Course Description

For graduate students teaching Human Development (EDHD) courses for the first or second time, either autonomously or as a teaching assistant. This course includes a set of structured experiences that foster professional development in the role of college instructor. The course plan consists of monthly seminars on the scholarship of college teaching and principles of practice that support optimal teaching and learning environments, peer and faculty in-class observations of teaching, and guided, reflective analysis of experience in the classroom. Required for all graduate students during their first and second semester of teaching EDHD courses.

Course objectives

Students will demonstrate

- The ability to design, operationalize, and evaluate the effectiveness of teaching materials and instructional strategies;
- Reflective practice that facilitates growing awareness of personal strengths and challenges in the role of college instructor;
- Knowledge of how EDHD 718 requirements are aligned with the requirements of University-wide Undergraduate Teaching and Learning Program (UTLP) offered by the Center for Teaching Excellence;
- Professional development support to all other students in EDHD 718.

Recommended readings

(1) Svinicki, M. & McKeachie, W.J. (2010). McKeachie’s teaching tips: Strategies, research and theory for college and university teachers (13th ed.). Belmont, CA: Wadsworth. (Copies have been purchased by department and are available on loan.)
(2) Other readings as assigned by the instructor or co-instructor, guest speakers or graduate assistant presenters.
(3) The Teaching Resource Guide, published by the Center for Teaching Excellence is one of the most comprehensive, accessible resources available to instructors at the University of Maryland. Please access it at cte.umd.edu/TRG.
Recommended

Attendance at Center for Teaching Excellence (CTE) Fall 2014 Orientation

Date:  Friday, August 29, 2014

Time:  8:30 AM to 3:00 PM

Location:  BioSciences Research Building

Please see http://cte.umd.edu/programs/graduate/GTAOrientation.html for more information and to RSVP.

Fall 2014 Requirements

(1) Seminars
With the exception of the first seminar (8/27/14, 1-2:30), this course will meet once per month, on Fridays from 1-3pm, in Benjamin, 3233 during the Fall 2014 semester. Students should attend all seminar meetings. Readings are not assigned as a basis of assessment, but rather to facilitate discussion about various topics. Each seminar includes a mini-session with a department or Campus expert on a particular topic, opportunities for students to informally discuss teaching issues, and micro-teaching experiences as described below. Students are expected to prepare at least one-topic related question for the speakers to address in each of the “Ask the Experts” sessions.

(3) Mid-semester evaluations
Students are required to administer mid-semester course evaluations to their undergraduate students and then schedule a meeting with the instructor to discuss the feedback and formulate appropriate course modifications or mid-term teaching goals. Students may decide the format of the evaluation. Samples are provided in Appendix A.

(2) Observations*
For autonomous course instructors:

Three observational experiences each semester:

1. By a faculty member. Students’ teaching must be observed by a faculty member. Following the observation, a meeting should be held with the faculty observer to discuss the class experience.

2. By a peer. Students’ teaching must be observed by a fellow graduate teaching assistant who is currently, or was previously enrolled in EDHD 718. Following the observation a meeting should be held to discuss the observation.

3. Of a faculty member or peer. Students must observe an undergraduate course being taught within the College of Education. Following the observation a meeting should be held with the course instructor to discuss the observation.
For teaching assistants:

Three observational experiences each semester:
1. Of an undergraduate class session for a course in which you are not the TA, taught by faculty. Following the observation, a meeting should be held with the faculty observer to discuss the class experience.
2. Of an undergraduate class session for a course in which you are not the TA, taught by a former EDHD 718 student. Following the observation, a meeting should be held with the graduate student instructor to discuss the class experience.
3. By your faculty mentor in the course in which you are the teaching assistant. This requirement implies that you must arrange with your mentor to be given the opportunity to deliver at least part of a lecture or oversee a major activity in at least one class session. Following the observation, a meeting should be held with the faculty observer to discuss the class experience.

