

SPH-H710, Section 31210
Tuesdays, 11:00 am – 1:30 pm
SPH 016

Instructor: Dr. Catherine Sherwood-Laughlin, HSD, MPH
Clinical Professor
Department of Applied Health Science, School of Public Health-Bloomington

How to Contact: Please send all correspondence to “Teachers” through Canvas

Office Hours: Happily by appointment

Course Description: This course provides doctoral students with the skills to think critically about their teaching practice and to enhance their pedagogical skills. Rooted in SOTL, this course helps students prepare for teaching, feel more comfortable in the classroom, utilize pedagogical best practices, and provide a supportive environment to discuss teaching experiences.

Course Goals:

The Pedagogy in Health Behavior course will:

1. Facilitate enriched thinking about student learning and pedagogical best practices.
2. Provide a vehicle for AIs to develop their personal teaching philosophy.
3. Address practical concerns about teaching in higher education.
4. Assist AIs with the preparation for the class they will teach during the second eight weeks.
5. Provide a forum for critical reflection, peer review, expert feedback, and teaching support.
6. Expose AIs to the scholarship of teaching and learning and allow them to further investigate a topic they most wish to explore.

Learning Objectives:

By the end of the course, the students will:

1. Demonstrate effective teaching skills.
2. Develop a statement of teaching philosophy.
3. Compile teaching materials appropriate to the course they will be teaching in the Department of Applied Health Science.
4. Prepare a course syllabus with a course schedule for the course they will be teaching in the Department of Applied Health Science.
5. Compose a philosophy of teaching related to teaching undergraduate courses.
6. Design a lesson plan (lesson title, audience, background information, goals, learning objectives, required materials, outline of lesson, activities/methods, and evaluation plan) focused on a unit and topic specific to the course they will be teaching in the Department of Applied Health Science.
7. Implement a portion of the lesson plan in class that must have an active learning technique (e.g. microteaching).
8. Explain how their students will show attainment of the lesson plan learning objectives.
9. Assess their microteaching experience, including lessons learned from the process.

10. Evaluate, through an observation, faculty and associate instructors' teaching methods in the course they will be teaching in the Department of Applied Health Science.
11. Evaluate, through an observation, faculty and associate instructors' teaching methods in the course they will **not** be teaching in the Department of Applied Health Science.
12. Compile a summary of the literature about a pedagogical strategy of interest.
13. Analyze their teaching experiences during the last 8 weeks of the semester in a reflective journal.
14. Discuss their teaching experiences during the last 8 weeks of the semester based on the topics reported in the reflective journal.
15. Document their pedagogical growth throughout the semester in the form of a course portfolio.

Teaching and Learning Methods:

During the first eight weeks, students will develop their pedagogical repertoire by reading and discussing content from the scholarship of teaching and learning, creating and refining teaching skills and materials based on peer and instructor feedback, and learning from campus experts. The second half of the class, once students begin teaching, will serve as a group forum for reflection, support, feedback, peer review, and supplemental learning opportunities. Active participation and peer discussion is crucial and expected in this class.

Required Readings:

Required readings are posted on Canvas in the "Modules" section in the folder titled "Readings."

Recommended Texts:

Svinivki, M.D. & McKeachie, W. (2014). *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. Wadsworth, Cengage Learning, 14th Edition.

Angelo, T. & Cross, P. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers*. JosseyBass, 2nd Edition.

Bain, K. (2012). *What the best college teachers do*. Cambridge, MA: Harvard University Press.

Learning Assessment:

Students' learning will be assessed through several mechanisms that provide the opportunity to apply and synthesize course content. All assignments will be submitted on Canvas. Please note the due dates and times for each assignment as they are not always due at the same time. Late assignments are not accepted unless circumstances that prevent an on-time submission of an assignment are documented and presented in advance (e.g. job interview, attending a conference). Emergencies and unforeseen circumstances will be evaluated on a case-by-case basis. Overviews of each assessment method are provided below. More thorough instructions and rubrics are posted on Canvas.

Two Classroom Observations and Reflections

AIs will conduct two teaching observations of other Department of Applied Health Science Associate Instructors or faculty members. One observation must be of the **same** course the AI will teach or serve as a teaching assistant. The other observation must be of a **different** course and can be in another department, school, or university. AIs will need to arrange their observations ahead of time with the instructors of the courses to ensure permission to observe and in order to attend a session of most interest. Delayed planning and scheduling of the observations that may lead to submitting this assignment after the due date and time will not be accepted as late assignments are not accepted in this course.

Teaching Philosophy Statement

AIs will compose a “statement of teaching philosophy” that draws on what was learned in the course and from their own teaching experiences and perspectives. This document will be presented as an initial draft of a document that will be updated and revised throughout one’s career. A 1-2 page (max) single-spaced draft of the teaching philosophy will be submitted at the beginning of this course and then revised for submission at the end of the course to include experiences teaching or assisting in the second 8-week course. A staff member from IU’s Center for Innovative Teaching and Learning (CITL) will help students to understand core components of a teaching philosophy during a designated class session.

