**AUBURN UNIVERSITY SYLLABUS**

**Course number:** HIED 7910 002

**Course Title:** Practicum in College Teaching

**Credit Hours:** 3 Semester Hours **Prerequisites:** Graduate Student Status **Corequisites:** None

**Instructor:** Dr. James E. Groccia, Professor, Higher Education, Department of Educational Foundations, Leadership and Technology

**Contact Information:** Office: 4084 Haley Center, 334-844-5038, groccje@auburn.edu, Office hours by appointment

**Class Location:**  Students will meet as a class at least 3 times (beginning, middle and end) during the semester.

**Day and Time:** TBA

**Course Description:**

Effective teaching, like any other skill, requires practice and the guidance of skilled faculty members. The teaching practicum provides inexperienced as well as experienced teachers the benefit of instructional expertise and mentoring of faculty within his/her own discipline. The practicum also gives future faculty the opportunity to experiment with new teaching techniques or program ideas in an environment where they can consult with others.

The teaching practicum is not an independent teaching experience. Rather it is one that provides feedback and supervision by a faculty member who oversees a "guided teaching/learning" experience. The practicum can be completed in a faculty member's course where the faculty member remains the primary instructor for the course and the graduate student assists, or in a course for which the graduate student is the primary instructor. In each case, evidence must be provided that documents in-class instruction and a range of supervisory and reflective experiences. While flexibility is allowed in meeting this requirement, it must be demonstrated that the practicum experience meets AU's academic standards for the graduate credits provided.

The teaching practicum should be designed to give the student actual teaching experience and developmental feedback. Practicum students should be involved in course planning and implementation as well as assessment of students and of the course throughout the semester. They should perform a variety of instructional roles, including at a minimum, the independent teaching of a subject unit in the course and regular classroom attendance for a semester. The supervising instructor should approve all assessment instruments developed by the practicum student.

**Practicum Objectives: At the end of this course students will be able to**

1. Design a course, or segment of a course including learning goals and objectives, instructional and assessment strategies
2. Deliver instruction to college/university students
3. Reflect on the teaching experience through development of an electronic portfolio

**Practicum Teaching Requirements**

Minimum Class Size:

The course being taught by the teaching practicum student must include at least five students. With fewer it becomes more of a tutoring experience, which is quite different from the kind of teaching done in most US colleges and universities.

Face-to Face Instruction:

The teaching practicum should include a minimum of fifteen (15) hours of face-to-face instruction. These teaching hours can be divided in many different ways from one hour/week over the course of a semester to several intense weekend workshops. While shorter teaching experiences can be useful, this minimum requirement insures that our students will be in a teaching setting long enough to have a variety of experiences and, therefore, be required to deal with a range of challenges during their practicum. The fifteen hours of instruction time does not include preparation hours.

Supervision and Observation:

Unless an exception is approved in advance by the instructor, the teaching practicum must be done under the supervision of a faculty member at AU and an AU faculty member must be the instructor of record in the practicum course in which the practicum student is enrolled.

However, an instructor at another institution of higher education can provide additional classroom observation and supervision. Students work with their supervisor to design the practicum and receive feedback on all aspects of course design, delivery and assessment.

The practicum student must be observed teaching at least three class sessions. The course supervisor(s) can conduct these observations or if unable to be present at all three, arrange for the Biggio Center or another faculty member to conduct some number of the observations. The Biggio Center, or another individual can also videotape class instruction for review and feedback by the faculty supervisor at a later date.

The practicum student should complete some form of self and course appraisal before the class observation visit. This should be the basis for a conference discussion between the student and the supervisor/observer before the class observation. This appraisal should include:

1. An overview of the class-to-date,
2. The practicum student’s overall course objectives and teaching philosophy,
3. How well the students in class are prepared and motivated,
4. The physical or environmental factors that may be influencing the class,
5. The teaching approaches being used and reasons for using them,
6. The direct purpose of the observation and particular needs or things to look for,
7. The practicum student’s goals for the class being observed,
8. Class assignments/activities and those that preceded the class.

The supervisor/observer should review the course syllabus carefully before visiting the class.

The practicum student should inform his/her class prior to class visit explaining the purpose and value of the observation and encourage students to act as natural as possible.

The class observation should last the entire class or at least 50 minutes for multi-hour class.

The supervisor/observer should use the same procedures and observation checklist for each observation (a sample observation check-list is attached to this syllabus).

The supervisor/observer should comment on student behavior as well as practicum student behavior.

Written and Verbal Feedback:

Based on the observation and pre-observation consultation, and examination of course materials, the supervisor/observer should provide written and verbal feedback to the practicum student on (as appropriate):

* 1. Mastery of course content
1. Communication skills
2. Enthusiasm
3. Clarity of instruction
4. Organization
5. Selection of course and lesson content
6. Appropriateness of course objectives
7. Appropriateness of instructional materials (e.g., readings, use of media)
8. Application of most appropriate methodology for teaching specific content areas
9. Commitment to teaching and concern for student learning
10. Student achievement based on performance on exams and projects

The supervisor/observer should prepare a detailed follow-up report and meet with the practicum student to discuss results of the observation within one week of the classroom visit.

