**X630: Doctoral Teaching Seminar**

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Office Hours: By appointment; you are welcome to drop by my office without an appointment, but I may not be available.

Materials to Buy:

* W.J. McKeachie and M. Svinicki, *McKeachie’s Teaching Tips*. I’m using the 14th edition.

Other Materials you might find useful:

* IU Center for Innovative Teaching and Learning: <http://citl.indiana.edu/>
* Kelley Instructional Resources: <https://kelley.iu.edu/ICWEB/Faculty%20Corner/Instructional%20Support/page967.html>

**Course Goals**

The goals of this course are to provide a foundation for your teaching career, and to provide some initial tips and tricks for your first time teaching. By the end of the course, you will be able to:

* Design a course, including the syllabus, content, assignments, and assessments
* Design and grade assessments, such as tests, team tests, group projects, and assignments
* Teach class using a variety of methods such as lecture, case discussion, and flipped classroom
* Interact with students to create a positive learning environment
* Be aware of educational technologies such as Canvas, and Turn It In.
* Write a Teaching Statement that summarizes your teaching philosophy

The topics in the course flow from these goals.

* We start (Aug 20) by discussing what good teaching is, and what your goals are as you think about teaching your next course. In other words, this class focuses on your ***strategy*** for teaching. We will also discuss a few basic principles of teaching and learning that are the foundation for the course.
* The second class (Aug 27) looks at designing the overall architecture of your course and the outcomes you’re seeking both for students (i.e., assessments of learning) and for yourself (i.e., assessments of teaching). In other words, this class focuses on the ***operational*** level that identifies the ways in which you will implement your strategy in your course.
* The next three classes (Sept 10, 17 and 24) explore several common ways to teach such as, lectures, discussions, cases, flipped classes, assignments, and group projects. Also, Eric Metzler will join us to talk about the teaching resources available to Kelley instructors. In other words, these classes focus on the ***tactics*** of teaching.
* The last two classes (Oct 1 and 8) are practicum; you will actually teach. Plus we will look at teaching statements (which you will need for your job search, and promotion and tenure) and the use of technology. In other words, these classes primarily focus on ***integrating*** across the strategy, operations, and tactics of teaching.

This is a discussion seminar in which we will talk about concepts and issues. Some classes will include experiential learning, where you will learn by doing, such as teaching a short class module. We will also discuss the nature of the academic career and how to integrate teaching, research and service. This course addresses goal #5 of the Doctoral Program Learning Goals (see the Appendix).

Learning is not a spectator sport. You cannot learn by watching a class; you must participate in the class. I expect you to attend classes, take part in discussions, and actively think about the topics in the course.

**Course Policies**

This syllabus provides a general plan for the course, but some deviations may be necessary. Additional information will be provided in class and in Canvas. The scheduled due dates for assignments are subject to change, but all changes will be discussed in class.

Attendance: I expect everyone to attend every class, but I understand that life happens. If you miss a class, you are responsible for obtaining information about the missed class from other students. I’m happy to help if you don’t understand something you’ve missed.

Use of electronic devices in class: You are welcome to use computers in class for course-related work, but please no email, Facebook, etc.

Late Work: Late work without extenuating circumstances will receive a penalty.

Plagiarism and Academic Dishonesty: This course will be conducted under the Kelley School of Business Honor Code.

**Course Grading**

 **Item Value Due Date .**

Class Preparation and Participation 30%

 Syllabus Design 10% September 9

 Teaching Interview 10% September 16

Teaching Observation 10% September 30

Teaching Exercise 20% October 1 or 8

Teaching Statement 20% October 14

**Class Preparation and Participation**

This is a small discussion-oriented class. Simply put, you will get out of the course what you put in. Learning will come from actively reading the materials prior to class, and from actively engaging with the concepts in discussion with class members. You must **prepare** for class by reading the materials and making your own notes. To demonstrate your preparation, you need to submit a short comment (a couple of sentences is fine) in the Canvas Discussion for each class that states which of the day’s reading was most useful and why. You **participate** in class by answering the questions that I and other students ask, by asking questions, and by making points that add to our understanding; quality counts; quantity does not.

**Syllabus Design**

Design a syllabus for an undergraduate course and explain its design. You can borrow and customize a syllabus from another student or faculty member. The syllabus must generally follow the Kelley School template: <http://kelley.iu.edu/ICWEB/Faculty%20Support/Instructional/page967.html>

Include a 1-2 page explanation for why the syllabus is designed the way it is.

**Teaching Interview**

Interview one of the **faculty** members in your department about his or her advice for teaching. I suggest asking general big-picture questions and a question or two about a specific issue you would like help with. Write a 2-3 page reflection on the advice you received. What will you do or not do when you teach?

