Instructors: Catherine Sherwood-Laughlin, MPH, HSD  
    Associate Clinical Professor  
    Department of Applied Health Science  

Alyssa Lederer, MPH, CHES  
    Associate Instructor  
    Department of Applied Health Science

How to Contact: Please send all correspondence to “Instructors” through Oncourse.

Office Hours: Happily by appointment.

Required Text/Reading:

Required readings are listed in the Course Schedule and are available through Oncourse in the “Resources” section in the folder titled “Readings.”

Course Description:

This course will provide doctoral students with the knowledge to think critically about their teaching practice and to enhance their pedagogical skills. Rooted in the scholarship of teaching and learning, this course will help novice instructors to prepare for teaching in the Department of Applied Health Science, feel more comfortable in the classroom, utilize pedagogical best practices, and will provide a supportive environment to discuss teaching practices and materials.

Course Objectives:

The Pedagogy in Health Behavior course will:

- Facilitate enriched thinking about student learning and pedagogical best practices
- Provide a vehicle for AIs to develop their personal teaching philosophy
- Address practical concerns about teaching in higher education
• Assist AIs with the preparation for the class they will teach during the second eight weeks

• Provide a forum for critical reflection, peer review, expert feedback, and teaching support

• Expose AIs to the scholarship of teaching and learning and allow them to further investigate a topic they most wish to explore

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 hearing 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.

Learning Assessment:

Students’ learning will be assessed through several mechanisms that provide the opportunity to apply and synthesize course content. Overviews of each assessment method are provided below. More thorough instructions will be distributed at a later time.

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 should be of the same course the AI will teach during the second eight weeks. The other should be of a different course. AIs will need to arrange this ahead of time with the instructors of the courses to ensure permission to observe and in order to attend a session of most interest. Teaching observation reflection questions are available in separate assignment documents.

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. This document will be understood as an initial draft of a document that will be updated and revised throughout one’s career. It should be approximately 1-2 pages in length, single-spaced. 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 and revise the course syllabus and schedule for the class they will teach during the second eight weeks.
Microteaching and Reflection
AIs will present a topic of their choice to the class based on a lesson plan developed. The topic should be one that will be presented in their own course and utilize the teaching methods/approaches discussed in class. The presentation should be no longer than twenty minutes in length. We will create the criteria for evaluating the presentations together as a class project. Following each microteaching session, AIs will reflect on their teaching experience and lessons learned from the process.

Reflective Teaching Journal (2nd 8 weeks)
Once AIs begin teaching, they will write at least one private blog entry a week through Oncourse to critically reflect on their teaching experience. Journal content is up to the individual AI, but could include teaching approaches that went well and why, discussion of challenging or unexpected circumstances that arose, areas in which more training is desired or in which the student feels competent, and/or other reflections. Blog entries can also serve as a way for AIs and the course instructors to dialogue with one another. Journals will be graded based on completion and thoughtfulness rather than actual content.

Pedagogical Strategy Research Review
For this assignment students will select a specific pedagogical strategy of interest, investigate the scholarship of teaching and learning related to the strategy, and report the findings in a brief paper. Students should include what the pedagogical strategy is, why it is of interest, and what evidence is available to guide our 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, personal testimony, lecture, etc.

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

Participation
The success of H750 will rest on the sharing of information and experiences and learning from one another. Students 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. During the second eight weeks, students will need to bring at least one teaching concern or material to class for discussion or peer review. Please inform the instructors at least three days beforehand so they can budget class time accordingly. Students will also be expected to discuss the results of a brief student learning assessment they conduct in their class during the second eight weeks.
Assignment and Grading Summary:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Teaching Philosophy</td>
<td>5%</td>
</tr>
<tr>
<td>Classroom Observations</td>
<td>10%</td>
</tr>
<tr>
<td>Syllabus &amp; Course Schedule</td>
<td>10%</td>
</tr>
<tr>
<td>Microteaching and Reflection</td>
<td>10%</td>
</tr>
<tr>
<td>Teaching Journals</td>
<td>15%</td>
</tr>
<tr>
<td>Pedagogical Strategy Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Course Portfolio</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

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 Disputes: All grade grievances must be brought to the instructors’ attention within one week of the date the grade is posted on Oncourse. All requests must be made in writing and indicate specific concerns as well as how the student feels s/he met the objectives for the assignment. After one week, the grade will remain as posted on Oncourse.

Late Assignments: If there are concerns about meeting an assignment deadline, talk with the instructors as soon as possible before the due date, as the instructors are willing to work with students who are experiencing extenuating circumstances. Except for said circumstances, no late assignments will be accepted.

Oncourse: All course matters and communication will be handled through Oncourse. It is students’ responsibility to check Oncourse consistently for course announcements, course materials, and grades. Students should use the “Messages” tab on Oncourse to contact the instructors. Note that the instructors will typically have Oncourse messages sent to students’ email accounts in order for information to be received as promptly as possible. However, if students wish to contact the instructors a message must be sent directly through Oncourse instead of by responding via the initial email, as due to a function in Oncourse these emails do not reach the intended recipient.
**Attendance:** Students are expected to attend all class sessions 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 instructors regarding their absence 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 was missed 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 instructors. Cheating, plagiarizing, or other forms of academic misconduct are insulting to the instructors and demeaning to you as a student. 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://dsa.indiana.edu/Code/](http://dsa.indiana.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 regarding the situation of academic misconduct, which may be grounds for expulsion from Indiana University.

Academic integrity also relates to mutual respect for the instructors 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.

**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 instructors.
- Similarly, reading the newspaper, doing an assignment for another class, side conversations, etc. are disrespectful to the instructors and other students.

**English Skills:** If English is not your native language and you have trouble understanding in class or if you anticipate problems with the writing standards in this course, please see the instructors early in the semester.

**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:  

Students with Special Needs: If you are a student with special needs (e.g., vision impairment, hearing impairment, dyslexia, etc.) please discuss them with the instructors during the first week of class in order to ensure that reasonable accommodations can be made. While we are more than willing to work with any student who has special needs, it is students’ responsibility to make us aware of these needs and take any steps that may be required on their part in order to achieve a reasonable accommodation. Disability Services for Students is an excellent resource. The contact information for this office is:

Indiana University, Bloomington  
Herman B. Wells Library W302  
1320 E. Tenth Street  
Phone: (812) 855-7578  
Website: http://www2.dsa.indiana.edu/dss/

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 Oncourse.