

**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.
- Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. Jossey-Bass.

**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

## Schedule

### **Module One | Research and theory on learning**

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#### **Tues., May 12, 2015 | Prior Knowledge & Organizing Knowledge**

##### **DUE: *Blog posting and comment on a colleague's post***

Halpern, D. F., & Hakel, M. D. (2003). Applying the science of learning to the university and beyond: Teaching for long-term retention and transfer. *Change*, 35(4), 36-41.

Ambrose, S., et al. (2010). Chapters 1 & 2 “How does students’ prior knowledge affect their learning?” & “How does the way students organize knowledge affect their learning?” In *How learning works: Seven research-based principles for smart teaching*. San Francisco: Jossey-Bass.

#### **Thurs., May 14, 2015 | Motivation & Mastery**

##### **DUE: *Draft of Teaching Philosophy Statement***

Ambrose, S., et al. (2010). Chapters 3 & 4 “What factors motivate students to learn?” & “How do students develop mastery?” In *How learning works: Seven research-based principles for smart teaching*. San Francisco: Jossey-Bass.

Dweck, C. (2008). The perils and promises of praise. *Best of Educational Leadership 2008-2008*. 65, 34-39.

#### **Tues., May 19, 2015 | Adult Development & Metacognition**

##### **DUE: *Blog posting and comment on a colleague's***

Ambrose, S., et al. (2010). Chapters 6 & 7, “Why do student development and course climate matter for student learning?” and “How do students become self-directed learners.” In *How learning works: Seven research-based principles for smart teaching*. San Francisco: Jossey-Bass.

King, P. M. (2000). Learning to make reflective judgments. In M. B. B. Magolda, (Ed.), *New Directions for Teaching and Learning: Teaching to promote intellectual and personal maturity: Incorporating students’ worldviews and identities into the learning process* (pp. 15-26). San Francisco: Jossey-Bass.

### **Module Two | Integrated Course Design**

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#### **Thurs., May 21, 2015 | Integrated Course Design and Developing Learning Goals**

##### **DUE: *Draft of learning goals worksheet (posted in Blackboard)***

Fink, D. (2003). A self-directed guide to designing courses for significant learning. Based on *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco: Jossey-Bass. (1-35).

Rose, D. H., Harbour, W. S., Johnston, C. S., Daley, S. G., & Abarbanell, L. (2009). Universal design for learning in postsecondary education: Reflections on principles and their application.

Noyd, Robert and The Staff of the Center for Educational Excellence (2008). A Primer on Writing Effective Learning-Centered Course Goals. US Air Force Academy.

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

Bean, J. C. (2001). Formal writing assignments. In J. C. Bean, *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom* (pp. 73-96). San Francisco: Jossey-Bass.

Davis, B. G. (2009). *Tools for teaching* (2<sup>nd</sup> 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**

Ambrose, S., et al. (2010). Chapter 5 "What kinds of practice and feedback enhance learning?" In *How learning works: Seven research-based principles for smart teaching*. San Francisco: Jossey-Bass.

Stevens, D. D., & Levi, A. (2005). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning*. Sterling, VA: Stylus Publishing. (Chapters 1 & 3)

**Module Three | Learning-Centered Teaching Methods**

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

Davis, B. G. (2009). *Tools for teaching* (2<sup>nd</sup> ed.). San Francisco: Jossey-Bass. (Chapters 14-18 & 51).

Brookfield, S.D., (2006). Lecturing creatively. In S. D. Brookfield, *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*, (2<sup>nd</sup> ed.) (pp. 97-114). San Francisco: Jossey-Bass.

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

Davis, B. G. (2009). *Tools for teaching* (2<sup>nd</sup> ed.). San Francisco: Jossey-Bass. (Chapters 9-13 & 21)

Bean, J. C. (2001). Coaching thinking through the use of small groups. In J. C. Bean, *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom* (pp. 149-168). San Francisco: Jossey-Bass.

Brookfield, S. D., & Preskill, S. (2005). Keeping students' voices in balance. In S. D. Brookfield & S. Preskill, *Discussion as a way of teaching: Tools and techniques for democratic classrooms*. (pp. 168-191). San Francisco: Jossey-Bass.

