SAMPLE 8985: Teaching in Higher Education  
Instructor: ________________

**Course Description and Objectives:** Welcome to the Teaching in Higher Education Seminar. Enrolling in this course demonstrates your commitment to your students, to the profession and your own development as an educator. This 3 credit course is also the first step in earning Temple University’s Teaching in Higher Education Certificate. (Visit this page for certificate information and requirements: [http://www.temple.edu/tlc/events/thec/matriculation_track.htm](http://www.temple.edu/tlc/events/thec/matriculation_track.htm))

This course will enhance your knowledge of how people learn, expand and diversify your toolbox of teaching methods, and give you opportunities to apply what you are learning to the development of course materials. The goal is for you to learn from the readings and activities, from individualized feedback on your assignments, from your own self-reflection and from the learning community of colleagues.

This syllabus is designed to address the following learning goals. Participants in this course will:

- Apply research on learning and adult development to teaching;
- Apply the principles of integrated course design to develop syllabi, assessments and learning activities;
- Use a variety of research-based teaching methods to promote learning, including the case study method;
- Develop a reflective and purposeful approach to teaching.

**Assignments and Grading:** Assignments have been created to help you demonstrate that you have met the learning goals for the course. All assignments' instructions are available in Blackboard under the appropriate lesson tab. Each is accompanied by a detailed rubric that will be used for evaluating your assignments, and we encourage you to consult that rubric, so you can work intentionally toward meeting the standards we describe. The following is a list of the major assignments for the semester. You will also be asked to participate in online discussions of the readings.

**Teaching philosophy statement (with draft): 20%**
You will be graded on your final draft, but you are required to write an initial draft early in the semester. You will receive formative feedback on this first draft.

**Assignment or exam aligned with learning objectives, with rubric or scoring guide: 25%**
You will have readings and learning activities that will prepare you to write more effective assignments or exams. Creating an assignment aligned with learning goals is a key step in creating an integrated course.

**Lesson plan supported by reflective paper: 25%**
This lesson plan should reflect some of the teaching methods you have learned in the course, and be designed to help students meet your stated learning goals.

**Case study response paper: 30%**
This assignment is an opportunity to synthesize what you have learned in this class and apply this knowledge to a series of case studies that represent teaching challenges.

**Microteaching: Formative feedback only, no grade.**
You will prepare and deliver a 10 minute lesson to the class, and receive formative feedback. This is required for all students who will receive the Teaching in Higher Education Certificate.
Course Materials:
All other readings and resources for the course are on the Blackboard site. Each week’s lesson will include hyperlinks to the readings and activities you need to complete.

Course Schedule:

Each lesson has a Blackboard page that includes hyperlinks to readings, assignments, blogs or other activities that you are to complete. Please note that other readings and ungraded activities may be assigned throughout the semester. Check each Blackboard lesson for updates.

Schedule

Module One
Research and theory on teaching and learning in higher education

Lesson 1: Prior Knowledge & Organizing Knowledge
DUE: Blog posting and comment on a colleague’s post

Lesson 2: Learning Research: Motivation & Mastery
DUE: Draft of Teaching Philosophy Statement

Lesson 3: Learning Theory: Adult Development & Metacognition
DUE: Blog posting and comment on a colleague’s post

Module Two
Research-based course design and methods

Lesson 4: Integrated Course Design and Developing Learning Goals
DUE: Draft of learning goals worksheet (posted in Blackboard)

Lesson 5: Designing Assignments and Exams to Align with Learning Goals
DUE: Blog posting and comment on a colleague’s post
Davis, B. G. (2009). Tools for teaching (2nd ed.). San Francisco: Jossey-Bass. Chapters 39, 41 & 42. (These address the design of quizzes, tests and exams.)

Lesson 6: Assessment and Feedback
DUE: Assignment or exam aligned with learning goals

Lesson 7: Teaching Methods I: Effective Lecturing & Large Group Teaching
DUE: Blog posting and comment on a colleague’s post

Lesson 8: Teaching Methods II: Collaborative Learning: Discussions and Problem Solving
DUE: Blog posting and comment on a colleague’s post

**Lesson 9: Teaching Methods III: Inclusion**

**DUE: Blog posting and comment on a colleague’s post**


YOU MAY CHOOSE ONE OR TWO OF THE FOLLOWING, BASED ON YOUR DISCIPLINE


**Module Three**

**Reflective Practice**

**Lesson 10: Reflective Practice I - Reflecting on Faculty Identity**

**DUE: Blog posting and comment on a colleague’s post**

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


**Lesson 11: Reflective Practice II - Reflecting on teaching practice**

**DUE: Revision of Statement of Teaching Philosophy**


**Module Four**

**Teaching (INSERT ACADEMIC AREA): TBD by instructor**

*Lessons 12, 13 & 14* will be designed by instructor to address area specific teaching issues. For example, Business 8985 might address: How to teach with the case method, how to incorporate real world experience into coursework; Film and Media Arts 8985 might add how to teach problem solving or supervise a lab.

**DUE: Case Study Response paper**

**DUE: Microteaching continues if time is needed.**
Course Policies:

**Disability Statement:** This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

**Statement on Academic Freedom:** Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

**Policy on Academic Honesty:** Temple University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Please follow this link to see Temple University’s Policy on Academic Honesty: http://www.temple.edu/bulletin/Responsibilities_rights/responsibilities/responsibilities.shtm