
Workshop on Teaching at the College Level

Fall Semester 2022, 3 Units

INSTRUCTOR CONTACT INFORMATION:

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Pronouns: She/Her/Hers

Department of Agricultural Education, Technology and Innovation

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Cell Phone: (502) 294-6137; please leave a detailed voice mail

Office Hours: Individual appointments upon email request

Online Availability: Email response time is 24 hours during work week

COURSE MEETING TIME & LOCATION: Wednesdays, 3:30-6:30pm, 104 Saguaro Hall

COURSE DESCRIPTION: Workshop that deals with the practical application of teaching/learning theories at the college level as they relate to instructional methodologies, strategies, and planning. This will include instructional objectives, content organization, and assessment of learning experiences. The course will involve the exchange of ideas and will focus on practical methods, skills, and principles pertinent to higher education.

COURSE OBJECTIVES:

1. Discuss the role of instruction at the college level.
2. Provide an overview of the concepts which undergird the teaching-learning process applicable to instruction at the college level.
3. Discuss concepts of inclusive pedagogy and universal design in college level instruction.
4. Prepare students to organize and present subject matter for effective student learning.
5. Prepare students to design, deliver and assess a course of instruction for the college level.

EXPECTED LEARNING OUTCOMES:

1. Demonstrate effective instructional characteristics in classroom and laboratory teaching.
2. Apply psychological principles of learning and teaching to course development.
3. Develop a philosophy of instruction in higher education that recognizes instructional design, delivery, and assessment.
4. Design a comprehensive syllabus for a college course.
5. Prepare instructional objectives appropriate for a college course.
6. Develop an instructional plan and teaching aids for a college course.
7. Assess the relationship between learning style and teaching style and how the relationship influences the learning environment.
8. Apply inclusive pedagogy and universal design concepts to college level instruction.
9. Incorporate a variety of teaching methodologies into class and laboratory instruction.
10. Utilize instructional aids/technologies in the teaching-learning process.
11. Apply a variety of student learning assessment procedures that reflect achievement of course objectives.

REQUIRED REFERENCES:

Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors*. (4th edition). Jossey-Bass.

All other additional readings will be posted to D2L.

INTERNET & TECHNOLOGY ACCESS:

Course Management Site: D2L <https://d2l.arizona.edu/>

Office Hours: In person and via Zoom upon email request

Student Technology Access: internet, microphone, camera

Technology Tools: Panopto, Playposit, VoiceThread, Padlet

GRADING AND ASSIGNMENTS

COURSE ASSIGNMENTS, PROJECTS, AND EXPECTATIONS	Due Date	Percent of Total Score
1. Reading Reflections (x15)	Weekly	20%
2. Teaching Philosophy A. Initial Draft (5%) B. Final Draft (10%)	Initial Draft- 9/7 Final Draft- 11/30	15%
3. Course Syllabus	9/28	10%
4. Instructor Observation and Analysis	10/5	5%
5. Teaching Methods Presentation	Weeks 9-12	15%
6. Teaching Experience: A. Lesson Plan (5%) B. Teaching Video (10%) C. Self-Evaluation (5%) D. Peer Evaluations (5%)	Plan- 10/19 Video- 11/2 Self-Eval- 11/2 Peer Eval- 11/16	25%
7. Student Learning Assessments A. Traditional- Exam (5%) B. Authentic- Rubric (5%)	12/12	10%
Total		100%

GRADING SCALE

A = 90.0 – 100 %

B = 80.0 – 89.9 %

C = 70.0 – 79.9 %

E = below 70.0%

COURSE OUTLINE AND SCHEDULE

	DATE	TOPIC/LEARNING EXPERIENCE	READINGS	MAJOR ASSIGNMENTS
1	Aug 24th	Welcome to AED 697C: Orientation to Course Syllabus and D2L Overview	Syllabus	Purchase Course Text
Planning for Effective Instruction				
2	Aug 31st	Principles that Guide All Instruction: Characteristics of Effective Teachers Principles of Teaching and Learning Developing a Teaching Philosophy	D2L Reading: Darling-Hammond & Bransford	
3	Sept 7th	Examining Your Audience: Understanding How Students Learn Student Prior Knowledge and Organization	Nilson Ch 1 D2L Readings: Ambrose Intro & Ch 1	Teaching Philosophy: Initial Draft
4	Sept 14th	Designing Courses- 3,000 ft View: Outcome Centered Course Design Critical Thinking in Course Design Course Syllabus Development	Nilson Ch 2, 3, & 5	
5	Sept 21st	Incorporating Inclusive Practices: Universal Design Principles Inclusive Pedagogy Guest Presenter: Angela Kaczowka, AETI *Note- this class session is asynchronous	D2L Readings: Creating Inclusive College Classrooms Ambrose Ch 6	
6	Sept 28th	How Theory Impacts Instruction: Educational Learning Theories Cognitive Development Bloom's Taxonomy	D2L Readings: Schunk Ch 1 Learning Theory Webpage	Course Syllabus
7	Oct 5th	Designing Curriculum: Lesson Plan Development Creating Instructional Objectives Assisting Students in Developing Mastery	D2L Reading: Ambrose Ch 4	Instructor Observation & Analysis
Executing Impactful Teaching				
8	Oct 12th	Impact of the Teaching Environment: Creating a Positive Environment Student Interest and Motivation Responding to Classroom Incivility	Nilson Ch 7, 8, & 9	

