

## EDP 398T – COLLEGE TEACHING METHODOLOGY

Summer 2016

Unique #: 74570

MTTH 9:30-12:00 SZB 444

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### INSTRUCTORS

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### COURSE OUTCOMES

A student who participates in this course will gain competency in the following areas:

- **APPLIED LEARNING THEORY:** Design learning experiences according to cognitive, affective, motivational, social, and environmental factors that impact learning.
- **COURSE DESIGN:** Develop and communicate learning goals and expectations that are appropriate for the learning context, and align instructional activities and assessments with those goals.
- **LEARNING ASSESSMENT:** Develop a range of methods to assess students' learning that align with learning goals to provide formative feedback and summative evidence of learning.
- **INCLUSIVE TEACHING:** Analyze teaching methods that address the needs and experiences of diverse learners, and integrate those methods into your own teaching practice.
- **DISCIPLINARY PEDAGOGY:** Design learning experiences appropriate for your disciplinary content and context.
- **REFLECTIVE PRACTICE:** Assess and improve your own teaching through reflection, practice, and feedback from a community of teaching scholars; and reflect on, refine, and articulate your beliefs about teaching and learning and your emerging identity as teachers.

### COURSE RESOURCES

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

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

#### Course Materials

- Nilson, Linda B. (2010). *Teaching at its best: A research based resource for college instructors*, 3<sup>rd</sup> edition. San Francisco: Jossey-Bass.
- **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 & GRADING

Students will demonstrate their competency in college teaching methodology in the following ways:

		COURSE ASSESSMENTS						
		COMMON ASSESSMENTS				TRACK ASSESSMENTS		
		Hot Topic	Teaching Statement	Live Practice Teaching	Class Participation	Track A: Graphic Course Map & Course Syllabus	Track B: Recorded Practice Teaching & Lesson Plan	Tracks A & B: Reflective Analyses
COMPETENCIES	Applied Learning Theory							
	Course Design							
	Learning Assessment							
	Inclusive Teaching							
	Disciplinary Pedagogy							
	Reflective Practice							
GRADING								
Points Possible		50	100	125	75	100		50
% of Final Grade		10%	20%	25%	15%	30%		

### Common Assessments (Everyone completes these):

**Hot Topics in College Teaching:** Research and discuss an important current topic related to college teaching in an informal debate structure. All students will be responsible for researching their assigned topic and engaging an opposing side during an in-class debate on their scheduled day. More details about the topics and procedures will be provided in class.

**Teaching Statement:** 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 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 & Reflective Analysis:** Teach a 20-minute lesson in your academic content area in front of a small group of your peers. Your peers and an instructor will provide written and oral constructive feedback immediately following the lesson. The lesson will be recorded for your reflective viewing. Upload a written reflective analysis of your practice teaching experience to Canvas. Include a summary of your lesson plan, a critique of what happened, what you learned, and any future modifications you would make. (2-3 pages)

**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 assignments) and active participation (e.g., contributions to group and whole class discussions, reviews of peers' work, and reflections on class topics, etc.). To help inform instructors' evaluation of participation, students will have opportunities to rate their classmates' contributions to group discussions and activities.

**Track Assessments (Choose either Track A or B):** The track approach allows you to pursue an area of work that closely aligns with your interests or needs. You will create teaching artifacts that could be assets in a professional portfolio and used in future teaching contexts. On the last day of class, you will share your work with classmates in rotating sessions.

For each track, you will create a **Digital Learning Portfolio** that will 1) showcase the teaching artifacts you designed for your personalized track, and 2) contextualize the artifacts by reflecting on your learning experience and the design process. The learning portfolio tool will allow you to use a range of media to express your work, such as simple descriptive text, text and image files, presentation slides, hyperlinked resources, and audio and video recordings.

**Track Option A: Course Design-** Think about a course in your academic area of interest that you could teach in the future and create the following artifacts:

- **Graphic Course Map:** Design a course map that communicates the sequence and organization of the major topics of the course visually to students. This could include big ideas and the associated learning outcomes of the course, or the major topics/concepts of the course and associated activities and assignments, etc. It is designed to be a supplement, not replacement, to the course syllabus (1 page). Upload to Canvas.
- **Syllabus:** Create a course syllabus that communicates the course description, learning outcomes, course requirements and resources (e.g., textbooks, devices, etc.), and course policies (including assessment structure, grading and late work policies, and classroom expectations). Include a calendar/schedule that communicates the major course topics and how/when students will practice (formative assessment) and demonstrate (summative assessments) their learning. Upload to Canvas.

**Track Option B: Online/Hybrid Teaching -** Select a topic in your academic area of interest that you are passionate about and create the following artifacts:

- **Online/Hybrid Lesson Design:** Design a week-long online or hybrid instructional lesson around your chosen topic. If designing a hybrid experience, include online portions and one in-class session. Develop a detailed lesson plan that includes the context for how this week fits within a broader unit of instruction, learning outcomes, plans for formative assessment with feedback, and active and/or collaborative learning experiences. Template will be provided. Upload to Canvas.
- **Recorded Practice Teaching:** Create a brief (3-5 minutes) instructional video that explains a key concept within your lesson. The video must include audio and visual aids (e.g., slides, images, animations, sketches, etc.). The intent is to give you experience creating multimedia content using some basic tools that are essential for producing online resources. Further training and guidance will be provided in class.

## GRADES

The following chart shows how final grades will be assigned in this course.

Letter	4 pt system	Percentage
A	4.00	94-100
A-	3.67	90-93
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.00	63-66
D-	0.67	60-62
F	0.00	59 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.