EAD 866
Teaching in Postsecondary Education
Spring, 2012

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PURPOSES AND GENERAL DESCRIPTION OF THE COURSE

The purpose of this course is to support participants in becoming more reflective and effective teachers in postsecondary education. "Teaching" is used here in a broad sense to cover a variety of processes and contexts in which educators are helping adults and young adults learn. We will address this goal by exploring the following themes:

1. Various conceptions of teaching;

2. Key factors that relate to teaching, including the characteristics of learners in postsecondary educational settings, the learning process, and learning environments;

3. Instructional design and planning;

4. Strategies to encourage active, involved learning, including strategies involving lecturing, small groups and discussion, experiential learning, and educational technologies;

5. Approaches to assessing learning; and

6. Approaches to improving teaching through assessment and teacher learning and development.

An underlying assumption that will be explored throughout the course is that the identity, beliefs, and values of the teacher are deeply connected with the process of teaching and therefore with the process and outcomes of students' learning. For purposes of this course, we will consider adults to include both traditional-age undergraduate college students as well as adults over twenty-two years of age engaged in other forms of postsecondary and continuing education. We also will begin with the view that effective teaching must be considered in terms of specific students, contexts, areas of study, and purposes. That is, we are not seeking to define or advocate a particular way of teaching but rather to explore the assumptions, choices, theories, and beliefs that should be considered as a teacher makes choices in particular contexts.

The course should be useful to those involved in or interested in teaching in a variety of postsecondary contexts, including college and university classrooms, adult education and community college settings, student affairs workshops, staff development, and professional or corporate education settings. This course will also be useful to those preparing for administrative roles in postsecondary settings, emphasizing their roles as instructional leaders.

COURSE GOALS

By the conclusion of the course, students should be able to:

1. Articulate a philosophical/theoretical approach to teaching and the values, beliefs, experiences, and ideas that shape one's philosophical/theoretical approach.
2. Discuss major conceptions of teaching in postsecondary education.
3. Use the research findings concerning students in various postsecondary settings and the theories concerning how learning occurs to make informed teaching choices.
4. Engage in systematic instructional planning and design.
5. Know, select, and use a range of teaching strategies that encourage active, involved learning, and that are appropriate for learners in postsecondary settings (face-to-face and on-line) and their particular areas of study.
6. Design useful assessments of students' learning and of teacher effectiveness.
7. Be aware of strategies and resources available for encouraging the professional growth of teachers in postsecondary environments.

READINGS

Several books will serve as the basic texts for the course.

Required Texts

- Ambrose, S. A., Bridges, M. W., Lovetts, M. C., DiPietro, M., & Norman, M. K. (2010*). How learning works: Seven research-based principles for smart teaching*. San Francisco: Jossey-Bass.
- Bain, K. (2004). *What the best college teachers do*. Cambridge, MA; Harvard University Press.
- Palmer, Parker J (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass. ISBN 0-7879-1058-9.
- Svinicki, M., McKeachie, W., & Others. (2010). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers*. Thirteenth Edition. Houghton Mifflin Company. ISBN 0618116494. Paperback.
- Weimer, M. (2002). *Learner-centered teaching: Five key changes to practice*. San Francisco: Jossey-Bass.

Optional Text

- Vella, J. (2002). *Learning to listen, learning to teach: The power of dialogue in educating adults* (Revised edition). San Francisco: Jossey-Bass. (Twelve principles for helping adults learn effective, told through stories of practice). This is a very interesting book. We will read a few chapters in it, but not all of them.

Many readings are selected from websites. The MSU Office of Faculty and Organizational Development (FOD) has compiled an excellent resource list for university teachers, and many of the web-based readings that we will use can be found at that site. Additionally, many other readings are available at the FOD website and I encourage you to visit it to consider many of the other resources it highlights. Many of these resources are applicable beyond faculty contexts.

