

Doctoral Research and Teaching Colloquium:

“Preparing to teach at the University Level”

(Teaching Tools for Ph.D. Students)

Maymester 2015, 1:00 - 4:50 P.M., Trimble Hall, Room 101,

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 outcome, and planning lessons for individual class; 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. Svinicki, M.D. & McKeachie, W. J. (2014) Teaching Tips: Strategies, Research, and Theory for College and University Teachers. 14E. Wadsward 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, but the answering device does not work.

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

Course Learning Outcomes continued:

3. Construct at least one course test or examination for a course she/he 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 she/he will teach 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 her/his course.
6. Design and present, in “micro-teach” format, one active Instructional strategy that was covered in MANA 6182 and MANA 6382. The content of the lesson should be from a course she/he 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 and support the instructional technique or else the content to be taught. You may be requested to redo part or all of your teaching demonstration.
7. Explain the role of ethics in the university classroom.
8. Demonstrate (during her/his “micro-teach” demonstration) that she/he 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 UTA 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 one (1) lesson in “micro-teach” format in front of this class. The lesson will include a detailed lesson plan and a Bibliography of at least one (1) research study or application article that supports or explains your techniques.

Strategies for COBA

- Harvard Case Method (Langley)
- Simulation Game (Stock Market, Supply Chain, etc.)
- 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)
- Instructional Matrix (Crow)

FEEDBACK ON LESSON PLANS AND TEACHING DEMONSTRATIONS

Student's Name

Name of Model or Strategy

Date

Lesson Plan

_____ Descriptive Data (class size, level, name of course number, number of predicted students)

_____ 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 1 research study, application article, book, or chapter related to strategy or strategy or content of your lesson.

_____ Complete bibliographical data on the item

DATE	COURSE	HOMEWORK FOR:	TEXTBOOK	PACKET
Wed. 5/20	Introductions Course Overview Overview of Instructional Strategies Blooms Taxonomies/3 Domains	Thurs. 5/21	Chaps. 1-2	pp. 1-12 pp. 13-18
Thurs. 5/21	Learning Outcomes Lesson Plans Syllabus Construction	Fri. 5/22	Chap. 3 Chaps. 5, 14,15	pp. 29-30 pp. 55-65 pp. 66-69
Fri. 5/22	Meeting a class for the first time Take-A-Stand Harvard Case Method	Tues. 5/26 Syllabus due except for testing & grading	Chaps. 17,18,19,21	pp. 31-54 pp. 77-80 pp. 70-72
Mon. 5/25	MEMORIAL DAY HOLIDAY			
Tues. 5/26	Scamper Role Play	Thurs. 5/28	Chap. 22, pp 228-230 Chaps. 11, 12, 13	p. 117 pp. 81-83
Thurs. 5/28	Instructional Matrix Problem Students/Student Problems Ethics: What you teach is who YOU are	Fri. 5/29	Chaps 7,8,10	pp. 85-100
Fri. 5/29	Testing and Grading Rubric construction	Mon. 6/1 Lesson Plan #1 due.		p. 118
Mon., 6/1	8 teaching demonstrations	Tues. 6/2 Final Syllabus due with testing & grading and Rubric		
Tues. 6/2	8 teaching demonstrations	Wed. 6/3		
Wed. 6/3	8 teaching demonstrations	Thurs. 6/4 bring dish of your "Home" to share		
Thurs. 6/4	8 teaching demonstrations	INTERNATIONAL FEAST DAY Fri 6/5 Final Exam due!		
Fri. 6/5	Final Exam due to Dr. Crow by 1:00 AM @ mlcrow@UTA.edu			

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.
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- 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.

SELECTED BIBLIOGRAPHY continued

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- 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 education 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