

Dr. Janet P. Near
X630, Fall Semester, 2008
Doctoral Teaching Seminar

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	Time	Room
Class:	Mondays, 2:30-3:45	CG1004
Office Hours:	Tuesdays & Thursdays, 11:00-11:30, or by appointment	BU660b

Course Objective: To provide a foundation for your teaching experiences here at IU by teaching skills development to support your academic career. This is an experiential class in which you learn by doing. Some class sessions will provide discussions and demonstrations of various teaching techniques (such as using technology, generating class participation, collaborative learning, etc.). Other class sessions will provide an opportunity for you to teach a short segment (Microteaching) and try out different teaching techniques to see what works for you. We will begin by focusing on the nature of the academic career: how teaching, research and service can be integrated for university faculty.

Who Should Take X630:

Doctoral students who have not taught previously at the college level are required to take X630 before they teach at IU; most do so during their first fall semester on campus. Students who have registered for too many course credits should take the course in fall, 2007, but register for it in fall, 2008, when they will receive credit. Students who believe that they have sufficient teaching experience at the college level to exempt from this course must receive permission from the Chairperson of Doctoral Programs.

Learning Objectives:

By the end of this course, you will:

- Experience a wide variety of teaching techniques,
- Gain actual experience teaching, using a variety of teaching techniques
- Observe the teaching techniques of an outstanding teacher in your discipline,
- Develop a preliminary approach to teaching, including an underlying philosophy and a sense of why this approach is a good fit for you.

Readings:

The required and recommended readings (see below) are available on print/e-reserve in the Library. There is one required case study, which will be handed out in class.

Required Book: *What the Best College Teachers Do*, by Ken Bain. On e-reserve: <http://ereserves.indiana.edu/eres/coursepage.aspx?page=docs&return=courses.aspx&cid=1663>. Password = podium. Note: the chapters will be available only during the week when they are listed on the schedule below so be sure to download them at that time.

Recommend Books: on print reserve in Business/SPEA Library

- Angelo, T.A. & Cross, K.P. Classroom Assessment Techniques.
- Davis, B.G. Tools for Teaching.
- McKeachie, W. J. Teaching Tips: Strategies, Research, and Theory for College and University Teachers.
- Silberman, M. Active Learning: 101 Strategies to Teach Any Subject.

Recommended Articles: on print & e-reserve in Business/SPEA Library

- Appendix A: Seven Principles for Good Practice in Undergraduate Education, Chickering, A. W. & Gamson, Z. F.; New Directions for Teaching and Learning (47), Jossey-Bass Inc, Publishers, 1991.
- Student Motivation from the Teacher's Perspective, Perry, R. P., Menec, V. H. & Struthers, C. W.; Teaching on Solid Ground: Using Scholarship to Improve Practice (pp. 75-100), Robert J. Menger, Maryellen Weimee & Associates, eds.
- A Nudge is Best: Helping Students through the Perry Scheme of Intellectual Development, Kloss, R. J.; College Teaching (42: 4).
- Enhancing Concept Comprehension and Retention, Savion, L. & Middendorf, J.; National Teaching and Learning Forum 9 (4).
- Ten Easy Pieces: Assessing Higher Learning in Four Dimensions,
- Angelo, T. A.; New Directions for Teaching and Learning (46, pp. 17-31).
- Active Learning Test Preparation, Sheirer, J.; The Teaching Professor (2000).

COURSE OUTLINE

Date	Topics	<i>Text</i>
9/8	Introduction: Janet Near, Management	<i>Chs. 1-2</i>
9/15	Teaching Method 1: Teaching with Cases: Idie Kesner, Management; prepare case study before class	<i>Ch. 3</i>
9/22	Teaching issues 1: Setting Goals in Class: Eric Metzler, KSB Instructional Consulting	<i>Chs. 4-5</i>
9/29	Microteaching 1	
10/6	Microteaching 1	
10/13	Microteaching 1	
10/20	Microteaching 1	
10/27	Teaching Method 2: Teaching Skills: Lauren Maines, Accounting	<i>Ch. 6</i>
11/3	Teaching Issues 2: Multiple Choice Exams & Grading: David Perry, Director, Bureau of Evaluation and Student Testing	<i>Ch. 7</i>
11/10	Microteaching 2	
11/17	Microteaching 2	
11/24	Microteaching 2	
12/1	Microteaching 2	
12/8	Teaching Issues 3: Preparing the Teaching Dossier for the Job Search: Katie Kearns, Campus Instructional Consulting	<i>Epilogue</i>

Other Resources

The faculty and Associate Instructors of the Kelley School of Business use a wide variety of teaching styles and pedagogical methods in their work. They represent an important resource for you. Feel free to exploit this resource: ask their advice on how to teach certain topics, observe their teaching, or request that they observe your teaching once you have started in the classroom. As a group, they are dedicated to great teaching. An example is X630 itself, which was developed by Professors Jane Mallor and Craig Holden and from whom I have borrowed liberally in designing this course!