Syllabus and Course Schedule Development

During the first half of the class, AIs will develop a draft and revised final version of the course syllabus and schedule for the class they will teach or assist in during the second eight weeks.

Microteaching and Reflection

AIs will present a topic of their choice to the class based on a lesson plan they develop related to the course they will teach or assist. The topic will be one that will be presented in their own course and utilize the teaching methods/approaches discussed in class. The presentation will be no longer than 15 minutes in length. Following the microteaching session, AIs will reflect on their teaching experience and lessons learned from the process.

Reflective Teaching Journals (2nd 8 weeks)

Once AIs begin teaching and assisting, they will write one private reflection that will provide insight into the previous week’s teaching experience. Only the Professor will read and comment on these reflections. The reflections will also serve as a way for AIs, Assistants, and Professor to dialogue with one another during the experience. Entries are due by **11:59 pm each Friday**. Journal content is up to the individual AI, but must include the following components:

1. Topic and brief outline of class session
2. *Instructors:* Teaching approaches and methods- what went well and why.
Assistants: Teaching approaches and methods implemented by the instructor- from your perspective what went well and why, what did not go as planned and why. What advice would you have for the instructor related to the challenges that occurred in the classroom?
3. *Instructors:* Discussion of challenging or unexpected circumstances that arose during your class sessions, and what would you do differently next time.
3. *Assistants:* List your accomplished activities for the week and discuss successes, challenges or unexpected circumstances that arose based on your assistant responsibilities (e.g. grading student papers, responding to student concerns, etc.)
4. *Instructors:* Areas in which more training or support is desired.
Assistants: Based on your observations and experiences in the classroom, discuss the areas you believe you need more training or support in order to help you teach your own class in the future.
5. A description of ways in which you believe you have grown in competence, and/or other reflections.

Pedagogical Strategy Research Review

For this assignment, AIs will select a specific pedagogical strategy of interest, investigate the scholarship of teaching and learning research related to the strategy, and report the findings in a brief paper. AIs must describe the pedagogical strategy, why it is of interest, and what evidence is available to guide your decision about its use. Possible examples include, but are certainly not limited to, the use of a given technology in the classroom, the use of humor, the use of lecture, or speakers providing personal testimony.

Course Portfolio

To document your growth throughout the semester, the final course portfolio will consist of all of the previously listed assignments and their revisions into one core document.

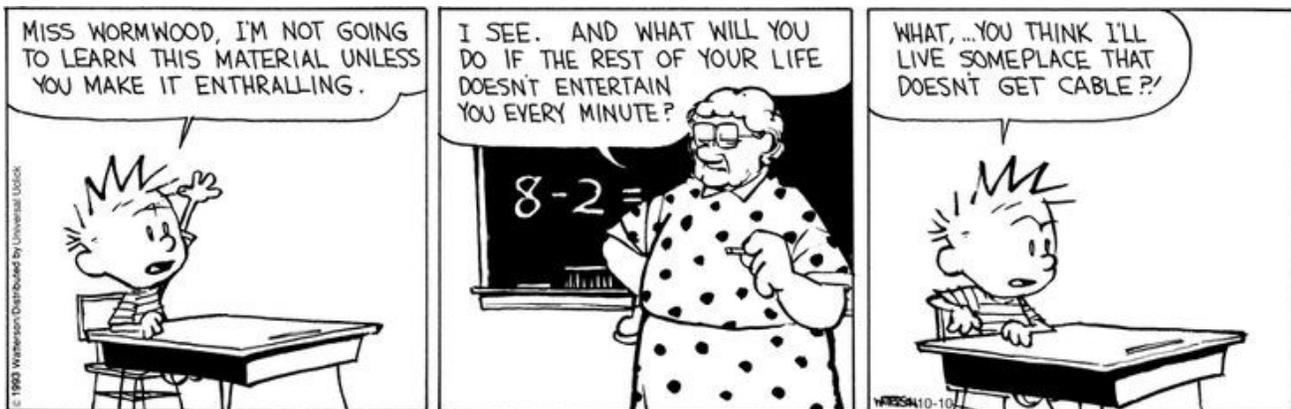
Participation

The success of H710 will rest on the sharing of information and experiences and learning from one another. AIs are expected to be present for and engaged in each class session. Occasionally there will be brief take home assignments that will also count for participation points such as peer review of other students' materials. During the second eight weeks, students will be expected to share teaching and assisting successes and challenges with one another during the feedback forum. AIs and assistants will also be expected to bring at least one teaching material for peer review during the second eight weeks.

