

AUBURN UNIVERSITY SYLLABUS

Course Number: HIED 8510

Course Title: Seminar In College Teaching

Credit Hours: 3 Semester Hours

Prerequisites: Graduate Student Status

Co-Requisites: None

Instructor: Dr. S. Raj Chaudhury, Associate Director, Biggio Center

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Class Location: 2467 Haley Center

Day and Time: Thursday, 5:15-8:00 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, create a teaching proposal, and practice teaching techniques. Teaching and learning issues and the use of technology are reviewed in depth. Contextual issues affecting teaching and learning are also discussed.

RATIONALE:

Postgraduate instruction appropriately focuses on the development of advanced content matter knowledge, 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 HIED 8510 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. Publications such as Ernest Boyer's *Scholarship Reconsidered* (1990) and the Carnegie Foundation for the Advancement of Teaching's 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)*. Belmont, 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 Canvas.

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
- 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 some of the following learning strategies:
 - Engaged lecturing
 - Problem-based learning
 - Team-based learning
 - Case studies
 - 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.
- In-class Participation: Participation in class discussions, engaged learning activities.
- Readings Questions: thoughtful and comprehensive answers to readings questions
- On-Line Reflections: Weekly postings on Canvas reflecting on significant learning resulting from each week's readings and classroom activities.
- **Class Presentation:**
Proposal (10 pts): Identify a problem in teaching from your own discipline, prepare a narrative description of 4-5 pages as a grant proposal (with proposed budget) on how this problem can be addressed (provide evidence from literature in support of your argument). Your presentation will be on that proposal. During presentation, you need to model engaged methods of teaching you have learned during the course.

Budget: Ranges between \$4-5K. This can be used to pay for supplies, hire GTA, buy clickers, ipads, etc. or even to invite a consultant.

Time line of implementing your proposal (one year, 2 semesters)

Presentation (15 pts): **15** minutes + **5** min. of peer review

Example 1: Engaging students using clickers (or games) in teaching of "Parenting Class" (or your own discipline)

Example 2: Using problem- based teaching to improve learning of Pre-Calculus.

For guidelines on writing proposal see: Breeding grant proposal RFP

<http://wp.auburn.edu/biggio/programs/breeden/>

First draft due date: Feb 27 (1 page)

- Lesson Plan: a detailed lesson plan for one class in a course you would like to teach or feel that you will actually teach in the future, following the lesson plan template provided. **Due Mar. 27.**

GRADING:

Participation (including attendance)	20 points
On-Line Reflections (at least 1 original posting and 1 response to someone else's posting on Canvas each week).....	15 points
Answers to Questions	30 points
Class Presentation (15 pts) + Proposal (10 pts)	25 points
Lesson Plan	<u>10 points</u>
	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 Office of Accessibility (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.

With prior notice to the students, the Instructor reserves the right to materially modify aspects of the syllabus such as due dates, topics covered and weight of different assignments.

Revised 1/8/14