

EDHD 718
Apprenticeship in College Teaching

Fall 2016/Spring 2017

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Course Description

For graduate students teaching Human Development (EDHD) courses for the first or second time, either autonomously or as a teaching assistant. This course includes a set of structured experiences that are intended to foster professional development in the role of college instructor, e.g., seminars on the scholarship of college teaching and principles of practice that support optimal teaching and learning environments; peer and faculty in-class observations of teaching; and guided, reflective analysis of experiences in the classroom. *Required for all graduate students during their first and second semester of teaching EDHD courses.*

Course objectives

Students will demonstrate

- The ability to design, operationalize, and evaluate the effectiveness of teaching materials and instructional strategies;
- Reflective practice that facilitates growing awareness of personal strengths and challenges in the role of college instructor;
- Knowledge of how EDHD 718 requirements are aligned with the requirements of University Teaching and Learning Program (UTLP) offered by the Teaching and Learning Transformation Center (TLTC);
- Professional development support to all other students in EDHD 718.

Recommended readings

- (1) Svinicki, M. & McKeachie, W.J. (2010). *McKeachie's teaching tips: Strategies, research and theory for college and university teachers* (13th ed.). Belmont, CA: Wadsworth. (Copies have been purchased by department and are available on loan.)
- (2) Other readings as assigned by the instructor or co-instructor, guest speakers or graduate assistant presenters.
- (3) *The Teaching Resource Guide*, published by TLTC, is one of the most comprehensive, accessible resources available to instructors at the University of Maryland. Please access the document at <http://tltc.umd.edu/resources/docs/TRG.pdf>.

Recommended

Attendance at Center for Teaching Excellence (CTE) Fall 2016 Orientation

Date: Friday, August 26 from 9:00am-3:00pm

Please see tltc.umd.edu/teaching-orientations for details and to RSVP.

Fall 2016 Requirements

(1) Seminars

With the exception of the first seminar (8/25/16, 1-3pm), this course will meet once per month, on Fridays from 1-3:30 pm, in Benjamin, 3233 during the Fall 2016 semester. Students should attend all seminar meetings. Readings are not assigned as a basis of assessment, but rather to facilitate discussion about various topics. Each seminar includes a mini-session with a department or Campus expert on a particular topic, opportunities for students to informally discuss teaching issues, and micro-teaching experiences as described below. *Students are expected to prepare at least one-topic related question for the speakers to address in each of the “Ask the Experts” sessions.*

(3) Mid-semester evaluations

Students are required to administer mid-semester course evaluations to their undergraduate students and then schedule a meeting with the instructor to discuss the feedback and formulate appropriate course modifications or mid-term teaching goals. Students may decide the format of the evaluation. Samples are provided in Appendix A.

(2) Observations*

For autonomous course instructors:

Three observational experiences each semester:

1. *By a faculty member.* Students’ teaching must be observed by a faculty member. Following the observation, a meeting should be held with the faculty observer to discuss the class experience.
2. *By a peer.* Students’ teaching must be observed by a fellow graduate teaching assistant who is currently, or was previously enrolled in EDHD 718. Following the observation a meeting should be held to discuss the observation.
3. *Of a faculty member or peer.* Students must observe an undergraduate course being taught within the College of Education. Following the observation a meeting should be held with the course instructor to discuss the observation.

For teaching assistants:

Three observational experiences each semester:

1. *Of an undergraduate class session for a course in which you are not the TA, taught by faculty.* Following the observation, a meeting should be held with the faculty observer to discuss the class experience.
2. *Of an undergraduate class session for a course in which you are not the TA, taught by a former EDHD 718 student.* Following the observation, a meeting should be held with the graduate student instructor to discuss the class experience.
3. *By your faculty mentor in the course in which you are the teaching assistant.* This requirement implies that you must arrange with your mentor to be given the

opportunity to deliver at least part of a lecture or oversee a major activity in at least one class session. Following the observation, a meeting should be held with the faculty observer to discuss the class experience.

