Example of a Well-Designed Course in: EDUCATION

1. Specific Context

- **The subject matter:** The course prepares educational leaders enrolled in our higher education doctoral program to teach in the post-secondary sector, especially at the undergraduate level.
  - o It helps participants develop effective teaching skills that enhance significant and relevant learning for students. The subject matter is divergent, interdisciplinary, and marries theory and practice.
  - o In keeping with the goals of the program, the class is aimed at developing critical scholar practitioners who are well prepared to address the core needs of students and communities, and, as appropriate, challenge the prevailing status quo that has reproduced failing schools and underprepared students.
- **The title of the course:** *University and College Teaching*
- **Typical class size:** 15
- **Level of the course:** Doctoral
- **Mode of delivery:** Hybrid
- **Type of institution:** University

2. General Description of the Course

The doctoral level course for educational leaders examines effective teaching and learning philosophies, strategies, engagement methodologies, and how related social factors such as the intersections of race, class, gender, age, and ability influence teaching and learning in college and university classroom settings. Emphasis is on teaching effectiveness for significant, active, and relevant learning, inventive development and implementation of learning outcomes, materials, engaging activities and assessments, and on empowering teaching and learning that advances social justice for students and the community.

3. Big Purpose of the Course

The most important things to learn in my classes are: the curiosity and skepticism required to critique everything, including one's age-old beliefs and ways of life; the development of a great love for independent, life-long learning and teaching; and the development of a genuine love and plan for helping/ empowering others in order to contribute to increasing social justice. In this course, *University and College Teaching*, students learn more innovative ways to teach – formally and informally - for social justice.

4. Important Situational Factors/Special Pedagogical Challenge

The table below captures two key situational factors that help me plan the most significant learning plan for the class.

Situational Factors:	Responses/Solutions:
1. Convincing majority K-12 principals that this (higher education teaching and learning) course is central to their professional development and will have lasting benefits to them as they diversify their professional activities to reach higher levels of self-actualization – something that is almost guaranteed by the opportunity to teach in higher education!!!	1. Discussing examples (of successful transition and the benefits therein) from the community and faculty teaching in the program will help convince them that there is life after K-12 administration! The ability to transfer the skills in this course to their instructional leadership duties should also augur well with many.
Special Pedagogical Challenge:	**Responses/Solutions:**
• Subject Nature: The subject, teaching and learning in higher education /effective pedagogy, is by nature very divergent. There is no one 'correct' way of teaching/learning. Each situation brings about and calls for different - and even multiple – factors and ways of teaching/learning! Thus, there is no one prescription for effectiveness; instead, there are various menus of theories, philosophies, and strategies that are available	• Just by the selection of texts, teachers are – consciously or unconsciously - making statements about the subject matter. Therefore, a variety of texts are used to cover philosophical, critical, pedagogical, and theoretical aspects. Another task is that of helping students develop the critical lenses they need to evaluate most curricula materials to ascertain the "who benefits" issue advanced by most critical theorists, especially by critical

to both learners and facilitators.	feminists.

5. 3-Column Table

Learning Goals:	Learning Activities	Assessment Activities
1. Foundational Knowledge **Develop and articulate a good knowledge and understating of**: a. Key theoretical constructs in critical pedagogy b. Major educational implications and influences of social stratification c. Strategic learning /teaching best practices that have resulted in improved educational experiences for underserved students populations	Readings, Discussions and presentations focused on course content, skills and theories	In-class quizzes Weekly post-class learning logs to be posted on Blackboard blogs Weekly pre-class chapter summaries Thematic team presentation (select chapters and article)
2. Application **Demonstrate the ability to:** a. Develop a well researched and comprehensive teaching philosophy that clearly demonstrates appropriate application of critical pedagogy b. Apply Intersectionality theories to critically analyze institutional profiles for the purposes of implementing needed improvements	Practice: Analyses of exemplar traditional school / college structures are using the analytical tools from the core course & library readings and class discussions; Intensive library research of effective pedagogical innovations in their cognates; Small group discussions Peer critique and feedback review	Teaching Philosophy Institutional Profile
3. Integration **Identify appropriate connections between course materials and school challenges** a. Develop effective instructional materials that reflect content, theory, skills, and cultural analyses	Conduct critical analyses of their students' profile using an appropriate integration of analytical tools of critical pedagogy Research, Discussion, Peer Critique Revisions, Weekly Relevant News Logs	Students' Profile Lesson Plan Integrated Syllabus
4. Human Dimensions **Develop personal dispositions and capabilities**		

