

LINCOLN UNIVERSITY

DEPARTMENT OF BUSINESS AND ECONOMICS

BA 388 – SEMINAR ON HIGHER EDUCATION

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Course Units: 3 semester units

Class hours: 45 semester hours

Semester: Fall semester 2010

Course Description: Offered to students in the doctoral program or to master's students as an elective course for extra credits. The seminar examines the core values, structures, processes, language, and personnel of higher education, analyzes critical issues facing colleges and management skills for tracking them. It includes oral presentations required for each participating student. (3 units)

Topical Outline: This course focuses on the research on how people learn and best teaching practices, with the aim of preparing students for effective higher education teaching. All educational topics are considered through the lens of teaching in particular scholarly areas of disciplines. The adoption of innovative teaching methods and uses of technology in the classroom will provide an experiential component to the learning.

Course Learning Objectives:

Participants in this course will:

1. Apply theories of learning and development to teaching;
2. Use a variety of effective teaching methods to address all learners effectively;
3. Apply the principles of integrated course design to develop syllabi, assignments, and examinations;
4. Develop a reflective and purposeful approach to teaching based upon a personal teaching philosophy.

Methodology: Lectures supported by PowerPoint slides, discussion groups, class handouts and accompanying exercises, written cases discussed and evaluated in class, Internet based exercises and/or quizzes, and guest lectures when appropriate.

Instructional Materials and References:

Required Primary Textbook: Davis, Barbara Gross, "Tools for Teaching," 2nd ed. (San Francisco, California: Jossey-Bass, 2009). ISBN-13: 978-0-7879-6567-9.

Research Reference Textbook: Bain, Ken, "What the Best College Teachers Do," (Cambridge, Massachusetts: Harvard University Press, 2004). ISBN-13: 978-0-6740-1325-4.

Recommended Reading: Filene, Peter, "The Joy of Teaching: A Practical Guide for New College Instructors," (Chapel Hill, North Carolina: University of North Carolina Press, 2005). ISBN-13: 978-0-8078-5603-1.

Course Materials:

- "Teaching in Higher Education Seminar" - Jossey-Bass Custom Reader (ISBN- 9780470568002).¹

¹ Some of the articles/chapters printed by Jossey-Bass can be found in this reader. All other readings, which are not from the Davis or Bain books, are to be found in the Lincoln University Library. This reader may be out of print in which case all readings which are not from the Davis or Bain books will be found in the Lincoln University Library.

- Journal Articles to be available through the Lincoln University Library

Assignments: Relevant weekly chapter readings in the primary, research, and recommended textbooks as well as journal articles. Particular attention should be directed to chapter behavioral objectives and summaries, if provided, since they help to organize the content of the chapters or journal articles and to identify the most important information to be included in the course evaluations in the form of assignments (or exams). Completion of reading assignments prior to the class dates is essential, not only to understanding the subject matter, but also to enhancing the quality of participation in class.

Oral Assignments:

Student Led Weekly Class Discussions: Teams of students will be assigned the responsibility to lead one or more weekly class discussions based upon their respective written summaries of the journal article readings and related readings in the primary, research, and recommended textbooks.

Micro Teaching Lesson Presentations: Due at the end of the semester, the fifteen minute micro teaching lesson will be based upon the students' selection of course content they are interested to teach in the future. Students may select any subject matter they feel competent or desire to teach.

Written Assignments:

Summary of Weekly Journal Article Readings With Personal Reflections: A summarization of the essential research results gleaned from the journal articles and the students' personal reflections on their efficacy.

Teaching Philosophy Statement: Each student will prepare a statement of the basic tenants of their teaching philosophy. An initial draft will be followed by a revised version at the end of the course reflecting the students' changed and/or enlarged vision based upon the content of the course.

Typical Course Assignment Aligned With Learning Objectives: Each student, after choosing the course content they are interested to teach in the future, will prepare a typical course assignment aligned with specific learning objectives. The assignment may be of any type such as a case study, a simulation, a journal article, etc. Students are to describe succinctly the assignment in detail and then align the appropriate learning objectives to it. For example, most case studies, simulations, or journal article assignments are followed by specific questions that are related to learning objectives. Students are to utilize their learning about assignment design from the related readings in the primary, research, and recommended textbooks, as well as the journal articles.

