EDUC 595K – Seminar in College Teaching
Spring 2014 • University of Massachusetts Amherst
Tuesdays, 4:00-6:30 p.m. • 22 Furcolo

Instructor
Kate Hudson, khudson@educ.umass.edu, 257 Hills South
Office hours (either in person or virtual) are by appointment.

Textbook & Readings
The required textbook for the course is:
Additional readings are available on the course Web site.

Purpose
Seminar in College Teaching provides an introduction to the principles and performance of college teaching through an examination of current research and best practices related to teaching and learning in higher education settings. It offers opportunities for the development and improvement of participants’ instructional skills from both a theoretical and a practice-based understanding of excellence in teaching. In this seminar, we will examine, apply and critique the following: principles of course design, selection of pedagogical methods suitable for desired learning outcome goals, the development of core content / learning outcome goals, and methods and applications of appropriate assessment measures. Additionally, we will endeavor to understand teaching and learning theory as it relates to a changing and diverse faculty and student body and how to use such knowledge to systematically make classrooms more inclusive.

Students with any amount (from none to quite a lot) of teaching experience are welcome. This course may be of particular interest to you if you are considering a post in higher education environments with teaching-related responsibilities in the future, such as a tenure track position with a college or university.

Objectives
Throughout this course, our aim will be to explore general issues of college teaching and learning with students from across the disciplines in a supportive, collegial atmosphere. At the completion of this course you will be able to:

• Identify the basics of effective college teaching in preparation for a range of higher education environments
• Apply the principles of effective course design (curriculum development, implementation, assessment, and evaluation) to a specific course you could teach
• Understand teaching and learning theory as it relates to a changing and diverse student body and how to use such knowledge to systematically make more inclusive pedagogical decisions
• Infuse best practices of core pedagogical skills (e.g., principles of student-centered learning, effective lecturing, discussions, active learning, and testing and grading).
• Understand how to assess the usefulness of different forms of instructional technologies and to think critically about future innovations for student-centered learning.
• Reflect on your practices and articulate your approach to teaching (in higher education generally and in your discipline specifically)
• Construct selected, discipline-based materials to document your teaching development efforts and provide the essential components of a teaching portfolio.
Evaluated Activities

My goal in designing class assignments was to make this as useful an experience as possible for each of you. In order to accommodate different interests, you will have some flexibility in choosing which assignments will best serve your learning.

Class Participation (20 points) - for everyone

A mutually supportive, yet challenging and informed, dialogue with others facilitates the development of individual knowledge, attitudes, and values. You are responsible for your own learning and for helping create a learning community. This includes:

• Being ready to start class (promptly!) at the beginning of scheduled class meetings;
• Reading and studying assigned material in a thoughtful, critical, and reflective manner;
• Engaging with each other in meaningful dialogue in which participants openly examine ideas and assumptions in a manner that leads to fuller understanding of the issues.

Attendance is essential, as is careful preparation through thoughtful and integrative reading (reading means thorough studying, not mere skimming) of assigned materials. Class members are encouraged to bring questions, issues, critiques, and insights from the readings and other relevant materials to every class meeting.

Please feel free to check with me during the semester if you wish to know the status of your class participation grade.

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Teaching Philosophy (25 points) - for everyone

This is a two-part assignment.

Teaching Philosophy Part I - due February 4

Prepare a brief essay (4-5 double-spaced pages) that explores how you approach teaching and learning. For Part I you are not expected to refer to outside references or to have done any of the course readings. Post your assignment to Moodle Assignments as well as bringing a hard copy to hand in. Some of the questions you may want to reflect upon include (but remember, this is an essay, not a list of unconnected responses to the questions above!)

• What do you believe about how people learn?
• What do you think “good teaching” (teaching that promotes learning) is? More specifically, what does good teaching in your discipline look like?
• What are your values, beliefs, and aspirations as a teacher?
• How has your experience as a student influenced your definition of “good teaching”?
• How have your attitudes toward teaching and learning changed over time?
• How do you (plan to) put your beliefs about teaching and learning, and your goals for students, into action in the classroom? For example,
  o Motivating students to learn
  o Creating a classroom climate that supports learning for all students
  o Class activities and assignments that promote student learning
  o Assessing student learning
There are two purposes for this assignment. It is an opportunity for you to begin reflecting about teaching and learning and for me to get a better idea of your interests and needs as we explore this complex topic together. There are no right or wrong answers to these questions—this part is not graded. If you turn it in on time, you get full credit.

