

UNIV 601: Teaching Practice That Facilitates Learning Fall Semester 2015

Dr. Cheryl Richardson
Office Hours – By Appointment
Center for Teaching and Assessment of Learning (CTAL)
Gore 212, University of Delaware

Course Introduction

Welcome to Teaching Practice that Facilitates Learning Seminar. The seminar is designed for graduate students in teaching roles and those who want to teach. It will enhance your knowledge of how people learn and expand and diversify your toolbox of teaching methods. The seminar is designed for you to learn from readings, activities, reflections, feedback, and colleagues. It is geared toward your having a few usable products. These include: 1) a teaching philosophy that is informed by theories about learning and teaching and assessment practices with which you are comfortable; 2) an approach to creating assignments that reflects your understanding of key concepts in your discipline and 3) a framework for developing learning experiences appropriate to your discipline.

Student Learning Outcomes

As a result of participating this seminar, you will be able to:

- Articulate learning goals for a specific course.
- Design activities, assignments and assessments that align with your goals for learning.
- Translate the learning principles into effective teaching practice and assessment practice.
- Reflect on how you teach, why you teach the way you do, and how you may teach more effectively.
- 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 current teaching
- Begin to construct a teaching portfolio

Communication

Assignments must be submitted using one of 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 is a hybrid course. You will complete some of your work online, using Canvas, and we will meet on seven Wednesdays to discuss readings and apply them to the teaching process. We will meet face-to-face the following days:

September 9 & 23

October 7 & 21

November 18

December 2 & 9

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 and interact in Canvas. Inform the instructor in advance of absences through the Inbox function. Regularly check Announcements.
- Complete core readings prior to each session.
- Facilitate discussion of core readings during one seminar session.
- Complete 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.

Disclosures of Instances of Sexual Misconduct

If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated by federal law to inform the university's Title IX Coordinator. The university needs to know information about such incidents to, not only offer resources, but to ensure a safe campus environment. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy--I will not disclose the incident to anyone but the Title IX Coordinator.

For more information on Sexual Misconduct policies, where to get help, and reporting information please refer to www.udel.edu/sexualmisconduct (Links to an external site.).

At UD, we provide 24 hour crisis assistance and victim advocacy and counseling. Contact 302-831-2226, Student Health Services, to get in touch with a sexual offense support advocate.

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 discussions, face-to-face interactions, and written assignments.

Assignments include:

- Teaching Philosophy Statement
- Lesson Plan that includes an activity, is aligned with learning objectives, and is accompanied by an assessment

Course Materials

James M Lang (2008) *On Course: A Week-by-Week Guide to Your First Semester of College Teaching*, Cambridge: Harvard University Press.

Chapters from this text and other materials also posted on Canvas

Week	Topic	Reading	Activity
	Introductions		Post on Discussion Board
9/9	What do we know about learning?	Bain, K. (2004). What do they know about how we learn? In <i>Bain, K. What the best college teachers do</i> , pp. 22-47. Cambridge, MA: Harvard University Press. Bain_What do they know about how we learn? Lang, J. (2008). <i>On course. A week-by-week guide to your first semester of college teaching</i> . Cambridge, MA: Harvard University Press. Week 7. Students as learners, pp. 153-174. Lang_Students As Learners	
9/16	Learner-Centered	Weimer, Learner-Centered Teaching, Weimer_Learner Centered	Post on discussion

Online	Teaching	Teaching_1.pdf Doyle, Putting Student Learning in the Context of Learning Theory, Doyle_Putting Student Learning in the Context of Learning Theory Supplemental: Angelo_A Teacher's Dozen	n board
3 9/23	Active Learning	Closely related to our reading is active learning. The readings below (and some of the Weimer reading from last week) consider the benefits and pitfalls of using active learning. Record your thoughts concerning obstacles and advantages to teaching this way. Bonwell_The Active Learning Continuum Felder_Active Learning: An Introduction Follow the directions on the following page: Active Learning Techniques Bring your one-page reflection to class. [need to upload] Lang, J. (2008). <i>On course. A week-by-week guide to your first semester of college teaching</i> . Cambridge, MA: Harvard University Press. Week 2 - Teaching with technology, pp. 43-61. Week 3: Lectures, pp. 63-84. Week 5: Teaching with small groups, pp. 104-124.	Request appropriate signature pedagogy chapter from Dr. Richardson
9/30 (online)	Signature pedagogy	What is a Signature Pedagogy? - Describe what is consider a signature pedagogy in your discipline. - How does that pedagogy mesh with how you understand	Post on Discussion Board

