

COURSE SYLLABUS

EDP f398T

College Teaching Methodology

Semester: Summer I 2013
Location: SZB 416
Dates: M - Th; June 6 - July 12
Time: 1 PM - 3 PM

Instructor: Joanna Gilmore, PhD
Email: Joanna.Gilmore@austin.utexas.edu
Phone: 512.475.9397
Office: FAC 213 (Cubicle JJ)

COURSE TEXT

Students are expected to read assignments by assigned dates and to bring their articles to class meetings.

Readings will be posted in Blackboard. To access these readings, go to "Course Documents" on the left-hand navigation panel. Then choose the folder "Course Readings." Readings will be listed by the author's name.

COURSE communication

Blackboard learning management system will be used to share course documents and post announcements.

I will make every effort to respond to your emails and phone calls within 2 working days.

Course rationale & COURSE GOALS

The first overarching purpose of this course is to provide you with theoretical and practical knowledge about teaching and learning at the postsecondary level, ultimately to help prepare you for a teaching position in a higher education setting. We will explore a variety of instructional methods as well as theories about learning, development, and motivation. The second overarching goal is to develop the foundational knowledge, analytical skills, and the reflective scholarly practice that will enable continued growth and development as a teacher.

This class will be a learning community, with assigned readings providing a common basis of theory and practice. This course is not meant to supply easy answers but rather to provide a scholarly framework for dialogue about teaching. Consequently, it will rely heavily on discussion, interaction, and hands-on activities within a collaborative learning environment in which you can share with others and benefit from the advice and insight of your peers.

NOTE: Syllabus is subject to revision.

Learning Outcomes	(Summative) Assessments
<i>At the end of this course you will be able to:</i>	<i>You will demonstrate that you have developed this knowledge, skill, or attitude through the following assignment(s):</i>
<p>1. Theory and Research employ theories of student learning, development and motivation and research-based teaching practices to design instruction that:</p> <ul style="list-style-type: none"> • motivates learners. • is consistent with how people process, store, and retrieve information. • provides opportunities for students to direct their own learning and construct their own knowledge. 	<ul style="list-style-type: none"> • Motivating Students from the First Day of Class • Microteach • Discussion Facilitation
<p>2. Reflection on Identity, Beliefs, and Practices reflect upon and articulate your beliefs about teaching and learning, how you can best facilitate learning, and your emerging identity as a teacher.</p> <p>evaluate and reflect upon teaching effectiveness to improve your teaching.</p>	<ul style="list-style-type: none"> • Teaching Philosophy Statement • Classroom Observation Write-up • Microteach Reflection • Discussion Facilitation Reflection
<p>3. Systematic Course Design develop and communicate learning goals and expectations, both for individual class sessions and the overall course, that are appropriate for the discipline, level, learning context, and the institutional curriculum.</p> <p>align instructional activities and assessments with learning goals.</p>	<ul style="list-style-type: none"> • Course Rationale and Learning Outcomes • Classroom Assessment • Discussion Facilitation Reflection • Microteach Reflection
<p>4. Teaching Practice design and conduct class sessions to teach a topic in your area using a variety of instructional strategies.</p>	<ul style="list-style-type: none"> • Microteach
<p>5. Diversity learn how to teach with attention to diversity, inclusion of multiple perspectives, and demographics so that every student has the opportunity to learn.</p>	<ul style="list-style-type: none"> • Diversity Statement
<p>6. Student Assessment learn how to assess student learning responsibly, equitably, and in alignment with learning goals, and use the results to enhance student learning.</p>	<ul style="list-style-type: none"> • Classroom Assessment

GRADING POLICIES

Attendance and Tardiness: Regular attendance at all class meetings is expected. You can miss 1-2 classes with no penalization. Missing more than two class periods is considered excessive. Missing a microteaching day or discussion facilitation day is especially heinous. For each class missed beyond two, I will deduct 2 points from your final grade. If you arrive late to class on multiple occasions, this will also be considered as an absence.

