

"Preparing for College-Level Teaching"

AME 5990, Section 900

Spring 2007

Tuesday evenings: 7 – 10 p.m.

Carson Engineering Center, Rm 119

Contact Information for the Instructor-Facilitator

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OFFICE HOURS:

Dee Fink: I am retired from OU and work as an independent consultant from home. Therefore the best way to visit with me is to do so during or after class, or call me at home, or email me so we can find another time to meet that is good for both you and me.

Ann Riley: : I am a doctoral student at the dissertation phase focusing on faculty development in the department of Adult & Higher Education through Ed Leadership & Policy Studies. This is my second teaching experience with Dee and I am looking forward to it. Email and cell phone are both good ways to reach me if you need to. Please feel free to contact me anytime.

General Purpose & Course Goals

The general purpose of this course is to provide graduate students with a strong preparation for their future role as professional educators at the college/university level.

In my view, a person is well prepared to be a college teacher if they can DO the following:

1. Build a sophisticated **philosophy of teaching**
2. Develop some **basic skills and capabilities**, e.g., an ability to:
 - a. Design powerful learning experiences
 - b. Assess different kinds of student learning
 - c. Create good assignments for learning groups
 - d. Lead classroom activities effectively
 - e. Evaluate your own teaching
3. Create a **professional development plan**

4. Know how to operate in and be an advocate for change (as appropriate) in **multiple organizational contexts**, i.e., departments, institutions, and disciplinary associations.
5. Identify changes occurring in the **nature of the professoriate** in higher education (and their implications for pedagogy, the professoriate, etc.)

Hence the general goal of this course is to lay a good foundation for each of these five capabilities.

Specific Learning Goals

To achieve this kind of preparation will require several different *kinds of learning*. Here are some of the ones we will pursue in this course:

"My hope as a teacher of this course is that, by the end of this course, everyone will:

1. Have a good knowledge of:

- Several major ideas in the literature on college teaching
- Multiple resources for learning about teaching

2. Know how to perform several key tasks in teaching:

- Develop a sophisticated philosophy of teaching and learning
- Design courses
- Create effective assignments for learning groups
- Evaluate student learning
- Exercise leadership in the classroom
- Evaluate your own teaching

3. Identify the interactions between:

- Oneself – the subject – students – life
- Oneself as a teacher – the discipline – the institution in which one teaches

4. Develop one's human capabilities:

- Confidence in your ability to teach well
- Ability to interact with others (students, colleagues, administrators)

5. Value:

- High quality teaching and learning
- Continuous growth as a professional educator

6. Monitor and direct your own professional development

- Create a learning portfolio
- Create a teaching portfolio,
- Create a plan for your own professional development as a teacher

My expectation also is that you will have some **learning goals of your own**. So during the course, you will be asked to identify a few of these and use appropriate learning strategies to achieve one or more of them.

Reading Material

You will need two books in this course:

1. *Creating Significant Learning Experiences*, by L. Dee Fink
2. *Team-Based Learning*, ed. by L.K. Michaelsen, A.B. Knight, & L.D. Fink

Additional reading assignments for this course will be placed Desire2Learn (D2L).

Structure and Sequence of Learning Activities

The variety of learning goals for this course requires a variety of learning activities.

1. "Connections"

I want you to cultivate the habit of looking for connections between things you read and experience in life, on the one hand, and your ideas about teaching and learning on the other hand.

To do this, we will **start class each week** by asking students to share any "Connections" they have identified during the past week. I will model a few of these at first. But after that, I hope and expect that you will come up with more, and that you will share these with the rest of the class.

2. Team Projects

Teams have the power to drive powerful forms of learning, more than individuals working alone and even more than groups. Hence much of the work in this course will be done in teams.

- A. RAT's (Readiness Assessment Test): These are tests on assigned readings done at the beginning of a topic unit. First, you will take an individual test on the readings; then each group will take the same test. Both scores will count toward the course grade.
- B. Project: Design a Course: The Mid-Semester Project will call for each team to design a course, using the ideas you have learned thus far and being as creative as you can be.
- C. "Final" Project: The "Final" Project will be to re-design and improve this course, using the ideas you will have learned by that time and being as creative as you can be.

3. Journal Writing

An important part of being a good teacher is frequently reflecting on your own experiences, beliefs, values, and assumptions about teaching and learning. Hence I will ask you to engage in such reflection periodically in this course, to

write your thoughts, and to share them with me (and I will share my responses back with you, in writing).

4. Teaching Portfolio

A teaching portfolio is a collection of information about yourself as a teacher. If and when you seek a position as a college professor, this will be extremely valuable.

In the second half of the semester, you will be asked to create one. It can take a variety of forms. In this course, I will suggest that your portfolio have at least the following four sections:

- A. Your Teaching Experiences
 - B. Your Teaching Philosophy
 - C. An Assessment of Yourself as a Teacher
 - D. Your Plan for Development as a Teacher
- Appendix: Any material related to the basic content of the portfolio

5. Learning Portfolio

This is an in-depth analysis of yourself as a learner in a particular learning situation, in this case – in this course. In the second half of the course, you will be asked to create a learning portfolio.

