

Course Title: EDPL 757, College Teaching
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Semester: Fall, 2006
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Careful and rigorous monitoring of one's [college teaching] in terms of self-reports and behavioral observations can also teach the [professor] something about his or her unstated pedagogic aims. If a [professor] were to learn that self-reports gathered in his or her class scarcely if ever contained what he or she thought was the lecture content, such information ought to make a difference in how and what [she] did in future [classes].

Pollio, H. R., (Spring 1984). "What Students Think About During Lecture Classes." *Teaching Learning Issues*. Knoxville: Learning Research Center, University of Tennessee, Number 53.

I. COURSE BIBLIOGRAPHY

- Angelo, T. A. and Cross, K. P. (eds.) (1993). *Classroom assessment techniques: A handbook for college teachers, second edition*. San Francisco: Jossey-Bass.
- Chickering, A. W., and Gamson, Z. F. (June 1987). "Seven principles for good practice in undergraduate education." *The Wingspread Journal, Special Section*, Volume 9, Number 2, (distributed in class).
- Fenstermacher, G. D., and Richardson, V. (2000). "On making determinations of quality in teaching." A paper prepared at the request of the Board of International Comparative Studies in Education of the National Academy of Sciences. (copy distributed on CD)
- hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.
- Hutchings, P. (ed.). (2000). *Opening lines: Approaches to the Scholarship of Teaching and Learning*. New York: Carnegie Foundation for the Advancement of Teaching.

- Lewontin, R. C., (June 14, 1990). "Fallen angels." *New York Review of Books*, pp. 3-6. (copy distributed on CD)
- McKeachie, W. (2006). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers, twelfth edition*. Boston: Houghton Mifflin Company.
- Tomkins, J. (1997). *A life in school: What the teacher learned*. New York: Addison-Wesley Publishing Company.
- Medley, Donald M. (1982). "Teacher effectiveness," in Mitzel, H. E. (ed.), *Encyclopedia of educational research*. New York: The Free Press, pp. 1894-1903 (distributed in class).
- Phenix, P. (1975). "Teaching as celebration," in Buxton, T. H. and K. W. Prichard (eds.), *Excellence in university teaching*. University of South Carolina Press. (distributed in class)
- Selden, S. (October 1991). "Conflicting paradigms in the research on college teaching: A source of creative tension in university life," *The Maryland Association for Higher Education Journal*, Volume 14, pp. 27-31. (distributed in class)
- Selden, S. (ed.) (1998). *Essays on quality learning: Teachers' reflections on classroom practice*. College Park: University of Maryland. (copy distributed on CD)

II. COURSE DESCRIPTION

A review of the research literature and prescribed practices relating to teaching in the context of American Higher Education. Focusing upon college teaching from classroom, conceptual, and critical perspectives. Designed for current and prospective adult educators interested in the improvement of university instruction and in further developing their own instructional skills and understandings.

III. COURSE GOALS

EDPL 757's course goals draw from three foci: the *theoretical*, the *practical*, and the *reflective*. The course will provide students with the ability to articulate practices and issues regarding college teaching through each of these perspectives.

Goal One: Developing Theoretical Competence

The first of EDPL 757's course goals focuses on the development of theoretical competence. It draws upon the argument that college teaching should be viewed not merely as a technical activity, through which information is passed from teacher to learner (as critically important as that is), but

as a political and ethical activity as well. This requires that we approach college teaching by considering the paradigm through which it is being rendered, as an activity in itself. This semester's readings, which apply practical, psychometric, feminists, behavioral, and critical political lenses, are offered as examples. Work by authors as varied in orientation as bell hooks, Jane Tompkins, Donald M. Medley, Philip Phenix, and Gary Fenstermacher will serve as exemplars of this conceptual diversity.

