

ADMIN 880

Teaching & Learning in Higher Education

Required Text

None: Will use articles provided by professor. List will be provided in class because it is always updated.

Overview

This course is for graduate students who wish to become skillful, thoughtful and confident instructors in any teaching and learning setting. It aims to enable you to design better courses you are interested in teaching, help your students acquire deep approaches to learning, and to improve your teaching effectiveness.

Readings and reference material draw on seminal work in educational theory and practice and provide a conceptual framework to construct and refine pedagogical choices for different audiences. Selected readings will give you a taste of the educational literature and hopefully inspire you to do research on teaching as well.

Classes will be task-oriented. They emphasize collaboration, reflection, and action. By the end of the course, you will have developed a Teaching Philosophy Statement, your Course Outline, and learned about signature pedagogies that have a high educational impact in today's digital world. I hope that you will enjoy the process more than the outcomes!

The course will focus on the three fundamental learning theories: Behaviorism, Cognitivism and Constructivism. Some new learning theories that are being proposed to account for the highly networked world will also be discussed.

Learning Outcomes

- Articulate your teaching philosophy and elements of a teaching strategy statement.
- Evaluate good practices in teaching and qualities of highly effective teachers in your discipline.
- Lead discussions and teach in ways that promote the conceptual knowledge and follow effective practice.
- Apply basic instructional design elements to construct a course you are planning or currently teaching.
- Experience active learning techniques.
- Enhance communication, presentation skills and drama as means of connecting with the audience.

Evaluation

The foundation of your teaching is found in your personal belief about learning. This is consequently reflected in your pedagogy which is rooted in your personality. Considering brief statements of teaching philosophy from national teaching award winners, assigned readings and most importantly, your personal beliefs about educational practice, you can develop your statement of teaching philosophy.

Guided by a teaching philosophy, teaching strategies provide a framework for action. We will explore effective teaching strategies and distinguish these from techniques, as well as other approaches that can work in the context of your discipline and your teaching style.

Each of these Statements (Teaching Philosophy & Strategy) should not exceed one page (or 500 word each).

1. Course outline	0%	
2. Teaching Philosophy	5%	Peer
3. Design and implementation of course	10%	Professor
4. Article on pedagogical theme	40%	Professor
5. P2P 1	15%	Peer
6. P2P 2	15%	Peer
7. P2P 3	15%	Peer

Design of course

Based on subject matter, select course pedagogy. Design pedagogical method. Identify all activities, from content to delivery and assessment. Design the course with all its elements. Implement course in learninglab.newgraph.com

Research article on a pedagogical theme

You will select one from a list of topics and write a scientific article on this topic. The requirements include the selection of a minimum of 10 articles central to the topic. You will need to phrase your pedagogical research question and articulate your article to that effect. Examples of topics are: ePedagogy; Design of elearning; Game-based learning; Learning theory for the new generation; extreme learning; Teaching excellence;

Grading

I expect excellent work – A

- Well organized with few errors
- Shows clear understanding of concepts
- Evidence of critical thought
- Ability to discriminate & interpret issues
- Analytic treatment of content
- Application of ideas
- Synthesis—connections among disparate details or ideas
- Abstraction of content to real applications