The portfolio will have the following four sections:

- A. **WHAT** did you learn?
- B. **HOW** did you learn, i.e., what did and did not help you learn? (And: what does this tell you about yourself as a learner?)
- C. What is the **VALUE** of what you learned?
- D. What are your plans for **FUTURE LEARNING**? (This can be similar or identical to Section D of the Teaching Portfolio.)

6. Individual Learning Project

While there are some things all students of college teaching should learn, each one of you is different, meaning you have your own specific needs and interests. Therefore I want each of you to work on identifying what your special learning interests or needs are, and undertake a project to learn about that, more or less on your own, using me and other students as advisors whenever you wish.

Sequence of Learning Activities

This may change. But my initial plan is to work on the following topics in this order:

Week 1 – Getting started

Week 2 – New paradigms for college teaching

Week 3-8 – Specific skills in teaching: course design, evaluating student learning, using small groups, etc.

Week 9-10 – Your Own Development as a Professional Educator

Week 11-13 – Changes in the organization of higher education

Week 14-15 – Final projects: teaching portfolio, learning portfolio, “Final” project

Course Policies

LATE PAPERS: I expect everyone to work hard to turn all assignments in on time. This is an important professional responsibility. If you have to be late with a paper, let me know. Papers more than one week late will be assigned one grade lower.

MISSED TESTS: There will be five tests on assigned readings. Each individual will use the best 4 scores out of the 5 tests. The team scores on all 5 tests will be included in the grade.

PLAGIARISM: Plagiarism is using material from other sources without acknowledging the source in writing. Do NOT do this; this is a serious breach of ethical responsibility.

If I discover plagiarism has occurred, I will report it to the University. The grade will be an “F” or “0” on that assignment.

DISABILITIES: If you have any disabilities that affect your ability to do the work of this course, let me know as soon as possible. I will make all accommodations that I can.

Grading System

This course involves three kinds of work: individually-graded components, group-graded components, and bonus points. The weights of each of these will be determined in class, the first week, by the students in the class.

NOTE: The Group score will be modified for each individual in the group by an end-of-semester **Peer Evaluation Process**.

	<u>Points:</u>
I. <u>Individual Components:</u>	
• RATs (Individual scores) (Best 4 of 5)	_____
• Bi-weekly journals	_____
• Teaching portfolio	_____
• Learning portfolio	_____
• Individual learning project	_____
Sub-Total: Individual Components:	_____
II. <u>Group Components:</u>	
• RATs (Group scores)	_____
• Course design project	_____
• Final Project:	_____
Initial Group Grade: (Sum of scores)	_____
<p>The Initial Group score will be adjusted, using the Peer Evaluation score as a percentage multiplier. In most cases, this will raise or lower the Initial Group Grade for a given individual.</p>	
$(\text{Group Score}) \times (\text{Individual Peer Evaluation Score}) = \text{Adj. Group score}$	
Adjusted Group Component: _____	
III. Bonus Points: "Connections"	_____
• 3 points each	
• Maximum: 9 points	

TOTAL SCORE: _____
Maximum: 200

Grading for S/U:

Students will receive a:

- **"SATISFACTORY"** if they:
 - Complete ALL assignments and document a high level of learning in the Learning Portfolio, OR:
 - Achieve a score of 160 or better, using the scoring scale above (and below)

- **"INCOMPLETE"** if they:
 - Have satisfactorily completed all but one or two of the assignments, AND
 - Complete the remaining assignments satisfactorily within 4 months after the completion of the course.
- **"UNSATISFACTORY"** if they:
 - Do NOT complete ALL the individual assignments, AND
 - Receive less than "80%" on the Peer Evaluations, regarding their contributions to the work of their Team. [Note: 100% is the **average** score on the Peer Evaluations.]

WEEKLY SCHEDULE OF EVENTS – Spring 2007

Writing & Other

Assignments

Week:
week:

First Half

Second Half

Reading for Next Week:

Due next

	First Half	Second Half	Reading for Next Week:	Due next
1 Jan 16	<p>Getting Started:</p> <ul style="list-style-type: none"> • Meet each other • Build initial thoughts on 2 central question(s) of course • Appreciative Inquiry Exercise • How this course will operate 	<ul style="list-style-type: none"> • "Connections" • Form teams: something special about everyone in your group • Practice RAT on Syllabus • Discussion: Sat – Unsat • Write: Views on teaching (most professors – yours at this time) 	<ul style="list-style-type: none"> • "From Teaching to Learning" • Weimer, Ch. 1-2 • Fink, "CSLE", Ch. 1 	<ul style="list-style-type: none"> • Journal
2 Jan 23	<ul style="list-style-type: none"> • Connections? • RAT #1: "New Ideas on Teaching" 	<ul style="list-style-type: none"> • Practice using "New Ideas" • Write: Your Reaction to this course thus far 	<ul style="list-style-type: none"> • CSLE, Ch. 2-4 	<ul style="list-style-type: none"> • Write: Your thoughts on these new ideas cf to trad/your initial
3 Jan 30	<ul style="list-style-type: none"> • Connections? • RAT #2: on Course Design 	<ul style="list-style-type: none"> • Practice problems of course design • Resources for learning about teaching 		<ul style="list-style-type: none"> • Journal: <ul style="list-style-type: none"> ○ <i>What</i> are you learning? ○ <i>How</i> are you learning? • Write for a course of yours: Situational Factors, Learning goals • Find multiple kinds of resources on teaching
4 Feb 6	<ul style="list-style-type: none"> • Connections? • Practice problems of course design 	<ul style="list-style-type: none"> • Introduce "Eval. Student Learning" • Write: Your Reaction to this 	<ul style="list-style-type: none"> • Walvoord, Ch. 3,5 • Wiggins, Ch. 1-2 	<ul style="list-style-type: none"> • 3-column table for a course of yours

