2013 Teaching and Learning in College
Reflection on Theory and Practice
GRAD 803 (one credit)

Chem 197 [Note room change]

**See Course Outline as a separate document on D2L after first day of class.**

Instructor/Contact Information

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CIPD Department Website:  http://www4.uwm.edu/cipd/

Course Description

_Teaching and Learning in College: Reflection on Theory and Practice_ is designed to acquaint graduate students with the roles and responsibilities of the contemporary teacher-scholar in higher education and the process of course design at the college level. It is an unusual course in that it is offered through the GRADUATE STUDIES department in an effort to reach out to all graduate students across disciplines.

In a seminar format, we will explore different perspectives on the nature, purposes, process of college teaching. As only one credit, we will examine key learning principles and pedagogical techniques in order to better understand how students learn, situating these theories and techniques in their historical context and in light of current pressures for change in higher education. Weekly critical reflections on course texts and analysis of cases will help you identify your personal values and beliefs that underlie the practice of teaching and apply principles and concepts of course design. As a final project, you will synthesize your strongest learning transformation in a teaching and learning philosophy statement that integrates the principles and practices examined throughout the course.

In class learning activities will deepen your understanding of evidence-based practices and provide peer feedback, insights, and critiques as you formulate new practices that advance teaching and learning. This course contributes to the core courses for the Graduate Certificate in Teaching and Learning in Higher Education http://www4.uwm.edu/soe/departments/admin_leadership/teachhe.cfm

Intended to complement departmental, discipline-based pedagogy courses and mentoring, this course will help you critically reflect on teaching and learning, and make informed instructional and pedagogical choices. Limited as a one credit course, the focus is not on skill development. Although not required, it is recommended that you take CURRINS 774, College Teaching prior to this course. GRAD 803 can follow CURRINS 774, keeping the following important distinctions in mind. The current emphasis on CURRINS 774 is on skill development and application of course design as an instructor, This course is a broad and in depth examination of and reflection on principles and practices of teaching and learning and the implications of brain functions for teaching and learning.

Learning Outcomes

_By the end of this course, students will be able to:_

- Understand changing contexts of teaching and learning in higher education and paradigmatic shifts in practices that accompany learner-centered teaching.
- Apply an understanding of research on the brain and learning, learning theory and a learner-centered teaching framework to course design.
- Critically analyze alternative solutions to real-life challenges in teaching and learning.
- Identify and support personal beliefs and values to formulate a teaching and learning philosophy based on brain-based and pedagogical research.
- Identify and apply knowledge of how the brain learns to course design.
Course Materials

You are expected to bring the readings and your assignments to class each week – always, as we will discuss them and your written analysis.

Purchase:


*Binder: Create a binder that will contain your readings, written analyses, lesson plan development, and feedback. In class we will draw from prior work and readings. Bring to each class session.

Additional weekly GRAD 803 readings are available on the library’s electronic course reserve. To access readings:

- Select Libraries from the UWM home page
- Select Reserve and Electronic Reserve
- Under the Drop Down Menu, Instructor, select Schroeder
- Select link to GRAD 803

CIPD E-reserve: Additional teaching and learning resources
CIPD maintains a Permanent E-reserve list of Teaching and Learning resources in the UWM Library: http://www4.uwm.edu/cipd/resources/instructional_development_resources/ or go to Course Reserve, scroll down to UWM CIPD and follow the links to this reserve list. This is a very large repository of articles and examples of teaching and learning subjects. You are welcome to use these resources but they are not required. Always cite material used and modifications of someone else’s design, syllabus, assignment, etc.

D2L Course Site
See the GRAD 803 D2L site for additional handouts and for submitting all assignments to the Drop Box.

Expectations

- Attend all class sessions, complete the assigned readings and written critical reflections by the deadline and bring course materials and assignments to class in an organized binder for reference.
- Come to class prepared to discuss the material and participate actively and collegially in class. You will probably spend two to three hours outside of class weekly on assignments and preparation.
- You will get the most out of the class if you keep up with the work. Opportunities for collaborative inquiry will help you benefit from the range of philosophical perspectives and epistemological beliefs surrounding teaching and learning.
- For the most part, I will be not check email after 5pm weekdays or after 5pm on Fridays until your analysis is due Sunday at 5 p.m. Please plan to submit questions and concerns that require a reply accordingly. I will check the course site and email daily and am on campus in an administrative role every day. As is typical, I am often in meetings and away from my desk and may not see your email or receive a phone message as soon as you would like but I will answer all inquiries. However, I am available for one-on-one-meetings by request and am on campus every day. I welcome a visit and your questions, so please schedule a meeting as needed.
Participation by Students with Disabilities

If you need special accommodations in order to meet the requirements of GRAD 803, please contact us. Requests for accommodations must be made by the second class meeting. I will be happy to assist you in making any necessary accommodations.

