COURSE SYLLABUS:

Hi Ed 621, 01E—Effective Teaching & Learning (CRN 81773)
Fall 2014-- Wednesday, 5:00-7:40 PM: 121 Ed North

Instructor:	**Joyce A. Scott, Ph. D.**	**Office Location:**	Ed North 104B
Office Hours:	M-F 10-11:30 AM, 1-3:00PM, by appt.	**Office Phone:**	903-886-5503
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Subject to revision depending on class size.

COURSE INFORMATION

Text: **Brookfield, S. (2006). The Skillful teacher: On technique, trust, and responsiveness in the classroom, 2nd ed. San Francisco: Jossey-Bass.**

Fink, L.D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses,* 2nd ed. San Francisco: Jossey-Bass.

Materials are posted on the eCollege management system, to be read on assigned dates. Additional materials about theories of learning are on reserve in the Gee Library.

Course Description: A study of diverse teaching strategies and the learning paradigms on which they are based. Also included is an analysis of special problems encountered by the professoriate.

Student Learning Outcomes: Upon completion of this course, the student will be able to describe:

1**. The roles and preparation of college faculty. Specifically, the student will be able to:**
1.1 Describe the functions of teaching, research/creative activity, and service and the delicate balance within this three-part role.
1.2 Discuss the scholarship of teaching in preparation and development of college faculty.
1.3 Discuss the strengths/weaknesses of programs designed to prepare college faculty.
1.4 Explain Boyer's "new" conception of faculty work (Scholarship Reconsidered).

2. The theoretical basis of learning and instruction. Specifically, the student will be able to:
2.1 Describe theories of learning & instruction from the perspectives of behavioral research, cognitive research, and theories of motivation and personality.
2.2 Discuss learning theory as a foundation for effective learning.

3. Effective teaching skills. Specifically, the student will be able to:
3.1 Compare and contrast teacher-centered and student-centered instruction.
3.2 Summarize the recommendations from the "reform" literature about how to improve teaching and learning in the college classroom (Boice, Chickering & Gamson, Weimer, Shulman, etc.)
3.3 Discuss factors that affect student success in college.

4. The implications of information technologies for teaching and learning in the 2lst century and
4.1 Distinguish between the technological "net generations" of today's learners, including digital "natives" and digital "immigrants."

4.2 Explain how technology has enriched the teaching-learning interaction.
4.3 Describe 2-3 instructional strategies recommended for use with the "net generation."
4.4 Explain implications of the Net Generation's habits/expectations for conduct of instruction.

5. Evaluation and development of college teaching. Specifically, the student will be able to:
5.1 Discuss criteria used to evaluate college faculty.
5.2 Differentiate and describe formative and summative evaluation.

COURSE REQUIREMENTS

Students will be evaluated on their performance in the following areas:

20%- Assigned readings, outside research, discussion activities and participation in class.
For online sessions, attendance is submitted by midnight Tuesday to indicate your presence.
20%- Group presentations on selected "learning theories" or "implications of technology".
This includes creating a quiz for online posting. *Students will be graded on their critique of their colleagues' presentations as well.*
20%- An examination focused on theories of learning and teaching.
20%- One micro-teaching presentation of an "instructional strategy"
20%- Final examination

Evaluation

Students will be evaluated on their performance in the areas noted above. Attendance and class discussion are important. Equally important will be your performance as an evaluator of your colleagues' presentations—this is an essential role for faculty and one that we need to work on if we are to support student success. Classmates will be tasked to critique their colleagues' presentations, and the instructor will summarize the feedback for the presenters. Your feedback will go into the formulation of a final evaluation of each presentation and into your evaluation for the course.

TECHNOLOGY REQUIREMENTS

1. DSL or faster Internet connection (Live Chats and Online Presentations)
2. Working knowledge of PowerPoint
3. Course online access is through the student's My Leo account to eCollege

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.]

COMMUNICATION & SUPPORT

You may contact me in person during office hours, before or after class, online through eCollege or University email. I am usually online every day, including weekends. If you need to leave me a message, please indicate what specific assistance you need. I do not play telephone tag. If there is an emergency and you need assistance from the department; you may call the main office at 903-886-5520.

Technical support is provided through eCollege. See the instructions on the My Leo/eCollege sign-on page.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Academic Honesty: *Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work—06-07 Graduate Catalog, p. 29.* To reduce the likelihood of plagiarism, the University has adopted detection Software (*Turnitin)* which will be run against all papers submitted.

