# Course Description

This weekend residency course will introduce and explore the theoretical and practical perspectives about knowledge and learning and the contexts that influence teaching and learning.

# University Learning Outcomes (ULO)

* **ULO1:**Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:**Intellectual and Practical Skills
* **ULO3:**Personal and Social Responsibility
* **ULO4:**Integrative and Applied Learning­
* **ULO5:**Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Superior communication skills capable of articulating the importance of practical application of theoretical understanding
* **PLO2:** Professional competency for teaching in higher education and educational organizations, with a commitment to understanding the individual learner and engaging them in the course of study
* **PLO3:** Critical thinking and reflection to synthesize information and develop sound arguments and reasonable solutions with moral and ethical judgment that guides teaching decisions
* **PLO4:** Proficient problem-solving skills to use data and technology to implement and assess decisions in application of course material, personal, and professional experiences

**PLO5:** Intercultural competence and knowledge to promote advocacy and activism related to the core values within the Mercy mission

# Course Learning Outcomes (CLO)

* **CLO1:** Demonstrate knowledge of learning theories.
* **CLO2:** Articulate a philosophy of teaching, including principles of teaching and learning that inform effective instructional practice.
* **CLO3:** Demonstrate teaching consistent with evidence-based practices in instruction.
* **CLO4:** Analyze sources of the Scholarship of Teaching and Learning.
* **CLO5:** Evaluate teaching practice using multiple sources of feedback

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

**Books**

**How Learning Works**

Susan Ambrose et al.

ISBN-13: 978-0470484104

ISBN-10: 0470484101

**Teaching College**

Norman Eng

ISBN-10: 0998587516

ISBN-13: 978-0998587516

**Teaching at its Best**

Linda Nilson

ISBN-10: 1119096324

ISBN-13: 978-1119096320

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Models of Learning | 50 |  |
| Discussion: Principles of Learning | 50 |  |
| **Week 2** | 0 |  |
| Discussion: Assessment and Evaluation Techniques | 50 |  |
| Sample Syllabus | 100 |  |
| Planning Your Lesson | 100 |  |
| Interactive Activity Facilitation | 200 |  |
| **Week 3** | 0 |  |
| Discussion: Teaching in Higher Ed Podcast Response | 100 |  |
| Discussion: Scholarship of Teaching and Learning (SoTL) | 50 |  |
| Teaching Philosophy Statement | 150 |  |
| Professional Development Plan for Research, Teaching, and Service | 150 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Range** |
| A | 93–100 |
| A- | 90–92 |
| B+ | 87–89 |
| B | 83–86 |
| B- | 82–80 |
| C+ | 77–79 |
| C | 73–76 |
| C- | 70–72 |
| D+ | 67–69 |
| D | 63–66 |
| D- | 60–62 |
| F | 59 |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |

# Weekly Learning Modules

|  |  |  |
| --- | --- | --- |
| **Week One: Learning Theories and Models of Teaching** | | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Analyze models of teaching and learning in the context of higher education, and reflect on the potential challenges and opportunities. | CLO1 | |
| * 1. Explain key teaching and learning concepts and relevant evidence in relation to effective university teaching. | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following textbook chapters and articles:   * *Teaching College,* Ch. 1–3 & 6 * *How Learning Works*, Ch. 1–4 & 7 * [*Models of Teaching*](https://thesecondprinciple.com/teaching-essentials/models-of-teaching/) * Teaching at its Best, Ch. 11–15 | 1.1, 1.2 |  |
| VideosWatch one or more of the following TED Talks on teaching and learning in higher education:  * [Freeman Hrabowski’s “4 Pillars of College Success in Science"](•%09https:/www.ted.com/talks/freeman_hrabowski_4_pillars_of_college_success_in_science#t-312185) * [Liz Coleman’s “Call to Reinvent Liberal Arts Education”](https://www.ted.com/talks/liz_coleman_s_call_to_reinvent_liberal_arts_education#t-286452) | 1.2 |  |

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| **Listen** to one episode of the [Teaching in Higher Ed](https://teachinginhighered.com/episodes/) podcast. | |  |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion Adobe Connect Live Discussion item options**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | |  |  |
| **More Articles**  **Read** Paul Stevens-Fulbrook’s post, [“15 Learning Theories in Education.”](https://teacherofsci.com/learning-theories-in-education/)  **View** the [“How Learning Works: 7 Research-based Principles for Smart Teaching” summary Presentation](https://www.missouristate.edu/assets/fctl/MSU_HLW_Keynote.pdf) by Dr. Michele DiPietro.  **Read** the [Deans for Impact report, “The Science of Learning.”](https://deansforimpact.org/resources/the-science-of-learning/)  **Read** [M. David Merill’s “First Principles of Instruction.”](http://www.mdavidmerrill.com/Papers/firstprinciplesbymerrill.pdf) | | 1.1 |  |
| 1.1 |  |
| 1.2 |  |
| 1.1 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Evaluating Teaching Methods**    **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * Select a teaching method (see p. 131) from *Teaching at its Best*, Ch. 11–15, and evaluate its effectiveness based on your knowledge, other research, and the text. Explain your chosen method. What is the best way to use this method? What challenges would an instructor face if implementing this strategy? Pose a question about the method to your classmates.     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 1.1, 1.2 | Discussion = **1 hour** |
| **Discussion: Principles of Learning**    **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * Select one of the principles of learning in *How Learning Works* or from *Teaching at its Best.* Connect the principle with a model found in the research or literature about learning. What does the research tell you? How have you used this model in your teaching? What worked? What do you need to improve to be more effective? What surprised you about the model or principle?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 1.1, 1.2 |  |
| **Total** |  |  |  |

