

# How to Survive Your First Year as an Associate Instructor

*...and provide some quality instruction in the process*

PED 501, Section #12345, Mondays 1:00-4:00  
Indiana University-Bloomington - Spring 2012

## CONTACT INFORMATION:

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Professor: Jane Doe  
Email: [pedagogy@indiana.edu](mailto:pedagogy@indiana.edu)  
Phone: xxx-xxx-xxxx  
Office hours: By appointment  
Website: Oncourse

## COURSE DESCRIPTION:

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This course is intended to help graduate students become more confident and effective as classroom instructors. It accomplishes this goal by giving Associate Instructors exposure to teaching techniques, teaching opportunities, assessment strategies, and educational research; by addressing practical concerns associated with college teaching; by scaffolding AIs in the design of classroom activities and the creation of a personal philosophy of teaching and learning; and by providing a safe environment to test out these ideas and activities before AIs use them in their own classrooms.

## COURSE OBJECTIVES:

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This course will prepare you to teach a course of your own design this upcoming semester by:

- Providing an overview of professional teaching opportunities
- Exposure to a wide variety of teaching techniques
- Exposure to the Scholarship of Teaching and Learning classroom research literature most related to the issues you wish to explore
- Learning the basics of classroom research and the assessment techniques used in such research.
- Addressing practical concerns of classroom teaching practice as well as theoretical issues associated with college teaching, including: how to manage a classroom, how to create grading rubrics, how to evaluate written papers, how to design a lesson, practice in presenting a lesson, learn how to create a syllabus and choose appropriate course readings, gain skills in observing and benefitting from others' teaching practices, guidelines on advising students, and practice in writing a teaching statement
- The design of specific activities. This course will support you in the creation, implementation and assessment of in- and out-of-class activities you will use in your own teaching.
- Providing opportunities to gain actual teaching experience, using varied teaching methods (e.g. lecture, discussion, collaborative and group learning) to present material in a clear manner
- Creation and/or revision of a personal theory of instruction. You will articulate your understanding of when and how to apply the instructional strategies and tactics that you believe will best facilitate learning in your context area of interest.

## REQUIRED TEXT(S):

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McKeachie, W. (1999). *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. Wadsworth, Cengage Learning, 13<sup>th</sup> ed.  
Angelo, T. & Cross, P. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers* (Jossey-Bass, 2<sup>nd</sup> Edition).

## RECOMMENDED READING:

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Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.

## ASSIGNMENTS:

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**Microteaching.** Present a topic of your choice to the entire class. This topic should either be one you will eventually present to your students or address the teaching methods/approaches discussed in this course. The presentation should be no longer than 20 minutes in length. We will create the criteria for evaluating the presentations together as a class project. Following each microteaching we will have a discussion in which your peers will identify both the positive aspects of your presentation as well as some aspects to work on.

**Syllabus design.** Design a draft “dream syllabus” of an undergraduate course you would like to teach either here at IU or later in your career. This syllabus should include descriptions of the course goals, required and recommended readings, course schedule, and course policies and assignments that speak to your course goals. This syllabus will be evaluated for its coherence, appropriateness, and how interesting a course it seems to be. “Course development” might also include the creation of learning objectives, a syllabus skeleton, or a complete course portfolio.

**Classroom observations.** Conduct a teaching observation for another Associate Instructor enrolled in this class. Arrange in advance to sit in on the class, and fill out a teaching evaluation for each observation. After each evaluation provide oral (and, if possible, written) comments to the associate instructor being observed. If no other AIs are available to be observed you might observe AIs in other disciplines or observe full-time faculty.

**Teaching Journal.** Keep a teaching journal, in which you reflect critically upon your experiences as a teacher as well as recording your ideas and observations about teaching. These observations might come from your classes this or previous semesters, from departmental speakers, from something you come across on the web, from a discussion with a colleague or mentor, and so forth. The journals will be collected three times throughout the semester. They will not be graded for content, but rather for completion. For full credit you should write at least one substantive entry per week.

## GRADING:

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## UNIVERSITY POLICIES:

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