		learning? Should it be changed? How?	
10/7	Setting Learning Goals and Outcomes	Fink_A Taxonomy of Significant Learning.pdf Creating Learning Outcomes Bloom Revised	Select an idea and learning outcomes you would like to teach
7 10/14 (online)	Teaching philosophy	<p>Read about Statement of Teaching Philosophy from Duquesne University:</p> <p>http://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence/academic-careers/landing-an-academic-job/statement-of-teaching-philosophy (Links to an external site.)</p> <p>Select at least 2 Teaching Philosophies to review from these websites:</p> <p>The Ohio State’s Center for the Advancement of Teaching (http://ucat.osu.edu/?s=teaching+philosophy (Links to an external site.))</p> <p>University of Minnesota (http://cei.umn.edu/support-services/tutorials/writing-teaching-philosophy/teaching-philosophy-samples (Links to an external site.))</p> <p>OR</p> <p>University of Michigan (http://www.crlt.umich.edu/tstrategies/tstpum (Links to an external site.)).</p> <p>Consider these questions about each one:</p> <ol style="list-style-type: none"> 1) What do you believe you know about the author’s teaching? 2) What do you want to know more about the author’s teaching? 3) Does the writer incorporate specific examples to illustrate how he/she applies his or her philosophy, which helps search committee members envision themselves in the writer’s classroom? 4) Does the writer reveal reflective teaching practice by explaining 	Post on Discussion Board

		<p>rationales for teaching methods and by describing specific outcomes of their instruction?</p> <p>5) Do the teaching statements draw upon personal experiences from a first-person point of view?</p> <p>Write your response in the Discussions Section. Respond to a colleague.</p> <p>Week 7 – Elements of a Teaching Philosophy</p>	
10/21	Assessment	<p>Stevens, D. D., _ Levi, A. Leveling the field Using rubrics to achieve greater equity.pdf</p> <p>Bain_ How do they evaluate their students?</p> <p>Lang, J. (2008). <i>On course. A week-by-week guide to your first semester of college teaching</i>. Cambridge, MA: Harvard University Press.</p> <p>Week 6 – Assignments and grading, pp. 127-151.</p>	How will you assess the concept you will teach?
10/28 (online)	Teaching Philosophy	<p>Begin writing your Teaching Philosophy. Use the tutorial from the University of Minnesota (http://cei.umn.edu/support-services/tutorials/writing-teaching-philosophy (Links to an external site.)).</p> <p>Please do the Getting Started exercise and post your responses to questions 1-3 (minimally).</p>	Submit Assignment 1 for Writing my teaching philosophy & comment on a peer's work
11/4 (online)	Teaching Philosophy cont	<p>Continue with the University of Minnesota tutorial, create and review assessment questions for your draft of your Teaching Philosophy</p> <p>(http://www1.umn.edu/ohr/teachlearn/tutorials/philosophy/create/index.html (Links to an external site.) (Links to an external site.))</p>	Submit teaching philosophy draft & comment on a

			peer's submission
11/11 (online)	Course Design	Nilson_Course Design By Objectives	
11/18	Lesson Planning	https://www.wvcc.wy.edu/facres/tfs/focalites/LessonPlan_Focalite.pdf (Links to an external site.) https://www.itap.purdue.edu/learning/cdm/lessons.html (Links to an external site.) Review Active Learning activities. Lesson Planning workshop	
12/2	Inclusive Teaching	Issues in the Multicultural Lab, Miller.pdf Barnett_2011_discussions_across_difference.pdf Warren_strategic_action_for_hot_moments.pdf (Links to an external site.) MicroAggressions In Classroom-DUCME.pdf Davis_BG_Diversity and Inclusion.pdf	Submit a lesson with assessment and rubric
12/9	Reflective Practitioner	Brookfield Critically Reflective Teaching.pdf Lang, J. (2008). <i>On course. A week-by-week guide to your first semester of college teaching</i> . Cambridge, MA: Harvard University Press. Week 15- Teachers as people, pp.293-298. Svinicki, M. & McKeachie, W. (2011). Teaching tips. Strategies, research and theory for college and university teachers (13. ed.). Chapter 26: Vitality and growth throughout your teaching Bartlett What Makes a Teacher Great chronicle121203.pdf	Submit final Teaching Philosophy