# Faculty Notes

**Course Setup**

**General Questions and Discussion Forum:** This course includes a discussion forum for general questions, comments, and concerns. This forum is intended for any course-related commentary not found within a specific weekly discussion. This forum is not graded. Make sure to monitor this forum for student posts. You are encouraged to make an announcement advertising this forum and monitor and post regularly to build engagement.

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: Developing Strategies for Teaching Practice | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Demonstrate a reflective and purposeful approach to teaching.   2. Develop assessment and evaluation techniques based on sound pedagogical principles.   3. Apply key concepts to the structuring of course outlines and lesson plans to support successful student learning. | | CLO3 | |
| CLO3 | |
| CLO3, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following chapters from your textbooks:   * *Teaching College*,Ch. 4–9 * *Teaching at its Best*,Ch. 25–27   **For the Residency**   * How Learning Works, Ch. 5–7   **Listen** to one episode of the [Teaching in Higher Ed](https://teachinginhighered.com/episodes/) podcast. | | 2.1,2.2,2.3 |  |
| **Articles**  **Review** these pages as you develop your syllabus:   * [Preparing the syllabus](https://teachingcenter.wustl.edu/resources/course-design/preparing-a-syllabus/) * [Creating a syllabus](https://teachingcommons.stanford.edu/resources/course-preparation-resources/creating-syllabus) * [Course and syllabus design](http://www.washington.edu/teaching/teaching-resources/preparing-to-teach/designing-your-course-and-syllabus/) * [Policies in your syllabus](https://www.ctl.upenn.edu/preparing-syllabus) * *Johnson, C. (2006, Fall).* [*Best practices in syllabus writing: Contents of a learner-centered syllabus*](https://www.journalchiroed.com/doi/pdf/10.7899/1042-5055-20.2.139). *Journal of Chiropractic Education, 20*(2), 139–144. | | 2.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Assessment and Evaluation Techniques**    **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * To assess students, it is important to connect the learning outcomes with the teaching formats and methods for achieving those outcomes. Use the learning outcomes you have created for your sample syllabus or learning outcomes for a course you teach. Share an assessment technique with your explanation of how it effectively measures the outcome. What is the technique? Which principles does it demonstrate? What are the outcomes? How does the assessment achieve the outcome? Use evidence from the text, current research, and professional experience.     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates’ posts by 11:59 p.m. (EST) on Sunday. | | 2.2 | Discussion = **1 hour** |
| **Developing the Syllabus**  **Resource:** Syllabus Checklist  Using Ch. 4 in *Teaching College* and “Best Practices in Syllabus Writing,” create a course syllabus with your students in mind.  **Consider** the following questions:   * What do you want students to learn? * What challenges to learning are students likely to face? * How can you help students meet those challenges? * How will you be able to tell what they have learned?   **Create** a syllabus with the following sections:   * General course information * Instructor information * Course purpose * The learning environment * Schedule/course plan * How learning will be assessed * Technical, classroom, and college policies   **Submit** by Thursday 11:59 pm (EST). | | 2.3 |  |
| **Planning Your Lesson**  Prior to your residency, **select** one weekly topic from your sample syllabus for further development and discussion at the residency.  **Prepare** a lesson outline and assignment instructions, using Ch. 5–7 in *Teaching College* as a guide.  **Submit** your draft by Thursday 11:59 pm (EST). | | 2.3 |  |
| **Interactive Activity Facilitation (Residency)**  **Select** and **prepare** the facilitation of an icebreaker, team-building activity, or interactive game that explains or facilitates a topic related to course content.  **Lead** the activity, and then **debrief** the class for learning, critical thinking, and reflection using at least 3 discussion questions during the debriefing.  **Submit** 1 page with instructions, purpose, time and resources needed, and an outline for use of the activity by Thursday 11:59 pm (EST).  **Complete** an Interactive Activity Assessment, a one-page reflection of your performance, facilitation, and communication skills. Share what you have learned, what you think the class learned, how you prepared, and how the audience was engaged  **Submit** by Sunday 11:59 pm (EST). | | 2.1 |  |
| **Total** |  |  |  |

