G-700: EXCELLENCE IN TEACHING
May 8th-May 24th, 2019
Daily 8:30-11:30 SY 103

Instructor: Leah Savion, lsavion@indiana.edu
Office Hours: by appointment, SY 109
Textbooks: Required: Savion: "Excellence in Teaching"
Recommended: McKeachie "Teaching Tips"

TENTATIVE COURSE PLAN
5-8: Preliminary models of the excellent teacher; course preparations (ch.1)
5-9: First day of class; explicit and implicit contracts; Motivating students (ch.2)
5-10: Essay 1 due, Syllabus: must, could, better not.
5-11: Chris Payne: collaborative teams; Learning styles and strategies (ch.3)
5-14: Course Portfolio (ch.11); Katie Kearns: teaching statement; Treasure Hunts
5-15: Essay 3 due; Heuristics and Biases (ch.4); Treasure Hunts;
Katie Kearns: "Reflecting on Practice: The teaching philosophy and the teaching portfolio"
5-16: Essay 2 due; Ch.4 review; General organizational principles (ch.5)
5-17: Ch.5 review, Pet theories and naïve misconceptions (ch.6)
5-18: Essay 4 due; Ch. 6 review; Expert-Novice (ch.8); Treasure Hunts
5-21: Carol Hosteter: The resonance of high impact education practices, General teaching
tips (ch.7), Active Learning (ch.9)
5-22: Active learning and classroom technology; Micro teaching
5-23: Assessment (ch.10), Micro teaching,
5-24: The excellent teacher (ch.12); seminar conclusions

COURSE ACTIVITIES
➢ Short essays
  1. (Innovation) Motivating Students
     ▪ Select one cognitive and one emotive motivational forces
• Describe ways of utilizing them in your class

2. (Synthesis) Teaching one concept/idea
• Holistic and serialistic approaches
• Correct and incorrect anchoring
• Levels of content: familiar, unfamiliar, abstract

3. (Application) Regarding one naïve misconception
• Identify and document existence and prevalence
• Suggest “smoking out” procedures
• Speculate on possible reasons for the NM or the BP
• Offer intervention and tests of effectiveness

4. (Analysis) The excellent teacher chart

➢ Treasure Hunt: individual presentation of issues not (sufficiently) covered.
➢ Question of the day: request for pragmatic tips for problematic teaching issues.
➢ Micro Teaching: 10-15 minutes presentation, construct your own evaluation form.

Final Grade is calculated roughly as follows:

➢ 40% Essays (10x4)
➢ 20% “Treasure hunt” presentation
➢ 20% Micro-teaching
➢ 20% class contribution

Grade Scale: A:93-100; A-:90-92; B+:87-89; B:83-86; B-:80-82; C+:77-79;
C:73-76; C-:70-72; D+:67-69; D:63-66; D-:60-62; F: <60.