

MANA 6182 and MANA 6382
Doctoral Research and Teaching Colloquium
“Preparing to teach at the University Level”
(Teaching Tools for Ph.D. Students)
Maymester 2014, 1:00 - 4:50 P.M., Room 101,
Trimble Hall
Dr. Mary Lynn Crow, Instructor
Dr. Edmund Prater, Coordinator

Course Description:

This course is designed to prepare doctoral-level candidates in UTA's COBA for their role as college teachers. Course content will include syllabus preparation, constructing student learning outcomes, and planning lessons for individual classes; learning a variety of instructional methods including active-learning, non-lecture strategies for both large and small classes; preparing tests and assigning grades; meeting classes for the first time; and working with all kinds of students, student problems, and problem students.

Required Textbooks and Course Materials:

1. McKeachie, W. J. and Svinicki, M. (2014). *Teaching tips: Strategies, research, and theory for college and university teachers* (14th ed.). Wadsworth- Cengage Learning.
2. Course Packet available at Bird's Copy Center, 208 South East St., across from Arlington's downtown post office. (also required)

Office Hours and Communication:

Dr. Crow's office is in Trimble Hall, 4A. Office telephone is (817) 272-3339. Email is mlcrow@uta.edu. Email is the preferred method of communication. Website is www.uta.edu/faculty/mlcrow. Office hours, as needed, will be held before and after class in Trimble Hall, room 101.

Course Learning Outcomes:

The student will be able to:

1. Prepare correctly-stated learning outcomes for a course he/she will teach for COBA. These outcomes will be sufficiently accurate to meet university SACS standards.
2. Accurately construct a course syllabus for a course he/she will teach for COBA. The syllabus will be constructed according to the university template provided and will be sufficiently accurate to meet university standards.

3. Construct at least one course test or examination for a course he/she will teach for COBA. The test or examination will be accompanied by the correct answers and by the design or instructions as to how it will be graded.
4. Design the overall grading plan for a course he/she will teach for COBA. This overall plan will include (to the extent that any of it will be required by students): homework, in-class assignments, class participation, attendance, tests and examinations, presentations, projects, etc. The plan will clearly specify how each individual part of the grade as well as how the final course grade will be derived.
5. Correctly design a rubric for his/her course.
6. Design and present, in micro teach format, two active Instructional strategies that were covered in MANA 6182 and MANA 6382. The content of the lesson should be from a course he/she will teach for COBA. The lesson will be accompanied by an accurate lesson plan as taught in this course. The lesson will also be accompanied by two supporting articles (research if possible) that explain or support the instructional technique or else the content to be taught.
7. Explain the role of ethics in the university classroom.
8. Demonstrate (during his/her micro teach demonstrations) that he/she is able to manage a classroom learning situation (including student behavior) so that learning is maximized.

Course Requirements:

1. Prepare “student learning outcomes” for your course. (To meet university SACS standards)
2. Prepare the syllabus for your course (To meet university requirements).
3. Construct one (1) test and a grading plan for that test and for your course.
4. Construct one (1) rubric for your course.
5. Present two (2) lessons in micro teach format in front of this class. Each lesson will include a detailed lesson plan and a Bibliography of at least two (2) research studies or application articles that support or explain your techniques.

Strategies for COBA

- Harvard Case Method (Langley)
- Problem-based-learning (PBL)
- Simulation Game (Stock Market, Supply Chain, etc.)
- Group Investigation (Gordon)
(Student Directed Learning)
- Inquiry Training (Suchman)
(Solving problems via scientific method)
- Clickers (electronic classroom interaction)
- Scamper (Osborne and Eberly)
(Creativity for Marketing, Advertising, New Product Development)
- Role Play (Shaftels)
(For Personnel Evaluations, Interviews, Sales Training, Labor/
Management negotiation)
- Take-A-Stand (Crow)
(For eliciting opinions, attitudes, controversial course content)
- Six Thinking Hats (de Bono)
(Lateral Thinking for problem solving
and decision making)
- Instructional Matrix (Crow)
- Concept Attainment (Bruner)
(Statistics and math)

