SEMINAR IN COLLEGE TEACHING
EDLD 8510 (3 graduate credits)
Spring Semester, 2012
Tuesday, 5:00 – 7:50 PM
3318 Haley Center

INSTRUCTOR:
>   Dr. James E. Groccia
>   Associate Professor, Educational Foundations Leadership & Technology
>   Director, Biggio Center for the Enhancement of Teaching & Learning
>   4011 RBD Library
>   Phone: (334) 844-8530   Email: groccje@auburn.edu   Fax: (334) 844-0130
>   Office Hours: By appointment

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.
>
>   The establishment of Auburn University's Biggio Center for the Enhancement of Teaching and
>   Learning in 2004, and the great number of similar faculty development and TA training
>   programs at universities across the country provide evidence of the need to provide training on
>   college teaching. Recent publications such as Ernest Boyer's *Scholarship Reconsidered* and the
>   Carnegie Commission blueprint for reinventing undergraduate education have drawn attention
>   to the need to enhance college teaching. National initiatives such as the Preparing Future
>   Faculty program have stressed scholarly teaching as an important part of the overall picture of
>   faculty professional life. 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. 2011. *McKeachie's Teaching Tips: Strategies, research, and theory for college and university teachers (13th Edition).* Belmonte, CA: Wadsworth, Cengage Learning.
- Buskist, W., & Groccia, J.E. 2011. *Evidence-based teaching, Vol. 128.* New Directions in Teaching and Learning. San Francisco: Jossey-Bass.
- Additional articles will be assigned throughout the semester and posted on Blackboard.

COURSE GOALS AND OBJECTIVES:
Through reading, assignments, and active and engaged participation in this course, you will be able to:

- Develop a framework for understanding and improving university/college teaching
- Describe the role of campus culture in teaching and learning
- Analyze one's conception of teaching and describe its impact on teaching
- Describe the development of one's professional identity as a college teacher
- Analyze the tensions that faculty face between research and teaching
- Develop long term course preparation strategies
- Implement effective first day of class teaching activities
- Design an effective and comprehensive course syllabus
- Facilitate effective discussions
- Deliver effective lectures
- Design reliable and valid learning assessment, testing and grading strategies
- Understand student cheating and plagiarism and develop effective preventative strategies
- Provide effective feedback to students
- Describe theories of motivation to learn
- Develop strategies to facilitate student motivation
- Understand the range of student diversity and develop strategies to teach culturally diverse students
- Implement effective class management techniques to deal with student problems and problem students
- Understand and be able to use a variety of active learning strategies including:
  - Engaged lecturing
  - Problem-based learning
  - Team-based learning
  - Case studies
  - Interteaching
  - Service-learning
  - Just-in-time teaching
  - Web-based computer-aided personalized instruction
  - On-line teaching
- Understand how technology impacts learning and student and faculty behaviors
- Apply active learning strategies to manage and teach large classes
- Develop effective lab courses
- Apply strategic learning principles to teach students to be self-regulated learners
- Integrate strategies to support thinking skills for students
- Teach ethically, responsibly and legally
- Develop life-long strategies to continue to grow and develop as teachers
- Develop a professional and critically reflective approach to college teaching through collegiality and dialog with fellow classmates and instructors

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: No more than 2 excused absences during the semester.

- Participation: in-class participation, timely and thorough completion of assignments, participation in course and self-assessments.
- Readings and Discussion Questions and Reflections (Journal): thoughtful and comprehensive answers to questions and/or reflections on each week's readings and classroom activities posted on Blackboard.
- Statement of Teaching and Learning Philosophy: a detailed 1-2 page description of your philosophy (the rationale for what you do [or plan to do] in the classroom based on experience, theory and evidence). A handout will be provided to assist with format.
- Syllabus: develop a syllabus for a course you would like to teach or feel that you will actually teach in the future, following the syllabus for this course and other handouts provided.

GRADING:
Class attendance……………………………………………………..10 points
Participation……………………………………………………….10 points
Reflections (at least 1 original posting and 1 response to
       someone else's posting on Blackboard each week)……...20 points
Question Responses………………………………………………30 points
Statement of Teaching Philosophy……………………………..15 points
Syllabus……………………………………………………………...15 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 12/16/11 jeg