Georgia Institute of Technology  
Spring 2014  
CETL 8713 TL: Fundamentals of Teaching and Learning in Higher Education  
Part of the NSF-funded Tech to Teaching Program

Instructor Information:  
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Office hours: By appointment  
Clough 457M  
Weekly Class Time Meeting: Wednesdays, 10:05 – 11:55am  
Location: Clough Commons 129

I. COURSE EXPECTATIONS
Course Description:

This highly interactive and practical course gives graduate students the opportunity to learn and apply principles of learner-centered teaching that are based on the research about how people learn. Individuals will have the opportunity to: (1) read about how learning works (2) design lesson plans based on your reading; (2) use facilitating and lecturing skills in two teaching performances; (3) self-reflect on the implementation of activities 1 & 2; and (4) give and receive peer feedback from the community of teachers in the course. Participants will discuss, reflect on, ask questions about, critically analyze, and evaluate readings, lectures, activities, and videos through the lens of learner-centered teaching. Individuals will also synthesize personal experiences and the course content into a statement of teaching philosophy that can be used on the academic job market.


Course Goals:

By the end of this course, students will be able to...

1. Design and teach from lesson plans that:
   a. Demonstrate an alignment between learning objectives, teaching/learning activities, and assessment methods.
   b. Account for and respond to situational factors.
   c. Implement strategies that align with the principles of learner-centered teaching and what we know about learning.
   d. Apply formative assessments appropriately.
   e. Design lesson plans with applicable concepts from 8713 TL.
2. Effectively utilize facilitation and lecturing skills in teaching performances.
3. Reflect on, analyze, and evaluate their own and others’ lesson plans and teaching performances based on the variables discussed in goal 1 above.
4. Provide concrete and constructive feedback and practical ideas for improving lesson plans and teaching performances in various contexts.

It is also our hope that by the end of the class, students will...

1. Be excited to apply what they have learned to their next authentic teaching opportunity.
2. Be more committed to improving student learning through their continuing development as designers of learning environments.
3. Have an enhanced motivation and ability to delve into learning research and theory.
4. Be more confident instructional designers and teachers who are able to defend their choices based on the research about how people learn.
5. Feel better prepared for the academic job market (writing a teaching statement) and for their future role as faculty.

Course Organization and Environment:

Class meetings will be very interactive and assignments will be practical and integrated into class time activities. The course will progress such that readings, assignments, and class activities will build on and interact with concepts learned earlier in the course.

Therefore, in order for us to meet the goals of the course, everyone needs to come to class prepared and participate fully. Not doing so will affect our ability to meet the goals of this course.

In order to accomplish the goals of this course, we must have two equally important components:

- Time scheduled and organized by the instructors: class time, individual and small group meetings, and assignment deadlines.
- Time scheduled and organized by you, the student, (to be used for): research, reading, reflecting, and completing reading assignments, homework, and major assignments.

Please make sure you schedule the time you need to participate fully in this course. By completing all of the assignments on time (since they will build on each other and are interactive) and coming to class prepared (since the class time is so interactive), we will all get the maximum benefit from our investment of time and effort into this course. Gaining teaching-related knowledge and skills now can help you be more efficient and effective in teaching and make the transition to faculty member easier when the time comes. So, an investment now will pay off handsomely later.
Roles and Responsibilities:

Instructor
- Guide your progress through the course and design opportunities for you to learn.
- Be available to help.

Students
- Take responsibility for your own learning, participate in the activities and complete the readings and assignments on time.
- Ask for help if you need it.

Joint responsibilities
- Be open to new ideas and be constructive when offering feedback and suggestions to others.
- Treat everyone with respect.
- Come to class prepared every week.
- Give as much notice as possible if we are going to miss class. Arrange in advance to make up the time.
- Identify and share new resources that benefit all.

Workload and Timing

This is a 3-unit course but it only meets 2 hours per week. The third hour is replaced by online assignments. In addition to the 2 hour class meeting each Wednesday, many weeks there will be an out-of-class assignment due either in class online the evening before class or online by Friday at 11pm. Although this is a non-technical course, it will still require a significant time investment. It is a commonly cited statement that students in college courses should spend 3 hours outside of class for every hour in class which would mean 12 hours per week on this course -- 3 in class and 9 outside of class. We anticipate that you will need to spend at 8 to 10 hours per week (on average) on this course outside of class. Based on the course design, you and your peers will get out of this course what you put into it!

II. LOGISTICS

Instructional Technology Expectations:

T-SQUARE: T-square will be used to give you access to readings, submit online assignments, receive graded assignments, etc.

