Seminar in College Teaching
Summer 2009

EDH 6938    Section Number 201    Reference Number 50422

Course Syllabus & Learning Guide

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Class Location: EDU 254

Class Sessions: Saturday May 9 from 9:00 am – 3:00 pm
Saturday May 30 from 9:00 am – 3:00 pm
Saturday June 6 from 9:00 am – 3:00 pm
Saturday June 13 from 9:00 am – 3:00 pm
Saturday June 20 from 9:00 am – 3:00 pm
Saturday June 27 from 9:00 am – 3:00 pm
Saturday July 11 from 9:00 am – 3:00 pm

Office Hours: It is my sincere hope that despite our busy schedules we will be able to have considerable time to interact both in-class and out-of-class. To help provide an opportunity for us to become better acquainted, I plan to arrive for class at least 30 minutes before each class session; if needed, we can also schedule individual appointments during lunch break on class days. Also, I’d be genuinely pleased to schedule individual appointments for phone conversations or office visits at mutually convenient times.

I have found that scheduled appointments or phone conversations generally work better for most graduate students than my simply hoping students will drop in to visit. I plan, however, to have scheduled office hours on Tuesdays from 9:00 – 11:30 am and Thursdays from 9:00 – 11:30 am 2:00 – 4:30 pm and on Saturdays from 8:00 – 8:45 am; this is subject to modification as needed. Upon request, I will also be available for office meetings at other times. My office location is EDU 151i, located within the Department of Adult, Career and Higher Education’s office area. My office email address and phone number appear above. In emergencies, I can also be called at home (before 8:00 pm)

Course Overview: Though the vast majority of today’s faculty members have earned their advanced degrees in an academic discipline, relatively few have received a systematic introduction to the art, craft, and current research on teaching and learning in higher education. This course will provide you with an in-depth opportunity to think, read, talk, write, and learn about enhancing student learning through skillful college and university teaching.
While this course will primarily employ traditional face-to-face class sessions, this semester we will explore three of our 12 primary topic areas (i.e., Planning a Course and Constructing a Syllabus; Designing Group Work; And Behaving Ethically) through individual reading, personal reflection and online postings.

In addition, I might note that several well-established principles of adult learning have guided the creation of class activities and course assignments. For example, you will be encouraged to (a) engage in continuous personal reflection, (b) use course content to guide and inform your own current and future teaching, (c) make choices among course assignments, and (d) self-assess the quality of your own work.

Workload:  This three credit graduate-level course is intended to serve a diverse student audience. Some students will be enrolled in the Ed.D. or Ph.D. programs in Higher Education while others will be enrolled other doctoral programs at USF. Still others will be working towards Masters degrees in various disciplines or towards the Certificate in College Teaching. Last but certainly not least, many students will be newly hired full-time faculty employed at area colleges who are fulfilling a faculty development requirement. Past experience indicates that we can all benefit from this diversity of educational backgrounds.

Irrespective of the category that best describes you, I am confident that in addition to your responsibilities for this class, you are all incredibly busy and productive in a multitude of other life roles. *It is my sincere hope that you will read this syllabus carefully and review the calendar of course assignments thoughtfully to ensure that you are willing to devote the time and energy needed to have a successful and enjoyable experience in this course.*

Please note also that to provide students with some scheduling flexibility, this course is offered in varying time formats across semesters; e.g., evening sessions, afternoon sessions, all-day sessions, etc. Though scheduling formats will vary, the topic areas we will explore in the course and the course assignments you will complete will be the same across sections.

A Note About This Course Syllabus & Learning Guide:  While I have tried to be both clear and comprehensive in preparing this syllabus, I fully anticipate that you will have questions to ask and that some minor modifications occasionally need to be made. I urge you to ask your questions in class and through phones call or emails.

Goals and Objectives:  Course activities and assignments have been designed and structured to help you achieve several broad-based learning outcomes. These include both the goals described in the Departmental Course Syllabus as well as others designed to further your growth as a critically reflective classroom instructor. In this course, you will:

A.  explore important instructional issues associated with course design and syllabus construction
B.  examine critically a variety of alternative teaching approaches and issues
C.  explore important ethical issues and dilemmas associated with teaching and learning
D.  reflect upon student diversity and its implications for teaching and learning
E.  explore strategies to assess student learning and grade student performance
F.  identify strategies that help create positive student/faculty relationships
G.  review research exploring teaching excellence
H.  write a personal philosophy of teaching
I.  demonstrate teaching talents and presentation skills in this graduate-level course
Attendance and Participation: Much of the learning in this course will occur as a result of shared class experiences examining issues, ideas, and instructional approaches that go beyond those explored in the assigned readings. Attendance at each of our class sessions (especially our crucial first meeting) along with active participation by all students is essential to accomplishing course goals. Thus, you are expected to attend all class sessions in their entirety. As part of modeling good practice, we will begin and end each class on time.

Important course information will be shared both in class and via email; please plan to check your email at least three times per week.

I understand that unforeseen and legitimate circumstances can arise that prevents attendance at all class sessions. As a courtesy to all, please notify me in advance if you will miss a class. I do consider missing all or part of more than one class session this term to be excessive; should this occur, we would need to discuss your circumstances individually via phone or email (i.e., not during a class session). In some instances, it might be possible for me to assign out-of-class make-up work addressing topics examined in the missed sessions.

Textbooks: For your convenience, I have assembled a collection of article reprints and course materials into a course packet; these materials along with several additional online readings that will be made available to you through Blackboard, (thus helping keep the total cost more manageable) constitute the required textbook for this class.

This course packet, or Custom Notes as they call them, can be purchased from Pro-Copy, 5219 East Fowler Ave (on the corner of 53rd and Fowler in the Publix shopping plaza). Their phone is 813-988-5900 and their fax is 813-980-6532. They are open 24 hours daily. In addition, you can order online at http://www.procopycoursematerial.com and they say that you will receive your material via Priority Mail within 48 hours.

While it will be important that you do assigned readings as scheduled, bringing this Course Packet to each class session is not required though many students prefer to do so.

