Temple University
Provost’s Teaching Academy

Course Date and Time: Summer Session I, 2015 (May 12 - June 18); Tuesdays and Thursdays, 9am – noon

Location: Tech 111

Description: Welcome to the Provost’s Teaching Academy! In the PTA, faculty from across the university experience and discuss the requisite course for graduate students who wish to earn Temple’s new Teaching in Higher Education Certificate. Some of you will teach this course; some of you will apply what you’ve learned to your work mentoring or faculty development. Participating in PTA demonstrates your commitment to your students, to the profession and your own development as an educator. This academy will enhance your knowledge of how people learn, expand and diversify your toolbox of teaching methods, and give you opportunities to apply what you are learning to the development of course materials. Our goal is for you to learn from the readings and activities, from our individualized feedback, from your own self-reflection and from the learning community of fellow faculty. We look forward to learning with you and from you as well.

The goals for the requisite course, and by extension the PTA, are for participants to:

1. Apply theories and research findings on learning and development to teaching;
2. Use a variety of effective teaching methods to address all learners effectively;
3. Apply the principles of integrated course design to develop syllabi, assessments, and individual lesson plans;
4. Develop a reflective and purposeful approach to teaching.

Readings: The majority of the readings include recent and current articles and chapters about both research and theory, and suggestions for practice informed by these. In addition to these materials we will be using the book - How learning works: Seven research-based principles for smart teaching (book will be distributed prior to our first meeting).

• Scanned documents in Blackboard.

Assignments: PTA faculty will complete some of the course assignments that certificate earners must complete. Assignments include:

• Regular blog posts on blackboard (approx. one paragraph each)
• Statement of teaching philosophy (ideally before and after)
• An assignment you use (or a newly developed one), with a list of learning goals it targets
Module One | Research and theory on learning

Tues., May 12, 2015 | Prior Knowledge & Organizing Knowledge
DUE: Blog posting and comment on a colleague’s post

Thurs., May 14, 2015 | Motivation & Mastery
DUE: Draft of Teaching Philosophy Statement

Tues., May 19, 2015 | Adult Development & Metacognition
DUE: Blog posting and comment on a colleague’s

Module Two | Integrated Course Design

Thurs., May 21, 2015 | Integrated Course Design and Developing Learning Goals
DUE: Draft of learning goals worksheet (posted in Blackboard)
PTA 2014 3

Tues., May 26, 2015 | Designing Assignments and Exams to Align with Learning Goals
DUE: Blog posting and comment on a colleague’s post

Davis, B. G. (2009). Tools for teaching (2nd ed.). San Francisco: Jossey-Bass. Chapters 39, 41 & 42. (These address the design of quizzes, tests and exams.)

Thurs., May 28, 2015 | Assessment and Feedback
DUE: Assignment or exam aligned with learning goals


Module Three | Learning-Centered Teaching Methods

Tues., June 2, 2015 | Effective Lecturing & Large Group Teaching
DUE: Blog posting and comment on a colleague’s post


Thurs., June 4 2015 | Collaborative Learning: Discussions and Problem Solving
DUE: Blog posting and comment on a colleague’s post


Tues., June 9, 2015 | Inclusion
DUE: Create Case Study, Blog posting and comment on a colleague’s post


Steele, C. M. (2010). *Whistling Vivaldi: And Other Clues To How Stereotypes Affect Us (Issues Of Our Time)* (Chapters 3 & 9).

**Thurs., June 11, 2015 | Dealing with Challenging Situations and Students**
**DUE: Blog posting and comment on a colleague’s post**
Van Brunt, B., & Lewis, W. S. (2013). *A Faculty Guide to Addressing Disruptive and Dangerous Behavior* (pp. 1 – 72; 110-148). Routledge. [Chapters 1, 2, 3, 4, 5, 10-11]

**Module Four | Reflective Practice**

**Tues., June 16, 2015 | Reflective Practice I: Reflecting on Faculty Identity**
**DUE: Blog posting and comment on a colleague’s post**

**Thurs., June 18, 2015 | Reflective Practice II: Reflecting on teaching practice**
**DUE: Response to Case Study & Revision of Statement of Teaching Philosophy**
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