Assignment

Points

Teaching Philosophy (Final)	20 points
Teaching Philosophy Draft (NG)	
Classroom Observations 1 and 2	50 points (2 @ 25 points each)
Syllabus & Course Schedule (Final)	50 points
Syllabus & Course Schedule Draft (NG)	
Microteaching and Reflection (Final)	50 points
Teaching Journals	30 points (6 @ 5 points each)
Pedagogical Strategy Paper	50 points
Course Portfolio	<u>50 points</u>
	300 points



Final grades will be rounded up to the next percentage point starting at .50%. For example: A 93.50% will be rounded up to 94%, a 93.40% will remain a 93%. Grades will be determined by the total point value and percentage below:

Grading Scale:

A+ = 100% A = 94-99% A- = 90-93% B+ = 87-89% B = 84-86% B- = 80-83%
 C+ = 77-79% C = 74-76% C- = 70-73% D+ = 67-69% D = 64-66% D- = 60-63% F = 59% and below

Course Policies:

Grade Concerns: All grade concerns or questions must be brought to the Professor's attention within one week of the date the grade is posted on Canvas. All requests must be made in writing and indicate specific concerns as well as how the student feels s/he/they met the objectives for the assignment. After one week, the grade will remain as posted on Canvas. Check your grades on a weekly basis. The grading scale will not be curved. Extra Credit will not be offered.

Late Assignments: If there are concerns about meeting an assignment deadline, talk with the Professor as soon as possible **before the due date**, as the Professor is willing to work with students who are experiencing extenuating circumstances. Appropriate documentation must accompany the extenuating circumstance in order for an extension to be considered. Except for said circumstances, **no late assignments will be accepted.**

Canvas: All course matters and communication will be handled through Canvas. It is students' responsibility to check Canvas consistently for course announcements, course materials, and grades. It is the student's responsibility to make sure to adjust Canvas settings to ensure updates are received in a timely manner. Students must use the "Inbox" function in Canvas to contact the Professor.

Attendance: Students are expected to attend all class sessions, arrive on time, and to actively participate. Accommodations will be made only for students with excused absences. Excused absences include documented illness, family emergencies, participation in an IU sponsored event, and religious observances. Students with excused absences must contact the Professor regarding their absences as quickly as reasonably possible after an absence, and preferably before. Whether excused or unexcused, it is the student's responsibility to find out what covered during class.

Course Evaluation: It is the policy of the School of Public Health-Bloomington to evaluate all courses taught through the school. Final student course evaluations will be conducted in a manner that maintains the integrity of the process and the anonymity of the evaluators. This evaluation is not part of students' graded assessment for the course.

Academic Integrity: Academic integrity is taken very seriously by the Professor. Academic misconduct will not be tolerated, and any student who engages in academic misconduct will be punished to the fullest extent allowed by the University. The full code of conduct can be found in the *Code of Student Rights, Responsibilities, and Conduct* at <http://www.iu.edu/~code/>. All cases of academic misconduct are considered severe, and if a student should be caught in violation of this code, the student should expect to receive a failing grade in the course. At minimum, the student will receive a zero on the assignment in question. All violations will result in a letter that will be forwarded to the Dean of Students and the Office of Student Ethics regarding the situation of academic misconduct, which may be grounds for expulsion from Indiana University. Academic integrity also relates to mutual respect for the Professor and fellow peers. Civility in the classroom and behavior that is in accordance with the IU Code of Conduct is the expected norm in the classroom. Students are responsible for behaving in accordance with these standards.

Academic Integrity and Information on Plagiarism: The University has outlined a clear set of student responsibilities for academic integrity in the Code of Student Rights, Responsibilities, and Conduct. Students should know that the obligation to act with integrity is fundamental to a university education, and that there are serious consequences for academic misconduct.

<https://college.indiana.edu/student-portal/undergraduate-students/academic-integrity.html>

Class Conduct: The manner in which students conduct themselves in class impacts their learning and the learning of others. The following list outlines the expectations for class conduct:

- Students are expected to arrive on time for class, having completed the assigned readings, and to stay for the duration of the class period.
- The use of cell phones, headphones, and any other electronic devices is not permitted in class. Laptops are not allowed unless prior permission has been given by the Professor.
- Similarly, reading the newspaper, doing an assignment for another class, side conversations, etc. are disrespectful to the instructor and other students.