for more empowering human interactions a. Develop the ability and willingness to objectively self-assess / self-critique / self-examine their biases, weaknesses, and knowledge for continuous personal, character, intellectual improvement. b. Develop more appropriate dispositions for interacting effectively and equitably with diverse student populations	Objectively analyze personal biases, weaknesses, and knowledge gaps Develop, share and evaluate each other's statements Practical field experiences and student evaluations	Reflective essays Feedback to and from peers Revised Teaching Philosophy Evaluations / Feedback from Student and Colleague
5. Caring **Develop (stronger) value for social justice** 1. Develop positive dispositions necessary for advancing social justice and advocacy for students to increase effective instruction 2. Develop dispositions (and the realization, conviction) necessary for revamping instructional strategies and philosophies that specifically help enrich the learning experiences of marginalized and other minority students.	Reflective dialogue Library Research Team work discussion	Learning Portfolio Revised Teaching Philosophy Syllabus focused on empowering learning
6. Learning to Learn **Develop life long learning agendas** a. Continue to learn more effective instructional strategies b. Develop a plan for their own future learning of effective higher education teaching and learning c. Develop future research plans / agendas and a love for continual research. d. Become life-long learners who continually seek self- and other improvement in a variety of areas	Research and identify a future research agenda Create a future personal learning portfolio Create plans for continual self-and other empowerment Self-assess and implement changes in collaboration with team-mate	Further Learning Portfolio Research Agenda Personal growth and lifelong learning plan

The process of deliberating on which significant learning goals and what aspects of each goal one is going to focus on is very valuable as it allows facilitators to devise the most appropriate assignments that will measure the extent to which significant and relevant learning is occurring. This determination, in turn, allows for serious thought and planning of the core active learning activities that will most likely lead to the achievement of the desired learning outcomes. It was an exciting journey for me to

reexamine the list of goals that I had on the syllabus and begin to classify them into Fink's taxonomy of significant goals; the process is ongoing as I continue to critically revisit the goals. Thus, this is merely a work in progress.

6. Weekly Schedule

COURSE OUTLINE

This outline is a guide for your class preparation; it is subject to change; changes and additional learning activities will be communicated via Blackboard and face-to-face announcements. Graduate students are responsible for the readings and assignments without additional reminders. Responses to weekly assignments (3b.) below should be submitted electronically via TURNITIN.

	Class #	Topics	Preparation and Assignments (3.b)
1	1/13	Overview of course, core hybrid protocol, goals, texts, and requirements	**Pre-class syllabus analysis** (In-class / personal time draft of teaching philosophy;
2	1/20	Designing Courses for Significant Learning Chancellor's Speaker Series	Critically examine an undergraduate syllabus in your teaching area from a preferred school. Evaluate the integration of the components Post your comments on the Blog. Select a course for integrated syllabus design. *Fink Ch 1, 2, & 3*
3	1/27	Review of Critical Intersectionality Theory: An Overview of the Intersections of Race, Class, Gender, Sexuality, Age, Mental/Physical Ability, Geographical / National Origin / Immigration Status, Language/ Dialect/Accent	Pre-class Blog Post: Read and summarize Weber's Introductory section. *Develop a college profile of your preferred / actual teaching institution; clearly show the distribution of students along the social classification categories discussed in Weber Sec I; the "Shifting and Expanding the Center" Circle. Assess your knowledge of your student population. What are the implications thereof? Syllabus Design: Begin the analysis of situational factors process Fink Chap 3*
4	2/3	Overview of History and philosophy of US Higher Education – global & national roots Arguments in General / Core Education & Liberal Education	Pre-class Blog Post: Research the history of higher education in NC. Compare and contrast the NC and SC higher education 'systems'. *Weber Sec III* Continue to develop a personal teaching philosophy and provide rationale. *Post personal higher education history/ journey on Blog*