Policies and Expectations:
**Missed/Late Work:**
Work is expected to be turned in on time. Deadlines can be found on the schedule at the end of the syllabus and in T-Square. Though late assignments will not be graded, you are still strongly encouraged to complete the assignment before the next class meeting in order to get the maximum benefit from class time and the course.

**Attendance/Absences:**
It is expected that you attend every class meeting. In the case of an unavoidable absence, you must complete all assignments plus a written reflection to take the place of class discussion. Each absence will impact the participation portion of your grade. You will lose 3 points for each class session you miss.

**Grading Scale:**
A = 90 – 100 points  
B = 80 – 89 points  
C = 70 – 79 points  
D = 60 – 69 points  
F = Below 60 points

**Instructor Availability**
The instructor is available by appointment as needed. Please do not hesitate to make a telephone, SKYPE, or in-person appointment. Furthermore, I am on campus at least 4 days per week, so you are welcome to stop by anytime; if I am available we can chat, if not, we can set an appointment.

**Students with Disabilities and/or in need of Special Accommodations:**
Georgia Tech complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. If you are in need of a classroom accommodation, please make an appointment with the ADAPTS office to discuss the appropriate procedures. Website: http://www.adapts.gatech.edu.

**Academic Integrity**
You are responsible for maintaining the expectations of the Georgia Tech Honor Agreement and Code stated here: http://www.deanofstudents.gatech.edu/Honor/.
III. Overview of Assignments
This course is graded as either pass/fail or a letter grade. To earn a passing grade, please be sure you meet the ALL of the following grading criteria. Letter grades will be determined by the number of points earned for each assignment.

1. **Reading questions/Class Participation:**
   *What it is:* For weeks with assigned readings, I will post three reading questions in the module for that week on the T-Square site. All students should answer all of the reading questions of the week through the Googledocs link by the Tuesday before class at noon. The extent to which you submit answers that are thoughtful and reflective will determine the total number of points you receive. *This element is worth a total of 15 points.*

   Attendance also factors into class participation. We are a community of learners and you cannot participate fully if you are not present. You will not get points for attending, but you will lose 3 points for each class missed.

2. **Teaching Philosophy Statement:**
   You will be asked to write a draft of your teaching philosophy statement. You will be required to give and receive verbal and written feedback on this draft from your peers. I will also provide feedback. You should submit the first draft to T-Square and bring a copy to class on January 22nd. *This draft is worth a total of 5 points.*

   You should use the feedback you receive and other experiences in this course to inform your revision of this first draft; the result will be a final draft to be submitted on April 16th. *This final version is worth a total of 10 points.*

3. **Peer Feedback on Teaching Philosophy Statement:**
   *In assignment #2 you are asked to submit an electronic copy of the first draft of your Teaching Philosophy to T-Square and bring a hard copy to class on January 22nd.* In class on that day you will give your verbal feedback to the person with whom you are partnered. That person should turn in the written feedback sheet to you by the next class meeting and submit an electronic version to T-Square under the assignments tab. The extent to which you provide critical and reflective feedback will determine the number of points you earn. *The two completed feedback sheets are worth a total of 5 points.*

4. **Lesson Plan:**
   You are expected to write at least 2 drafts of one lesson plan. The lesson plan guidelines are posted in T-Square. *The first draft of the lesson plan is worth 5 points* and is due on January 29th. The extent to which you complete all parts of the plan will determine the number of points you earn. *The second/final draft is worth 10 points and is due on February 26th.* The extent to which all parts of the plan are completed thorough and include revisions based on peer and instructor feedback will determine the number of points you earn. If you do not earn at least 9 points on the second draft, you should submit a third and final draft using the feedback you
have received. If a third draft is necessary, it will be due prior to the second microteaching experience.

5. **Peer Feedback on Lesson Plan:**
   You are expected to provide verbal feedback on the lesson plan to your assigned peer in class. This verbal feedback should be based upon the lesson plan guidelines and should be followed by formal written feedback entered into the lesson plan feedback rubric. *This assignment is worth a total of 10 points. Written feedback on the first draft is due on February 5th. Written feedback on the second draft is due on March 5th.* The number of points you earn will be based on the extent to which you provide thorough and thoughtful comments in addition to the ratings given.

