**Proposed Syllabus  
Fundamentals of Teaching and Learning in Higher Education  
CETL 8713 (3 credits)  
(previously offered as 8803 TL)**

**Meeting Times:   
*Scheduled Lecture:*** 2 hours/week   
***Unstructured Lab:*** 3 hours/week

**Description:**

This highly interactive and practical course gives graduate students the opportunity to learn and apply principles of learner-centered teaching that are based on the research about how people learn. Individuals will also synthesize their personal experiences and the course content into a statement of teaching philosophy that can be used on the academic job market.

**Goals:**

***By the end of the course, learners will be able to…***

1. Evaluate and apply appropriate educational research literature on how students learn and research-based teaching methods.
2. Design and teach lesson plans that:
   1. Demonstrate an alignment between learning objectives, teaching/learning activities, and formative assessment methods.
   2. Include appropriate and effective learner-centered teaching methods.
   3. Include appropriate and effective formative assessments.
   4. Account for situational factors (size of class, level of students, type of course, topic, etc.).
3. Identify teaching approaches that capitalize on diversity, maintain equity, and model appropriate ethics.
4. Identify practical ideas for meeting teaching challenges found in readings and from their own and their peers’ experience.
5. Justify their pedagogical choices.
6. Reflect on, critically analyze, and evaluate their own and others' lesson plans and teaching.
7. Articulate their overarching teaching philosophy, give justification from the research literature, and give examples of their philosophy in action.

**Assessments/Assignments:**

|  |  |
| --- | --- |
| **Required Assignments/Assessments** | **Course Goals** |
| Attendance: 12 of 15 course meetings (80%) required to pass the course. | All |
| Exam: Lesson Plan and Microteaching (1 required regardless of instructor teaching the course, 2 recommended) | 1, 2 |
| Classroom Observation (1 required regardless of instructor teaching the course, up to 3 recommended) and "Report" | 3, 4, 6 |
| Teaching Philosophy Statement | 1, 3, 5, 6, 7 |
| Diversity/Equity and "Report" | 3 |
| **Required Assignment/Assessment Elements** |  |
| Peer Feedback (written and/or oral) | 4, 6 |
| Self-Assessment (written and/or oral) | 3, 4, 5, 6, 7 |
| **Examples of Optional assignments/Assessments  (By Instructor Choice)** |  |
| Participation | All |
| Regular Reflection Questions (on readings, podcasts, videos, etc.) (Recommended) | 1, 3, 4 |
| Guest Facilitation (of a week of the course) (Should be made optional, for extra credit) | 1, 2, 5 |
| Scaffolded Assignments on lesson plan elements: situational factors, learning objectives, teaching methods, formative assessments, etc. | Various |
| Assignments on various topics:  learning styles, diversity/equity, etc. | Various |

**Sample Grading Scheme:**

|  |  |
| --- | --- |
| Assignments |  |
| 40% | 10% Self-Assessments (5) |
| 5% Diversity/Equity Report |
| 5% Assignments (4) |
| 15% Peer Feedback (7) |
| 5% Classroom Observations Report |
| Exams |  |
| 60% | 50% Lesson Plan(s) and Microteaching(s) |
|  | 10% Teaching Philosophy with Evolution   Statement |
| Homework |  |
| 10% | Reflection Question Responses (10) |

**100% Total**

**Proposed Schedule**

|  |  |  |
| --- | --- | --- |
| **Week** | **Topic** | **Assignments/Assessments** |
| **1** | **Introductions & Course Overview** | * **Reflection Questions 1** |
| **2** | **Feedback & Facilitation** | * **Reflection Questions 2** * **Microteaching 1 (outside class)** * **Peer Feedback 1 (on microteaching 1)** * **Self Assessment 1 (on microteaching 1)** |
| **3** | **Learner-Centered Teaching I** | * **Reflection Questions 3** * **Microteaching 1 (outside class) with Peer Feedback 1 & Self Assessment 1 (con't)** |
| **4** | **Learner-Centered Teaching II** | * **Reflection Questions 4** * **HW1: Situational Factors & Lesson Objectives** |
| **5** | **Integrated Lesson Planning & Learning Objectives** | * **Reflection Questions 5** * **Peer Feedback 2 (on HW1)** * **Class Observations (outside class)** |
| **6** | **Teaching Methods I** | * **Reflection Questions 6** * **Class Observations (outside class)** |
| **7** | **Teaching Methods II** | * **Reflection Questions 7** * **HW 2: Teaching Methods** * **Class Observations Report** |
| **8** | **Formative Assessments** | * **Reflection Questions 8** * **Peer Feedback 3 (on HW2)** * **HW 3: Classroom Assessment Technique** * **Lesson Plan 1 (draft)** |
| **9** | **Diversity and Equity** | * **Reflection Questions 9** * **Peer Feedback 4 (on lesson plan 1 draft)** * **Self Assessment 2 (on lesson plan 1 draft)** * **Diversity and Equity Report** |
| **10** | **Learning Styles** | * **HW4: Learning Styles** * **Lesson Plan 1 (Final)** |
| **11** | **Microteaching 2** | * **Reflection Questions 10** * **Peer feedback 5 (on microteaching 2)** * **Self-Assessment 3 (on microteaching 2)** |
| **12** | **Teaching Philosophies I** | * **Lesson Plan 2 (Drafts)** * **Self-Assessment 4 (on lesson plan 2 draft)** |
| **13** | **Lesson Plans 2** | * **Peer Feedback 6 (on lesson plan 2 draft)** * **Teaching Philosophy (draft) with Self-Assessment 5** |
| **14** | **Teaching Philosophies II** | * **Peer Feedback 7 on Teaching Philosophy (draft)** * **HW5: Review Preparation** |
| **15** | **Dead Week - Review** |  |
| **Final** | **Final** | * **Teaching Philosophy Final** * **Lesson Plan 2 Final** |

