Attention Simon Fraser Doctoral students! Are you seeking a paid internship?

**Experiential Learning & Teaching Opportunity in the SFU Semester in Dialogue.**

Do you want a chance to think about and work on your practice as an academic educator in an innovative, interesting, and challenging setting? Do you want to have a chance to work with at least three other co-teachers where feedback and support is offered while working with a group of 20 engaged undergraduate students? Do you want to earn some income while having the opportunity to teach and to think/learn about experiential academic teaching? Well maybe this paid internship is the opportunity you seek …

The SFU Semester in Dialogue is seeking two interested, engaging SFU doctoral candidates from any faculty to help teach the **Spring 2016: Semester in Experimental Futures**

**What is the Semester in Dialogue?** The Semester in Dialogue is a one-semester, full-time program designed to inspire students with a sense of civic responsibility and encourage their passion for improving society. Each semester the program offers an original, interdisciplinary experience that bridges the classroom with the community and creates space for students to reflect on what they are doing and why it matters. Please see: [http://www.sfu.ca/dialogue/semester/](http://www.sfu.ca/dialogue/semester/) for more information. Note: interested candidates should spend some time exploring this website as it discusses our goals and pedagogical approach, gives previous course topics and outlines, gives a sense of the students attracted to this program, and offers myriad resources related to dialogue.

That website also contains a short overview of the spring 2016 semester as currently constructed. Please see: [http://www.sfu.ca/dialogue/semester/courses.html#main_content_text_31](http://www.sfu.ca/dialogue/semester/courses.html#main_content_text_31)

**Co-instructors** for this term are:


**Requirements:**

A) Be an SFU doctoral candidate. For this semester your home faculty and specific research expertise is less important then your willingness to
engage deeply with your own practice as an educator and your openness to dialogue. As you will see from the course structure, subject expertise comes from myriad sources including the students themselves. All interested doctoral candidates are invited to apply.

B) Be available for 3-5 meetings during the 2015 fall semester to work with the other co-instructors to plan the program but also to think hard about your own pedagogical practices as a teacher. You will be given a few personal assignments related to pedagogy and practice to complete during the two semesters. The kinds of questions that are likely to appear include: What kind of teacher are you? And what kind of teacher do you want to become? What is your philosophy of education? How do you think about academic teaching? How can you include experiential learning in the teaching you want to do?

Please note that this work is intense both for you personally as you think about yourself as a teacher, academic, scholar, and person and in terms of working so closely and intensely with a small group of students.

**What do you need?**

A) a deep desire to think hard about your own teaching practice.

B) a willingness to work in an intense co-teaching environment that must flex and respond to the needs of the class, students, guests, and communities we work with.

C) a willingness to work within the frame of a dialogical, community-based, and experiential learning environment that tries to foster all voices, to work with each student from their particular starting points, and to facilitate learning for each one and for the group as a whole.

D) a humility that allows you to realize that you aren’t necessarily the subject expert while also listening to various points of view in an open dialogical fashion. This does not mean the loss of critique but it does suggest first hearing and honouring what the other has to say as being something of significance and potentially having your own mind changed as a result.

**Expectations**

A) Attendance at several meetings through the fall where the teaching group discusses the course (e.g. outline, objectives, assignments, etc.) but also where you are expected to think carefully about your own pedagogical and philosophical commitments with regard to academic teaching.

B) Completion of several pedagogy based projects

C) Commitment to being present and helping to facilitate/teach at least 2 days/week during the spring semester. The specific days of the week are pretty flexible and negotiable within the team as there may be particular events, presentations, field trips, etc. that individuals are interested in or particular events in our own lives (e.g. conferences, family commitments, etc.) that need attending to.
D) Commitment to attending ongoing co-teacher meetings throughout the spring semester as we discuss the group, next steps, plans, etc.

E) Commitment to provide thoughtful and constructive feedback to the students and your co-teachers.

F) Willingness to take on the duties and responsibilities that all teaching implicitly implies.

**Remuneration** is $5,500 plus 8% benefits

Interested candidates should send a cover letter detailing their interests in the semester in dialogue and the particular topic along with a copy of their current CV, the names, addresses, phone numbers of three potential referees, and a short (500 word) description of their academic teaching philosophy and pedagogical hopes.

These files should be directed to Dr. Sean Blenkinsop c/o semester@sfu.ca by September 10th. We will likely try to hold interviews with a short list of candidates on September 11th if possible.