Schedule of Assignments:

Due:	Assignment	Possible Points (1/2 if late)	Suggested Length
9/22	Teaching Observation 1	10	200-500 words
11/3	Teaching Observation 2	10	200-500 words
10/27	Microteaching Analysis 1	10	200-500 words
12/8	Microteaching Analysis 2	10	200-500 words
	3 Chapter Responses	15	100-200 words
	Participation in class	45	

Teaching Observation 1

Observe *two class periods of the same undergraduate course* within your discipline for the following purposes: (1) to analyze the teaching and learning styles used and (2) to identify tactics used by the instructor: (a) to gain student attention, (b) to get students to process and elaborate on new items of knowledge, and (c) to facilitate higher level thinking skills. Try to select a course that you will probably teach in the future (your department scheduling officer can advise you on which class this would be). Turn this in under Assignments under Oncourse.

Instructions:

- Identify an outstanding teacher in the KSB who teaches a class you will likely teach in the future.
- Arrange with that faculty member to allow you to observe two class sessions of an undergraduate or MBA course that he or she is currently teaching. Talk with the faculty member in advance and ask for a description of teaching methods and philosophy of teaching. Ask for and study a copy of the course syllabus for your analysis.
- Observe two class sessions for that same course.

After doing the class observations, write an analysis of the class sessions addressing the following questions. Feel free to cite readings that apply.

1. What was the general nature of the course that you observed (topic, size, level)?
2. Describe the instructor's goals; how were these reflected in the syllabus?
3. What teaching methods did you observe?
4. What was the amount and quality of student participation? Were students primarily passive or active? Were all students involved with the class?
5. What tactics did the instructor use to gain student attention? For example, did the instructor use jokes, stories, personal experiences, current items in the news, variation in voice, body language, etc. and if so, how often?

6. What tactics did the instructor use to get students to process and elaborate on new items of knowledge?
7. What tactics did the instructor use to facilitate higher level thinking skills, such as critical thinking skills or problem-solving skills?
8. What did you find most useful in the syllabus, in terms of setting out the contract for the course, between the instructor and students? **Bring a copy of the syllabus to class on 9/22.**

Teaching Observation 2

This project asks you to observe *two class periods of an MBA course* within your discipline following the same basic procedure as the first time. Note: instructors teaching in the MBA Core have very strange teaching schedules; if you want to observe one of these people, schedule the time periods early or you may end up with no classes to observe in your discipline. The purpose of observing an MBA course is for the contrast effect with the undergraduate course you observed earlier. Follow the same procedure as for Teaching Observation 1. Answer the same questions as above, but contrast the differences from the first course you observed. Turn this in under Assignments on Oncourse.

Microteaching Analysis 1

For the first microteaching session, you are asked to lecture. For the second microteaching session you are asked to pick any teaching technique out of the following list of four (or to propose your own technique): (1) use the case method (Idie's session), (2) teach a skill (Laureen's session), or (3) use discussion (my session). If you expect to use a case or handout that you want your students to read in advance, email it to me to distribute or distribute it yourself a week before you teach. Microteaching is a short teaching session, designed to give you a realistic experience in a low-risk setting and detailed, constructive feedback from supportive classmates. Teaching sessions will be videotaped and you will be given the DVD to take home for self-assessment and write-up. Turn this in under Assignments on Oncourse.

Preparation:

- Select a topic in your discipline that you can teach using one of the teaching methods to your fellow group members. Carefully consider what learning objective(s) you can cover in ONLY 15 minutes. A schedule will be provided in advance so you know exactly how much time you have. The time limit will be strictly followed.
- Analyze your audience. Don't pretend that they are undergraduates or MBAs. Rather, take into account the fact that your audience is doctoral students. What experiences and prior knowledge are they likely to have? What issues are they likely to be concerned with? How is your content similar to something that they might already know about? How is it relevant to their present or future lives?
- Our classroom has a chalkboard, a document camera, an overhead projector and a computer for use with PowerPoint slides or Internet (you should test it in advance if you plan to use it).
- Practice your teaching program. It is especially important to fine-tune the timing. See how long it runs and be sure to leave adequate time for audience participation.

