

Spring 2015

Teaching Academy 2015: Tuesday Syllabus

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Teaching Academy 2015

Spring 2015 - Henderson Library, Suite 1303
Tuesdays 11:00 a.m. – 1:10 p.m., January 13-March 3

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I. COURSE DESCRIPTION

Prerequisite. Employment as an instructor or graduate student at Georgia Southern University.

Teaching Academy Description. 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. 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 Together Everyone Achieves More.

An Active Learning Approach. It is not unusual to spend most of a session involved in activities. If this is your first experience with learning-centered teaching, you may be uncomfortable (and even confused) at the beginning of the series. This is purposeful because real learning takes place only when the learner is engaged with his/her own questions. Master teachers understand that their job is not to show students how smart they, the instructor, is, rather is to help students see how smart they are! *The best resource you can bring to the Teaching Academy is your willingness to learn new ways of thinking about teaching and learning so that ALL students can learn.*

II. TEACHING ACADEMY GOAL & 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.

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.

III. MATERIALS

Required Reading. Ambrose, S.A.; Bridges, M.W.; DiPietro, M.; & Lovett, M.C. (2010). *How Learning Works: Seven Research-Based Principles for Smart Teaching*. San Francisco, CA: Jossey-Bass—to be provided free at the first session for those who registered by January 7th.

Suggested Reading. A list of suggested books, available for checkout from the CT2, is on page 5 in the *Bibliography* section. Links to PPTs, articles and interesting websites related to the topic of each session are available in Folio. The course title is “Teaching and Learning Faculty Development.”

IV. EXPECTATIONS

If this was a course syllabus, I would include information such as the following:

General Expectations. You are expected to (1) work cooperatively, (2) be an ACTIVE participant, (3) begin and end on time, (4) take care of personal needs, (5) be an active listener—make eye contact, don’t attend to other things like cell phones and Facebook, and (6) become involved in your own learning. Remember that mistakes are OK—they are simply another road to success.

E-Communications. You should have access to the Internet and a *Georgia Southern* e-mail account (either at home or on campus). Class details, “how to” tips, examples, and other important information is available in Folio—you are expected to visit often. Additionally, you are expected to participate in e-discussions regularly.

Active Participation. Active participation is important because activities are designed to help you learn skills which will be useful to you in your future career.

Attendance. You are expected to arrive on time, attend EVERY class, and come prepared in order to demonstrate your active participation. In the event that an absence is unavoidable, you must **notify me in advance** when you know you will miss class because of a religious observance (follow university procedures), doctor’s appointment, job interview, etc., or as soon as possible if the absence is unexpected (personal illness, death in family, emergency, etc.). Two hours and 30 minutes of unavoidable absences (including late arrivals and early departures) are permissible. Depending on the total time of absences, if additional time is missed and not make up, you will receive 0-80% of the active participation points you would have otherwise earned.

Georgia Southern University Honor Code and Honor Pledge. You are expected to abide by the Honor Code and Honor Pledge.

“I will be academically honest in all of my course work and will not tolerate the academic dishonesty of others.”

The Georgia Southern University Honor Code was proposed and jointly adopted by the Student Government Association and the Faculty Senate in 1998 to enhance the University's academic integrity standards.

“On my honor, I will be academically honest in all of my course work and will not tolerate the academic dishonesty of others. I also pledge to engage in ethical behavior on-campus and off- campus, to live an honorable lifestyle, and to create a campus environment that is characterized by individual responsibility, civility, and integrity.”

Georgia Southern University Campus Honor Pledge, an expansion of the Honor Code, approved by the Student Government Association in Spring 2006

V. GRADING/EVALUATION

If this was a course syllabus, I would include information such as the following:

Grading Standards. An A represents outstanding performance and most students should expect grades of B and C. Effort alone does not guarantee above average grades. Quality, not quantity counts. Grades for each assignment are based on the level of detail, the soundness and justification of your ideas, and the quality of your writing. If you are writing “challenged,” use the Writing Center at 1119 Forest Drive Bldg. **Should you require special adaptations or accommodations to meet course requirements, it is **your responsibility to notify me** during the first week of class.

