EPY 9000--Facilitating Teaching in the College Classroom
Computer Number 81451
Fall, 2010
Leadership and Scholarship Focused on Learning and Development

Harry Dangel:	Center for Teaching and Learning, Suite 540, 10 Park Place
Phone:	404-413-2540
Email:	hdangel@gsu.edu
Office Hours:	Tuesday, 10-12 AM or by appointment
uLearn site	Link from GSU homepage http://www.gsu.edu/

Prerequisite:
Students must be enrolled in a doctoral program at Georgia State University or have the permission of the instructor.

Introduction:
This course is designed to prepare you to design, teach, and assess higher education courses in your discipline. Its design is to foster skills and knowledge which are both generic to teaching in higher education as well as providing individual options based on the signature pedagogies of your discipline and your personal skills and concerns. Current scholarship in teaching in higher education emphasizes the use of a learner-centered approach. This, coupled with the awareness that you bring a unique background and skills, is an important part of how we will organize the course.

The course is designed around the five "Big Questions" listed below. For each, I have delineated requirements. For example, developing an acceptable syllabus and documenting the effectiveness of your teaching are universally required in higher education. For others, I have specified some requirements while offering some options for you to negotiate how you will demonstrate your competence. For example, using technology to enhance student learning is becoming increasingly expected in GSU departments. We will use some of the tools of technology in conducting our classes. You may wish to meet course requirements by starting a course website using the server space allocated to all students or begin developing a uLearn (WebCT) site for a course. If you teach (or expect to teach) large classes, you may wish to explore and demonstrate some of the unique approaches that can be used with 120 lower-division students. On the other hand, if you will be teaching small classes, you will want to focus on these strategies.

Five Big Questions for this Course:
- **How does our knowledge of the research on student learning in higher education inform our teaching?**
    - o Applying research from Cognitive Psychology
    - o Addressing findings from GSU students on the National Survey of Student Engagement (NSSE)

    Requirements—demonstrate evidence of knowledge of "scholarly teaching" from disciplinary and generic through a micro-teaching class presentation and within personal philosophy statement of your teaching portfolio.

- **How do we design courses to promote student learning?**
  - Providing for the context of learning outcomes—departmental, professional organizations
  - Meeting the requirements for course syllabi—GSU Faculty Handbook
  - Incorporating the professional literature—e.g., *Understanding by Design*

  Requirements—Complete the [Teaching Goals Inventory](), [Index of Learning Styles Inventory]() and
  Develop an appropriate course syllabus (Submitted by September 14).

- **How do we engage students in course activities in ways that promote learning for all students?**
  - Implementing the seven principles for good practice in higher education
  - Understanding characteristics and prior knowledge of students
  - Developing effective lecturing/presentation skills
  - Using instructional strategies which promote deep learning/critical thinking
  - Use of technology to increase learning
  - Implementing strategies to address unique challenges of discipline/program
  - Following practices of ethical and professional practice

  Requirements-- complete the online [GSU program on sexual harassment]() which is recommended for all faculty;
  Video-record teaching a class and getting feedback on strategies used (Shared on November 23 and 30);
  Complete a micro-teaching demonstration in class (; and
  Manage class interaction on a reading assignment
  Recommended--observe and work with a faculty mentor

- **How do we assess student learning in ways that promote understanding and retention.**
  - Using assessment as a learning tool
  - Developing evaluation tools which assess deep/complex learning

  Requirements—develop an assessment instrument which aligns with a learning outcome in the proposed syllabus and implement it, including a scoring rubric to assess "deep learning" (Due on October 12).

- **How do we document our effectiveness as instructors and learn from our efforts?**
  - Implementing the formative assessment strategies which permit instructional adjustments to promote learning
  - Documenting the achievements of our students in order to document our own effectiveness
  - Developing a personal plan of improvement which might include disciplinary conferences on teaching and learning, journals and books which can inform our work.

Requirement—prepare a professional teaching portfolio that contains a personal teaching philosophy and documents teaching current accomplishments and plans for future documentation. (Framework due on October 26)

Objectives/Outcomes: Students will:
1. Prepare a syllabus appropriate for a college course.
2. Successfully complete the GSU online program on sexual harassment.
3. Complete and discuss the advantages/disadvantages of the Teaching Goals Inventory and Index of Learning Styles Inventory.
4. Students will demonstrate teaching skills (engaging others in learning) through a micro-teaching lesson on a research article on teaching in their discipline and managing an engagement on a reading .
5. Students will also demonstrate teaching skills by making a video copy of their teaching a class and sharing it with classmates.
6. Students will demonstrate assessment skills by preparing an assessment for an requirement in the syllabus they develop.
7. Students will prepare the framework of a teaching portfolio.

Grading Policy

Students will earn a grade of S (satisfactory) or U (unsatisfactory) in this course. To earn a grade of S, students must complete each of the requirements of the course. Some requirements may have to be revised multiple times before they are considered complete. Assignments will be returned a week after they are submitted. Please be mindful of turn-around time for all assignments and revisions, especially when submitting revisions late in the semester. For examples, if you submit revisions on April 23rd and they are not accepted, you will not have an opportunity to make additional revisions before the end of the semester and therefore will not complete the course.

