

G-700, sect 5541

7/23rd-8/8th, 2008

D 1:00-4:00, SY 103

EXCELLENCE IN TEACHING

SYLLABUS

Instructor: Leah Savion, lsavion@indiana.edu

Office Hours: by appointment, SY 109, 855-4705

Textbooks: Required: course-packet, Savion: "Excellence in Teaching"

Recommended: McKeachie "Teaching Tips".

TENTATIVE COURSE PLAN

7-23: Preliminary models of the excellent teacher; Course preparations (ch.1).

7-24: First day of class, explicit and implicit contracts, Motivating students (ch.2).

7-25: Syllabi review; Learning styles and strategies (ch.3)

7-28: Learning styles; Heuristics and Biases (ch.4); Essay 1 due

7-29: General organizational principles (ch.5); Treasure Hunts.

7-30: Pet theories (ch.6), Treasure Hunts; Essay 2 due

7-31: General teaching tips (ch.7). Treasure Hunts.

8-1: The expert and the novice (ch.8); Essay 3 due

8-4: Active Learning (ch.9), workshop preparations, Treasure Hunts

8-5: Class meets at 11:00: Workshop on effective learning; Assessment (ch.10)

8-6: Course Portfolio (ch.11); The deliberate excellent teacher (ch.12)

8-7: Class meets at 11:00: Micro-Teaching; Essay 4 due

8-8: Class meets at 10:00, Micro-Teaching; Essay 5 due, Conclusions of seminar.

COURSE ACTIVITIES

- **Short essays**, due two days after topic completion in class, from the following list:
 - ☛ Exposition: a model of excellence in teaching (first draft due on the first day of class, not graded).
 - ☛ Innovation: describe enhancement of a cognitive and an emotive source of motivation.
 - ☛ Application: techniques of a single concept instruction.
 - ☛ Creative: Design course objectives: general, particular, and specific.
 - ☛ Application: detect and combat a naïve misconception.
 - ☛ Evaluation: devise a method for evaluating the effectiveness of installing a specific metacognitive skill.
 - ☛ Assessment: of student learning; of excellent teaching; course-portfolio.
- **Treasure Hunt**: individual presentation of an issue not (sufficiently) covered in class.
- **Group presentation**: of a topic from the course-packet.
- **Question of the day**: plea for pragmatic tips for problematic teaching issues, trouble-shooting, incivility, etc.
- **Practice Micro-Teaching**: 10 minutes presentation
- **Micro-Teaching**: 12 minutes presentation
- **Quick-Hits**: argue against some teaching tip from the books.
- **"The effective student" workshop** for an undergrad class.
- **Movie day**: group project, bring clips from a movie depicting the media's conception of excellent teaching, and show boundaries you would not cross.



Final Grade is calculated roughly as follows:

- ▣ 50% homework assignments (10x5)
- ▣ 10% "Treasure hunt" presentation
- ▣ 10% Group presentation
- ▣ 10% micro-teachings
- ▣ 10% class contribution
- ▣ 10% questions of the day, quick hits

Grade Scale: A:93-100; A-:90-92; B+:87-79; B:83-86; B-:80-82; C+:77-79;
C:73-76; C-:70-72; D+:67-69; D:63-66; D-:60-62; F: <60.

ESSAY HOMEWORK ASSIGNMENTS

1. (Innovation) STUDENTS' MOTIVATION

- Select one cognitive and one emotive motivational forces
- Describe ways of enhancing motivation utilizing these aspects

2. (Synthesis) DESCRIBE THE TEACHING OF ONE CONCEPT/IDEA, DETAILING:

- Holistic and serialistic approaches
- Correct and incorrect anchoring
- Levels of content: familiar, unfamiliar, abstract

3. (Application) DESCRIBE THE FOLLOWING PROCESS RELATING TO ONE NAÏVE MISCONCEPTION:

- Identify and document existence and prevalence
- Suggest "smoking out" procedures
- Speculate on possible reasons
- Offer intervention and tests of effectiveness

4. (Analysis) COURSE PORTFOLIO

- Detect a solvable learning problem
- Define your general, particular, and specific objectives
- Demonstrate a state of knowledge/performance generated by the problem, explain the intervention you design, and illustrate a possible improvement
- Measure your success: collect data (before and after), compare to a control group
- Reflect on the efficacy of the process, the effectiveness of the teaching strategy in terms of cost benefits, the clarity of the evaluation methods, the value of the experience as a resource for others and as a forum for discussion, and the next obvious step toward your particular objectives

5. (Exposition) CREATE A MODEL OF EXCELLENCE IN TEACHING

- State the major categories of effective teaching
- List detailed components
- Explain the interplay between the categories