In addition, some students have found it helpful to have access to (but not necessarily own) a copy of the Publication Manual of the American Psychological Association 5th Ed. (2001). Washington, DC: American Psychological Association. If you plan to take additional coursework in the department or to pursue doctoral studies, you will find it continually helpful to own a copy of this text; it can be obtained from many sources. Alternatively, occasional users might find the information available online at http://www.apastyle.org/ sufficient for their purposes; this is a website well worth checking out (especially the resources noted on the left side of the page). Links to other online APA Style Documentation Resources can be found at http://apastyle.apa.org/ and http://www.wooster.edu/psychology/apa-crib.html.

Course Activities and Assignments: This course will emphasize a hands-on/minds-on practical orientation. Class sessions will involve interactive lectures, group discussions, in-class and out-of-class writings, in-class small group work, student presentations, etc.

In addition, as noted previously, this semester we will explore three of our 12 primary topic areas (i.e., Planning a Course and Constructing a Syllabus; Designing Group Work; and Behaving Ethically) through individual reading, personal reflection and online discussion.

To overview course topics and activities, a detailed calendar describing topics, readings, and assignment due dates is included in this syllabus (See pages 11-13). If needed, the instructor may modify this calendar during the semester (e.g., due to large/small class size, unanticipated events, etc). Given the importance we will place on thoughtful class discussions, it is important that assigned readings be completed on schedule.
In addition, assignment deadlines have been sequenced to encourage you to complete all assigned work in a thorough and thoughtful fashion during this semester. Two course assignments absolutely must be done as scheduled: (1) your Classroom Teaching Demonstration; due to our full calendar of activities, these cannot be rescheduled, and (2) your three online course assignments; these need to be completed as scheduled so that your fellow classmates can read and respond to the postings.

The other three course assignments can be submitted anytime prior to Saturday July 11 (so that I can both read your work and submit course grades as scheduled) -- (1) your revised Teaching Philosophy Statement, (2) your College Teaching Notebook OR Self-Directed Learning Project Plan, and (3) your Classroom Observation Reports OR Web Site Annotated Bibliography.

I anticipate that you will do all of your course assignments on a home or office computer; horror stories from previous semesters remind me to urge you to make thumb drive or CD ROM backups of your work products in addition to (a) the copies of work submitted through Blackboard and (b) the backup of your files that you save on your hard drive.

Technological Requirements Regarding Accessing and Using Blackboard: Participation in the course will require accessing and using Blackboard. Periodic course announcements will appear automatically after accessing the course site, and sent via e-mail throughout the semester. Course content, assignments, and other information needed for successful participation in the course will be available on the course site. Other skills needed for online work involve posting contributions to discussion forums, submitting files, using e-mail features, checking readings online, etc. If this is your first experience using Blackboard, to ensure that you receive all important messages and announcements ASAP, please set up your Blackboard account to forward emails to the specific address you check most frequently.

If you are having difficulty using or trouble shooting problems involving the Blackboard Course Management System, please be advised that the Academic Computing Help Desk offers help services accessible via phone, the Internet, e-mail or in person. The Help Desk provides technical support for: myUSF (Blackboard); Student e-mail accounts; Connecting from home to the USF Libraries.

Academic Computing’s Help Desk can be reached by phone at 974-1222. Alternatively, for in person support, visit them at the Tampa Campus Library, LIB 117, Information Commons. Their hours of operation include: Sunday 12:00 pm - 9:45 pm; Monday through Thursday 7:30 am - 9:45 pm; Friday 7:30 am - 5:45 pm; and Saturday 10:00 am - 5:45 pm.

Academic Computing also offers FREE classes for students and faculty. All classes are held on the Main Campus Library in room LIB618A. To attend any workshop, arrive 5 minutes early with your USFID Card. If you have any questions, please email actrainers@aCOMP.usf.edu or visit their website at www.aCOMP.usf.edu.

Grades: Over time, instructor-assigned course grades have come to play an increasingly prominent role in American higher education. Unfortunately, there is research-based evidence (e.g., Janzow & Eison, 1990; Kohn, 2002) that questions the degree to which current grading practices, and their resulting impact on many students, exerts a positive influence upon the primary instructional goal of enhancing deep and lasting learning. In the context of this graduate-level class, it is my genuine hope that we can focus more of our time, attention and energies on promoting learning than on the pursuit of course grades; we will explore in class some of the specific ways I hope to help us realize this goal. [Citations: Janzow,
Past experience has shown that the vast majority of students work exceptionally hard and their course assignments reveal the significant learning outcomes achieved; in turn, the course grades assigned have largely been A’s. Students whose assignments have not clearly demonstrated significant learning outcomes, however, have received lower course grades.

Course assignments will have the following approximate weightings in the computation of final course grades.

- **Active Class Participation (20%)**
- **Self Assessment of Work Products due with each assignment (10%)**
- **Teaching Philosophy Statement: Revised Draft due 6/20 (15%)**
- **Online Assignments (1, 2, & 3) due as scheduled - See Course Calendar (15%)**
- **Classroom Observation Reports OR Web Site Annotated Bibliography due 6/27 (20%)**
- **College Teaching Notebook OR Self-Directed Learning Project Plan due 7/11 (20%)**

Course letter grades (i.e., A, B, C, & F) will be assigned holistically based upon the above noted assignments; pluses and minuses will not be used.

Grades of “I” (i.e., Incomplete) can be awarded only in rare instances to individuals who have satisfactorily completed most but not all of the course requirements. Should this prove necessary, you will need to (a) discuss with me your desire to be awarded an “I” grade AND (b) complete the required Graduate School Form for requesting an “Incomplete” found online at [http://www.grad.usf.edu/newsite/grad_council/policy/Incomplete_Grade_Contract.pdf](http://www.grad.usf.edu/newsite/grad_council/policy/Incomplete_Grade_Contract.pdf)

**Other Important Course Policy Issues**

**Religious Holidays:** Religious observances sometimes conflict with our schedule of classes. Should you need to miss a scheduled class for this reason, as per university policy, please notify me in writing by our second class and we will work out an appropriate accommodation.

**Special Accommodations:** Please notify the instructor within the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Student Disability Services Office must accompany the request. The Student Disability Services Office is located in the Student Services Building, Room 1133 on the Tampa campus; the telephone number is (813) 974-4309.

**Classroom Conduct:** As part of our course curriculum we will examine instructional strategies that help form positive faculty-student relationships and establish a positive classroom climate; more significantly, it is an explicit expectation of this class that we will each demonstrate mutual respect for one another in both word and action.

