**AUBURN UNIVERSITY SYLLABUS**

**Course Number:** HIED 8510

**Course Title: Seminar in College Teaching**

**Credit Hours:** 3 Semester Hours

**Prerequisites:** Graduate Student Status

**Corequisites:** None

**Instructor:** Laura Parson, Ph.D., Assistant Professor, EFLT (Administration of Higher Education), 4086 Haley Center; Office hours Tuesday & Thursday 2:30-4:30 or by appointment.

Class Location: 1454 Haley Center

 Email: ljp0010@auburn.edu, Phone: 334-844-3592,

**Day and Time:** Thursdays, 5:00-7:50 PM

COURSE DESCRIPTION:

This course provides an overview of the major issues in higher education and methods of instruction in college teaching through the use of experiential learning, discussion, lecture, group and collaborative activities, readings, case studies, e-mail dialogue, student interaction, guest instructor presentations and reflective writing. Participants will experience active learning, develop their critical thinking skills about teaching, prepare a teaching philosophy, and practice teaching techniques. Teaching and learning issues are reviewed in depth. Contextual issues affecting teaching and learning are also discussed.

RATIONALE:

Postgraduate instruction appropriately focuses on the development of advanced subject specialty skills, research experiences, and the methods and habits of thought in the discipline. Many graduate students aspire to careers as faculty in higher education but never receive training for the principal task they will face: teaching college classes. The rationale for this course is that knowledge of the complexities of college teaching will establish a foundation upon which students can build a repertoire of college teaching skills. Completion of this course may provide a competitive advantage during your future search for an academic position. This course also satisfies one of the requirements for Auburn University’s graduate Certificate in College/University Teaching.

REQUIRED TEXTS:

• Svinicki, M., & McKeachie, W. J. 2014. *McKeachie’s Teaching Tips: Strategies, research, and theory for college and university teachers (14th Edition).* Belmonte, CA: Wadsworth, Cengage Learning.

• Lang, J. M. (2016). *Small Teaching: Everyday Lessons From the Science of Learning.* San Francisco, CA: Jossey-Bass.

Additional articles will be assigned and posted on Canvas.

COURSE OBJECTIVES:

As a result of this course, students will:

1. Apply educational concepts and theories to a personal philosophy of education
2. Develop instructional plans (e.g., syllabi, lesson plans, assessment) that are aligned with institutional, program, and course goals
3. Express teaching goals and apply them to learning objectives
4. Recommend learner-centered instructional methods appropriate for course content, context, and learners
5. Demonstrate instructional strategies and assessment techniques that support student-centered learning including Engaged lecturing; Discussion; Problem-based learning; Team-based learning; Case studies; Service-learning; Just-in-time teaching; Web-based computer-aided personalized instruction; and On-line teaching

COURSE REQUIREMENTS:

Since the process of understanding, designing and developing instruction is reflective and requires constant referral to a range of literature and related sources, it is not an activity that depends on instant recall of factual information, even though such skill can be developed through extended practice. For that reason, objective tests of knowledge will not be employed as part of the assessment process for this course. This puts additional emphasis on the quality of other course requirements as measures of performance.

* **Class Attendance/Participation:** Effective learning requires students' enthusiastic participation in a variety of activities and the exercises assigned throughout the semester are to provide experiences to enhance learning in different ways. One of the most effective means of engaging students in understanding material is through discussions. Students will be required to both lead topics and contribute to discussion topics led by other students. Second, you will be required to participate in five microteachings throughout the semester where you will practice the teaching methods we are reviewing. Third, you will be asked to review and provide constructive feedback on your peer’s work, including their teaching philosophy, lesson plans, and syllabus assignment.

 *Course Objectives: 1, 2, 3, 4, 5*

* **Statement of Teaching and Learning Philosophy (15 points):** Prepare a 1-2 page written statement concerning your personal philosophy or beliefs about teaching and learning. The paper should clearly state your approach to and goals in teaching. Consider the following question prompts (and not an all inclusive set of questions you must answer) as you craft your teaching philosophy statement:
* What do you believe about teaching?
* What do you believe or know about how learning occurs?
* What do you try to accomplish in your teaching;
* How do you attempt to reach different types of learners in your teaching;
* How do you motivate students to learn?

 First draft due September 21, 2017. Final Draft Due November 9, 2017.

 *Course Objective: 1*

* **Teaching Method Lesson Plan & Presentation** (Group; 20 points): In groups of 2-3, you will develop and present a lesson on an instructional method (chosen in the first week of class) using the instructional method you are teaching. Your lesson should not exceed an hour of instructional time, including a final summative assessment. Two weeks before you present your lesson, your lesson plan is due to the instructor which must include lesson objectives, lesson steps, and assessment details (at the very least). All members of the group must participate in the presentation of the lesson.

Due date varies according to group and presentation date.

 *Course Objectives: 3, 4*

* **Syllabus & Reflection (35 points):** Create a comprehensive syllabus for a course that you hope to develop and/or to teach in the future. This course should be related to your current teaching assignments or expertise in your academic discipline. Please consider this an opportunity to be creative. Syllabi are social constructions and often understood agreements between a faculty and a student. The significance of this assignment is for you to think through the issues of how you would develop and construct a new course, write learning objectives, and how you might create a syllabus to maximize and enhance student learning. Your syllabus must be prepared for a minimum of 8 weeks of direct instruction and should provide learners with enough information to be successful in your course. In addition to your syllabus, you must submit a reflective narrative with your syllabus, (the narrative is not to exceed 5-pages), which should provide a rationale for the construction of your syllabus (i.e., why did you construct your syllabus as written? How does your syllabus reflect your personal philosophy of teaching?) Describe any issues or challenges you encountered in building your course and syllabus and how you resolved them, as well as what literature was used to create the constriction of your syllabus. You should assume you have full control of the course and design of your syllabus.

Due: December 7, 2017

 *Course Objectives: 2, 4, 5*

* **Teaching “Toolbox” (10 points):** Using a technical tool of their choosing (blog, wiki, etc) each student will be responsible for creating a “toolbox” of resources to use in their teaching practice. Due at the end of the semester, students will add to their toolbox through the semester as their identify methods, resources, and tools that would like to use. Each tool should be accompanied by a description and a quick description of how and when it can be used. Be creative, but most important, create something you will actually use.

Due: November 30, 3017

 Course Objective: 4

GRADING:

Participation (including 5 microteachings) 20 points

Teaching “Toolbox” 10 points

Statement of Teaching and Learning Philosophy 15 points

Teaching Method Lesson Plan & Presentation 20 points

Syllabus & Reflection 35 points

 **100 points**

The following grade scale will be used:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 or below

ADA STATEMENT:

If you have special needs as addressed by the American with Disabilities Act (ADA) and need assistance, please immediately notify the Program for Students with Disabilities (844-2096) or me. Reasonable efforts will be made to accommodate your special needs.

ACADEMIC HONESTY:

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is

dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When

in doubt about plagiarism, paraphrasing, quoting or collaboration, consult the course instructor.

CIVILITY STATEMENT:

Because this class needs to be a participatory community if students are to fulfill their potential for learning, people who disrupt the community by their words or actions (rude, sarcastic, obscene or disrespectful speech or disruptive behavior) will be removed from class. In order to achieve our educational goals and to encourage the expression, testing, understanding and creation of a variety of ideas and opinions, respect must be shown to everyone.

**Revised 8/7/2017 ljp**