

**PH 333:**  
**Pedagogy Course for Graduate Student Instructors (GSIs)**  
**School of Public Health**  
**Fall 2012, Thursday 2-4pm, GPB Room 107**

**Instructor:**

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**Course Description:** This course is designed to help you increase your knowledge, skills, confidence, and enjoyment of teaching. We will explore the theory and practice of teaching (pedagogy) through readings, activities and assignments. In-class sessions will model a variety of teaching methods that you may use in your GSI teaching. You will have the opportunity to learn by observing others teach, being observed, and providing and receiving constructive feedback in a safe and non-judgmental environment. You will also have the opportunity to discuss the experiences that you are having in your GSI teaching, develop effective strategies to address challenges, and celebrate successes.

**Learning Objectives:** Active participation in this class will help you:

- Recognize your teaching strengths and how you would like to further develop your skills
- Develop a “toolbox” of teaching methods that you can apply to your teaching in Public Health and other disciplines
- Develop effective strategies for addressing teaching challenges
- Gain more self-confidence and joy in your teaching

**Course Requirements:**

This course qualifies for the GSI Teaching and Resource Center’s *Certificate of Teaching and Learning in Higher Education*. This is a 2-unit, S/U course that fulfills the Pedagogy course requirement for first-time GSIs. A total of 50% of your grade is based on class participation, and 50% is based on your assignments. To pass the course, you must complete all of the following course requirements:

1. **Attend and participate in class.** Your active participation is critical to your learning and that of your classmates. In the event of an illness or another personal or professional reason that you cannot attend class, please email the instructor, in advance if possible. You are allowed 2 *absences* during the semester for illness or personal or professional reasons. If you need to miss more than 2 classes, you can make up the class by attending one of the GSI workshops through the GSI Teaching Resource Center ([http://gsi.berkeley.edu/conf\\_wkshop/workshops.html](http://gsi.berkeley.edu/conf_wkshop/workshops.html)).
2. **Complete the *Professional Standards and Ethics Online Course*** through the GSI Teaching and Resource Center (<http://gsi.berkeley.edu/ethics/index.html>) (*by August 31*)
3. **Schedule an individual meeting with the instructor.** I would like to meet with each of you to get to know you, learn about your professional goals, and find out how I can best support your learning. I will post a sign-up for meetings *from August 27 through October 12*.
4. **Complete the assignments:**

**#1: Review the weekly readings:** The assigned readings and optional readings will inform and supplement the classroom discussions. These readings are included because students in previous years have found them

helpful. Many of the readings come from the *Teaching Guide for GSIs*, published by the GSI Teaching and Resource Center, which was developed with the input of GSIs

(<http://gsi.berkeley.edu/teachingguide/tghome.html>).

**#2: Complete a brief weekly learning/teaching journal entry:** Every week during the semester, write *one paragraph* about your reflections on an experience that you've had that week as a learner in your graduate school classes *or* as a GSI teacher. You may choose to reflect on an experience that struck you as being surprising, challenging or gratifying. Briefly describe the situation including any important background information or observations, and what you learned that will be helpful for you in the future. You won't be asked to submit your journal entries—these are for your own learning experience and will serve as the basis for in-class discussions and your end-of-semester paper.

**#3: Assess your learning style with 3 online tools (due August 30)**

**#4: Write a 1-page summary of Pedagogy Tips: (due September 6)**

Summarize the tips that you find most helpful from the general pedagogy resources listed (Leading and Facilitating Discussion, Asking Questions, and Six Common Non-facilitating Teaching Behaviors), *and* a discipline-specific pedagogy article. Search and review a discipline-specific pedagogy article in public health, the subject you're currently teaching, or a subject that you plan to teach in your future career.