Grade Sheet/Rubrics. Use grade sheets/rubrics as design templates to ensure that you don’t lose points needlessly. Paper clip them on top of assignments as a cover sheet. There is a 5% secretarial fee for printing out or writing names or numbers on assignments. There is a 10% investigator’s fee for identifying assignments/tests with no

names. On informal assignments, there is a 1 pt. secretarial fee for adding names or numbers. Links to rubrics for projects and assignments are in Folio.

Group Projects & Tasks. There are several opportunities to work in groups this semester. It is important that you learn to solve problems with “hitchhikers” and “freeloaders” because you will be dealing with them throughout your life. If you need assistance learning how to do this, first read the advice in Folio, then schedule an appoint with me if your efforts to correct the problem are unsuccessful.

Informal Evaluation. Informal observation will be used to evaluate your active participation and Professional Dispositions (*see page 3, Objective 8*) in group projects and tasks.

Review of Drafts. In order to help you get the most out of assignments, I will review drafts of papers and projects provided I get them far enough in advance to make comments you can incorporate into your final product—typically 7 to 10 days before the due date. Comments made on drafts such as “good,” “fine,” “satisfactory,” etc. denote that you have met the basic requirements and DO NOT imply that you have an A.

Plagiarism. Plagiarism is academic dishonesty and strictly prohibited. Students sometimes commit plagiarism without understanding they are doing so. Avoid this by visiting <http://www.education.indiana.edu/~frick/plagiarism/> and taking the quiz. If you’re still uncertain about what constitutes plagiarism, it is your responsibility to ask me for assistance. I visit sites like *School Sucks*, *Other Peoples Papers*, and *Evil House of Cheats* on a regular basis so that I will know what my students can access on the Internet. I may also ask you to submit papers to Folio using *Turn It In*, an anti-plagiarism website. Students who plagiarize will be reported and receive a grade of “0” on the assignment. Plagiarism can also result in course failure and university dismissal. In cases of suspected plagiarism, university policy will be followed.

Late Assignments. All assignments must be completed and submitted on time, *regardless of class attendance*—e-mail or send work with a “study buddy.” Failure to turn in assignments on time can adversely impact your grade. Grades for major assignments and projects are reduced by 10% for each day the assignment is late. For example, a major project worth 50 points that is turned in two days late will receive 10 fewer points (50 points x 10% per day x 2 days) than it would have if it had been turned in on time.

Resubmitting Major Assignments. If you receive less than 80% of the allocated points on a formal assignment, you may, IF YOU WISH, resubmit it within one week of the time the graded assignment was returned to you to earn additional points (up to 50% of the “missed” points). In order for me to be able to re-grade your work, you must attach the original graded materials along with your revisions. When re-grading assignments, I look for improvement based on the comments I made—both the content (what you said) and style (how you said it). I will not re-grade papers unless the entire paper is revised. *Failure to follow the assignment directions is not a sufficient reason to resubmit a formal assignment.*

Tests & Quizzes. The purpose of tests and quizzes is to evaluate your comprehension of basic concepts and vocabulary in assigned readings. There will be two formal tests during the semester; study guides are available on Folio. In addition, there will be several quizzes, announced and unannounced, both in-class and on-line. The format of quizzes varies but typically test recall (multiple choice, T-F, etc.). You may use your completed “Study Guide” during quizzes *but not during tests*. In cases of suspected cheating, university policy will be followed.

Calculation of Final Grades. To calculate your grade: (1) **add up the points you earned** for major projects, exams and quizzes, individual assignments, and active participation (your estimate). Then (2) **subtract 5 points** for missed class activities not made-up (an estimate for how many points you will actually lose), and (3) **divide by the TOTAL** number of POSSIBLE POINTS to date. The following scale is used to determine final course grades:

- A 100-90
- B 89-80
- C 79-70
- D 69-60
- F 59-0

Grade Concerns & Appeals. In order to allow time for thoughtful reflection, I do not discuss major papers and projects with individual students on the day they are returned. You are required to put your questions and concerns in writing and e-mail them to me so that I may provide you with additional feedback. The same policy applies to tests.

