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Teaching Academy

The Faculty Center

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Welcome Introduction

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Welcome to the *Teaching Academy*

The purpose of the *Teaching Academy* is to help you understand how learning works so you can develop the competencies needed to create active, learning-centered courses. By the end of the *Academy* you will have (a) created a list of common misconception in your content area, (b) constructed and used a CAT (classroom assessment technique) to measure student learning, (c) created a lesson plan that addresses a disciplinary or course related misconception, and (d) written test or quiz questions. Throughout the series we will focus on . . .

1. *Hands-on/minds-on learning*. In learning-centered teaching, telling is not about what the instructor does, it's about what students' learn. *Teaching Academy* activities and assignments are designed to engage you in hands-on/minds-on investigations of teaching and what it means to be a competent instructor in your discipline.
2. *Collaborative work with others*. Collaborative teaching and learning are essential "habits of mind" you must cultivate if you want to become a learning-centered teacher. You are expected to practice this habit by participating in group activities, and by becoming an active member of a learning TEAM because **T**ogether **E**veryone **A**chieves **M**ore.

Goal & Course Learning Objectives

Goal. The goal of the *Teaching Academy* is to expand your pedagogical knowledge in order to increase your ability to design and teach learning-centered courses so that students can master course content, as well as disciplinary concepts, skills, and dispositions.

Course Learning Objectives. Upon completion of the *Teaching Academy*, you will be able to:

1. Examine your assumptions about students and how they learn.
2. Use pedagogical research findings to plan lessons, assignments, and ongoing assessments.
3. Actively engage students in the learning process.
4. Determine whether or not students are learning so you can . . .
5. Modify your teaching strategies in order to improve student learning.

Task List

FYI. Because this is a series of eight 2-hour sessions, you will find the Task List for each session in its own "sub-module" or folder. If this were a course instead of the Centers for Teaching and Learning's Folio site, each week, chapter, or topic would be its own module.

Here is the **Task List for Week 1:**

Complete the following before you come to class:

1. **Print out the syllabus** for Tuesday, <http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1001&context=teaching-academy>, or Wednesday, <http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1002&context=teaching-academy>, and bring it with you to the first session. FYI. When teaching undergraduates, I always prepared a "Syllabus Review Guide" to help them find answers to their own questions. Here is a sample Guide, <http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1003&context=teaching-academy>, for the *Teaching Academy* syllabus.
2. **Read Teaching and Human Memory: Part 1**. During introductions, you will be asked to explain one thing that resonated with you as you read this article. Use the Reading Guide, <http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1004&context=teaching-academy>, if you think it will be helpful to you.
3. **Read Discrepant Teaching Events**. Make a list of the SIX most important concepts in the article to be used during an in-class activity. *If this were an undergraduate course, I would have asked you to submit the list to a drop box.* The Reading Guide, <http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1005&context=teaching-academy>, may help you with this task.

Why Reading Guides? Offering Reading Guides to students is the first step in actively engaging them with course readings. In order to model this, there are Reading Guides for each chapter of *How Learning Works* in a separate folder. There are also links to each week's reading. Although you are not required to use them, you may find them helpful in preparing for discussions and in-class activities. Even if you do not write out answers to the questions, you will find them useful in identifying key ideas in each chapter.