Barkley, E. F., Cross, K. P., & Major, C. H. (2005). Techniques for problem solving. In E. F. Barkley, K. P. Cross, & C. H. Major, *Collaborative learning techniques: A handbook for college faculty* (pp. 169-204). San Francisco: Jossey-Bass.

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

Davis, B. G. (2009). Responding to a changing student body. In B.G. Davis, *Tools for teaching* (2<sup>nd</sup> ed.) (pp. 55-94). San Francisco: Jossey-Bass.

Burgstahler, S. E. (2008). Universal design of instruction: From principles to practice (pp. 23-44). In S. E. Burgstahler & R. C. (Eds.), *Universal design in higher education: From principles to practice*. Cambridge, MA: Harvard Education Press.

Ambrose, S., et al. (2010). Review pages 174-176 on stereotype threat.

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**

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**Tues., June 16, 2015 | Reflective Practice I: Reflecting on Faculty Identity**

**DUE: *Blog posting and comment on a colleague's post***

Barnett, P. (2013). "Unpacking the Teacher's Invisible Knapsack: Social Identity and Privilege in Higher Education." *Liberal Education*. 99.3: 30-37.

Chesler, M. & Young, A. A. (2007). Faculty members' social identities and classroom authority. In M. Kaplan & A. T. Miller (Eds). *New Directions for Teaching and Learning: Scholarship of Multicultural Teaching and Learning* (pp.11-20). San Francisco: Jossey-Bass.

**Thurs., June 18, 2015 | Reflective Practice II: Reflecting on teaching practice**

**DUE: *Response to Case Study & Revision of Statement of Teaching Philosophy***

Brookfield, S. D. (1995). Becoming critically reflective: A process of learning and change. In S. D. Brookfield, *Becoming a critically reflective teacher* (pp. 28-48). San Francisco: Jossey-Bass.

## PTA SCHEDULE (GRIDVIEW)

CLASS DATE	LESSON	READINGS Due date listed	ASSIGNMENT Due date listed
MAY 12	1. Prior Knowledge & Organizing Knowledge	Halpern & Hakel   Pages 36-41  Ambrose   Chapters 1 & 2	BLOG
MAY 14	2. Learning Research: Motivation & Mastery	Ambrose   Chapters 3 & 4  Dweck   Pages 34-39	TEACHING PHILOSOPHY STATEMENT
MAY 19	3. Learning Theory: Adult Development & Metacognition	Ambrose   Chapters 6 & 7  King   Pages 15-26	BLOG
MAY 21	4. Integrated Course Design and Developing Learning Goals	Fink   Pages 1 - 35  Rose   Entire Document  Noyd   Entire Document	LEARNING GOALS WORKSHEET
MAY 26	5. Designing Assignments and Exams to Align with Learning Goals	Bean, J. C.   Pages 73 - 96  Davis   Chapters 39, 41, & 42	BLOG
MAY 28	6. Assessment and Feedback	Ambrose   Chapter 5  Stevens & Levi   Chapters 1 & 3	SAMPLE ASSIGNMENT
JUNE 2	7. Teaching Methods I: Effective Lecturing & Large Group Teaching	Davis   Chapters 14-18 & 51  Brookfield   Pages 97 - 114	BLOG
JUNE 4	8. Teaching Methods II: Collaborative Learning: Discussions and Problem Solving	Davis   Chapters 9 -13 & 21  Bean   Pages 149-168  Brookfield & Preskill   Pages 168 - 191  Barkley   Pages 169 - 204	BLOG
JUNE 9	9. Teaching Methods III: Inclusion	Davis   Pages 55 – 94  Burgstahler   Pages 23 – 44  Steele	BLOG
JUNE 11	10. Dealing with Challenging Situations and Students  <i>*Visit from Care Team/Ombudsman</i>	Van Brunt & Lewis   Pages 1 - 72; 110-148	BLOG
JUNE 16	11. Reflective Practice I - Reflecting on Faculty Identity	Barnett  pages 30- 37  Chesler & Young   Pages 11 – 20  Reflections on Identity and Teaching Document	BLOG
JUNE 18	12. Reflective Practice II - Reflecting on teaching practice	Brookfield   Pages 28 - 48	TEACHING PHILOSOPHY