(4) Reflection papers

Students must complete three 2-3 page reflection papers. Papers should draw upon the most recent observational experience and must demonstrate deep reflection beyond the immediate implications of that experience for classroom practice only. Appendix B includes a list of teaching domains that may serve as a useful guide for framing the content of reflection papers. The McKeachie textbook may also be useful when thinking about how to structure these reflections.

(6) Micro-Teaching class presentations

For the October and November seminars, each student will choose a central concept from his/her course and “micro-teach” *the first 15-20 minutes of an opening lecture on that topic*. This should be done in real time, such that you are presenting the first 15 minutes as your students would experience them (not a 15-20 minute speed-tour through the content of the entire lecture). The presenter must provide the class with a list of objectives for use by seminar colleagues in evaluating the presentation and then promote discussion of the feedback to follow.

Due Dates

Observations described above can be carried out in any order. However, they should be evenly spaced throughout the semester in order to meet the following assignment deadlines.

- Observation 1 & Reflection – DUE October 1st
- Observation 2 & Reflection – DUE November 1st
- Observation 3 & Reflection – DUE December 1st

SM under Recommended Readings refers to the Svinicki & McKeachie text.

Date	Topic	Recommended Reading
August 25 1-3pm Benjamin, 3315	Orientation - Getting Started Resources and institutional support	SM, Ch. 1 & 3
<hr/> September 9 1-2pm	“Ask the Experts:” <i>Motivating Undergraduate Students to Achieve</i> Speaker: Dr. Allan Wigfield	SM, Ch. 11

2pm - 2:30	Essential University Policies on Teaching
2:30-3	Discussion & Summary
3-3:30	The UTLP – What is it and how do I earn it?

October 7

1-1:45	“Ask the Experts:” <i>Assessment</i> Speaker: Dr. Patricia Alexander	SM, Ch. 7 & Ch. 8, 83-95
1:45 – 2:30	Microteaching: _____	
2:30 – 3:15	Microteaching: _____	
3:15 – 3:30	Discussion & Summary	

November 11

1:00 – 1:45	Microteaching: _____	
1:45 -2:30	Microteaching: _____	
2:30-3:15	“Ask the Experts:” <i>Teaching with Technology*</i> Speaker: Jun Yang, <i>Instructional Designer</i> <i>Division of IT, UMD</i>	SM, Ch. 17
3:15-3:30	Discussion & Summary	

December 2

1-1:45	“Ask the Experts:” <i>Managing issues of Academic Integrity</i> Speaker: James Bond, <i>Assistant Director, Office of Student Conduct</i>	SM, 95 – 100 & Ch. 22
2-2:45	“Ask the Experts:” <i>Developing a Teaching Portfolio*</i> Speaker: Khara Schonfeld-Karan, <i>TLTC</i>	
2:45 – 3:30	Discussion & Summary	

Spring 2017 Requirements

(1) Seminars

Three seminars are scheduled for Spring, 2016: **February 3rd**, **March 3rd**, & **April 28th**, from 1-3pm. The topics of the seminars will be guided by student & instructor choice, based on outcomes associated with the fall '16 seminar series.

(2) Mid-semester evaluations

Students are required to administer mid-semester course evaluations to their undergraduate students and then schedule a meeting with the instructor to discuss the feedback and

formulate appropriate course modifications or mid-term teaching goals. Students can decide on the format of the evaluation. Samples are provided in Appendix A.

(3) *Video-taped Observations*

Students' teaching must be video-taped during the semester. The video-taped session should be reviewed (or observed in real-time) by the 718 instructor and one other faculty member, followed by consultation with the student.

(4) *One reflection paper*

Students must complete one 5-6 page reflection paper. Papers should draw upon the combined video-taped observational experiences and evidence of thematic continuity from the Fall '16 reflections should be apparent, such that growth and development in the role of college instructor is demonstrated. Try to write this paper such that it will be a meaningful reference from which to construct a future teaching statement. The paper may be submitted any time before May 10th, 2016.