Comprehensive Essay Examination Aligned With Learning Objectives: Students will prepare a comprehensive essay examination of at least ten questions, based upon the content of the course they are interested to teach in the future, each question to be aligned with specific learning objectives. Students are to utilize their learning about examination construction from the related readings in the primary, research, and recommended textbooks, as well as the journal articles.

Syllabus Supported by a Reflective Paper: Each student, after choosing the course content they are interested to teach in the future, will prepare a comprehensive syllabus based upon the related readings in the primary, research, and recommended textbooks as well as those journal articles related to the preparation of syllabi. Additionally, students will rationalize their design of the syllabus based upon the recommendations in the collective readings. Students are to explain why they adopted certain recommendations regarding the construction of syllabi and rejected others. The syllabus will model the ideal as closely as possible which might not be entirely practical in the real world of the university but will reflect the authors' opinions as to the best syllabus design based upon the readings.

Case Studies: Students may be required to submit one or more assigned case studies. Your case study solutions should cover the case scenarios in some detail, sources in addition to the class text should be used such as outside readings, computer searches, etc., the bibliographies, as well as facts and figures, must be documented by proper annotation and referencing, and you should summarize the outcome or major concluding points of the case studies applying relevant concepts, theories, systems, strategies, and practical applications found in your textbook. You may submit attachments with your case studies, graphs, charts, etc., but sources must be properly documented.

Testing: Assessment Criteria and Method of Evaluating Students:

Attendance: Regular attendance at classes is essential. Excessive absences may result in lowering of the final course grade or even dismissal from class resulting in a loss of credit. Absences due to illness may be excused provided the absence excuses are accompanied by a licensed medical practitioner's signed note or letter attesting to the period of illness. Students are responsible for making up the class work missed.

Examinations: If utilized in the course, exams may consist of essay questions evaluating the student's understanding of the basic concepts, terms, processes, and issues covered in the course.

Assignments and Grading Percentages:

Student led weekly class discussions: 15%

Micro-teaching lesson presentation: 15%

Summary of weekly journal article readings with personal reflections: 15%

Teaching philosophy statement (with draft): 10%

Typical course assignment aligned with learning objectives: 10%

Comprehensive essay examination aligned with learning objectives: 10%

Syllabus supported by reflective paper: 20%

Attendance: 05%

Point/Grade Conversion:

100-95 A	76-74 C
94-90 A-	73-70 C-
89-87 B+	69-67 D+
86-84 B	66-64 D
83-80 B-	63-60 D-
79-77 C+	59 or < F

Standards: Students will be responsible to attend all lectures and complete the textbook chapter readings, research article readings, examinations, written case study analyses, written assignments, and participate in class discussions and presentations.

Integrity and Quality of Scholarship: Integrity of scholarship must be maintained at all times. Plagiarism (copying directly from an author's work) is not permitted. All written work is to be word-processed unless otherwise indicated and should reflect college-level ability in structure, grammar, spelling, and sophistication of analysis.

Supplemental Materials: Handouts and/or exercises may be distributed during the class on related topics as deemed appropriate by the instructor.

Modification of Syllabus: The instructor reserves the right to modify this syllabus at any time during the course. An announcement of any changes will be made in class.

NB (Note Well): All assignments must be submitted by the last class date for grading.

Schedule:

Fall Semester 2010, 10/13/10 to 12/11/10

Meeting days/times: Wednesday, 3:30 PM to 6:55 PM

Part I**Research and theory on teaching and learning in higher education**

Essential Questions: What is learning? How does research and theory about learning inform teaching?

Wednesday, October 13:

Student Led Class Discussion: Student Demographics and Learner-Centered Teaching

Due: Written summary of readings with personal reflections

Smith, G. A. (2008). First-day questions for the learner-centered classroom. *The National Teaching & Learning Forum*, 17(5), 1-4.