(4) Reflection papers
Students must complete three 2-3 page reflection papers. Papers should draw upon the most recent observational experience and must demonstrate deep reflection beyond the immediate implications of that experience for classroom practice only. Appendix B includes a list of teaching domains that may serve as a useful guide for framing the content of reflection papers. The McKeachie textbook may also be useful when thinking about how to structure these reflections.

(6) Micro-Teaching class presentations
For the October and November seminars, each student will choose a central concept from his/her course and “micro-teach” the first 15 minutes of an opening lecture on that topic. This should be done in real time, such that you are presenting the first 15 minutes as your students would experience it (not a 15 minute speed-tour through the content of the entire lecture). The presenter must provide the class with a list of objectives for use by seminar colleagues in evaluation of the presentation and then promote discussion of the feedback to follow.

Due Dates
Observations described above can be carried out in any order. However, they should be evenly spaced throughout the semester in order to meet the following assignment deadlines.

Observation 1 & Reflection – DUE October 1st
Observation 2 & Reflection – DUE November 1st
Observation 3 & Reflection – DUE December 1st

SM under Recommended Readings refers to the Svinicki & McKeachie text.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Recommended Reading</th>
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<tbody>
<tr>
<td>August 27</td>
<td>Orientation - Getting Started</td>
<td>SM, Ch. 1 &amp; 3</td>
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<tr>
<td>1-2:30pm</td>
<td>Resources and institutional support</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Event</td>
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<tr>
<td>September 12</td>
<td>1-2pm</td>
<td>“Ask the Experts:” <em>Assessment</em></td>
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<td></td>
<td>2pm - 2:30</td>
<td>Essential University Policies on Teaching</td>
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<td>2:30-3</td>
<td>Discussion &amp; Summary</td>
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<td>October 17</td>
<td>1-1:45</td>
<td>“Ask the Experts:” <em>Motivating Undergraduate Students to Achieve</em></td>
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<td>1:45 – 2:15</td>
<td>Microteaching:</td>
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<td></td>
<td>2:15-2:45</td>
<td>Microteaching:</td>
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<td></td>
<td>2:45-3</td>
<td>Discussion &amp; Summary</td>
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<tr>
<td>November 21</td>
<td>1-1:45</td>
<td>“Ask the Experts:” <em>Teaching with Technology</em></td>
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<td>1:45 – 2:15</td>
<td>Microteaching:</td>
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<td>2:15pm-2:45</td>
<td>Microteaching:</td>
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<td>2:30-3</td>
<td>Discussion &amp; Summary</td>
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<td>December 12</td>
<td>1-1:45</td>
<td>“Ask the Experts:” <em>Managing issues of Academic Integrity</em></td>
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<td>1:45 – 2:30</td>
<td>“Ask the Experts:” <em>Developing a Teaching Portfolio</em></td>
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<td>2:30 - 3</td>
<td>Discussion &amp; Summary</td>
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*Workshop fulfills UTLP requirement
Spring 2015 Requirements

(1) Seminars
Three seminars are scheduled for Spring, 2015: February 6, March 6th, & May 1st, from 1-3pm. The topics of the seminars will be guided by student & instructor choice, based on outcomes associated with the fall ’14 seminar series; however, the March seminar will include a focus on writing a teaching statement, with support from Dr. Patricia Alexander.

(2) Mid-semester evaluations
Students are required to administer mid-semester course evaluations to their undergraduate students and then schedule a meeting with the instructor to discuss the feedback and formulate appropriate course modifications or mid-term teaching goals. Students can decide on the format of the evaluation. Samples are provided in Appendix A.

(3) Video-taped Observations
Students’ teaching must be video-taped at two different times in the semester; ideally, these sessions would be scheduled early and mid-late semester. Each video-taped session should be reviewed (or observed in real-time) by the 718 instructor and one other faculty member, followed by consultation with the student.

(4) One reflection paper
Students must complete one 5-6 page reflection paper. Papers should draw upon the combined video-taped observational experiences and evidence of thematic continuity from the Fall ’14 reflections should be apparent, such that growth and development in the role of college instructor is demonstrated. Try to write this paper such that it will be a meaningful reference from which to construct a future teaching statement. The paper may be submitted any time before May 1, 2015.