COURSE REQUIREMENTS

1. Participation in Course Activities (25%)

The quality of our course depends on each person's commitment to preparing for and engaging in class sessions. Each week we will assume that everyone has carefully read the assigned materials. The readings will be the basis for group assignments and on-line class discussions; however, while the readings will guide our discussions and work, we will not always specifically review, summarize, or discuss each reading by itself. Students are expected to be active participants in the discussion forums that will be part of each unit.

2. Observation, Interview, and Analysis of a Teacher (10%)

Each participant will be expected to observe and interview a teacher in a college or adult learning context. After observing and interviewing, each student will write a paper analyzing the teacher's philosophy and how it is reflected in his or her teaching, as well as analyzing the teaching in regard to issues, principles, theories, or ideas addressed in the course. More details will be provided about this project during Week 2.

Due: February 13

3. Small Group Teaching Experience (20%)

Students will work in small groups to teach one of the topics scheduled. Each of these class topics concerns particular kinds of strategies for encouraging effective learning (e.g., using technology; using discussion and collaborative learning; using lectures; using experiential approaches). Each team will determine how to facilitate and guide the class's consideration of the teaching topic in our online environment. In planning the session and deciding on issues to highlight, teams should consult chapters and resource lists in books we are reading, visit websites of teaching centers at higher education institutions (including the website of MSU's Faculty and Organizational Development Program), and review articles in various journals concerning teaching in postsecondary education.

The approach you choose to teach about your topic should incorporate some of the strategies or ideas we have considered in the course (as appropriate for the online environment). In addition to leading the "teaching seminar" online for your week, you should prepare a resource list relevant to your topic (this might include websites, articles, or books). Class participants will be asked to provide feedback to each group of seminar leaders. Shortly after your group's teaching experience, each member of the team should submit a short paper (3 or 4 pages) describing your understanding of the goals for the session, a description of your specific role in developing and presenting the session, your critique of the strengths and area for improvement in the class session, and insights gained from planning and presenting the seminar.

Due: Between March 13 and April 9 (depending on when your group is scheduled. Teams should submit activity files to be posted to instructor by Friday morning prior to the week when the lesson is to be ready for class participation)

4. Individual Micro Teaching and Short Analysis (15%)

Each student will engage in teaching for about 20-30 minutes (this teaching can be longer, if you wish, but 20-30 minutes is fine). This teaching can occur in any of a variety of settings-- formal classroom, in a community, religious, or civic group, or even among an informal group you convene. You will decide on

a topic to teach, design the teaching experience, and after the teaching experience, prepare a 3 page memo (short paper) discussing your goals, why you designed the experience in a particular way, your assessment of the strengths and weaknesses of the session, and comments about what you learned. You should use the instructional design ideas we learn about in class as well as consider teaching strategies that we have considered that might be useful in this teaching opportunity. We will discuss this more in class.

Due: April 9

5. Syllabus Project (15%)

Each student will develop or revise a course syllabus or workshop plan. Our work on instructional design will help prepare you for this assignment. In addition to the syllabus or workshop plan, write an accompanying paper analyzing the rationale for your approach and discussing the theories, principles, or ideas from the readings and course discussions that have influenced your plan or been incorporated into the syllabus. (More details will be provided in class.)

Due: April 16

6. Paper on Your Philosophical/Theoretical Approach to Teaching (15%)

Write a paper (approximately 5 double-spaced pages) in which you present the philosophical/theoretical ideas that shape your teaching. Much of our course will be devoted to examining philosophies and theories concerning teaching and learning and the ways in which teaching strategies are (should be) supported by the teacher's philosophy, beliefs, and values. Your paper should reflect the reading, dialogue, and deep thinking in which you will be engaged as you participate in this course. The essay you write should be appropriate for inclusion in a Teaching Portfolio and should illuminate who you are as a teacher, and why and how your identity, philosophies, theoretical perspectives, beliefs, and values contribute to who you are as a teacher and how you enact (or will enact) your teaching role.

Due: May 1

SUBMITTING ASSIGNMENTS

All graded, written assignments will be turned in electronically through the Angel website, using the drop box function. If you are not familiar with this function, you should review the material provided by VU on using Angel.

