

**Teaching and Learning in Higher Education**  
**GSPDP 375**  
**Spring 2017**  
**Thursday 2-4 p.m.**  
**309 Sproul Hall**

**Instructor Contact Information**

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(When emailing about course-related matters, please put **GSPDP 375** in subject line.)

**Course Description and Goals**

This course will introduce first-time GSIs to the theory and practice of teaching and learning in higher education. The course brings together a cross-disciplinary group of graduate students who will work collaboratively to discuss teaching in progress and selected texts on teaching and learning; experiment with various teaching methods and their impact on learning; and develop professional skills that will serve them well throughout their careers.

**Learning Outcomes**

By the end of the course you will be able to:

- create lesson plans and critically assess their effectiveness
- employ discussion, collaborative problem solving, and other active learning strategies to promote critical thinking and learning
- establish learning objectives for classroom activities and assignments
- design assignments that foster learning
- grade student work fairly, consistently, and efficiently by creating and using a grading rubric
- design and implement a mid-semester evaluation form and generate goals and plans for improvement
- create a plan to use instructional technology that is tied to learning objectives
- reflect upon teaching and learning and explain why you make the choices you do as a teacher
- articulate a statement of teaching philosophy
- become familiar with current trends in teaching and learning in your discipline
- identify the components of a course syllabus that support learning
- give constructive feedback to peers on teaching
- understand basic principles of how students learn and apply that knowledge to the design and analysis of specific learning activities.

**Requirements and Responsibilities**

- Preparation, attendance, and active engagement in each class session
- Successful completion of the online course, *Professional Standards and Ethics for GSIs* before you interact with students in your role as an instructor.
- Completion of assigned readings and formulation of questions and comments for class discussion
- Creation of teaching materials (e.g., lesson plans, questions to guide section, activities to enhance student participation, assignments, grading rubrics, strategy for implementing technology) predicated on research on how students learn
- Peer observation and written reflection
- Mid-term assessment of teaching and write-up of the outcome
- Development of a statement of teaching philosophy
- One-page bibliography and 2-3 page synthesis of selected readings on teaching in your discipline or book review to be considered for publication on the GSI TRC website

**Workload:** As a two-unit course, you should be prepared to do up to 6 hours of work per week, i.e., 2 hours in class and 4 hours outside of class. I have constructed the assignments so that they are of maximum use to you in your current teaching.

**Texts:** Our primary text will be the online *Teaching Guide for GSIs (TG)* published by the GSI Teaching and Resource Center. The Guide will be supplemented by readings and resources posted to our bCourses site.

**bCourse site for GSPDP 375 Spring 2017:** Will include syllabus, assignments, course readings, and links to readings and resources. I will use bCourses to make announcements to the class. Homework assignments, while listed on the assignment table, may change slightly. I will therefore post each week's homework assignment to bCourses. Homework assignments must be submitted to the bCourse site by the beginning of the class period in which they are due.

## **Course Policies**

### *Attendance and Participation*

Attendance and participation at each class session is required. In the exceptional case where you are sick, please contact me prior to the class. Unexcused absences or tardiness will impact your grade.

### *Assignments*

Assignments are listed on the table section of the syllabus. All assignments and readings must be completed prior to coming to class. Assignments highlighted in green on the course syllabus must be uploaded to bCourse site by the beginning of class. On occasion I will ask you to bring your completed assignment to class to exchange with a colleague and give/get feedback. No late assignments will be accepted unless you are out due to illness. In the case of illness, you will be given one week to submit your assignment.

### *Disability-related Accommodations*

If you are registered with the Disabled Students Program and need disability-related accommodations, please let me know as soon as possible so we can make appropriate arrangements. If you need accommodations but are not registered with DSP, please contact DSP by phone at 642-0518 or through their Web site at <http://dsp.berkeley.edu/>.

### *Classroom Evacuation Information*

You should all learn about the campuswide emergency plan, including what to do in the event of an earthquake, power outage, fire, hazardous materials release, bomb threat/explosion, or evacuation. Information about University emergency procedures is available through the website of the campus Office of Emergency Management (<http://oem.berkeley.edu/>).

