



1. **Brief Biography**

As a PhD candidate in the School of Kinesiology and Health Studies at Queen's University, I have

3.2 Guest Lectures

HLTH 415 – Program Design and Evaluation (Fall 2011)

60 Students

80-minute lecture

Topic: *High-risk and population approaches to preventive health: When are we promoting health inequities?*

KNPE 167 – Socio-Cultural Dimensions of Sport

Question	Year	Mean
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5.2 Selected Teaching Innovations

Inside the Class

Structured Reading Groups held weekly to encourage deep learning approaches to class material,

Representative Comments

TD Day

“It was very useful discussion of a topic rarely addressed in an analytical way during tutorials and classes. Very relevant.” (TD Day participant)

“Very thought provoking.” (TD Day participant)

“Great use of strategies in the session that were being discussed.” (TD Day participant)

TF Workshop

“This [workshop] is absolutely necessary for all new incoming TFs, adjuncts, and faculty.” (TF workshop)

“[I appreciated the] opportunity to discuss with other teaching fellows and create this community.” (TF workshop)

“Thank you for engaging with diverse opinions on teaching strategies in respectful and constructive ways.” (TF workshop)

HLTH 101 Head TA

“[I found the provided marking materials] very, very useful.” (HLTH 101 TA)

“I have found the TA meetings helpful. I really enjoy hearing what thH 10a -3 (9) [A)

Appendix A

SCHOOL OF KINESIOLOGY & HEALTH STUDIES!



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' # \$!G*+) ' N&! '# ' %G. IJ. 32-!, %, &%C. !' !C&%9!, %, \&3C/S&!G*+!G. %X!. #!J2%)&%!%&J*#*#!' !%&-&' %3)!12&-C*. #!
C) ' C!3' #! I 2*\$&!5. 2%!G. %X!J. %!C) &!#&BC!F!G&&X-!4) &%&!G*+!D&!#. !!%' \$&-!' --*!#&\$!C. !D%#1*#!5. 2%!%&-&' %3)!
C. , *3!C. !3+ --!D2C!J' *+2%&!C. !\$. !-. !G*+!%&-2+C!#!' !-C&, !\$&\$23C*. #!. J!C) &!, %, \&3C!J*#*#!' !%' \$&!]/!A!' !au!G*+!
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3^C' C*. #!' -!J. +. G&\$!D5!' !D%&J!]' , %, B*9' C&+5! ?g8!G. %\$-^!\$&-3%, C*N&! ' #!&N' +2' C*N&!, ' %' !%' ,)RRC) &!
' ##. C' C*. #!/4) &!, 2%, . -&! J!C) &!D*D*. !%' ,)5!*-'C. !, %, N*\$&! !%&N*&G!. J!+^C&% C2%&!. #!5. 2%!C. , *3A!*+2-C% C&!C) &!
12' +^C5! J!C) &!%&-&' %3)!5. 2!' %&!\$. *#1A!' #!\$, %, N*\$&!&B' 9, +&-! J!C) &!C5, &-! J!-. 2%3&-!C)' C!' %&! N' *+ D+&!n. 2!
92-C!' ##. C' C&! ' C!+&' -C!g!-. 2%3&-!' #!\$!' C!+&' -C!6!. J!C) &-&!92-C!D&!-3). + %5!\. 2%#* #' %C*3+&-A!D. . X!3)' , C&%-A!. %!
D. . X-!H!G*+!, %, N*\$&!J&&\$D' 3X!' D. 2C!C) &!12' +^C5! #!\$!' , , +^3' D*+^C5! J!5. 2%&-. 2%3&-!S&!G*+!3. N&%!). G!C. !G%&C&!
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Appendix B

Sample Classroom Activity

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% \$* . !, %. 1% 9-!. %!. C) &%!' --*!#&\$!9' C&%* ' +!J. %!68!9*#2C&-!
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\$*JJ*32+C!C. !\$*-32--!G*C)!\$&, C)!*#! !+ %!&!% 2, /!4) &-&-9' ++&%%&' \$*#!1!% 2, -!G*+!, &%J. %9!-&N&%* +J2#3C*. #-!]

- "-!5. 2!9&&C!&' 3)IG&&X! ' #!\$!&C!C. !X#. G!. #&! ' #. C) &%!G&+!5. 2%!3. 9J. %C!+&N&+G*+!% G!!
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D&J. %&!3+ --!]/&!D5!??!' 9!. #!42&-\$' 5^/!4) &!&B3&, C*. #!-!*J!5. 2%!. +&!-!q%&, . %C&%A!#!G)*3)!3' -&!5. 2%!!&, . %C!
. J!C)&!% 2, !\$*-32--*. #!-!\$2&ICG. !\$' 5-!J. +. G*#!13+ --!]/&!D5!??!gg!, 9!. #!4)2%-\$' 5^A!C. !!*N&!5. 2!' !3)' #3&!
C. !C*\$5!5. 2%!. C&-!D&J. %&!-2D9*--*. #/!

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H!G*+!, %. N*\$&!J&&\$D' 3X!. #!5. 2%!-2D9*--*. #-!&' 3)!G&&X!N*! ! [. . \$+&!n. 2%!-2D9*--*. #-!' -!' !G). +&!G*+!J. %9!'!
b&' \$*#1!(. %CJ. +. !C)' C!-!G. %C)!6gi !. J!5. 2%J*#' +!% \$&!4. !%&3&*N&!J&&\$D' 3X! #!\$! !!% \$&!. #!5. 2%!-2D9*--*. #-!A!
5. 2!92-C!D&!, %&-&#C!J. %C)&!-9' +!% 2, !\$*-32--*. #!/W&&\$D' 3X!G*+!D&J. 32-&\$!. #!C)&!3. #C&#CA!' #!\$!C!G*+!D&!
\$&-!#&\$!C. !)&+, !5. 2!-C%&#!C)&#!5. 2%!3. #C%D2C*. #-/!

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&' 3)! . J!5. 2!-). 2+!\$!3. 9, +&C&!&' 3)!%. +&! ' C!+&' -C!. #3&!n. 2!G*+!#&&\$!f!, . %CJ. †. !-2D9*--*. #-!C. !%&3&*N&! ' !J2+!
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My name is Liora Altman and I was lucky enough to be taught by Andrea Phillipson, the instructor of the class titled HLTH495 Critical Perspectives in Mental Health. Andrea's teaching method stood out to me amongst other professors I have had throughout my time at Queen's University. It was evident that Andrea worked exceptionally hard to prepare each class seminar: a three hours lecture once a week. It is very difficult to stay engaged for three hours in class

Teaching Observation of Andrea Phillipson
21 Jan, 2014

Andrea,

Here are my thoughts on the writing instruction workshop you facilitated on 17th January 2014 for KNPE 367.

You clearly put a lot of thought and effort into preparing for this workshop. Your decision to structure this workshop around two activities that foregrounded student participation worked well. The first activity in which students wrote down the one comment they most

the most reticent person at each table to be the presenter for the first activity, you mentioned the need to gain confidence in speaking aloud amongst peers. The professor asked if you were a shy student,