University Specific Procedures:

ADA Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Student Conduct: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).*

Guidelines for Synthesizing Brookfield

Every week, we will read a chapter or two from Stephen Brookfield. I have provided you with reading questions in eCollege so that you can catch all the important issues. After some of the chapters, I will ask you a question to help you synthesize important learning you acquired. This exercise is intended to help you focus on and remember essential points that will inform your teaching. Your synthesis statement should exhibit the following features:

- 250-500 words in length
- Written in the active voice (subject + verb+object).
- Written in a style that is simple and direct, avoiding excess adjectives and adverbs.
- Written in 3rd person (although it reflects what was important to you, we need to get in the habit of writing in 3rd person, and Brookfield is a good one to write about).
- Be spell-checked and edited for clarity.

COURSE SCHEDULE

1. August 27: Orientation/Changes in Demographics **Face2Face**

1.) **Orientation:** Review Syllabus
2.) **Guidelines:** Assignment Submission Guidelines, Micro Teach Guidelines and sources
3.) **Select rubric:** Rubric for Evaluating Presentations
4.) **Discussion:** How did you experience teaching? What do you want from this class?
5.) **Lecture:** Faculty roles and the need to study "Effective Teaching and Learning"?
6.) **Reading:** **Brookfield, Ch 1, *Experiencing Teaching***
Fink, Ch 7, The Human Significance of Good Teaching/Learning

2. September 3: Response to Changes-Reform/Radical Ideas **Online**

1**.) Attendance:** Why is evaluation of student work important?
2.) **Lecture:** Response to Challenges-The Call for Reform, *Involvement in Learning*
3.) **Discussion:** Give your response to the lecture
4.) **Resources:** ACE Guide to Higher Education in the US
5.) **Reading:** *Involvement in Learning* (1984)
Ernest Boyer, *Scholarship Reconsidered* (1990) (selected passages)
Brookfield, **Ch 2, The Core Assumptions of Skillful Teaching**
Ch 10, Giving helpful evaluations

3. September 10: Skillful Teaching & Our Classrooms ***Online***

1.) **Attendance:** What "radical" ideas are proposed in *Scholarship Reconsidered*?
2.) **Lecture:** Principles for Teachers to Live By
3.) **Discussion**: What is the benefit of a critically reflective stance toward teaching?
What factors can interfere with student learning in classrooms?
4.) **Reading:** **Brookfield, Ch 3 & 4, Understanding our Classrooms &**
What Students Value in Teachers
5) ***Short Response** see Unit 3 navigation bar

4. September 17: Learning Theory-Behavioral ***Face2 Face***

1.) **Presentation:** Behavioral Learning Theory
2.) **Activity:** Complete Evaluations in Class and Quiz online
3.) **Discussion:** How can learning theories help teaching?
4.) **Reading**: **Brookfield, Ch 5 & 12, Emotions of Learning & Resistance**

5. September 24: Learning Theory- Cognitive ***Face 2 Face***

1.) **Presentation:** Cognitive Theory Learning Theory
2.) Activity: Complete Evaluations in Class and Quiz online
3.) Discussion How can we use Cognitive learning theory to improve teaching?
4.) Reading: **Brookfield, Ch 6-8, Lecturing Creatively, Students & Discussion**

6. October 1: **Learning Theories-Motivation and Personality** ***Face 2 Face***

1.) **Presentations:** Motivational Theory
2.) **Activity:** Complete Evaluations in Class and Quiz online
3.) **Presentation:** Personality Theory
4.) **Activity:** Complete Evaluations in Class and Quiz online
5.) **Reading:** **Brookfield, Ch 9 & 11, Diverse Classrooms & Online**
5.) **Test-prep:** **Overview of material to be covered in the Hour Exam**

7. October 8: Creating Effective Learning Environments & Experiences ***Face 2Face***

1.) **Lecture:** How can we enhance students' learning experiences?
2) **Planning:** Micro-teaching topics and approaches; Fink Workbook
3.) **Discuss:** Fink Ch 1-2.
4) **Hour Exam:** **Hour Exam available online—October 8-13**

8. October 15: Creating Effective Learning Environments & Experiences **Online**

1.) **Attendance**: How do we create effective learning environments?
2.**) Read:** Fink, Ch. 3, pp. 60-101
3.) **Discuss:** Questions based on readings and lecture
4) **Lecture:** Theorists on college teaching and learning
Chickering & Gamson, First-order principles for college teaching (Robert Boice). Learner-centered teaching (Maryellen Weimer)

9. October 22: Teaching Strategies ***Face 2 Face***

1) **Read** Fink, Ch. 3 & 4, pp. 60-154
2.) **Lecture**: Overview to Learning Strategies
3.) **Discussion**: Finalize Microteaching topic selection
4) ***Short Response** **Topic to be posted in eCollege**

10. October 29: Teaching Practices ***Online***

l.) **Assignmen**t: Read Ch 5 of Fink, scan ***Net Generation in Doc Sharing***
2.) **Attendance**: What are the main points of the discussion on teaching practice?
3.) **Lecture:** The role of technology in higher education today and tomorrow
4.) **Discussion**: Why change?