**#5: Observe the teaching of a professor or another GSI:** and complete the Classroom Observation Checklist: <http://www.austincc.edu/hr/eval/procedures/ClassObservCheck.pdf> .  
(due October 11)

*Choose 1 of the following 3 options:*

1. Observe another GSI from this class
2. Observe a faculty member who has won the distinguished teaching award (<http://oed.berkeley.edu/dta.html>) or another faculty member known for teaching excellence.
3. Observe one of your current instructors

**#6: Have your teaching observed** and complete the Classroom Observation Checklist: <http://www.austincc.edu/hr/eval/procedures/ClassObservCheck.pdf> (due October 11)

*Choose 1 of the following 3 options:*

1. Pair up with another GSI in this class and observe each other teaching. (This can cover assignments #5 and #6.)
2. Request that the GSI office videotape you in class, followed by a meeting with a consultant from the GSI office. See <http://gsi.berkeley.edu/consult/index.html>
3. If you are not teaching as a GSI, choose another venue in which you can be observed teaching, e.g., giving a presentation or facilitating a discussion in one of your classes or a work or community setting. Ask a classmate, colleague, teacher, or Karen to observe you.

**#7: Have your students complete a brief mid-semester assessment to provide you feedback on your teaching:** Write a 1-page summary of the feedback from your students' mid-semester assessment of your teaching; what revisions you plan; and how you'll communicate the results to the students.

**#8: Do a 10-minute teaching presentation in-class (Oct 18, Oct 25, Nov 1 or Nov 8)**

*Choose 1 of the following options:*

1. If you are currently a GSI, teach 10 minutes of one of your own lesson plans.
2. If you are not currently teaching, select an academic or non-academic topic, and prepare a 10-minute lesson with a lesson plan.

**#9: Write an end-of-semester paper (2 pages, double-spaced):** "What I learned about learning and teaching." (due November 29)

**#10: Complete mid-semester and end-of-semester course evaluations**

**Additional information:**

- **Course BSpace Site:** Go to <https://bspace.berkeley.edu/portal> for the syllabus, readings, assignments and other resources.
- **Student accommodations:** If you may need accommodations in this course because of a disability or learning difference, please let me know as soon as possible. Feel free to contact the Disabled Students Program if you have more questions <http://dsp.berkeley.edu/>
- **Academic integrity:** University policies on academic integrity will be enforced. The Campus Code of Student Conduct is at <http://students.berkeley.edu/uga/conduct.pdf>
- **Office hours:** I encourage you to meet with me to discuss learning and teaching. Contact me by phone or email to schedule meeting times.
- **GSI Workshops:** The GSI Teaching Resource Center has excellent workshops throughout the semester. ([http://gsi.berkeley.edu/conf\\_wkshop/workshops.html](http://gsi.berkeley.edu/conf_wkshop/workshops.html)).

**Class Schedule and Assignments**

Week	Date	Topic	Assignment Due
1	Aug 23	Introduction to the Course	none
2	Aug 30	Teaching to all styles of learning	<p><b>Complete:</b> Learning Styles Self-Assessment (bring results to class)</p> <ul style="list-style-type: none"> <li>• Index of Learning Styles: <a href="http://www.engr.ncsu.edu/learningstyles/ilsweb.html">http://www.engr.ncsu.edu/learningstyles/ilsweb.html</a></li> <li>• VARK (Visual, Auditory, Read/Write, Kinesthetic): <a href="http://www.vark-learn.com/english/index.asp">http://www.vark-learn.com/english/index.asp</a> (also review the “Helpsheets” for each learning style)</li> </ul> <p><b>Write:</b> Weekly learning/teaching journal paragraph</p>
3	Sept 6	Facilitating Discussions to Engage Student Participation	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Leading and Facilitating Discussion <a href="http://www.princeton.edu/mcgraw/library/sat-tipsheets/facilitating-discussion/">http://www.princeton.edu/mcgraw/library/sat-tipsheets/facilitating-discussion/</a></li> <li>• Asking Questions <a href="https://bspace.berkeley.edu/access/content/group/ced1714d-d028-4c2c-af87-29d48f6e06e1/Interactive%20Lectures%20Resources/Asking%20Questions.pdf">https://bspace.berkeley.edu/access/content/group/ced1714d-d028-4c2c-af87-29d48f6e06e1/Interactive%20Lectures%20Resources/Asking%20Questions.pdf</a></li> <li>• Six Common Non-facilitating Teaching Behaviors <a href="https://bspace.berkeley.edu/access/content/group/ced1714d-d028-4c2c-af87-29d48f6e06e1/Interactive%20Lectures%20Resources/Six%20Common%20Nonfacilitating%20Teaching%20Behaviors.pdf">https://bspace.berkeley.edu/access/content/group/ced1714d-d028-4c2c-af87-29d48f6e06e1/Interactive%20Lectures%20Resources/Six%20Common%20Nonfacilitating%20Teaching%20Behaviors.pdf</a></li> <li>• One discipline-specific pedagogy article</li> </ul> <p><b>Complete:</b> Write a 1-page summary of Pedagogy Tips from the general pedagogy resources listed above <i>and</i> a discipline-specific pedagogy article.</p> <p><b>Write:</b> Weekly learning/teaching journal paragraph</p>

