

MAE 295
Developing Teaching Excellence
Winter 2017

Description: This course introduces the Scholarship of Teaching and Learning (SoTL), as it applies to Engineering Education. The focus is on how teaching practice can be guided by the research literature on teaching and learning. Course topics include how people learn, active learning, inclusive teaching, collaborative learning, instructional technology, assessment, course/lesson design, and peer observation of teaching. We will also explore various institution types and what faculty positions look like at both teaching and research universities. It may be beneficial for you to be a TA concurrently while taking this class, but it is not required.

Objective: The goal of this course is to help you gain confidence as an instructor and course designer, and prepare you for teaching duties as a faculty member in the context of an academic career. The course has been designed to satisfy the requirements for students to earn the CIRLT Associate, and most of the requirements for the Certificate in Teaching Excellence Program (CTEP). In this course, learners will 1) develop their teaching philosophy, 2) design a course syllabus, 3) learn to critically evaluate educational literature, 4) observe others' teaching, and 5) have their teaching observed and evaluated.

Instructor: Natascha T. Buswell, Ph.D.

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Office: Engineering Gateway S3232

Phone: (949) 824-2285

Time: Tuesday/Thursday 5:00 – 6:20 PM

Location: Rowland Hall 190

Office Hours: Wednesdays from 2:30 – 4:30 PM, and by appointment

Textbook:

- Svinicki, M. & McKeachie, W. J. (2013). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers*, 14th ed. Belmont, CA: Wadsworth.
- Additional readings as assigned will be posted on Canvas

Grading: Grades will be determined on the basis of learning contracts. A specified amount of work is expected of all students. All assignments are expected to be on time.

What is required to get an A in this class:	What is required to get a B in this class:
- "A level" quality work (rubrics will be provided) on each assignment. You may redo all assignments an unlimited number of times until it is of "A"	- "A level" quality work (rubrics will be provided) on each assignment. You may redo all assignments an unlimited number of times until it is of "A"

<p>quality. If any assignment is not of “A” quality, you will earn a “B”</p> <ul style="list-style-type: none"> - (Project 1) Statement of teaching goals, methods, and philosophies - (Project 2) Syllabus for a learning module - Participate in “Teaching Triangles” (peer-observation in groups of 3) - Conduct two (2) article critiques - Lead two (2) 30-minute course discussions with a partner - Write seven (7) reflection essays 	<p>quality. If any assignment is not of “A” quality, you will earn a “C” or below.</p> <ul style="list-style-type: none"> - (Project 1) Statement of teaching goals, methods, and philosophies - (Project 2) Syllabus for a learning module - Participate in “Teaching Triangles” (peer-observation in groups of 3) - Conduct one (1) article critique - Lead one (1) 30-minute course discussion with a partner - Write four (4) reflection essays
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- A C or below will be awarded if you do not meet the criteria for A or B above.

I reserve the ability to adjust these requirements as needed to best facilitate your learning. Criterion might be lessened but will not be increased.

Draft Course Schedule*

Week	Readings due Tuesday	Assignments due Thursday	Class focus
1 Jan 9 Jan 11	Tuesday – None ** 1st week only, Readings due Thursday, no assignment due	Thursday - Svinicki & McKeachie Ch.s 1, 2, and 3 (Introduction, Countdown for course preparation, Meeting a class for the first time)	Course overview, introductions
2 Jan 16 Jan 18	NRC (How People Learn) Parts 1 and 2	Reflection 1 Bio-sketch/Career Goals	How people learn
3 Jan 23 Jan 25	Wiggins & McTighe (1998 Backwards Design)	Reflection 2	Course/lesson design
4 Jan 30 Feb 1	Svinicki & McKeachie Ch 4, 5, 6 Campbell (2017 From comprehensive to singular)	Reflection 3 Teaching Philosophy First Draft	Active learning techniques
5 Feb 6 Feb 8	Karl Smith (2005) Pedagogies of Engagement	Reflection 4 Syllabus First Draft	Cooperative/collaborative learning