Format

In GRAD 803, we will strive to balance the theoretical with the practical. Learner-centered teaching (LCT) is the broad, underlying concept for this course and the specific principles of learning that frame this course are based on the two course texts. All of the activities and assignments are intended to help you reflect on and uncover the implications of these principles and the biological aspects of brain function for your role as instructor. The course was designed to model a number of the concepts we are studying so that you can experience the principles and practices as a learner while developing your lens on course design as a teacher. The learning outcomes of the course will be achieved through analysis and written reflection, group case study synthesis and practice, and in class activities and discussions that will prompt application of the required readings to real world contexts. D2L is used as a supplementary tool to provide access to resources and materials, deposit all assignments, display grades and feedback, and conduct peer review. The course is designed to meet the needs of you, the learner, at a variety of teaching background levels.

Class discussion in pairs, break-out groups, and as a class will be our principal form of interaction. The variety of disciplinary perspectives among the class participants will add to the practical nature of the course. Adjustments to the syllabus may occur if we determine some aspects of the course warrant more in depth exploration. Any changes to the course schedule or assignments will be announced in class, via email, and posted on the course D2L site.

Learning Activities and Assignments (See Course Outline for greater detail)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Points</th>
<th>Total Points</th>
<th>Format</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Post Assessment</td>
<td>2 pts.</td>
<td>4</td>
<td>D2L Survey Tool</td>
<td>Sunday Jan 27</td>
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<tr>
<td></td>
<td>2 pts.</td>
<td></td>
<td>D2L Survey Tool</td>
<td>Monday May 6</td>
</tr>
<tr>
<td>14 In class Learning Activities:</td>
<td>3 pts. ea</td>
<td>42</td>
<td>In class</td>
<td>See Course Outline</td>
</tr>
<tr>
<td>Philosophy of Teaching and Learning (2-3 pgs.)</td>
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<tr>
<td>(Scaffolded Assignment)</td>
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<tr>
<td>Draft to Peers online</td>
<td>2</td>
<td></td>
<td>Online Group</td>
<td>April 8</td>
</tr>
<tr>
<td>Peer Review (online; in class)</td>
<td>3</td>
<td></td>
<td>In class/Online</td>
<td>April 8-14; 15</td>
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<tr>
<td>Final Revised Philosophy--</td>
<td>4</td>
<td></td>
<td>Drop Box</td>
<td>May 6</td>
</tr>
<tr>
<td>Self Assessment(Written/In class)</td>
<td>2</td>
<td></td>
<td>In class/Drop Box</td>
<td>May 6</td>
</tr>
<tr>
<td>Weekly Reflection and Analyses (14)</td>
<td>3 pt. ea</td>
<td>42</td>
<td>Weekly Drop Box</td>
<td>Weekly</td>
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<td>Total</td>
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Pre- and Post-assessment Surveys (2 / 2 pts.)

Several assessments will be administered on D2L in order for me to gauge your level of experience and understanding and to monitor your change over the semester. You are required to participate in these activities. Note- these are not course evaluations.

Weekly Reflection and Analyses (42 pts.)
Throughout the entire semester, weekly written analyses on the course reading will prepare you for higher level in-class activity. The weekly question(s) are available on the Course Outline and are due in the Course Drop Box by 5 p.m. on Sunday prior to class. The course content will not be provided in lecture or course notes. This strategy is called “first Exposure” and aims to create a foundational level of comprehension and application that the instructor can rely on and build upon in the face to face context. Analyses should be double-spaced, 1 inch margins, and no longer than 2-3 pages. When there are multiple questions, you are to focus the majority of your response on the final, application question and briefly summarize the initial questions listed. For example, the length of your response to the conceptual understanding questions should entail at most, 1-2 paragraphs and capture your ideas succinctly. The rest of what you write should focus on the application and how you would implement the concepts and strategies in the reading. The weekly assignments are not intended to exhaust your thoughts on the questions, but rather, capture the highlights and way you are making sense of readings in preparation for class. Therefore, you will receive credit or no credit for your analyses versus being graded. These early reflections are not geared toward correcting your thoughts as we will use your analyses in class to uncover misconceptions or consider alternatives. Minor prompts will be provided by the instructor versus feedback.

In-class Learning Activities (42 pts.)

