Course Prefix and Number: EDH 6938

Course Title: Seminar in College Teaching

Regular Instructor(s): James Eison

Course Prerequisites (if any): None

Course Description:

Implications of learning theory and student characteristics for teaching at the college level. Types of teaching procedures, innovation, evaluation, student freedom, and responsibility for learning.

This course will provide students opportunities to learn theoretical concepts related to teaching, learning, and assessment, and to apply those theories in their classrooms. College student characteristics will be considered, including the increased student diversity college and university faculty are encountering in their classrooms. Each student will develop a personal philosophy of teaching and learning.

Course Goals and Objectives:
The student will:
A. be provided an introduction to course and syllabus design;
B. learn several theories of learning;
C. learn a variety of teaching approaches/aids/issues;
D. consider ethical issues associated with teaching and learning;
E. learn about student diversity and implications for teaching and learning;
F. learn ways to evaluate student performance;
G. learn how to conduct classroom assessment and evaluation of instruction and learning;
H. consider student/faculty relationships;
I. be able to define teaching excellence; and
J. write a personal philosophy of teaching.

The Objectives Will Be Achieved Through:
A. reviewing learning theories, concepts, and frameworks;
B. developing a written personal philosophy of teaching;
B. examining relevant professional codes of ethics;
D. developing an awareness of different faculty and student perspectives due to gender, race, and culture;
E. teaching a concept to the rest of the class;
F. completing writing, reading, and discussion assignments, some of which will involve group work;
G. leading a discussion of an assigned topic in class; and
H. participating in other activities that emerge as appropriate for meeting course objectives

Content Outline:
Course Design; Syllabus Design; Teaching Excellence; Theories of Learning; Teaching Approaches; Ethics; Teaching Approaches; Student Diversity and Implications for Teaching; Collaborative Learning; Teaching to the Rhythms of the Semester; Learning Communities; Technology & Teaching; Accessing Resources Through Technology; Teaching Portfolios; Student Assessment & Testing; Grading; Student Evaluation of Instruction; Classroom Assessment; Student/Faculty
Evaluation of Student Outcomes:
Each student will:
A. give a 20-minute teaching presentation focused on one concept;
B. read all assignments and participate intelligently in class discussion;
C. lead a 30-minute discussion of an assigned class reading;
D. read and critique articles about current issues in teaching and learning;
E. find, read, and critique one refereed article or book chapter on a current topic in teaching and learning;
F. develop and write a philosophy of teaching.

Grading Criteria:
Grading criteria are spelled out in extensive detail in the syllabus given to the students. They include, but are not limited to:
A. student self-ratings.
B. student ratings of other students, using instructor/student developed tool.
C. writing assignments are graded promptly by the instructor. Usually, ten percent of the grade is based on accurate use of the APA writing style manual; forty percent of the grade is based on instructor evaluation of content; and fifty percent of the grade is based on instructor evaluation of the students’ critical thinking.
D. I use this scale: A = 90 – 100 points; B = 80 – 89; C = 70 – 79; D = 60 – 69; F = 59 or below.
Incompletes are granted sparingly.

Textbook(s) and Readings:
Required
B. Readings as assigned by the instructor or other students during the course.
C. Pro-Copy packets may be for sale periodically during the class. Handouts may also be distributed.
Recommended: