

## EDP 398T – COLLEGE TEACHING METHODOLOGY

Summer 2015

Unique #: 75014

MTTH 9:30-12:00 SZB 444

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### INSTRUCTORS

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<b>Office Hours:</b>	T 12:00 – 1:00pm Or by appointment	M 12:00 – 1:00 pm Or by appointment

### COURSE OUTCOMES

Upon completion of this course, you will be able to:

- Compare and contrast different instructional methods
- Identify and explain common factors that influence student learning and teaching decisions
- Design your own unit of instruction (e.g., learning objectives, instructional strategies, and assessments)
- Prepare for and engage in interactive teaching in a variety of learning environments
- Critique your own as well as others' teaching
- Articulate your philosophies of teaching and evaluating students
- Apply relevant literature on college teaching towards your continuous pedagogical improvement
- Generate appropriate proactive and reactive strategies for dealing with students

### COURSE RESOURCES

**Course Canvas Website:** <http://canvas.utexas.edu>

Please check this site regularly! You will be responsible for any information posted.

#### Course Materials

- Svinicki, M., & McKeachie, W. J. (2014). McKeachie's teaching tips: Strategies, research, and theory for college and university teachers (14th ed.). Belmont, CA: Wadsworth.
- **Additional materials** will be posted on Canvas. It is your responsibility to access these materials and bring copies of whatever will be needed in class when instructed to do so.

#### Technology Requirement

We will be accessing Canvas, as well as other websites and online tools during class. If you do not have access to a laptop or tablet, let us know right away.

## ASSESSMENTS

**College Teaching Article Summary:** Select one scholarly article from either the general literature on college teaching, or specific literature on teaching in your discipline. Article may describe an innovative instructional method in your field, a theory about student motivation and/or learning, or any other educational issue of interest to you. Write a summary and reflective analysis of your chosen article, including its relevance to this class and practical usefulness for your own teaching. Upload summary and copy of the article to Canvas. (1-2 pages)

**Philosophy of Teaching:** From your past experiences as a student (and possibly a teacher) as well as from the discussions in this course, identify and explain your beliefs about the purpose of higher education, student learning, and the role of a teacher through a teaching philosophy statement. Also include your general beliefs about evaluating students. Further guidance will be provided during class. Upload to Canvas. (1-2 pages)

**Live Practice Teaching & Reflection:** Teach a 20-minute lesson in the academic content area of your choice in front of a small group of your peers. Your peers and an instructor/TA will provide written and oral constructive feedback immediately following the lesson. The lesson will be recorded for your reflective viewing. You may choose to set up a consultation with a faculty development specialist from the Center for Teaching and Learning to receive additional feedback on your recorded teaching session (more information for this optional step will be given in class). Upload a written reflective analysis of your practice teaching experience to Canvas. Include a summary of your original lesson plan, a critique of what happened, what you learned, and any modifications you would make in the future. (4-6 pages)

**Recorded Practice Teaching:** Create a brief (no longer than 5 minutes) instructional video explaining a key concept in the academic content area of your choice. The video should include audio and visual aids (e.g., slides, images, animations, sketches, etc.). The intent of this assignment is to give you practice using multimedia tools, which will contribute to future opportunities for presenting content online and providing resources to your students. Additionally, a well-designed digital resource can be a strategic asset in your professional portfolio. Further guidance will be provided in class.

**Unit Design:** Select an introductory topic in your academic area of interest and design a unit of instruction, including a calendar for at least four class meetings, unit objectives, plans for evaluation, and supplementary materials. Provide detailed lesson plans for at least two of the class meetings, including learning objectives, active learning strategies, instructional methods, and classroom assessment techniques (CATs). On the last day of class, you will share your detailed lesson plans with classmates in rotating roundtable sessions. Upload entire written unit design to Canvas.

**Class Participation:** Much of the success of this course depends on the amount of interaction that takes place during class. Individual and group participation is a vital part of learning, so part of class time each day will be spent discussing and applying the concepts you are learning. Your participation will be evaluated based on preparation for class (i.e., reading assigned materials and completing pre-class reflections) and active participation (e.g., contributions to group and whole class discussions, reviews of peers' work, and reflections on daily class topics). To help inform instructors' evaluation of participation, students will have opportunities to rate their classmates' contributions to group discussions and activities.

The following table shows how your grade will be earned in this course.

Assignment	Points possible
College Teaching Article Summary	25
Philosophy of Teaching	75
Practice Teaching	100
Recorded Practice Teaching	100
Unit Design	100
Class Participation	100
<b>Total</b>	<b>500</b>

The following chart shows how the points you earn in this class will convert to percentages, GPA, and letter grades.

Letter	4 pt system	Percentage	EDP 310 1000 pt system
A	4.00	94-100	470-500
A-	3.67	90-93	450-469
B+	3.33	87-89	435-449
B	3.00	83-86	415-434
B-	2.67	80-82	400-414
C+	2.33	77-79	385-399
C	2.00	73-76	365-384
C-	1.67	70-72	350-364
D+	1.33	67-69	335-349
D	1.00	63-66	315-334
D-	0.67	60-62	300-314
F	0.00	59 or below	299 or below

## COURSE POLICIES

If absent for the following reasons, you will be allowed to make up any work missed within one week:

1. Illness (must have a signed note from your doctor on their letterhead; generic "no excuse" form letters from University Health Services will not be accepted)
2. Critical family events (e.g., weddings or funerals)
3. Religious Holy Days

## UNIVERSITY POLICIES

### University Code of Conduct

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

### Student Honor Code

As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.

### Academic Integrity

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin. More specifically, you and other students are expected to maintain absolute integrity and a high standard of individual honor in scholastic work undertaken at the University. This is a very basic expectation that is further reinforced by the University's [Honor Code](#). At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

- acknowledge the contributions of other sources to your scholastic efforts;
- complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
- follow instructions for assignments and exams, and observe the standards of your academic discipline; and
- avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

Students who violate university rules regarding academic integrity are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the university. Policies on scholastic honesty will be strictly enforced. This includes but is not limited to: writing another student's name on an in-class activity, or otherwise taking or giving credit for work that is not one's own. This is viewed as a form of cheating by The University of Texas and will be treated as such in this class as well. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address: [http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

### Documented Disability Statement

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Division of Diversity and Community Engagement, Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or <http://ddce.utexas.edu/disability/>

### Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>

### **Campus Safety and Security**

In case of an emergency evacuation, please be aware of the following recommendations the Office of Campus Safety and Security has outlined to keep you and others safe. Additional information may be available at 512-471-5767 or <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency).

## **SUPPORT RESOURCES**

### **Canvas Support: Student Tutorials**

<http://edutech.ctl.utexas.edu/students/>

If this is your first time using Canvas as a Learning Management System, you may find these guides helpful.

### **Technology Support & Equipment Check-out (SZB 536)**

<http://www.edb.utexas.edu/education/ito/services/checkout/>

The College of Education has equipment, including laptops, available for check-out upon approved reservation. The Information Technology Office (ITO) desk is also available to help answer any basic technology questions you have.

### **Library Services - Media Lab**

<http://www.lib.utexas.edu/services/media-labs>

The Media Labs provide hardware and software to create audio, video, still and 3D animation projects. Students, faculty and staff can use the equipment on a first-come, first-served basis. Staff help is available during specified hours.