During the majority of the weekly course sessions, however, specific in class in-class activities will help you to explore and apply concepts, integrate theory and practice, observe active learning strategies, and learn from the perspectives of your colleagues. Your consistent engagement and participation in class activities, peer reviews, and discussions will make the course valuable for everyone. Preparation for class discussion involves completing the assigned reading and the critical analysis assignment. Always bring the course readings with you and a copy of your completed assignment to class as we will use your response in discussions. Create a binder for class so that you can refer back to readings, your prior analyses, etc. for each class. Failure to bring the text and binder to class will result in losing the in-class activity points for that day. In class we will build on your analysis and move to higher levels of learning through active learning in group, pair, and individual exercises. In-class exercises are not able to be made up if you miss class that day (see Grading Scheme above).

Philosophy of Teaching and Learning Course Session (12 pts.)

This is a scaffolded assignment that you will shape and reshape as you progress through the course. It is intended to challenge your ability to synthesize and apply course concepts and principles to determine alignment with your own beliefs and philosophies as an instructor. More detailed instructions will follow.

- Draft (to group peers) April 9
- Peer Review online (using rubric) April 16
- In class Peer Feedback (in groups using rubric) April 23rd
- Two minute Summary of Self-Reflection in class, May 7
- Final Revised Philosophy Statement and Self Reflection (to instructor only) May 14th.

Submitting Assignments

1. **Deadlines:** Complete and post the weekly assignments by **Sunday evening 5 p.m. prior** to the following Monday class using the correct D2L Drop Box, unless otherwise stated, in order to receive full credit. Each assignment’s Drop Box on D2L will close at 5pm on Sunday to model student accountability and specific classroom practices that we will discuss during the semester. Acceptance of late work due to serious circumstances must be arranged in advance with the instructor and posted to the Late/Ma
Drop Box for to receive credit. Unapproved late assignments will receive 50% credit when submitted to the Drop Box.

2. The course concepts and learning goals build upon each week’s content, activities, and reflection. Therefore, you will want to collect any materials missed from a previous session PRIOR to the following session. Most of these will be posted for you on D2L. Contact the instructor if you have concerns.

3. **Location:** Work posted to the wrong drop box will not receive credit or feedback. You are responsible for making sure you have all assignments in the correct Drop Box.

4. **Format:** Include your name at the top of all assignments and pages.
   - Label ALL materials with file name that includes date, assignment, last name:
     
     e.g., Feb. 6, Schroeder. Include page numbers.

   - **Citations:** If you refer to course content, cite the reading appropriately using APA style, i.e., (Weimer, 2004, p. 27).

   - **Feedback:** Pick up feedback from instructor in your GRAD 803 DROP BOX.

   - **Correspondence:** Use your UWM email address for all course correspondence and submissions. Non-UWM email may not be opened or may be deleted. Please include GRAD 803 in the Subject of your email to distinguish your email from students in my other course. **Do not send assignments to instructors’ email address. Send only to Course Drop Box in D2L.**

Revised January 14, 2013
University policies and procedures

Participation by Students with Disabilities: If you need special accommodations in order to meet any of the requirements of this course, please contact me as soon as possible.

Accommodation for Religious Observances: Students will be allowed to complete examinations or other requirements that are missed because of a religious observance.

Academic Misconduct: The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. A more detailed description of Student Academic Disciplinary Procedures may be found in Regents Policy Statements, UWS Chapter 14 and UWM Faculty Document #1686.

Complaint Procedures: Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

Grade Appeal Procedures: A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. A more detailed description of the grade Appeal Policy may be found in UWM Selected Academic and Administrative Policies, Policy #S-28 and UWM Faculty Document #1243.

Sexual Harassment: Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and well being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community which creates an unacceptable working environment.

Discriminatory conduct: The University of Wisconsin-Milwaukee remains steadfastly committed to the principles of academic freedom. This commitment requires an equally strong obligation to foster respect for the dignity and worth of each individual. Without this respect, the principles of academic freedom become meaningless. Moreover, relationships such as student-faculty and employee-supervisor have inherent power differences that compromise some persons’ ability to protect their own rights. Therefore, this University must provide an environment that respects the value of each individual and which does not tolerate discriminatory conduct of any kind.

Grade of “incomplete”: A notation of “incomplete” may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. An incomplete is not given unless you prove to the instructor that you were prevented from completing course requirements for just cause as indicated above. A more detailed description of the Incomplete Policy may be found in the UWM Schedule of Classes.

Please review and familiarize yourself with these policies at the beginning of the semester. All policies articulated in full at www.uwm.edu/Dept/Acad_Aff