Assignment Submission: Hard copies of all assignments should be submitted at the beginning of the class for which it is due. All assignments should be typed and use 11-12 point fonts and 1" margins. If you have to miss class, your assignment can be submitted via email. I will send a reply when I receive your assignment so that you have I received it. If you do not receive a confirmation of receipt, please follow-up.

Late assignments: Assignments turned in after the start of class may be considered late for that day. Late assignments will receive a reduction in one letter grade (unless you receive special permission in advance or can provide documentation of a medical, family, or legal emergency). Assignments are not accepted one week after the due date.

The Breakdown of assignments and the computation of final grades is summarized in the tables below.

Task	Points Possible	Your Grade
Homework Slips and Class Participation	15	
Discussion Facilitation	15	
Motivating Students From the First Day of Class	5	
Diversity Statement	5	
Course Rationale and Learning Outcomes	5	
Microteaching Reflection	15	
Classroom Observation Write-up	10	
Classroom Assessment	10	
Teaching Philosophy Statement	10	
Final Exam	10	
TOTAL	100	

Credit/No Credit Designation	Letter Grade Designation	Points	Percent of Total Grade
Credit/Pass	A	90-100	90 - 100%
	B+	87-89	87 – 89%
	B	80-86	80 – 86%
	C+	77-79	77 – 79%
	C	70-76	70 – 76%
No Credit/Fail	D+	67-69	67 – 69%
	D	60-69	60 – 69%
	F	59 and below	59% and below

OTHER policies

The University of Texas at Austin provides upon request appropriate **academic accommodations** for qualified students with disabilities. To determine if you qualify, please contact the Dean of Students. If they certify your needs, I will work with you to make appropriate arrangements. If you have a documented disability and require special classroom modifications or other accommodations, please notify me in the first week of the semester.

A student who is absent from a class or examination for the observance of a religious holy day may complete the work missed within a reasonable time after the absence, if proper notice has been given. If an assignment due date falls due on a day when you are observing a **religious holy day**, I will work with you to find an acceptable alternative time to complete the assignment. If you need to miss class or submit an assignment late due to the observance of a religious holiday, please notify me no later than one week in advance to avoid penalization.

Please note that all matters of **academic integrity** are taken seriously in this course. If you are caught plagiarizing, I will be following the university guidelines for disciplinary actions: (http://deanofstudents.utexas.edu/sjs/acint_student.php). Each student in this course is expected to abide by the University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work. You are encouraged to study together and discuss information and concepts covered in lecture. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of email, email attachment file, disk, or hard copy. Should copying occur, both the student who copied from another student and the student who gave material to be copied will both be automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action. During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the exams will result in failure of the exam, and may result in failure of the course and University disciplinary action. Every student is required to take the plagiarism online tutorial (<http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/index.html>) and assume responsibility for knowing its contents. When in doubt, ask immediately. Asking is the sign of an intelligent, thoughtful response to our complex world of layered information resources.

All students should become familiar with the **University's official email** student notification policy. It is the student's responsibility to keep the University informed as to email address changes. Students are expected to check email on a frequent and regular basis in order to stay current with University related communications, recognizing that certain communications may be time critical. It is recommended that email be checked daily. The complete text of this policy and instructions for updating your email address are available at <http://www.utexas.edu/its/policies/emailnotify.html>.

COURSE SCHEDULE

*Readings and Tasks are listed for the session by which they should be completed.