During the Teaching Period:

- Feel free to rearrange the chairs or otherwise modify the environment before you talk. You may wish to scope out the room so that you are familiar with the environment. In particular, make sure that you don't feel tied to the computer screen or podium or film screen; find a way to move around the room comfortably.
- Ignore the video camera and focus on your teaching.
- Other group members and I will evaluate what they liked about your teaching and what could be improved. Each teacher will receive the evaluation sheets and the videotape of his or her teaching.

Instructions for Analysis:

Study the evaluation sheets written by the other group members and by the facilitator and view the videotape of your teaching. Write a self-assessment in which you address the following questions:

1. Do any themes emerge from the evaluation sheets? Do any of your perceptions of aspects of your teaching differ from that of your fellow group members? Do you have additional observations that the group members did not have?
2. What do you feel were the primary strengths and weaknesses of your teaching?
3. How will you go about developing the area(s) of weakness and building on the areas of strength?

Microteaching Analysis 2

The goal of this assignment is to help you integrate your learning experiences from this course, but focused specifically on your own teaching behavior in the microteaching sessions. We will follow the same format as for the first microteaching session.

Instructions for Analysis:

For this assignment, please complete the following essay questions, after observing your microteaching sessions on your videotape one more time

1. As you observe your teaching over time, what changed? From session to session did you appear more or less relaxed? Were your explanations more or less coherent? Were students more or less involved (you may need to rely on memory for this one)?
2. What would you do differently if you were to complete another microteaching session for this class? What would you do the same?
3. How do you think these microteaching sessions will affect your actual teaching?
4. What did you learn about style from completing your teaching observations and from participating in the class sessions with various faculty members? Which of them has a style most like your own? Why or why not? Which of their suggestions is most likely to work well for you, given your personal style of teaching?
5. What overall teaching philosophy have you developed? How did Bain's book influence you in this (either positively or negatively)? How will this affect your teaching in the KSB or elsewhere?

Grading Criteria:

I will not be grading the quality of your actual microteaching sessions; instead I will assess how much you have learned from observation of your microteaching sessions. While this may appear subjective, in fact you should be able to provide very specific and concise answers to the questions above. To obtain a top grade you should answer each question comprehensively and specifically, citing particular examples from your video. See the grading rubric below for my grading criteria.

Chapter Responses

You have 5 opportunities to post an assessment of the chapter(s) you read in Bain; please post on 3 of these dates, listed under Forum in Oncourse. Your review should be brief; list 1-3 points that you think are the most important to you in that chapter. Also list any questions/criticisms you might have. Feel free to respond to other students' postings, as will I. Most of our class days are structured so we can use the discussion forum as a place to raise questions/comments on those days when we may not have time to get to them in class.

Participation Points in Class

My intent in creating assignments for this class is to find activities that will be valuable to your development of teaching skills but not take much time for you to actually accomplish. I'm aware of the other time pressures you are encountering in the doctoral program and would like this class to reduce stress for you, not increase it! On the other hand, you won't benefit from this class if you don't attend most or all sessions. Your presence is very important during microteaching sessions, because instructors learn a great deal from the diverse comments they receive from their fellow students. Your presence is likewise critical when guest professors attend class to make their presentations. I have selected some of the very best instructors in KSB and even if they teach in a discipline other than yours, I guarantee that you will learn a great deal from them! For this reason, participation represents nearly half your grade in this class, and is based largely on attendance, although active participation is always welcome.

Grading Rubric that I will use for grading each written analysis:

Criteria	60% of points possible	80% of points possible	100% of points possible
Breadth	Answers some questions	Answers most questions	<i>Answers all questions</i>
Depth	Gives no supporting example for each question answered	Gives 1-2 supporting examples for most questions answered	<i>Gives 1-2 supporting examples for all questions answered</i>

Grading Scale:

A+	98-100 points	B	83-87 points
A	93-97 points	B-	81-82 points
A-	91-92 points	C+	78-80 points
B+	88-90 points	C	Below 78 points