
MATTHEW COLES, University of British Columbia

Professional development of novice math instructors: Encouraging the adoption of authentic teaching

Graduate student and postdoc instructors teach many of the 1st and 2nd year mathematics courses at large research institutions. These instructors come into their positions with a wide range of training and experience. We will discuss some of the professional development activities in place to support novice instructors at The University of British Columbia. We will highlight, in particular, the new Instructor Support Group (ISG) - a community of practice where instructors make improvements to their day-to-day teaching in a peer setting. Our tools to help instructors adopt modern techniques include: student feedback, peer feedback, self reflection, and goal setting.