		course thus far		
5 Feb 13	<ul style="list-style-type: none"> • Connections? • RAT #3: on Evaluating Student Learning 	<ul style="list-style-type: none"> • Practice problems on evaluating student learning 	<ul style="list-style-type: none"> • List of Major Ideas on Teaching 	<ul style="list-style-type: none"> • Journal • Write: test questions (2 MC, 2 essay)
6 Feb 20	<ul style="list-style-type: none"> • Connections? • Writing tests 	<ul style="list-style-type: none"> • Introd: Team-based learning • Write: Your Reaction to this course thus far 	<ul style="list-style-type: none"> • "Team-Based Learning", Ch. 1-3, 15 	
7 Feb 27	<ul style="list-style-type: none"> • Connections? • RAT #4: on Team-based Learning 	<ul style="list-style-type: none"> • Work with Prof. Olson on TBL in his course(s) 		<ul style="list-style-type: none"> • Develop the Weekly Schedule for your course • Journal: <ul style="list-style-type: none"> ○ What have you been learning? ○ How have you been learning that?
8 Mar 6	<ul style="list-style-type: none"> • Connections? • Mid-semester project (in teams): Design a course • Work with/get information from Prof. Shehab about her course 		<ul style="list-style-type: none"> • Read selected articles in the special issue of Jrnl of Engin. Educ. 	<ul style="list-style-type: none"> • Work with team to design Prof. Shehab's course
9 Mar 13	<ul style="list-style-type: none"> • Connections? • Design a Course Project (cont.) <ul style="list-style-type: none"> ○ Develop presentation for Prof. Shehab 	<ul style="list-style-type: none"> • Present ideas to Prof. Shehab 	<ul style="list-style-type: none"> • "Evaluating Your Own Teaching" • Mat'l on <u>teaching portfolios</u> 	<ul style="list-style-type: none"> • Identify the 3 most important ideas for you to learn about teaching, after this course is over
Mar 19-23	SPRING BREAK			

10 Mar 27	<p>Connections?</p> <p><u>Your Development as Prof. Educators</u></p> <ul style="list-style-type: none"> Evaluating your own teaching 	<ul style="list-style-type: none"> Developing a <u>TEACHING portfolio</u> Articulating your own teaching philosophy Develop a plan for future learning (= Part 4 of both teaching and learning portfolios) 	<ul style="list-style-type: none"> Selections from <u>Learning Portfolios</u> 	<ul style="list-style-type: none"> Write your teaching philosophy Write a professional development plan: Share these with others on your team, and respond to their statements
11 Apr 3	<ul style="list-style-type: none"> Connections? <u>Your Independent Learning Project: Develop LEARNING Portfolios</u> 	<ul style="list-style-type: none"> <u>Mentoring</u> 	<ul style="list-style-type: none"> SCUP Accrediting: ABET, Regional Several websites 	<ul style="list-style-type: none"> TEACHING portfolio, 1st draft Work on Indep. Learning Project
12 Apr 10	<ul style="list-style-type: none"> Connections? <u>Changes in Higher Education</u> <u>Changes in Engineering Education</u> 	<ul style="list-style-type: none"> <u>Interacting with Students</u> <ul style="list-style-type: none"> The role of leadership VT? 		<ul style="list-style-type: none"> LEARNING portfolio, 1st draft Work on Indep. Learning Project
13 Apr 17	<ul style="list-style-type: none"> Connections? <u>Your Independent Learning Project: Present, turn in</u> 	<ul style="list-style-type: none"> 2 Portfolios: Review Introduce "Final" Project: Re-design/ improve <u>this</u> course 		<ul style="list-style-type: none"> Journal #7 TEACHING portfolio: Final draft
14 Apr 24	<ul style="list-style-type: none"> Connections? Turn in: <u>TEACHING Portfolio</u> (Final draft) <u>LEARNING Portfolio:</u> Review 	<p><u>Final Project</u></p> <p>-Start on Final Project</p>		<ul style="list-style-type: none"> LEARNING portfolio, final draft Final Project: Work with team on developing
15 May 1	<ul style="list-style-type: none"> Connections? Turn in: LEARNING PORTFOLIOS (Final Draft) Finish Final Project (Groups) 	<ul style="list-style-type: none"> Present Final project "Completion Ceremony" 		