**Expectation of Originality:** Please ensure that you are the creator of all course work that you submit in this course. This requirement involves making certain that you do not plagiarize; proper citation format (i.e., according to APA guidelines) must also be employed when using the ideas or words of others. In addition, to help maximize the educational value and impact of this course, all course assignments should be your original and unique writing; please do not simply recycle and reuse work you have previously prepared for another course.
Academic Misconduct: My clear and explicit expectation is that academic integrity will be practiced by all enrolled in this class. Procedures for addressing issues of academic misconduct have been set by the University of South Florida; please ensure that I will not have any cause to employ these policies and procedures for handling academic misconduct in our class. For information about relevant institutional policies (e.g., cheating, plagiarism, improper classroom conduct), please consult the current Student Handbook (i.e., http://catalog.grad.usf.edu)

Welcome: Last but not least, in addition to the Course Goals and Objectives outlined previously, I hope this course will also help you achieve three additional learning outcomes:

(a) to develop further your passion for personal excellence in teaching and learning
(b) to become more knowledgeable about published writing and research that can guide and inform your classroom teaching
(c) to improve your teaching through focused and frequent personal reflection

Further, let me hasten to add that I am personally looking forward to working with and learning from each of you. I hope that you share my excitement; working together we can make this course a truly significant and memorable learning experience.
Active Class Participation: Much of your learning in this course will be the result of reading and personal reflection. With the exception of our first class, participants are expected to complete each reading assignment in advance of scheduled class sessions and to use these readings to help stimulate and inform our class discussions. Class time will then be used for activities designed to extend the depth and breadth of our exploration. In addition, your thoughtful and reflective written reactions to these readings will comprise a large portion of your College Teaching Notebook (see below). Please refer to our “Course Calendar” (Syllabus pages 11-13) to identify the specific readings associated with each class session.

Self-Assessment of Work Products: The practice of thoughtful reflection and honest self-assessment of the quality of one’s academic work prior to sharing it with others can be extremely beneficial to both students and faculty. For students, thinking systematically about the relative strengths and limitations of their work in progress often stimulates revision and subsequent improvement prior to submission. Such efforts similarly benefit faculty members who then get to review and critique better quality student work. For these reasons, you will prepare and submit a written self-assessment of the three primary written works you will create this semester [i.e., (a) your revised teaching philosophy statement; (b) college teaching notebook or self-directed learning project; (c) your web site annotated bibliography or classroom observation reports] along with each assignment.

Teaching Philosophy Statement: Faculty members on several hundred campuses currently use teaching portfolios to demonstrate and document their teaching effectiveness. Most teaching portfolios begin with a “Statement of Teaching Philosophy.” To encourage you to synthesize ideas and information explored in this course, and to ultimately help you get started on your own teaching portfolio, this semester you will prepare a “Statement of Teaching Philosophy.”

To help you begin this assignment I have attached two important resources to this syllabus: (a) a two-page essay entitled “Developing a Philosophy of Teaching Statement,” by Nancy Chism (1998) (See pages 19-20), and (b) “Helpful Resources on the World Wide Web for Writing a Philosophy of Teaching Statement” found on page 21 of this document. We will also spend some class time exploring this topic during our first class session.

This project will be completed in two phases: (1) a DRAFT version that I will comment upon and return for revision (Due Date: 5/30), and (2) a REVISED Version (Due Date: 6/20). You will be given information about alternative types of issues you might want to address and various approaches you might wish to take when preparing your DRAFT teaching philosophy statement. Then, building upon information and ideas explored in this course, and the written feedback I will offer, you will prepare and submit a REVISED version. Only the REVISED Version will be graded.
Online Assignments: This semester on a pilot basis we will explore key aspects of three of our 12 primary topic areas (i.e., Planning a Course and Constructing a Syllabus; Designing Group Work; And Behaving Ethically) through individual reading, personal reflection and online discussion. These three assignments appear on page 22-23 of this syllabus.

Each assignment’s two-part due dates also appears on pages 22-23

Web Site Annotated Bibliography OR Classroom Observation Reports

Web Site Annotated Bibliography: Truly outstanding instructional resources to enhance teaching and learning in virtually every discipline can now be found on the World Wide Web. This assignment requires you to locate and reflectively critique several such web-based resources that will prove helpful to either (a) you in teaching a discipline-based course or (b) your students in learning ways to improve their skills in areas such as study skills, critical thinking, writing, etc. that are needed for success in the courses you teach.

This assignment involves the creation of an annotated bibliography containing at least ten quality websites. Your annotated entries should be at least two paragraphs in length; the first paragraph should succinctly summarize the contents of the site while the second paragraph should provide your critical evaluation of the contents of the website. Your summary and critique must be in your own words. This annotated web site bibliography should be presented in APA style and be titled in a fashion that clearly informs the reader about the subject matter; a descriptive opening paragraph should also be provided to enhance reader clarity. A brief illustrative sample of this assignment can be found on page 27.

This assignment is due no later than June 27.

Classroom Observation Reports: To paraphrase some sage advice from Yogi Berra, “You can observe a great deal (about teaching excellence) just by watching. Thus, this assignment will provide an opportunity to learn more about skillful teaching through both personal observation and written reflection.

You will (1) identify two different college or university instructors that you wish to observe teaching a 50 – 75 minute class, (2) systematically collect some observational data during these class visits, and (3) prepare a thoughtful and constructive written critique of each class session observed. Important Note: Please refer to page 28 of this syllabus for additional information about how to complete this assignment.

This assignment is due no later than June 27.

College Teaching Notebook OR Self-Directed Learning Project

College Teaching Notebook: Class activities and course assignments are designed to help you develop your instructional skills. To organize and store your original thoughts, each student will develop his or her own “College Teaching Notebook” containing four entries. In some disciplines notebooks such as these would be called “laboratory books;” in other disciplines they might be called “reflective journals.”
Three of the four entries in your “College Teaching Notebook” should be out-of-class writings describing your reflective reactions to, and potential applications of, assigned readings to your own teaching (i.e., either now or in the future). Select your three topic entries from among the following eight sections in the course packet – Sections 1, 2, 4, 6, 7, 9, 11, and 12. The fourth and final entry should describe your specific plans for synthesizing and integrating any and all issues, ideas and instructional methods explored in this course into your future teaching.

