

Critical Issues in Higher Education: Powerful Pedagogies for College Teaching

EDG 7931 Reference # 14108 Section # 904

Spring 2009

Course Syllabus and Learning Guide

Instructor: Jim Eison, Ph.D.
Professor of Community College and Higher Education
Department of Adult, Career, and Higher Education
4202 East Fowler Ave, EDU 162
Tampa, FL 33620
Phone - (813) 974-4697 Fax – (813) 974-3366
Email- jeison@coedu.usf.edu; jeison@tampabay.rr.com
Home Phone - (813) 975-1085 (Before 8:00 p.m. please)

Class Location: EDU 150

Class Sessions: We will meet on the following Monday evenings from 5:15 – 8:00 pm:
January 5, 12, 26; February 2, 9, 16, 23; March 2, 9, 23, 30; April 6, 13, 20.

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 helpful, we can also schedule individual appointments during 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 Mondays from 9:00 – 11:30 am and 2:00 – 4:30 pm and on Wednesdays from 9:00 – 11:30 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 "traditional lecture" remains the most commonly employed method of classroom instruction in higher education, college and university faculty currently have a wide variety of pedagogical alternatives that have been found to enhance student learning. Using assigned readings, class discussion and student presentations, this new course will explore and critically examine recent scholarly writing and research that has focused on a wide range of contemporary instructional strategies with the explicit intent of helping expand your instructional skills and repertoire.

Prerequisite: While this course will build significantly in terms of breadth and depth upon ideas introduced in EDH 6938: *Seminar in College Teaching*, it is not listed as an "official" course prerequisite. Whenever helpful, I will point to relevant background information contained in course materials from EDH 6938 for those who have not previously completed this or a comparable course.

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 graduate degrees in other academic disciplines or towards the Certificate in College Teaching. 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. Please 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.

A Note about This Syllabus: 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. Please ask your questions in class, through phone call or emails.

Goals and Objectives: Course activities and assignments have been designed and structured to help you achieve several broad-based learning outcomes. In this course, you will:

- A. examine critically a wide range of contemporary journal articles describing alternative instructional approaches currently being employed successfully across the disciplines
- B. reflect upon the personal implications this scholarly writing and research has for your own current and future teaching in higher education.
- C. demonstrate your personal instructional talents and skills as you contribute to our groups' understanding of select pedagogies

Most importantly, my primary goals are to (a) encourage each of you to adopt personal learning strategies that help maximize your long term comprehension and retention of our course content as well as to (b) actively use the course content to expand your own repertoire of instructional strategies and techniques. I truly believe that there is great wisdom expressed in the parallel observations of the Chinese proverb that "Teachers open the door. You enter by yourself" and Galileo Galileo's assertion that "You cannot teach a man anything; you can only help him discover it in himself."

Attendance and Participation: Much of the learning in this course will occur as a result of shared class experiences examining issues, ideas, and approaches that go beyond those explored in the assigned readings. Attendance at each of our class sessions (including 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.

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 three or more of our fourteen classes this term to be excessive; should this occur, we would need to discuss your circumstances individually privately (i.e., not during class).

Textbooks: For your convenience, I have assembled a collection of article reprints that constitute the required textbook for this class. A listing of these articles appears on pages 12-15 of this syllabus

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. You can also order online at <http://www.procopycoursematerial.com> and receive your material via Priority Mail within 48 hours.

In addition, it is 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://www.psywww.com/resource/apacrib.htm> & <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.

To overview course topics and activities, a detailed calendar describing topics, readings, and assignment due dates is included in this syllabus (See pages 9-11). 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. While due dates for each assignment appear in this syllabus, I will accept late submissions of written work up to Monday April 27 (so that I can both read your work and submit course grades as scheduled). The one assignment that absolutely must be done as scheduled, however, is your In-Class Conference Presentation; due to our full calendar of activities, these cannot be rescheduled.

There are five primary course assignments; each is described on the pages that follow.

- Active Class Participation
- Self Assessment of your Reflection Journal and your Literature Review Paper
- Reflection Journal
- In-Class Conference Presentation
- Your In-Class Conference Presentation Handout

I anticipate that you will do all of your written assignments on a home or office computer; horror stories from previous semesters remind me to urge you to make either thumb drive or CD ROM backups of your work products in addition to the version saved on your hard drive.

All assigned work should be submitted in paper format to your instructor. While I recognize clearly that this may be less convenient for you than to submit your work electronically, this course policy exists for two primary reasons. First, reading paper copies places considerably less strain upon my eyes and can be done at times and in places when I am not near my desktop machine. In addition, the cost of printing a semester's worth of work produced by the students in the classes I teach would be excessive in both time and costs. While electronic submissions will be accepted in atypical situations, *I expect that the very vast majority of students' work products will be submitted in class and in paper format.*

Technology Requirements: It is essential that all students have ready access to email to both receive and send course-related messages and/or work. If you don't check your email daily, this semester please do check for messages at least every second or third day. ***PLEASE NOTE:*** To contact me, please send me a regular email at jeison@coedu.usf.edu and jeison@tampabay.rr.com. In addition, a limited number of assigned readings will be posted to our course Blackboard website.

