HI ED 546: College Teaching (488905)
Section 201
Summer I: May 17-June 28, 2010
Mon./Thurs., 5:25 – 8:50 p.m.
403 Rackley Building

Instructor:
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Course Overview and Goals: This is a course for future faculty and other graduate students who see teaching as a worthy subject of intellectual engagement and a vital part of their professional practice. The overall purpose of the course is to explore issues related to college teaching as a member of an interdisciplinary community, connecting theory and practice as much as possible. Course goals are as follows:

- To discuss, analyze, and evaluate theories of learning as they relate to instructional research and college teaching practice
- To apply learning theories selectively in developing assignments that you will feature in your e-Portfolio, e.g. your philosophy of teaching
- To discuss concepts such as "scholarship of teaching" and to locate good examples in research on teaching and learning conducted by those in your discipline and/or related disciplines
- To develop clear course goals and measurable learning objectives for the students you teach or will be teaching
- To draft assignments and other learning activities aligned with course objectives and with your current thinking about college teaching
- To develop for these assignments grading standards and practices that will promote learning
- To build a repertoire of useful and reliable classroom assessment techniques (CATs)
- To discuss and critique strategies for a) creating culturally inclusive learning environments and b) teaching and testing in classes of various sizes and modes of delivery, and to selectively incorporate these into your philosophy and course planning
- To select and research a substantial question about teaching that is of personal and professional interest to you, and to create an interactive presentation on the relevance of your question and an article synthesizing your findings
- To synthesize your current thoughts about college teaching and the products of your work in this course and prior to this course into an e-Portfolio consistent with the Graduate School *technology* requirement (#5 of 5) for its teaching certificate—see http://www.gradsch.psu.edu/current/tacert.html

Completion of this course will also fulfill the *course requirement* (#3 of 5) for the Graduate School Teaching Certificate. If you have never taught college students, you may wish to apprentice yourself formally or informally to an experienced instructor who is teaching in Summer I. There are no prerequisites for this course; teaching experience is a plus, but is not required.

Course Assignments:

Unless otherwise noted in the schedule, all assignments are due at the beginning of class on the date assigned or contracted. For all assignments, we will engage in peer review in class, and final copies must be put in the designated ANGEL drop box *by 5:00 p.m the following day*. If you have an emergency or experience writer's block, please contact me immediately. My job is to help you prepare a complete draft by the due date so that you can get peer feedback and not fall behind. This course is of such short duration that keeping up is almost tantamount to success.

(Re)Writing Objectives—10 points. This is an exercise in identifying course goals and writing clear learning objectives aligned with those goals. You will take the syllabus for a course you've taught or would like to teach, evaluate the explicit or implied objectives, and (re)write them as clear and measureable verb statements so that you have a good foundation for designing course assignments and tests, grading standards, and unit/session plans. Due May 20/21 (draft/final).

Designing a Learning Activity and Grading Criteria—10 points. You will design a graded assignment for a course you have taught or want to teach. This should include the assignment sheet/description as you would present it to your students, as well as a set of criteria or a formal rubric for evaluation and information on what proportion of the final grade this assignment constitutes. You will have practice developing a rubric for this assignment as we work on how we want to assess our Inquiry Project. Due May 27/28.

Categorical CATs (10 points, group project). In small disciplinary groups, identify 3-5 classroom assessment techniques that you would recommend to colleagues in your own and closely related disciplines. Include how and when they would be beneficial—in other words, why these are being recommended. If someone in your group has already used one or more of these CATs, please share the effects on student learning and/or motivation. Due June 7/8.

Statement of Teaching Philosophy Draft—15 points. You should draw liberally from your reading and experience in this course and beyond in drafting a succinct (750-1000 words) philosophy of teaching that would make sense to a general audience but that has some elements especially for those in your discipline. The philosophy should contain examples that lend it credibility. If you have limited teaching experience, these examples can be based on your experiences as a student. Due June 16/17.

Inquiry Project—25 points. You will conduct substantial research on a teaching/learning question of personal interest to you, one that is relevant to your discipline and that is directly in line with your career goals. You will apply assigned common readings, but you will also read beyond these with a focus on general and discipline-specific journals on teaching and learning at the college level—see http://www.podnetwork.org/publications&resources/list.htm. You will present your findings in an *interactive* 30-minute session with classmates using PowerPoint and other digital media of your choice (photo/audio files, video, etc.) in the middle weeks of the term. Then you will write up your findings in a 3000-word max. report-style article (including figures and references). You will publish the **presentation to your e-Portfolio. Please do not publish the article to your e-Portfolio if you plan to submit it to a periodical or newsletter**. You will collaborate with classmates on how the article will be assessed. Article due June 24/25/28.

e-Portfolio—20 points. You will create an e-Portfolio that integrates all the products you created in this course (assignments listed above), and any other artifacts that you see as representative of your approach to college teaching. I would encourage you to exercise your

own digital literacy in making the portfolio more than just a set of pdf documents that could as easily be a paper portfolio. Due June 28.

Class participation—10 points. This will include such things as peer reviews of others' work and contributions to class discussion. I expect you to attend every class session, although for good reason I will excuse you from one session (or up to 3.5 hrs. of contact time, if you need to miss a portion of several sessions). Any additional absences will negatively impact your participation grade. If you must arrive late or leave early, please let me know as soon as possible and please keep this kind of thing to a minimum as it can impede our work.

Points/grade equivalents

A	=	95-100 points	B-	=	80-82 points
A-	=	90-94 points	C+	=	75-79 points
B+	=	87-89 points	C	=	70-74 points
B	=	83-86 points	D	=	60-69 points

Course Format: I'll try to create a structured, but flexible, atmosphere for the open exchange of ideas on important issues related to teaching and learning. Methods will be discussion combined with various collaborative and problem-based activities, as well as your Inquiry Project presentations and the occasional guest. There will also be time to address issues raised by individuals concerning both classroom experiences and professional development.

ANGEL: The ANGEL site continues to evolve, and I would appreciate your input as it takes shape. You can access it from https://cms.psu.edu/. Log on using your Penn State User ID and password. Under "My Profile" under "My Courses" click on the Folder labeled "HI ED 546, Section 201: COLLEGE TEACHING."

Required Textbooks:

M. Svinicki and W. J. McKeachie. *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. 13th ed. Belmont, CA: Wadsworth, 2011, 2006.
B. E. Walvoord and V. J. Anderson. *Effective Grading: A Tool for Learning and Assessment in College*. 2nd ed. San Francisco: Jossey-Bass, 2010.

Additional Resources:

Some articles on electronic reserve at Pattee will be required reading. For those who are interested, the Schreyer Institute for Teaching Excellence also has a select holding of books and periodicals on teaching. Please ask if you need help locating additional resources.

Relevant and Important Policies:

Regarding academic integrity, please refer to Penn State's policies at http://www.psu.edu/ufs/policies/49-20 and ask if you have questions.

Penn State encourages qualified persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation for this course or have questions about the physical access provided, please let the instructor know at or before the start of the semester.

Penn State prohibits discrimination and harassment against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, gender identity or veteran status.