**ADED 7050 – D01 - Methods of Teaching - Syllabus**

**Fall 2023**

**Educational Foundations Leadership and Technology**

**College of Education**

**Instructor: Dr. Jane B. Teel**

**Office:** 3006 Haley Center

**Email:** teeljan@auburn.edu

**Office Hours:** **Monday 2:00-4:00pm**

 **Wednesday 11:00am-12:00n00n**

*Most other days and times by appointment. Please email* *teeljan@auburn.edu* *to schedule an appointment in person, by phone or Zoom.*

**Credit Hours:** 3 Semester hours

**Required Text: No required textbook.**

 **All readings will be posted in the Modules section of Canvas.**

**Course Description (What is this course about?)**

This course establishes a foundation for the significance of instructional design in an educational environment. This means that we will address the understanding and facilitation of adult learning and an array of methods and techniques of teaching to promote learning. We will examine the characteristics of a “good” teacher and the process of developing a teaching style. In addition, we will work on the identification of philosophical orientation to instruction, information and approaches for designing instruction, description of a variety of teaching methods and techniques, and delivery style for effective teaching.

By choosing this course, you are indicating an interest in educating others either in an academic setting or a workplace environment. The value of this class is that you will explore and practice a variety of instructional activities that you will utilize to teach, train, or facilitate in an organized learning setting. The instructional activities were chosen because they are most relevant to the skills you need to be successful as a teacher, trainer, and course developer. This course should help you in your ability to present information in public and to explain and clarify information in a workplace environment. Understanding a variety of teaching methods provides ways to explain information and inform people.

There are no prerequisites or co-requisites for this course.

**What is the overall learning goal?**

My overall learning goal is for you to develop into a great teacher/trainer in the classroom or the workplace! A good instructor balances the technical with the creative parts of teaching while recognizing that every teaching situation is different. My desire is that you learn more about adult learners, teaching and research strategies, instructional design, communication skills, and how to critically reflect.

**Course Objectives: Keep Reading! These are Important!**

At the end of this course you should be able to:

 *Foundational Knowledge (FK)*

Evaluate principles of teaching and learning.

Evaluate effective teaching behaviors.

Describe the relationship between the learning process and the problem-solving approach to teaching.

Describe how learning styles affect individuals teaching styles.

Develop learning objectives for units of instruction.

Demonstrate knowledge of a variety of instructional strategies

Organize, allocate, and manage resources of time, space, and activities through lesson plan design.

 *Application (APP)*

Research an instructional techniques or course design format.

Prepare and deliver an explanation of one skill/concept related to your career.

Develop an instructional strategy that utilizes the most effective teaching technique for the topic.

Develop an evaluation strategy that assesses the student’s learning based on the learner outcomes.

 *Integration (INT)*

Analyze and synthesize teaching techniques used in instructional settings.

 *Human Dimension (HD)*

Create an environment conducive to learning.

Select and incorporate teaching strategies into your teaching style that will reach a culturally diverse group of learners.

 *Caring (C)*

Synthesize new principles of thought about instructional settings that are different from previously held assumptions.

 *Learning How to Learn (LHL)*

Understand what you need/want to learn and develop a plan for learning.

These objectives were developed with idea that you will be able to implement them now and in your future teaching and training settings in the classroom or workplace.

**Assessment Activities:** **(Or how will I earn a grade?)**

(A detailed assignment sheet is posted in Canvas for each assignment.)