Grading
Letter grades for the course will be assigned based upon consistent, active participation in all monthly seminars, evidence of deep reflection in both oral and written discourse, and timely completion of all course requirements. In all assessment activities:

A+ Outstanding performance
B+ Above-average performance
C+ Average performance
D+ Below-average performance
F Unacceptable level of performance

The University Teaching and Learning Program (UTLP)

HDQM and the CTE have an agreement that allows EDHD 718 students to apply completion of course assignments toward the requirements for the UTLP certificate. In addition to EDHD 718 requirements, students must also:

- Complete a teaching portfolio, including the following:
  - One 4-5 page essay on your teaching philosophy;
- One 4-5 page essay that includes a description of your teaching responsibilities at the University;
- One 4-5 page essay that reflects on student evaluations of your teaching in one course, covering at least two semesters of classes;
- One 4-5 page essay about your efforts to improve your own teaching and to contribute to public discussions of teaching and learning; and
- An appendix that includes evidence for the claims made in the portfolio, e.g. copies of syllabi, course evaluations, teaching conference presentations.

- Attend two CTE workshops/presentations
- Complete a course on educational theory (e.g., EDHD 692, 721,722, or 835)
- Complete and present a larger academic project,
  - Proposal for project must be approved by EDHD 718 instructor.

**Recommended Reading List**


Appendix A
Sample Midterm Evaluation Instruments

I am very interested in your evaluation of this course. Please complete the following sentences. I take all of your comments seriously and will use them in planning this course.

1. The instructor
2. The textbook
3. The lectures
4. The quizzes
5. The papers

I am very interested in getting your impressions of the course and suggestions for improvement in the class format. Please respond to the following items and add any ideas you wish to offer. Thank you!

1. The reason(s) I took this course
2. The reason(s) other people take this course
3. The people who are doing well in this course
4. The people who are not doing well in this course
5. Changes that would make this course better for me
6. Other comments, complaints, or ideas

Please complete the following questions. Thank you!

1. Three things that I like best about this course are
2. Three things I like least about this course are
3. If I could change anything I would

I am extremely interested in providing this course as a valuable experience. I will appreciate and consider seriously your comments and suggestions to help improve this course. Please complete the sentences below.

1. If only there would be
2. The textbook
3. The instructor should
4. One thing I like about the instructor
5. The worst part of the course is
6. Concerning my being prepared to take the midterm exam, I felt
7. I’d like to see more

Please add any additional comments, complaints, compliments, etc.

Given the chance to start the semester over again, would you choose to take this course? What suggestions do you have for improving the first half of the course?

Appendix B
Sample Framework for Reflection Papers

Research suggests (Tollerud’s study, as cited in Prieto, 2001) that there are seven domains which represent the skills needed by graduate student teachers in order to feel efficacious and to receive positive evaluations of their teaching. Using this framework, consider organizing your reflection in response to the definition of one or more of the following domains:

1. **Presentation Skills** – your ability to deliver lectures and present course materials to students
2. **Assessment Skills** – your ability to develop, design, and implement tests, exams, papers, projects, group work, or other assessments to evaluate student progress in the course
3. **Academic Ethics** – your ability to understand and adhere to knowledge of the behavioral standards and ethical responsibilities associated with the role of college instructor, as governed by university policy and ethical codes of conduct for faculty
4. **Organizational Skills** – your ability to identify, develop, and apply strategies and course materials that synthesize with one another in a way that supports students’ attainment of course objectives
5. **Individual Differences** – your ability to recognize and appropriately deal with influences in the classroom environment related to cultural, racial, ethnic, or learning differences
6. **Interpersonal Skills** – your ability to appropriately and effectively communicate with students
7. **Networking Skills** – your ability to identify and appropriately access support networks within the department and university that facilitate your professional development and support of students’ issues and concerns