CETL 8713 Fundamentals of Teaching and Learning in Higher Education
Fall 2016

Instructor Information:
Dr. Kate Williams
Clough Commons 457
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Office hours by appointment

Class meeting times and location:
Monday, 10:05am – 11:55am, Clough Commons 262

This three-unit course meets only two hours per week, with the third hour replaced by readings and other assignments.

Course Description:
This highly interactive and practical course gives graduate students the opportunity to learn and apply principles of learner-centered teaching that are based on the research about how people learn. Through readings, lectures, activities, practice, and peer review, students will explore the principles of learner-centered teaching. Individuals will synthesize course content and personal experiences to produce assignments that demonstrate their understanding of and ability to apply key principles.

Course Textbook:

Course Goals:
Upon successful completion of this course, you will be able to:
1. Explain the principles of knowledge retention, transfer and mastery
   a. Explain factors that support or inhibit retention, transfer and mastery
2. Explain how differences in learner preparation and motivation affect learning
   a. Describe the millennial student (and other student characteristics)
   b. Apply motivational theories to the classroom
   c. Explain the role that prior knowledge plays in learning and how to evaluate it.
3. Explain how inclusive environments that value diversity impact learning
   a. Plan strategies to create a welcoming classroom environment
4. Identify and practice evidence-based teaching techniques
   a. Describe evidence-based teaching techniques
   b. Explain formative assessment
   c. Demonstrate appropriate selection and use of effective teaching techniques through microteaching demonstration
   d. Reflect on, analyze, and evaluate your own and others’ lesson plans and teaching demonstrations.

Classroom expectations:
Learning sticks when it is effortful. You elected to enroll in this class because you were driven to know more about successful teaching and learning. As a student, this means you are expected to participate fully in class discussions and make it a priority to complete readings and assignments for this class. As the instructor, I am expected to bring interesting opportunities for you to engage with the principles of effective teaching and learning. We will accomplish this in a positive, safe and interactive environment.
Students with disabilities and/or in need of special accommodations:

Georgia Tech complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. If you are in need of a classroom accommodation, please make an appointment with the Office of Disability Services office (http://www.ods.gatech.edu) to discuss the appropriate procedures.

Academic Integrity:

All students are expected to be familiar with the Honor Code (www.honor.gatech.edu) and are bound by its requirements. You must observe the Honor Code with respect to examinations, assignments, and all other aspects of this course.

In Class Cell Phone and Laptop Policy:

Please be respectful of your classmates and our learning community.

Pass/Fail Grading Scale:

S = 70 or more total points. All assignments must be completed to pass the course.  
U = 69 or fewer points

Letter Grade Grading Scale:

A= 90 – 100 points  B= 80 – 89 points  C= 70 – 79 points  D = 60 – 69 points  F = Below 60 points

Attendance and Late Work:

One unexcused absence is permitted. Each absence after that one will result in a 5 point deduction from the semester total. Assignments are due as assigned. Late work will incur an automatic 10% penalty per day and will not be accepted more than 3 days late (for a maximum 70% grade).

Graded Assignments:

Short paper on how learning work with peer review – 8 points for paper, 2 points for peer review  
Discipline-specific SoTL article presentation – 10 points  
Group case study on motivation – 10 points  
Diversity and inclusion exercise – 10 points  
Short paper on evidence-based teaching methods with peer review – 8 points paper, 2 points peer review  
Formative assessment plan – 10 points  
Microteaching lesson plan – 10 points  
Microteaching peer feedback – 5 points each X 2  
Microteaching self-reflection – 10 points  
Teaching philosophy with peer review – 8 points for paper, 2 points for peer review

TOTAL POINTS: 100

- Short papers will be 2 to 4 pages in length (500 to 1000 words). Specific instructions for each short paper will be provided.
- Discipline-specific SoTL (scholarship of teaching and learning) article presentation: Find one scholarly article on teaching and learning in your discipline and present a 5 to 10 minute summary to the class. Presentations will be scheduled between weeks 4 and 11.
- Final Portfolio: at the end of the term, you will submit a final portfolio that captures all of the assignments listed here.
# Course Schedule

*Course schedule is subject to change. Updates will be announced in class and posted in Tsquare.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit</th>
<th>Class Topic</th>
<th>Before class</th>
<th>Due this this week by midnight</th>
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<tbody>
<tr>
<td>Aug 22</td>
<td>Learning</td>
<td>What is learning &amp; how do we measure it?</td>
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<td>Aug 29</td>
<td>Retention, transfer &amp; mastery</td>
<td>Chpt 2</td>
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<td>Sept 5</td>
<td>NO CLASS – Labor Day</td>
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<td>Sept 12</td>
<td>Effects of prior knowledge on learning</td>
<td>Chpt 1</td>
<td>Short paper on learning – Due 9/18</td>
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<td>Sept 19</td>
<td>Motivation and learning</td>
<td>Chpt 3</td>
<td>Early course feedback – Due 9/25</td>
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<td>Sept 26</td>
<td>The millennial (and other) students and their development</td>
<td>Chpt 6</td>
<td>Motivation group case study – Due 10/2</td>
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<td>Oct 3</td>
<td>Diversity and inclusion in the classroom</td>
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<td>Diversity exercise – Due 10/9</td>
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<td>Oct 10</td>
<td>NO CLASS – Fall Break</td>
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<td>Oct 17</td>
<td>Evidence-based instructional strategies</td>
<td>Chpt 4</td>
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<td>Oct 24</td>
<td>Facilitating discussions and giving feedback</td>
<td>Chpt 5</td>
<td>Short paper on teaching – Due 10/30</td>
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<td>Oct 31</td>
<td>Formative assessment</td>
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<td>Formative assessment plan – Due 11/6</td>
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<td>Nov 7</td>
<td>Microteaching</td>
<td>Microteaching plan – Due before you teach Peer feedback – Due before next class</td>
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<td>Nov 14</td>
<td>Microteaching</td>
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<td>Nov 21</td>
<td>Microteaching</td>
<td>Teaching statement draft – Due 11/20 Teaching statement peer review – Due 11/27</td>
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<td>Nov 28</td>
<td>Microteaching</td>
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<td>Dec 5</td>
<td>Wrap-up</td>
<td>Final portfolio – Due 12/12 by noon</td>
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