As Mary Belenky and her colleagues note in *Women's Ways of Knowing* (1986), "procedural knowledge," is at the heart of the academic experience. It is not merely the facts of the discipline that college instructors want students to acquire. It is also the mastering of the methods or the "procedures" of these forms of inquiry that they want their students to learn. As with other academic domains, there are multiple procedures and multiple lenses through which college teaching may be conceptualized and studied. *In theorizing about college teaching this semester, students will analyze these orientations and master their theoretical implications for their own classroom and professional life.*

Goal Two: Improving Technical Competence

Our course's second goal focuses on the development of technical competence in the college classroom. Here we will draw upon the Classroom Research/Classroom Assessment work of K. Patricia Cross and Thomas A. Angelo and upon the Carnegie Foundation's national initiative for improving college instruction, the Scholarship of Teaching and Learning (SoTL). *Based on this deeply practice-oriented endeavor, students will develop and publicly practice their own repertoire of Classroom Assessment Techniques.*

Goal Three: Gaining Insights from the Reflective Understanding of College Teachers

EDPL 757's third course goal focuses on the development of insights and perspectives on college teaching from those most deeply engaged in classroom practice. Here students will consider articles from the UM monograph (distributed in CD format during our first meeting), *Essays On Quality Learning: Teachers Reflections on Classroom Practice*. Co-sponsored by the Dean for Undergraduate Studies, the Center for Teaching Excellence, and the IBM/TQ project, the monograph's essays were invited and competitively chosen from our own the College Park faculty. *Through a consideration of these articles, students will gain a broader understanding of the relationship between their own understanding of college teaching and the*

multiple perspectives on college teaching held by mature members of the UM community.

In order to develop an understanding of life in the college classroom "from the inside," students will subscribe to and review articles from the Stanford University's, "Tomorrow's Professor," listserv <http://sll.stanford.edu/projects/tomprof/newtomprof/index.shtml>. *These resources, directed toward the ethical and practical problems of classroom life will prepare students to anticipate the diverse demands and challenges placed upon the novice instructor.*

Goals for EDPL 757

1. Students will analyze various orientations to college teaching and master the implications of these perspectives for their own classroom and professional life.
2. Students will develop and publicly practice their own repertoire of Classroom Assessment Techniques.
3. Students will develop an understanding of the relationship between their own conceptions of college teaching and the multiple perspectives on college teaching held by mature members of the UM community.
4. Students will understand and learn to respond to the diverse ethical and practical demands and challenges placed upon the novice instructor through a consideration of specific recommendations from the field's "craft knowledge."

IV. COURSE REQUIREMENTS

Student Participation

Students will be required, at minimum, to attend all classes, contribute to affinity group projects, complete all assignments, and participate in class discussions. It is also suggested that students review the weekly issues of either the *Chronicle of Higher Education*, *Education Week*, or the education columns of the *New York Times* and subscribe to Stanford's "Tomorrow's Professor"

<http://sll.stanford.edu/projects/tomprof/newtomprof/index.shtm>

1

Student Reading Contracts

For the past few years, students have been completing reading contracts for all course assignments. These contracts (see outline below) have facilitated class discussions and

exam preparation. They also serve as resources for future classes and term papers/exams/theses. We will continue this assignment this semester. Guides are usually 2+ pages per reading but are often longer.

Student's Name:

Class Reading Contract

Course: EDPL 757 College Teaching

Semester: Fall 2006

Instructor: Dr. Steven Selden

I. Full citation

II. Brief Summary of the Reading (prose style)

III. Main Points (supported by footnoted text)

IV. Key Terms/Concepts (supported by footnoted text)

V. Relation to Other Readings/Class Discussions

VI. Critical/Analytic Comments

Student Evaluation

Student grades in EDPL 757 will be determined by totaling the following items:

1. 10% of the final grade will be based on class participation (every meeting).
2. 10% of the final grade will be based on completed reading contracts (December 12, 2006).
3. 10% of the final grade will be based on individual student's presentations taken from Stanford's Tomorrow's Professor listserv's archive (October 10, 2006).
4. 20% of the student's grade will be based on a take-home midterm examination (October 17, 2006).
5. 10% of the final grade will be based on individual student presentations based on articles from *Essays On Quality Learning: Teachers Reflections on Classroom Practice* (November 7, 2006).
6. 20% of final grade will be based on affinity group presentations (December 5 and 12, 2006). These presentations will model selected Classroom Research/Classroom Assessment Techniques for the class. It is expected that these will actively involve the entire class.
7. 20% of the student's grade will be based on a take-home final examination (November 28, 2006).