**Sample Readings**

**NOTE: These are tentative and subject to change based on the flow of the course, the interest of the students in the course, and current events/publications.**

**Feedback and Facilitation**

* Brockbank and McGill, Ch 10, “Facilitation in Practice, Basic Skills,” pgs. 227 - 233 AND 240 – 250
  + Brockbank, Anne, and Ian McGill. “Facilitation in Practice, Basic Skills.” In *Facilitating Reflective Learning In Higher Education,* 227-233 and 240-250. Maidenhead: Open University Press, 2007.
* Nilson, Ch. 15 “Leading Effective Discussions”
  + Nilson, Linda Burzotta. “Leading Effective Discussions.” In *Teaching At Its Best: a Research-based Resource for College Instructors,* 105-112. San Francisco: Jossey-Bass, 2003.
* Nilson, “Ch. 16 Questioning Techniques for Discussion and Assessment”
  + Nilson, Linda Burzotta. “Questioning Techniques for Discussion and Assessment.” In *Teaching At Its Best: a Research-based Resource for College Instructors,* 113-118. San Francisco: Jossey-Bass, 2003.
* Davidson and Ambrose, Ch. 3, “Conducting Discussions,” pgs. 35 - 51
  + Davidson, Clifford I, and Susan A. Ambrose. “Conducting Discussions.” In *The New Professor's Handbook: a Guide to Teaching And Research In Engineering And Science,* 35-51. Bolton, MA: Anker Publishing, 1994.

**Learner-Centered Teaching I**

* Barr and Tagg, “From Teaching to Learning: A New Paradigm for Undergraduate Education”
  + Barr, Robert B., and John Tagg. “From Teaching to Learning: A New Paradigm for Undergraduate Education.” In *Change,* 27, 13-25.
* Ambrose, et. al., "How Learning Works" Introduction and Ch. 1
  + Ambrose, Susan, Michael Bridges, Michele DiPietro, Marsha Lovett, and Marie Norman. *How Learning Works: Seven Research-Based Principles for Smart Teaching.* San Francisco: Jossey-Bass, 2010
* Weimer/Weinsheimer,“Guiding Principles for Learner-Centered Teachers”
  + Weimer, Maryellen. “Guiding Principles for Learner-Centered Teachers.” In *Learner-Centered Teaching,* 89-91. Summarized by Joyce Weinsheimer.San Francisco: Jossey-Bass, 2002.
* Ambrose, et. al., "How Learning Works" Chapter 3
  + Ambrose, Susan, Michael Bridges, Michele DiPietro, Marsha Lovett, and Marie Norman. *How Learning Works: Seven Research-Based Principles for Smart Teaching.* San Francisco: Jossey-Bass, 2010.

**Learning Objectives & Lesson Planning**

* Bloom’s Taxonomy of Learning Domains: The Three Types of Learning
  + Bloom, Benjamin S. *The Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook I: Cognitive Domain*. Philadelphia: David McKayCompany, Inc, 1974.
* Fink, “A Self-Directed Guide to Designing Courses for Significant Learning”
  + Fink, L. Dee. *A Self-Directed Guide to Designing Courses for Significant Learning.* San Francisco: Jossey-Bass, 2003.
* Milkova, Stiliana “Strategies for Effective Lesson Planning” University of Michigan. <http://www.crlt.umich.edu/gsis/P2_5.php> (accessed April 27, 2011).
* “Tips for Writing Learning Objectives”