	DATE	TOPIC/LEARNING EXPERIENCE	READINGS	MAJOR ASSIGNMENTS
9	Oct 19th	Introducing Teaching Methods: Teaching in Multiple Modes Matching Methods with Outcomes Lecturing for Student Learning Utilizing Discussions Effectively	Nilson Ch 11, 12, & 13	Teaching Experience: Lesson Plan
10	Oct 26th	Distance and Online Learning: Use of Technology in the Classroom Guest Presenter: Office of Digital Learning *Note- this class session is asynchronous	Nilson Ch 4 D2L Reading: Flipped Classroom	
11	Nov 2nd	Elaborating on Teaching Methods: Experiential Learning Team Based Learning Managing Group Work Service Learning	Nilson Ch 14, 15 & 22 D2L Reading: Learning Styles & Differentiated Instruction	Teaching Experience: Video & Self-Evaluation
12	Nov 9th	Advanced Teaching Methods: Inquiry Method Case Study Method Problems Based Learning	Nilson Ch 16, 17, 18, & 19	
13	Nov 16th	Teacher Knowledge Impacting Instruction: Content Knowledge (CK) Pedagogical Knowledge (PK) Pedagogical Content Knowledge (PCK) Technological PCK (TPACK)	D2L Readings: Shulman Article Ball et al. Article TPACK Article	Teaching Experience: Peer Evaluations
Assessing Student Learning				
14	Nov 23rd	Designing Student Assessments: Preparing Students for Exams Constructing and Grading Student Assessments *Note- this class session is asynchronous	Nilson Ch 25, 26, & 27	
15	Nov 30th	Preparing Students for Assessments: Self-regulated Learning Student Preparation and Accountability Providing Student Feedback *Note- this class session is asynchronous	Nilson Ch 20, 21, & 24	Teaching Philosophy: Final Draft
16	Dec 7th	Documenting Teacher Effectiveness: Evaluating Teacher Effectiveness Importance of Instructor Reflection Advising and Counseling Students	Nilson Ch 28	Student Learning Assessments (Due 12/12)

Note. Subject to change due to availability of resource persons and students' learning needs.

ASSIGNMENT DESCRIPTIONS

ALL assignments are to be submitted via the course D2L, Assignment Dropbox, unless otherwise indicated in the assignment description.

- Specifics of each assignment and the evaluation criteria will be provided in advance.
- Score will be reduced 20% for each day an assignment is submitted past the due date without prior approval from the instructor. Due dates not specified at the beginning of the semester will be announced at least two weeks in advance.

1. **Reading Reflections (RR):** Using the reflection prompts posted to D2L as a guide, you will be required to complete a reflection paper pertaining to the required readings and topic(s) of discussion. These reflections should be thorough (1-2 pages in length single-spaced), include examples and personal experiences when applicable, and contain a minimum of two references to the week's readings. These reflections will be utilized to stimulate discussion during course meetings. In total, you will complete 15 reflections over the course of the semester (Weeks 2-16). For Week 1, you will simply be filling out a get to know you form since it is the first week of the course. Week 2 will begin the formal reflections. All reflections are to be submitted to D2L by Tuesday at 11:59pm MST each week. A copy of your reflection, either digital or hard copy, should be brought with you to class on Wednesdays to reference during discussion.
2. **Teaching Philosophy:** Prepare and submit a 1-2 page single-spaced statement of your philosophy of teaching. This statement should always be considered a "living document" that is subject to change as you grow as an educator. Your philosophy should include (but not be limited to) your values, beliefs, goals, and attitudes concerning the educational processes involved in teaching and learning. You will submit an initial draft of your teaching philosophy to D2L by September 7th at 11:59pm MST. As you continue to grow and develop as an educator over the course of the semester, you will refine your initial philosophy and submit a final draft of your teaching philosophy to D2L by November 30th at 11:59pm MST.
3. **Course Syllabus:** Prepare a sample course syllabus for a college level course in your area of expertise. The syllabus should include the major components discussed in the course content and follow the UArizona syllabus template provided. Submit your course syllabus to D2L by September 28th at 11:59pm MST.
4. **Instructor Observation and Analysis:** You will select an instructor at the college level to observe and analyze their instructional performance. Please keep the instructors name ANONYMOUS. Specifically, you are to conduct one (minimum 50-minutes) instructional performance observation. I encourage you to seek out an excellent, experienced instructor to observe and analyze. You will use the Observation Form to make your observations of the teaching based upon the 10 principles of teaching and learning and 5 characteristics of effective teaching presented in Week 2. The last section of the Observation Form is your opportunity to elaborate on your observations in a short 2-3 paragraph reflection that includes overall strengths of the lesson and suggestions for improving the lesson. This assignment is due October 5th at 11:59pm MST.