GRADING POLICY

Individual grades will be determined by assessing students' performances on individual and group assignments, as well as their participation in chat rooms and the discussion board. The weighting of various assignments in the grading process appears above in the discussion of assignments. Participation in discussions will not receive a specific grade but students will be expected to be active and thoughtful participants in order to be awarded the full weighting of points allocated to "participation in course activities." During the processes used throughout the course, it is expected that participants will receive feedback from peers and the instructor about their performances. Feedback will focus on what participants have been doing well and will raise questions for them to consider in relation to both their individual performances and participation within group activities.

ACADEMIC INTEGRITY

Academic integrity is a serious matter. All work submitted in this course must be prepared exclusively by you, in the case of individual work, or by your team, in the case of group-coordinated work. This work must be prepared for this course for this semester.

A note for students with disabilities:

If you require any accommodation or services, please inform me or contact the Resource Center for Persons with Disabilities (http://www.rcpd.msu.edu), 120 Bessey, 353-9642.

ADDITIONAL RESOURCES

Suggested Books, book chapters, and journal articles

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco: Jossey-Bass.

Austin, A. E. (September, 2009). Cognitive apprenticeship theory and its implications for doctoral education: A case example from a doctoral program in higher and adult education. *The International Journal of Academic Development, 14* (3), 173-183.

Bates, A. W., & Poole, G. (2003). Effective teaching with technology in higher education: Foundations for success. San Francisco: Jossey-Bass.

Belenky, M. F., Clinchy, B. M, Goldberger, N. R. & Tarrell, J. M. (1986). *Women's ways of knowing: The development of self, voice, and mind*. New York: Basic Books.

Boud, D., Keogh, R., & Walker, D. (Eds.). (1985). *Reflection: Turning experience into learning*. London: Kogan Page.

Boyd, R. D. (1991). *Personal transformations in small groups: A Jungian perspective*. London: Routledge.

Boyd, R. D. & Myers, J. G. (1988). "Transformative education", *International Journal of Lifelong Education*, 7, 261-284.

Brookfield, S. D. (1986). *Understanding and facilitating adult learning*. San Francisco: Jossey-Bass.

Candy, P. (1991*).* Self-direction for lifelong learning. Jossey-Bass: San Francisco.

Cell, E. (1984). *Learning to learn from experience*. Albany, NY: State University of New York Press.

Conrad, R., & Donaldson, J. A. (2004). Engaging the online learner: Activities and resources for creative instruction. (2004). San Francisco: Jossey-Bass.

Davis, B. *Tools for Teaching*. San Francisco: Jossey-Bass, 1993.

Cranton, P. (Ed.). (1997). *Transformative learning in action*. New Directions for Adult and Continuing Education, No. 74 (Summer), San Francisco: Jossey-Bass.

Cranton, P. (1996). *Professional development as transformative learning*. San Francisco: Jossey-Bass.

Cranton, P. (2006). *Understanding and promoting transformative learning* (Second edition). San Francisco: Jossey-Bass.

Cross, K. P. (1981). *Adults as learners*. San Francisco: Jossey-Bass.

Daloz, L. A. (1986). *Effective teaching and mentoring: Realizing the transformation power of adult learning experiences*. San Francisco: Jossey-Bass.

Dirkx, J M. (2001). "The power of feelings: Emotion, imagination, and the construction of meaning in adult learning", In S. B. Merriam (Ed.). *The new update on adult learning theory*. San Francisco: Jossey-Bass.

Dirkx, J. M. (1997). "Nurturing soul in adult learning". In P. Cranton (Ed.). *Transformative learning in action*. New Directions for Adult and Continuing Education, No. 74 (Summer), San Francisco: Jossey-Bass.

Dirkx, J. M., &Smith, R. O. (2003). Thinking out of a bowl of spaghetti: Learning to learn in online collaborative groups. In T. S. Roberts (Ed.). *Online collaborative learning: Theory and practice*. Hershey, PA: Idea Group Publishing.

Dirkx, J M., & Prenger, S. M. (1997). *A guide to planning and implementing instruction for adults: A theme-based approach*. San Francisco: Jossey-Bass.

