Dr. Janet P. Near  
X630, Spring Semester, 2014  
Doctoral Teaching Seminar

E-mail: near@indiana.edu; Telephone: 855-3368

<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
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<tbody>
<tr>
<td>Class: Mondays &amp; Wednesdays, 9:30-11:00</td>
<td>CG1004</td>
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<tr>
<td>Office Hours: Thursdays, 4:00, or before/after X630</td>
<td>BU660G</td>
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**Course Objective:**

The goal is to provide a foundation for your teaching experiences here at IU by teaching skills development to support your academic career. This is an experiential class in which you learn by doing. Some class sessions will provide discussions and demonstrations of various teaching techniques (such as generating class participation, collaborative learning, etc.). Other class sessions will provide an opportunity for you to teach a short segment (Microteaching) and try out different teaching techniques to see what works for you. We will also discuss the nature of the academic career: how teaching, research and service can be integrated for university faculty. This course supports goal #5 of the Doctoral Programs Office—learning effective teaching skills—I listed at the end of this syllabus.

**Who Should Take X630:**

Doctoral students who have not taught previously at the college level are required to take X630 before they are allowed to teach at IU; most do so during their first year on campus. Students who have registered for too many course credits should take the course in spring, 2014, but register for it in fall, 2014, when they will receive credit. Students who believe that they have sufficient teaching experience at the college level to exempt from this course must receive permission from the Chairperson of Doctoral Programs.

**Learning Objectives:**

By the end of this course, you will:

- Experience a wide variety of teaching techniques,
- Gain actual experience teaching, using a variety of teaching techniques
- Observe the teaching techniques of an outstanding teacher in your discipline,
- Develop a preliminary approach to teaching, including an underlying philosophy and a sense of why this approach is a good fit for you.
**Required Book:** *What the Best College Teachers Do*, by Ken Bain, on Oncourse. Note: the chapters will be available only during the week when they are listed on the schedule below so be sure to download them then.

**Recommended Books:** on print reserve in Business/SPEA Library

- Angelo, T.A. & Cross, K.P. *Classroom Assessment Techniques*.
- Davis, B.G. *Tools for Teaching*.
- McKeachie, W. J. *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*.
- Silberman, M. *Active Learning: 101 Strategies to Teach Any Subject*.

**Recommended Articles:** on print reserve in Business/SPEA Library

- Student Motivation from the Teacher’s Perspective, Perry, R. P., Menec, V. H. & Struthers, C. W.; *Teaching on Solid Ground: Using Scholarship to Improve Practice* (pp. 75-100), Robert J. Menger, Maryellen Weimee & Associates, eds.
- A Nudge is Best: Helping Students through the Perry Scheme of Intellectual Development, Kloss, R. J.; *College Teaching* (42: 4).
- Enhancing Concept Comprehension and Retention, Savion, L. & Middendorf, J.; *National Teaching and Learning Forum* 9 (4).
- Angelo, T. A.; *New Directions for Teaching and Learning* (46, pp. 17-31).
- Active Learning Test Preparation, Sheirer, J.; *The Teaching Professor* (2000).

**Other Resources**

The faculty and Associate Instructors of the Kelley School of Business use a wide variety of teaching styles and pedagogical methods in their work. They represent an important resource for you. Feel free to exploit this resource: ask their advice on how to teach certain topics, observe their teaching, or request that they observe your teaching once you have started in the classroom. As a group, they are dedicated to great teaching. An example is X630 itself, which was developed by Professors Jane Mallor and Craig Holden and from whom I have borrowed liberally in designing this course.
## COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1/13</td>
<td><strong>Course Introduction &amp;Teaching Method 1:</strong> Teaching with Teams, Janet Near</td>
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<tr>
<td>1/15</td>
<td><strong>Teaching Issues 1:</strong> Essay Exams &amp; Grading, Jo Ann Vogt, Center For Innovative Teaching &amp; Learning</td>
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<tr>
<td>1/20</td>
<td><strong>No class:</strong> Dr. Martin Luther King Day celebration</td>
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<td>1/22</td>
<td><strong>Teaching Issues 2:</strong> Multiple Choice Exams and Grading, David Perry, Director, Bureau of Evaluation and Student Testing</td>
<td>Chs. 1-2: Forum 1</td>
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<td>1/27</td>
<td><strong>Teaching Method 2:</strong> Teaching with Cases, Dean Idie Kesner; prepare case study before class</td>
<td>Case &amp; readings on Oncourse</td>
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<tr>
<td>1/29</td>
<td><strong>Microteaching 1</strong></td>
<td>Chs. 3-4: Forum 2</td>
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<td>2/3</td>
<td><strong>Microteaching 1</strong></td>
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<tr>
<td>2/5</td>
<td><strong>Microteaching 1</strong></td>
<td>Teaching Observation 1</td>
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<td>2/10</td>
<td><strong>Teaching Issues 3:</strong> Setting Goals in Class and Writing the Syllabus, Eric Metzler, KSB Instructional Consulting</td>
<td>Readings on Oncourse; Microteaching Analysis 1</td>
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<td>2/12</td>
<td><strong>Teaching Method 3:</strong> Teaching Skills, Shanker Krishnan, Marketing</td>
<td>Readings on Oncourse</td>
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<td>2/17</td>
<td><strong>Microteaching 2</strong></td>
<td>Teaching Observation 2</td>
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<td>2/19</td>
<td><strong>Microteaching 2</strong></td>
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<td>2/24</td>
<td><strong>Microteaching 2</strong></td>
<td>Chs. 5-7: Forum 3</td>
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<td>2/26</td>
<td><strong>Teaching Issues 4:</strong> Preparing the Teaching Dossier for the Job Search, Katie Kearns, Center For Innovative Teaching &amp; Learning</td>
<td>Microteaching Analysis 2</td>
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## Grading Information