5	2/10	****Thematic Presentations Constructive Criticism Self and Peer Evaluations**	(Team)Perform a critical survey of core/general education courses in three colleges across the spectrum: HBCU, Ivy League/top 10, state system, national research universities (top 100); Comprehensive, Baccalaureate, community/technical college. *Barkley Chap 6*
6	2/17	Developing 21st Century Empowered, Critical Thinkers for the Transformation of Higher Education via Student Engagement & Active Learning	Read and Critique the article found at the site below: http://www.criticalthinking.org/files/Concepts_Tools.pdf *Barkley: Chap 9, 13 , 14, 16, & 19; Freire Chap 1* Syllabus Design: Design active learning activities that promote the development empowering critical thinking and analytical skills
7	2/24	Overview of Pedagogy of the Oppressed Effective Teaching Methodologies Overview of Problem posing and solving v Banking concept	Devise a partial lesson plan to illustrate the difference between problem posing & solving concept v banking concepts of education (Use relevant information to develop aspects of your teaching strategy for the assignments # 2) *Freire Chap 1& 2*
8	3/3	Employing Ongoing Integrated Course and Program Design Course & Program Redesign & Technological Enhancements	Continue to develop 3- Column Worksheet for Creating Integrated Components (see p125) *Fink Chap 4, 5 & 7*
9	3/10	Midterm Break	
10	3/17	****Team presentations: Integrated Course Syllabus Design Case Studies**	Complete worksheet for designing a course. (Exhibit A1) & sequence of learning activities (Exhibit A2) Fink p.263-4. Present, evaluate, and defend in class *Weber: Case Studies Teams*
11	3/24	Critical Theory and Transformative Pedagogy	Critically analyze your chosen teaching subject content in light of power hierarchies and knowledge creation and consumption *Weber Sec II;* Freire **Turn in Teaching Philosophy**
12	3/31	Staying abreast in higher education	Research one topical issue in higher education. Discuss the significance to the current course and how it might impact your future teaching/learning activities.
13	4/7	Developing Civically Engaged Citizens for a Socially Just Society	*Barkley: Chap 15,17, 18 ; Weber Chap 10* & Chitiga PAECE excerpts

14	4/14	Publish, Serve, & Teach or Perish: Negotiating the treacherous waters of college faculty promotion and tenure: Teaching, Advising, Service, Research	Hacker & Dreifus Chap 8 What do you believe is the most important aspect of your work as a college professor? *Fink Chap 6*
15	**4/21**	**Student presentations of Lesson Plans**	**Lesson Plans & In class writing assignment**
16	**4/28**	**Student Presentations**	**Portfolio Submission**
17	**5/5**	Final Grades	

"Good teaching is about not always having a fixed agenda and being rigid, but being flexible, fluid, experimenting, and having the confidence to react and adjust to changing circumstances. It's about getting only 10 percent of what you wanted to do in a class done and still feeling good. It's about deviating from the course syllabus or lecture schedule easily when there is more and better learning elsewhere. Good teaching is about the creative balance between being an authoritarian dictator on the one hand and a pushover on the other."