Freire, P. (1972). *Pedagogy of the oppressed*. Harmonsworth: Penguin.

Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York: Basic Books.

hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.

Houle, C. O. (1961). *The inquiring mind: A study of the adult who continues to learn*. Madison, WI: University of Wisconsin Press.

Jarvis, P. (1992). *Paradoxes of learning: On becoming an individual in society*. San Francisco: Jossey-Bass.

Kidd, J. R. (1973). *How adults learn*. New York: Association Press.

Knowles, M. (1990). *The adult learner: A neglected species* (4th ed). Houston: Gulf.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.

Leistyna, P., Woodrum, A., & Sherblom, S. (Eds.) (1996). *Breaking free: The transformative power of critical pedagogy*. Cambridge, MA: Harvard University Press.

Light, R. J. (2001). *Making the most of college: Students speak their minds*. Cambridge, MA: Harvard University Press.

Lukinsky, J. (1990). Reflective withdrawal through journal writing. In J. Mezirow and Associates, *Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning* (pp. 213-234). San Francisco: Jossey-Bass.

O'Sullivan, E. (1999). *Transformative learning: Educational for the 21st Century*. London: Zed Books.

Pratt, D.D. and Associates. *Five perspectives on teaching in adult and higher education.* Malabar, Florida: Krieger Publishing Co., 1998. ISBN 0-89464-937-X.

Presseisen, B. Z., Sternberg, R. J., Fischer, K. W., Knight, C. C. & Feuerstein, R. (1990). *Learning and thinking styles: Classroom interaction*. Washington, NEA.

Schon, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books. Silberman, M. (1990). *Active learning*. San Diego, CA: University Associates.

Smith, R. M. and associates. (1990). *Learning to learn across the life span*. San Francisco: Jossey-Bass.

Tagg, J. (2003). *The learning paradigm college.* San Francisco: Anker Publishing.

Usher, R. (1989) Locating experience in language: Towards a poststructuralist theory of experience. *Adult Education Quarterly*, 40, 23-32.

Watkins, K. (1991*). Facilitating learning in the workplace*. Geelong, Victoria: Deakin University Press.

Selected Listing of Professional Journals Related to Education of Adults

·   *Adult Education Quarterly*

·   *Adult Basic Education: An International Journal for Adult Literacy Educators*

·   *Adult Learning*

·   *Community Education Journal*

·   *Convergence*

·   *Human Resources Development Quarterly*

·   *International Journal of Lifelong Education*

·   *New Directions for Adult and Continuing Education (Monograph series)*

·   *Studies in Continuing Education (Australia)*

·   *Studies in the Education of Adults (U.K.)*

·   *The Canadian Journal for the Studies of Adult Education*

·   *The Journal of Staff Development*

·   *Training and Development Journal*

S*elected Listing of Journals of Higher Education*

·   *Change*

·   *College Teaching*

·   *Community College Journal*

·   *Community, Technical, and Junior College Journal*

·   *Journal of Higher Education*

·   *New Directions for Teaching and Learning (Jossey-Bass series)*

·   *Review of Higher Education*

In addition, there are numerous other educational journals not specifically related to adult education which are also valuable sources of research and theory (e.g. Harvard Educational Review, Teachers College Record, Educational Researcher, American Educational Research Journal, Curriculum Inquiry, Phi Delta Kappan, etc.)

Conference Proceedings

North American conferences in adult education and human resources development routinely publish proceedings from their conferences which are also available as resources for current research articles:

·   Academy of Human Resource Development http://www.ahrd.org/

·   Adult Education Research Conference www.adulterc.org

·   Canadian Adult Education Research Association

·   Midwest Research-to-Practice Conference in Adult, Continuing, and Community Education https://idea.iupui.edu/dspace/handle/1805/85

EAD 866
TEACHING IN POSTSECONDARY EDUCATION

Course Outline and Reading Assignments

The dates for each section are provided below. Some sections are several weeks long. We will be dividing the reading for each section across those weeks, in "chunks" as indicated below. As we move into each section, the instructions online for that section will guide you in more detail.