**Grading Rubric** used for grading each written analysis:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>60% of points possible</th>
<th>80% of points possible</th>
<th>100% of points possible</th>
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<tbody>
<tr>
<td>Breadth: Answers…</td>
<td>some questions</td>
<td>most questions</td>
<td>all questions</td>
</tr>
<tr>
<td>Depth: supporting examples…</td>
<td>none</td>
<td>1-2 for most questions answered</td>
<td>1-2 for all questions answered</td>
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Grading Scale: late assignments will lose 25% per day of being late.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A+</td>
<td>98-100</td>
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<tr>
<td>A</td>
<td>93-97</td>
</tr>
<tr>
<td>A-</td>
<td>91-92</td>
</tr>
<tr>
<td>B+</td>
<td>88-90</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>81-82</td>
</tr>
<tr>
<td>C+</td>
<td>78-80</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
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<tr>
<td>D</td>
<td>Below 77</td>
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ASSIGNMENTS

Teaching Observation 1: 10 points possible, approximately 250 words

Observe one class period of an undergraduate course within your discipline for the following purposes: (1) to analyze the teaching and learning styles used and (2) to identify tactics used by the instructor: (a) to gain student attention, (b) to get students to process and elaborate on new items of knowledge, and (c) to facilitate higher level thinking skills. Try to select a course that you will probably teach in the future (your department scheduling officer can advise you on which class this would be). Turn this in under the appropriate forum under Oncourse so your classmates can see it too. Bring a print copy of the course syllabus to class on 2/5, for the class that you observed.

Instructions:

- Identify a professor in Kelley who teaches a class you will likely teach in the future. Select someone whom you’d like to get to know, because this assignment will give you a chance to interact with them.
- Arrange with that faculty member to allow you to observe one class session of an undergraduate or MBA course that he or she is currently teaching. Talk with the faculty member in advance and ask for a description of teaching methods and philosophy of teaching. Ask for and study a copy of the course syllabus for your analysis.

After doing the class observation, write brief analysis of the class sessions addressing the following questions (250 words, more or less). Feel free to cite readings that apply.

1. What was the general nature of the course that you observed (topic, size, level)?
2. Describe the instructor's goals; how were these reflected in the syllabus?
3. What teaching methods did you observe?
4. What was the amount and quality of student participation? Were students primarily passive or active? Were all students involved with the class?
5. What tactics did the instructor use to gain student attention? For example, did the instructor use jokes, stories, personal experiences, current items in the news, variation in voice, body language, etc. and if so, how often?
6. What tactics did the instructor use to get students to process and elaborate on new items of knowledge?

7. What tactics did the instructor use to facilitate higher level thinking skills, such as critical thinking skills or problem-solving skills?

8. What did you find most useful in the syllabus, in terms of setting out the contract for the course, between the instructor and students?

**Teaching Observation 2: 10 points possible, approximately 250 words**

This project asks you to observe one class period of an MBA course within your discipline following the same basic procedure as the first time. Note: instructors teaching in the MBA Core have variable teaching schedules; if you want to observe one of these people, schedule the time periods early or you may end up with no classes to observe in your discipline. The purpose of observing an MBA course is for the contrast effect with the undergraduate course you observed earlier. Follow the same procedure as for Teaching Observation 1. Answer the same questions as above, but describe the differences from the first course you observed. Turn this in under the appropriate forum on Oncourse.

**Microteaching Analysis 1: 10 points possible, approximately 250 words**

For the first microteaching session, you are asked to lecture. For the second microteaching session, try something a little different (e.g., a case). This is a good chance to experiment, with no penalty if the outcome isn't quite what you'd hoped, as your microteaching itself is not graded. If you expect to use a case or handout that you want your students to read in advance, email it to me to distribute or distribute it yourself a week before you teach. Microteaching is a short teaching session, designed to give you a realistic experience in a low-risk setting and detailed, constructive feedback from supportive classmates. Teaching sessions will be videotaped and you will be given the DVD to take home for self-assessment and write-up. Turn your microteaching analysis in under the appropriate forum on Oncourse so your colleagues may read it and comment; often students have similar responses to microteaching so it helps to share them.

**Preparation:**

- Select a topic in your discipline that you can teach to your fellow group members. Carefully consider what learning objective(s) you can cover in ONLY 15 minutes. A schedule will be provided in advance so you know exactly how much time you have. The time limit will be strictly followed.

