

GS 305 College Teaching Practicum, Spring 2012

Instructor	Dr Hugh Crumley	Class time	Monday 3:05 – 5:15	LINK Classroom 3
Email	crumley@duke.edu	Office hours	By appt/drop in	
Office	Grad School 304B			
Phone	919.660.5975			

Course description

Peer review of teaching has become standard practice among faculty in higher education and in tenure decisions. In GS 305, you will learn about this process while improving your own classroom teaching skills. Over the semester, you will give four, progressively interactive teaching demonstrations that will be video recorded and observed by classmates, instructors, and some undergraduate volunteers (during final presentations). These observers will provide constructive feedback to you, and you will submit self-evaluations based on feedback from observers and reflection on your own teaching. To prepare for the teaching demonstrations, we will discuss practical concerns about teaching such as classroom management, using groups in class, facilitating discussion, active learning, and effective visual aids.

Objectives

By the end of GS 305, you will be able to

- plan, facilitate and evaluate classroom instruction
- facilitate student-centered classroom discussion and other classroom assessment techniques
- use appropriate student grouping strategies in classroom instruction
- make effective use of visual aids in classroom instruction
- provide positive, constructive feedback based on observation of others' teaching
- reflect on and self-evaluate your own teaching in order to improve skills as a classroom instructor
- identify and change teaching behavior based on feedback and self evaluation

Activities

In GS 305, you will

- lead a series of progressively longer and more interactive microteaching demonstrations
- develop microteaching evaluation tools based on readings, discussion, experience and observation of classroom events and videos of your own teaching
- observe other graduate students leading classroom activities and provide feedback
- participate in activities centered on teaching strategies (use of visual aids, groups, etc.)

Evaluation

Grade: credit/no credit. Evaluation will be based on attendance & active participation in all sessions. This includes presentation of four progressively interactive teaching demonstrations that show synthesis of course concepts and personal experience. In your classmates' teaching demonstrations, you are asked to provide constructive feedback; for each of your own, you write a self-reflective evaluation.

Workflow for presentations

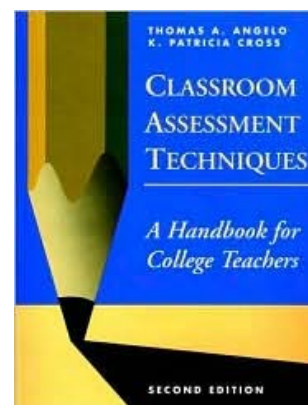
1. Presenter brings copies of their plan and self-created feedback form to each presentation (on a Monday)
2. Immediately after presentation, feedback forms are completed in class and returned at the end of class
3. Reflective self evaluation based on video and feedback forms due the following Friday in Sakai

Course textbook (required)

Angelo & Cross (1993)

Classroom Assessment Techniques: A Handbook for College Teachers, 2nd edition.

ISBN 9781555425005

**Attendance & participation**

This course is very hands-on and experientially oriented. Activities in class require you to 1) have done the readings, 2) be punctual, and 3) be an active participant. You are expected to attend and participate in every class meeting. If you miss any part of class for any reason, you are still responsible for finding out about any assignments or information from class. Two or more absences may result in no credit for the course.

You are also responsible for checking the Sakai course site regularly for class work and announcements. Sakai is available at <http://sakai.duke.edu>. Support is provided by the OIT Help Desk at 684-2200.

Disability statement

Students with disabilities who believe that they may need accommodations in the class are encouraged to contact the Office of Services for Students with Disabilities at 684-5917 or disabilities@as.duke.edu as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

Academic integrity

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity. To uphold the Duke Community Standard:

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and
- I will act if the Standard is compromised.

Tentative Schedule

	Class activities	Reading/assignment due
1: Intros 1/23	<ul style="list-style-type: none"> • Class introduction in groups • 1 minute speeches (no prep) • Anonymous note cards: biggest concern about teaching • Giving and receiving constructive feedback 	
2: 1st demo 1/30	5 min course introductions: FDOC. Include a syllabus (can be real or mock-up).	Five minute teaching demo McKeachie Ch 3 (on Sakai)
3: Big picture 2/6	<ul style="list-style-type: none"> • Backwards course design (examine this class!) • Bloom's taxonomy & how people learn • Organization/structure of individual class meetings 	<ul style="list-style-type: none"> • BCD readings in Sakai • How People Learn Ch.1
4: Nuts & bolts 2/13	<ul style="list-style-type: none"> • Presentation of a problem/concept (demo for next presentation) • Visual aids & PPT • Classroom tech, whiteboards, etc. 	<ul style="list-style-type: none"> • How People Learn Ch. 3 • How to Speak: Lecture Tips (videos in Sakai)
5: 2nd demo 2/20	7 min present a concept, visual aids	Seven minute teaching demo
6: The lecture 2/27	Interactivity: Lecturing vs. not lecturing	<ul style="list-style-type: none"> • McKeachie Ch 6 (on Sakai) • Ban laptops in class? Read "Yes" and "No" in Sakai
3/5	(Spring Break)	
7: CATs 3/12	<ul style="list-style-type: none"> • CATs • Your TGI scores & what they (might) mean 	Angelo & Cross: <ul style="list-style-type: none"> • Ch 1 • Complete TGI and self-scoring worksheet • Identify CAT(s) for 3rd demo
8: 3rd demo 3/19	10 minute teaching demo. Present a concept and include a classroom assessment technique (with undergrads.) Incorporate Link tech and/or space	Ten minute teaching demo
9: Groups 3/26	<ul style="list-style-type: none"> • Active and cooperative learning • Using different classroom spaces 	Active learning videos: <ul style="list-style-type: none"> • Richard Felder • Eric Mazur
10: Planning 4/2	Planning for team teaching demos	TBA
11: 4th demo 4/9	30 min team teaching demonstrations Emphasis on interaction (with undergrads) Incorporate Link tech and/or space	Final teaching demo
12: 4th demo 4/16	30 min team teaching demonstrations Emphasis on interaction (with undergrads) Incorporate Link tech and/or space	Final teaching demo