Each week's activities go from Tuesday through the following Monday (except week 1 that goes Monday- Monday).

SECTION 1:
INTRODUCTION AND COURSE OVERVIEW

Week 1: January 9-16

Getting organized for online learning

Who are we as teachers?

What questions and issues about teaching concern us?

In what contexts and settings are we involved as teachers?

SECTION 2:
CONCEPTIONS OF TEACHING

Weeks 2 and 3: January 17- 30

Required readings

- **McKeachie:** Chapter 1: "Introduction"

- **Pratt, Daniel D. and Associates**. *Five Perspectives on Teaching in Adult and Higher Education*. Malabar, FL: Krieger, 1998.

   Chapter 1: "The Research Lens: A General Model of Teaching"
   Chapter 3: "Alternative Frames of Understanding: Introduction to Five Perspectives"

- **"Teaching Goals Inventory…Online,"**
   http://teachingperspectives.com/html/tpi_form_english_v1.htm

- **Palmer, P.J**. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Jossey-Bass, 1998. Chapter 1: "The Heart of a teacher: Identity and Integrity in Teaching" and Chapter 2: "Culture of Fear: Education and the Disconnected Life"

- **hooks, b**. *Teaching to Trangress: Education as the Practice of Freedom"*

  Introduction: "Teaching to Transgress"
  Chapter 1: "Engaged Pedagogy"
  Chapter 2: "A Revolution of Values"
  Chapter 14: "Ecstasy: Teaching and Learning without Limits"

- **Barr, R.B. and Tagg, J.** "From Teaching to Learning: A New Paradigm for Undergraduate Education," pgs. 697-710.

SECTION 3:
LEARNERS, THE LEARNING PROCESS, AND LEARNING CONTEXTS

Weeks, 4, 5, & 6: January 31 - February 20

Week 4: Students as Learners and Learning Styles

Required readings

- **Svinicki & McKeachie**: Chapter 11: "Motivation in the College Classroom"
- **Weimer:** Chapter 8: "Taking a Developmental Approach."
- **Bain**: Chapter 1 ("Introduction") and Chapter 2 ("What Do They Know about How We Learn?")
- **Ambrose**: Chapter 1
- **Oblinger, D. "Is It Age or IT: First Steps Toward Understanding the Net Generation**," (EDUCAUSE) and James Oblinger (North Carolina State University). Characteristics of the Net Generation and implications for higher education institutions.http://www.educause.edu/content.asp?page_id=6058&bhcp=1
- **Oblinger, D.** & Oblinger, J. L. *Education the Net Generation.* Chapters 1-6. Educause. http://www.educause.edu/educatingthenetgen
- **Beloit College Mindset List.**Lists of characteristics and the mindset of entering freshmen since 2002. http://www.beloit.edu/mindset/2012/
- **Vella, J. (2002).** *Learning to Listen, Learning to Teach*. Jossey-Bass. Chapter 1: "Twelve Principles for Effective Adult Learning."
- **Learning Styles**. Overview of instruments for determining a student's learning style. http://nwlink.com/~donclark/hrd/styles.html
- **Montgomery, S. M. and Groat, L. N.,** "**Student Learning Styles and Their Implications for Teaching**," (CRLT Occasional Paper #10, 1998, University of Michigan, Center for Research on Learning and Teaching). PDF/Adobe Acrobat.Importance of considering learning styles and how to use information on learning styles. http://www.crltumich.edu/publinks/CRLT_no10.pdf

- **Learning Styles and Preferences** (University of Delaware Center for Teaching Excellence). Explore the links to websites that highlights various approaches to thinking and identifying learning styles.
http://cte.udel.edu/instructional-topics/designing-courses/learning-styles-and-preferences.html
- Explore this links to learn more about multiple intelligences and learning styles, as well as to take a self-assessment: **http://www.ldpride.net/learningstyles.MI.htm**