Grading

Letter grades for the course will be assigned based upon consistent, active participation in all monthly seminars, evidence of deep reflection in both oral and written discourse, and timely completion of all course requirements. In all assessment activities:

A+	Outstanding performance
B+	Above-average performance
C+	Average performance
D+	Below-average performance
F	Unacceptable level of performance

The University Teaching and Learning Program (UTLP)

Please see the handouts included in Appendix C for a full description of the TLTC University Teaching and Learning Program (with permission of Khara Schonfeld-Karan, Coordinator of Graduate Student Programs, TLTC).

- EDHD graduate student instructors can count EDHD 718 classroom observations toward the UTLP requirements;
- EDHD 718 seminars can count as UTLP workshops as long as the student has taken another class to meet the course requirement. In this instance, students will also need to take an Inclusion and Diversity workshop in order to complete the course program requirement.

Recommended Reading List

- Balam, E. & Shannon, D. (2010). Student ratings of college teaching: A comparison of faculty and their students. *Assessment & Evaluation in Higher Education*, 35, 209-221.
- Belter, R. W. & Du Pre, A. (2009). A strategy to reduce plagiarism in an undergraduate course. *Teaching of Psychology*, 36, 257-261. doi: 10.1080/00986280903173165.
- Davis, R. (2011). Socrates can't teach here! Faculty and student attitudes towards technology and effective instruction in higher education. *Review of Higher Education and Self-Learning*, 4, 1-13.
- Devlin, M. & Samarawickrema, G. (2010). The criteria of effective teaching in a changing higher education environment. *Higher Education Research & Development*, 29, 111-124.
- Gallant, T. (2008). A new approach to academic integrity: The teaching and learning strategy. *ASHE Higher Education Report*, 33, 87-103.
- Mcewan, H. (2011). Narrative reflection in the philosophy of teaching: Genealogies and portraits. *Journal of the Philosophy of Education*, 45, 125-140.
- Molesworth, M., Nixon, E., & Scullion, R. (2009). Having, being and higher education: The marketisation of the university and the transformation of the student into consumer. *Teaching in Higher Education*, 14, 277-287. doi: 10.1080/13562510902898841
- Morris, J., Reese, J., Beck, R., & Mattis, C. (209-2010). Facebook usage as a predictor of retention at a private 4- year institution. *Journal of College Student Retention*, 11, 311- 322. doi: 10.2190/CS.11.3.a
- Pettijohn, T. F. & Sacco, M. F. (2007). Multiple-choice exam question order influences on student performance, completion time, and perceptions. *Journal of Instructional Psychology*, 34, 142-149.
- Searle-White, J. & Crozier, D. (2011). Embodiment and narrative: Practices for enlivening teaching. *Transformative Dialogues: Teaching & Learning Journal*, 5, 1 – 13.
- Slate, J., LaPrairie, N., Schulte, D., & Onwuegbuzie, A. (2011). Views of effective college faculty: A mixed analysis. *Assessment & Evaluation in Higher Education*, 36, 331-346.

Appendix A

Sample Midterm Evaluation Instruments

I am very interested in your evaluation of this course. Please complete the following sentences. I take all of your comments seriously and will use them in planning this course.

1. The instructor
 2. The textbook
 3. The lectures
 4. The quizzes
 5. The papers
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I am very interested in getting your impressions of the course and suggestions for improvement in the class format. Please respond to the following items and add any ideas you wish to offer. Thank you!

1. The reason(s) I took this course
 2. The reasons(s) other people take this course
 3. The people who are doing well in this course
 4. The people who are not doing well in this course
 5. Changes that would make this course better for me
 6. Other comments, complaints, or ideas
-

Please complete the following questions. Thank you!

1. Three things that I like best about this course are
 2. Three things I like least about this course are
 3. If I could change anything I would
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I am extremely interested in providing this course as a valuable experience. I will appreciate and consider seriously your comments and suggestions to help improve this course. Please complete the sentences below.

1. If only there would be
2. The textbook
3. The instructor should
4. One thing I like about the instructor
5. The worst part of the course is
6. Concerning my being prepared to take the midterm exam, I felt
7. I'd like to see more

Please add any additional comments, complaints, compliments, etc.

Given the chance to start the semester over again, would you choose to take this course?
What suggestions do you have for improving the first half of the course?