**Philosophy of Teaching Paper**

 *Develop a 1 to 2-page paper explaining your philosophy of teaching. Your paper should include teaching strategies and methods that help others understand who you are in a teaching or training session. It is important to make your statement unique and memorable, including what sets you a part from others.*

**Discussion Posts and Responses**

 *Participate in online discussion posts and responses via Canvas. Students will be divided into groups for some discussion to encourage more interaction.) The framework for discussion will follow Bloom’s taxonomy. Each discussion question will move up Bloom’s levels starting with questions that encourage understanding and knowledge, then to comprehension, to application, and finally to synthesis and evaluation. Hopefully, this format will add variety to your reading, summary, and posts.*

**Instructional/Lesson Plan**

 *Design an instructional/lesson plan appropriate for a 90-minute session of a topic you have previously taught or would like to teach in the future. The lesson plan should include instructional goals/objectives/proficiencies, teaching techniques and strategies, equipment, materials, evaluation, etc.*

**Research Summary Paper of Teaching Method or Instructional Technique** (mini-literature review)

 *Research and write a 6-8 page (not including reference page/s) research review paper on a topic selected from a provided list of methods of teaching, instructional technique, teaching materials, or course design formats. The purpose of this work is to summarize existing research in an area of study, to build knowledge related to the topic, to synthesize previous research around key themes or issues, and to provide a foundation of effectiveness of the designated method or course design format.*

**Recorded Research Review Summary Presentation**

 *Prepare and record an 8-10 minute presentation summarizing the research that you included in your review of research paper and create computer-generated graphics (PowerPoint, Google Slides, Canva, etc.) to use along with your presentation.*

 *The purpose of this presentation is to provide your peers with more information about a topic related to the teaching method, instructional technique, teaching materials, or course design format and to receive peer feedback. In addition, even if you are not interested in an academic career of teaching, this experience should help you in your ability to present information in public and to explain and clarify information in a workplace environment. Understanding a variety of teaching methods provides ways to explain information and train people.*

**Peer Review of Presentations**

 *Each student will provide a peer review of a designated number of presentations.*

**Presentation Review and Reflection**

*Watch the Panopto recording of your Research Presentation and submit a written evaluation of your presentation and reflection on the experience.*

**Summary of Assignments**

|  |  |  |  |
| --- | --- | --- | --- |
| Description | Type of Assignment | Points | Due Dates |
| Discussion Post and Response #1Discussion Post and Response #2Discussion Post and Response #3Discussion Post and Response #4Discussion Post and Response #5 | **Written & self-reflection** |  **10** **10** **10** **10** **10**  |  **August 22** **August 29** **September 5** **September 26**  **October 3** |
| Philosophy of Teaching Paper | **Written & self-reflection** |  **75** |  **September 19**  |
| Instructional/Lesson Plan | **Written plan**  |  **80** |  **October 10** |
| Research Review Summary Paper | **Written component** |  **150** |  **October 24** |
| Recorded Research Review Summary Presentation & Computer-generated slides | **Oral & Written Component** |  **100** | **November 14** |
| Peer Review of Presentations | **Analysis** |  **30** | **December 1**  |
| Presentation Review and Reflection  | **Analysis** |  **25** | **December 1**  |

**Grading Scale:**

**A = 90-100%**

**B = 80-89.9%**

**C = 70-69.9%**

**D = 60-69.9%**

**F = 59.9% and below**

**What are the Course Policies?**

A. Students are expected to check Canvas every week and participate in all online exercises. Please know that this course requires regular participation on a weekly basis. **This is not a self-paced course.** Should a student be unable to complete a weekly assignment on Canvas, the student should contact the course instructor immediately before missing the assignment.

B. Assignment Submission: All due dates for assignments will be announced well in advance. Makeup of missed work will be allowed with no point deductions for excused absences only. Written documentation is required for an absence to be excused. Please refer to the Auburn University Student Policy eHandbook <http://www.auburn.edu/student_info/student_policies> for guidelines on "Academic Regulations." Make-up of missed work must be scheduled within 7 days of the missed due date.

Late assignments will be accepted within one week (7 days) of due date for unexcused absences; however, 25% of the possible points will be deducted prior to grading. No assignments will be accepted more than 7 days after due date unless approved by instructor prior to the missed assignment.

