

Effective College Teaching

(JOUR 700: Spring 2017)

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135 Budig

(Yes, I have two offices, and I move between them frequently.)

Twitter: @kuediting

Office hours

Before or after class on Tuesdays at the Center for Teaching Excellence, 135 Budig. I have only limited office hours because I have found it more effective to set up appointments. Just let me know and I'll gladly set up a meeting.

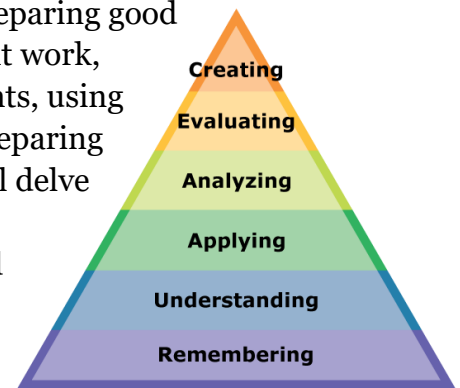
Class schedule

Class meets from 4 to 6:15 Tuesdays at the Center for Teaching Excellence, 135 Budig.

What this course is about

Teaching revolves around learning. So a course about teaching must by nature focus on learning about learning. This course will cover more than learning, but learning will be central, both in terms of how you can help your students learn but also how teaching itself is really about learning.

Lest I send you fleeing with fear of learning overload, let me assure you that this course will provide many practical skills to help you prepare, teach and evaluate your courses. We will spend time each week talking through the challenges of preparing good assignments, grading student work, working with difficult students, using class time effectively, and preparing for a teaching career. We will delve into the theories but also the practicalities of teaching and learning, but we will also share our experiences as teachers and learners, helping each other solve problems.



Bloom's taxonomy. If you aren't familiar with it, you will be by the end of the semester.

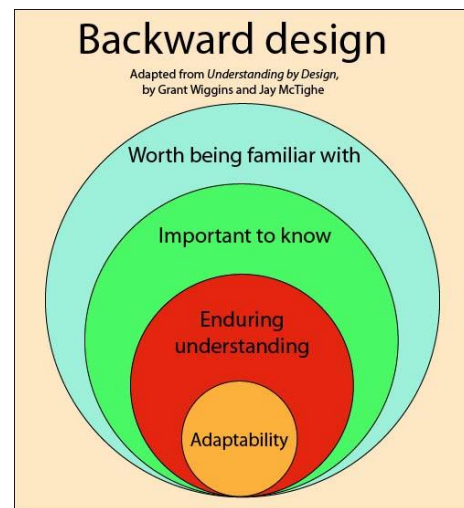
If some of that sounds idealistic, it probably is. There's an idealist inside every good teacher, and I hope this class stirs that idealism. The class is rooted in the Center for Teaching Excellence philosophy of teaching as an intellectual and scholarly activity, and it draws heavily

on approaches that have proved effective for learners of all types. Teaching is a privilege, a position of trust and responsibility that we can't take lightly. It is also an opportunity, a vocation that helps shape minds and influence lives. It is also a job that requires much thought and much hard work. We will pay homage to all of those roles this semester as we learn more about teaching, learning and the interaction between them.

Course goals

By the end of this course, students should be able to:

- ❖ Demonstrate understanding of the principles of evidence-based teaching, Bloom's taxonomy, backward design, and key theories of learning.
- ❖ Identify targeted learning outcomes for a course or for particular course activities.
- ❖ Create a syllabus and assignments that are aligned with course activities and learning outcomes.
- ❖ Develop assessment criteria and assess student work.
- ❖ Reflect on course outcomes and draw conclusions on the effectiveness of techniques used.



How we will achieve those goals

This class will involve a considerable amount of reading and discussion. You will have assigned readings each week, and you should come to class prepared to discuss those readings, analyze the ideas in them, synthesize concepts, and share your experiences. During the semester, each of you will lead a segment of the class over an area of teaching and learning. We will schedule those during the first two weeks of class. You will also set individual learning goals and reflect on those goals in a journal, and create a syllabus and assignments for a course you expect to teach in the future. (See below for more details about assignments and grading.)



Expectations and roles

This is not a top-down class. I will provide structure, but I rely on students to complete assigned work, to participate in discussions and to think critically. This must be a collaborative effort. Here's what you can expect from me:

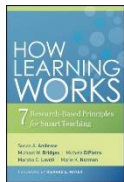
- ❖ To provide resources and common areas of study for all students.
- ❖ To provide a course structure that promotes learning, builds community, encourages sharing, and provides a comfortable atmosphere for a diverse range of ideas.
- ❖ To treat students with respect and camaraderie.
- ❖ To provide meaningful feedback on assignments and projects.
- ❖ To help troubleshoot problems and point students to appropriate resources.
- ❖ To help students learn.



Here's what I expect of you:

- ❖ To set realistic learning goals for the course and to pursue those goals throughout the course.
- ❖ To complete all the required work and to participate thoughtfully in discussions.
- ❖ To treat colleagues, the instructor and visitors with respect.
- ❖ To keep an open mind and to share resources and ideas that help everyone in the class learn.

Required materials



- *How Learning Works: 7 Research-Based Principles for Smart Teaching*, by Susan A. Ambrose et al., (San Francisco: Jossey-Bass, 2010).