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, F., & Eison, J. (1990). Grades: Their influence on students and faculty. In M. Svinicki (Ed.), *The changing face of college teaching*. New Directions in Teaching and Learning, No. 42, (pp. 93-102). San Francisco: Jossey-Bass. Kohn, A. (2002, November 8). The dangerous myth of grade inflation. *The Chronicle of Higher Education*, 49(11), B-7. Available online at <http://www.alfiekohn.org/teaching/gi.htm>]

Past experience with my other graduate-level courses in the department has convinced me that the vast majority of our students work exceptionally hard and their course assignments reveal that significant learning outcomes are 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 letter grades (i.e., A, B, C, & F) will be assigned holistically based upon the below noted assignments; pluses and minuses will not be used. Course assignments will have the following approximate weightings in the computation of final course grades.

- Active Class Participation (approximately 15%)
- Self Assessment of your Reflection Journal and your Course Paper (approximately 10%)
- Personal Reflection Journal (approximately 25%)
- In-Class Conference Presentation (approximately 25%)
- In-Class Conference Presentation Handout (approximately 25%)

In addition, 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

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; 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. 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.

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.

Critical Issues in Higher Education: Powerful Pedagogies for College Teaching

EDG 7931 Reference # 14108 Section # 904

Spring 2009

**Please Read
Thoroughly and Thoughtfully**

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 written reactions to these readings will comprise a large portion of your Personal Reflection Journal (see below). Please refer regularly to our "Course Calendar" (Syllabus pages 9-11) to identify BOTH the specific Course Packet and occasional Online 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 submit a written self-assessment of each of our course's two primary written assignments (i.e., your Personal Reflection Journal and your In-Class Conference Presentation Handout).

Personal Reflection Journal: Class activities and assigned readings are designed to help you develop and expand your repertoire of instructional skills. To help organize and store your original thoughts and materials, each student will develop his or her own "Personal Reflection Journal" containing entries based upon materials contained in at least six of the twenty different sections of the Course Pack of Assigned Readings.

And as we will explore during our seventh class session, to help promote deep and lasting learning from academic readings, it is often wise to read with a clear sense of purpose. Further, to help maximize the instructional benefits this course has for your own teaching as well as to provide a clear and specific context for your reading and reflection, please identify one college-level class that you (a) have taught previously, or (b) are teaching currently, or (c) hope to teach in the future that you will focus on as you prepare entries for your Personal Reflection Journal.

A second way to create such a clear focus is to read with specific reflective questions in mind and to then prepare thoughtful written responses to these questions. Thus, as you complete each of your six journal entries, you might ask yourself the following three types of illustrative questions;

What *specific* information and ideas contained in this section's readings will be of greatest importance to help me improve my current /future teaching of my course? Why?

In what specific ways & with what specific course content might I use this specific pedagogy?

As I think about specific ways I might implement these alternative instructional approaches into this class, what important and unanswered questions remain in my mind?

What are five additional journal articles or web-based resources that can help me successfully use this pedagogy in teaching this course? List these citations in your journal entry.

Your Personal Reflective Journal entries might focus upon your thoughtful responses to these or some other equally significant reflective questions. *Each entry should be a well-written typed paper of 1000 words (i.e., each of the six entries should be approximately 4 pages double-spaced pages in length).* The DUE Date for your Personal Reflection Journal entries is our last class session on March 9 (Entries 1-3) and on April 13th (Entries 4-6)

In-Class Conference Presentations: As we will discuss during our first class session, I will assume primary responsibility for facilitating our initial class sessions; members of our class will share primary responsibility for facilitating segments of the final five class sessions.

Students will each prepare interesting and informative forty-five (45) minute “In-Class Conference Presentations” for our group. In addition to the valuable and authentic learning experience preparing this type of presentation can provide, I hope that some of you will consider building upon your initial effort and subsequently do your presentation again in a different setting (e.g., as a faculty development workshop on your campus or at a regional/national conference). Additional information about such possibilities will be shared during the term.

With respect to manner or style of delivery, like effective sessions delivered at regional and/or national teaching conferences, your “In-Class Conference Presentation” should engage and actively involve group participants; wherever possible, you should creatively model or demonstrate specific elements of the instructional approach you are teaching. And please don’t read a forty-five minute paper to us!!!

For several potential presentation topics, I have included 2-3 brief background articles that appear in the Course Packet; these should be read by all members of our group prior to the scheduled session.

These conference presentations will be made during our last five class sessions depending upon the number of students enrolled (i.e., March 23, 30; April 6, 13, 20); if we have more than 9 students enrolled, we will have to modify our class calendar at accommodate the additional presentations.

A title and abstract for your session should be submitted to me via email by Sunday March 22. This will allow me to compile a Conference Program for our In-Class Conference. Additional information about these conference presentations, along with responses to any questions and concerns you share with me, will be provided as we progress through the term.

During these conference presentations you will have the opportunity to provide your colleagues with brief written feedback; you, in turn, will receive similar feedback from your peers. This candid and constructive peer feedback will be in the form of five sentence completion items

1. I found the content (i.e., ideas and information) of this conference presentation to be . . .
2. I found the delivery of this conference presentation to be . . .
3. The conference literature review paper . . .
4. If this conference presentation was to be offered again, I think it could be strengthened further by . . .
5. In addition to the above, I’d like the presenter to know that . . .

In-Class Conference Presentation Handout: Increasing numbers of conference session presenters have taken to distributing as their session handout a set of PowerPoint miniatures containing the bulleted points contained within a formal presentation. While this type of written resource is certainly appreciated by most attendees, for reasons that we will explore in our class sessions, I personally do not consider it to be an especially “powerful pedagogy.”

One of many especially effective alternative approaches to planning both the structure of a conference session and its accompanying handout involves (a) first identifying a set of truly important guiding questions to serve as the session’s infrastructure and then (b) designing session activities that explore these questions in an energizing and intellectually engaging fashion. Last but certainly not least, (c) providing a text-based written handout that contains the presenter’s thorough and thoughtful responses to each of these guiding questions can ensure that all “important content has fully been covered” and shared with the attendees prior to the session’s conclusion.

To help guide your (a) initial literature searching, (b) reading of the literature found, (c) planning of your session’s structure and (d) creating an In-Class Conference Presentation Handout, you might consider using or modifying the following six illustrative “generic” guiding questions

What introductory and background information about your specific “powerful pedagogy” is most essential for the participants to know?

What apt illustrative uses of your “powerful pedagogy” have been reported in the literature across the disciplines?

What evidence supports the claim that your instructional strategy is truly a “powerful pedagogy? (e.g., published anecdotal accounts, quantitative or qualitative research findings, etc)

What specific recommendations for classroom implementation appear in the literature?

Are there applications reported in the literature for using your powerful pedagogy when teaching online?

What are some “Must Read Resources” (e.g., books, articles, websites) for further study?

Needless to say, your conference session need not use any of the above noted “generic” guiding questions (i.e., being even more explicit, their use is definitely not a mandatory requirement of this assignment). They are, however, offered as one illustrative and possibly helpful example of how you might begin your planning and preparation.

Let me also suggest that at the start of this project you peruse pages 16-19 of this syllabus for a listing of the wide range of scholarly journals that publish articles on the very topics we will be exploring this semester. Thus, you will hopefully be able to locate a wealth of current and classic resources to assist both your conference presentation planning and literature review writing. In addition, perhaps as you prepare your paper you might also consider writing your paper in a format and style suitable for submission to one of these journals; consult the journal’s “Guidelines for Contributors.”

Last but certainly not least, as I view things it is not cheating to seek help or assistance from your colleagues and/or your instructor when planning and preparing your conference session.

The DUE Date for the In-Class Conference Presentation Handout is the date of your Conference Presentation. Please remember to bring enough copies of your completed paper for distribution to all members of our class.

Critical Issues in Higher Education: Powerful Pedagogies for College Teaching

EDG 7931 Reference # 14108 Section # 904
Spring 2009 Calendar

PLEASE NOTE: It is important to come to each class
having completed the assigned readings.

Monday January 5: Class 1

Topics to be Explored: Introduction to the course, to our group and to your partner
Topic 1: Powerful Pedagogies: An Overview

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

Fink, L. D. (2005). *Major new ideas that can empower college teaching*. Found on pages 20-21 of this syllabus or online at <http://www.ou.edu/pii/tips/majornewideas.htm>

Monday January 12: Class 2

Topics to be Explored: Topic 2: Active Learning in Large and Small Classes
Topic 3: Interactive Lectures

Assigned Readings: Readings for Topics 2 & 3 in the Course Packet

Monday January 19: MLK HOLIDAY

Monday January 26: Class 3

Topics to be Explored: Topic 4: Questioning Strategies
Topic 5: Discussion Leading

Assigned Readings: Readings for Topics 4 & 5 in the Course Packet.

Paraskevas, A. & Wickens, E. (2003, October). Andragogy and the Socratic method: The adult learner perspective. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 2(2), 4-14. Found online via BlackBoard or at <http://www.hlst.ltsn.ac.uk/Johlste/vol2no2/academic/0020.pdf>

Monday February 2: Class 4

Topics to be Explored: Topic 6: Case Method Teaching

Assigned Readings Due: Readings for Topic 6 in the Course Packet.
The "Case of Leigh Scott" posted to Blackboard

Written Work Due: Complete in writing the "Leigh Scott" Discussion Guide
Monday February 9: Class 5

Topics to be Explored: Topic 19: Role Playing

Assigned Readings Due: Readings for Topic 19 in the Course Packet.

Monday February 16: Class 6

Topics to be Explored: Topic 7: Cooperative Learning
Topic 8: Team Learning

Assigned Readings Due: Readings for Topics 9 & 10 in the Course Packet.

Monday February 23: Class 7

Topics to be Explored: Topic 9: Writing to Learn Across the Disciplines
Topic 10: Reflection Journals

Assigned Readings Due: Readings for Topics 9 & 10 in the Course Packet.

Monday March 2: Class 8

Topics to be Explored: Library Research Day (on your own)

Written Work Due: Use this time to work on your either identifying journal articles or web resources for your Personal Reflection Journal entries or your In-Class Conference Presentation Handout

Monday March 9: Class 9

Topics to be Explored: Topic 11: Formative Feedback
Topic 12: Classroom Assessment Techniques
Topic 13: Rubric Grading

Assigned Readings Due: Readings for Topics 11, 12 & 13 in the Course Packet.

