

**DUKE UNIVERSITY****THE GRADUATE SCHOOL & THE CENTER FOR INSTRUCTIONAL TECHNOLOGY**

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**GS 305 The College Teaching Practicum, Spring 2009**

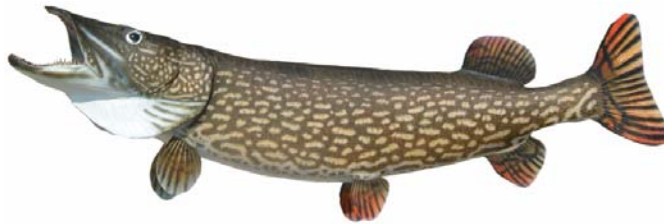
## Instructors

Dr Hugh Crumley crumley@duke.edu Bostock 026 660-5975	Dr Doug James douglas.james@duke.edu Allen 127 681-3251	Maria Parker maria.parker@duke.edu 301 Trent 613-8125	Student assistant Irene Falk irene.falk@duke.edu
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## Class meetings

Mon 3:05 – 5:15

Link Classroom 3



## Course description

The main feature and focus of this course is on students giving teaching demonstrations that are video recorded. Over the semester, each student will give four presentations that will be observed by classmates, instructors, and for the third and fourth presentations, undergrad volunteers. Each presentation will also be video recorded; students will submit self-evaluations based on feedback from others and observation of their own teaching videos. In the weeks that there are not teaching demos, we will be talking about very practical concerns for teaching, including classroom management, using groups in class, facilitating discussion, active learning, and visual aids.

## Objectives

After completing this course, students will be able to

- Plan, facilitate and evaluate classroom instruction
- Facilitate student-centered classroom discussion and other interactive activities
- Use appropriate student grouping strategies in classroom instruction
- Make effective use of visual aids in classroom instruction
- Provide positive, constructive feedback based on observation of others' teaching
- Reflect on and self-evaluate their own teaching in order to improve skills as a face-to-face classroom instructor
- Identify and change teaching behavior based on feedback and self evaluation

## Activities

Students in GS 305 will

- Lead a series of progressively longer and more interactive microteaching demonstrations
- Develop microteaching evaluation tools based on readings, discussion, experience and observation of classroom events and videos of their own teaching
- Observe other graduate students leading classroom activities and provide feedback
- Participate in activities centered on teaching strategies (use of visual aids, groups, etc.)

## Evaluation

Evaluation will be based on

- Attendance & active participation in all sessions
- Presentation of four progressively interactive teaching demonstrations that show synthesis of course concepts and personal experience
- Constructive feedback to be provided on classmates' teaching demonstrations

- Self-reflective evaluation of each of your teaching demonstrations
- Final teaching statement as part of teaching portfolio

### Workflow for presentations

1. Presenter brings copies of their plan and self-created feedback form to each presentation (on a Monday)
2. Immediately after presentation, feedback forms are completed in class and returned at the end of class
3. Reflective self evaluation based on video and feedback forms due the following Friday in Blackboard

### Tentative Schedule

1	Jan 7	<ul style="list-style-type: none"> <li>• Class introduction in groups</li> <li>• 1 minute speeches (no prep)</li> <li>• Anonymous note cards: biggest concern about teaching</li> <li>• Syllabus design overview</li> <li>• Review TT materials</li> <li>• Create a feedback form for Jan 14 presentation</li> </ul>
2	Jan 12	<p><b>Reading</b> McKeachie Ch 3 (on Bb)</p> <ul style="list-style-type: none"> <li>• Video training</li> <li>• Giving and receiving constructive feedback</li> <li>• 5 min course introductions: <b>FDOC</b> Include a syllabus (can be real or mock-up).</li> </ul> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;">Bring copies of your feedback form to every presentation!</div>
Jan 19 (MLK)		
3	Jan 26	<p><b>Reading</b> How People Learn Ch.1. <a href="http://www.nap.edu/html/howpeople1/ch1.html">http://www.nap.edu/html/howpeople1/ch1.html</a></p> <ul style="list-style-type: none"> <li>• Basic learning principles: Bloom's taxonomy &amp; how people learn</li> <li>• Organization/structure of class meetings</li> </ul>
4	Feb 2	<p><b>Reading</b> How to Speak: Lecture Tips <a href="http://isites.harvard.edu/fs/html/icb.topic58703/winston1.html">http://isites.harvard.edu/fs/html/icb.topic58703/winston1.html</a></p> <ul style="list-style-type: none"> <li>• Visual aids &amp; PPT</li> <li>• Presentation of a problem/concept (demo for next presentation)</li> </ul>
5	Feb 9	PFF visit to Elon University
6	Feb 16	<ul style="list-style-type: none"> <li>• 7 min present a concept, visual aids</li> </ul>
7	Feb 23	<ul style="list-style-type: none"> <li>• Handling student questions</li> <li>• Difficult classroom situations: classroom and conflict management; race; ethnicity; gender; accessibility; cheating/plagiarism</li> </ul>
8	Mar 2	<p><b>Readings</b> Change-up in Lectures <a href="http://www.iub.edu/~teaching/allabout/pubs/changeups.shtml">http://www.iub.edu/~teaching/allabout/pubs/changeups.shtml</a> The Interactive Lecture <a href="http://www.exchangesjournal.org/print/print_1161.html">http://www.exchangesjournal.org/print/print_1161.html</a></p> <ul style="list-style-type: none"> <li>• Interactivity: Lecturing vs. not lecturing (McKeachie Chapter 6)</li> <li>• CATs</li> </ul>
Mar 9 (Spring Break)		

9	Mar 16	<ul style="list-style-type: none"><li>• 10 min concept + CAT or PRS alternative (with undergrads)</li></ul>
10	Mar 23	<b>Readings</b> TBA <ul style="list-style-type: none"><li>• Using student group activities</li><li>• Active learning</li></ul>
11	Mar 30	<ul style="list-style-type: none"><li>• 30 min team teaching demonstrations</li></ul> Emphasis on interaction (with undergrads)
12	Apr 6	Final meeting Final statement due April 10