5. Teaching Methods Presentation: During Weeks 9-12 you and your classmates will deliver at 15-minute presentation on a teaching method from that week's content. Specifically, you will complete the following:

- a. Select the topic and date for your presentation on October 5th in class.
- b. Prepare a mini-lecture (7-10 minutes) on your teaching method to the class that includes an overview of the method and examples of the method in practice. A PPT or other visual is recommended for this component.
- c. Engage the class in a 3–5-minute discussion on your chosen teaching method, guided by 1-2 prepared discussion questions.
- d. Provide at least 1 additional resource outside of class provided materials for further reading/engagement on your chosen teaching method.

Additional guidelines on this assignment will be provided in class.

6. Teaching Experience:

- a. **Lesson Plan:** Prepare and submit an instructional plan for teaching an undergraduate class in your discipline area. The plan should be based upon the format and template presented during Week 7. The plan should be submitted to D2L on or before October 19th. You will then receive instructor feedback on your plan prior to your teaching experience. Please develop your instructional plan to your full capacity, as your plan will be scored the first time it is received. However, that does not imply that you cannot approach me seeking out ideas or getting feedback as you develop your instructional plan– this is encouraged. You must submit the teaching plan for approval prior to engaging in the teaching experience.
- b. **Teaching Video:** Using your instructional plan as your guide, you will teach an undergraduate lesson in the discipline of your choice (minimum 30 minutes in length). Please arrange to video record your teaching experience so that you can watch and reflect on your teaching for self-evaluation and for the peer evaluation process. Your video must be uploaded to VoiceThread on or before November 2nd. Your teaching experience can be conducted in person or virtually, whichever is most conducive to your current situation, opportunities, and needs.
- c. **Self-Evaluation:** While viewing your teaching video, complete the observation form provided in D2L based upon the 10 principles of teaching and learning and the 5 characteristics of effective teaching presented in Week 2. Once you have completed the observation form, create a 1–2-page narrative single-spaced where you elaborate on your teaching experience. This narrative should serve to meaningfully reflect on your teaching experience and should be written in first person format. Please address strengths of your lesson, suggestions for improving your lesson if you were to teach it again, student interest and participation, and teaching methods and skills utilized. Your self-evaluation should be completed on or before November 2nd and both the observation form and the reflection narrative should be submitted to D2L by 11:59pm MST.

- d. **Peer Evaluations:** You will be paired with other students in the course to complete a peer evaluation of their recorded teaching experience. You will watch their video recording and provide feedback directly on the video using VoiceThread. Tutorials on VoiceThread and further instruction on this assignment will be provided on D2L. You must submit your voice thread comments by November 16th at 11:59pm MST.
7. **Student Learning Assessments:** You will create two learning assessments for the course you teach or one in your discipline. The first assessment will be in the format of a traditional examination, must use a variety of test items, and include items that evaluate at various levels of cognition. An answer “key” must also be included. The second assessment will be a class project or group work assignment and must include: a description of the assignment, directions for completion, and be evaluated using a rubric you designed. Both assessments must be submitted to D2L by December 12th at 11:59pm MST.

UNIVERSITY AND INSTRUCTOR POLICIES

<https://academicaffairs.arizona.edu/syllabus-policies>

PROFESSIONALISM STATEMENT AND ATTENDANCE POLICY: Professional educators are guided by specific values and characteristics. Characteristics on which you will be judged in this course include punctuality, attendance, collegial attitude, and participation. Because this course relies extensively on discussion and other interactions, engagement is crucial to your success and that of your peers. If an illness, emergency, or special circumstance arises, please contact the instructor; otherwise, your engagement and participation are firm expectations.

ABSENCE AND CLASS PARTICIPATION: The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>. The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>. Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>.

If you are experiencing unexpected barriers to your success in your courses, the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office is located in the Robert L. Nugent Building, room 100, or call 520-621-7057.

ACCESSIBILITY AND ACCOMMODATIONS STATEMENT: At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

CLASSROOM BEHAVIOR POLICY: To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed.

THREATENING BEHAVIOR POLICY: The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <https://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

CODE OF ACADEMIC INTEGRITY: Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <https://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism, available at <https://new.library.arizona.edu/research/citing/plagiarism>.