VI. BIBLIOGRAPHY

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- Bain, K. (2004). *What the Best College Teachers Do.* Cambridge, MA: Harvard University Press.
- **Barkley, E.F.; Cross, K.P.; & Major, C.H. (2004).** *Collaborative Learning Techniques: A Handbook for College Faculty.* San Francisco, CA: Jossey-Bass.
- Blumberg, P. (2008). *Developing Learner-Centered Teaching: A Practical Guide for Faculty.* San Francisco, CA: Jossey-Bass.
- Doyle, R. (2008). *Helping Students Learn in a Learner-Centered Environment.* Sterling, VA: Stylus Publishing.
- Dembo, M.H. and Seli, H. (2007). *Motivation and Learning Strategies for College Success: A Self-Management Approach.*, 3rd Ed. London, GB: Routledge.
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- Huba, M.E.; & Freed, J.E. (1999). *Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning.* Boston, MA: Allyn & Bacon.
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- McDonald, J.P.; Mohr, N.; Dichter, A.; & McDonald, E.C. (2003). *The Power of Protocols: An Educator's Guide to Better Practice.* NY: Teachers College Press. An abbreviated form of many of the protocols is available at: <http://www.tcpress.com/pdfs/mcdonaldprot.rtf#715>
- **McKeachie, W., & Svinicki, M. (2005).** *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers.* (12th Ed.) Boston, MA: Houghton Mifflin.
- Silberman, M. (1996). *101 Active Learning Strategies.* Boston, MA: Allyn & Bacon.
- Weimer, M.. (2002). *Learner-Centered Teaching: Five Key Changes to Practice.* San Francisco, CA: Jossey-Bass.
- Walvoord, B. E. F., & Anderson, V. J. (2007). *Effective Grading: A Tool for Learning and Assessment in College.* San Francisco, CA: Jossey-Bass.
- **Multiple copies are available for checkout.**

VII. PROGRAM LEARNING OUTCOMES

If this was a course syllabus, I would include a table linking course-level objectives to program-level objectives here. Below is a sample table.

CT2 Program Objectives	Course Objectives	CT2 Program Objectives	Course Objectives
1. Use of Learning-Centered Teaching Strategies	3, 4	4. Adapting Instruction to Address Misconceptions	3, 4
2. Instructional Planning Skills	1, 3, 4	5. Classroom Motivation & Management	3, 4
3. Learning-Centered Assessment	2, 3, 4	6. Professional Commitment & Responsibility	

A Final Note. My goal is to help you learning how to plan and execute instruction so that ALL students in your classes can learn. However, I cannot do that by myself. You must become an active participant in your own learning. Let me know if you are not getting as much out of this series as you think you should. **I include the required special accommodation statement here.** If you have a special need (a physical or learning disability) that requires special assistance, please alert me during the first week of class. I will work with you and the SDRC (Student Disability Resource Center) to meet your needs. My door is always open should you wish to talk about this series or teaching (or life). Look for me on the 1st floor of Henderson Library, Suite 1303 (to your right as you enter to Library from the lakeside). I look forward to an exciting eight-weeks of sharing my love for teaching with you!

Dr. Longfield (AKA “Dr. J”)

FYI: In keeping with the constructivist nature of this series, the syllabus, assignments, and schedule are always “under construction” and subject to change in order to better meet your learning needs. If changes are made, they will be announced in class and posted to Folio. It is your responsibility to remain abreast of announced changes.

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Commitment to Learning in the Teaching Academy

I _____ have read and understand the *Teaching Academy* Syllabus. I have been given the opportunity to ask questions about assignments, exams, and other course expectations/requirement and have no additional questions. I understand that it is necessary for me to participate collaboratively in TEAM activities, and become an active participant in my own learning.

I also agree to abide by the standards and expectations as stated in the Syllabus, including ethical standards and the Georgia Southern policy on Academic Honest: *I will be academically honest in all of my course work and will not tolerate the academic dishonesty of others.* I understand that in order to be successful in this course, I must (1) attend class, (2) participate actively in class activities and (3) complete assignments on time—no excuses.