DATE	TOPICS	REQUIRED READINGS* AND FACILITATOR	TASKS DUE*
UNIT THEME: LEARNING ENVIRONMENT			
<i>Thursday, June 6</i>	Course Introduction Teaching the First Day of Class		
Monday, June 10	Teaching the First Day of Class (cont.) Achievement Motivation Theories	TAIB p. 43-50 _____	
Tuesday, June 11	Achievement Motivation Theories (cont.)	HLW p. 66-90 _____	Motivating Students From the First Day of Class
Wednesday, June 12	Diversity	Svinicki (1994) – no facilitator Reiner and Willingham (2010) _____ University of Michigan Center for Research on Learning and Teaching (1999) _____	
Thursday, June 13	Diversity (cont.) Classroom Climate	HLW p. 153-187 p. 153-170 _____ p. 170-187 _____	Diversity Statement
UNIT THEME: INSTRUCTIONAL DESIGN			
Monday, June 17	Developing Learning Outcomes		
Tuesday, June 18	Designing Instruction (e.g., Backward Design, Gagné's Conditions of Learning)		Course Rationale and Learning Outcomes
UNIT THEME: INTERACTIVE LECTURE TECHNIQUES			
Wednesday, June 19	Information Processing Theory	HLW p. 40-65 _____	
Thursday, June 20	Lecturing	TAIB p. 113-125 _____	

DATE	TOPICS	REQUIRED READINGS* AND FACILITATOR	TASKS DUE*
Monday, June 24	Microteach Session #1		
Tuesday, June 25	Microteach Session #2		
Wednesday, June 26	Microteach Session #3		
UNIT THEME: STUDENT-CENTERED INSTRUCTIONAL STRATEGIES			
Thursday, June 27	Encouraging Self-Regulation	Barr & Tagg (1995) _____ HLW p. 188-216 _____	Microteaching Reflection
Monday, July 1	Collaborative Learning Strategies (e.g., Team-Based Learning, Jigsaw Classroom)	TAIB p. 155-165 _____ Team-Based Learning video	
Tuesday, July 2	Facilitating Discussions	TAIB p. 127-135 _____ Double Column Addition video	
Wednesday, July 3	Problem-Based Learning (e.g., Inquiry Based Teaching, Case Studies)	TAIB p. 175-179 _____ TAIB p. 181-185 _____ TAIB p. 187-191 _____	Classroom Observation Write-up
Thursday, July 4	INDEPENDENCE DAY – NO CLASS		
UNIT THEME: ASSESSING LEARNING AND INSTRUCTION			
Monday, July 8	Assessing Student Learning – Formative Assessment		
Tuesday, July 9	Assessing Student Learning – Summative Assessment	Pirsig (1984) _____	
Wednesday, July 10	Assessing Teaching Effectiveness Teaching Philosophy Statements		Classroom Assessment
THEME: TEACHING IN HIGHER EDUCATION			
Thursday, July 11	Teaching Identity The Changing Landscape of Higher Education	Palmer (1997) _____	Teaching Philosophy Statement
Friday, July 12	NO CLASS		Final Exam

Discussion Facilitation

You will facilitate a discussion around one of the course readings. A sign-up sheet will be distributed on the first day of class.

Discussion Questions

To complete this assignment, you are expected to read the text closely and develop discussion questions stemming from the text. You should develop multiple types of discussion questions. For example, the discussion questions should address multiple levels of Bloom's taxonomy. It is often helpful to begin a discussion by asking students to summarize important points from the reading (e.g., understanding in Bloom's taxonomy). However, the majority of the questions you develop should target higher levels of Bloom's taxonomy to encourage application, critical thinking, and synthesis of ideas. The discussion questions you develop should also show that you have thought critically and that you have made connections between the reading you select and other course readings, topics, discussions, your experiences as a student or teacher (but don't go overboard here), events at UT, changes in higher education, or to the "real world." Please submit your discussion questions to me by email at least 24 hours in advance of your discussion.

Discussion Facilitation

You are also expected to guide the discussion. For example, if the discussion gets off topic, you should bring the focus back to the topic at hand. You are also expected to ask follow-up questions when appropriate to clarify responses, provoke further thought, encourage connections, etc.

You are also expected to provide a conclusion to the discussion. This conclusion may integrate various ideas presented in the discussion and should ideally summarize the "big picture" or "take-away message." You may use tools such as the one-sentence summary or a visual to help you achieve these goals. Your conclusion may also identify further questions for consideration if appropriate. The conclusion should be appropriately timed (after about 10-15 minutes of discussion, depending on student engagement in the conversation).