4	Sept 13	<b>Working one-on-one with students, holding office hours, and helping students access counseling services</b> (Guest instructor: Dr. Aaron Cohen)	<b>Read:</b> Office Hours <a href="http://depts.washington.edu/cidrweb/TAHandbook/OfficeHours.html">http://depts.washington.edu/cidrweb/TAHandbook/OfficeHours.html</a> <b>Complete:</b> <i>Professional Standards and Ethics Online Course</i> through the GSI Teaching and Resource Center <a href="http://gsi.berkeley.edu/ethics/index.html">http://gsi.berkeley.edu/ethics/index.html</a> ) by September 16 <b>Write:</b> Weekly learning/teaching journal paragraph
5	Sept 20	<b>Creating lesson plans</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Creating a lesson plan: A guide for new and future faculty Georgetown Univ, <a href="http://www8.georgetown.edu/centers/cndls/view/support/resources/lessonPlan.html">http://www8.georgetown.edu/centers/cndls/view/support/resources/lessonPlan.html</a></li> <li>• Practical techniques for classroom college teaching  <a href="https://bpace.berkeley.edu/access/content/group/c481fd2f-bdde-4b7d-8940-7a846846baee/Additional%20Resources/PH%20333%20PracticalTechniquesforCollegeClassroomTeaching.pdf">https://bpace.berkeley.edu/access/content/group/c481fd2f-bdde-4b7d-8940-7a846846baee/Additional%20Resources/PH%20333%20PracticalTechniquesforCollegeClassroomTeaching.pdf</a></li> </ul> <b>Complete:</b> Bring to class a lesson plan for a session you're teaching <b>Write:</b> Weekly learning/teaching journal paragraph
6	Sept 27	<b>Assessing student learning; Grading student work; Soliciting and providing feedback</b> (Guest instructor: Linda von Hoene)	<b>Read:</b> <ul style="list-style-type: none"> <li>• Classroom Assessment Strategies:  <a href="https://bpace.berkeley.edu/access/content/group/c481fd2f-bdde-4b7d-8940-7a846846baee/Evaluation%20Examples/Classroom%20Assessment%20Strategies.pdf">https://bpace.berkeley.edu/access/content/group/c481fd2f-bdde-4b7d-8940-7a846846baee/Evaluation%20Examples/Classroom%20Assessment%20Strategies.pdf</a></li> <li>• Grading Student Work, Teaching guide for GSIs  <a href="http://gsi.berkeley.edu/teachingguide/grading/index.html">http://gsi.berkeley.edu/teachingguide/grading/index.html</a></li> <li>• Marshall Goldsmith, Try FeedForward Instead of Feedback  <a href="http://www.marshallgoldsmithfeedforward.com/html/Articles.htm">http://www.marshallgoldsmithfeedforward.com/html/Articles.htm</a></li> </ul> <b>Write:</b> Weekly learning/teaching journal paragraph

