprisingly low across the entire class. I engaged in a conversation with the entire class about their experience of the test, during which I was genuinely impressed by the honesty and openness of their feedback. On the one hand, many students were not confident about how to prepare for an open-book test, but on the other hand, I had prepared a test that was simply too long for the allocated time. Such a conversation was possible only because students trusted that I am a partner in their learning, and that I value their points of view and take their concerns seriously. In response to the conversation, I applied an equal boost to every student's test score, while also offering advice about how to think about test questions that ask students to apply knowledge rather than simply memorizing (for examples, see the portfolio). Like in Psycholinguistics, I posted the discussion questions from the final exam one week before the exam, and in next year's version of the course, I will include a shorter, lower-stakes test earlier in the semester so that students get some practice at answering written application-type questions.

Practicum Courses

Ling 4SL3 and 4TE3 are small courses open only to students in Honours CogSciL or Honours Linguistics. In these courses students are placed with a practicing Speech Language Pathologist or ESL Teacher, where they observe and begin to interact with clients or learners. For both of these courses, I have created a set of structured reflections that students complete weekly, designed to support them in consolidating their learning in the experiential environment. I respond regularly to their reflections and, at two points in the semester, ask them to respond to a peer's reflection. Students also respond in writing to a mid-semester evaluation from their practicum supervisor; this exercise is meant to allow them to practice learning and growing from formative feedback. For a sample of the materials for these courses, please see the portfolio.

A4: Contributions to Teaching

Blended Learning and Open Educational Resources

I created the blended structure for Ling 1A03 & 1AA3 beginning in 2014. Beginning Summer 2018, the textbook for these courses will be my OER [*Essentials of Linguistics*](#), the creation of which was funded by a \$15,000 grant that I was awarded from [eCampusOntario](#). *Essentials of Linguistics* will be available not just to McMaster students, but to any student or instructor in the world, free of charge, and free to revise and adapt under a Creative Commons Attribution ShareAlike license. In recognition of my work towards creating Open Educational Resources, I received the OUSA Teaching Award from the McMaster Student Union in March 2018.

My SoTL research in the Intro Linguistics courses has led to two peer-reviewed publications, one in the *Teaching Linguistics* section of *Language* (Anderson, 2016), the flagship journal of the Linguistic Society of America, and one in *College Teaching* (Anderson, 2017). I have also delivered conference presentations on this SoTL research at the Society for Teaching and Learning in Higher Education and at the Research on Teaching and Learning conference.

Team-Based Learning in the Active Learning Classroom

I redesigned Ling 2PS3 to include a sizeable team-based component in the ALC. Partnering with an Honours Thesis student, I am conducting SoTL research about students' experience in this course. I anticipate one more year of data collection (in 2018-19) before writing a paper for submission to a SoTL journal.

Contributions at the Curriculum Level

In 2017-18 I partnered with two undergraduate students to gather and analyze data for the IQAP study of the undergraduate programs in Honours CogSciL and Honours Linguistics. As partners we presented our findings to the department, delivered a workshop at the Research on Teaching and Learning conference, and wrote substantial portions of the self-study document. Our findings led and will continue to lead to updates and improvements in the undergraduate programs in the Department. We are currently writing a paper for submission to the *International Journal for Students as Partners*; the paper will be a case study of conducting cyclical review in a faculty-staff-student partnership.

In a team of other scholars, I co-authored a paper (Miller-Young et al., 2017) for the *Canadian Journal for the Scholarship and Teaching and Learning* about the role that SoTL scholars can have in shaping teaching, curriculum, and policies that affect students at all levels of their institutions.

As a committee member, I have collaborated to produce reports that make recommendations about teaching and learning at McMaster. As a member of a Humanities Working Group in 2014, I created a proposal for a new Certificate in Community Leadership. In 2015, as a member of a MIETL working group, I co-authored a

report recommending directions for research on student engagement and success. As the Learning Portfolio Fellow, I collaborated on the initial design of the Level 1 Humanities courses Hum 1QU3 and 1VV3 and conducted research on their first instantiation. And in 2017 I was featured in the Forward with Flexibility video series produced by the Equity and Inclusion Office.

Professional Development

In 2014 I attended a two-day workshop on developing SoTL research skills; this workshop led directly to my research in Intro Ling and the resulting two publications, and has informed all my subsequent SoTL research.

In 2015 I attended the Advanced Leadership Development in Higher Education conference, which has influenced my service work at the department, faculty and university levels ever since.