Week 5: How Students Learn and How to Motivate Them

Required readings

- **Svinicki & McKeachie:**
  - Chapter 20, "Teaching Students How to Become More Strategic and Self-Regulated Learners"
  - Chapter 21: "Teaching Thinking"

- **Weimer:**
  - Chapter 1, "Lessons on Learning"

- **Ambrose:**
  - Chapters 2, 3, 4, and 7

- **Bain**:
  - Chapters 4 and 5

- **Bransford, J. D., Brown, A. L., and Cocking, R. R. (eds.) How People Learn: Brain, Mind, Experience, and School: Expanded Edition (2000). National Research Council.**
Major work of the NRC on current cognitive learning theory and its implications for educators.
http://www.nap.edu/openbook.php?record_id=9853&page=3   Read Chaps 1, 2, 3, and 5.

- **Davis, B. D. "Motivating Students," (University of California, Berkeley).** From *Tools for Teaching*, Jossey-Bass, 1993. Strategies to help motivate students' engagement in learning.

- **Svinicki, M. "Student Goal Orientation, Motivation, and Learning,",** University of Texas-Austin. (IDEA Paper #4, February 2005). PDF/Adobe Acrobat
Theory and research concerning student motivation and relevant instructional strategies.
http://www.theideacenter.org/sites/default/files/Idea_Paper_41.pdf

- **Huitt W., "Bloom et al.'s Taxonomy of the Cognitive Domain,"** Educational Psychology Interactive (Valdosta State University).An overview of Bloom's Taxonomy of learning behaviors.
http://www.edpsycinteractive.org/topics/cognition/bloom.html

Week 6: Creating Stimulating and Inclusive Learning Environments

Required readings

- **Svinicki & McKeachie:**

Chapter 12: "Teaching Culturally Diverse Students"
Chapter 13: "Dealing with Student Problems and Problem Students"

- **Weimer:**

  Chapter 2: "The Balance of Power"
  Chapter 5: "The Responsibility for Learning"
  Chapter 7: "Responding to Resistance"

- **Ambrose**:

  Chapter 6: "Why Do Student Development and Course Climate Matter for Student Learning"

- **Bain**:
  - Chapter 5: "How Do They Conduct Class?
  - Chapter 6: "How Do They Treat Their Students?"
- **Vella, J.** *Learning to Listen, Learning to Teach*, Chapter 2 ("Quantum Thinking and Diagogue Education") and Chapter 5 ("Creating a Safe Environment for Learning).
- **Chickering, A. W. and Gamson, Z.F. "Seven Principles for Good Practice in Undergraduate Education," pp. 543-549.**
  http://www.uis.edu/liberalstudies/students/documents/sevenprinciples.pdf
- **Bransford, J. D., Brown, A. L., and Cocking, R. R. (eds.)** *How People Learn: Brain, Mind, Experience, and School***:** Expanded Edition (2000). National Research Council.
  Major work of the NRC on current cognitive learning theory and its implications for educators
  http://www.nap.edu/openbook.php?record_id=9853&page=3   Read Chaps 6 & 7.
- **Managing Classroom Conflict (University of North Carolina, Center for Teaching and Learning).** Strategies for preventing conflict in the classroom. http://ctl.unc.edu/fyc22.html

Suggested resource for further reading:

- **Great resource list for further reading on how students learn:** Berkeley Center for Teaching
  http://gsi.berkeley.edu/howstudentslearn2/hsl-biblio-final.pdf
- **Achieving Excellence in Multicultural Instruction** (Michigan State University, College of Communication Arts and Sciences). A large and well-organized site with a variety of resources on multicultural instruction. Reading Room has links to research, articles, books, and diversity websites; faculty profiles offer video clips of multicultural teaching. Includes sample syllabi with a multicultural approach and a bias-free usage self-test. (http://www.diversity.cas.msu.edu/)

SECTION 4:
CURRICULUM AND INSTRUCTIONAL PLANNING

Week 7: February 21 – February 27

Required reading

- **McKeachie:**

  Chapter 2: "Countdown for Course Preparation"
  Chapter 3: "Meeting a Class for the First Time"

