

## Teaching in Higher Education

(Teaching in Higher Education Certificate Course 1 of 2)

ED PSYCH 8985, 3 Credits

Instructor	
E-mail	
Office Hours	
Class Hours	
Class Location	

### Course Description

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Welcome to the Teaching in Higher Education Seminar. Enrolling in this course demonstrates your commitment to your students, to the profession and your own development as an educator. This 3 credit course is also the first step in earning Temple University's Teaching in Higher Education Certificate. (Visit this page for certificate information and requirements:

[http://www.temple.edu/tlc/events/thec/matriculation\\_track.htm](http://www.temple.edu/tlc/events/thec/matriculation_track.htm))

This course 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. The goal is for you to learn from the readings and activities, from individualized feedback on your assignments, from your own self-reflection and from the learning community of colleagues.

### Course Goals

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This syllabus is designed to address the following learning goals. Upon completion of this course the goal is that students will be able to:

- Apply research on learning and adult development to teaching;
- Apply the principles of integrated course design to develop syllabi, assessments and learning activities;
- Use a variety of research-based teaching methods to promote learning, development, achievement of all students;
- Develop a reflective and purposeful and learning-centered approach to teaching;
- Appreciate learning-centered teaching.

### Course Policies

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**Attendance:** Your attendance and participation is expected at all iterations of our class meetings and assures that you and your colleagues get the full benefit of taking this class. Your absence and/or coming late or leaving early is a detriment to yourself and to your colleagues. We need all of you here to have productive and meaningful discussions. If you are not in class or present online for any reason, you are responsible for finding out from another student what you missed.

**Late Assignment Policy:** All assignments are to be turned in electronically by 11:59PM on the due date. Assignments turned in more than one class period late, without prior approval of the instructor will result in a grade no higher than a B.

**Incomplete Grade Policy:** Incomplete grades will be granted only in rare circumstances and require the approval of the instructor. Students who have not completed all the requirements prior to the last day of class will need to talk with the instructor about how this will be rectified.

**Grading policy:** Each course requirement will receive a letter grade. These grades will be weighted to produce your final grade. (See *Course Requirements* for weights).

For weighting purposes letter grades will calculate as:	Calculations will translate to Final Grades as:
A 99	93 & above A
A- 93	90 – 92.9 A-
B+ 88	88 – 89.9 B+
B 85	82 – 87.9 B
B- 82	80 – 81.9 B-
C+ 78	78 – 79.9 C+
C 75	72 – 77.9 C
C- 72	70 – 71.9 C-
D 65	60 – 69.9 D
F 55	59.9 & below F

**Disability Statement:** This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Disability Resources and Services at 215-204-1280 in 100 Ritter Annex will coordinate reasonable accommodations for students with documented disabilities.

**Statement on Academic Freedom:** Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link:

[http://policies.temple.edu/getdoc.asp?policy\\_no=03.70.02](http://policies.temple.edu/getdoc.asp?policy_no=03.70.02).

**Policy on Academic Honesty:** Temple University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Please follow this link to see Temple University's Policy on Academic Honesty:

[http://www.temple.edu/bulletin/Responsibilities\\_rights/responsibilities/responsibilities.shtm](http://www.temple.edu/bulletin/Responsibilities_rights/responsibilities/responsibilities.shtm)

## Course Requirements

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Assignments have been created to help you demonstrate that you have met the learning goals for the course. All assignments' instructions are available in Blackboard under the appropriate lesson tab. Each is accompanied by a detailed rubric that will be used for evaluating your assignments, and we encourage you to consult that rubric, so you can work intentionally toward meeting the standards we describe. The following is a list of the major assignments for the semester. You will also be asked to participate in online discussions of the readings.

1. ***Class participation: 10%.***

For your participation grade you will be assessed on your attendance, preparation, and participation in activities and discussions during class sessions.

2. ***Teaching philosophy statement (with draft): 20%.***

You will be graded on your final draft, but you are required to write an initial draft early in the semester. You will receive formative feedback on this first draft.

3. ***Assignment or exam aligned with learning objectives, with rubric or scoring guide: 20%.***

You will have readings and learning activities that will prepare you to write more effective assignments or exams. Creating an assignment aligned with learning goals is a key step in creating an integrated course.

***Lesson plan supported by reflective paper: 20%***

This lesson plan should reflect some of the teaching methods you have learned in the course, and be designed to help students meet your stated learning goals.

4. ***Case study response paper: 30%***

This assignment is an opportunity to synthesize what you have learned in this class and apply this knowledge to a series of case studies that represent teaching challenges.

5. ***Microteaching: Formative feedback only, no grade.***

You will prepare and deliver a 10 minute lesson to the class, and receive formative feedback. This is required for all students who will receive the Teaching in Higher Education Certificate.

## Course Materials

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- Required: Susan Ambrose, et al. (2010). *How Learning Works: 7 Research-Based Principles for Smart Teaching*, San Francisco: Jossey-Bass.

- Recommended: Barbara Gross Davis (2009), *Tools for Teaching* (2009). San Francisco: Jossey-Bass.
- All other readings and resources for the course are on the Blackboard site. Each week's lesson will include hyperlinks to the readings and activities you need to complete.

Sample Syllabus