Written Work Due: Personal Reflection Journal Entries 1-3

Monday March 16: USF SPRING BREAK

Written Work Due: A title and abstract for your In-Class Conference Presentation due no later than Sunday March 22

Monday March 23: Class 10

Topics to be Explored: Conference Presentation 1 and 2

Assigned Readings Due: To Accompany the Scheduled Conference Presentations

Written Work Due: As possibly assigned by Conference Presenters 1 & 2

Monday March 30: Class 11

Topics to be Explored: Conference Presentation 3 and 4
Assigned Readings Due: To Accompany the Scheduled Conference Presentations
Written Work Due: As possibly assigned by Conference Presenters 3 & 4

Monday April 6: Class 12

Topics to be Explored: Conference Presentation 5 and 6
Assigned Readings Due: To Accompany the Scheduled Conference Presentations
Written Work Due: As possibly assigned by Conference Presenters 5 & 6

Monday April 13: Class 13

Topics to be Explored: Conference Presentation 7 and 8
Assigned Readings Due: To Accompany the Scheduled Conference Presentations
Written Work Due: Personal Reflection Journal Entries 4-6
As possibly assigned by Conference Presenters 7 & 8

Monday April 20: Class 14 (Final Meeting)

Topics to be Explored: Conference Presentation 9
Student Assessment of Instruction
Class Closing
Assigned Readings Due: To Accompany the Scheduled Conference Presentation
Written Work Due: As possibly assigned by Conference Presenter9
Any written work not previously submitted

Powerful Pedagogies for College Teaching

Spring 2009

List of Readings

Topic 1: Creating A Context

- Eison, J. (2002). Teaching strategies for the twenty-first century. In R. Diamond (Ed.). *A Field Guide to Academic Leadership* (pp. 157-173). San Francisco: Jossey-Bass.
- Tagg, J. (2004, March). Why learn? *About Campus*, 9(1), 2-10
- Pratt, D. D. (2002, Spring). Good teaching: One size fits all? In Ross-Gordon, J. M. (Ed.), *Contemporary Viewpoints in Teaching Adults Effectively*, New Directions for Adult and Continuing Education, No. 93, 5-15.

Topic 2: Active Learning

- Auster, E. R. & Wylie, K. K. (2006, April). Creating active learning in the classroom: A systematic approach. *Journal of Management Education*, 30(2), 333-353.
- Smith, K. A., Sheppard, S. D., Johnson, D. W., & Johnson, R. T. (2005, Jan). Pedagogies of engagement: Classroom-based practices. *Journal of Engineering Education*, 94(1), 87-101. Retrieved April 22, 2007 from http://www.ce.umn.edu/~smith/docs/Smith-Pedagogies_of_Engagement.pdf
- Prince, M. (2004, July). Does active Learning work? A review of research. *Journal of engineering education*, 93(3), 223-231. Retrieved April 22, 2007 from http://www.ncsu.edu/felder-public/Papers/Prince_AL.pdf

Topic 3: Interactive Lectures

- McConnell, D. A., Steer, D. N., Owens, K. D., VanHorn, S., Borowski, W., Dick, J., Foos, A., Malone, M., McGrew, H., Greer, L., & Heaney, P. J. (2006, January). Using conceptests to assess and improve student conceptual understanding in introductory geoscience courses. *Journal of Geoscience Education*, 54(1), 61-68. Retrieved April 20, 2007 from <http://www.nagt.org/files/nagt/jge/abstracts/mcconnell-v54n1.v3.pdf>
- Caldwell, J. E. (2007, Spring). Clickers in the large classroom: Current research and best-practice tips. *Cell Biology Education*, 6(1), 9-20.

Topic 4: Questioning Strategies

- King, A. (1995, Feb). Inquiring minds really do want to know: Using questioning to teach critical thinking. *Teaching of Psychology*, 22(1), 13-17.

Topic 5: Discussion Leading

- Henning, J. E. (2005, Summer). Leading discussions: Opening up the conversation. *College Teaching*, 53(3), 90-94.
- Hollander, J. A. (2002, July). Learning to discuss: Strategies for improving the quality of class discussion. *Teaching Sociology*, 30(3), 317-327.

- Crone, J. A. (2001, April). Attaining more and greater depth of discussion in the undergraduate classroom : The seminar and seminar paper. *Teaching Sociology*, 29(2), 229-236.
- Bean, J. C. & Peterson, D. (1998, Summer). Grading classroom participation. In R. S. Anderson & B. W. Speck (Eds.). *Changing the Way We Grade Student Performance: Classroom Assessment and the New Learning Paradigm*. New Directions for Teaching and Learning, No 74, 33-40.

Topic 6: Case Method Teaching

- Golich, V. L. (2000). The ABCs of case teaching. *International Studies Perspectives*, 1, 11-29.
- Ertmer, P. A. & Stepich, D. A. (2002). Initiating and maintaining meaningful case discussions: maximizing the potential of case-based instruction. *Journal on Excellence in College Teaching*, 13(2/3), 5-18.
- McWilliams, V. & Nahavandi, A. (2006, Spring). Using live cases to teach ethics. *Journal of Business Ethics*, 67(4), 421-433.

Topic 7: Cooperative Learning

- Millis, B. J. (2002, October). Enhancing learning – and more! – through cooperative learning. *IDEA Paper No. 38*. Manhattan, KS: IDEA Center, Kansas State University.
- Lord, T. R. (2001, Jan). 101 Reasons for using cooperative learning in biology teaching. *The American Biology Teacher*, 63(1), 30-38.

Topic 8: Team Learning

- Michaelsen, L, K. (n.d.). Getting started in team learning. Retrieved online April 23, 2007 from <http://www.ou.edu/pii/teamlearning/materials.htm>.
- Michaelsen, L, K., Fink, L. D., & Knight, A. (n.d.). Designing effective group activities: Lessons for classroom teaching and faculty development. Retrieved online April 23, 2007 from <http://www.ou.edu/pii/teamlearning/materials.htm>.