**Teaching Methods I**

* To Student-Centered Instruction: <http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/Resist.html>
  + Brent, Rebecca and Richard M. Felder “Navigating the Bumpy Road To Student-Centered Instruction” North Carolina State University <http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/Resist.html> (accessed April 29, 2011)
* Planning Active Learning
* Weimer/Weinsheimer,“Guiding Principles for Learner-Centered Teachers”
  + Weimer, Maryellen. “Guiding Principles for Learner-Centered Teachers.” In *Learner-Centered Teaching,* 89-91. Summarized by Joyce Weinsheimer.San Francisco: Jossey-Bass, 2002. (FROM WEEK 4)
* Gallery Walk: <http://serc.carleton.edu/sp/library/gallerywalk/index.html>
  + Francek, Mark “Gallery Walk” Central Michigan University <http://serc.carleton.edu/sp/library/gallerywalk/index.html> (accessed April 29, 2011)
* Graphic Organizers: <http://www.writedesignonline.com/organizers/>
  + Kipperman, Douglas and Melissa McKinstry “Graphic Organizers” <http://www.writedesignonline.com/organizers/> (accessed April 29, 2011)
* Guided Reciprocal Peer Questioning: <http://www.wcer.wisc.edu/archive/Cl1/cl/doingcl/peerqst.htm>
  + “Guided Reciprocal Peer Questioning.” National Institute for Science Education, University of Wisconsin-Madison. <http://www.wcer.wisc.edu/archive/Cl1/cl/doingcl/peerqst.htm> (accessed April 29, 2011)
* Structured Problem Solving: <http://www.wcer.wisc.edu/archive/Cl1/cl/doingcl/strcprb.htm>
  + “Structured Problem Solving.” National Institute for Science Education, University of Wisconsin-Madison. <http://www.wcer.wisc.edu/archive/Cl1/cl/doingcl/strcprb.htm> (accessed April 29, 2011)
* Chapter 12 Making a Lecture a Learning Experience by Linda Nilson  
  Chapter 11: Matching Methods and Outcomes
  + Nilson, Linda Burzotta. “Making a Lecture a Learning Experience.” In *Teaching At Its Best: a Research-based Resource for College Instructors,* 93-104. San Francisco: Jossey-Bass, 2003.
* Active Learning Video by Felder

**Formative Assessment**

* Importance of Debriefing Classroom Activities
* Formative Assessment Strategies
* Barr and Tagg, “From Teaching to Learning: A New Paradigm for Undergraduate Education”   
  Weimer/Weinsheimer, “Guiding Principles for Learner-Centered Teachers” (FROM WEEK 3)

**Learning Styles**

* Felder and Brent, “Understanding Student Differences”
  + Felder, Richard M., and Rebecca Brent. “Understanding Student Differences.” In *Journal of Engineering Education*, (2005): 94 (1), 57-72.
* Felder, “Reaching the Second Tier”
  + Felder, Richard. "Reaching the Second Tier: Learning and Teaching Styles in College Science Education." Journal of College Science Teaching, 23(5), 286-290 (1993).
* VARK: [**http://www.vark-learn.com/english/page.asp?p=questionnaire**](http://www.vark-learn.com/english/page.asp?p=questionnaire)
  + Flemming, Neil. “VARK: A Guide to Learning Styles.” VARK. <http://www.vark-learn.com/english/page.asp?p=questionnaire> (accessed February 3, 2011).
* Felder: [**http://www.engr.ncsu.edu/learningstyles/ilsweb.html**](http://www.engr.ncsu.edu/learningstyles/ilsweb.html)
  + Felder, Richard M. “Index of Learning Styles Questionnaire.” NC State University. <http://www.engr.ncsu.edu/learningstyles/ilsweb.html> (accessed February 3, 2011).

**Teaching Philosophies**

* Kaplan and Meizlish, “Valuing and Evaluating Teaching in Academic Hiring: A Multidisciplinary, Cross-Institutional Study”
  + Kaplan, Matthew and Deborah Meizlish. “Valuing and Evaluating Teaching in Academic Hiring: A Multidisciplinary, Cross-Institutional Study.” In *Journal of Higher Education*, Vol. 79, No. 5 (September/October 2008)
* Kaplan, Meizlish, and O’Neal, “Writing a Statement of Teaching Philosophy for the Academic Job Search”
  + Kaplan, Matthew, Deborah Meizlish, and Chris O’Neal. “Writing a Statement of Teaching Philosophy for the Academic Job Search.” University of Michigan, Center for Research on Learning and Teaching. *CRTL* *Occasional Papers*, No. 23 (2007)
* Sample Teaching Philosophies