- **Weimer:**

  Chapter 3: "The Function of Content"

  Chapter 4: "The Role of the Teacher"

  Appendix A: "Syllabus and Learning Log"

- **Bain**:
  - Chapter 3: "How Do They Prepare to Teach?"
- **Fink, L. D., "Integrated Course Design,"** Instructional Development Program, University of Oklahoma. (IDEA Paper #42, March 2005). PDF/Adobe Acrobat. Description of Fink's model of integrated course design. http://www.theideacenter.org/sites/default/files/Idea_Paper_42.pdf
- **Course Design Tip-Sheet** (Harvard University, Derek Bok Center for Teaching and Learning). Multiple questions designed to take you through the process of planning a course and syllabus. http://isites.harvard.edu/fs/html/icb.topic58474/CourseDesign.html

Recommended for further reading:

- **Fink, L. D.:**   Chapter 3: "Designing Significant Learning Experiences I: Getting Started," pgs. 60- 101, and Chapter 4: "Designing Significant Learning Experiences II: Shaping the Learning Experience," pgs. 102-154.

SECTION 5:
TEACHING STRATEGIES

Weeks 8 -12: February 28 – April 9
During these weeks, the class will be divided into teams. Each team will have a topic around which they will lead and facilitate the learning. The order of topics may vary, depending on the preferences of the teams. This is an opportunity for participants to develop their online teaching skills. These weeks also include a planning period and the MSU Spring Break (March 5 -9).

Topic 1: Encouraging Active Learning through Technology

Required readings

- **McKeachie:**

  Chapter 17: "Technology and Teaching"

- **Weimer: Chapter 4: "The Role of the Teacher"**

- **Chickering, A.W. and Ehrmann, S.C. "Implementing the Seven Principles: Technology as Lever,"** pp. 617-621. http://www.tltgroup.org/programs/seven.html. Discussion of how technology can be used to advance the "Seven Principles for Good Practice in Undergraduate Education."

Suggestions

- **Bransford, J. D., Brown, A. L., and Cocking, R. R. (eds.) How People Learn: Brain, Mind, Experience, and School: Expanded Edition (2000). National Research Council.** Major work of the NRC on current cognitive learning theory and its implications for educators. http://www.nap.edu/openbook.php?isbn=0309070368. Read Chapter 9.

Topic 2: Encouraging Active Learning in Large Classes

Required readings

- **McKeachie:**

  Chapter 6: "How to Make Lectures More Effective"
  Chapter 18: "Teaching Large Classes"

- **Davis, B.**

  Section IV: "Using Lecture Strategies," pp. 99-144.

- **Frederick, P.J. (1986). "The Lively Lecture: Eight Variations."** *College Teaching, 34*, **43-50.**

Topic 3: Encouraging Active Learning through Small Groups and Other Strategies

Required reading

- **McKeachie:**

Chapter 4: "Reading as Active Learning"

Chapter 5: "Facilitating Discussion"

Chapter 14: Active Learning: Group-Based Learning"

Chapter 16: "Using High-Stakes and Low-Stakes Writing to Enhance Learning "

Additional optional readings

- **Matthews, R. Chapter 5; "Collaborative Learning: Creating Knowledge with Students,"** pp. 101-124. In Menges and Weimer.

- **Notes from Karl Smith's seminar on Cooperation and Collaboration in the College Classroom**

- **Handout on Cooperative Strategies**

Topic 4: Encouraging Active Learning through Experiential Approaches

Required readings

- **McKeachie:**

  Chapter 15: "Experiential Learning: Case-Based, Problem-Based, and Reality-Based"

  Chapter 19: "Laboratory Instruction"

SECTION 6:
EVALUATION OF LEARNING AND TEACHING AND
PROFESSIONAL DEVELOPMENT

Weeks 13 & 14: April 10 – April 30

Week 13: Assessing Student Learning

Required readings

- **McKeachie:**

  Chapter 7: "Assessing, Testing, and Evaluating"
  Chapter 8: Testing"
  Chapter 9: "Good Designs for Written Feedback for Students"
  Chapter 10: "The ABC's of Assigning Grades"

- **Weimer:** Chapter 6: "The Purpose and Processes of Evaluation**"**

- **Ambrose:** Chapter 4: "What Kinds of Practice and Feedback Enhance Learning?"