FEEDBACK ON LESSON PLANS AND TEACHING DEMONSTRATIONS

Student's Name

Name of Model or Strategy

Date

Lesson Plan

- _____
Descriptive Data (class size, level, name, number, etc.)
- _____
Learning Outcomes (must match assessment / evaluation)
- _____
Steps/Phases of Model or Strategy
- ☐ Accuracy of Stages/Phases
 - ☐ Sufficient Implementation Detail
 - ☐ Estimated Times per Stage/Phase
- _____
Resources/Supplies/Space
- _____
Assessment/Evaluation Procedures (must match learning outcomes)
- _____
Appended Hand-Outs, Transparencies, visual aids or rubric.

Model Demonstration

- _____
Accuracy of Model Implementation
- According to stages/phases
- _____
Intent of Model
- _____
Demonstration follows Lesson Plan
- _____
Stayed within required length
- _____
Used good instructional/presentation skills
- Volume, rate, eye contact, correct English, use of body, etc.
- _____
Proper use of visual aids, technology, and materials
- _____
Appropriate classroom management

Model Bibliography

- _____
Minimum of 2 research studies, application articles, books, or chapters
- _____
Complete bibliographical data on each item

MANA 6182 & MANA 6382 Maymester 2014 Calendar - Dr. Crow

<u>Date</u>	<u>Course Content</u>	<u>Read Before Class</u>	<u>Assignment Due</u>
Wed. May 14	Introductions Course Overview Overview of Instructional strategies Bloom's Taxonomies/Three Domains	Note: Text Book Chapters listed below; Course packet assigned verbally by professor	
Thurs. May 15	Learning Outcomes Lesson Plans Syllabus Construction Meeting a Class for the First Time	Chapters 1-3	Selection by students of the two strategies to be demonstrated.
Fri. May 16 Mon. May 19 And Tues. May 20	Professor teaches the strategies listed on page 3 of the Syllabus	Chapters 5, 11, 14, 15, 17, 18, 19, 20, 21	Learning Outcomes due on Fri, May 16 -Syllabus Due (except for Testing and Grading) Wed. May 21
Wed. May 21	Problem Students, Student Problems Ethics: What you teach is Who YOU are	Chapters 7, 8, 10, 12, 13, 22	
Thurs. May 22 Fri. May 23 Mon. May 26 Tues. May 27	Testing and Grading; Rubric construction First Teaching Demonstrations (7) Holiday First Teaching Demonstrations (8)	Page 250, Table: 17.8	Testing and Grading System due along with rubric, Mon, May 26 <i>Lesson Plans complete with bibliographies due at the time of Teaching Demonstrations</i>
Wed. May 28	Second Teaching Demonstration (7)		
Thurs. May 29	Second Teaching Demonstration (8) International Foods Celebration	<i>Bring a dish of your state or country to share Thurs. May 29</i>	Be certain ALL required work has been turned in, including work that was returned to you for corrections
Fri. May 30	Final Exam Papers due by email to: MLCrow@uta.edu by NOON		Final Exam

Note: The Professor reserves the right to make changes to this calendar depending upon class size and other circumstances. Days and times for teaching demonstrations now set for 15 students.

COURSE POLICIES

Attendance:

The Maymester format makes it necessary to require attendance! Absences will, therefore, be carefully monitored.

Assignments/Late Work:

Assignments and tests must be turned in/taken according to the Class Schedule. Late work will be penalized points for each day late.

Academic Honesty:

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at the University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student of the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22.)

Americans with Disabilities Act (ADA):

If you are a student who requires accommodation in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester, and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center), which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

Student Services:

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Electronics Policy:

Please turn off all cell phones, pagers, and other electronic equipment during class.