Reflection

Finally, you are asked to submit a brief reflection (no more than 250 words) on how the discussion went. You are free to reflect on the experience as you see fit, however, you should likely address:

- Do you think that students learned from the discussion? If so, what did they learn? What was the value of the discussion?
- To what extent did you implement the discussion as planned? Did students respond to your discussion questions as you expected? If the discussion did not go as planned, why not and how do you think that impacted student learning?
- If you were to facilitate this discussion again, what would you do differently (if anything)?

Evaluation Rubric

	Needs Substantial Improvement	Needs Some Improvement	Meets Expectations
Your Understanding You show a deep understanding of the material within your article. You have drawn or encouraged your peers to draw connections between the reading you select and other course readings, topics, discussions, your experiences as a student or teacher (but don't go overboard here), events at UT, changes in higher education, or to the "real world."	1	2	3
Discussion Questions You prepared thoughtful and provocative discussion questions that encouraged critical thinking and application and synthesis of ideas. You submitted discussion questions 24 hours in advance.	1	2	3
Discussion Facilitation You direct the discussion to keep it on track, however you are receptive and let your peers' comments propel the discussion when it promotes learning. You do not dominate the discussion or allow others to. When appropriate, you respond to what others have said and ask clarifying and follow-up questions. You provide/support a timely conclusion to the discussion that summarizes the "big picture" or "take-away message."	1	2	3
Reflection The response is organized and largely free from grammatical errors and it demonstrates in-depth thought on the discussion facilitation experience. You identify specific ways in which the discussion was successful and/or how it could be improved (provide concrete examples when possible). The best responses will also integrate information we have learned about effective teaching practices.	1	3	5
POINTS POSSIBLE = 15 (one free point) YOUR SCORE = _____			

Motivating Students from the First Class Day

Reflect on how you want to structure the first day of the class you will/hope to teach. Respond to the questions below in no more than 500 words.

1. (1 point) How will you get to know your students on the first days of class (identify a couple of ways)? Why will you use this method? What will be most helpful for you to know about them? Why/How will you use this information?
2. (1 point) Identify one way you will promote a positive learning environment during the first day of class? Why do you think this approach will be effective?
3. (1 point) During the first days of class, how you will "cover" course expectations in a way that engages students and ensures they understand your expectations? Why do you think this approach will be effective?
4. (1 point) What is one other goal you want to accomplish on the first day of class? How will you do it?

Your response should integrate at least one theory of motivation we discussed and it should be correctly described (1 point). Likely, you will employ theory to support your rationale for why the strategy you selected will be effective. This assignment is worth 5 points in total.

Diversity Statement

Background Information

Frequently discussed but still not well defined, the concept of diversity consumes a great deal of airspace in the academy. While recognized as an important issue to address, both institutions and individuals struggle to understand exactly what it is, what it means, and the way it influences practice. This struggle may be particularly difficult for new instructors who are encountering several types of diversity in the classroom at any given time and who may not have thought about diversity in terms of their teaching.

Assignment Directions

This assignment offers you an opportunity (maybe for the first time) to think and write about diversity. I ask that you submit an essay on your thoughts and experience with student diversity. Please feel free to write whatever you wish on the topic (in 500 words or less), I want these essays to be a personal reflection; however, some potential items you might consider including in your essay are:

1. What is your definition of diversity?
2. How does diversity presents itself in the classes in which you have enrolled and/or the classes you have taught? Said differently, what are the important differences among students in higher education/?
3. Does having diversity in the classroom benefit student learning and/or does it complicate instruction? How/why?
4. What are some steps you take/will take to create an inclusive classroom?

For an idea of how to structure the essay or potential topics you may want to address, please review these essays on diversity:

University of Michigan (UM), Center for Research on Learning and Teaching (CRLT). (1999). The Effect of Student Diversity on Student Learning at the University of Michigan. *CRLT Occasional Papers*.