C. Students are responsible for initiating arrangements for missed work.

D. All work is expected to be original and creative. Plagiarism and other forms of dishonesty will not be tolerated. The Department of Educational Foundations, Leadership, and Technology follow the guidelines for "Academic Regulations" as described in the Student Policy eHandbook found at [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) . You are responsible for knowing and adhering to those guidelines. Also, please refer to the following guidelines: <http://www.auburn.edu/academic/provost/academicHonestyStudents>

E. Papers, presentations, projects, or any other assignments previously submitted for credit in another course will not be accepted in this course. If previously submitted work is submitted, a grade of zero will be awarded to the assignment. I encourage continuing research in specialized areas of student interest. However, if you plan to continue research begun in a previous course, you must submit the original project to me for my review prior to continuing with that topic in this class.

F. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

G. Justification for Graduate Credit: Following the course requirements, participants are required to independently research topics related to methods of teaching adult learners. All assignments are designed to enhance the participants’ knowledge of instructional design for effective teaching of adults. Participants in this class must have an advanced knowledge level of learning. And participants should learn more about adult learners, teaching and research strategies, instructional design, communication skills, and how to self-reflect.

**What about the Course Philosophy?**

A variety of teaching techniques and strategies are employed in the instruction of this distance course. The principal methods to be used include, but may not be limited to recorded lectures, online discussion, interactive experiences, videos, visual aids, and peer teaching via recording.

This is a professional education course in adult education. All students are considered adults and are expected to not only study but also practice andragogy – to take responsibility for their learning. Thus, the student is expected to contribute to the class setting by participating and by being collaborative and supportive of all members of the learning setting. Adult education is not a place for passive learning but a place to explore, take risks and grow.

**Let us help you….**

**Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with me during the first week of classes. You will not be able to use your accommodations until you meet with me.

If you have any questions about accommodations, please contact the Office of Accessibility at 1228 Haley Center, 334-844-2096 (voice/TDD) [Accommodations](https://fp.auburn.edu/disability/).

**Reply to student email:** Instructor will respond to student emails within 24 hours (excluding weekends.)

**What happens if an emergency causes disruption to normal class activities?**

Contingency Statement: If normal class activities are disrupted due to widespread illness, emergency, or a crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to the syllabus and/or course assignments will replace the original materia

**Tentative Class Schedule – Fall 2023**

**Week 1 – August 16- 22 Introduction and Review of Syllabus**

 **Teacher of Adults**

 **Understanding Adult Learners**

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**Week 2 – August 23-29 Understanding Philosophical Orientations**

 **Identifying Your Teaching Style**

**Week 3 – August 30-September 5 Research Techniques**

 **Literature Review Design**

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**Week 4 – September 6-12 Designing Instruction**

 **Developing an Instructional/Lesson Plan**

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**Week 5 – September 13-19 Teaching Techniques**

 **Active Learning Course Design**

 **Philosophy of Teaching Paper due** **September 19**

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**Week 6– September 20-26 Method of Teaching: Lecture**

 **Facilitating a Large Lecture Course**

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**Week 7 – Sept. 27-October 3 Method of Teaching: Discussion**

 **Teaching Using Creative Arts**

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**Week 8 – October 4-10 No class – AAACE**

 **No new assignments**

 **Instructional/Lesson Plan due October 10**

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**Week 9 – October 11-17 Hybrid-Flexible Course Design**

 **Asynchronous Distance Course Design**

 **Synchronous Course Delivered via Videoconferencing**

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**Week 10 – October 18-24 Presentation Technologies**

 **Communication Style for Effective Teaching**

 **Managing Communicator Anxiety**

 **Research Review Paper due** **October 24**

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**Week 11– October 25-31 Motivating Learning Environments**

 **Overcoming Resistance to Learning**

 **Creating a Positive Learning Environment**

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**Week 12 – November 1-7 Learning in Groups – Formal & Informal**

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**Week 13 – November 8-14 Research Presentation Recording due**

 **November 14**

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**Week 14 – November 15-19 & 25-28 Peer Review of Presentations**

**November 20-24 Thanksgiving Break**

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**Week 15 – Nov. 29-Dec. 1 Presentation Review and Reflection due**

 **December 1**

 **Peer Review of Presentations due December 1**

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