- **Bain**: Chapter 7, "How Do They Evaluate Their Students?"

- **Angelo, T. A. and Cross, K. P. Classroom Assessment Techniques,"** From *Classroom Assessment Techniques, A Handbook for College Teachers*, 2nd edition, Jossey-Bass, 1993.

- **Overview of strategies for assessing students' learning and improving one's teaching.**
  http://www2.honolulu.hawaii.edu/facdev/guidebk/teachtip/assess-1.htm

- **Angelo, T. A. and Cross, K. P. "Classroom Assessment Techniques Examples,"** From *Classroom Assessment Techniques, A Handbook for College Teachers*, 2nd edition, Jossey-Bass, 1993. http://www2.honolulu.hawaii.edu/facdev/guidebk/teachtip/assess-2.htm

<u>**Week 14**</u>**: Evaluating and Improving Teaching and Professional Development**

Required readings

- **McKeachie:**

   Chapter 23: "Vitality and Growth throughout Your Teaching Career"

   Chapter 24: "How Can you Get and Use Feedback?"

- **Weimer:** Chapter 9: "Making Learner-Centered Teaching Work"
- **Palmer:** Chapter 6, "Learning in Community"
- **Davis, B.:**

   Section X: "Evaluation to Improve Teaching," pp. 345-366.
      Section XI: "Student Rating Forms," pp. 397-406.

- **Guidelines for Evaluating Teaching** (University of Michigan, Center for Research on Learning and Teaching). http://www.crlt.umich.edu/tstrategies/guidelines.php
- **Fink, L. D. "Evaluating Your Own Teaching,"** From *Improving College Teaching* by Peter Seldin (ed.), Anker, 1995, Ch. 16, pp. 191-204. (University of Oklahoma, Instructional Development Program). Presents strategies for engaging in self-evaluation.
- **Bender, E. & Gray, D. "The Scholarship of Teaching,"** (Indiana University South Bend and Indiana University Bloomington). Overview of Scholarship of Teaching and Learning (SOTL).This article is an introduction to SoTL as reflective practice in which "we invest in our teaching the intellectual powers we practice in our research." http://www.indiana.edu/~rcapub/v22n1/p03.html

SECTION 7:

REFLECTING ON WHO WE ARE AS TEACHERS

<u>**Week 15:**</u> **May 1-4**

Required readings

- **McKeachie:**

   Chapter 22: "The Ethics of Teaching and the Teaching of Ethics"

- **Palmer**: Chapter 7, "Divided No More"

- **Bain**: Epilogue,"What Can We Learn from Them?"

- **Brookfield, S. "What It Means to be a Critically Reflective Teacher,"** *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass, 1995, pgs. 1-14.

- **Kaplan, M. "The Teaching Portfolio,"** (Occasional Paper #11, 1998, University of Michigan, Center for Research on Learning and Teaching). Adobe Acrobat/PDF. Provides an overview of teaching portfolios, their description, purposes, evaluation, and use. http://www.crlt.umich.edu/publinks/CRLT_no11.pdf

- **Document Teaching/Teaching Portfolios** (Boston University Center for Excellence in Teaching) Ideas to guide the development of a teaching philosophy statement. http://www.bu.edu/ceit/faculty-development/documenting-your-teaching/

- **Seldin, P. and Annis, L. "The Teaching Portfolio,"** Ball State University (University of Minnesota, Center for Teaching and Learning Services).Discusses teaching portfolios and offers suggestions for designing them. http://www1.umn.edu/ohr/teachlearn/tutorials/philosophy/index.html

- **Writing a Philosophy of Teaching Statement** (Ohio State University). Examples and suggestions for writing philosophy http://ucat.osu.edu/teaching_portfolio/philosophy/philosophy2.html