Topic 9: Writing to Learn

- Writing Study Group of the NCTE Executive Committee (2004, Nov). *NCTE beliefs about the teaching of writing*. Retrieved April 20, 2007 from <http://www.ncte.org/print.asp?id=118876&node=633>
- Elbow, P. (1997, Spring). High stakes and low-stakes in assigning and responding to writing. In M. D. Sorcinelli & P. Elbow, *Writing to learn: Strategies for assigning and responding to writing across the curriculum*, New Directions for Teaching and Learning, No. 69, (pp. 5-13).
- Elbow, P. (1997, Spring). Grading student writing: Making it simpler, fairer clearer. In M. D. Sorcinelli & P. Elbow, *Writing to learn: Strategies for assigning and responding to writing across the curriculum*, New Directions for Teaching and Learning, No. 69, (pp. 127-140).

Topic 10: Reflection Journals (The Articles Listed Below Will Be Posted on Blackboard)

- Boud, D. (2001, Summer). Using journal writing to enhance reflective practice. In L. M. English & M. A. Gillan (Eds.), *Promoting journal writing in adult education*, *New Directions for Adult and Continuing Education*, No. 90, 9-17.

- Hiemstra, R. (2001, Summer). Uses and benefits of journal writing. In L. M. English & M. A. Gillan (Eds.), Promoting journal writing in adult education, *New Directions for Adult and Continuing Education*, No. 90, 19-26.
- Fenwick, T. J. (2001, Summer). Responding to journals in a learning process. In L. M. English & M. A. Gillan (Eds.), Promoting journal writing in adult education, *New Directions for Adult and Continuing Education*, No. 90, 37-47.

Topic 11: Formative Assessment

- Rushton, A. (2005). Formative assessment: A key to deep learning. *Medical Teacher*, 27(6), 509-513.
- Nicol, D. J., & Macfarlane-Dick, D. (2006, April). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199-218.

Topic 12: Classroom Assessment Techniques

- Steadman, M. & Svinicki, M. (1998, Fall). CATs: A student's gateway to better learning. In T. Angelo (Ed.), *Classroom assessment and research: An update on uses, approaches, and research findings*. New Directions for Teaching and Learning, No. 75, (pp. 13-20).
- Steadman, M. (1998, Fall). Using classroom assessment to change both teaching and learning. In T. Angelo (Ed.), *Classroom assessment and research: An update on uses, approaches, and research findings*. New Directions for Teaching and Learning, No. 75, (pp. 23-35).

Topic 13: Rubric Grading

- Andrade, H. E. (2005, Winter). Teaching with rubrics: The good, the bad, the ugly. *College Teaching*, 53(1), 27-30.
- Allen, D. & Tanner, K. (2006, Fall). Rubrics: Tools for making learning goals and evaluation criteria explicit for both teachers and learners. *Cell Biology Education*, 5(3), 197-203.

Topic 14: Collaborative Learning

- Bruffee, K. A. (1984, Nov). Collaborative learning and the "Conversation of Mankind." *College English*, 46(7), 635-652.
- Bruffee, K. A. (1995, Jan/Feb). Sharing our toys: Cooperative vs. collaborative learning. *Change*, 27(1), 12-18.
- Matthews, R. S., Cooper, J. L., Davidson, N., & Hawkes, P. (1995, July/August). Building bridges between cooperative and collaborative learning. *Change*, 27(4), 35-40.

Topic 15: Problem-Based Learning

- Wood, D. F. (2003, February). Problem based learning, *BMJ*, 326, 328-330.
- Chapman, D. W. (2000). Designing problems for motivation and engagement in the PBL Classroom. *Journal on Excellence in College Teaching*, 11(2/3), 73-82.

Topic 16: Learning Communities

- MacGregor, J. & Smith, B. L. (2005, May). Where are learning communities now? *About Campus*, 10(2), 2-8
- Minkler, J. E. (2002, Winter). ERIC Review: Learning communities at the community college. *Community College Review*, 30(3) 46-63.

Topic 17: Service Learning

- Howard, J. P. F. (1998, Spring). Academic service learning: A counternormative pedagogy. In R. A. Rhodes & J. P. F. Howard (Eds). *Academic service learning: A pedagogy of action and reflection*, New Directions for Teaching and Learning, No. 73, 21-29.
- Speck, B. W. (2001, Summer). Why service learning? In M. Canada & B. W. Speck (Eds.), *Developing and implementing service-learning programs*, New Directions for Higher Education, No 114, 3-13.
- Rubin, M. S. (2001, Summer). A smart start to service learning. In M. Canada & B. W. Speck (Eds.), *Developing and implementing service-learning programs*, New Directions for Higher Education, No 114, 15-26.

Topic 18: Films & Videos

- Bluestone, C. (2000, Fall). Feature films as a teaching tool. *College Teaching*, 48(4), 141-146.
- Kuzma, L. M., & Haney, P. J. (2001). And . . . Action! Using film to learn about foreign policy. *International Studies Perspective*, 2, 33-50.

Topic 19: Role Playing

- Shepard, D. S. (2002, Dec). Using screenwriting techniques to create realistic and ethical role plays. *Counselor Education and Supervision*, 42, 145-158.
- Hudson, M. (2003, February). Acting out muscle contraction. *The American Biology Teacher*, 65(2), 128-132.