**Teaching Observation**

Observe one class period of an undergraduate course within your department and write a 2-3 page analysis of the teaching method(s) used and the tactics used by the instructor. Ideally, you should select a course that you may teach (your departmental PhD coordinator can advise you on which class this would be). The course should be taught by a different person than the one you interviewed so you can see a different teaching approach. The key question is: what did you learn from this observation? What would you do or not do in your future teaching based on this observation? Some questions that might help as you observe and think about the class:

###### What was the general nature of the course (topic, size, level)?

###### What was the general topic of the class period you observed?

###### What teaching methods did you observe?

###### What was the amount and quality of student participation? Were students passive or active?

###### What tactics did the instructor use to gain student attention? For example, how did the instructor use jokes, stories, personal experiences, current news, voice, body language, etc.?

* What tactics did the instructor use to get students to process and elaborate on new knowledge?

###### What tactics did the instructor use to encourage critical thinking?

###### Think about what happened in the class; would you have made the same decisions as the instructor? Why or why not? What will you do or not do when you teach?

**Teaching Exercise**

The teaching exercise is a short teaching session, designed to give you a realistic experience in a low-risk setting, with constructive feedback from supportive classmates. Specifically:

* Carefully consider what you can cover in **only** **15 minutes**. The time limit will be enforced.
* Select a topic in your discipline that you can teach to your fellow classmates. The topic should be drawn from an undergraduate course, and ideally will be from a course you might teach in the future.
* Pretend you are teaching to undergraduates. What experiences and prior knowledge are they likely to have? What issues are they likely to be concerned with? How is your content similar to something that they might already know? How is it relevant to their present or future lives?
* Practice your teaching session. It is especially important to fine-tune the timing.
* Feel free to rearrange the chairs or otherwise modify the environment before you teach. Make sure that you feel comfortable.
* Other class members and I will provide constructive feedback on what we liked and what we think could be improved.

**Teaching Statement**

A teaching statement is 2-3 page statement of your philosophy on teaching that is a commonly required part of academic job applications. It usually connects your fundamental beliefs about teaching (philosophy and strategy) with specific teaching and assessment techniques you use in the courses you teach (operations and tactics). It often includes a reflection about how you learn to be better teacher. If you haven’t taught yet, please pretend you have taught and make up examples – really, just make up examples. What you write will serve as a good placeholder for what will ultimately go in your teaching statement and it will make you more observant as you teach, because you will be thinking of what you can add to your teaching statement.

**Course Schedule**

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| --- | --- | --- | --- |
|  | **Date** | **Topics** | **Materials to Prepare Before Class** |
| Strategy | Aug 20 | Introduction to the CourseBasic Learning Concepts What is Good Teaching?Your Teaching Goals | Bain Chapters 1 and 2 (PDF in Canvas)Principles of Teaching & Learning<https://www.cmu.edu/teaching/principles/index.html>Bloom’s Taxonomy<https://www.cmu.edu/teaching/designteach/design/bloomsTaxonomy.html>Backwards Course Design<https://citl.indiana.edu/teaching-resources/course-design/backward-course-design/>Threshold Concepts<http://www.ee.ucl.ac.uk/~mflanaga/thresholds.html> |
| Operations | Aug 27 | Preparing to TeachSyllabus DesignAssessment Student Evaluations | McKeachie Chapters 1, 2, and 7Syllabus Design<https://citl.indiana.edu/teaching-resources/course-design/syllabus-construction/>Students’ Evaluations of University Teaching <https://link.springer.com/chapter/10.1007/1-4020-5742-3_9> **(Free via the IU library)**Kelley SET Questions in the FAQ. (Only p. 9)<https://kelley.iu.edu/ICWEB/Files/Frequently%20Asked%20Questions%20for%20Kelley%20Instructors_August%202016.pdf>Avoiding Bad Evaluations <https://smallpondscience.com/2014/02/24/avoiding-bad-teaching-evaluations-tricks-of-the-trade/> |
|  Sept 3  | Labor Day Holiday |
|  | Sept 10Tactics | The First Class Assessment Design AssignmentsGrading | McKeachie Chapters 3, 8, 9, and 10Writing Good Multiple Choice Test Questions<https://cft.vanderbilt.edu/guides-sub-pages/writing-good-multiple-choice-test-questions/>Kelley School Grade Distribution in the FAQ. See p. 16 in<https://kelley.iu.edu/ICWEB/Files/Frequently%20Asked%20Questions%20for%20Kelley%20Instructors_August%202016.pdf> |
| Sept 17 | Kelley Resources-- with Eric MetzlerLectures Classroom ManagementTactics | Kelley Instructional Consulting and also the FAQ from last class<http://kelley.iu.edu/ICWEB/index.html>McKeachie Chapter 6 Lectures<https://www.cmu.edu/teaching/designteach/teach/instructionalstrategies/lectures.html>Section 3: Creating a Positive Environment <https://citl.indiana.edu/files/pdf/teaching_handbook.pdf>Classroom Management PowerPoint <http://www.usu.edu/ata/docs/classroom_management.ppt> |
| Sept 24 | Flipped Classes Class DiscussionCase Teaching Group Projects | McKeachie Chapters 4 and 5Discussion<https://www.cmu.edu/teaching/designteach/teach/instructionalstrategies/discussions.html>Case Studies<https://www.cmu.edu/teaching/designteach/teach/instructionalstrategies/casestudies.html>Flipped Class: Team-Based learning<http://www.teambasedlearning.org/>Using Group Projects Effectively<https://www.cmu.edu/teaching/designteach/design/instructionalstrategies/groupprojects/index.html> |
| Integration | Oct 1 | Teaching Exercise Teaching Statement | Teaching Statements<https://cft.vanderbilt.edu/guides-sub-pages/teaching-statements/><http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no23.pdf>Writing Your Philosophy of Teaching Statement[http://kelley.iu.edu/ICWEB/Files/Philosophy of Teaching Statement.pdf](http://kelley.iu.edu/ICWEB/Files/Philosophy%20of%20Teaching%20Statement.pdf) |
| Oct 8 | Teaching Exercise Educational TechnologyClosing Reflections  | McKeachie Chapter 17Learning Technologies <https://citl.indiana.edu/teaching-resources/instructional-technologies/>Teaching Smarter<http://www.fastcompany.com/44276/attention-class-16-ways-be-smarter-teacher> |