Examinations and class presentations will be evaluated on clarity of thought, appropriateness of content, analytic and synthetic strength, and creativity. Note: Students wishing to

write a term paper on college teaching in lieu of examinations should discuss this option with the instructor during the first two weeks of class.

C. Student Assignment Schedule/Grade Record Keeper

<u>Due date</u>	<u>Assignment</u>	<u>Length</u>	<u>Grade Weight</u>
1. Every Class	Participation	As Appropriate	10% _____
2. October 10, 2006	Tomorrow's Prof. Presentation		1 page
	10% _____		
3. October 17, 2006	Midterm Examination	2.5 hours	20% _____
4. November 7, 2006	Essays' Chapter Review	2 pages	10% _____
5. December 6/12, 2005	Affinity Group Project		6 pages
	20% _____		
6. December 5, 2006	Final Examination	2.5 hours	20% _____
7. December 12, 2006	Reading contracts	>2 pages	10% _____
Grade Total			
100%			_____

Grading Policy

Grades in EDPL 757 are not assigned on a curve. Grade ranges are: A = 90-100; B = 80-90; C = 70-80; D = 60-70; F = < 60.

Course and Instructor Evaluation

Students will have the opportunity to select 10-12 additional course-specific items from a pre-existing item pool during early class meetings for use in the final course evaluation. One week before the semester's end, a nationally-normed course evaluation instrument (including the 10-12 course-specific items) will be completed as part of the students' evaluation of EDPL 757. The administration of this instrument is a requirement for all courses in the College of Education. Prose responses from the evaluation form will be anonymously coded and distributed to the class during its last meeting. When the statistical analysis of the evaluation becomes available they will be mailed to each class participant.

Accommodations For Students With Documented Disabilities

Students having documented disabilities and who wish to discuss academic accommodations should contact the course instructor during the first week of classes so that adequate accommodations can be provided. Students requiring documentation should contact the Office of Disability Support Services, (301-314-7682).

Academic Integrity

Academic integrity is the foundation of learning. The

university has approved a Code of Academic Integrity available on the web <http://www.studenthonorcouncil.umd.edu/code.html>. The code outlines prohibitions on cheating on the exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures.

Please access the site, review the policy, and initial here _____.

Religious Observances

The University System of Maryland provides that students should not be penalized because of the observance of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time, any academic assignment that is missed due to individual participation in religious observances.

IV. CLASS SCHEDULE

Date	<u>Concept and Assignment</u>
September 5, 2006	<u>Course Introduction and Overview</u> Chickering, A. W., and Gamson, Z. F. (June 1987). "Seven principles for good Practice in undergraduate education." <i>The Wingspread Journal, Special Section</i> , Volume 9, Number 2. (Distributed in class) Overview of Cross and Angelo's Classroom Research/Classroom Assessment Techniques and issues. Cross, K. P., (1991). "Classroom Research: Empowering Teachers." Los Angeles: University of California Extension Media Center, 18-minute videotape. Class members and instructor take and score the Teaching Goals Inventory. Membership in four Affinity Groups will be based upon scores on the TGI. TGI affinity group assignments to be distributed during our September 12 meeting.

September 12, 2006 Multiple Lenses and Multiple Realities I:
If Biology is not a science, then how do
we understand college teaching?

Lewontin, R. C. (June 14, 1990). "Fallen Angels." *New York Review of Books*, 13 pp.
Note: Please spend at least three hours reading in preparing for this assignment. (copy distributed on CD)

Selden, S. (October 1991). "Conflicting paradigms in the research on college teaching: A source of creative tension in university life." *The Maryland Association for Higher Education Journal*, Volume 14, pp. 27-31.

Note: For a richer rendering of the late Stephen Jay Gould's views on evolutionary theory and its difference from theories in the physical sciences see, Gould, S. (1989). *Wonderful life: The Burgess Shale and the nature of history*. New York: W.W. Norton & Company.