11. November 5: **Micro-teaching Presentation Workshop** ***Face to Face***

1.) **Assignment**: Individual presentations followed by evaluation
2) **Activity;** **Discussion and application of Fink's strategy**

12. November 12: **Micro-teaching Presentation & Evaluation** ***Face to Face***
13. November 20: **Micro-teaching Presentation & Evaluation** ***Face to Face***
14. December 3: **Micro-teaching Presentation & Evaluation** ***Face to Face***
15. December 6: **Final Exam** **Available online** **Online**

Synthesis on Practices for Effective Teaching and Learning in the 21st Century

We have reviewed the work of several reformers of higher education from Ken Mortimer (*Involvement in Learning)* to Maryellen Weimer (*Five Changes to Instructional Practice).* Each offers particular suggestions about how to improve teaching and learning. There are, however, some common themes among them—ideas that are now accepted as beneficial to the teaching-learning enterprise. In response to the questions below, try to summarize in a few words the concepts common to them all.

1. What do the scholars agree upon about the roles of the faculty?
2. What do scholars agree upon about the modes of instruction?
3. What do scholars agree upon about the student-teacher interactions?
4. What do scholars agree upon about the classroom environment?
5. What do scholars agree upon about assessment?
6. What do scholars agree upon about rewards/recognition?

Hi Ed 621: Learning Theory Presentation Guidelines

1. Include a brief history of the learning theory
    a. Example-Originated in Italy in the 1930's
    b. What caused this theory to gain "traction" in the education community?

2. Include main developers associated with the theory
    a. Behaviorists: Pavlov, Watson, Skinner, Thorndike, Ryle
    b. Cognitivists: Chomsky, Piaget, Vygotsky, Flavell, Bloom, Miller, Tolman, Bruner, Bandura, Gardner
    c. Motivation: Maslow, Hull, Alderfer, Keller, Bandura
    d. Personality: Jung, Freud, Machiavelli, Allport, Rogers, Adler, Erickson, Rotter

3. Include main points of theory
    a. Define clearly the concept and its essential elements.
    b. Identify different types of the theory by name
        i. Behaviorism = methodological, psychological, analytical; Classical vs. operant conditioning
        ii. Cognitive = Magic Number 7 Theory, Zone of Proximal Development, Gestalt, Information Processing Theory(long-term and short-term memory), Meta-Cognition, Constructivism
        iii. Motivation = ERG theory; ARCS theory; Hierarchy of needs; Intrinsic vs. extrinsic
        iv. Personality = Id, ego, superego; Locus of control; Character typology as in introvert/extrovert; Type A or B; Big 5 personality dimensions
    c. Set out main points (Example-Constructivist states that a child constructs his own learning on what he already knows).

4. Explain how the theory is used in delivery of content (strategies) and how the learning can be assessed.
    a. Teaching strategies (example-Drill and Practice)
    b. Assessment strategies

5. Identify strengths and weaknesses of the theory.

6. What is the future of this theory?
    a. Example-Has Lost favor in recent years
    b. Significant current activity, if any

7. Activity
    a. Quiz for online use by class in eCollege or via email
        i. Use T/F or multiple choices for eCollege, or Dropbox for other formats. Notify instructor in advance for set-up.
        ii. Set up key/answers to be automatically scored by eCollege
    b. In-class activity to illustrate application of the theory in the classroom

Higher Education 621: Micro Teaching Demonstrations

Strategy Samples	**Demonstrator/Field**	**Date**
Think/pair/share		
KLW		
Modeling Peer Learning		
Clickers		
Jigsaw		

Purpose and Implementation: Micro-teaching demonstrations are intended to

- brief all participants on a variety of active learning strategies (repertoire) and
- foster in them the ability to give good feedback to help colleagues develop as teachers.

Feedback is to help a teacher in his or her own professional growth. Feedback is not about the content of the lesson. Instead, feedback offers specific behavioral observations based on your personal experience of the work that the teacher has just completed.

Our purpose here is to support the teacher and give him/her caring feedback that will help in building his/her skills, aptitudes and effectiveness as a teacher. We will use the same feedback approach as previously, with the following questions: What did the instructor do to help you learn? What did the instructor do, if anything, to hinder your learning? What suggestions do you have for more effective instruction?

Organizing Principles: Each participant will prepare and deliver a mini-lesson. Participants are encouraged to experiment with unfamiliar teaching styles/methods. Because not all participants will have had experience teaching or with the selected strategy, the presenter should begin with a succinct statement about the strategy—what is its mode of operation? And its goal?

Thereafter, you may follow the recommendations about lesson construction from the *Instructional Skills Workshop* handout distributed earlier:

1. Bridge in—explain the value of the lesson to the learner
2. Objective (behavioral)—what learner must do, conditions, how well?
3. Pre-test—to determine if learner can already accomplish the objective
4. Participatory learning—active process
5. Post-test—to determine if objective reached