

G-700: EXCELLENCE IN TEACHING

May 10th-May 26th, 2016
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" (TIS and B&N bookstores)

Recommended: McKeachie "Teaching Tips"

TENTATIVE COURSE PLAN

- 5-10: Preliminary models of the excellent teacher; course preparations (ch.1)
- 5-11: First day of class; explicit and implicit contracts; Motivating students (ch.2)
- 5-12: Essay 1 due, Syllabus: must, could, better not.
- 5-13: Chris Payne: collaborative teams; Learning styles and strategies (ch.3)
- 5-16: Course Portfolio (ch.11); Katie Kearns: teaching statement; Treasure Hunts
- 5-17: Essay 3 due; Heuristics and Biases (ch.4); Treasure Hunts
- 5-18: Essay 2 due; Ch.4 review; General organizational principles (ch.5)
- 5-19: Ch.5 review, Pet theories and naïve misconceptions (ch.6)
- 5-20: Essay 4 due; Ch. 6 review; Expert-Novice (ch.8); Treasure Hunts
- 5-23: Carol Hosteter: The resonance of high impact education practices, General teaching tips (ch.7), Active Learning (ch.9)
- 5-24: Active learning and classroom technology; Micro teaching
- 5-25: Assessment (ch.10), Micro teaching,
- 5-26: 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. (Analysis) *Write a teaching statement*

A short statement of your teaching philosophy: what do you do in the classroom and why? What are your teaching goals and methods of evaluation? Include examples of classroom moments that exemplifies your philosophy, success and failure of specific strategies. Finally, what are the next steps in your teaching development (e.g., new courses, new techniques)?

4. (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
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- 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.