6. **Microteaching and Reflection Paper:**
   The microteaching itself and the resulting reflection are described in detail in a separate document. You will be expected to micro-teach two times. You should use two different portions of your lesson plan for this class for the microteaching experiences. There will be time after each microteaching experience for you to receive peer and instructor feedback. That feedback should be considered, along with the microteaching presenter questions, as you write your reflection paper. You should turn in the feedback documents along with your reflection paper. *Each microteaching experience, including its related reflection paper, is worth 10 points for a total of 20 points.* The extent to which all elements of the microteaching guidelines [organization of lesson with stated learning outcomes, clarity of explanations, use of examples, active learning, assessment of student learning, participation by all members of the group, oral delivery (volume, fluency), nonverbal delivery (gestures, eye contact, movement, board work/visuals)] and reflection paper questions are thoroughly and thoughtfully addressed will determine the number of points you earn. *The first microteaching will take place on February 19th; the second on April 9th. Reflection papers are due on March 5th and April 23rd, respectively.*

7. **Microteaching Feedback:**
   For each of the microteaching sessions, you are to complete the appropriate sections of the document “Microteaching Peer Feedback Guide” and give it to the presenter. You should give this to the presenter at the end of the microteaching session.
   *Grading: All feedback from each of the microteaching session is worth 5 points.*

8. **Class observation papers:**
   This assignment is described in detail in a separate document. You are expected to conduct to classroom observations and a related analysis of your experience in the form of a written document. The first analysis paper is due on February 12th; the second is due on April 2nd. *The extent to which you provide thorough and thoughtful answers to the reflection questions and whether or not a syllabus is included, will determine the number of points you earn. The two observation papers combined are worth 15 points.*
### V. SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Documents Due</th>
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<tbody>
<tr>
<td>January 8</td>
<td>BC: Read Intro to HLW</td>
<td>None</td>
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<td></td>
<td>BC: Reading questions</td>
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<tr>
<td>January 15</td>
<td>BC: Read Freire article and Manifesto for Active Learning</td>
<td>None</td>
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<td></td>
<td>BC Reading questions</td>
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<td></td>
<td>ICA: Teaching philosophy video</td>
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<tr>
<td>January 22</td>
<td>BC: Read Chapter 1 in HLW</td>
<td>First Draft of Teaching Philosophy</td>
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<tr>
<td></td>
<td>BC: Reading questions</td>
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<tr>
<td></td>
<td>ICA: Video series on prior knowledge activation</td>
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<tr>
<td>January 29</td>
<td>BC: Read Chapter 2 in HLW</td>
<td>Written feedback on Teaching Philosophy</td>
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<td></td>
<td>BC: Reading questions</td>
<td>Lesson Plan (Draft 1)</td>
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<td></td>
<td>BC: Review Bloom and Lesson plan documents</td>
<td>Feedback on assigned lesson plan (in class)</td>
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<td></td>
<td>BC Gather relevant information for your lesson plan and have access to it in class</td>
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<td>ICA: Writing good objectives</td>
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<td>February 5</td>
<td>BC: Read Chapter 3 in HLW</td>
<td>Written feedback on lesson plan (draft 1)</td>
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<td></td>
<td>BC: Reading questions</td>
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<td>February 12</td>
<td>BC: Read Chapter 4 in HLW</td>
<td>Class Observation Analysis 1</td>
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<td>BC: Reading questions</td>
<td></td>
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<td>February 19</td>
<td>BC: Read Chapter 5 in HLW</td>
<td>Microteaching 1</td>
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<td>BC: Reading questions</td>
<td></td>
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<tr>
<td>February 26</td>
<td>BC: Read Chapter 6 in HLW</td>
<td>Lesson Plan (Draft 2)</td>
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<td></td>
<td>BC: Reading questions</td>
<td>Feedback on assigned lesson plan (in class)</td>
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<td></td>
<td>Whole group reflection on micro teaching</td>
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<tr>
<td>March 5</td>
<td>BC: Read Chapter 7 in HLW</td>
<td>Written feedback on assigned lesson plan (Draft 2)</td>
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<tr>
<td></td>
<td>BC: Reading questions</td>
<td>Microteaching reflection 1</td>
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<tr>
<td>March 12</td>
<td>BC: Review Week 10 documents in T-Square</td>
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<tr>
<td>March 19</td>
<td>Spring Break</td>
<td>No Class</td>
</tr>
<tr>
<td>March 26</td>
<td>BC: Review Week 11 documents in T-Square</td>
<td>Lesson Plan (Final) if necessary</td>
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<td>April 2</td>
<td>BC: Review Week 12 documents in T-Square</td>
<td>Class Observation Analysis 2</td>
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<td>April 9</td>
<td>No additional assignments</td>
<td>Microteaching 2</td>
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<tr>
<td>April 16</td>
<td>BC: Review Week 14 documents in T-Square</td>
<td>Whole group reflection on micro teaching</td>
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<td>Final draft of teaching philosophy</td>
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<tr>
<td>April 23</td>
<td>No additional assignments</td>
<td>Microteaching Reflection 2</td>
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This syllabus is subject to change. Any changes will be announced in class.