**Faculty Notes**

In the residency, we will discuss the following topics in reference to the teaching cycle:

* Managing group dynamics (*Teaching at its Best*, Ch. 15)
* Giving feedback to students (*Teaching at its Best*, Ch. 24)
* Optimizing discussions (*Teaching at its Best*, Ch. 13, and *Teaching College*, Ch. 9)
* Facilitating productive student interactions in class
* Empowering students’ success

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| --- | --- | --- | --- |
| Week Three: Developing the Teaching Philosophy | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Articulate a philosophy of teaching and the principles of teaching and learning that inform instructional practice. | | CLO3 | |
| * 1. Analyze sources of Scholarship of Teaching and Learning (SoTL). | | CLO4 | |
| * 1. Develop a plan for professional development as a faculty member in the areas of teaching, research, and service. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following chapters from your textbooks:   * *Teaching at its Best*, Ch. 28 * *Teaching College*, Ch. 10 * *How Learning Works*, Conclusion   **Search** <http://www.higheredjobs.com> for faculty positions in your discipline.  **Listen** to one episode of the [Teaching in Higher Ed](https://teachinginhighered.com/episodes/) podcast. | | 3.1, 3.3 |  |
| **Writing the Teaching Philosophy**  **Review** these resources on how to write a teaching philosophy statement:   * [Guidance Writing the Teaching Statement from Ohio State](https://ucat.osu.edu/professional-development/teaching-portfolio/philosophy/guidance/) * [Teaching Portfolio Resources from Duquesne](https://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence/academic-careers/landing-an-academic-job/teaching-portfolio/teaching-portfolio-resources) * [Teaching Statements](https://cft.vanderbilt.edu/guides-sub-pages/teaching-statements/) * [Writing a Teaching Statement for an Academic Job Search](http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no23.pdf) * [Teaching Philosophy Examples from the University of Michigan](http://www.crlt.umich.edu/tstrategies/tstpum.html) | | 3.1 |  |
| **The Scholarship of Teaching and Learning (SoTL)**  **Review** the following resources on [Practicing the Scholarship of Teaching and Learning](https://www.washington.edu/teaching/innovation/teaching-and-learning-symposium/scholarship-of-teaching-and-learning/):   * [Journals on Teaching and Learning](http://www.washington.edu/teaching/innovation/teaching-and-learning-symposium/scholarship-of-teaching-and-learning/journals-on-teaching-and-learning-research-interdisciplinary-publications/) * [Conferences on Teaching and Learning](http://www.washington.edu/teaching/innovation/teaching-and-learning-symposium/scholarship-of-teaching-and-learning/sotl-annual-conferences/)     **Review** [The Almanac](https://almanac.upenn.edu/talk-about-teaching-and-learning-archive). | | 3.2 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Teaching Goals Inventory**  **Complete** the [Teaching Goals Inventory](https://tgi.its.uiowa.edu/teachinggoals/) from the University of Iowa. | | 3.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Teaching in Higher Ed Podcast Response**    **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * Select one of the episodes of the [Teaching in Higher Ed podcast](https://teachinginhighered.com/episodes/). * Create a 2-minute audio or video response. * Reflect on the topic. * Comment based on evidence from journal articles, theoretical frameworks, learning models, and the text.   + How does the topic of the episode inform your practice of teaching? What opportunities would implementing this practice provide? What challenges do you see with implementation? How useful might the practice/topic be?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 3.2 | Discussion = **1 hour** |
| **Discussion: The Scholarship of Teaching and Learning (SoTL)**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Select a journal or conference from the list in the weekly resources. Related to that selection, find an article or workshop for further analysis. What are common topics, themes, concerns, or challenges? Choose one topic to read more about. Find an additional source about the topic. Write a 250-word response explaining the topic and assessing its value in teaching and learning. Include a reflection on its effectiveness or usefulness in your teaching.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 3.2 |  |
| **Teaching Philosophy Statement**  A teaching philosophy statement is often a part of the materials required for a faculty job search.  **Use** the sample statements as a guide.  **Develop** a 1- to 2-page teaching philosophy statement that could be used in an academic job search.  **Submit** by Sunday 11:59 pm (EST). | | 3.1 |  |
| **Professional Development Plan for Teaching, Research, and Service**  **Complete** the Faculty Development Plan document to reflect on and assess your current goals.  **Submit** by Sunday 11:59 pm (EST). | | 3.3 |  |
| **Total** |  |  |  |

# Faculty Notes

# Breakdown of Academic Instructional Equivalencies

|  |  |
| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required |  |
| Supplemental |  |
| **Week 2** |  |
| Required |  |
| Supplemental |  |
| **Week 3** |  |
| Required |  |
| Supplemental |  |
|  |  |
| **Total Required Hours** |  |
| **Total Supplemental Hours** |  |
| **Total Hours** |  |