

CETL 8713 Fundamentals of Teaching and Learning in Higher Education

Fall 2016

Instructor Information:

Dr. Kate Williams
Clough Commons 457
Office hours by appointment

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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:

Ambrose, S.A., Bridges, M.W., DiPietro, M, Lovett, M.C., & Norman, M.K. (2010). *How Learning Works*. San Francisco: Josey-Bass/Wiley.

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.

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