

## HI ED 546: College Teaching (260209)

Section 001, 3 credits

Summer I: May 19-June 27, 2014

Tues.-Thurs., 5:25 – 8:50 p.m.

403 Rackley Building and Online

### Instructor:

Kathy L. Jackson, Ph.D.,

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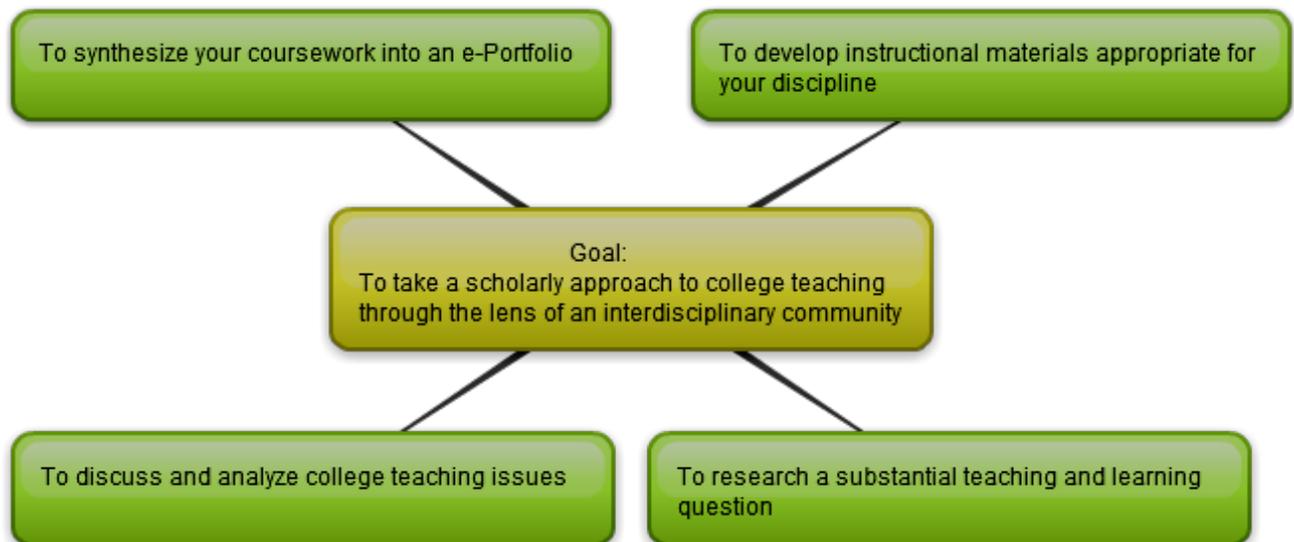
Office hours: by appt.

**Course Overview:** As students in higher education, you have your own mental models of what constitutes effective college teaching. In this class, we'll build upon your models and enrich them with a foundation to instruction that is both theoretical and practical. This research-based, scientific perspective is intended to help you be able to articulate various theories and approaches to teaching and learning as well as to evaluate the supporting and refuting evidences. In this class, you will be able to discuss, reflect and receive feedback on what is currently known about good college teaching.

Those who think of teaching in higher education as a worthy subject of intellectual engagement will find this class gives ample opportunity to not only question evidence-based instructional theory and approaches, but to also reflect on these issues from a personal vantage point. None of you will come into this class with a blank slate when it comes to teaching and learning. Your perspectives on teaching are firmly rooted in your experiences as a student.

*"The more that teachers know about themselves—the private curriculum within—the more their personal decisions are apt to be about how to pave the way for better teaching" (Hamachek, 1999.)*

Your active participation in class is fundamental to your learning. Provided below is the course goal and the objectives describing what you should be able to know and do by the end of the course.



Completion of this course will also fulfill the *course requirement* (#3 of 5) for the Graduate School Teaching Certificate. There are no prerequisites for this course; teaching experience is a plus, but is not required.

### **Course Assignments:**

Unless otherwise noted in the schedule, all assignments are due at the beginning of class on the date assigned or contracted. Detailed instructions will be provided for each assignment. For most assignments, we will engage in peer review in class, and final copies must be put in the designated ANGEL drop box *by 11:55 pm on the designated day*.

**Writing Objectives and Designing a Learning Activity—15 points.** You will take the syllabus for a course you've taught or would like to teach, evaluate the explicit or implied objectives, and (re)write them as clear and measurable verb statements so that you have a good foundation for designing course assignments and tests, grading standards, and unit/session plans. Next, you will design a graded assignment (such as a paper, project, exam) for a course you have taught or want to teach. This assignment should include the assignment description/question list as you would present it to your students, as well as a set of criteria, formal rubric, or test blueprint for evaluation and information on what proportion of the final grade this assignment or exam constitutes. **Due: Objectives – May 22nd, Peer evaluation – May 29<sup>th</sup>, Activity – June 5<sup>th</sup>**