Students assigned to affinity groups based upon TGI profiles.

Affinity Group Assignments

**Affinity Group I and II Assignment
Due December 5, 2006**

Affinity Groups I and II will report on three (3) of CAT's from CAT 1-27.

**Affinity Group III and IV Assignment
Due December 12, 2006**

Affinity Groups III and IV will report on three (3) of CAT's from CAT 28-50.

September 19, 2006 Multiple Teaching Realities II:
Challenging Academic Authority in the

College Classroom

Tomkins, J. (1997). *A life in school: What the teacher learned*. New York: Addison-Wesley Publishing Company.

September 26, 2006 **Multiple Teaching Realities III: College Teaching As Celebration**

Phenix, P. (1975). "Teaching as celebration," in Buxton, T. H., and K. W. Prichard (eds.), *Excellence in university teaching*. University of South Carolina Press, pp. 22-29.

October 3, 2006 **Multiple Research Lenses and Multiple Teaching Realities, IV: Critical Thinking, Feminist Theory, and Transgressions in the College Classroom**

hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.

Angelo, T. A. and Cross, K. P. (eds.) (1993). *Classroom Assessment Techniques: A handbook for college teachers, second edition*. San Francisco: Jossey-Bass. Chapter 1, "What is Classroom Assessment?"

October 10, 2006 **Student Presentations: College Teaching and the Web: Accessing the Stanford Learning Lab's "Tomorrow's Professor" Listserv**

For this week's assignment please access/sign up for/review/select/summarize your experiences using the Stanford University's Learning Lab "Tomorrow's Professor" listserv. To subscribe to the listserv contact:

<http://sll.stanford.edu/projects/tomprof/newtomprof/index.shtml>.

Search the archive for a paper that is of professional interest to you and write a one-page overview/analysis of the paper. The summary/analysis are to be submitted to class members and to the instructor.

Angelo, T. A. and Cross, K. P. (eds.) (1993). *Classroom Assessment Techniques: A handbook for college teachers, second edition*. San Francisco: Jossey-Bass. Chapter 2, "The Teaching Goals Inventory," Chapter 3, "First Steps."

October 17, 2006

Take-Home Midterm Examination

October 24, 2006

Multiple Research Lenses and Multiple Teaching Realities, III: Means-Ends Reasoning and College Teaching As a Process-Product Problem

Medley, D. M. (1982). "Teacher effectiveness," in Mitzel, H. E., (ed.), *The encyclopedia of educational research*. New York: The Free Press, pp. 1894-1903 (distributed in class).

October 31, 2006

The Scholarship of Teaching: Does a Commitment to Teaching and Scholarship Pose a Conflict for the College Instructor?

Hutchings, P. (ed.). (2000). *Opening lines: Approaches to the Scholarship of Teaching and Learning*. New York: Carnegie Foundation for the Advancement of Teaching.

Students should review the on-line *Journal of Scholarship of Teaching and Learning* <http://titans.iusb.edu/josotl/vol4no1/vol4no1TOC.html>.

Please come to class prepared to make a brief report on items on interest and applicability to your own professional career path.

Invited Speaker: Dr. Donna Hamilton, Associate Provost for Academic Affairs and Dean for Undergraduate Studies. "University of Maryland's plan for Student Outcomes Assessment."

November 7, 2006

Student Presentations: Multiple Research Lenses and Multiple Teaching Realities V: Craft Knowledge and UM Classrooms

Selden, S. (ed.) (1998). *Essays on Quality Learning: Teachers' reflections on classroom practice*. College Park: University of Maryland. (CD copy distributed in class).

Students will make oral reports on one (1) of the essays from this volume and provide a single-page, single-spaced summary to the instructor and each class member. In this way, all class members will end the semester with a portfolio of analyses of some of the best teaching practices from UM classrooms.

Angelo, T. A. and Cross, K. P. (eds.) (1993). *Classroom Assessment Techniques: A handbook for college teachers, second edition*. San Francisco: Jossey-Bass. Chapter 4, "Planning and Implementing Classroom Assessment Projects" Chapter 5, "Twelve Examples of Successful Projects."