**IU and Kelley School Policies**

***Religious Observances.*** In keeping with university policy, accommodations will be made for observance of religious holidays.

***Title IX and Preventing Sexual Misconduct.*** As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

The Sexual Assault Crisis Service (SACS) at 812-855-8900 Counseling and Psychological Services (CAPS) at 812-855-5711 Confidential Victim Advocates (CVA) at 812-856-2469 IU Health Center at 812-855-4011

More information about available resources can be found here: [http://stopsexualviolence.iu.edu/help/index.html](http://stopsexualviolence.iu.edu/help/index.html%20%20)

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus’ Deputy Title IX Coordinator or IU’s Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student’s privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.

I encourage you to visit [**stopsexualviolence.iu.edu**](http://stopsexualviolence.iu.edu/) to learn more.

**Bias Incidents**. As your instructor, one of my responsibilities is to create a positive learning environment for all students. Bias incidents (events or comments that target an individual or group based on age, color, religion, disability, race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, marital status or veteran status) are not appropriate in our classroom or on campus.  What should you do if you witness or experience a bias incident? See it? Hear it? Report it by submitting a report online ([**biasincident.indiana.edu**](file:///C%3A%5CUsers%5Cepavalko%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5C4OI0WKX6%5Cbiasincident.indiana.edu)) or calling the Dean of Students Office (812-855-8187).”

**Disability Services for Students (DSS).** Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision neurological, etc.) You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; Captions and alternate media for print materials may take three or more weeks to get produced.  Please contact Disability Services for Students at <http://disabilityservices.indiana.edu> or 812-855-7578 as soon as possible if accommodations are needed.  The office is located on the third floor, west tower, of the Wells Library, Room W302.  Walk-ins are welcome 8 AM to 5 PM, Monday through Friday.  You can also locate a variety of campus resources for students and visitors that need assistance at:  <http://www.iu.edu/~ada/index.shtml>

**Appendix: Doctoral Program Learning Goals**

***Goal 1: Comprehensive and Intensive Disciplinary Knowledge***

*Students who earn a doctorate degree in business will be able to demonstrate a comprehensive and intensive knowledge of the theories, concepts, frameworks, empirical findings, and controversies in a chosen business discipline.*

***Goal 2: Comprehensive and Intensive Knowledge of Research Methods***

*Students who earn a doctorate degree in business will be able to demonstrate a comprehensive and intensive knowledge of the research methods and analytical techniques applicable to a chosen business discipline.*

***Goal 3: Communication of Disciplinary Research***

*Students who earn a doctorate degree in business will be able to design, conduct, and communicate – in both written and oral formats – original research that makes a substantial contribution to a selected business discipline.*

***Goal 4: Evaluations of Disciplinary Research***

*Students who earn a doctorate degree in business will be able to evaluate research ideas and completed research projects critically, assessing their conceptual and methodological soundness and importance of contribution to existing knowledge in the field.*

***Goal 5: Teaching***

*Students who earn a doctorate degree in business will be able to teach effectively in a selected discipline at the university level.*