I frequently attend professional development talks and workshops hosted by the MacPherson Institute and apply what I learn there to my courses and SoTL research, and when I attended the Society for Teaching and Learning in Higher Education conference in 2017, I set a specific goal of learning as much as I could about accessible and inclusive learning environments.

Mentoring

Sessional Instructors often encounter challenges not just in their first experience of university teaching, but also in negotiating the logistics of the institution. I provided informal mentoring and many course materials to Drs. Joanna Lustanski, Ivan Chow, Deanna Friesen and Renée Rui Wang during their first semesters teaching at McMaster, and have had very many conversations with our colleague Dr. Daniel Pape as he launched his teaching career. I've also had longer-term mentoring relationships with two graduate student instructors, Angela Harrison and Cassandra Chapman, while they developed their teaching skills, philosophies, and practices. Their letters about these mentoring relationships can be found in my portfolio.

References

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- Miller-Young, J. E., Anderson, C., Kiceniuk, D., Mooney, J., Riddell, J., Hanbidge, A. S., Ward, V., Wideman, M.W., & Chick, N. (2017). Leading Up in the Scholarship of Teaching and Learning. *The Canadian Journal for the Scholarship of Teaching and Learning*, 8(2), Article 4. (co-first author)
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A5: Details of Responses to the Summative Question

Note that the Departmental and Faculty Means include all courses at all Levels 1 through 4, regardless of class size. Because Ling 3C03 is cross-listed with Psych 3C03, the Mean for Psychology is also provided, where relevant.

In Fall 2015 I was on Research Leave. In Winter 2017 I was on emergency medical leave.

Fall 2012

Linguistics & Languages Mean 8.1
Humanities Mean 8.1

Linguistics 1A03: 180 of 550 students responded
Introduction to Linguistics 1

Mean 8.6
Median 9
Standard Deviation 1.71

<i>Rating</i>	1	2	3	4	5	6	7	8	9	10
# Responses	1	1	2	4	3	6	16	42	35	70

Linguistics 2PS3: 30 of 87 students responded
Psycholinguistics

Mean 7.8
Median 8.5
Standard Deviation 2.29

<i>Rating</i>	1	2	3	4	5	6	7	8	9	10
# Responses		1	3			2	3	6	8	7

Winter 2013

Linguistics & Languages Mean 8.2
Humanities Mean 8.1
Psychology, Neuroscience and Behaviour Mean 8.1

Linguistics 1AA3: 75 of 242 students responded
Introduction to Linguistics 2

Mean 8.8
Median 9
Standard Deviation 1.07

<i>Rating</i>	1	2	3	4	5	6	7	8	9	10
# Responses						1	10	14	25	25

Linguistics/Psych 3C03: 32 of 76 students responded
Child Language Acquisition

Mean 8.7
Median 9
Standard Deviation 1.72

<i>Rating</i>	1	2	3	4	5	6	7	8	9	10
# Responses		1				3	2	2	12	12

Fall 2013

Linguistics & Languages Mean 7.85
Humanities Mean 7.93

Linguistics 2PS3E: 24 of 55 students responded
Psycholinguistics

Mean 8.83
Median 9
Standard Deviation 1.34

Rating	1	2	3	4	5	6	7	8	9	10
# Responses					1	1	2	2	9	9

Linguistics 2SY3: 14 of 39 students responded
Syntax

Mean 8.29
Median 9
Standard Deviation 1.71

Rating	1	2	3	4	5	6	7	8	9	10
# Responses				1		1	2	2	4	4

Winter 2014

Linguistics & Languages Mean 8.15
Humanities Mean 8.28
Psychology, Neuroscience & Behaviour Mean 8.19

Linguistics 1AA3: 71 of 214 students responded
Introduction to Linguistics 2

Mean 8.18
Median 9
Standard Deviation 1.93

Rating	1	2	3	4	5	6	7	8	9	10
# Responses	1		2	1	2	4	13	9	17	22

Linguistics/Psych 3C03E: 45 of 91 students responded
Child Language Acquisition

Mean 8.71
Median 9
Standard Deviation 1.19

Rating	1	2	3	4	5	6	7	8	9	10
# Responses						2	6	10	12	15

Linguistics 3PS3: 4 of 10 students responded
Psycholinguistics Lab

Mean 9.25
Median 9.5
Standard Deviation 0.93

Rating	1	2	3	4	5	6	7	8	9	10
# Responses								1	1	2

Fall 2014

Linguistics & Languages Mean 7.93
Humanities Mean 8.08

Linguistics 1A03: 150 of 574 students responded
Introduction to Linguistics 1 (*the first year of the new blended format*)