6 Feb 13 Feb 15	Scinicki & McKeachie Ch 11 (Motivation in the college classroom)	Reflection 5 Article Critique 1	Motivation
7 Feb 20 Feb 22	Svinicki & McKeachie Ch 13 (Different students, different challenges) Peggy McIntosh (The invisible knapsack)	Reflection 6 Teaching Philosophy Second Draft	Diversity and inclusion
8 Feb 27 Mar 1	Enerson (An introduction to classroom assessment techniques) Svinicki & McKeachie Ch 7, 8, 9, and 10	Reflection 7 Syllabus Second Draft	Assessment
9 Mar 6 Mar 8	NRC (How People Learn) Part 3 (focus on Ch. 9) Teaching large classes, how technology can help	Reflection 8 Article Critique 2	Instructional technology
10 Mar 13 Mar 15	Bass (The scholarship of teaching), Savory (A guide for scholarly inquiry into teaching)	Reflection 9 Teaching Corners - Observation Reflection Final Draft	Introduction to SoTL, Various institution types
Finals		Teaching Philosophy Final Draft Syllabus Final Draft	

* Your learning is my principle concern, so I may modify the course schedule if I find it will facilitate better learning experiences for most students.

Course Policies

Class Discussion: Students are expected to participate actively in class and online. When students share ideas and experiences, all students benefit. In class, students will collaborate to analyze readings and cases, and to review each other's draft papers.

Attendance: Class participation (and therefore, attendance) is vital to achieving the course outcomes. You may miss up to two (2) class meetings without penalty, however, if more than three class meetings are missed, your grade is subject to drop by half a letter grade.

Equity and Respect: In this course, I will encourage you to examine your perspectives and values as individuals, students, and aspiring professionals situated in a variety of contexts. As we experience self-discovery and learn about one another, I encourage everyone to strive for a classroom climate where differences are acknowledged, respected and appreciated. Our

classroom must be open and hospitable to all members of the class, and we will strive to practice the attitudes and behaviors characteristic of professionals.

Additionally, students should expect me, the instructor, to treat them professionally and with respect. Students are encouraged to attend office hours, and in all interactions, should have their questions and concerns taken seriously. I will also do my best to give timely and appropriate feedback on all assessments.

Electronic Devices: You may use your laptop and/or tablet computer for work related to this course during class. In some cases, I will expect you to bring your laptop to class, especially when peer reviewing each other's drafts. Please silence your cell-phones for the duration of each class period.

Emergency Provisions: In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Here are ways to get information about changes in this course: Canvas course web page, instructors' e-mail, and instructors' office phone.

Email: I will respond fairly quickly to emails. If I have not responded within 48 hours, you can assume I missed your email in the flood. In this case, try again or call me.

University Policies

We will follow all UC and UCI policies as described by the University Registrar.

(<https://www.reg.uci.edu/navigation/policies.html>)

Academic Integrity Policy: "All academic integrity cases will be processed through the Office of Student Conduct under the Academic Honesty Policy." Please see Academic Integrity Policy (<https://aisc.uci.edu/students/academic-integrity/>)

Students with Disabilities: "The UCI Disabilities Services Center (DSC) is the office designated to address the needs of students with disabilities and their appropriate accommodations. Students are charged with the responsibility to inform faculty of their accommodation needs in a timely manner, and may do so via the verification letter listing appropriate accommodations. Faculty and instructors are obligated by law and this policy to facilitate appropriate accommodations and may be responsible for providing elements of accommodations." Please see (<http://senate.uci.edu/uci-academic-senate-manual/part-iii-appendices/#appendixVI>).

If you are a person with special circumstances that may affect your class performance (e.g., visual, hearing or learning disabilities, language differences, etc.) please let me know so that we can discuss and make appropriate accommodations.

Incomplete Grades: "The grade Incomplete (I) may be assigned when a student's work is of passing quality but is incomplete for good cause. The student must make arrangements with their instructor to complete the coursework within a period of no more than 12 months following the term in which the grade Incomplete was originally awarded, or prior to the end of the quarter immediately preceding award of the degree, whichever comes first. The instructor is not

obligated to allow the maximum time period. The student should not reenroll in the course to make up the Incomplete.” Please see (<https://www.reg.uci.edu/grades/gradingpolicy.html>) for more information.