Evaluation

This assignment is worth 5 points in total and will be graded holistically. This means that I will evaluate your response as a whole, or for its overall quality, while considering five elements (Florida Department of Education, 2005-2013):

1. Content of the paper is appropriate (see assignment directions)
2. Focus which refers to how clearly the paper presents and maintains a main idea, theme, or unifying point and does not contain extraneous information.
3. Organization which refers to the structure or plan of development (beginning, middle, and end) and whether the points logically relate to one another. Organization refers to (1) the use of transitional devices to signal the relationship of the supporting ideas to the main idea, theme, or unifying point and (2) the evidence of a connection between sentences.
4. Support which refers to the quality of the details used to explain, clarify, or define. The quality of support depends on word choice, specificity, depth, credibility, and thoroughness. Papers representing the higher end of the point scale provide fully developed examples and illustrations in which the relationship between the supporting ideas and the topic is clear.
5. Conventions which refers to punctuation, capitalization, spelling, and variation in sentence used in the paper.

Course Rationale and Learning Outcomes

Your task is to develop a rationale for a course (1 point) that you hope to teach one day and learning outcomes (1 point). A course rationale is a brief statement about the purpose of the course, who the course is designed for, and how it fits within students' program of study/the departmental curriculum. An excellent course rationale will also motivate the learner.

Learning Outcomes describe what knowledge, skills, and attitudes you want your students to develop as a result of your course (often referred to as "goals") or a class session (often referred to as "objectives"). You are asked to develop at least 4 learning outcomes for a class you hope to teach one day. Ensure your learning outcomes include higher-order thinking skills (e.g., Application and above in Bloom's taxonomy) and make your outcomes as observable/measurable as possible.

After developing your learning outcomes, separately identify the highest level of Bloom's taxonomy that each learning outcome targets (1 point). Then, provide an explanation, for each learning outcome, as to why you think it targets the level of Bloom's taxonomy that you have identified.

Finally, include a brief paragraph (1 point) about how you will ensure that students understand the course rationale and learning outcomes. Innovative approaches are encouraged.

This assignment is worth 5 points. The allocation of points is identified above with the last point being awarded for writing quality.

Microteach and Reflection

What is it? Microteaching is a method for providing pre-service or beginning teachers with teaching experience targeted at developing specific behaviors or skills. It is particularly useful for this purpose because it is conducted in a low-risk environment. It is a simulated teaching experience in that the size of the class is typically smaller and the length of instruction is abbreviated. Generally, microteaching involves teaching to one's peers. Previous research provides strong support for using microteaching to prepare future teachers (Metcalf, Ronen Hammer, & Kahlich, 1996).

Why a lecture? Microteaching is an effective method for practicing a variety of instructional strategies, however, I will ask that your microteach include a lecture component. This does not mean that I am encouraging you to refrain from interacting with students. In fact, the best lecturers are those that encourage student active participation and processing of information during the lecture. That being said, your voice should be the predominant voice during the microteach.

Other Requirements

- Your microteach should be no less than 10 minutes in length and no more than 15 minutes in length. You will be cut off at 16 minutes.
- The content of your microteach is up to you, however, you should choose a topic that you think could be taught well using a lecture method. I suggest you might choose a topic that you plan to teach in the future. You might teach a topic that is challenging for you or students. This is risky, but remember you will not be graded on your microteach, but instead will be graded on the quality of your reflection following the microteach.
- You will be teaching to your peers, but you should aim the teaching at an undergraduate level since some of the people in your audience will not be in your area. The audience will play the part of your students and participate in the session if you ask them to.
- Your microteach must employ a visual aid. The most common tool to use is PowerPoint, however other options might include Prezi, overheads, handouts, or writing on the board (if you go this route, have a clear rationale for doing so as writing on the board could occupy a large amount of your instructional time).
- You should ensure that your microteach is:
 - Organized. The instructor states the desired learning outcomes and the presentation follows a clear logic, including transitions between chronologically adjacent topics. The instructor also summarizes the main ideas, and the presentation includes techniques, such as presenting an outline to the audience, to show the connections and relationships between different ideas being presented.
 - Delivered in an engaging manner. The instructor uses tone, pitch, and volume to engage the audience, with few audible pauses (e.g., “uh,” “um”). The instructor makes eye contact with students and movement reflects deliberate effort to actively engage the audience. The instructor's vocabulary is appropriate for the audience, reflecting sensitivity to students' prior knowledge. The instructor provides effective examples and illustrations. If appropriate (you don't want this to become a discussion), the instructor asks questions of students (perhaps to assess prior knowledge or confirm understanding) or invites student-generated examples or student questions.