Topic 20: Games & Simulations

- Benek-Rivera, J. & Mathews, V. E. (2004, Feb). Active learning with Jeopardy: Students ask questions. *Journal of Management Education*, 28(1), 104-118.
- Sarason, Y. & Banbury, C. (2004, August). Active learning facilitated by using a game-show format or who doesn't want to be a millionaire. *Journal of Management Education*, 28(4), 509-518.

An Expanded List of Teaching Journals For College and University Faculty

Compiled by Jim Eison
September 2006

NOTE: This listing expands upon the compilation of journals reported by: Cashin, W. E. & Clegg, V. L. (1994, January). Periodicals related to college teaching. *Idea Paper No. 28*. Manhattan, KS: Kansas State University, Center for Faculty Evaluation & Development. (http://www.idea.ksu.edu/papers/Idea_Paper_28.pdf)

Art

Art Education
Arts & Learning Research Journal
International Journal of Art & Design Education
Journal of Aesthetic Education
Studies in Art Education
Teaching Artists Journal

Agriculture

Journal of Natural Resources and Life Sciences Education
National Assoc of Colleges & Teachers of Agriculture Journal

Biological Sciences

Advances in Physiology Education
American Biology Teacher
Biochemical Education
Biochemistry & Molecular Biology Education
Bioscene: Journal of College Biology Teaching
Bioscience
CBE-Life Sciences Education
Journal of Biological Education

Biological Sciences: Cont

Journal of Natural Resources and Life Sciences Education
Microbiology Education

Business

Accounting Education
Business Education Forum
Decision Sciences Journal of Innovative Education
Economic Education
Financial Practice & Education
Issues in Accounting Education
Journal of Accounting Education
Journal of Economic Education
Journal of Education for Business
Journal of Financial Education
Journal of Management Education
Journal of Marketing Education
Journal of Teaching in International Business
Marketing Education Review
National Association of Business Teacher Education Review

Business: Cont

Organizational Behavior
Teaching Review
Teaching Business Ethics

Career-Specific Journals

Hospitality and Tourism Educator
Journal of Architectural Education
Journal of Deaf Studies & Deaf Education
Journal of Education for Librarianship
Journal of Food Science Education
Journal of Interior Design Education & Research
Journal of Planning Education & Research
Journal of Teaching in Travel & Tourism

Communication

Communication Education
Communication Teacher
Journalism & Mass Communication Educator
Journalism Educator
Media & Methods

Education

Australian Journal of
Teacher Education
British Journal of Teaching
Physical Education
Computers & Education
European Journal of
Teacher Education
Journal of Computing in
Teaching Education
Journal of Developmental
Education
Journal of Early Childhood
Teacher Education
Journal of Education for
Teaching: International
Research and Pedagogy
Journal of In-Service
Education
Journal of Physical
Education, Recreation &
Dance
Journal of Science Teacher
Education
Journal of SMET Education:
Innovations & Research
Journal of Teacher
Education
Journal of Teaching in
Physical Education
Journal of Teaching Physical
Education Strategies
Physical Education & Sport
Pedagogy
Physical Educator
Teachers & Teaching:
Theories and Practice
Journal of Vocational
Education and Training
Teaching College
Teaching Education
Teaching in Higher
Education

Engineering

American Society for
Engineering Education
(ASEE) Prism
Australasian Journal of
Engineering Education
British Journal of
Engineering Education
Chemical Engineering
Education
Computer Applications in
Engineering Education
Computer Science
Education
Engineering Education
European Journal of
Engineering Education
Global Journal of
Engineering Education
IEEE Transactions on
Education
International Journal of
Engineering Education
International Journal of
Electrical Engineering
Education
International Journal of
Mechanical Engineering
Education
Journal of Engineering
Education

English & Foreign Languages

Association of Departments
of English (ADE) Bulletin
Canadian Modern Language
Review
College Composition and
Communication
College English
Computer Assisted
Language Learning
Computers & Composition
ELT Journal
English Education
Journal of Basic Writing
Journal of English for
Academic Purposes
Journal of Second Language
Writing

English & Foreign Languages: Cont

Karios
Language Learning Journal
Language Teaching
Research
Modern English Teacher
Research in the Teaching of
English
Pedagogy
Teachers of English to
Speakers of Other
Languages (TESOL)
Quarterly

Health-Related Professions

Advances in Health Science
Education
American Journal of
Pharmaceutical
Education
Educational Gerontology
European Journal of Dental
Education
Gerontology and Geriatrics
Education
Journal of Chiropractic
Education
Journal of Dental Education
Journal of Nursing Education
Journal of Pharmacy
Teaching
Journal of Physical Therapy
Education
Journal of Veterinary
Medical Education
Pharmacy Education

Higher Education & College Teaching (General)

Active Learning in Higher
Education
American Society for Higher
Education Report
Assessing Writing
Assessment and Evaluation
in Higher Education
College Student Journal

Higher Education & College Teaching (General): Cont

College Teaching
Community-Junior College Research Quarterly
Community & Junior College Journal
The Educational Forum: A Journal of Teaching, Learning, & Professional Development
Community College Journal of Research & Practice
Distance Education
E-Learning
Essays on Teaching Excellence
Higher Education Abstracts
Innovative Higher Education
International Journal of Teaching & Learning in Higher Education
Instructional Science
International Journal for Academic Development
Journal of Classroom Interaction
Journal of College Student Development
Journal of Excellence in College Teaching
Journal of Experiential Education
Journal of Graduate Teaching Assistant Development
Journal of Scholarship of Teaching & Learning
Learning & Instruction
Learning and Teaching in Higher Education
National Teaching & Learning Forum
New Directions for Adult & Continuing Education
New Directions for Community Colleges
New Directions for Student Services
New Directions for Teaching & Learning

