UNIV 600: Learning in the College Classroom
Spring Semester 2015

Gore Hall 223, 5-7pm
Instructor: Dr. Cheryl Richardson
Office Hours – By Appointment
Center for Teaching and Assessment of Learning (CTAL)
Gore 212, University of Delaware

Course Introduction
Welcome! The seminar is designed for graduate students, faculty, and all others in teaching roles. Although people outside of academia assume that instructors have a reasonable understanding of how people learn and that they apply this knowledge to their teaching, Halpern & Hakel (2003) found that faculty typically tend to teach the way they were taught. To counter this trend, this course is designed to help you acquire a basic understanding of the principles of learning. Through readings, research, discussions, and assignments, you will be enabled apply these principles to helping students learn in your discipline. Susan Ambrose’s How Learning Works provides the theoretical and practical framework.

Student Learning Outcomes
As a result of participating this seminar, you will acquire a working knowledge of contemporary principles of learning and intellectual development and be able to:

- Apply theoretical knowledge to effective teaching practice.
- Identify challenges to student learning in your discipline and ways to respond to these difficulties.
- Speak about your teaching and assessment practice in an informed, descriptive manner and ground your practice in knowledge of student learning.
- Contribute to a supportive forum in which to discuss your learning and your teaching
- Begin to construct a teaching portfolio

Education is not the learning of facts, but the training of the mind to think.

-Einstein
Communication
Assignments must be submitted using the university’s learning management system, Canvas. Announcements and supplementary readings also will be posted there. Send email through Canvas to Dr. Richardson with any questions or concerns.

Seminar Format
This seminar requires your active participation in discussions and in class activities. We will meet to discuss assigned readings and apply it to our disciplines. You will often work in teams and in groups to learn from each other and to provide critical feedback. In addition, you will maintain a public learning journal that will provide a place for conversation between you and your group members. Assignments and a discussion forum are available on Canvas.

Seminar Policies
To receive a passing grade, you will need to complete the following requirements:
- Attend and actively participate in all seminar activities. You must attend all face-to-face meetings. Inform the instructor in advance of absences through the Inbox function. Regularly check Announcements.
- Complete all assignments and submit on time.
- Provide and incorporate constructive feedback from instructor and peers.

Ethical Academic Conduct: You are responsible for understanding and acting according to the University of Delaware’s policy concerning ethical academic conduct and university guidelines for responsible computing.

Inclusive Course: This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Disability Support Services can be reached at
302-831-4643, in Alison Hall 130 and will coordinate reasonable accommodations for students with documented disabilities.

**Harassment:** It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational mission. Contact the Office of Equity and Inclusion (http://www.udel.edu/oei/) if you believe a violation has occurred.

**Seminar Requirements**

This seminar is non-credit bearing and graded on a Pass/Fail basis. Activities have been created to help you interact with the materials and each other, to demonstrate that you have met the learning goals for the seminar, and to apply content to your teaching responsibilities. There are online publications, face-to-face interactions, and written assignments.

**Assignments include:**

- Learning Journal (4 entries)
- Peer responses to a learning journal (2 responses)
- Course project
- Attendance and reflection from a Spring 2015 teaching and learning event

1) **Development of a Learning Journal**

You will create a learning journal in the form of a blog, and it will serve as a primary space for you to reflect, question, comment, critique and share your ideas about what we are reading, discussing and learning in the course. You may write about any week's worth of activity, and one entry must reflect on an on-campus teaching and learning event. The writing in this space will be accessible through the internet and will provide you with the opportunity to engage in meaningful dialogue about both the process and content of our work together. This learning journal will be one way you demonstrate your learning. It will be considered holistically as evidence of your commitment to learning in this course. Further, you are expanding your horizons as a future academic and exploring what it means to shape your digital identity as a scholar in a new media environment.
2) Response to learning journal
Members of your group will serve as critical friends. Each of you will respond to at least one other group member. Two responses are required; write more if you choose.

3) Course Project (separate document)

4) Attendance and Participation
Because I value building community in the course, I believe that your regular and consistent engagement is critical to your learning. I rely on you learning material for yourself and to help each other learn, understand, and apply the material in a variety of ways. To this end, we will use structured groups through which you will read, report, and assess together.

You also are required to attend one teaching and learning event this semester. Below are some options. Each requires registration and includes meals.

**February 19, 2015**: Symposium on Research-Based Interventions for Student Success  9:00 am - 3:30 pm in Perkins Gallery (not necessary to stay all day)

**March 6, 2015**: Holding students in large classes accountable or reading 3:30-5pm in Gore Hall 208

**March 25, 2015**: What are microaggressions and how do they impact learning? 12:00-1:30pm in Faculty Commons - Pearson Hall 116

**April 10, 2015**: Divide and conquer: Working with groups and teams in large classes in 3:30-5pm in Gore Hall 208

**April 22, 2015**: How can I mitigate stereotype threat and impostor syndrome? 12:00-1:30pm in Faculty Commons - Pearson Hall 116

**Course Materials**

Supplemental materials posted on Canvas