Debriefing

Following presentation of the lesson, the debriefing session occurs in which the student teacher is provided with feedback from their peers. Peers will also be asked to provide brief written feedback. Joanna will facilitate this process. More information will be provided in class.

Reflection

Following your microteach, you will submit a reflection paper on the experience. You are free to reflect on the experience as you see fit, however, some questions you should likely address include:

- What were you hoping students would learn from your lecture?/What was the intended learning outcome?
- Why do you feel a lecture was appropriate for helping students achieve the learning outcome you identified?
- To what extent did you implement the lecture as planned? What worked well during the lecture? If the lecture did not go as planned, why not and how do you think that impacted its effectiveness?
- What did your peers think about what worked during the lecture and/or how you could improve (you will get some sense of their views from the debriefing and their written feedback)? Do you agree with their feedback?
- How could you improve the lecture?

Evaluation

This assignment is worth 15 points in total. You will be graded on the quality of your written reflection following the microteach and I will grade your reflection holistically. This means that I will evaluate your response as a whole, or for its overall quality, while considering five elements (Florida Department of Education, 2005-2013):

1. Content of the paper is appropriate (see assignment directions).
2. Focus which refers to how clearly the paper presents and maintains a main idea, theme, or unifying point and does not contain extraneous information.
3. Organization which refers to the structure or plan of development (beginning, middle, and end) and whether the points logically relate to one another. Organization refers to (1) the use of transitional devices to signal the relationship of the supporting ideas to the main idea, theme, or unifying point and (2) the evidence of a connection between sentences.
4. Support which refers to the quality of the details used to explain, clarify, or define. The quality of support depends on word choice, specificity, depth, credibility, and thoroughness. Papers representing the higher end of the point scale provide fully developed examples and illustrations in which the relationship between the supporting ideas and the topic is clear.
5. Conventions which refers to punctuation, capitalization, spelling, and variation in sentence used in the paper.

If you are not present for your microteach a documented excuse (legal, medical, family emergency), I will allow you to make up the microteach within one week. If you are not present and do not have a documented excuse, you will still be allowed to make-up the microteach if you contact me within 24 hours, however, I will deduct 5 points for making up the microteach late (and within one week). If you do not contact me within 24 hours of an “undocumented” absence, you will not be able to make up the microteach and will receive 0 points for this assignment.

Classroom Observation Write-Up

Background

Historically, instructors have received feedback on their teaching effectiveness from their students; however, as Brannigan and Olson (1983) note, students' understanding of effective teaching is limited. Unfortunately, few faculty consult with their peers about teaching (Keig & Waggoner, 1994). We want to change that pattern by asking you to begin conducting "peer" observations with other UT instructors. Some benefits you should expect as a result of this process include:

- An increased sense of collaboration (Keig & Waggoner, 1994)
- A decrease in anxiety and increase in instructor confidence (Blackwell & McLean, 1996)
- A sense of being "stimulated," and "encouraged" (Harwood & Olson, 1988, p. 378)
- Improved instruction and student learning (Keig, 2000), and
- Higher student ratings (Hoyt & Howard, 1978).

Directions

Arrange to observe another graduate student, staff, or faculty members as they teach for one class session. Ideally this person will teach a course in your area of interest or will be known as an excellent teacher or someone who uses innovative teaching approaches. Prior to your observation, you should inquire about whether they want you to observe the class quietly or if they prefer that you participate in any instructional activities (e.g., small group work). You should also determine if your peer would like to announce your observation. Typically, I announce that I am observing classes when it is a smaller class and students may wonder who I am. When it is a larger class, I generally do not participate in the activities and I do not introduce myself. I leave these decisions up to you and your peer.