To help promote deep and lasting learning from academic readings, it is often wise to read with a clear sense of purpose. One way to create such a focus is to read with specific questions in mind. Thus, as you begin each reading you might ask and yourself such questions as the following illustrative examples; your College Teaching Notebook entries might focus upon your thoughtful responses to these questions.

What information and ideas contained in the readings affirm specific attitudes, values and behaviors that are already part of your current understanding of teaching effectiveness?

In terms of helping to improve your current or future teaching, what specific information and ideas in the readings will be of lasting importance to you?

As you think about the instructional implications of the information and ideas presented in the readings, what important and unanswered questions remain in your mind? And, where can you find relevant information from other sources to help address these questions?

*Each of your four entries should be a well-written typed paper of 1,000 words (i.e., each entry should be approximately 4-5 pages double-spaced pages in length).*

**This assignment is due no later than July 11.**

**Self-Directed Learning Project Plan:** Malcolm Knowles, an especially prominent scholar in adult learning theory, in *Self-Directed Learning: A Guide for Learners and Teachers* (1975), described self-directed learning as a process in which individuals take the initiative, with or without the help of others, to diagnose their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes. This course assignment option will provide you with an experiential opportunity to design, conduct and self-assess the outcomes of a self-directed learning project (i.e., a project of your own choosing).

Within the general context of a course focusing on College Teaching, your proposed self-directed learning project plan should address the following three topic areas

1. What college teaching topic or question are you interested in learning more about and why? (e.g., What specifically do you hope to explore? Why is this project of personal importance? What specific learning objectives will you achieve by this project?)

2. What specific information search strategies will you employ achieve your objectives (e.g., How will you go about locating the information needed to achieve
your personal learning objectives for this project? What human, printed, or online resources will you consult?)

(3) How will you demonstrate that you have successfully completed the personal learning objectives you created for this activity?

An illustrative example of a Self-Directed Learning Project Plan can be found on pages 25-26 of this syllabus.

This assignment is due no later than July 11.

Classroom Teaching Demonstration: Each student will prepare an interesting and informative twenty (20) minute “teaching presentation” for our class. Your “teaching presentation” should focus on either a specific instructional strategy, or a controversial issue related to college teaching, AND should be based upon one or more published resources (e.g., journal articles, research studies, credible websites, etc).

Pertaining to your selection of a specific topic, I hope you will identify a topic meeting the following three criteria: (1) it is of great personal interest to you, (2) it will be of value to your fellow students (i.e., it is not so specific to your discipline or idiosyncratic to your personal life experiences that we would neither understand nor benefit from attending the presentation), and (3) that we will not be covering this topic as part of the subject areas already outlined in this course syllabus. **It is essential that the topic you select meet all three of these criteria and not simply the first.** I will elaborate a bit more on these issues during class.

With respect to manner or style of delivery, your “teaching presentation” should employ a non-lecture approach to teaching the material you’ve chosen to share. And, it should demonstrate your best teaching talents.

These teaching demonstrations will be made during our last two class sessions (i.e., June 27 and July 11). **A title for your teaching demonstration should be submitted electronically no later than our class meeting on June 13.**

Additional information about these presentations and specific dates for each student (See Teaching Demonstrations Calendar on pages 14-15) will be determined later in the semester.

During these teaching demonstrations you will have the opportunity to provide your colleagues with brief written feedback; you, in turn, will receive similar feedback from your peers. Peer feedback will be in the form of four sentence completion items

I found the content (i.e., ideas and information) of this teaching demonstration to be . . .

I found the speaker’s delivery of this teaching demonstration to be . . .

If this teaching demonstration was to be offered again, I think it could be strengthened further by . . .

In addition to the above, I’d like the presenter to know that . . .
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Course Calendar

PLEASE NOTE: After Class Session 1, it is important to come to each class having completed the assigned readings.

May 9: Session 1

Topics to be Explored: Introduction to the Course and to Our Group Understanding Teaching Excellence Creating a Supportive Learning Environment Formulating a Teaching Philosophy

Assigned Readings: Readings for Topics 1 in the Course Packet.

Cross, K. P. (2005). What do we know about students’ learning and how do we know it? (Posted to BlackBoard)

Written Work Due: It would be helpful to start reading & thinking about your teaching philosophy statement ASAP

May 30: Session 2

Topics to be Explored: Creating a Supportive Learning Environment (continued) Enhancing Lectures Conducting Classroom Observations

Assigned Readings Due: Readings for Topics 2, 4 and 5 in the Course Packet.

Derek Bok Center for Teaching and Learning (2002). Tips for Teachers: Twenty Ways to Make Lectures More Participatory. Please print this article; available online at http://isites.harvard.edu/fs/html/icb.topic58474/TFTIlectures.html

Written Work Due: FIRST DRAFT of your Teaching Philosophy Statement
June 6: Session 3

Topics to be Explored: Planning a Course & Constructing a Syllabus (Online Activity 1)
Promoting Active Learning

Assigned Readings Due: Readings for Topics 3 and 6 in the Course Packet.

Written Work Due: Post Online Assignment 1: Part 1 to the Discussion Board

It would be helpful, also, to start scheduling and/or conducting your classroom observations if you plan to do so.

June 13: Session 4

Topics to be Explored: Planning and Facilitating Classroom Discussions
Designing Group Work
Responding to Student Diversity (Online Activity 2)

Assigned Readings Due: Readings for Topics 7, 8 and 9 in the Course Packet.


Written Work Due: Submit title & topic for your teaching demonstration
Post Online Assignment 1: Part 2 to the Discussion Board
Post Online Assignment 2: Part 1 to the Discussion Board

June 20: Session 5

Topics to be Explored: Behaving Ethically (Online Activity 3)
Improving Classroom Tests
Understanding Grades

Assigned Readings Due: Readings for Topic 10, 11 and 12 in the Course Packet.