Students with disability-related needs should inform me of any arrangements that need to be made in the case of an emergency or evacuation. This will enable me to prepare accordingly to handle emergencies that may arise.

### *Academic Integrity*

University policies on academic integrity will be strictly enforced. Module 3 of the online course on professional standards and ethics addresses academic integrity. You may also wish to read the Campus Code of Student Conduct located at <http://sa.berkeley.edu/conduct>. If you have any questions or concerns, please do not hesitate to speak with me.

### *UC Berkeley Honor Code*

The student community at UC Berkeley has adopted the following Honor Code: "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." The hope and expectation is that you will adhere to this code. For more information about the UC Berkeley Honor Code, please go to <https://asuc.org/honorcode/about.php>.

### *Campus Policy on Course Note-Taking and Materials*

In this class, you may share any notes you take with other members of this class. Any other use of notes or materials, or any kind of recording of this class, must be approved in writing and in advance by the instructor. Any commercial use of materials from this class is forbidden by University policy and California state law. For more information, please see the Campus Policy on Course Note-Taking and Materials at <http://campuspol.chance.berkeley.edu/policies/coursenotes.pdf>. (Approved accommodations for students with disabilities may include recording class or having a note-taker; these approved accommodations do not require instructor consent.)

### *Scheduling Conflicts*

Please notify me in writing by the second week of the semester about any known or potential extracurricular conflicts (such as religious observances or team activities). For more information about accommodation of religious creed, please go to <http://registrar.berkeley.edu/DisplayMedia.aspx?ID=Religious%20Creed%20Policy.pdf>; for more information about Guidelines Concerning Scheduling Conflicts with Academic Requirements, please go to [http://academic-senate.berkeley.edu/sites/default/files/committees/cep/guidelines\\_acadschedconflicts\\_final\\_2014.pdf](http://academic-senate.berkeley.edu/sites/default/files/committees/cep/guidelines_acadschedconflicts_final_2014.pdf).

### *Laptop Policy*

All laptops, cell phones, and other electronic devices must be turned off during class.

### **How the Final Grade Will Be Determined**

The final grade for this course is either S (satisfactory) or U (unsatisfactory). To receive an S grade, you must maintain a B- or higher. Your grade will be determined by how well you demonstrate your achievement of the course goals through the following:

1. Attendance, preparation for class, active participation 15%
2. Assignments in which you create course materials 30%
  - Design of and reflection on lesson plan which includes learning outcomes
  - Formulation of questions to guide section
  - Employment and assessment of active teaching strategy that promotes student learning
  - Assignment design
  - Creation of a grading rubric
  - Proposal on how to use instructional technology to promote learning in your particular course
3. Implementation and write-up of mid-semester evaluation of teaching, including form created 15%
4. Peer observation and feedback/reflection 10%
5. One-page bibliography and 2-3 page synthesis of readings on teaching in your discipline or one-page book review to be considered for publication on GSI TRC website 15%
6. Development of a statement of teaching philosophy grounded in your teaching practices 15%

**Please note that this syllabus may be subject to change depending on class needs and interests. Any changes will be conveyed by email and in class and will be posted to our bCourse site.**

