

UNIV 601 Pedagogy

Credits: 0 Section(s): 000

Semester: Fall, Year: 2018

Meeting Days, Times, Location and Room: Every other Wednesday (see Course Calendar below), 4:40-6:40, Pearson 116 (Faculty Commons)

1. Instructor Information

Instructor name: Kevin R. Guidry

E-mail address: krguidry@udel.edu

Office location: Gore Hall 212

Office hours: By appointment

Phone number: (302) 831-2027

2. Course Description

Presents research-based teaching principles and innovative teaching methodologies. Offers practical orientation to enhance pedagogical effectiveness in respective disciplines. Opportunity to observe and reflect on outstanding UD faculty's instructional practices. Modern information technologies and library resources access essential.

This course is intended for graduate students, postdocs, faculty, and professionals who teach at UD or want to learn more about teaching. The primary focus of the course is developing a discipline-appropriate teaching philosophy statement. The course can be taken alone or in combination or sequence with other opportunities to develop teaching skills and knowledge e.g., UNIV 600: Learning, workshops offered by the Center for Teaching & Assessment of Learning (CTAL), certifications offered by the Center for the Integration of Research, Teaching, and Learning (CIRTL) network.

This semester, the course will meet weekly. Each class will include some focus on a topic related to either a specific pedagogy or diversity. Additionally, each class will also feature discussion and activities related to other pedagogy topics as described below. Students will also have to interview two faculty members in their discipline/department, locate and summarize their departments standards related to the assessment and evaluation of teaching, and collect (at least) five teaching philosophy statements from faculty in their discipline/department.

3. Learning Outcomes

1. Write a well-developed teaching philosophy grounded in your discipline's culture and expectations

2. Describe ways to effectively and equitably work with diverse learners and students from different backgrounds and contextualize content in a diverse world
3. Describe ways to identify and document effective teaching

4. Learning Resources

All readings will be made available electronically on Canvas. Assignments will be posted and graded on Canvas.

Our colleague in the UD Library, Meg Grotti, has developed a guide that will help you find education research that you will need for this class: [UD Library UNIV 601 Research Guide](#)

5. Course Assessment

This is a pass/fail course. Students who attend class, actively participate, and complete the class activities and assignments will earn a passing grade. Students who are unable to meet these objectives may be able to earn a passing grade with the successful completion of a teaching philosophy statement at the discretion of the instructors.

6. Course calendar

Date	Theme/Topic	Readings	Assignments Due (11:59 pm the night before class)
Aug 29 (1) Face-to-face	Set course expectations (slides) Building a pedagogy framework (AAC&U High-Impact Practices handout, UD CTAL High-Impact Practices rubric) Explore Universal Design for Learning (UDL Guidelines 2.2, UDL case studies) Review course assignments and structure of course	Burgstahler, S. (Ed.). (2013) Halpern, D. F., & Hakel, M. D. (2003, July-Aug) Optional: Freeman, S, et al. (2014)	None

Sep 5 (2) Independent work	Conduct interviews	None	Record/upload video introduction
Sep 12 (3) Face-to-face	Locating educational research tutorial Introduce pedagogy: Case-Based Teaching Discuss Interviews	Herreid, C. F. (1994)	Submit analyses of interviews
Sep 19 (4) Independent work	Dive into pedagogy: Case-Based Teaching	None	Submit discipline-based example of case-based teaching Describe your example and discuss others' examples
Sep 26 (5) Face-to-face	Introduce pedagogy: Problem-Based Learning Discuss Department Standards	Allen, D. E., Donham, R. S., & Bernhardt, S. A. (2011)	Submit summary of departmental teaching evaluation criteria and processes
Oct 3 (6) Independent work	Dive into pedagogy: Problem-Based Learning	None	Submit discipline-based example of problem-based learning Describe your example and

			discuss others' examples
Oct 10 (7) Face-to-face	Introduce pedagogy: Experiential Learning Assessment & rubrics Review Teaching Philosophy Statements and Write Rubric	Read two of these four documents: (a) Labs, (b) Internships, (c) Service Learning, and (d) Coops Wiggins, G. (1998)	Submit analyses of teaching philosophy statements
Oct 17 (8) Independent work	Dive into pedagogy: Experiential Learning Review Draft Teaching Philosophy Rubric	None	Submit discipline-based example of experiential learning Describe your example and discuss others' examples
Oct 24 (9) Face-to-face	Introduce pedagogy: Flipped Classroom Discuss learning and studying techniques	Simply Speaking (2012) (YouTube video) Bauer, A., & Haynie, A. (2017)	
Oct 31 (10) Independent work	Dive into pedagogy: Flipped Classroom	None	Submit discipline-based example of flipped classroom Describe your example and

			discuss others' examples
Nov 7 (11) Face-to-face	Introduce pedagogy: Team-Based Learning Peer Feedback (Teaching Philosophy) Begin pedagogy one-pagers	Michaelsen, L. (2008)	Bring 2 drafts of teaching philosophy statement to class
Nov 14 (12) Independent work	Dive into pedagogy: Team-Based Learning	Supplemental TBL materials (recording of a 3.5 hr workshop on TBL): Part 1 Part 2	Complete pedagogy one-pager Submit discipline-based example of team-based learning Describe your example and discuss others' examples
Nov 21	NO CLASS (Fall Break)	None	None

<p>Nov 28 (13)</p> <p>Independent work</p>	<p>Complete draft teaching philosophy statement</p>	<p>None</p>	<p>Submit draft of teaching philosophy statement</p>
<p>Dec 5 (14)</p> <p>Face-to-face</p>	<p>Signature Pedagogies</p> <p>Create concept map (list of subjects) (Concept map overview)</p> <p>How to build a plan for continued learning and growth as a teacher</p>	<p>Everyone read: Shulman, L. S. (2005)</p> <p>Discipline-specific readings:</p> <ul style="list-style-type: none"> • 	<p>None</p>
<p>Dec 12 (Finals)</p>	<p>NO CLASS</p>	<p>None</p>	<p>Incorporate signature pedagogy into draft teaching philosophy statement (if appropriate)</p> <p>Submit teaching philosophy statement</p>