7	Oct 4	<b>Working with student writing and quantitative material; Working with course faculty and GSIs</b> (Guest instructor: Ellie Schindelman)	<b>Read:</b> <ul style="list-style-type: none"> <li>Working with student writing, Teaching Guide for GSIs <a href="http://gsi.berkeley.edu/teachingguide/writing/index.html">http://gsi.berkeley.edu/teachingguide/writing/index.html</a> OR</li> <li>Teaching quantitative skills <a href="http://serc.carleton.edu/quantskills/teaching_methods/index.html">http://serc.carleton.edu/quantskills/teaching_methods/index.html</a></li> </ul> <b>Read:</b> Teaching effectively with GSI-Faculty teams: <a href="https://bspace.berkeley.edu/access/content/group/c481fd2f-bdde-4b7d-8940-7a846846baee/Evaluation%20Examples/Classroom%20Assessment%20Strategies.pdf">https://bspace.berkeley.edu/access/content/group/c481fd2f-bdde-4b7d-8940-7a846846baee/Evaluation%20Examples/Classroom%20Assessment%20Strategies.pdf</a> <b>Complete:</b> Draft a grading rubric for an assignment or exam for the class that you're teaching. <b>Write:</b> Weekly learning/teaching journal paragraph
8	Oct 11	<b>Learning from observing and being observed</b>	<b>Bring to class</b> the completed observation checklists from: <ul style="list-style-type: none"> <li>your observation of someone else teaching AND</li> <li>the observation of you teaching</li> </ul> Classroom Observation Checklist: <a href="http://www.austincc.edu/hr/eval/procedures/ClassObservCheck.pdf">http://www.austincc.edu/hr/eval/procedures/ClassObservCheck.pdf</a> <b>Complete:</b> Draft a brief mid-semester assessment for your students to give you feedback on your teaching. (In the next week, have the students complete the assessment. In 2 weeks, write up student feedback.) <b>Write:</b> Weekly learning/teaching journal paragraph
9	Oct 18	<b>Student in-class teaching session #1</b>	<b>To do:</b> Selected students to present 10-minute teaching; bring a copy of your lesson plan for your classmates. <b>Complete:</b> Have your students complete the mid-semester assessment of your teaching. <b>Review:</b> Marshall Goldsmith, Try FeedForward Instead of Feedback <a href="http://www.marshallgoldsmithfeedforward.com/html/Articles.htm">http://www.marshallgoldsmithfeedforward.com/html/Articles.htm</a> <b>Write:</b> Weekly learning/teaching journal paragraph
10	Oct 25	<b>Student in-class teaching session #2</b>	<b>To do:</b> Selected students to present 10-minute teaching; bring a copy of your lesson plan for your classmates. <b>Complete:</b> a 1-page summary of the feedback from your students' mid-semester assessment of your teaching; what revisions you plan; and how you'll communicate the results to the students. <b>Write:</b> Weekly learning/teaching journal paragraph
11	Nov 1	<b>Student in-class teaching session #3</b>	<b>To do:</b> Selected students to present 10-minute teaching; bring a copy of your lesson plan for your classmates. <b>Write:</b> Weekly learning/teaching journal paragraph
12	Nov 8	<b>Student in-class teaching session #4</b>	<b>To do:</b> Selected students to present 10-minute teaching; bring a copy of your lesson plan for your classmates. <b>Write:</b> Weekly learning/teaching journal paragraph
13	Nov 15	<b>Hot Topics in Pedagogy</b>	<b>Read:</b> TBA <b>Write:</b> Weekly learning/teaching journal paragraph
14	Nov 22	<b>No class-Thanksgiving</b>	none
15	Nov 29	<b>Evaluation of course; what we learned about learning/teaching</b>	<b>Complete:</b> End-of-semester paper (2 pages, double-spaced): "What I learned about learning and teaching."