Course Civility Statement: Regardless of race, ethnicity, national origin, gender, sexual orientation, religion, age, and/or ability, you will be treated and respected while in this class. Hatred and disparaging remarks will not be tolerated by anyone in this class. Making such remarks, either in class or to a class member outside of class, will result in removal from the course and disciplinary action. Please refer to Indiana University-Bloomington IU Code of Student Rights, Responsibilities, and Conduct <http://studentcode.iu.edu/> for details regarding expected behaviors in the classroom and disciplinary sanctions for violation of the student code of conduct. Office of Student Ethics:

<https://studentaffairs.indiana.edu/office-student-ethics/misconduct-charges/index.shtml>

FERPA: The University is subject to a federal law called the Family Educational Rights and Privacy Act (also called "FERPA" or the "Buckley Amendment"). FERPA sets privacy standards for student educational records and requires institutions to publish a compliance statement, including a statement of related institutional policies. The University policy (titled "Policy and Procedures on the Disclosure of Student Education Records") is available here:

<http://registrar.indiana.edu/policies/student-privacy-ferpa.shtml> It states that "records can be released--or access given--to third parties (i.e., anyone not a school official) only at the written request of the student."

Incompletes: The grade of Incomplete used on the final grade reports indicates that the work is satisfactory as of the end of the semester but has not been completed. The grade of Incomplete may be given only when the completed portion of a student's work in the course is of passing quality. Instructors may award the grade of Incomplete upon a showing of such hardship to a student as would render it unjust to hold the student to the time limits previously fixed for the completion of his/her work

English Skills: If English is not your native language and you have trouble understanding the lectures or if you anticipate problems with the writing standards in this course, please see the instructor early in the semester and/or seek assistance from the Writing Tutorial Services (WTS)

<http://www.indiana.edu/~wts/>. All written assignments in this course will be evaluated for content, following directions, proper use of English language and grammar, spelling, and organization.

Religious Observances: In accordance with the Office of the Vice Provost for Faculty and Academic Affairs guidelines, any student who wishes to receive an excused absence from class must submit a request form to the course instructor by the end of the second week of the semester. The form must be signed by the instructor, a copy retained by the instructor, and the original returned to the student. Information about the policy on religious observation can be found at the following web site:

<http://enrollmentbulletin.indiana.edu/pages/relo.php>

Use of Electronic Devices during Class: The use of any electronic device is not permitted in class. This includes laptops, iPads, tablets, phones, cameras, and other audio/recording devices. Use of these electronic devices during class is strictly prohibited and is considered academic misconduct. Cell phones must be silent and not be on the student's desk. If a student has an emergency call or text and must use the electronic device during class, please step out of the room to respond. Students who require the use of an electronic device during class due to an academic accommodation must provide the appropriate documentation to the instructor from the Office of Disability Services for Students by the second class session.

Students Requiring Academic Accommodations: Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision neurological, etc.) You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; Captions and alternate media for print materials may take three or more weeks to be produced. Please contact Disability Services for Students at <http://disabilityservices.indiana.edu> or 812-855-7578 as soon as possible if accommodations are needed. The office is located on the third floor, west tower, of the Wells Library, Room W302. Walk-ins are welcome 8 AM to 5 PM, Monday through Friday. You can also locate a variety of campus resources for students and visitors that need assistance at: <http://www.iu.edu/~ada/index>

Herman B. Wells Library W302 1320 E. Tenth Street, Phone: (812) 855-7578
Website: <https://studentaffairs.indiana.edu/disability-services-students/> Email: iubdss@indiana.edu

Sexual Harassment: Title IX and the IU Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. Visit <http://stopsexualviolence.iu.edu/> to learn more. If you need help and would like to speak to someone confidentially, you can make an appointment with a Mental Health Counselor on campus available on the CAPS website: <http://healthcenter.indiana.edu/counseling/>

It is also important that you know that federal regulations and University policy require University Employees to promptly convey any information about potential sexual misconduct known to a University Employee to our Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. Additional information can be found here: <http://stopsexualviolence.iu.edu/employee/index.html> and <http://stopsexualviolence.iu.edu/employee/confidential.html>

Sexual Harassment in Learning Contexts: It is a violation of the Code of Rights, Responsibilities and Conduct if instructors engage in amorous or sexual relations with students for whom they have professional responsibility, either in an instructional context (a student enrolled in their class) or a non-instructional context (any decisions that may reward or penalize a student with whom he or she has or has had an amorous or sexual relationship, especially when the instructor and student are in the same academic unit or in allied units). <https://citl.indiana.edu/teaching-resources/diversity-inclusion/sexual-harassment-learning-contexts/>

Academic Freedom: By providing a forum for lectures, guest speakers, and/or media to present controversial viewpoints, the instructor is supporting academic freedom, not advocating a particular point of view. Below are resources to assist you in the classroom. **Managing Difficult Classroom Discussions:**

<https://citl.indiana.edu/teaching-resources/diversity-inclusion/managing-difficult-classroom-discussions/>

Encouraging Civility: <https://citl.indiana.edu/teaching-resources/diversity-inclusion/encouraging-civility/>

Final Note: The information contained in this syllabus and the following course schedule provides a general plan for the course. These documents are subject to change with reasonable advance notice. Students are responsible for any changes announced in class or through Canvas.