Lucas, S. G. (2001). Departmental teaching assistants' orientation. In L.R. Prieto & S.A. Meyers (Eds.), *The teaching assistant training handbook* (pp. 44-45). Stillwater, OK: New Forums,

Appendix B

Sample Framework for Reflection Papers

Research suggests (Tollerud's study, as cited in Prieto, 2001) that there are seven domains which represent the skills needed by graduate student teachers in order to feel efficacious and to receive positive evaluations of their teaching. Using this framework, consider organizing your reflection in response to the definition of one or more of the following domains:

1. Presentation Skills – your ability to deliver lectures and present course materials to students

2. Assessment Skills – your ability to develop, design, and implement tests, exams, papers, projects, group work, or other assessments to evaluate student progress in the course
3. Academic Ethics – your ability to understand and adhere to knowledge of the behavioral standards and ethical responsibilities associated with the role of college instructor, as governed by university policy and ethical codes of conduct for faculty
4. Organizational Skills – your ability to identify, develop, and apply strategies and course materials that synthesize with one another in a way that supports students' attainment of course objectives
5. Individual Differences – your ability to recognize and appropriately deal with influences in the classroom environment related to cultural, racial, ethnic, or learning differences
6. Interpersonal Skills – your ability to appropriately and effectively communicate with students
7. Networking Skills – your ability to identify and appropriately access support networks within the department and university that facilitate your professional development and support of students' issues and concerns

Prieto, L. (2001). *The supervision of teaching assistants: theory, evidence and practice*. In L.R. Prieto & S.A. Meyers (Eds.), *The teaching assistant training handbook* (pp. 103- 130). Stillwater, OK: New Forums.

Appendix C
The University Teaching and Learning Program
Handouts courtesy of Khara Schonfeld-Karan,
Coordinator of Graduate Student Programs, TLTC



**University
Teaching and
Learning Program**



teaching & learning
transformation center

The University Teaching and Learning Program (UTLP) offers professional development (i.e., future faculty development) for graduate students and postdoctoral fellows in the area of teaching and learning in higher education. As a member of the Center for the Integration of Research, Teaching and Learning (CIRTL) Network, UTLP training focuses on three core ideas: 1) Teaching as Research, 2) Learning Communities, and 3) Learning through Diversity. UTLP is designed to meet participants at their current level and take them to the next step in their development through three program levels.

Level 1: Associate

Associates have the knowledge to be effective teachers and value the importance of quality teaching and learning. They understand and are able to implement evidence-based practices in different learning environments to achieve defined learning goals to meet the needs of diverse learners. Associates may or may not have teaching experience, and do not have to be a current teaching assistant or instructor to complete this level.

Level 2: Practitioner

Practitioners have a level of knowledge and skills that allows them to be scholarly teachers who use Teaching-as-Research to improve their practice. They build on what others have learned in an ongoing way, seek evidence of learning, and use evidence to improve practice. Practitioners are currently teaching in some capacity, though this is not a requirement of the program.

Level 3: Scholar

Scholars go beyond scholarly teaching and are driven by a desire to understand how students learn effectively and how teaching influences this process. At the Scholar level, participants are expected to advance and disseminate evidence-based research on teaching and learning through the completion of a Teaching-as-Research project that informs broader questions related to teaching and learning. Becoming a Scholar requires in-depth understanding of the literature, critical reflection, and sharing findings with a local, regional, or national group of peers.

Interested participants may enroll by visiting the website and completing the enrollment form

<http://tltc.umd.edu/UTLP>

Associate (Level 1) Requirements	<ul style="list-style-type: none"> ➤ Course Path (1+ credit course & 1 workshop) <u>OR</u> Workshop Path (5 workshops) with workshop reflections ➤ Teaching Philosophy Statement ➤ Undergraduate Instructor Observation
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Practitioner (Level 2) Requirements	<ul style="list-style-type: none"> ➤ Course Completion (1+ credit course) ➤ 5 TLTC Workshops/Reading Groups ➤ 3 Undergraduate Instructor Observations ➤ Mentored by Faculty Member ➤ Teaching-as-Research (TAR) Project ➤ Teaching Portfolio
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Scholar (Level 3) Requirements	<p>Completion of all Practitioner Level Requirements</p> <p>PLUS:</p> <ul style="list-style-type: none"> ➤ Scholar-Level TAR Project ➤ Participation in TAR Learning Community ➤ Formal Proposal and Formal Presentation of TAR Project
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Questions? Email us at UTLP@umd.edu