November 14, 2006

College Teaching and the Issue of Quality

Fenstermacher, G. D., and Richardson, V. (2000). "On Making Determinations of Quality in teaching." A paper prepared at the request of the Board of International Comparative Studies in Education of the

National Academy of Sciences. (copy distributed on CD)

November 21, 2006 **All Will Be Revealed - Led Zeppelin?
No, Wilbert McKeachie**

McKeachie, W. (2006). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers, twelfth edition*. Boston: Houghton Mifflin Company.

November 28, 2006 **Final Exam**

December 5, 2006 **Taking Responsibility for Classroom Action II: Modeling Exemplary Classroom Assessment Techniques**

Angelo, T. A. and Cross, K. P. (eds.) (1993). *Classroom Assessment Techniques: A handbook for college teachers, second edition*. San Francisco: Jossey-Bass. Chapter 7.

Affinity Group I and II Presentation

Affinity Group I will report on three (3) of the following CAT's:

I. Course-related Knowledge and Skills

A. Prior Knowledge, Recall, and Understanding

1. Background Knowledge Probe
2. Focused Listing
3. Misconception/Preconception Check
4. Empty Outlines
5. Memory Matrix
6. One Minute Paper
7. Muddiest Point

B. Skill in Analysis and Critical Thinking

8. Categorizing Grid

9. Defining Features Matrix
10. Pro and Con Grid
11. Content, Form, and Function
Outlines
12. Analytic Memos

C. Skill in Synthesis and Creative Thinking

13. One-Sentence Summary
14. Word Journal

Affinity Group II will report on three (3) of the following CAT's:

15. Approximate Analogies
16. Concept Maps
17. Invented Dialogues
18. Annotated Portfolios

D. Skill in Problem Solving

19. Problem Recognition Tasks
20. What's the Principle
21. Documented Problem Solutions
22. Audio- and Videotaped
Protocols

E. Skill in Application and Performance

23. Directed Paraphrasing
24. Application Cards
25. Student Generated Test
Questions
26. Human Tableau or Class
Modeling
27. Paper or Project Prospectus

December 12, 2006

**Taking Responsibility for Classroom Action
III: Modeling Exemplary Classroom
Assessment Techniques**

Angelo, T. A. and Cross, K. P. (eds.)
(1993). *Classroom Assessment Techniques: A handbook for college teachers, second edition*. San Francisco: Jossey-Bass. Chapters 8-9, "Techniques for Assessing Learner Attitudes, Values, and Self-Awareness."

Affinity Group III and IV Presentation

Affinity Groups III will report on three (3) of the following CAT's:

II. Assessing Learner Reactions to Instruction

F. Students' Awareness of Their Attitudes and Values

- 28. Classroom Opinion Polls
- 29. Double-Entry Journals
- 30. Profiles of Admirable Individuals
- 31. Everyday Ethical Dilemmas
- 32. Course-Related Self-Confidence Surveys

G. Students' Self-Awareness as Learners

- 33. Focused Autobiographical Sketches
- 34. Interest/Knowledge/Skills Checklist
- 35. Goal Ranking and Matching
- 36. Self-Assessment of Ways of Learning

H. Course-Related Learning and Study Skills

- 37. Productive Study-Time Logs
- 38. Punctuated Lectures
- 39. Process Analysis

Affinity Groups IV will report on three (3) of the following CAT's:

- 40. Diagnostic Learning Logs

III. Teaching Methods and Styles

I. Reactions to Teachers and Teaching

- 41. Chain Notes
- 42. Electronic Mail Feedback
- 43. Teacher Designed Feedback Forms
- 44. Group Instructional Feedback Technique
- 45. Classroom Assessment Quality

Circles

**J. Reactions to Class Activities,
Assignments, and Materials**

- 46. RSQC2 (Recall, Summarize,
Question, Comment, and Connect)
- 47. Group-Work Evaluations
- 48. Reading Rating Sheets
- 49. Assessment Assignments
- 50. Exam Evaluations

August 31, 2006