- Access to Blackboard. We will also use many articles, modules and other material that I will make available on Blackboard.

Assignments and grading

You will be graded on completion of four types of assignments: in-class discussions, through which you will critically analyze ideas and concepts from readings and other material; your creation and leading of a session in class; an individual learning journal, and a final project. We will work together to set the grading criteria for each of those areas.

Discussions (50% of final grade)

Readings and discussions will form the heart of the class. I'll provide topics, readings and questions for reflection on Blackboard each week. We will discuss criteria in class for grading discussions, but I generally look for evidence that you have read the material and have come to class prepared. That includes participation in discussions and a willingness to share thoughts, ideas and observations, and a willingness to challenge conventional wisdom and your own assumptions as we work through topics.

***Those of you taking the class for three hours** will also be responsible for planning and leading a 30- to 45-minute class segment at some point during the semester. This will involve choosing a topic, identifying readings, planning class discussion or activities, and then leading that segment of class.

Individual project (30% of final grade)

The individual project will vary depending on how many credit hours you are signed up for, but everyone will create materials for a course you would like to teach. This may be a

Grades

I provide more detail about grading below, but these are the four areas on which I will base final grades:

Discussion: 50%

Individual project: 30%

Learning journal and self-evaluations: 20%

Grading expectations

Give me up to a week for grading on most assignments, though I will gladly provide quick feedback whenever I can. We will work together to set the criteria for grading.

course you know you will be teaching soon or a course you would like to teach at some point in the future.

***Those of you signed up for two hours** are responsible for creating these elements:

- ❖ Syllabus
- ❖ Class schedule
- ❖ Annotations in which you explain how you used backward design, Bloom's taxonomy and other concepts from the class to create the syllabus.

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- ❖ Syllabus
- ❖ Class schedule
- ❖ Annotations in which you explain how you used backward design, Bloom's taxonomy and other concepts from the class to create the syllabus.
- ❖ At least two assignments in which you identify a concept and define how you will demonstrate student learning.

Learning journal (20% of final grade)

A learning journal is a place for you to reflect on readings and questions for class, list ideas for applying material to your classes, create and modify personal learning goals, and write about other things related to learning. I will give you study questions to guide your reading each week, and you should reflect on these in your journal. The reflections don't have to be extensive. I'm not looking for volume or for perfectly formed arguments or responses. Rather, use the journal as an opportunity to start thinking through the questions, and to help you prepare for class. Journal entries will be due at midnight Monday each week.

First entry. In the first entry, you should create learning goals. Your learning goals should contain a reflection on why you are taking the course and what you hope to gain from it. Here's a format you can follow to help you get started. This isn't a required format. Rather, it's intended to give you a sense of some things that lead to good learning goals.

- ❖ *Start with your interests.* What facets of teaching are you most interested in? What would you like to learn more about?
- ❖ *Then discuss your strengths and weaknesses in relation to those goals.* What areas are you most comfortable with? What areas do you need work in and why?
- ❖ *Then consider what you would like to learn from this class.* How might this class help you bolster your strengths and shore up your weaknesses? What class topics are you most interested in? What topics would you like to pursue beyond those listed?
- ❖ *Then create a rough plan.* How will achieve your learning goals? How will your individual project fit into that? How will you prepare yourself to learn?

Midterm entry. In this entry, revisit your learning goals, altering them as necessary. Explain how you have worked toward those goals. Where have you succeeded? Where

do you still need to improve? What components of the class are going well? Which are not going as well as you would like? Also provide an update of your research project. What progress have you made? Are you comfortable with the direction? Are you finding the types of sources you need? Is there anything you need help with?

Final entry. Your final entry should be a self-evaluation for the course. It should provide a reflection on your work in the class and an explanation of the work you need to do to complete your project proposal or paper. Here's a general format:

- ❖ Restate your learning goals and explain why you chose those goals.
- ❖ Explain how you worked toward those goals. Where have you succeeded? For instance, have you noticed any changes in the way you think about teaching and learning? If so, how? If not, why?
- ❖ Where could you have done better, and what do you need to keep in mind as you continue working as a teacher?
- ❖ What aspects of the class have been most helpful in your learning and which could be improved?

The fine print

Academic Misconduct: We will strictly follow the code of Academic Misconduct detailed in the [Code of Student Rights and Responsibilities](#). University policies covering academic misconduct are spelled out in the current Student Handbook.

Policy on Plagiarism and Fabrication/Falsification: The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence.

Penalties for plagiarism, fabrication or falsification can include a failing grade for this course and expulsion from the School of Journalism and Mass Communications. If you have questions about what constitutes plagiarism, fabrication or falsification, please consult the teachers of this course.

The following definitions are from Article II, Section 6, of the University Senate Rules and Regulations, revised FY98.

Plagiarism

Knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge.

Fabrication and Falsification

Unauthorized alteration or invention of any information or citation in an academic exercise.

Academic accommodations

The Office of Disability Resources, 22 Strong Hall, 785-864-2620 (v/tty), coordinates accommodations and services for KU students with disabilities. If you have a disability for which you may request accommodation in KU classes and have not contacted the Office of Disability Resources, please do so as soon as possible. Please also contact your instructors privately about your work in this course.

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