DATE	TOPIC	ADVANCE HOMEWORK DUE ON THIS DATE
Jan. 19	Intro to Course; Getting Started in Lesson Planning	
Jan 26	Asking Good Questions	<p>1. Reading: Online <i>Teaching Guide for GSIs (TG)</i>: <a href="http://gsi.berkeley.edu/teachingguide/presem/firstday.html">http://gsi.berkeley.edu/teachingguide/presem/firstday.html</a>, “Pre-semester Preparation.” A link to this section of the <i>Teaching Guide</i> can be found in the “Modules” section of the bCourse site for GSPDP 375, “Readings and Assignment for January 19-26.”</p> <p>2. <i>If you have not yet created a section syllabus or information sheet, use the guidelines and samples in the “Pre-semester Preparation” section of the online Teaching Guide to create one. Post your section syllabus/information sheet to the bCourse site.</i></p> <p>3. Review the “Creating Lesson Plans” materials and PowerPoint slides on creating learning outcomes on the bCourses site. <i>Write up a lesson plan for use in your section that includes a) learning outcomes (what you want the students to be able to do by the end of the class) b) a description of the specific activities you will use to accomplish the learning outcomes and the amount of time you will spend on each activity c) materials you will need for this lesson plan. After you have used the lesson plan, write a one-page reflective statement that describes a) what you did and how you did it, b) whether or not you accomplished your goals and achieved the desired learning outcomes and why you think you did or didn’t and c) what changes you would make to this lesson plan the next time you teach this topic. Post this to bCourses.</i></p> <p>4. If you have not already done so, go to the GSI TRC website (<a href="http://gsi.berkeley.edu">http://gsi.berkeley.edu</a>) and enroll in and complete the online course on professional standards and ethics in teaching. <i>As part of your assignment for February 2, I will ask you post two questions you have regarding the topics addressed in the online professional standards and ethics course.</i></p>
Feb. 2	Classroom Activities to Enhance Learning	<p>1. Reading: <b>bCourses</b>: “Asking Questions,” and “Six Common Nonfacilitating Teaching Behaviors.”</p> <p>2. <i>Identify a topic or text you will be teaching in your next section and the learning objectives you have for that class session (i.e., what you want the students to be able to do cognitively by the end of the session). Using the types and levels of questions described in the readings for this week, write up a series of questions or tasks you will ask of your students to accomplish those learning objectives. Describe the purpose of each question or task and, using Bloom’s taxonomy, the level of cognitive skill you believe you are asking the students to use in answering the question or completing the task. Post to bCourse site.</i></p> <p>3. <i>Post to bCourse two questions you have formulated on topics addressed in the online professional standards and ethics course.</i></p> <p>4. Go to the GSI Center’s How Students Learn webpage (<a href="http://gsi.berkeley.edu/programs-services/hsl-project/hsl-speakers/">http://gsi.berkeley.edu/programs-services/hsl-project/hsl-speakers/</a>) and watch the presentation by Prof. Daniela Kaufer entitled <i>What Can Neuroscience Research Teach Us about Teaching?</i> Come to class prepared to explain to your colleagues what you have learned from this talk and how you will apply it to your teaching this semester. (Other readings TBA.)</p>
Feb. 9	Professional Standards and Ethics in Teaching; Resources for GSIs	<p>1. Reading: <i>Teaching Guide for GSIs (TG)</i>: “Teaching Sections” and “Facilitating Labs;”</p> <p>2. Go to the GSI TRC website and peruse the Teaching Effectiveness Award essays (<a href="http://gsi.berkeley.edu/programs-services/award-programs/teaching-effectiveness/">http://gsi.berkeley.edu/programs-services/award-programs/teaching-effectiveness/</a>) and the Teagle Foundation Award for Excellence in Enhancing Student Learning (<a href="http://gsi.berkeley.edu/programs-services/award-programs/tea-teagle-award/">http://gsi.berkeley.edu/programs-services/award-programs/tea-teagle-award/</a>). Select two essays that you find particularly good. Come to our Feb. 11 class prepared to discuss the two essays and how you would adapt them</p>