**Micro-teach—10 points.** In class you will have an opportunity to practice your skills and place small aspects of instruction under a microscope. You may be aware that a paradigm shift is underway in higher education – that is, we are shifting from a *teaching* paradigm to a *learning* paradigm where the emphasis is on promoting students' learning outcomes. Such a shift results in a focus on assessing student understanding and on involving students in the classroom. There are many instructional processes for you to consider (such as introducing a topic, asking questions, leading a discussion, and so on). For this micro-teach, how you evaluate and collect feedback from students is the focus. During this mini-lesson, your role will be to make the students active learners and to find out what they have learned. **Due: June 10<sup>th</sup>.**

**Self-reflection of Micro-teach—5 points.** Following your micro-teach, you will react to your micro-teach experience by writing up a paper that describes the strengths and areas for improvement in your teaching. Practicing reflection after teaching is a way to not only grow as a teacher, but it allows you to document that growth. **Due: June 12<sup>th</sup>**

**Reading Discussion Questions—5 points.** Several articles on current teaching and learning issues will be assigned for you to read and pose questions about. You will bring these questions into class for a discussion. **Due: June 17<sup>th</sup>**

**Statement of Teaching Philosophy—10 points.** You should draw liberally from your reading and experience in this course and beyond in drafting a succinct (750-1000 words) philosophy of teaching statement that makes sense to a general audience, but that also includes elements tailored to readers in your discipline. The statement should include your approach to students and their learning along with examples that lend it credibility. If you have limited teaching experience, these examples can be based on your experiences as a learner. **Due: Peer evaluation – June 19<sup>th</sup>, Philosophy - June 24<sup>th</sup>**

**Inquiry Project – (Presentation and paper - 30 points).** You will conduct substantial research on a teaching/learning question of personal interest to you, one that is relevant to your discipline and that is directly in line with your career goals. You will apply assigned common readings, but you will also read beyond these with a focus on general and discipline-specific journals on

teaching and learning at the college level—see <http://www.podnetwork.org/resources/periodicals.htm>.

**Presentation—5 points.** You will present your preliminary project ideas in an *interactive* 10 minute session with classmates using PowerPoint and, optionally, other digital media of your choice (photo/audio files, video, etc.). **Due: June 3rd**

**Paper—25 points.** You will write up your project methods and findings in a 3000-word max. report-style article (including figures and references). You will publish the **presentation slides to your e-Portfolio.** **Due last night of class – June 26<sup>th</sup>**

**e-Portfolio—10 points.** You will create an e-Portfolio that integrates all the products you created in this course (assignments listed above, exceptions noted) and any other artifacts that you see as representative of your approach to college teaching. **Due last night of class – June 26<sup>th</sup>**

**Class participation—15 points.** This will include such things as peer reviews of others' work and contributions to class discussions/activities and ungraded group projects as well as your contributions to online class activities. I expect you to attend every class session, although for good reason I will excuse you from one session. Any additional absences will negatively impact your participation grade. If you must arrive late or leave early, please let me know as soon as possible and please keep this kind of thing to a minimum as it can impede our work.

Assignment	Points Possible
Objectives/Learning activity	15
Micro-teach	10
Micro-teach reflection	5
Discussion questions	5
Teaching philosophy	10
Inquiry project presentation	5
Inquiry project paper	25
ePortfolio	10
Class participation	15
	100 total

**Points/grade equivalents**

A	=	95-100 points	B-	=	80-82 points
A-	=	90-94 points	C+	=	75-79 points
B+	=	87-89 points	C	=	70-74 points
B	=	83-86 points	D	=	60-69 points

**Course Format:** This blended class will mostly be taught in a traditional classroom, but we will also have two class sessions that will be completely online. My intention for using a blended format is so that you can experience the best aspects of both approaches. I'll try to create a structured, but flexible, atmosphere for the open exchange of ideas on important issues. Methods will be discussion combined with various collaborative and problem-based activities, as well as your micro-teaches and presentations. Given that your participation and contributions are fundamental to your learning, no computers (unless designated necessary) should be used during class periods.

**Peer-to-peer Feedback** – When providing feedback to a peer, you are co-learners and it should be mutually beneficial. You both get more this process when you invest time and effort. Your

constructive insights can help your classmates not only improve their work, but it can also help you reach new levels of understanding.

**ANGEL:** You can access the course site from <https://cms.psu.edu/>. Log on using your Penn State User ID and password.

**Required Textbook:**

Ambrose, S., Bridges, M., DiPietro, M., Lovett, M., and Norman, M. (2010). How learning works. San Francisco, CA: Jossey-Bass.

**Additional Resources:**

Some articles will be added to your reading and I will distribute these electronically in our ANGEL course site.

**Relevant and Important Policies:**

Regarding academic integrity, please refer to Penn State's policies at <http://www.psu.edu/dept/ufs/policies/47-00.html#49-20> and ask if you have questions.

*Penn State encourages qualified persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation for this course or have questions about the physical access provided, please let the instructor know at or before the start of the semester. Penn State prohibits discrimination and harassment against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, gender identity or veteran status.*