Learning objectives listed in pedagogy course syllabi at IUB
Compiled by Center for Innovative Teaching and Learning (CITL)

Note: For the list of objectives outlined below I have deleted the most "general" objectives (e.g. provide support or foundation, convey practical information, increase confidence of AIs) and have instead focused on more specific learning objectives that are shared "generally" across disciplines. I have also eliminated the list of activities used to accomplish these objectives (e.g. observe an outstanding teacher in discipline, design a course syllabus)—these activities are listed on the activities handout.

General learning objectives for pedagogy courses:
- Provide **common training** so everyone teaches from the same curriculum
- Help prepare AIs for a **specific class** they will teach (e.g. P660, W202).
- **Design activities**. Support AIs in the creation, implementation and assessment of significant integrative learning experiences for all of their students, and in so doing, conduct an innovative and successful college course
- Provide a vehicle for graduate students to develop and expand their **personal theory of instruction**—that is, to deepen their understanding of when and how to apply the instructional strategies and tactics that they believe will best facilitate learning in their context area of interest (schools, business, higher ed., etc.).
- Provide AIs with an **overview of professional teaching opportunities**
- Expose AIs to a wide variety of **teaching techniques**
- Provide opportunities for AIs to gain actual **teaching experience,** using varied teaching methods (e.g. lecture, discussion, collaborative and group learning) to present material in a clear manner
- Address **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
- Learn the basics of **classroom research** and the **assessment techniques** used in such research.
- Expose AIs to the **Scholarship of Teaching and Learning** classroom research literature most related to the issues they wish to explore
- Examine different student **learning styles** and how an individual can tailor your instruction so as to help students of all learning styles

Learning goals for Associate Instructors at Indiana University-Bloomington (from CITL):
- Adhere to teaching policies and procedures
- Use diverse resources to support effective teaching
- Set learning objectives
- Design syllabus and plan lessons that align objectives, methods, and assessments
- Create motivating and engaging learning environments
- Use technology to enhance teaching and learning
- Assess achievement of learning objectives
- Evaluate, reflect on, and document teaching
- View teaching as part of professional development

Discipline specific learning objectives:

Anthropology

Anthropology (A521). Provide some foundation in education, and education in anthropology (not that there is a huge literature), as well as practical information about what to expect as an AI, and as a future professor of anthropology.

Education

Education (P540). Become conversant with the basic assumptions, concepts, and principles of various learning theories; determine the possible implications of each theory for instructional settings; compare the usefulness of the theories in the various settings of interest to you and other education professionals; and develop a personal theory of learning suited to your educational practice.

Education (R626). Develop a new personal theory of learning which will entail your: (a) understanding what this new paradigm is and why it is important, (b) identifying the situation in which you will use your personal theory, (c) clarifying the values about learning and instruction you would like your theory to exhibit, (d) identifying methods most appropriate for your situation and values, and (e) identifying any conditions that may call for your methods to vary across the range of situations in which you will use your personal theory.

Education (W505). Prepare future instructors of online courses to contemplate, plan, design, develop, implement, and evaluate their courses; Providing the guidance, the resources, and the experiences to novice instructors to develop an online course developed a conceptual framework; Support AI instruction by overseeing the design and development of many online activities that the AIs will be using in the future (W505)

Graduate Program (G700). Provide theoretical and pragmatic foundations for teaching in a variety of educational environments in higher education, this course is open to all graduate students eager to investigate their identities as teachers, understand their students, correlate instructional techniques with tasks, and enrich their teaching abilities and satisfaction. (G700).

English

English (W501). Extend the discussion about teaching composition, addressing strategies for teaching writing and the analysis of written and visual texts, leading discussions, commenting on papers, and handling classroom issues.

Foreign Language

Arabic (A698). Develop the skills and techniques necessary for teaching Arabic as a Foreign/Second Language to adults by 1) being introduced to the linguistic and cognitive dimensions of Language (including pragmatic semantics, grammar, written and spoken differences); 2) becoming acquainted

with the principles and the current issues related to teaching and learning a foreign/second language; 3) applying the principles of performance based language teaching and learning to Arabic; 4) evaluating, adapting, and integrating authentic and instructional materials; and 5) becoming familiar with the principles of testing and evaluation as applied in language teaching, and the national Proficiency Guidelines for Arabic.

French (F573). This course will provide an overview of approaches to foreign language teaching and the theoretical notions underlying current trends and classroom practice. It will do so by 1) acquainting students with issues and research in foreign language teaching; 2) showing ways of using research to achieve more effective classroom teaching and testing; 3) developing students' skills in evaluating teaching performance and instructional materials; and 4) preparing students for continued professional development.

Italian (M573). Explore current trends, issues, and practices in fields of foreign language teaching with a specific focus on Italian.

Less commonly taught languages (N696). Introduce graduate students to the linguistic and cognitive dimensions of language (including pragmatic semantics, grammar, written and spoken differences); acquaint students with the principles and the current issues related to learning a first and a foreign/second language; enable students to apply the principles of performance based language teaching/learning to LCTLs; enable students to evaluate, adapt, and be able to integrate instructional media used in learning and teaching a foreign language: textbooks, audio and audiovisual materials and computer-assisted language learning materials as well as writing new materials.

Music

Music (T591). Support AIs in the acquisition of practical knowledge of music theory's role in the music curriculum, teaching procedures and techniques, and text materials currently available; Gaining experience in curriculum planning, class preparation and delivery, test and assignment preparation and grading; and Diagnosing and remediating individual weaknesses in theory concepts, skills, and teaching presentation.

Science

Science (Q612, Q620). Provide AIs with survey of the background knowledge and skills involved with teaching science to adult learners in various contexts. The three main goals of this course are to a) Increase your experience level in instructing and evaluating science teaching; b) Introduce you to theoretical and practical issues related to the learning and teaching of science; and c) Help you develop the habits of a thoughtful practitioner.

Biomedical Sciences (M620). Instruct graduate students regarding pedagogical methods, student learning styles, methods of instructional delivery, and the scholarship of teaching and learning. Support them in developing a foundation for implementing classroom research and assessment.

Sociology

Sociology (S506). Assist graduate students in becoming a first-rate undergraduate sociology instructors. This will be accomplished as AIs improve their skill at various teaching activities (e.g., lecturing, leading discussions, and evaluating and motivating students); become sensitive to sociological/social psychological phenomena that appear in college classrooms; formulate a teaching style and philosophy that you can expand and refine with experience; and learn about the policies and politics of higher education. Perhaps most importantly, this course is intended to provide new instructors with a forum for sharing their experiences with, and obtaining support from, their peers.

Sociology (S606). Prepare graduate students in Sociology to teach to a variety of audiences, including students and the public, to become active members of the university community, and to consider the opportunities and challenges in becoming a sociologist in the academy, the public sector or the private sphere.