SELECTED BIBLIOGRAPHY

- Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
- Barkley, E. F., Cross, K. P., & Major, C. H. (2005). *Collaborative learning techniques: A handbook for college faculty*. San Francisco: Jossey-Bass.
- Biech, E. (Ed.) (2001). *The Pfeiffer book of successful team-building tools*. San Francisco: Jossey-Bass.
- Bligh, D. A. (2000). *What's the use of lectures?* San Francisco: Jossey-Bass.
- Bruner, R. F. (2003). *Case studies in finance: Managing for corporate value creation* (4th ed.). Boston, MA: McGraw-Hill.
- Cole, D. (Ed.) (2007). *Annual editions: Economics* (34th ed.). Dubuque, IA: McGraw-Hill.
- Diamond, R. M. (1997). *Designing and assessing course and curriculum: A practical guide*. San Francisco: Jossey-Bass.
- Eble, K. E. (1994). *The craft of teaching: A guide to mastering the professor's art* (2nd ed.). San Francisco: Jossey-Bass.
- Fallon, P., & Senn, F. (2006). *Juicing the orange: How to turn creativity into a powerful competitive advantage*. Cambridge, MA: Harvard University Press.
- Ferrell, O. C., Fraedrich, J., & Ferrell, L. (2005). *Business ethics: Ethical decision making and cases* (6th ed.). Boston: Houghton Mifflin.
- Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco: Jossey-Bass.
- Forsyth, D. R. (2003). *The professor's guide to teaching: Psychological principles and practices*. Washington D.C.: American Psychological Association.
- Hertel, J. P., & Mills, B. (2002). *Using simulations to promote learning in higher education: An introduction*. Sterling, VA: Stylus Publishing.
- Honan, J. P., & Rule, C. S. (2002). *Using case studies in higher education: A guide for faculty and administrators*. San Francisco: Jossey-Bass.

- Jones, K. (1991). *Ice Breakers: A source of games, exercises, and simulations*. San Francisco: Jossey-Bass.
- Joyce, B. R., & Weil, M. *Models of teaching*. Boston, MA: Allyn and Bacon. Any edition!
- Lyons, R. E., Kysilka, M. L., & Pawlas, G. E. (1999). *The adjunct professor's guide to success: Surviving and thriving in the college classroom*. Boston: Allyn and Bacon.
- Milne, M., & McConnell, P. (2001). Problem-based learning: A pedagogy for using case material in accounting education. *Accounting Education*, 10(1), 61-82.
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- Newton, L. H., & Ford, M. M. (2006). *Taking sides: Clashing views in business ethics and society* (9th ed.). Dubuque, IA: McGraw-Hill.
- Pfeiffer, J. W. (1989). *The encyclopedia of group activities*. San Diego, CA: University Associates.
- Richardson, J. E. (Ed.) (2008). *Annual editions: Business ethics 2007/2008* (19th ed.). Dubuque, IA: McGraw-Hill.
- Ruben, B. D. (1999). Simulations, games, and experience-based learning: The quest for a new paradigm for teaching and learning. *Simulation and Gaming*, 30(4), 498-506.
- Ukens, L. L. (2002). *Energize your audience*. San Francisco: Jossey-Bass.
- Walvoord, B. E., & Anderson, V.J. (1998). *Effective grading*. San Francisco: Jossey-Bass.

JOURNALS FOR YOUR CONSIDERATION (That contain educational information)

Active Learning in Higher Education
Journal of Education for Business
Management Decision
Journal of Educational Research
Small Group Research
Research in Education
Journal of Experimental Education
Simulation and Gaming Journal (use for simulations)
Journal of Legal Education
Contemporary Educational Psychology
Journal of Instructional Psychology
Journal of Educational Psychology
Review of Educational Research
International Journal of Instructional Media
Cognition and Instruction
Journal of Personal Selling and Sales Management
Journal of Information Technology
Accounting Education
Journal of Marketing
Problem Based Learning Journal
Education Review
The Journal of Economic Education
Sales and Marketing Management
Harvard Business Review (Use for Case Studies)
International Journal of Role-Playing