Bain, K. (2004). What do they know about how we learn? In K. Bain, *What the best college teachers do* (pp. 22-47). Cambridge, MA: Harvard University Press.

Halpern, D. F., & Hakel, M. D. (2003). Applying the science of learning to the university and beyond: Teaching for long-term retention and transfer. *Change*, 35 (4), 36-41.

Wednesday, October 20:

Student Led Class Discussion: Learning and development in the college years and implications for teaching

Due: Written summary of readings with personal reflections; Draft of teaching philosophy statement

Kurfiss, J. (1994). Intellectual, psychosocial, and moral development in college: Four major theories. In

K. A. Feldman & M. B. Paulsen (Eds.), *Teaching and learning in the college classroom* (pp. 165-194). ASHE Reader Series. Needham Heights, MA: Simon & Schuster Custom Publishing.

King, P. M. (2000). Learning to make reflective judgments. In M. B. B. Magolda, (Ed.), *New Directions for Teaching and Learning: Teaching to promote intellectual and personal maturity: Incorporating students' worldviews and identities into the learning process* (pp. 15-26). San Francisco: Jossey-Bass.

Ignelzi, M. (2000). Meaning-making in the learning and teaching process. In M. B. B. Magolda (Ed.), *New Directions for Teaching and Learning: Teaching to promote intellectual and personal maturity: Incorporating students' worldviews and identities into the learning process* (pp. 5-14). San Francisco: Jossey-Bass.

Clinchy, M. B. B. (2000). Toward a More Connected Vision of Higher Education. In M. B. B. Magolda (Ed.), *New Directions for Teaching and Learning: Teaching to promote intellectual and personal maturity : Incorporating students' worldviews and identities into the learning process* (pp. 27-36). San Francisco: Jossey-Bass.

Ortiz, A. (2000). Expressing cultural identity in the learning community: Opportunities and challenges. In M. B. B. Magolda, (Ed.), *New Directions for Teaching and Learning: Teaching to promote intellectual and personal maturity: Incorporating students' worldviews and identities into the learning process* (pp. 67-79). San Francisco: Jossey-Bass.

Part II

Research-based course design and methods

Essential Question: How do we promote learning through incorporating best course design and teaching practices?

And

Reflective Practice

Essential Question: How can we use reflection to integrate what we've learned and deepen our understanding of learning and good teaching?

Wednesday, October 27:

Student Led Class Discussion: Integrated Course Design and Developing Learning Objectives

Due: Written Summary of readings with personal reflections; Draft of learning objectives for assignment

Fink, D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco: Jossey-Bass. (Chapters 3 & 4)

Rose, D. H., Harbour, W. S., Johnston, C. S., Daley, S. G., & Abarbanell, L. (2009). Universal design for learning in postsecondary education: Reflections on principles and their application. In S. E. Burgstahler & R. C. Cory (Eds.). *Universal design in higher education: From principles to practice*. (pp. 45-60). Cambridge, MA: Harvard Education Press.

Wednesday, November 3:

Student Led Class Discussion: Designing Assignments and Exams to Align with Learning Objectives

Due: Written summary of readings with personal reflections

Bean, J. C. (2001). Formal writing assignments. In J. C. Bean, *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom* (pp. 73-96). San Francisco: Jossey-Bass.

Davis, B. G. (2009). *Tools for teaching* (2nd ed.). San Francisco: Jossey-Bass. (Chapters 37 & 39)

Wednesday, November 10:

Student Led Class Discussion: Assessment and Feedback

Due: Written summary of readings with personal reflections; Typical course assignment aligned with learning objectives

Bean, J. C. (2001). Developing and applying grading criteria. In J.C. Bean, *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom* (pp. 255-265). San Francisco: Jossey-Bass.

