

USMA Master Teacher Program (MTP)

Center for Faculty Excellence

I. Program Overview

The Master Teacher Program (MTP) is a two-year faculty development program designed to help faculty develop knowledge, abilities, and skills that ultimately lead to an enhancement of cadet learning. The following quotations, taken from the first volume of the Jossey-Bass series on higher education entitled *Facilitating Faculty Development*, express well the goals of this program for participants.

By 'development,' I mean a heightening of self-awareness, an increase of autonomy, and a broadening of perspective on the world. My concern is that faculty better understand themselves and their social and organizational situation, and my hope is that such knowledge will make them better teachers, better researchers, better educators generally (Martin Freedman).

'Development' means dealing with experience in increasingly sophisticated and complex ways and being able to integrate this complexity into stable structures (Norbert Ralph).

The MTP is one of the many ways in which the Center for Faculty Excellence at the United States Military Academy aims to achieve its main purpose of enhancing cadet intellectual development by providing high quality faculty development programs.

II. Textbook and Readings

All readings and textbooks are provided for free in digital format. The texts are either in the public domain or are licensed by the USMA library. For convenience, they can all be accessed through the MTP website.

The main text is *Make It Stick* by Peter Brown, Henry Roediger, Mark McDaniel. (Harvard University Press, 2014). Other articles, from a wide variety of sources, are also required.

III. Program Requirements

1. Attendance at 16 Monthly Meetings (4 meetings per semester over 2 years)
2. 16 Reflection Papers (1 due each meeting)
3. Classroom Research Project or Literature Review (due near end of 2nd year)

1. Attendance

The discussion at our meetings should assist participants in clarifying and integrating their perceptions of the ideas in the readings and their application to instructional practice. Regular attendance at monthly meetings is a requirement for program completion. Once you are assigned to a specific section and provided with the times and dates of your meetings, please check to ensure that you will be able to attend the meetings.

If you are unable to attend your scheduled meeting in a given month, you are encouraged to join a different section for that month. To do so, please contact Dr. Evans or Dr. Finn to find a section that works for you. If you are unable to reschedule and you must miss a session, please submit the required reflection paper. Participants who miss multiple sessions may be asked to withdraw from the program. Decisions on this matter are made on a case-by case basis.

2. Reflection Papers

Reflection papers in the Master Teacher Program provide an opportunity for faculty members to reflect on pedagogical ideas and insights and then apply them to their experience of instructional practice. In preparing to write reflection papers, participants should ask themselves the following question about each reading:

- *What is its meaning for my practice?*

To arrive at an answer to that question, participants may first ask some or all of the following:

- *What in this reading matches or reinforces what I already know or believe?*
- *What challenges my ideas or surprises me?*
- *What new information interests me?*
- *What questions do the readings prompt?*
- *What other reactions do I have to this reading?*

The reflection papers should be 1-2 pages long, single-spaced. Please place your name and section (meeting hour and MTP year 1 or 2) in the header. Also, please bring two copies to the class session; one for submission and one for reference during the session.

Note: Sample reflection papers can be found on the program website.

3. Classroom Research Project and Literature Review

The two styles of MTP paper the participants may complete are: a Classroom Research Project or a Literature Review Paper. MTP papers should be generated *specifically* for the MTP. If you use the information to write a similar paper for publication or for a conference, that is acceptable. However, please do not turn in a conference or published paper as your MTP paper until you customize it to reflect the unique requirements of the MTP. Topics for the Research Paper and Literature Review must be approved by Dr. Evans or Dr. Finn.

Classroom Research Project

The capstone experience of the USMA Master Teacher Program is a Classroom Research Project and paper. According to Pat Cross, Classroom Research is "the careful, systematic, and patient study of students in the process of learning, and more specifically of how students are responding to our efforts to teach them. The task for Classroom Research is not so much to study learning in general, as to study learning in particular as it takes place -- or fails to -- for your students, in your classroom, and in your subject matter, with your particular teaching skills and preferences." The characteristics of Classroom Research

define it – at its core, it is learner-centered, teacher-directed, and context-specific. You’re going to assess an issue that matters to the learning of *your students*, based on what you see in *your classroom* and *your course*.

Classroom Research projects should focus on some aspect of your teaching or some aspect of your interaction with cadets that you think will increase learning or motivation in your class. The focus of this paper should be on your activities as a *teacher*. The focus should not be on how your course fits into your program, for example, nor on ABET evaluation of your course or program, nor on how your course is good for cadet development, etc.

Literature Review Project

Instead of a research project, participants may choose to write a literature review in which they examine a particular topic related to teaching and learning. Topics should be approved by Dr. Evans or Dr. Finn. The literature reviews should:

- be an 8-10 page (single-space) review of at least 12 articles on the approved topic. A book may be substituted for 4 articles;
- be a complete and coherent essay on the topic, as opposed to collection of individual reviews of the individual articles;
- include a short section relating the ideas in the essay to teaching at USMA.

Program Schedule: MTP YEAR ONE

#	Topic	Make It Stick	Articles
1	The Nature of Learning	Ch. 1	
2	Active Learning		<i>Active Learning Techniques vs Traditional Teaching (McCarthy, Anderson)</i> <i>Active Learning: Creating Excitement in the Classroom (Bonwell)</i> <i>Six Ways to Discourage Learning (Duncan)</i>
3	Importance of Retrieval	Ch. 2	
4	Effective Lecturing		<i>Tips for Facilitating Learning: The Lecture Deserves Some Respect (Di Leonardi)</i>
5	How to Practice	Ch. 3	
6	Feedback and CATs		<i>Classroom Assessment Techniques (Cross, Angelo)</i> <i>NTLF Classroom Assessment Techniques (NTLF)</i> <i>Find the Coaching in Criticism (Heen, Stone)</i>
7	Desirable Difficulties	Ch. 4	
8	Course Design		<i>A Self-Directed Guide to Designing Courses for Significant Learning (Fink)</i> <i>Planning Your Course (BYU Faculty Center/Fink)</i>

Program Schedule: MTP YEAR TWO

#	Topic	Make It Stick	Articles
9	Motivation		<i>Synthesis of Research on Strategies for Motivating Students to Learn (Brophy)</i>
10	Illusions of Knowledge	Ch. 5	
11	Critical Thinking		<i>Critical Thinking: Why Is It So Hard to Teach? (Willingham)</i>
12	Beyond Learning Styles	Ch. 6	
13	Teaching and Technology		<i>Have Technology and Multitasking Rewired How Students Learn? (Willingham)</i>
14	Brain Training	Ch. 7	
15	Intelligence		<i>Intelligence in the Classroom and more (Murray)</i> <i>For Whom the Bell Curve Tolls (Sternberg)</i> <i>Reframing the Mind (Willingham)</i>
16	Make It Stick	Ch. 8	