Text

Bain, K. (2004). *What the best college teachers do.* Cambridge, MA: Harvard University Press.

Richlin, L. (2006). Blueprint for learning: Creating college courses to facilitate, assess, and document learning. Sterling, VA: Stylus Publishing.

Center for Teaching and Learning website at:
http://education.gsu.edu/ctl/Teaching_at_GSU/index.htm

Students with Disabilities

Students with disabilities requiring accommodations must be registered with the Office of Disability Services before an instructor can modify instruction or expectations. The Office of Disability Services may be contacted at 404-651-1487 (TDD 404-463-9048). Any student with a disability who may require special accommodations is requested to make an appointment with the instructor at the beginning of the semester.

Students must self-identify so that arrangements can be made according to University policy.

Attendance Policy
  This course will follow the Policy on Class Attendance in the *College of Education Graduate Bulletin*. Students are strongly encouraged to attend every class as most of the learning in this class occurs through discussion and reflection during class. If a student misses more than 3 classes, the student will be administratively withdrawn from the course.
  If any classes are missed, students need to find out from classmates what they missed. Students will arrange with classmates to get copies of any handouts that were distributed when students were not in class. If students know they will be absent it is best to ask a classmate in advance to get any handouts that are distributed. Handouts will not be available after the class period in which they are distributed.

Email Correspondence
  Students are required to activate their GSU e-mail addressees and regularly check or forward their mail to a personal account. The University sanctions student e-mail accounts as the official method of contact and will use your student e-mail account for any University-related notifications. In addition, University policy requires that instructors use these accounts to contact groups of students.

Policy on Disruptive Behavior
  The EPSE Department places significant emphasis on academic performance as well as a student's suitability for responsible participation in his/her chosen professional field. To meet this obligation, the Department continuously monitors and evaluates students' academic and non-academic behaviors in classes and field-based experiences. Professional behavior is expected of all students and includes issues of conduct and academic honesty as described in the *College of Education Bulletin*. Students are required to follow the policies stated in the *Bulletin* including those related to cheating, academic honesty, unauthorized collaboration, multiple submissions and plagiarism. Violations of academic honesty are taken seriously and action will be initiated.
  Professional behavior also includes appropriately interacting with instructors and other students. According to the *Disruptive Student Conduct in the Classroom or Other Learning Environment Policy* approved by the University Senate (4-24-03), "*Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on and off-campus locations), which disrupts the educational process. Disruptive class* behavior for this purpose is defined by the instructor. Such behavior includes, but is not limited to, verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls or pages during class, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances, and persisting in disruptive personal conversations with other class members. For purposes of this policy, it may also be considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the instructor outside of class.*

* For the purposes of this document, the word "class" is defined as one specific meeting of students and professor while the word "course" refers to the entire section.

A student who demonstrates disruptive or unprofessional behavior will be given written notification that the behavior was inappropriate. In addition to documenting the incident, the written notification will inform the student of his/her options related to the documentation. In addition to providing the student with a copy of the written documentation, the instructor will place a copy in the student's file. Any subsequent documentation of disruptive or unprofessional behavior will result in the student being withdrawn from the course with a grade of "F" and withdrawn from the program. If, when placing a copy of the written notification in the student's file, the instructor notes that there is already documentation of a previous instance of disruptive or unprofessional behavior, the student will be withdrawn from the course with a grade of "F" and withdrawn from the program. In those cases, as well as instances which may warrant immediate removal from the course and program, withdrawal will occur as per the *Disruptive Student Conduct in the Classroom or Other Learning Environment Policy*. The policy requires that the instructor submit a completed Disruptive Student Withdrawal form to the department chair, who then notifies the student in writing and provides a copy of the *Disruptive Student Conduct in the Classroom or Other Learning Environment Policy*, which includes a description of the appeals process. Students may appeal the action according to the guidelines provided in the University policy.

Policy on a Grade of Incomplete

The grade of "I" (Incomplete) may be given to a student who for nonacademic reasons beyond his or her control is unable to meet the full requirements of a course. In order to qualify for an "I," a student must: (a) have completed most of the major assignments of the course (generally all but one) and (b) be passing the course (aside from the assignments not completed) in the judgment of the instructor.

When a student has a nonacademic reason for not completing one or more of the assignments for a course (including examinations) and wishes to receive an "I" for the course, it is the student's responsibility to inform the instructor in person or in writing of the reason.

