Glossary of Terms
Faculty Evaluation

"**learning approaches**" - strategies that a teacher uses in an attempt to meet varied learning styles. For example a three hour class may be designed to have 20 minutes of lecture, 1 hour of group activity, 1 hour of plenary discussion and 10 minutes of review and reinforcement.

"**50-minute hour**" – for every hour of class time assigned, students are entitled to 10 minutes of break time. For classes longer than one hour, this break time can be blocked according to the course content and/or student needs. For example, a three hour class running from 9:00-12:00, might see a 20 minute break at 10:00-10:20 then 10 minutes at 11:50

"**work experience**" – includes all clinical and fieldwork experiences that are assigned or built into a course by the teacher

"**College standards**" – written guidelines published for the program in which one is teaching and/or college policies and procedures as per the college web-site and/or Student Handbook

"**student records**" - student grades, anecdotal notes, summary of assignments, tests and other student work, and attendance records when required

"**individualized instruction**" - in the design, revision and updating of courses, designs strategies and identifies evaluation methods that reflect an understanding of varied learning styles

"**intellectual styles**" – different "ways of knowing"; understanding intellectual development and the impact this has on learning thus influencing instruction and instructional design (see http://www.ncsu.edu/felder-public/Papers/Understanding_Differences.pdf)

"**learner–centered**" – keeping the learner at the centre of all teaching plans and facilitating individualized learning through the recognition of varied learning styles and intellectual styles

"**mentor**" – a more experienced faculty member who is assigned, or volunteers to provide academic support to a new faculty or a faculty needing support in a particular area

"**prior learning assessment and recognition (PLAR)**" – assessment of the previous learning of individuals by evaluating the details of course outlines, transcripts, documents and work or other experiences in relation to course/program outcomes of course/program being challenged and giving recognition if there is evidence of having met outcomes