". . . good teaching is about humor. It's about being self-deprecating and not taking yourself too seriously. It's often about making innocuous jokes, mostly at your own expense, so that the ice breaks and students learn in a more relaxed atmosphere where you, like them, are human with your own share of faults and shortcomings."
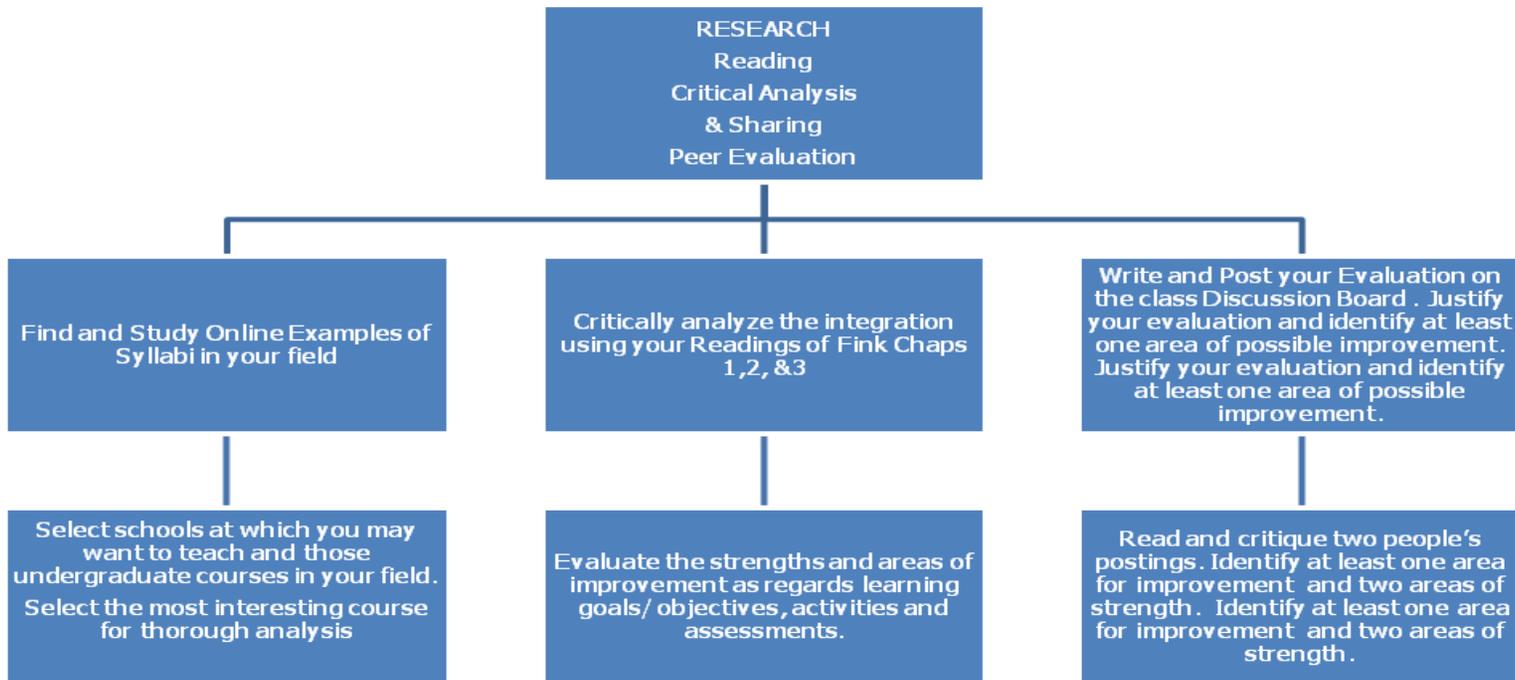*http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/topten.htm*

Teaching Strategy Overview

      The hybrid, doctoral seminar is conducted as a professional, democratic, engaging, empowering, and learning-centered environment. This course incorporates face-to-face, online, independent, group, and team work. (See the sequence of learning activities in the weekly schedule) This multi-faceted delivery mode provides enriched and enriching teaching/learning opportunities that maximize the educational experiences of students. It is meant to accommodate the needs of the professional, graduate students, who are mature enough to budget their time to conscientiously execute all learning activities for educational benefit. The professor facilitates the well-planned learning activities and avails herself to each of the students as they pursue the significant learning activities clearly spelled out on the syllabus and on Blackboard.