The grade of "I" is awarded at the discretion of the instructor and is not the prerogative of the student. Conditions to be met for removing an "I" are established by the instructor. For further information on this policy for a grade of incomplete, please refer to the *Georgia State University Catalog.*

Students who complete this course are welcomed and encouraged to meet with me throughout their teaching experiences at Georgia State. I will be happy to meet with you as you prepare to teach courses, any time during the teaching of a course, and/or at the completion of a course. If you have questions about preparing your course, please come and see me. Once you begin teaching, if you have concerns, I will be happy to help you by offering suggestions, coming to observe your teaching, video taping your teaching, etc. Once you finish teaching a course, please come and discuss any issues you would like—what went well, what you will change next time, etc. If, when you get your course evaluations, you would like to share them with me,

I will be happy to meet with you. Once you have completed this course I will remain a teaching resource to you throughout your teaching experiences at Georgia State.

Tentative Course Schedule EPY 9000

Class	Topic	Assignment to be completed before class
Aug. 24	Introduction to course, defining good teaching, designing the course and requirements	Knowledge Survey
Aug. 31	Student learning, leading discussions, preparing a Syllabus, Teaching Goals Inventory (TGI)	Bain Chapters 1-2 Richlin, pp. 25-44
Sep. 7	Sharing, critiquing, & editing syllabi Teaching strategies—lecture & discussion	Bain Chapter 3 Richlin pp. 3-21
Sep. 14	Teaching strategies continued, Learning Styles Inventory	Bain Chapter 4 Richlin pp. 62-82 **Syllabus Due**
Sep. 21	Teaching strategies continued Teaching large classes	Bain Chapter 5 Richlin 45-61 Micro-teaching
Sep 28	Assessment	Bain Chapter 6 Richlin pp. 85-100
Oct. 5	Sharing, critiquing, & editing assessments Testing and counseling services	Bain Chapter 7 & Epilogue
Oct. 8	**Last day to withdraw and receive a W**	
Oct. 12	Introduction to portfolio Legal and Ethical Issues	Richlin 101-109 **Assessment draft due**
Oct. 19	Sharing, critiquing, & editing portfolios Motivation and Cultural Diversity	Design portfolio
Oct. 26	Technology in education—ITC	**Portfolio draft due**
Nov. 2	Legal and ethical issues—Kerry Heyward Dealing with students	
Nov. 9	Mini-Lesson using v-class (Scholarly Teaching)	**Final syllabi & assessment due**
Nov. 16	**Sharing & critiquing lessons**	**Critique of Teaching Video Due Portfolio revisions due**
Nov. 23	**Thanksgiving Vacation**	
Nov. 30	**Sharing & critiquing lessons**	
Dec. 7	If necessary to finish sharing & critiquing lessons	

The course syllabus provides a general plan for the course; deviations may be necessary.

Rubric for Evaluating Syllabi

Content	Beginning Status	Meets Some Requirements	Satisfies Requirements	Beyond Requirements
Course Information: course #, title, computer #, semester, prerequisites	Multiple pieces of course information are missing	Minor course information is missing or needs clarification	All required information is included and clearly organized and presented	Unusually effective presentation of course information
Contact Information: name, office location, phone number, email address, office hours	Multiple pieces of contact information are missing	Minor contact information is missing or needs clarification	All required information is included and clearly organized and presented	Unusually effective presentation of contact information
Student Learning Outcomes: In terms of student behavior, active verbs, appropriate learning levels, content and conditions	Learning outcomes lack one or more of the required components or are too few to cover the course content	Outcomes contain all components may lack clear description of students behavior or be limited in content, skills, or learning level	Outcomes contain required components, cover course content, and address deep learning and application of skills	Outcomes are unusually effective in addressing deep learning, and application of content and skills
Requirements/Assignments instructions for completing each assignment, handling of late assignments,	Assignments address some, but not all learning outcomes	Assignments and outcomes are aligned but assignments may lack frequency, relevance or authenticity	All outcomes are aligned with multiple relevant and authentic assignments and requirements	Requirements & assignments are unusually effective in promoting student learning and retention
Grading: Rubrics for grading, how grades will be determined, whether & how participation and/or attendance count towards the grade,	Connections between outcomes, assignments & grading lacking or unclear, e.g., rubrics are missing	Minor confusion or lack of clarity about defining student performance on rubrics or computation of grades	All rubrics and grading information are complete and appropriate.	Unusually effective and clear rubrics and description of grading policies, e.g., defining how participation points are determined
Attendance Policy: reference official policy	Attendance statement is missing	Statement present but needs to be clarified	Statement is present and clear	Unusually effective framing or rationale for attendance policy
Students with Disabilities Statement	Statement on students with disabilities is missing	Statement present but needs to be clarified	Statement is present and clear	Unusually effective framing addressing issues related to disabilities
Academic Honesty Statement	Academic honesty statement is missing	Statement present but needs to be clarified	Statement is present and clear	Unusually effective framing of the statement, e.g., elaboration of plagiarism
Course Schedule: Due dates in bold on course schedule	Schedule incomplete or inaccurate	Minor error or missing information on schedule	All information on schedule is complete and accurate	Unusually effective in communicating schedule
The course syllabus provides a general plan for the course; deviations may be necessary	Statement is missing	Statement present but needs to be clarified	Statement is present and clear	Unusually effective framing of the statement