Higher Education & College Teaching (General): Cont

Research & Teaching in Developmental Education
Simulation & Gaming
The Internet and Higher Education
The Teaching Professor
Teaching in Higher Education
Thought and Action

Humanities

Arts & Humanities in Higher Education
British Journal of religious Education
Christian Higher Education
Journal of Jewish Education
Journal of Moral Education
Religious Education
Theological Education
Teaching Philosophy
Teaching Theology & Religion

Law

European Journal of Legal Education
Journal of Legal Education
Learning and the Law

Mathematics

International Journal of Computers for Mathematical Learning
International Journal of Mathematical Education in Science & Technology
Journal of Computers in Mathematics & Science Teaching
The Journal of Mathematics & Science
Journal for Research in Mathematics Education

Mathematics: Cont

Mathematics & Computer Education
Mathematics Teacher
PRIMUS
School Science & Mathematics
Teaching Mathematics & its Applications
Teaching Statistics
The Mathematics Teacher

Medicine

Academic Medicine
Journal of Audiovisual Media in Medicine
Journal of Psychiatric Education
The Clinical Teacher
Medical Education
Medical Teacher
Teaching & Learning in Medicine

Music

Applications of Research in Music Education
British Journal of Music Education
International Journal of Music Education
Journal of Research in Music Education
Music Education Research
Music Educators Journal
UPDATE: Applications of Research in Music Education

Nursing

Journal of Continuing Education in Nursing
Journal of Nursing Education
Nurse Education in Practice
Nurse Education Today
Nurse Educator

Physical Sciences

American Journal of Physics
Chemistry Education
Chemistry Education:
Research & Practice in
Europe
Education in Chemistry
Journal of Biochemical
Education
Journal of Chemical
Education
Journal of Environmental
Education
Journal of Geological
Education
Journal of Geoscience
Education
Physics Education
Physics Teacher
Teaching Earth Science
The Chemical Educator

Science

Australian Science Teachers
Journal
Education in Science
Journal of College Science
Teaching

Science: Cont.

Journal of Computers in
Mathematics & Science
Teaching
Journal of Research in
Science and Teaching
Research in Science
Education
The Electronic Journal of
Science Education
The Journal of Mathematics
& Science
The Science Teacher

Social Sciences

Anthropology & Education
Quarterly
Behavioral Science Teacher
Feminist Teacher
History Teacher
Journal of Criminal Justice
Education
Journal of Education for
Social Work
Journal of Geography
Journal of Geography in
Higher Education
Journal of Instructional
Psychology
Journal of Peace Education

Social Sciences: Cont

Journal of Political Science
Education
Journal of Social Work
Education
Journal of Teaching in Social
Work
Political Science Teacher
Social Work Education
Teaching History: A Journal
of Methods
Teaching Sociology
Teaching Political Science
Teaching of Psychology
Social Work Education
Teaching History: A Journal
of Methods
Teaching Sociology
Teaching Political Science
Teaching of Psychology

Theatre & Dance

Research in Dance
Education
Research in Drama
Education
Teaching Theatre

MAJOR NEW IDEAS THAT CAN EMPOWER COLLEGE TEACHING

Prepared by: L. Dee Fink, Ph.D.

Former Director, Instructional Development Program, University of Oklahoma

Past-President, POD Network

August, 2005

Source: <http://www.ou.edu/idp/tips/majornewideas.htm>

Reprinted with Permission

This is a list of major ideas on college teaching, shown by the year in which a new publication either introduced the idea or consolidated existing information on the idea. The point of this list is to illustrate that the scholars of teaching and learning are continuing to generate powerful new ideas year after year, thereby creating the possibility of enhancing the capabilities of college teachers everywhere - IF faculty members take time to learn about these ideas and incorporate them into their practice of teaching.

- 1991 - ACTIVE LEARNING** - Students learn better if teachers have them do something with what they learn and reflect on the meaning of what they do. [Source: Bonwell, C. and Eison, J. "Active Learning." ASHE-ERIC Higher Education Reports, #1.]
- 1991 - COOPERATIVE LEARNING** - Having students work in small groups can create powerful energy for learning. [Source: Johnson, D., Johnson, R., and Smith, K. "Cooperative Learning." ASHE-ERIC Higher Education Reports, #4.]
- 1992 - LEARNING STYLES** - Different students learn in different ways. Knowing what those differences are can help us find ways to increase their success. [Source: Multiple sources but an especially useful one is: Fleming, N.D. & Mills, C. "Helping Students Understand How They Learn" in *The Teaching Professor*, Vol. 7 No. 4.]
- 1993 - CLASSROOM ASSESSMENT TECHNIQUES** - There are many easy-to-use techniques that can help teachers assess learning, teaching, and student characteristics. [Source: Angelo, T. & Cross, P. *Classroom Assessment Techniques*, 2nd ed. Jossey-Bass.]
- 1995 - CRITICALLY REFLECTING ON YOUR OWN TEACHING** - If we systematically collect information about teaching in general and about ourselves, over time we can become more competent as a teacher. [Source: Brookfield, S.D. *Becoming a Critically Reflective Teacher*. Jossey-Bass]
- 1995 - EVALUATING YOUR OWN TEACHING** - There are five basic sources of information all of which need to be used if we want to do a thorough job of evaluating our own teaching. [Source: Fink, L.D. "Evaluating Your Own Teaching," in P. Seldin, *Improving College Teaching*. Anker.]
- 1995 - EMOTIONAL INTELLIGENCE** - There is a second kind of intelligence that teachers need to have and that could help their students learn. [Source: Goleman, D. *Emotional Intelligence*. Bantam Books.]
- 1996 - TEACHING STUDENTS HOW TO ENGAGE IDEAS** - Knowing how to integrate good writing assignments, critical thinking exercises, and active learning will enable students to engage ideas more fully. [Source: Bean, J.C. *Engaging Ideas*. Jossey-Bass.]
- 1997 - TEACHING PORTFOLIO** - Assembling a portfolio about oneself as a teacher can help us understand ourselves better and can communicate our teaching to others. [Source: Seldin, P. *The Teaching Portfolio*, 2nd ed. Anker.]
- 1997 - DEEP LEARNING** - Students become effective learners only when they understand and engage in deep learning. [Source: Marton, F., Hounsell, D., and Entwistle, N. *The Experience of Learning*. 2nd ed. Scottish, Academic Press.]