      Students interact and learn with and from each other as they share, discuss, peer-critique, and collaborate on a variety of learning enhancement activities. These activities require students to conduct in-depth reading, research, writing, self- and peer- evaluation, Therefore, each student is required to contribute to the out-of-class, online Blackboard activities at least once a week, on or before the designated class meeting day and time. Students are individually responsible for completing all assignments as per schedule.

Special learning activities include Team Projects (See deliverables #4 & #5): Two minds are better than one! Two intellectuals work collaboratively to identify and solve critical problems and produce more comprehensive learning outcomes that will help them successfully complete team assignments. They will (#4) develop, submit, and present thematic chapter presentations and (#5) develop, present, and submit an integrated course syllabus. They will be given a team grade that is worth up to 50% of their grade. Therefore, team members need to make sure they share the workload equally and hold each other accountable. Each individual's team contribution is also submitted separately to help determine the final assignment grade. As is the case in the workplace, teamwork is inevitable and requires cooperation and due diligence. The rest of the assignments will require individuals to work independently to develop and revise personal teaching philosophies that also incorporate some of the learnt ideas; actively and regularly engage in ongoing, online and class discussions and critiques; and develop individualized future learning plans. As per university requirements, the students will get a final grade, in this case, a culmination of all their assignments. Individual deliverables constitute 50% of the final grade. The multifaceted strategies actively engage students in all aspects of the learning process, including research, critical textual analysis, per education, and self and peer evaluation.

Example of Teaching Strategy Sequencing for a Hybrid Doctoral Class

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                          RESEARCH
                           Reading
                        Critical Analysis
                          & Sharing
                        Peer Evaluation
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Find and Study Online Examples of Syllabi in your field	Critically analyze the integration using your Readings of Fink Chaps 1,2, &3	Write and Post your Evaluation on the class Discussion Board. Justify your evaluation and identify at least one area of possible improvement. Justify your evaluation and identify at least one area of possible improvement.
Select schools at which you may want to teach and those undergraduate courses in your field. Select the most interesting course for thorough analysis	Evaluate the strengths and areas of improvement as regards learning goals/objectives, activities and assessments.	Read and critique two people's postings. Identify at least one area for improvement and two areas of strength. Identify at least one area for improvement and two areas of strength.

7. Evidence of Impact

Provide any evidence you have, quantitative or qualitative, about the impact of the re-designed course on:

The overall level of student engagement
- The kinds of learning achieved
- The proportion of the class that achieved high levels of learning

Examining students' situational factors helped me share with colleagues the need for us to offer hybrid and online courses for our students to increase sensitivity and responsiveness to our students' professional situations. I have seen a great improvement in the students' performance, interest, and quality of assignments, as compared to their efforts - as witnessed last semester – albeit in a different course. Students have also commented on how much they are benefiting from the course, and have gone to the Chair to ask that my courses be taught in the first semester in order to set the tone and give entering doctoral students the grounding they need for the level of rigor required in the doctoral program. While I have received numerous similar calls from students elsewhere – in diverse course and college settings - this particular group is not ordinarily known for any positive comments, as per their own admission and from discussions with colleagues! Such anecdotal evidence leads me to believe that ICD is definitely working to increase student learning.

8. Most Exciting Aspect of the Re-Designed Course for Me

Summary Impact of "In-Depth Analysis of Situational Factors"

Thoughtfully deliberating on key situational factors helped me tailor the activities to the students' needs – not just to the course/discipline needs! Given that my students are full time professionals taking three classes per week, I designed the course deliverables in such a way that they would easily find immediate personal use, relevance, and application during and after completion.

For example, one major individual assignment is a "Teaching Philosophy." Two students have already reported that they have used their class assignment draft for real life job applications they have made this semester! They said they had never before heard of such a thing as a personal teaching philosophy!

Another key way that the analysis of situational factors helped my course was in the creation of semester long teams. A keen analysis of the individual students in the cohort, as well as the cohort social dynamics helped me place students into the most appropriate, functional teams that are working well as they execute their learning activities and complete team assignments.

9. My Contact Information

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