

NEW COURSE:
SEMINAR IN COLLEGE TEACHING (EDLD 8510, Call # 17256)
Spring Semester 2006, Tuesday, 4:00 – 6:45 PM
3034 Haley Center, 3 Graduate Credits
OPEN TO ALL AUBURN UNIVERSITY GRADUATE STUDENTS

INSTRUCTOR: *Dr. James E. Groccia*, Director, Biggio Center for the Enhancement of Teaching and Learning; Associate Professor, Educational Leadership, Foundations & Technology

COURSE DESCRIPTION: The Seminar in College Teaching provides an overview of the major issues involved in teaching and learning in higher education through the use of experiential learning, lecture, group and collaborative activities, readings, discussion, case studies, email dialog, student-led discussions, guest instructor presentations, and reflective writing.

RATIONALE: Postgraduate instruction appropriately focuses on the development of advanced subject specialty skills, research experiences, and the methods and habits of thought of the discipline. However, many graduate students aspire to careers as faculty in higher education but never receive training for the principal task they will face: teaching college classes. This course is designed to provide a working knowledge of the central issues in college teaching and experience with a repertoire of effective college teaching skills.

REQUIRED TEXTS:

- McKeachie, W. J., & Svinicki, M. 2006. *McKeachie's Teaching Tips: Strategies, research, and theory for college and university teachers (12th Edition)*. Boston: Houghton Mifflin.
- *The Chronicle of Higher Education*. Special student discount subscription are available
- *Tomorrow's-Professor Listserv*. Subscribe emailing to: Majordomo@lists.stanford.edu: subscribe tomorrows-professor
- Required readings will be put on electronic reserve through WebCT

RECOMMENDED TEXTS:

- Groccia, J.E., & Miller, J.E. (Eds.). 2005. *On becoming a productive university: Strategies for reducing costs and increasing quality in higher education*. Bolton, MA: Anker Publishing Co.
- Sutherland, T.E., & Bonwell, C.C. (Eds.). 1996. *Using active learning in college classes: A range of options for faculty*. New Directions in Teaching and Learning, No. 67. San Francisco: Jossey-Bass.
- Miller, J.E., Groccia, J.E., & Miller, M.S. 2001. *Student Assisted Teaching: A Guide to Faculty-Student Teamwork*. Bolton, MA: Anker Publishing Co.

COURSE GOALS AND OBJECTIVES: Upon completion of this course students will

- Develop a model for understanding effective college teaching;
- Understand the realities of academe and the college teaching profession;
- Comprehend the impact of the campus culture and context on instruction and learning;
- Understand the influence of teacher variables on instruction and learning;
- Understand the influence of learner variables on instruction and learning;

(OVER)

- Know the theory and research of the human learning process;
- Be familiar with a variety of instructional approaches and be able to analyze which approach to use to accomplish intended instructional and learning objectives;
- Understand process and product assessment, grading and evaluation;
- Be able to design appropriate learning and teaching objectives;
- Prepare a teaching philosophy for professional development and future employment;
- Apply knowledge gained in course through in-class micro-teaching.

COURSE REQUIREMENTS:

- Individual Meeting with the Instructor: within the first two weeks of class to discuss expectations and desired outcomes and to determine personal learning plan
- Educational Autobiography: a detailed 4-5 page description of your educational history which includes a description of the context of your schooling and the factors that you think have been most influential in shaping your learning and behavior (5 points)
- Statement of Teaching Philosophy: a detailed 1-2 page description of your philosophy (the rationale for what you do based on experience, theory and evidence) (5 points)
- Teaching: leading a 30-minute interactive class session on one of the assigned class topics (15 points)
- Lesson Plan: detailed instructional plan for class teaching session (Due 1 week before teaching) (5 points)
- Participation: class attendance, in-class and electronic participation in discussions, timely and through completion of assignments and participation in course and self-assessment (10 points)
- Small Group Instructional Feedback (SGIF): visit the class of a TA or instructor, conduct an SGIF, prepare a report and discuss with the TA or instructor. I will work with you and provide materials and training (10 points)
- Professional Dialogue: choose an article from course readings, develop questions for the author, contact the author, get feedback and write a 2-page written summary (10 points)
- Readings and Discussion Questions: answer questions on each week's assigned readings (40 points)

ASSESSMENT:

- Final Grade: Will be determined by total points accumulated on required course assignments (A=>90, B=89-80, C=79-70, D=69-65, F=<64)
- Testing: Since the process of understanding, designing and developing instruction is reflective and requires constant referral to a range of literature and related sources, it is not an activity that depends on instant recall of factual information even though such skill can be developed through extended practice. For that reason, objective tests of knowledge will not be employed as part of the assessment process for this course. This puts additional emphasis on the quality of other course requirements as measures of performance. Standards for other work will thus be quite rigorous.