- 1998 - EFFECTIVE GRADING RUBRICS** - When assessing student work, teachers need to have clear criteria and standards, i.e., a clear and effective grading rubric. [Source: Walvoord, B. and Anderson, V. *Effective Grading*. Jossey-Bass.]
- 1998 - IN-DEPTH UNDERSTANDING OF ONESELF AS A PERSON/TEACHER** - By doing some "inner work", teachers can understand what calls them to teach, what fears they have, and eventually how to engage students more fully. [Source: Palmer, P. *The Courage to Teach*. Jossey-Bass.]
- 1998 - SERVICE LEARNING** - Having students engage in community-based service projects which are then related to classroom learning drives multiple kinds of powerful learning. [Source: Zlotkowski, E. *Successful Service Learning Programs*. Anker.]
- 1998 - STRUCTURED ASSIGNMENTS FOR SMALL GROUPS** - Small group projects will work much better when they are carefully structured with specific kinds of learning in mind. [Source: Millis, B. and Cottell, P. *Cooperative Learning for Higher Education Faculty*. Oryx.]
- 1999 - PEER REVIEW OF TEACHING** - There are some principles that need to be observed when having our teaching reviewed by peers. [Source: Chism, N.V.N. *Peer Review of Teaching*. Anker.]
- 1999 - LEARNING COMMUNITIES** - Learning communities, whether of students or of faculty, can lead to powerful forms of dialogue and growth. [Source: Shapiro, N. & Levine, J. *Creating Learning Communities*. Jossey-Bass].
- 2001 - PROBLEM-BASED LEARNING** - This is a distinctive teaching strategy that teaches students how to solve complex problems, in groups, and how to learn on their own. [Source: Duch, B., Groh, S. & Allen, D. *The Power of Problem-Based Learning*. Stylus.]
- 2002 - HOW THE BRAIN WORKS** - An understanding of how learning occurs in the brain can inform can and should inform our actions as teachers. [Source: Zull, J. *The Art of Changing the Brain*. Stylus.]
- 2002 - LEARNER-CENTERED TEACHING** - By sharing our power and decision-making with students, we can involve them more fully in taking responsibility for their own learning. [Source: Weimer, M. *Learner-Centered Teaching*. Jossey-Bass.]
- 2003 - A TAXONOMY OF SIGNIFICANT LEARNING** - This taxonomy, a possible successor to the Bloom taxonomy, identifies six kinds of significant learning can be used to formulate learning goals. [Source: "A Taxonomy of Significant Learning," Chapter 2 in L.D. Fink, *Creating Significant Learning Experiences*. Jossey-Bass.]
- 2003 - INTEGRATED COURSE DESIGN** - Identifies the key decisions that must be made before a course begins, and that need to be aligned to maximize significant student learning. [Source: Fink, L.D. *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. Jossey-Bass.]
- 2004 - THEORIES OF LEARNING AND MOTIVATION** - Familiarizing ourselves with different theories of learning and motivation can enable us to shape more effective teaching. [Source: Svinicki, M.D. *Learning and Motivation in the Postsecondary Classroom*. Anker.]
- 2004 - TEAM-BASED LEARNING** - An unusually versatile teaching strategy that enables teachers to take small-group learning to a greater level of effectiveness. [Source: Michaelsen, L., Knight, A., & Fink, L.D. *Team-Based Learning: A Transformative Use of Small Groups*. Stylus.]
- 2004 - LEARNING PORTFOLIOS** - A special procedure in which students reflect on and assess their own learning. [Source: Zubizarreta, J. *Learning Portfolios: Reflective Practices for Improving Student Learning*. Anker.]
- 2004 - FORMATIVE FEEDBACK** - Identifies 7 principles for giving formative feedback in a way that will enable students and teachers to improve learning. Includes examples. [Source: Juwah, C.; et al. *Enhancing student learning through effective formative feedback*. The Higher Education Academy, York, England.
http://www.heacademy.ac.uk/resources.asp?process=full_record§ion=generic&id=353]

**Critical Issues in Higher Education:
Powerful Pedagogies for College Teaching**

EDG 7931 Reference # 14108 Section # 904

Spring 2009

Student Data Sheet - Please PRINT Legibly

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 you think it would be helpful for me to be aware of?

