

Introduction to College Teaching, Spring 2021

Wednesdays, 4:30 – 6:15pm

Held via Zoom

Course Coordinators:

Melanie Maimon ([pronouns](#): she/her), Department of Psychology

Teaching Assistant Project (TAP) Coordinator

Email: mrm390@scarletmail.rutgers.edu

Office hours are **by appointment** - email Melanie if you'd like to meet!

Eva Erber (pronouns: she/her), Department of German, Russian, and East European Languages and Literatures

Teaching Assistant Project (TAP) Coordinator

Email: ee198@greell.rutgers.edu

Course Information:

This course provides an overview of teaching practices in higher education. You will learn and practice effective pedagogical techniques. Each class will be led by the course instructor or an invited faculty member or TA. We will cover topics such as: developing learning objectives, developing a teaching identity, active learning, creating assignments, and boosting your confidence. A key component of this course includes preparing and presenting a final teaching practicum and writing a teaching identity/philosophy paper. Overall, this course should provide you with preparation to be a responsible academic professional and future faculty member in higher education.

Course Learning Goals:

Upon successful completion of this course, students will:

- Understand how to confidently implement a variety of teaching techniques (e.g., active learning), motivating students, teaching with technology, and crafting and implementing assessments.
- Develop a basic understanding of the organization of higher education.
- Begin to develop your own active approach to teaching.
- Practice teaching and public speaking to enhance your teaching skills.

Course Requirements and Grading:

This is a zero-credit course that will be graded on a satisfactory/unsatisfactory basis. In order to receive a satisfactory grade and have the course appear on your Rutgers University transcript, you are expected to fulfill the attendance requirements, participation requirements, and assignments below:

Attendance

- All students enrolled in this course are expected to attend all weekly meetings and arrive on time. If you must be absent or late, please email the course coordinator (Melanie) as soon as you are aware.
- If you are absent due to unforeseen circumstances or an emergency, you must communicate with the course coordinator via email as soon as possible, or the absence will be considered unexcused. Ideally, students should have no more than two excused absences. Please contact the course coordinator if you have concerns about attendance.

Class Participation

- You are expected to be an active and engaged member of the class, as that is how you will get the maximum benefit from this course. The course is designed to minimize outside workload (e.g., homework) because we maximize the time we have during class for speakers, activities, group work, and more. Please do your best to provide meaningful and constructive contributions during class.
- Please be prepared for class. Check the announcements and reminders on Canvas before class each week and complete all assignments by the due date indicated. Read through documents assigned and uploaded on Canvas.
- Given that the class is online, it is expected that you will be attending class using devices such as laptops, tablets, or smart phones. Please be sure that you are engaged in the virtual classes, and please avoid engaging in distracting behaviors during class time, as this will limit what you gain from the course.

Assignments

In addition to daily class participation, you are expected to complete several assignments:

- **Faculty Teaching Observation:** You are required to observe one class session taught by a faculty member in an academic department that teaches a course related to

your specific academic discipline. Because this semester nearly all classes are being held online, it is expected that you will observe an online class. You are allowed to observe a class taught online by faculty outside of Rutgers. The observed class session should be for a course that you will teach, TA for, or would be interested in teaching as a future faculty member. It is advisable that you observe a class that is being taught synchronously online in order to observe interactions between the faculty person and students in the course. You will need to arrange this faculty observation yourself and confirm with the faculty member. During the faculty observation, you should reflect upon how the faculty member facilitates their course, what their teaching style is like, how they engage students, and how they organize the lesson. The purpose of this observation is for you to analyze and think critically about effective teaching strategies to implement in your own practice as an Instructor, TA, and/or future faculty member.

- **Teaching Identity/Philosophy Paper:** You will write a 1-2 page paper focused on your teaching identity or teaching philosophy. If you choose to write a paper on your teaching philosophy, we advise writing a teaching philosophy statement that you would aim to include in your teaching portfolio. Teaching philosophy statements are always a work in progress, so this is an opportunity to begin considering what your teaching philosophy is and how it is demonstrated in your teaching (or teaching and learning goals). If you choose to focus more on your teaching identity (which likely will have similarities with a teaching philosophy statement, we advise that you reflect on and answer the following questions: What kind of teacher do you plan to be? How will your teaching philosophy be evident during and outside of class? What do you hope students will take away from the courses you teach? What type of university best supports these goals? This is your opportunity to begin developing a specific teaching philosophy statement and to define yourself as an instructor and set intentions for how you will be as a teacher.
- **Teaching Practicum:** Towards the end of the course, you will have 5 minutes to present and teach the class any topic of your choice using any teaching method you choose. It is recommended that you present a topic directly related to your academic discipline. You may use any instructional methods that you would like, e.g., power point presentation, activities, worksheets, videos, group work, etc.— feel free to be creative! The session will be videotaped on Zoom and shared with you for your own records so you can review and reflect upon the experience.

Course Communication and Anti-Discrimination Expectations:

It is important that we maintain a supportive learning community where everyone feels safe and where people can communicate amicably. Treat **everyone** in class with respect at all times, and in all communications.

This class aims to foster an **inclusive learning environment** that promotes and values respect for others and allows for civil, respectful conversations about a variety of topics.