NONDISCRIMINATION AND ANTI-HARASSMENT POLICY: The University is committed to creating and maintaining an environment free of discrimination; including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. For more information, including how to report a concern, please see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>.

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create an inclusive and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

INCOMPLETE GRADE POLICY: Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <https://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <https://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

SUBJECT TO CHANGE STATEMENT: Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

PREFERRED GENDER PRONOUN: This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct instructors on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me directly via email (amrice@email.arizona.edu).

PREFERRED NAME: University of Arizona students may choose to identify themselves within the University community using a preferred first name that differs from their official/legal name. A student's preferred name will appear instead of the person's official/legal first name in select University-related systems and documents, provided that the name is not being used for the purpose of misrepresentation. Students can update their preferred names in UAccess.

Pronouns: Students may designate pronouns they use to identify themselves. Instructors and staff are encouraged to use pronouns for people that they use for themselves as a sign of respect and inclusion. Students are able to update and edit their pronouns in UAccess.

More information on updating your preferred name and pronouns is available on the Office of the Registrar site at <https://www.registrar.arizona.edu/>.

CAMPUS PANTRY: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. In addition, the University of Arizona Campus Pantry is open for students to receive supplemental groceries at no cost. Please see their website at: <https://www.campuspantry.arizona.edu> for open times.

ADDITIONAL RESOURCES FOR STUDENTS: UA Academic policies and procedures are available at <https://catalog.arizona.edu/policies>. Student Assistance and Advocacy information is available at <https://deanofstudents.arizona.edu/student-assistance/students/student-assistance>.

You may also contact any of the following on-campus resources:

- **Campus Health**
<http://www.health.arizona.edu/>
Campus Health provides quality medical and mental health care services through virtual and in-person care.
Phone: 520-621-9202
- **Counseling and Psych Services (CAPS)**
<https://health.arizona.edu/counseling-psych-services>
CAPS provides mental health care, including short-term counseling services.
Phone: 520-621-3334
- **The Dean of Students Office's Student Assistance Program**
<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>
Student Assistance helps students manage crises, life traumas, and other barriers that impede success. The staff addresses the needs of students who experience issues related to social adjustment, academic challenges, psychological health, physical health, victimization, and relationship issues, through a variety of interventions, referrals, and follow up services.
Email: DOS-deanofstudents@email.arizona.edu(link sends e-mail)
Phone: 520-621-7057
- **Survivor Advocacy Program**
<https://survivoradvocacy.arizona.edu/>
The Survivor Advocacy Program provides confidential support and advocacy services to student survivors of sexual and gender-based violence. The Program can also advise students about relevant non-UA resources available within the local community for support.
Email: survivoradvocacy@email.arizona.edu(link sends e-mail)
Phone: 520-621-5767

CERTIFICATE IN COLLEGE TEACHING PROGRAM

This 10-unit graduate program consists of a series of courses that provide foundational information and help develop the competencies necessary to teach effectively in higher education. Our courses are known for their enriching collegial atmosphere where learning about learner-centered theories and instructional strategies guide students' development as reflective and effective professional educators. Through an approach focusing on theory into practice post-baccalaureate students, including post-baccalaureate staff and faculty, are prepared to become outstanding teaching professionals.

The purpose of the Certificate in College Teaching (CCT) is to provide students with opportunities to develop knowledge and skills useful in their current and future careers as college/adult-learning teaching professionals. The intended learning outcomes of the CCT are to:

1. Identify and interpret the characteristics of effective learner-centered college teaching.
2. Make instructional decisions grounded in the scholarship of teaching and learning.
3. Demonstrate excellence in learner-centered college teaching.
4. Demonstrate capacity to contribute to a professional learning community.
5. Construct a teaching portfolio that documents excellence in learner-centered college teaching and critical self-reflection.

The Certificate in College Teaching Program is a 10-credit curriculum. It encompasses the 3-credit course IA 697a Learner-Centered Teaching, one or more elective courses of a total of 3 credits, and the 4-credit course IA 694a Instructional Practicum. The program can be completed in a minimum of 2 semesters (IA 697a is a prerequisite for IA 694a), and in up to 4 years. Most students complete the program in 2 to 3 semesters.

The application deadlines are June 30th for the Fall Semester and October 30th for the Spring Semester. These deadlines apply to both domestic and international applicants.

Note: Depending on departmental approval, any course or combination of courses offered through the OIA can also be taken as part of a degree program and as part of a Multidisciplinary Minor. Application to the CCT program is not required to enroll in our courses. Please contact the Graduate College for more information on the Multidisciplinary Minor.

For more information about this program, please contact the CCT Coordinator: Erin Dokter (edokter@email.arizona.edu).