Stevens, D. D., & Levi, A. (2005). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning*. Sterling, VA: Stylus Publishing. (Chapters 1 & 3)

Wednesday, November 17:

Student Led Class Discussion: Teaching Methods I: Effective Lecturing & Large Group Teaching

Due: Written summary of readings with personal reflections; Comprehensive essay examination aligned with learning objectives

Davis, B. G. (2009). *Tools for teaching* (2nd ed.). San Francisco: Jossey-Bass. (Chapters 14-18 & 51)

Brookfield, S.D., (2006). Lecturing creatively. In S. D. Brookfield, *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*, (2nd ed.) (pp. 97-114). San Francisco: Jossey-Bass.

Wednesday, November 17 continued:

Student Led Class Discussion: Reflective Practice I: Reflecting on Faculty Identity

Due: Written summary of readings with personal reflections

Reflections on Identity and Teaching Document on blackboard (one word document with 5 excerpts)

Chesler, M. & Young, A. A. (2007). Faculty members' social identities and classroom authority. In M.4 Kaplan & A. T. Miller (Eds). *New Directions for Teaching and Learning: Scholarship of Multicultural Teaching and Learning* (pp.11-20). San Francisco: Jossey-Bass.

McIntosh, P. (1988). White privilege: Unpacking the invisible knapsack. *Working Paper 189*, Wellesley College Center for Research on Women.

Tuesday, November 23 to Sunday, November 28, Fall Recess

Wednesday, December 1:

Student Led Class Discussion: Teaching Methods II: Collaborative Learning: Discussions and Problem Solving

Due: Written summary of readings with personal reflections

Davis, B. G. (2009). *Tools for teaching* (2nd ed.). San Francisco: Jossey-Bass. (Chapters 9-13 & 21)

Brookfield, S. D., & Preskill, S. (2005). Keeping students' voices in balance. In S. D. Brookfield & S. Preskill, *Discussion as a way of teaching: Tools and techniques for democratic classrooms*. (pp. 168-191). San Francisco: Jossey-Bass.

Bean, J. C. (2001). Coaching thinking through the use of small groups. In J. C. Bean, *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom* (pp. 149-168). San Francisco: Jossey-Bass.

Barkley, E. F., Cross, K. P., & Major, C. H. (2005). Techniques for problem solving. In E. F. Barkley, K. P. Cross, & C. H. Major, *Collaborative learning techniques: A handbook for college faculty* (pp. 169-204). San Francisco: Jossey-Bass.

Student Led Class Discussion: Reflective Practice II: Reflecting on Teaching Practice

Due: Written summary of readings with personal reflections

Brookfield, S. D. (1995). Becoming critically reflective: A process of learning and change. In S. D.

Brookfield, *Becoming a critically reflective teacher* (pp. 28-48). San Francisco: Jossey-Bass.
Burke, C. (1991). Tulips, tinfoil, and teaching: Journal of a freshman teacher. In C. R. Christensen, D. A. Garvin, & A. Sweet (Eds.), *Education for judgment: The artistry of discussion leadership* (pp. 37-67). Cambridge, MA: Harvard Business School.

Wednesday, December 8:

Student Led Class Discussion: Teaching Methods III: Inclusion

Due: Written summary of readings with personal reflections

Davis, B. G. (2009). Responding to a changing student body. In B.G. Davis, *Tools for teaching* (2nd ed.) (pp. 55-94). San Francisco: Jossey-Bass.

Burgstahler, S. E. (2008). Universal design of instruction: From principles to practice (pp. 23-44). In S. E. Burgstahler & R. C. (Eds.), *Universal design in higher education: From principles to practice*. Cambridge, MA: Harvard Education Press.

Warren, L. (2005). Strategic action in hot moments. In M. L. Ouellett (Ed.), *Teaching inclusively* (pp. 620-630). Stillwater, OK: New Forums Press Inc.

Miller, A. T. (2005). The Multicultural Lab: Diversity Issues in STEM Classes. In M. L. Ouellett (Ed.), *Teaching inclusively* (pp. 451-459). Stillwater, OK: New Forums Press Inc.

Reflective Practice III: Micro-Teaching

Due: Fifteen minute micro teaching lesson presentation

Due: The syllabus and reflective paper

Due: Revised teaching philosophy statement

Date Syllabus Was Last Reviewed: August 26, 2010