As we consider effective practices in teaching and develop a teaching identity and philosophy, students will often share anecdotes and experiences. I welcome and encourage that – indeed, sharing and reflecting on our experiences and goals is imperative to developing effective teaching practices. It is imperative that students behave in a respectful and considerate way to their fellow classmates during the discussions. Inappropriate, disruptive, or offensive interpersonal behavior is not acceptable.

This is a space where we value diverse identities, ideas, and experiences. I encourage active, deep conversations about the material in the course and the social and historical events that it relates to, but I do not condone hateful speech, prejudicial remarks, or debates that question the rights and personhood of people of various identities. Discriminatory behavior will **not** be tolerated.

University Resources

Office of Disability Services (ODS)

Any student with a documented disability may contact the Office of Disability Services to determine the appropriate accommodations. Students with disabilities who require accommodations should follow the procedures outlined at <https://ods.rutgers.edu>.

Counseling, ADAP & Psychiatric Services (CAPS)

<http://rhscaps.rutgers.edu/>

(848) 932-7884

17 Senior Street, New Brunswick, NJ 08901

Scarlet Listeners, Peer Counseling and Referral Hotline

(732) 247-5555

Scarlet Listeners is a free & confidential student run peer counseling and referral hotline based out of Rutgers. Basic problem solving, venting, thoughts of suicide, depression, anxiety, eating disorders, self-harm, relationship problems, loneliness, etc.

Course Schedule:

Below is a tentative course schedule. Please pay attention to announcements on Canvas in case of any scheduling changes. The main speaker for each topic is also subject to change based on availability.

Week	Date	Topic	Speaker	Assignments
Unit 1: Introduction to College Teaching				
1	Jan-27	Introduction to college teaching & the best class you ever had	Melanie Maimon	
2	Feb-3	Your role(s) as an instructor & Learning goals	Melanie Maimon	
Unit 2: Developing your Teaching Identity				
3	Feb-10	Fostering your classroom culture, Diversity and inclusion, and Classroom policies	Melanie Maimon	
4	Feb-17	What kind of teacher do you want to be? Developing your teaching identity	Melanie Maimon	Begin teaching identity reflection paper
Unit 3: Teaching Skills and Strategies				
5	Feb-24	Active learning in the classroom	Zoë Kitchel	
6	Mar-3	Activities and assessments for engaging students	Melanie Maimon	
7	Mar-10	Teaching with technology	Eva Erber and Melanie Maimon	Complete faculty observation by March 12th. Submit form with reflection to Canvas by 5pm.
8	Mar-17	NO CLASS SPRING BREAK		

Unit 4: Boosting Confidence and Preparing to Teach

9	Mar-24	Organization and administration of Higher education in the U.S. Faculty observation reflection	Dean Barbara Bender, School of Graduate Studies	
10	Mar-31	Motivating students and Leading effective discussion	Melanie Maimon	
11	Apr-7	Teaching Practicum Day 1	Melanie Maimon	Be ready to workshop teaching identity statements
12	Apr-14	Teaching Practicum Day 2	Melanie Maimon	Be ready to workshop teaching identity statements
13	Apr-21	Boosting your teaching confidence	Melanie Maimon	Submit teaching identity reflection paper to Canvas by 12pm on April 21st.

Additional Resources and References

- Rutgers Center for Teaching Assessment and Advancement Research. <https://ctaar.rutgers.edu/> (Links to an external site.)
- Barkley, E., K. Patricia Cross, and Claire Howell Major. Collaborative Learning Techniques: A Handbook for College Faculty. San Francisco: Jossey-Bass, 2004.
- Filene, Peter. The Joy of Teaching. Chapel Hill, NC: The University of North Carolina Press, 2005.
- Fink, L. Dee. Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses. San Francisco: Jossey-Bass, 2003.
- Marzano RJ. 2007. The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction.
- Miller, Thomas E., Barbara E. Bender, John H. Schuh, and Associates. Promoting Reasonable Expectations: Aligning Student and Institutional Views of the College Experience. San Francisco: Jossey-Bass, 2005.
- Uno, G.E. Handbook on Teaching Undergraduate Science Courses: A Survival Training Manual. Philadelphia: Saunders College Publishing, 1999.

- Zull, James E. The Art of Changing the Brain: Enriching Teaching by Exploring the Biology of Learning. Sterling, VA: Stylus Publishing, 2002.

Active Learning

- Prince M. 2004. Does Active Learning Work? A review of the Research. 93(3): 223-231
- Segrist D. 2008. I'd Like to Use Active Learning... But What Can I Do? 21(11) <http://www.psychologicalscience.org/index.php/publications/observer/2008/december-08/idliketouseactivelearningbutwhatcanido.html>
- Active Learning in Political Science © <http://activelearningps.com/>

Relevant Websites

- Teaching Assistant Project - <http://tap.rutgers.edu/> (Links to an external site.)
- Tomorrow's Professor - <https://tomprof.stanford.edu/> (Links to an external site.)
- Inside Higher Ed - <https://www.insidehighered.com/> (Links to an external site.)
- Faculty Focus - <http://www.facultyfocus.com/> (Links to an external site.)
- Rutgers Center for Teaching Assessment and Advancement Research. <https://ctaar.rutgers.edu/> (Links to an external site.)