Written Work Due: REVISED DRAFT of your Teaching Philosophy Statement
Post Online Assignment 2: Part 2 to the Discussion Board
Post Online Assignment 3: Part 1 to the Discussion Board
June 27: Session 6

Topics to be Explored: Teaching Demonstrations to be Determined by Presenters 1-10
Peer Analysis and Feedback

Assigned Readings Due: None

Written Work Due: Post Online Assignment 3: Part 2 to the Discussion Board
Classroom Observation Reports OR Web Site Annotated Bibliography

July 11: Session 7

Topics to be Explored: Teaching Demonstrations to be Determined by Presenters 11-18
Peer Analysis and Feedback

Assigned Readings Due: None

Written Work Due: College Teaching Notebook OR Self-Directed Learning Project

*All other written work not previously submitted*
June 27 Teaching Demonstrations Schedule

9:05 – 9:25 Presentation 1
9:30 – 9:50 Presentation 2
9:55 – 10:15 Presentation 3
10:15 – 10:30 Feedback Segment
10:30 – 10:45 BREAK (15 minutes)
10:50 – 11:10 Presentation 4
11:15 – 11:35 Presentation 5
11:40 – 12:00 Presentation 6
12:00 – 12:15 Feedback Segment
12:15 – 1:00 Lunch (45 minutes)
1:00 – 1:20 Presentation 7
1:25 – 1:45 Presentation 8
1:50 – 2:10 Presentation 9
2:15 – 2:35 Presentation 10
2:35 – 3:00 Feedback Segment

July 11 Teaching Demonstrations Schedule

9:05 – 9:25 Presentation 11
9:30 – 9:50 Presentation 12
9:55 – 10:15 Presentation 13
10:15 – 10:30 Feedback Segment
10:30 – 10:45 BREAK (15 minutes)
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<td>10:50 – 11:10</td>
<td>Presentation 14</td>
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<td>11:15 – 11:35</td>
<td>Presentation 15</td>
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<td>11:40 – 12:00</td>
<td>Presentation 16</td>
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<td>12:00 – 12:15</td>
<td>Feedback Segment</td>
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<td>12:15 – 1:00</td>
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<td>1:00 – 1:20</td>
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<td>1:25 – 1:45</td>
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<td>1:50 – 2:10</td>
<td>Presentation 19</td>
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<tr>
<td>2:10 – 2:20</td>
<td>Feedback Segment</td>
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<tr>
<td>2:20 – 2:35</td>
<td>Student Assessment of Instruction Form</td>
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<td>2:35 – 3:00</td>
<td>Class Closing</td>
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List of Assigned Readings in the Course Packet.

Topic 1: Understanding Teaching Excellence


Topic 2: Creating a Supportive Learning Environment


Topic 3: Planning a Course and Constructing a Syllabus

Topic 4: Enhancing Lectures


Topic 5: Conducting Classroom Observations


Topic 6: Promoting Active Learning


Topic 7: Planning and Facilitating Class Discussions


Topic 8: Designing Group Work


Eison, J. (2003). Creating student workgroups that work. Author

Topic 9: Responding to Student Diversity

Eison, J. (undated). Inclusive Teaching: Gender, Race and ethnicity in the Curriculum and in the Classroom. Author


Topic 10: Behaving Ethically


Topic 11: Improving Classroom Tests


Topic 12: Understanding Grades


Developing a Philosophy of Teaching Statement

Nancy Van Nort Chum, The Ohio State University

When asked to write a statement on their philosophy of teaching, many college teachers react in the same way as professionals, athletes, or artists might if asked to articulate their goals and how to achieve them: “Why should I spend time writing this down? Why can’t I just do it?” For action-oriented individuals, the request to write down one’s philosophy is not only mildly irritating, but causes some anxiety about where to begin. Just what is meant by a philosophy of teaching statement anyway?

In the current academic climate it is likely that most faculty will be asked for such a statement at some point during their careers. The emphasis on portfolios for personnel decision making, new commitments by institutions to the teaching mission, and the tight academic job market have stimulated more requests of college teachers to articulate their philosophies. At many colleges and universities, the philosophy of teaching statement is becoming a regular part of the dossier for promotion and tenure and the faculty candidate application package. Such statements are often required of nominees for teaching awards or applicants for funds for innovative educational projects.

Besides fulfilling requirements, statements of teaching philosophy can be used to stimulate reflection on teaching. The act of taking time to consider one’s goals, actions, and vision provides an opportunity for development that can be personally and professionally enriching. Reviewing and revising former statements of teaching philosophy can help teachers to reflect on their growth and renew their dedication to the goals and values that they hold.

The Format of the Statement

One of the hallmarks of a philosophy of teaching statement is its individuality. However, some general format guidelines can be suggested:

* Most philosophy of teaching statements are brief, one or two pages long at most.

* For some purposes, an extended description is appropriate, but length should suit the context.

* Most statements avoid technical terms and favor language and concepts that can be broadly appreciated. If the statement is for specialists, a more technical approach can be used. A general rule is that the statement should be written with the audience in mind.

* Narrative, first-person approaches are generally appropriate. In some fields, a more creative approach, such as a poem, might be appropriate and valued; but in most, a straightforward, well-organized statement is preferred.

* The statement should be reflective and personal. What brings a teaching philosophy to life is the extent to which it creates a vivid portrait of a person who is interested in teaching practices and committed to careers.

Components of the Statement

The main components of philosophy of teaching statements are descriptions of how the teachers think learning occurs, how they think they can intervene in this process, what goal they have for students, and what actions they take to implement their intentions.

Conceptualization of learning. Interestingly, most college teachers agree that one of their main functions is to facilitate student learning; yet most draw a blank when asked how learning occurs. This is likely due to the fact that their ideas about this are intuitive and based on experiential learning, rather than on a consciously articulated theory. Most have not studied the literature on college student learning and development nor learned a vocabulary to describe their thinking. The task of articulating a conceptualization of learning is therefore difficult.

Many college teachers have approached the work of describing how they think student learning occurs through the use of metaphor. Drawing comparisons with known entities can stimulate thinking, whether or not the metaphor is actually used in the statement. For example, when asked to provide a metaphor, one teacher described student learning in terms of an amoeba. He detailed how the organism relates to its environment in terms of permeable membranes, movement, and the richness of the environment, translating these into the teaching-learning context by drawing comparisons with how students reach out and acquire knowledge and how teachers can provide a rich environment. Grasha (1996) has done extensive exploration of the metaphors that college students and teachers use to describe teaching and learning. An earlier classic that also contains an explanation of metaphors of teaching and learning is Isbell’s The Language of Education (1960). Reinsmith (1994) applies the idea of archetypes to teaching. Such works might be consulted for ideas.

