

Graduate Course on: "Preparing for College-Level Teaching"

WEEKLY SCHEDULE OF EVENTS – Spring 2007

Week:	First Half	Second Half	Reading for Next Week:	Writing & Other Assignments Due next week:
1 Jan 16	<p>Getting Started:</p> <ul style="list-style-type: none"> • Meet each other • Build initial thoughts on 2 central question(s) of course • Appreciative Inquiry Exercise • How this course will operate 	<ul style="list-style-type: none"> • "Connections" • Form teams: something special about everyone in your group • Practice RAT on Syllabus • Discussion: Sat – Unsat • Write: Views on teaching (most professors – yours at this time) 	<ul style="list-style-type: none"> • "From Teaching to Learning" • Weimer, Ch. 1-2 • Fink, "CSLE", Ch. 1 	<ul style="list-style-type: none"> • Journal
2 Jan 23	<ul style="list-style-type: none"> • Connections? • RAT #1: "New Ideas on Teaching" 	<ul style="list-style-type: none"> • Practice using "New Ideas" • Write: Your Reaction to this course thus far 	<ul style="list-style-type: none"> • CSLE, Ch. 2-4 	<ul style="list-style-type: none"> • Write: Your thoughts on these new ideas cf to trad/your initial
3 Jan 30	<ul style="list-style-type: none"> • Connections? • RAT #2: on Course Design 	<ul style="list-style-type: none"> • Practice problems of course design • Resources for learning about teaching 		<ul style="list-style-type: none"> • Journal: <ul style="list-style-type: none"> ○ <i>What</i> are you learning? ○ <i>How</i> are you learning? • Write for a course of yours: Situational Factors, Learning goals • Find multiple kinds of resources on teaching
4 Feb 6	<ul style="list-style-type: none"> • Connections? • Practice problems of course design 	<ul style="list-style-type: none"> • Introduce "Eval. Student Learning" • Write: Your Reaction to this course thus far 	<ul style="list-style-type: none"> • Walvoord, Ch. 3,5 • Wiggins, Ch. 1-2 	<ul style="list-style-type: none"> • 3-column table for a course of yours

5 Feb 13	<ul style="list-style-type: none"> • Connections? • RAT #3: on Evaluating Student Learning 	<ul style="list-style-type: none"> • Practice problems on evaluating student learning 	<ul style="list-style-type: none"> • List of Major Ideas on Teaching 	<ul style="list-style-type: none"> • Journal • Write: test questions (2 MC, 2 essay)
6 Feb 20	<ul style="list-style-type: none"> • Connections? • Writing tests 	<ul style="list-style-type: none"> • Introd: Team-based learning • Write: Your Reaction to this course thus far 	<ul style="list-style-type: none"> • "Team-Based Learning", Ch. 1-3, 15 	
7 Feb 27	<ul style="list-style-type: none"> • Connections? • RAT #4: on Team-based Learning 	<ul style="list-style-type: none"> • Work with Prof. Olson on TBL in his course(s) 		<ul style="list-style-type: none"> • Develop the Weekly Schedule for your course • Journal: <ul style="list-style-type: none"> ○ What have you been learning? ○ How have you been learning that?
8 Mar 6	<ul style="list-style-type: none"> • Connections? • Mid-semester project (in teams): Design a course • Work with/get information from Prof. Shehab about her course 		<ul style="list-style-type: none"> • Read selected articles in the special issue of Jrnl of Engin. Educ. 	<ul style="list-style-type: none"> • Work with team to design Prof. Shehab's course
9 Mar 13	<ul style="list-style-type: none"> • Connections? • <u>Design a Course Project</u> (cont.) <ul style="list-style-type: none"> ○ Develop presentation for Prof. Shehab 	<ul style="list-style-type: none"> • Present ideas to Prof. Shehab 	<ul style="list-style-type: none"> • "Evaluating Your Own Teaching" • Mat'l on <u>teaching portfolios</u> 	<ul style="list-style-type: none"> • Identify the 3 most important ideas for you to learn about teaching, after this course is over
Mar 19-23	SPRING BREAK			
10 Mar 27	<ul style="list-style-type: none"> • Connections? • <u>Your Development as Prof. Educators</u> • Evaluating your own teaching 	<ul style="list-style-type: none"> • Developing a <u>TEACHING portfolio</u> • Articulating your own teaching philosophy • Develop a plan for future 	<ul style="list-style-type: none"> • Selections from <u>Learning Portfolios</u> 	<ul style="list-style-type: none"> • Write your teaching philosophy • Write a professional development plan: • Share these with

		learning (= Part 4 of both teaching and learning portfolios)		others on your team, and respond to their statements
11 Apr 3	<ul style="list-style-type: none"> • Connections? • <u>Your Independent Learning Project: Develop</u> • <u>LEARNING Portfolios</u> 	<ul style="list-style-type: none"> • <u>Mentoring</u> 	<ul style="list-style-type: none"> • SCUP • Accrediting: ABET, Regional • Several websites 	<ul style="list-style-type: none"> • TEACHING portfolio, 1st draft • Work on Indep. Learning Project
12 Apr 10	<ul style="list-style-type: none"> • Connections? • <u>Changes in Higher Education</u> • <u>Changes in Engineering Education</u> 	<ul style="list-style-type: none"> • <u>Interacting with Students</u> <ul style="list-style-type: none"> ○ The role of leadership ○ VT? 		<ul style="list-style-type: none"> • LEARNING portfolio, 1st draft • Work on Indep. Learning Project
13 Apr 17	<ul style="list-style-type: none"> • Connections? • <u>Your Independent Learning Project: Present, turn in</u> 	<ul style="list-style-type: none"> • 2 Portfolios: Review • Introduce "Final" Project: Re-design/ improve <u>this</u> course 		<ul style="list-style-type: none"> • Journal #7 • TEACHING portfolio: Final draft
14 Apr 24	<ul style="list-style-type: none"> • Connections? • Turn in: <u>TEACHING Portfolio</u> (Final draft) • <u>LEARNING Portfolio:</u> Review 	<u>Final Project</u> -Start on Final Project		<ul style="list-style-type: none"> • LEARNING portfolio, final draft • Final Project: Work with team on developing
15 May 1	<ul style="list-style-type: none"> • Connections? • Turn in: LEARNING PORTFOLIOS (Final Draft) • Finish Final Project (Groups) 	<ul style="list-style-type: none"> • Present Final project • "Completion Ceremony" 		