- DO NOT MAKE A RESEARCH PRESENTATION such as you might make in one of your doctoral seminars. If you did this for undergraduates, they would revolt! Your presentation should be appropriate for undergraduate or MBA students.

- Analyze your audience. Pretend that they are undergraduates or MBAs. In fact, some of your fellow doctoral students were recently undergraduates or MBAs and
they probably do not remember whatever they learned in your field. What experiences and prior knowledge are they likely to have? What issues are they likely to be concerned with? How is your content similar to something that they might already know about? How is it relevant to their present or future lives?

- Our classroom has a chalkboard, a document camera, an overhead projector and a computer for use with PowerPoint slides or Internet (you should test it in advance if you plan to use it).
- Practice your microteaching session. It is especially important to fine-tune the timing. See how long it runs and be sure to leave adequate time for audience participation.

During the Teaching Period:

- Feel free to rearrange the chairs or otherwise modify the environment before you talk. In particular, make sure that you don’t feel tied to the computer screen or film screen; find a way to move around the room comfortably.
- Ignore the video camera and focus on your teaching.
- Other group members and I will evaluate what they liked about your teaching and what could be improved. Each teacher will receive the evaluation sheets and the videotape of his or her teaching.

Instructions for Analysis:

Study the evaluation sheets from class members and me and view the videotape of your teaching. Write a self-assessment in which you address the following questions:

1. Based on audience reaction (not the evaluation sheets), was your topic appropriate for a class of undergraduates or MBAs?
2. Do any themes emerge from the evaluation sheets? Do any of your perceptions of aspects of your teaching differ from that of your fellow group members? Do you have additional observations that the group members did not have?
3. What do you feel were the primary strengths and weaknesses of your teaching?
4. How will you go about developing the area(s) of weakness and building on the areas of strength?

Microteaching Analysis 2: 12 points possible, approximately 250 words

The goal of this assignment is to help you integrate your learning experiences from this course, but focused specifically on your own teaching behavior in the microteaching sessions. We will follow the same format as for the first microteaching session.

Instructions for Analysis:

For this assignment, please complete the following essay questions, after observing
your microteaching sessions one more time. Post it in the appropriate forum.

1. As you observe your teaching over time, what changed? From session to session did you appear more or less relaxed? Were your explanations more or less coherent? Were students more or less involved?

2. What would you do differently if you were to complete another microteaching session for this class? What would you do the same?

3. How do you think these microteaching sessions will affect your actual teaching?

4. What did you learn about style from completing your teaching observations and from participating in the class sessions with various faculty members? Which of them has a style most like your own? Why or why not? Which of their suggestions is most likely to work well for you, given your personal style of teaching?

5. What overall teaching philosophy have you developed? How did Bain’s book influence you in this (either positively or negatively)? How will this affect your teaching in the KSB or elsewhere?

**Chapter Responses in Forums: 5 points each for 3**

You have 3 opportunities to post an assessment of the chapters you read in Bain, listed under Forum in Oncourse. Your review should be brief; list 1-3 points that you think are the most important to you in that chapter and that respond to other students’ postings. Also list any questions/criticisms you might have. Most of our class days are structured so we can use the discussion forum as a place to raise questions/comments on those days when we will not have time to get to them in class. Please be sure to post in the Forum before class starts so I will know in advance about questions you may have. Finally, use the Forums to think about how you could use this tool with your own students; many of you will teach online during your careers and Forums are a standard mechanism for discussion in online courses.

**Participation Points in Class**

My intent in creating assignments for this class is to find activities that will be valuable to your development of teaching skills but not take much time for you to actually accomplish. I’m aware of the other time pressures you are encountering in the doctoral program and would like this class to reduce stress for you, not increase it! On the other hand, you will not benefit from this class if you do not attend most or all sessions. Your presence is very important during microteaching sessions, because instructors learn a great deal from the diverse comments they receive from their fellow students. Your presence is likewise critical when guest professors attend class to make their presentations. I have selected some of the very best instructors in Kelley and some strong expert resources from IU. You will receive 4 points for each session you attend, up to a total of 48 points.
Doctoral Program Learning Goals

Goal 1: Comprehensive and Intensive Disciplinary Knowledge

Students who earn a doctorate degree in business will be able to demonstrate a comprehensive and intensive knowledge of the theories, concepts, frameworks, empirical findings, and controversies in a chosen business discipline.

Goal 2: Comprehensive and Intensive Knowledge of Research Methods

Students who earn a doctorate degree in business will be able to demonstrate a comprehensive and intensive knowledge of the research methods and analytical techniques applicable to a chosen business discipline.

Goal 3: Communication of Disciplinary Research

Students who earn a doctorate degree in business will be able to design, conduct, and communicate – in both written and oral formats – original research that makes a substantial contribution to a selected business discipline.

Goal 4: Evaluations of Disciplinary Research

Students who earn a doctorate degree in business will be able to evaluate research ideas and completed research projects critically, assessing their conceptual and methodological soundness and importance of contribution to existing knowledge in the field.

Goal 5: Teaching

Students who earn a doctorate degree in business will be able to teach effectively in a selected discipline at the university level.