As you observe your peer, they may have specific areas that they want you to focus on. For example, they may be interested in how they respond to male vs female students and they may ask you to note gender-specific behaviors. If your peer does not provide you with information to tailor your observation, consider providing feedback on some of the following areas (adapted from the Study Group, 2007):

1. Organization

The instructor states the learning outcomes and the presentation follows a clear logic, including transitions between chronologically adjacent topics. The instructor also summarizes the main ideas, and the presentation includes techniques, such as presenting an outline to the audience, to show the connections and relationships between different ideas being presented.

2. Instructional Methods

The instructor uses a variety of instructional strategies to achieve the instructional objectives. The amount of content and depth of content is appropriate for the students' prior knowledge and to reach the instructional objectives.

3. Instructional Delivery

The instructor uses tone, pitch, and volume to engage the audience, with few audible pauses (e.g., "uh," "um"). The instructor's makes eye contact with students and movement reflects deliberate effort to actively engage the audience. The instructor's vocabulary is appropriate for the audience, reflecting sensitivity to students' prior knowledge. The instructor provides effective examples and illustrations.

4. Active Inquiry

The instructor asks students questions and encourages student questions. The instructor uses questions to assess student knowledge and advance understanding of the material. The instructor takes time to answer challenging questions, and respectfully acknowledges questions to which he/she does not have an answer.

5. Diversity

The instructor defines new terms and uses examples from multiple perspectives to be inclusive of different theoretical perspectives and diverse cultural backgrounds. The instructor treats all students respectfully. The instructor encourages students to share their perspectives and examine other perspectives.

6. Technology

The instructor uses audiovisual aids to promote student engagement and learning.

You will want to take notes as you conduct your observation. You can choose to share these field notes with your peer – this is up to you. However, you are required to share a summary of your observation with your peer and to submit this summary to fulfill the assignment requirements. The summary should be organized around the following questions:

- What was the focus of the session and what were the primary instructional strategies and assessments employed?
- What went well in the session? Why? How might the instructor build on this?
- What could be improved or developed? How might this be achieved?
- (optional) Areas in which feedback has been invited.
- (optional) Any other observations, comments, questions and suggestions.

We also encourage you to have a conversation with the instructor whom you observe to get their reflections on the session you observed and to allow them to seek clarification on your feedback.

Evaluation

This assignment is worth 10 points in total and will be graded holistically. This means that I will evaluate your response as a whole, or for its overall quality, while considering five elements (adapted from Florida Department of Education, 2005-2013):

1. Content of the paper is appropriate (see assignment directions).
2. Focus which refers to how clearly the paper presents and maintains a main idea, theme, or unifying point and does not contain extraneous information.
3. Organization which includes structuring your essay with a clear beginning, middle, and end and articulating transitions between ideas.
4. Support which refers to the quality of the details used to explain, clarify, or define. The quality of support depends on word choice, specificity, depth, credibility, and thoroughness. Papers representing the higher end of the point scale provide fully developed examples and illustrations in which the relationship between the supporting ideas.
5. Conventions which refers to punctuation, capitalization, spelling, and variation in sentence used in the paper.

Classroom Assessment

This assignment will involve creating an assessment for a class you hope to teach one day. This assignment will allow you to apply strategies that we will discuss in class for developing quality assessments.

Directions

The format and content of any assessment should be correlated with the kinds of learning the instructor wants to assess. Thus, you will be allowed to select the format of the assessment. The most commonly selected formats will likely include:

- A quiz with fixed-response items (this would involve developing the quiz directions, at least 5 fixed response items, indicating the correct answers, and identifying how many points each item is worth)
- A brief essay assignment (this would involve creating the essay prompt, directions, and scoring rubric or checklist)
- Alternative formats are encouraged but please discuss your ideas for alternative assessment methods with Joanna to have your ideas approved prior to developing the assessment.