UTLP Teaching as Research (TAR) Project **Practitioner Level**

Practitioner Level TAR Project

- Practitioners test or try out an evidence-based technique or strategy in the classroom, collect information on impact of that activity on student learning, community building, etc. (i.e., assessment), reflect on the impact of that activity on student learning, and use the information to inform the next iteration of the class.
- The Practitioner level TAR project may be rather simple and not extend the literature in the area of focus, but must still represent a scholarly effort that is presentable in either mini-manuscript or poster format.
- Working with TLTC staff is encouraged to develop and implement the project prior to beginning TAR project.
- Participation in a TAR Learning Community through the TLTC or in an online CIRTL network TAR course is encouraged.
- TLTC anticipates a TAR Showcase highlighting UTLP Practitioners' poster presentations. Additionally, CIRTL has a TAR Capstone Series to provide avenues for presentation.

Submission Guidelines

- 1) **Overview of TAR Project** (1 page or less, double-spaced)
- 2) **Mini-Manuscript OR Scholarly Poster** describing TAR experience by addressing:
 - a) What did you see in your teaching experience that could be improved? What was the driving question for your TAR project?
 - b) Why did you choose this technique, method, activity, etc.? How was this approach based on scholarly literature?
 - c) What did you do in your classroom to address your question?
 - d) What were your results? Did it work? Did it work differently than you expected?
 - e) How did/would these results impact your future teaching? How would you change your next iteration of this course?
 - f) What would you change if you repeated your study?
- 3) **Written Reflection** about TAR Experience (1-2 pages, double-spaced)

UTLP Teaching as Research (TAR) Project Scholar Level

Scholar Level TAR Project

- Scholars engage in an “inquiry cycle” on an evidence-based teaching approach by outlining a research question and hypothesis around teaching and learning; using literature and existing knowledge to develop specific goals and approaches to address the question; implementing and collecting data around the research question and assess the results; and utilizing results to generate the next set of research questions and hypotheses.
- The Scholar level TAR project is envisioned as a higher quality than practitioner level and intended as publishable (hence, IRB approval is likely required).
- The completed project will be presented orally/visually and also written up as if for scholarly publication.
- Working with TLTC staff is required in the development and implementation of the TAR project prior to initiation, including a formal project proposal.
- Participation in a TAR Learning Community through the TLTC or in an online CIRTl network TAR course throughout work on project is required.
- TLTC anticipates a TAR Showcase highlighting brief oral presentations by UTLP Scholars. Additionally, CIRTl has a TAR Capstone Series to provide avenues for presentation.

Submission Guidelines

- 1) **TAR Project Proposal** (overview of project and plan for publication and IRB approval; must be submitted first and receive TLTC approval prior to implementation)
- 2) **Complete Report** (manuscript style) with description of TAR project containing:
 - a) **Abstract** or overview of TAR project including:
 - Evidence-based **learning goals** that are well-defined and measurable stating what is meant to be accomplished or tested within the project
 - A well-developed **research question** based on the learning goals
 - b) **Background** information leading to learning goals and research question
 - c) **Rationale** for implementing chosen technique or strategy utilizing relevant scholarly literature on teaching and learning
 - d) **Methods** or assessment procedures and tools used to evaluate student learning in relation to the research question; IRB approval.
 - e) **Findings** or analysis of collected data on the technique or strategy’s impact on student learning
 - f) **Discussion** or impact of findings on future teaching practice or field of teaching
 - g) **Citations** of key resources
- 3) **Written Reflection** about TAR Experience (1-2 pages, double-spaced)
- 4) **Oral Presentation** of TAR Project (to be evaluated separately; possibly during TAR Showcase).