A more direct approach is for teachers to describe what they think occurs during a learning episode, based on their observation and experience or based on current literature on teaching and learning. Some useful sources that summarize current notions of learning in a very accessible way are contained in Svinicki (1991), Weinstein & Meyer (1991), and Pinning (1994).

Teachers can also summarize what they have observed in their own practice about the different learning styles that students display, the different elements they exhibit, the way they react to failure, and the like. Such descriptions can display the richness of experience and the teacher’s sensitivity to student learning.

Conceptualization of teaching. Ideas on how teachers can facilitate learning follow from the model of student learning that has been described. If metaphors have been used, the teacher’s role can be an extension of the metaphor. For example, if student learning has been described as the information processing done by a computer, is the teacher the computer technician, the software, the database? If more direct descriptions of student learning have been articulated, what is the role of the teacher with respect...
to motivation? To content? To feedback and assessment? To challenge and support? How can the teacher respond to different learning styles, help students who are frustrated, accommodate different abilities?

**Goals for students.** Describing the teacher role entails detailing how the teacher can help students learn, not only a given body of content, but also process skills, such as critical thinking, writing, and problem solving. It also includes one's thoughts on lifelong learning - how teachers can help students to value and nurture their intellectual curiosity, live ethical lives, and have productive careers. For most teachers, it is easier to begin with content goals, such as wanting students to understand certain aerodynamic design principles or treatment of hypertension. The related process goals, such as engineering problem solving or medical diagnostic skills, might be described next. Finally, career and lifelong goals, such as team work, ethics, and social commitment, can be detailed.

**Implementation of the philosophy.** An extremely important part of a philosophy of teaching statement is the description of how one's concepts about teaching and learning and goals for students are translated into action. For most readers, this part of the statement is the most revealing and the most memorable. It is also generally more pleasurable and less challenging to write. Here, college teachers describe how they conduct classes, mentor students, develop instructional resources, or grade performance. They provide details on what instructional strategies they use on a day-to-day basis. It is in this section that teachers can display their creativity, enthusiasm, and wisdom. They can describe how their No Fault Test System or videotaping technique for promoting group leadership skills implements their notions of how teachers can facilitate learning. They can portray what they want a student to experience in the classes they teach, the labs they oversee, the independent projects they supervise. They can describe their own energy level, the qualities they try to exhibit as a model and coach, the climate they try to establish in the settings in which they teach.

**Personal growth plan.** For some purposes, including a section on one's personal growth as a teacher is also important in a statement of teaching philosophy. This reflective component can illustrate how one has grown in teaching over the years.


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**The POD Network**

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Helpful Resources on the World Wide Web for Writing a Philosophy of Teaching Statement

Prepared by Jim Eison

Here is a starting set of five URLs for additional guidance in writing a "Philosophy of Teaching Statement." These URLs were each operating on April 25, 2009. While you will find it helpful to read each thoughtfully, most importantly, remember that there is no one simple and correct formula, template, or model that everyone should follow. Your personal "Philosophy of Teaching Statement" should be as unique as you are and can reflect such things as

(a) key elements of your personal and/or professional autobiography (e.g., your current teaching position and prior teaching experiences; why you want to be a teacher; lessons learned from prior teaching experiences; lessons learned from influential teachers of your past or present)

(b) core personal and/or professional values (e.g., values that are so central to who you are as a person and as an educator that they influence what you say and do in the classroom)

(c) personal hopes/dreams (e.g., for your students as learners or for yourself as a teacher)

(d) anything else that you find persuasive in the material you have read

When exploring the range of alternative possibilities outlined on the different web sites below, it will become especially clear that even the authors writing to help faculty prepare such statements have each taken very different approaches.

http://www.celt.iastate.edu/teaching/philosophy.html - This essay, written by Lee Haugen of the Center for Teaching Excellence at Iowa State University, identifies four guiding questions that a faculty member might want to address in a Philosophy of Teaching Statement

http://sunconference.utep.edu/CETaL/resources/portfolios/ - This site from the University of Texas El Paso provides some fairly comprehensive assistance to faculty interested in preparing a teaching portfolio. Look at the sections listed under "Personal Reflection" to find guidance on preparing your Philosophy of Teaching Statement

http://depts.washington.edu/cidrweb/resources/writingtips.html - This site, from the Center for Instructional Development and Research at the University of Washington, offers "Writing Tips to Help You Get Started on a Teaching Philosophy"

http://www.londonmet.ac.uk/deliberations/portfolios/urls.cfm - In case you are either compulsive or still looking for additional ideas, the Deliberations site from the United Kingdom, offers a host of helpful resources for all interested in teaching, learning, and faculty development in higher education. This particular site location provides a collection of links offering guidance when preparing teaching portfolios.

http://chronicle.com/jobs/2003/03/2003032702c.htm - This essay by Gabriela Montell, entitled "How to Write a Statement of Teaching Philosophy" was published in the March 27, 2003 issue of the Chronicle of Higher Education in their section on Career Trends and Features.
Online Assignments 1-3

Online Assignment 1 – Posting 1 Due 6/6 & Posting 2 Due 6/13

Step 1: Identify a specific course that (1) you either have taught recently or have taken recently AND (2) you have access to an electronic copy of the syllabus used in this course. For ease of access, please post this as a MS Word document that can be pasted directly into the Discussion Board section of Blackboard.

Step 2: Read the articles on Planning a Course and Constructing a Syllabus appearing in Topic 3 of our Course Pack

Step 3: Based upon information and ideas identified in or stimulated by these readings, what specific changes to the syllabus identified in Step 1 would you recommend for enhancing the instructional usefulness this syllabus? Please prepare a clear, concise and well-written one page analysis identifying 1-3 specific changes you propose and provide a brief rationale for offering these suggestions. Post this response to the Discussion Board no later than 6/6

Step 4: Select one previously posted set of suggestions from a fellow student and prepare your own clear, concise and well-written one page reaction to the specific changes proposed in your colleague’s posting.