		<p>for use in your class.</p> <p><i>3. Drawing on suggestions from the Teaching Guide or the Teaching Effectiveness and Teagle Award essays, design an activity that you will use to enhance learning and participation in your section. Implement the activity and write up a short reflection about its effectiveness that includes a) your rationale and student learning objectives for the activity, b) a description of the activity c) how you implemented the activity, and d) what the outcome of the activity was, i.e., did you accomplish your goals, why or why not. Post to bCourses.</i></p> <p>4. Using distributed guidelines, conduct peer observation between February 2 and 16.</p>
Feb 16	Creating Effective Assignments and Exams	<p>1. Go to the GSI Center's How Students Learn webpage (<a href="http://gsi.berkeley.edu/programs-services/hsl-project/hsl-speakers/">http://gsi.berkeley.edu/programs-services/hsl-project/hsl-speakers/</a>) and watch the presentation by Prof. Rosemary Joyce entitled <i>Learning as Legitimate Peripheral Participation</i>. Come to class prepared to explain to your colleagues what you have learned from this talk and how you will apply it to your teaching this semester. (Other readings TBA.)</p> <p><i>2. Using distributed guidelines, conduct peer observation between February 2 and 16. Write up reflection on peer observation and post to bCourse site. Bring one copy to class.</i></p>
Feb. 23	Grading Student Work	<p>1. Reading: <b>TG:</b> "Working with Student Writing" and "Teaching Critical Reading;" <b>bCourses:</b> "Helping Students Write Better in All Courses," "Designing Effective Writing Assignments," "Improving Lab Report Quality by Model Analysis," and "Evaluating What You've Done"</p> <p><i>2. Create an assignment (writing assignment/design project/research assignment/series of problems) or exam for the course you are teaching. Write a one-page description of a) the skills or knowledge you want students to develop/demonstrate through the assignment or exam, b) the steps you would need to take to prepare students for the assignment or exam. For writing, research, or design projects, also include a description of how you would break the assignment down into manageable parts so that students would be more likely to succeed in completing the assignment. Upload to bCourses.</i></p>
March 2	Improving Teaching through Ongoing Assessment	<p>1. Reading: <b>TG:</b> "Grading Student Work;" <b>bCourses</b> "Managing the Grading Process," "On Not Being a Composition Slave," and "Responding to ESL Writing"</p> <p><i>2. Create a Grading Rubric for the assignment or exam you designed last week. Upload both the assignment and rubric to bCourses.</i></p>
March 9	GSI Uses of Technology	<p>1. Reading: <b>TG:</b> "Evaluating and Improving Your Teaching;" Optional Reading: <b>bCourses:</b> "Encouraging Your Students to Give Feedback," "Using Midsemester Feedback and Responding to It"</p> <p><i>2. Conduct mid-term assessment and write up summary of what students said, what revisions you will make, and how you will communicate the results to students. Both the form and the summary should be posted to bCourses.</i></p>
March 16	Elements of an Effective Course Syllabus	<p>1. Reading: <b>TG:</b> "Using Instructional Technology;" <b>bCourses:</b> "How to Reign in PowerPoint Abuse"</p> <p><i>2. Write a plan as to how you would use technology to enhance learning in the course you are currently teaching. Considering what you now know about how students learn, what specific tasks would you use this technology for and why? Upload to bCourses.</i></p> <p>3. Other readings TBA.</p>

March 23	No class	Begin working on Final Project/initial steps assignment due April 6
March 30	No class	Spring break
April 6	Developing a Statement of Teaching Philosophy	<p>1. Initial Steps on Final Project. Choose one of the following options:</p> <p>Option 1: Find the journal that most closely relates to teaching in your field or a professional association website that has teaching materials for your discipline. Come to class on April 6 prepared to give a short synopsis of trends that are taking place in teaching and learning in your discipline and what teaching methods are being used in your discipline. For May 8: Create a one-page bibliography of articles on teaching in your discipline. Select and read three or four articles and write a 2-3 page synthesis of the readings. 2-3 page synthesis and one-page bibliography due on May 8.</p> <p>Option 2: Select a text from the bibliography distributed in class. Come to class on April 6 prepared to say which book you will be reading and why you have selected it. For May 8 write a one-page book review that will be considered for publication on the GSI Teaching and Resource Center Web site. The review should provide a summary of the main points and argument and must address how this book could be of use to GSIs now and in the future if they assume faculty positions.</p>
April 13	Teaching Philosophy Peer Exchange	<p>1. Read Teaching Portfolio materials</p> <p>2. <i>Draft a statement of teaching philosophy. Post one copy to bCourses and bring one copy to class on April 13 for peer editing.</i></p>
April 20	Teaching and your Career	<p>1. Work on final project: Readings on teaching in your discipline or book you have selected to review.</p> <p>2. Find out where jobs are advertised in your field. Bring in ads of positions you would be interested in. What skills that you are developing in teaching are transferable to these positions?</p>
April 27	Course Wrap-up	<p>1. <i>Revise your statement of teaching philosophy using the feedback you have received from peer. Post final version to bCourses.</i></p> <p>2. Work on final project: Readings on teaching in your discipline or book you have selected to review.</p>
		<p><i>Final Project: 2-3 page synthesis of readings on teaching in your discipline or one-page book review posted to bCourses by May 8.</i></p>