In addition to submitting your assessment and grading criteria, you are also asked to submit a brief paragraph that identifies the learning outcome(s) that are being assessed (you might want to consider a test blueprint especially if you are assessing multiple learning outcomes) as well as why the format you selected is appropriate for the learning outcome(s).

Evaluation

This assignment is worth 10 points in total. You will be evaluated upon the following criteria:

- (2 points) The assessment aligns with the stated learning outcomes.
- (2 points) The instructions are clear. The layout of the assessment directions and/or the assessment is easy to follow.
- (2 points) The assessment encourages higher-order thinking (as opposed to exclusively measuring recall and understanding). When recall and understanding are tested, it is not based on trivial facts or information.
- (4 points) The guidelines (provided during class instruction) for writing selected-response and/or constructed-response items are followed.

Teaching Philosophy Statement

Develop the first draft of your teaching philosophy statement. This webpage will assist you in developing your teaching philosophy statement: <http://ctl.utexas.edu/preparing/node/57>. Your statement should be no longer than 600 words.

Evaluation

The teaching philosophy statement is worth 10 points in total and will be graded holistically. This means that I will evaluate your response as a whole, or for its overall quality, while considering six elements (adapted from Florida Department of Education, 2005-2013):

- Content of the paper is appropriate. The components of an effective teaching philosophy statement will be reviewed in class. You do not need to address all of the components but you should address a majority of them.
- Tone of the paper is appropriate. The philosophy balances the personal (informal, easily accessible language, autobiographical information, clear and practical examples) and the professional (employs appropriate terminology but not necessarily jargon).
- Organization which includes structuring your essay with a clear beginning, middle, and a strong conclusion and articulating transitions between ideas.
- Focus which refers to how clearly the paper/each paragraph presents and maintains a main idea, theme, or unifying point and does not contain extraneous information.
- Support which refers to the quality of the details used to explain, clarify, or define. The quality of support depends on word choice, specificity, depth, credibility, and thoroughness. Papers representing the higher end of the point scale provide fully developed examples and illustrations in which the relationship between the supporting ideas.
- Conventions which refers to punctuation, capitalization, spelling, and sentence structure variation.

Final Exam

You will have a final comprehensive exam that will be completed at home and submitted electronically. You are required to work independently on the final exam. The exam will include some multiple choice items and fill in the blank items. However, the exam will predominantly be comprised of essay items. More details about the exams will be provided in class and on Blackboard. The final exam is worth 10 points in total.

References

- Blackwell, R. & McLean, M. (1996). Peer Observation of Teaching and Staff Development. *Higher Education Quarterly*, 50(2).
- Florida Department of Education (2005-2013). Florida Writing Assessment Program. Retrieved from <http://www.fldoe.org/asp/fw/fwaphols.asp>
- Harwood C., & Olson, J. (1988). Peer evaluation: a component of faculty performance appraisal. *Journal of Nursing Education*, 27(8), 377-379
- Hoyt, D.P., & Howard, G.S. (1978). The evaluation of faculty development programs. *Research in Higher Education*, 8, 25-38.
- Keig, L. (2000). Formative peer review of teaching: Attitudes of faculty at liberal arts colleges toward colleague assessment. *Journal of Personnel Evaluation in Education*, 14(1), 67-87
- Keig, L. & Waggoner, M. D. (1994). Collaborative peer review. The role of faculty in improving college teaching. ASHE ERIC Higher Education Report No. 2. Washington D.C.: The George Washington University School of Education and Human Development.
- Metcalf, K. K., Ronen Hammer, M. A., & Kahlich, P. A. (1996). Alternatives to field-based experiences: The comparative effects of on-campus laboratories. *Teaching and Teacher Education*, 12, 271-283.
- The Study Group Inc. (2007). Assessing GK-12 graduate teaching fellows' presentation skills, Version 2.0.