Please make certain to select a colleague’s posting that has not been previously responded to by more than one other individual in our class. Your response should be posted to the Discussion Board no later than 6/13

Online Assignment 2 – Posting 1 Due 6/13 & Posting 2 Due 6/20

Step 1: Read the two articles on Designing Group Work appearing in Topic 8 of our Course Pack as well as the following online article: Millis, B. J. (undated). Advanced cooperative learning structures. Author. Available at http://www.utexas.edu/academic/diia/research/projects/hewlett/cooperative.php

Step 2: Visit also the Team-Based Learning website created by Larry Michaelsen, Arletta Knight, and Dee Fink that is found online at http://www.ou.edu/pii/teamlearning/

Step 3: Many faculty report that students commonly voice objections to group assignments and projects. Based upon your thoughtful consideration of the information/ideas encountered when completing Steps 1 and 2 above, prepare a clear, concise and well-written one page list of suggestions for addressing students’ concerns that might be productively integrated into a course syllabus. Post your suggestions to the Discussion Board no later than 6/13

Step 4: Select one previously posted set of suggestions from a fellow student and prepare your own clear, concise and well-written one page reaction to the specific suggestions proposed in your colleague’s posting.
Online Assignment 3– Posting 1 Due 6/20 & Posting 2 Due 6/27

**Step 1:** Read the articles on Behaving Ethically appearing in Topic 10 of our Course Pack.


**Step 3:** Select any two of the seven ethical vignettes; read each thoughtfully from both the perspective of the professor as well as from the perspective of the students. For each of the two cases you have selected, prepare a clear, concise and well-written one page analysis (i.e., approximately 250-300 word) identifying the ethical issues contained within the vignette. Make certain to include in your analysis explicit examination of both (a) the professor’s perspective and (b) the students’ perspective. Take your analytic responses to the two cases and post them as a single posting to the Discussion Board no later than 6/20.

**Step 4:** Select one previously posted ethical analysis of two vignettes from a fellow student and prepare your own clear, concise and well-written one page analysis of the specific issues raised in your colleague’s analysis. That is to say, while in Step 3 each student will be providing an original analysis of two of seven vignettes, in Step 4 you will each respond with your thoughtful analysis of your colleagues’ previously posted analysis.

Please make certain to select a colleague’s posting that has not been previously responded to by more than one other individual in our class. Your response should be posted to the Discussion Board no later than 6/27.
1. Professor Stem reminds students that they are college-level adults and not elementary school children. Students caught sleeping, whispering to their neighbors, or passing notes are dealt with by subtracting points from the students’ exam scores.

4. If students arrive even a few seconds past the onset of the class hour, Professor Time will not allow them to enter the room. Students are upset because reasons beyond their control, like trouble finding a parking place or having a long walk from a previous class, may cause them to be a few minutes late. Professor Time defends her practice by noting that late students disrupt her as well as the rest of the class and that students should plan their contingencies in advance in order to fulfill their responsibilities.

23. Students complain that Dr. Tune’s Music Appreciation course is very unlike the catalog description. The catalog described activities and assignments that were not part of the actual course and the general content description was of a substantially different focus from the actual course.

24. Professor Alter's original syllabus indicated that students' grades would be based on four exams. However, two exams later, halfway through the course, Alter announced there would be only one more exam.

33. Professor Emcee administers a two hundred item multiple-choice final exam and bases each student's entire grade on the score earned on this single measure. Students complain that they feel frustrated all semester. They know neither what their fate will be nor whether they are studying material appropriately. They also believe that a single multiple-choice exam does not allow them to demonstrate what they have learned. Dr. Emcee assures the students that if they learn the textbook and attend class every day, they will have all the information they need to succeed in this course.

46. Students complain that Professor Strict adheres to such a stringent grading curve that only one or two students in a class of forty earn A’s. Most get C’s. Students argue that his system is out of line with that of other professors and that he hurts their chances for the future.

51. and 52. Students complain that Professor Stern gives students no opportunity to earn extra credit. On the other hand, Professor Splat gives students multiple ways of earning extra credit. Some are fairly traditional, for example a book report, but others are more unusual; e.g., adopting a pet or giving blood.
Self-Directed Learning Project: One Illustrative Example

Author: Jim Eison

What college teaching topic or question are you interested in learning more about and why? (e.g., What specifically do you hope to explore? Why is this project of personal importance? What specific learning objectives will you achieve by this project?)

I would like to learn more about instructor characteristics and behaviors that have an especially powerful influence – either negative or positive - on students and learning in the college classroom.

I have been very interested in a host of different topics related to teaching excellence for most of my career. Twenty years ago I coauthored a research study on this topic [i.e., Eison, J. & Stephens, J. (1988, Spring). Elements of instructional excellence: The views of university honor students and non-honors students. Forum for Honors, 18(3), 35-47.] And I also remember subsequently reading an article describing the other side of the teaching excellence coin – identifying things that students found most upsetting [i.e., Perlman, B. & McCann, L. I. (1998). Students’ pet peeves about teaching. Teaching of Psychology, 25(3), 201-202.]. I would now like to revisit and update my understanding of this topic by reviewing more current scholarly writing and research.

My short- and long-term learning objectives for this project include (1) conducting a comprehensive search of the literature, (2) summarizing/synthesizing the primary findings of these studies, (3) preparing a 100 word abstract for a presentation at the upcoming 28th International Lilly Conference on College Teaching, November 20-23, sponsored by Miami University, Oxford Ohio, (4) integrating this new information into the “Teaching Excellence” unit of my Seminar in College Teaching course and (5) finally, preparing and presenting the conference session.

What specific information search strategies will you employ achieve your objectives (e.g., How will you go about locating the information needed to achieve your personal learning objectives for this project? What human, printed, or online resources will you consult?)

To conduct a comprehensive search of the literature, I will

1. conduct a literature search using (a) Google, (b) Google Scholar, (c) the Educational and Psychological databases available at USF, and (d) texts available through the USF Tampa Campus Library
2. seek the additional assistance of Ms. Susan Ariew (University Librarian, Research Services & Collections for Education, sariew@lib.usf.edu) to identify additional ways to enhance the effectiveness and efficiency of my search strategies
3. locate and copy all relevant texts, articles and presentations identified
4. search for and copy additional references (a) using “author names” from the above results, (b) using references cited in the above results, and (c) looking for more recent articles that have cited the above results.
How will you demonstrate that you have successfully completed the personal learning objectives you created for this activity?