Signed _____ Date _____

***This commitment must be signed and returned to Dr. J no later than January 20, 2015.**

Teaching Academy – Spring 2015

Week 1 – Jan. 13

Introduction to Learning-Centered Teaching

Read: (1) “Teaching & Human Memory”

<http://chronicle.com/article/TeachingHuman-Memory/129778>

(2) “Discrepant Teaching Events”

<http://www.isetl.org/jjtthe/pdf/IJTLHE732.pdf>

- Introductions, Goals, Topics
- Seat Reform Project
- Working Definitions
- What Is Learning-Centered Teaching?
- Preconceptions & Misconceptions
- Certificate in Higher Ed. Teaching

Week 2 – Jan. 20

Planning for Active Learning

Read: Chapter 1. “Students Prior Knowledge”

Chapter 2. “Ways Students Organize Knowledge”

Bring: List of misconceptions in your discipline/course

- Where in the Classroom . . .
- Preconceptions & Misconceptions
- Approaches to Content
- Classroom Assessment Techniques (CATs)
- Lesson Planning Steps
- Teaching Dilemma Case Study

Week 3 – Jan. 27

Student Motivation: Overcoming Obstacles to Learning

DUE: CATs for your target course

Read: Chapter 3. “Motivating Student to Learn”

Bring: Activity, assignment or teaching strategy from your target unit or lesson that is NOT motivating

- Revisit CATs
- What Is Motivation
- A Student’s Perspective
- An Artist’s Perspective
- What Is Motivation?
- Ways to Increase Motivation
- Making It Relevant
- Theory Into Practice

Week 4 – Feb. 3

Engaging Students in the Learning Process

Watch: YouTube video on clickers which contains useful information of discussions

<http://www.youtube.com/watch?v=z0q5gQfOmng>

Read: Chapter 4. “How Do Students Develop Mastery”

- Reducing Inertia
- Demonstration of Simulations
- Chapter 4 Jigsaw
- Debrief YouTube Video
- Questions & Questioning
- Using JiTT to Get Students to Read
- Planning Discussions

FYI. Feb. 6, 9:00-11:00 a.m. OR 2:00-4:00 p.m. – Engaging in the Scholarship of Teaching and Learning (SoTL)

Week 5 – Feb. 10

Classroom Climate & Diversity

DUE: Your CATs implementation report

Read: Chapter 6. “Course Climate”

- Learning about Students & Teaching Diverse Ones
- CAT Implementation Reports
- Perry’s *Stages of Intellectual Development*
- Chickering’s *Student Identity Vectors*
- Classroom Climate

Week 6 – Feb. 17

Effective Tests: Tools for Learning

DUE: Activity for addressing a discipline/course misconception—discrepant teaching event

Read: Chapter 7. “Students as Self-Directed Learners”

- Discrepant Teaching Event Activity Exchange
- Chapter 7 Quiz
- Planning Assessment
- Problems with Tests
- Multiple Choice Primer
- Creating Well-Written Items
- Identifying Flawed Items Activity
- Critique of Chapter 7 Quiz

Week 7 – Feb. 24

Effective Grading & Feedback

DUE: Lesson plan addressing a discipline/course misconception for your target course

Read: Chapter 5. “Practice and Feedback”

- Chapter 5 Debrief
- Quality Feedback
- Misconception Lesson Plan Feedback
- Case Study: Latté & Grading
- Rubrics Basics
- Scoring Guide Activity
- Rubric Development Steps

FYI. Feb. 26, 11:00a.m.-12:30 p.m. – Teaching & Learning with Social Media

Week 8 – Mar. 3

Classroom Management

DUE: Rubric or scoring guide for an assignment or test question + Teaching-Learning Beliefs Inventory

Read: Conclusion

- Revisit Rubrics-Scoring Guides
- Disruptive Behaviors Survey
- Causes of Disruptive Behavior
- Setting Expectations
- Dealing with . . .

FYI. Mar. 6 - , 9:00-11:00 a.m. OR 2:00-4:00 p.m. – Publishing Your Work on Teaching and Learning

Other Upcoming Events

Mar. 9 & 23, 10:00-11:00 a.m. – Teaching Philosophy: Parts 1 & 2

Mar. 25-27, SoTL Commons Conference, Coastal Georgia Center, Savannah

Mar. 30& Apr. 13, 10:00-11:00 a.m. – Teaching Portfolio: 1 & 2

Apr. 2 & 16, 11:00 a.m.-noon – Teaching Portfolio: 1 & 2

April 10, 9:00-11:00 a.m. OR 2:00-4:00 p.m. – Engaging Students in Writing to Learn

***The schedule is “under construction” & subject to change in order to better meet your learning needs.**