Mean 8.21
Median 8.5
Standard Deviation 1.99

<i>Rating</i>	1	2	3	4	5	6	7	8	9	10
# Responses	4		2	4	1	8	21	35	24	51

Linguistics 2PS3: 22 of 73 students responded
Psycholinguistics

Mean 8.18
Median 8
Standard Deviation 1.97

<i>Rating</i>	1	2	3	4	5	6	7	8	9	10
# Responses			1		2	1	2	6	1	9

Winter 2015

Linguistics & Languages Mean 7.96
Humanities Mean 8.14
Psychology, Neuroscience & Behaviour Mean 8.56

Linguistics 1AA3: 58 of 198 students responded
Introduction to Linguistics 2

Mean 8.78
Median 9
Standard Deviation 1.69

<i>Rating</i>	1	2	3	4	5	6	7	8	9	10
# Responses	1	1					6	9	18	23

Linguistics/Psych 3C03E: 21 of 91 students responded
Child Language Acquisition

Mean 8.29
Median 9
Standard Deviation 1.80

<i>Rating</i>	1	2	3	4	5	6	7	8	9	10
# Responses				1	1	2	2	4	3	8

Winter 2016

Linguistics & Languages Mean 8.49
Humanities Mean 8.2
Psychology, Neuroscience & Behaviour Mean 8.64

Linguistics 1A03: 195 of 581 students responded
Introduction to Linguistics 1

Mean 8.59
Median 9
Standard Deviation 1.74

Rating	1	2	3	4	5	6	7	8	9	10
# Responses			4	4	6	8	24	26	37	86

Linguistics 2PS3: 39 of 84 students responded
Psycholinguistics

Mean 9.15
Median 9
Standard Deviation 1.05

Rating	1	2	3	4	5	6	7	8	9	10
# Responses						1	3	4	12	19

Linguistics/Psych 3C03E: 13 of 51 students responded
Child Language Acquisition

Mean 8.77
Median 10
Standard Deviation 1.93

Rating	1	2	3	4	5	6	7	8	9	10
# Responses				1	1			1	3	7

Fall 2016

Linguistics & Languages Mean 8.67
Humanities Mean 8.22

Linguistics 1A03: 227 of 466 students responded
Introduction to Linguistics 1

Mean 8.46
Median 9
Standard Deviation 1.76

<i>Rating</i>	1	2	3	4	5	6	7	8	9	10
# Responses	3	1	1	5	6	9	18	56	45	83

Linguistics 2SY3: 26 of 73 students responded
Syntax

Mean 8.35
Median 9
Standard Deviation 2.18

<i>Rating</i>	1	2	3	4	5	6	7	8	9	10
# Responses		1	1		1	2		5	5	11

Fall 2017

Linguistics & Languages Mean 8.4
Humanities Mean 8.31

Linguistics 1A03: 182 of 563 students responded
Introduction to Linguistics 1

Mean 8.55
Median 9
Standard Deviation 1.67

<i>Rating</i>	1	2	3	4	5	6	7	8	9	10
# Responses	1	1	2	3	4	6	18	33	51	63

Linguistics 2PS3: 38 of 65 students responded
Psycholinguistics (the first year using the team-based model)

Mean 8.42
Median 9
Standard Deviation 1.73

<i>Rating</i>	1	2	3	4	5	6	7	8	9	10
# Responses		1				4	6	4	10	13

Winter 2018

Linguistics & Languages Mean 8.46
Humanities Mean 8.16

Linguistics 1AA3: 114 of 320 students responded
Introduction to Linguistics 2

Mean 9.31
Median 10
Standard Deviation 1.25

<i>Rating</i>	1	2	3	4	5	6	7	8	9	10
# Responses	1				1		7	10	24	71

Linguistics 2SY3: 44 of 73 students responded
Syntax

Mean 8.84
Median 9
Standard Deviation 1.49

<i>Rating</i>	1	2	3	4	5	6	7	8	9	10
# Responses				2		1	2	11	7	21

Ling/Psych 3C03: 66 of 116 students responded
Child Language Acquisition

Mean 8.62
Median 9
Standard Deviation 1.46

<i>Rating</i>	1	2	3	4	5	6	7	8	9	10
# Responses				1	2	3	7	14	14	25