**Teaching Philosophy Part II - due April 29 (as part of your final portfolio)**

In Part II, you will complete another draft of your teaching philosophy. Part II will give you an opportunity to reflect on what you learned about teaching and learning over the course of the semester (including analyzing/critiquing your original statement). You should bring in specific references to course readings and activities. It should be at least 8 pages in length. Post to Moodle Assignments as well as handing in a hard copy as part of your teaching portfolio.

In addition to expanding on the questions from Part I, you will want to Some questions you will want to cover in this section include:

- How has your perspective changed over the course of the semester based on the readings and discussions in this course?
- What theories, models or perspectives are most useful to you?
- Where do you want to go next in applying what you’ve learned about teaching and learning?
- What did you learn about leadership in higher education from your case?

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**Micro-Teaching (10 points) - for everyone**

You will prepare and conduct a brief (5 - 8 minutes) presentation in which you teach your fellow students a concept, principle, model, or theory related to your disciplinary teaching or research. After each presentation, there will be a brief period for questions and peer and instructor feedback on this effort. (A complete description of this activity will be distributed in class.)

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**Mix and Match to Make Up 45 points**

**Assignment due dates: Feb. 25, March 25, April 15**

**Semester Work Plan - due February 11**

Let me know what assignments you plan to complete during the course of the semester, and which dates you plan on handing in which assignment. If you are doing one of the 30 point assignments, you will not need to hand something in for one of the due dates.

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**Syllabus Development (30 points)**

Develop a syllabus for a class that you are interested in teaching - if you are expecting to be on the market for a faculty position it may be useful to focus on a class that you might be expected to teach as a first-year faculty member. This should include

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**Literature Review (30 points)**

If you are interested in exploring research on teaching and learning, write a literature review on a particular aspect of teaching. 10-12 pages of text, double-spaced.

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**Lesson or Workshop Plan (15 points)**

Develop a detailed plan for teaching a class session or workshop. You can do either one or two of these on different topics. (If you do two, each will be worth 10 points.)
Life in the Academy - Read a novel about life in the academy (15 points)
To begin to imagine life as a faculty member, you will choose a contemporary depiction of being a faculty member and/or the teaching life in a college or university setting and write a response to this portrayal. If you are interested in this option, I have a list of novels that might be appropriate, but a movie could also be an option. (A complete description of this activity, expectations, due date and a list of possible resources will be distributed in class.) 4 to 5 pages, double-spaced.

Life in the Academy - Interview Current Faculty (15 points)
To get a better sense of the life of a faculty member in your discipline, interview two different faculty members about their experiences. What are their major roles as a faculty member (teaching, research, service)? What sort of appointment do they have (tenure track, lecturer, adjunct)? What type of institution do they teach at (e.g., research intensive university, liberal arts, community college)? What are the joys and frustrations of their academic careers? What is life/work balance like? Reflect on how their experiences relate to your own career aspirations. 4 to 5 pages, double-spaced.

Observe Classes & Analyze (15 points)
Observe classes in your discipline taught by two different instructors and write an analysis/critique bringing in readings and concepts from the class. What was particularly effective in terms of how what the instructor did? What was the pace of the class like? Were there a variety of activities? What might be alternative ways to approach a concept covered in the class? What might you want to adopt as part of your teaching practice? 4 to 5 pages of text, double-spaced.

Other???
If you have another project that you’d like to include as part of your work this semester, I’m open to it. We should talk early in the semester about what you’d like to do.

Grading Scale
A  = 93 - 100
A-  = 90 - 92.5
B+  = 87.5 - 89.5
B   = 83-87
B-  = 80 - 82.5
C+  = 77.5 - 79.5
C   = 73-77
C-  = 70 - 72.5
Academic Honesty

Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty.

Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair.

Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent.

Access

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify the instructors within the first two weeks of the semester so that we may make appropriate arrangements early in the semester.

Observance Of Religious Holidays

University policy and Massachusetts State law permits students to miss class in order to observe religious holidays. Students who need to miss a class must notify the instructor in advance.

Course Schedule

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
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<tbody>
<tr>
<td>1/21</td>
<td>Welcome - Introductions</td>
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<td>1/28</td>
<td>Students &amp; Learning</td>
<td>Fink, Ch. 2, pp. 31-65</td>
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<td>Bain, Ch. 2, pp. 22-47</td>
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<td>Conrad &amp; Dunek, Ch. 4, pp. 59-78</td>
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<td>2/4</td>
<td>Students &amp; Learning cont’d</td>
<td>Davis, Ch. 29 &amp; 30, pp. 259-277</td>
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<td>Ambrose, et al., Ch. 2, pp. 40-65</td>
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<td>Ch. 6, pp. 153-187</td>
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<td>2/11</td>
<td>Who Are We As Teachers? And Human Beings...</td>
<td>hooks, Introduction &amp; Ch. 1, pp. 1-22</td>
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<td>Finkel, Ch. 1, pp. 1-10, &amp; Ch. 7, pp. 111-133</td>
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<td>Weimer, Ch. 2, pp. 23-45</td>
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<td>2/18</td>
<td>NO CLASS</td>
<td>UMass Monday</td>
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<td>2/25</td>
<td>Constructing a Course, Teaching Large Classes Using Lecturing Effectively</td>
<td>Davis, Ch. 1 &amp; 2, pp. 3-36</td>
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<td>Davis, Ch. 14-19, pp. 135-178</td>
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<td>Fink, Ch. 3, pp. 67-111</td>
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<td>3/4</td>
<td>Active Learning &amp; Critical Thinking</td>
<td>Barkley, Ch. 2-4, pp. 8-38</td>
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<td>Davis, Ch. 20-25, pp. 181-232</td>
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<td>Brookfield, Ch. 1, pp. 1-25</td>
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<td>Date</td>
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<td>Reading(s)</td>
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| 3/11   | NO CLASS - Online Motivation                                         | Davis, Ch. 31, pp. 278-289
                                 |                                                                             | Barkley, Ch. 7, pp. 81-93                                                 |
| 3/25   | Diversity & Inclusion, Critical Pedagogy                              | Davis, Ch. 5-8, pp. 57-93
                                 |                                                                             | hooks, Ch. 3, pp. 35-44                                                  |
                                 |                                                                             | Davis & Harrison, Ch. 4, pp. 83-101                                        |
| 4/1    | Assessment, Developing Assignments, Using Writing                    | Davis, Ch. 32, pp. 290-297,                                              |
                                 |                                                                             | Ch. 34-36, pp. 305-334                                                    |
                                 |                                                                             | Ch. 39-42, pp. 362-401                                                    |
                                 |                                                                             | Lieberg, Ch. 9, pp. 121-129                                               |
| 4/8    | Technology and Teaching (changed from 4/22)                           | Davis, Ch. 50 & 51, pp. 450-458                                           |
                                 |                                                                             | Bates & Sangra, Ch. 1 & 2, pp. 1-51                                       |
| 4/15   | Academic Honesty, Developing Information Literacy                     | Davis, Ch. 38, pp. 345-361                                                |
                                 |                                                                             | Lieberg, Ch. 12, pp. 153-160                                              |
                                 | Assignment #3 due                                                       | TBA                                                                        |
| 4/22   | Leading Discussions (changed from 4/8)                                | Davis, Ch. 9-13, pp. 95-132                                              |
                                 |                                                                             | Doyle, Ch. 7, pp. 89-121                                                  |
                                 |                                                                             | Brookfield, Ch. 8, 179-204                                                |
| 4/29   | Wrap-Up Continuing to Develop Your Teaching Skills - Ongoing Professional Development | Davis, Ch. 52-54, pp. 461-488                                            |
                                 | Assignment #2 due                                                       | Teaching Philosophy Part II due                                           |

**References for Course Readings**