Demonstration of my short- and long-term personal learning objectives will be visible from my:

1. conducting a comprehensive search of the literature (anticipated completion July 1, 2008)
2. summarizing/synthesizing the primary findings of these studies (anticipated completion August 1, 2008)
3. preparing a 100 word abstract for a presentation at the upcoming 28th International Lilly Conference on College Teaching, November 20-23, sponsored by Miami University, Oxford Ohio (anticipated completion July 1, 2008)
4. preparing and presenting the conference session (anticipated completion November 23, 2008)
5. integrating this new information into the “Teaching Excellence” unit of my Seminar in College Teaching course (anticipated completion Jan 2009)
Evaluating Educational Websites: An Annotated Listing of Helpful Websites

Prepared by Jim Eison, Ph.D.

August 7, 2007

Introduction: While the amount of information available on the World Wide Web increases dramatically each day, it is often difficult for uninformed users to assess the accuracy and quality of the material found. This annotated listing briefly describes and critically evaluates three websites that can help guide faculty and student efforts to evaluate sources of information found on the World Wide Web.


This brief ERIC Digest article was prepared to “help teachers select good resources to use in their instruction by providing a checklist to evaluate online educational materials” (Branch, Dohun, & Koenecke, 1999, Introduction Section, para. 4). The article highlights seven topic areas and offers guiding questions to be considered in the evaluation of online resources. In addition, to guide readers’ further exploration of available online resources, links to both a dozen related websites as well as to references cited have been provided.

ERIC Digests typically offer readers an excellent starting point for their investigation of current educational writing, research, and resources (from both in text and online sources); this issue clearly fulfills this objective. In addition, because ERIC Digests are in the public domain, instructors can readily share these materials with students and colleagues without having to seek permission for duplication. While thoughtfully done and clearly written, these Digests are limited in length and thus highly selective in coverage; they are clearly not comprehensive literature reviews. The resources cited on this website (a) appear both current and provide an accurate look at relevant available literature, (b) come from reputable sources, (c) are described in a brief yet reasonably clear fashion, and (d) could be made much easier to use if the URL’s provided for the works cited were linked directly to their online sources.


The author of this website lists seven general criteria and identifies 35 guiding questions to help instructors evaluate the instructional quality of web resources from a multicultural perspective. These criteria and guiding questions are described more fully in an article published in the journal Multicultural Perspectives, Vol. 2, No. 3; a link to this article is provided (http://www.edchange.org/multicultural/net/comps/eval.html). In his prior writings, the author asserted that “the Web transcends virtually all other educational media in its capacity for facilitating intercultural, interactive and collaborative teaching and learning” (Gorski, 1999, Why a Multicultural Approach for Evaluating Web Sites?, para. 3). In this article, the author extends this analysis by reviewing briefly current approaches to evaluating web–based educational resources and then posing a thoughtful look at how these methods and models might be modified to take a multicultural approach to evaluating educational websites.

In my personal opinion, these seven criteria and corresponding questions are described in a fairly clear, compelling, and helpful fashion for faculty audiences. One possibly obvious test of these criteria would be to subject the present website to scrutiny using the guiding questions provided as a starting point; in this regard, the author was clearly better able to achieve these objectives with the full-length article than with the simple listing of the guiding questions. I might add here also that the use of these criteria with students (i.e., for assignments requiring students to actually apply these criteria to the evaluation of actual websites) would probably require or at least benefit from the addition of some illustrative examples of good, bad, and possibly even ugly sites based upon identified evaluative criteria.
Assignment Guidelines for Preparing Classroom Observation Reports

DIRECTIONS: To help you become both a more skillful observer of college and university teaching and to become a more reflective instructor yourself, this assignment challenges you to:

identify two different college or university instructors that you wish to observe teaching a 50 – 75 minute undergraduate class

use two different classroom observation forms (i.e., one per visit) to systematically collect data during these class observations. You should select your forms from those contained in Topic 5 of your Course Packet of Readings [i.e., Helling (1988), Kindsvatter & Wilen (1977), and Murray (1987)].

prepare a thoughtful, well-written, and typed reaction to each class session observed. At a minimum, your reaction or critique should address the following five issues

What exemplary things did you observe happen in the class that would help arouse student interest and maximize learning?

What specific things did you observe happen in the class that could be done differently to more effectively arouse student interest and maximize learning?

If the faculty member whose class you visited asked you for constructive feedback about the session you observed, what specifically would you tell him/her?

What specific things did you learn about effective teaching and/or conducting classroom observations as a result of using the specific observation form that you employed? Make certain to identify the specific form you used in each paper.

What specific things did you learn from this observation that can help guide and inform your own teaching (either now or in the future)

Each of your two classroom observation reports will be worth up to five points based upon the quality of your analysis of the five issues noted above.
Directions: Please think back and remember one educational experience that significantly influenced your current views on teaching and/or learning in higher education. In particular, select one especially significant experience you have had, as either a student or as a faculty member that relates closely to your views about how to best facilitate student learning in classes that you teach or hope to teach in the future.

Shortly, we will share these personal narratives with the group. To provide all participants with an equal opportunity to share, please limit your story to one to two minutes in length.
Seminar in College Teaching
Class Session 1
Introductory Activity

Directions: To facilitate the introduction of members of our class, I would like you to choose a partner seated near you. Use the next five minutes to interview your partner to learn their candid answers to the five questions noted below. Then, your partner will use the next five minutes to ask these same questions of you. Finally, ten minutes from now, each member of our class will be asked to spend one to two minutes introducing his or her partner to the entire group.

What is your name?

Where do you currently work? (Or, where have you worked most recently?)

What subject areas within your discipline or field of work interest you most?

What are your major interests or favorite hobbies outside of work?

What is one piece of additional information about yourself that you would like us to know that no one in the room previously knew about you?
Name: _________________________________________________________

Mailing Address ___________________________________________________

_________________________________________________

Office Email Address (Required) _________________________________

Do you check your email daily at work? _____________________________

Home Email Address (Optional) _________________________________

Do you check your email daily at home? _____________________________

Do you want emails sent to one or both addresses? ________________

Office Phone Number (Optional) _________________________________

What is your full-time position? _________________________________

What is your primary discipline or field? __________________________

Is there anything else that would be helpful for me to be aware of?

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________