It is recommended that the supervisor/observer provide feedback following this format:

1. Ask the practicum student to share his/her reactions and thoughts of the class.
2. Review written comments made during and after the observation
3. Start feedback with positive (strengths) and then alternate strengths and suggestions for improvement.
4. Avoid judgmental statements.
5. Discuss follow-up improvement activities.
6. Schedule additional observations as needed.

**HIED 7910 Grading Requirements:**

Class Participation (10%):

Attendance at the three class meeting is required.

Reflective Postings on Canvas (15%):

Weekly posting on canvas providing your reflections on the practicum experience.

Capstone Practicum E-Portfolio (75%):

A Practicum E-Portfolio approved by the practicum student’s supervisor should be used to document successful completion of a teaching practicum. The portfolio should contain:

* 1. An overall description of the teaching practicum
	2. A philosophy of teaching statement
	3. A copy of the syllabus
	4. A sample lesson plan
	5. Examples of student work
	6. Evaluations by students of the practicum student's teaching
	7. Pre-observation appraisal reports
	8. Supervisor/observer’s classroom observation reports

i. A reflective analysis of the observations and consultations

**Grading and Evaluation Procedures:**

Class participation……………………………………….10%

Weekly reflections……………………………………….15%

E-Portfolio……………………………………………….75%

Total……………….………………………….…………100%

The following grade scale will be used:

A = 100—90

B = 89—80

C = 79—75

D = 74—70

F = 69 or below

**Class Policy Statements:**

A. There will be three required class meetings (date and time TBA)

B. Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up the meeting, please contact me by E-mail (Groccje@auburn.edu). Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need

accommodations, make an appointment with The Program for Students with

Disabilities, 1244 Haley Center, 844-2096 (V/TT).

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

D. This class is a participatory community that values all face-to-face and electronic comments and contributions and all class members are respected.

E. Emergency Procedures: If the fire alarm sounds, calmly exit the building. Meet outside the building at the area specific by the professor and await further instructions. If a tornado warning is issued, calmly move to a designated severe weather shelter (located on the lower levels of the building). Stay in the shelter area until the warning expires. Classes are suspended for the duration of a tornado warning. For all other emergencies, follow instructions provided by AU ALERT and your professor. More information on emergency procedures is available at [www.auburn.edu/emergency](http://www.auburn.edu/emergency).

Revised 01/10/17 jeg

**Observation of Teaching Checklist1**

Name: Observer: Date:

Scale:

1 =Very Poor; needs serious substantial improvement 2 =Poor; needs much improvement

3= Good; needs a fair amount of improvement 4 = Very good; needs a little improvement

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Content and Delivery** | **1** | **2** | **3** | **4** | **5** | **N/A** | **Comments** |
| Appropriate use of time (begins and ends on time) |  |  |  |  |  |  |  |
| Provides introduction/overview of topic/daily goals |  |  |  |  |  |  |  |
| Appropriate level of presentation (Depth and breadth) |  |  |  |  |  |  |  |
| Clarity of presentation (Seems prepared; explains jargon) |  |  |  |  |  |  |  |
| Relevance of information (Stays on topic) |  |  |  |  |  |  |  |
| Knowledge (Uses citations; answers questions clearly) |  |  |  |  |  |  |  |
| Logical flow (Well organized, useful transitions) |  |  |  |  |  |  |  |
| Pace of presentation |  |  |  |  |  |  |  |
| Poses appropriate and clear questions |  |  |  |  |  |  |  |
| Repeats Students’ Questions and Comments |  |  |  |  |  |  |  |
| Use of relevant examples in presenting topic |  |  |  |  |  |  |  |
| PowerPoint (Avoids direct reading off of screen) |  |  |  |  |  |  |  |
| PowerPoint (Grammar and spelling) |  |  |  |  |  |  |  |
| PowerPoint (Clarity—Proper font size and visual clarity) |  |  |  |  |  |  |  |
| Use of Demonstration/Links to Concepts |  |  |  |  |  |  |  |
| Use of Active Learning Techniques |  |  |  |  |  |  |  |
| Handouts (Useful in understanding topic) |  |  |  |  |  |  |  |
| Provides conclusion/take home message |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Physical Presence** | **1** | **2** | **3** | **4** | **5** | **N/A** | **Comments** |
| Makes eye contact with general audience |  |  |  |  |  |  |  |
| Makes eye contact while speaking to individuals |  |  |  |  |  |  |  |
| Facial expression |  |  |  |  |  |  |  |
| Movement about room |  |  |  |  |  |  |  |
| Posture |  |  |  |  |  |  |  |
| Professional attire |  |  |  |  |  |  |  |
| Use of appropriate hand gestures |  |  |  |  |  |  |  |
| Voice—Audible |  |  |  |  |  |  |  |
| Voice—Variation in inflection and tone |  |  |  |  |  |  |  |
| Voice—Appropriate pace of speaking |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Social Presence** | **1** | **2** | **3** | **4** | **5** | **N/A** | **Comments** |
| Composure/Confidence |  |  |  |  |  |  |  |
| Reinforces student participation |  |  |  |  |  |  |  |
| Relaxed teaching style (may include sense of humor) |  |  |  |  |  |  |  |
| Engaging (Interesting and informative) |  |  |  |  |  |  |  |
| Respectful |  |  |  |  |  |  |  |
| Use of student names |  |  |  |  |  |  |  |

5 = Excellent; needs no improvement

Other Comments:

1 Developed by William Buskist, Auburn University Department of Psychology. Used by permission of author.