**EAD 866 SS17**

**Teaching in Postsecondary Education**

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**Purpose and Course Overview**

The purpose of this course is to support participants in becoming more reflective and effective teachers in postsecondary education contexts and settings. The word “teaching” is used here in a broad sense to cover a variety of processes and contexts in which educators are helping adults and emerging adults to learn. We will address this goal by exploring the following themes:

* Various conceptions of teaching
* Key factors that relate to teaching, including the characteristics of learners in postsecondary education settings, the learning process, and learning environments
* Instructional design and planning
* Strategies to encourage active, involved learning, including lecturing, small group work and discussion, experiential learning, and educational technologies
* Approaches to assessing learning
* Approaches to improving teaching through assessment and teacher learning and development

An underlying assumption that will be explored throughout the course is that the identity, beliefs, and values of the teacher are deeply connected with the process of teaching and, therefore, with the process and outcomes of students’ learning. For purposes of this course, we will consider adults to include both traditional-aged undergraduate college students, as well as adults over 22 years of age who may be engaged in other forms of postsecondary or continuing education. We also will begin with the view that effective teaching must be considered in terms of specific students, contexts, areas of study, and purposes. That is, we are not seeking to define or advocate a particular way of teaching but rather to explore the assumptions, choices, theories, and beliefs that should be considered as a teacher makes choices in particular contexts.

The course should be useful to those involved in or interested in teaching in a variety of postsecondary education contexts, including college and university classrooms, adult education and community college settings, student affairs workshops, staff development, education for the professions, training and workplace learning.

**Course Objectives**

At the conclusion of this course, participants will be able to:

1. Articulate a philosophical or theoretical approach to teaching and the values, beliefs, experiences, and ideas that shape one’s philosophical or theoretical approach.
2. Discuss major conceptions of teaching in postsecondary education.
3. Use research findings concerning students in various postsecondary settings and the theories concerning how people learn to make informed teaching choices.
4. Engage in systematic instructional planning and design.
5. Know, select, and use a range of teaching strategies that encourage active, involved learning, and that are appropriate for learners in postsecondary settings, both face to face and online, within their particular areas of study.
6. Design useful assessments of students’ learning and of teacher effectiveness.
7. Be aware of strategies and resources available for encouraging the professional growth of teachers in postsecondary environments.

**Resources**

The following texts are required for this course and are available through online vendors and university bookstores.

* Ambrose, S. A., Bridges, M. W., Lovetts, M. C., DiPietro, M., & Norman, M. K. (2010*). How learning works: Seven research-based principles for smart teaching*. San Francisco: Jossey-Bass.
* Brookfield, S. D. (2013). *Powerful techniques for teaching adults*: San Francisco: Jossey-Bass.
* Palmer, Parker J (1998). *The courage to teach: Exploring the inner landscape of a teacher’s life*. San Francisco: Jossey-Bass. ISBN 0-7879-1058-9.
* Svinicki, M., McKeachie, W., & Others. (2014). *McKeachie’s teaching tips: Strategies, research, and theory for college and university teachers.* 14th Edition. Houghton Mifflin Company. ISBN 0618116494. Paperback.
* Weimer, M. (2013). *Learner-centered teaching: Five key changes to practice* (Second Edition)*.* San Francisco: Jossey-Bass.

The following text is optional but strongly recommended.

* Vella, J. (2002). *Learning to listen, learning to teach: The Power of Dialogue in Educating Adults* (Revised Edition). San Francisco: Jossey-Bass.

We will also make use of numerous additional readings from websites (e-readings). The MSU Academic Advancement Network (formerly known as the Office of Faculty and Organizational Development - FOD) has compiled an excellent resource list for university teachers, and many of the web-based readings that we will use can be found at that site. Additionally, many other readings are available at the AAN website and I encourage you to visit it to consider many of the other resource it highlights. Many of these resources are applicable beyond faculty contexts.

**COURSE REQUIREMENTS**

Guidelines for written, graded assignments can be found in the module labeled Assignment Guidelines on the homepage of the course website.

**1. Participation in Course Activities (10 points)**

The quality of our course depends on each person’s commitment to preparing for and engaging in class sessions. Each week we will assume that everyone has carefully read the assigned materials. The readings will be the basis for group assignments and on-line class discussions; however, while the readings will guide our discussions and work, we will not always specifically review, summarize, or discuss each reading by itself. Students are expected to be active participants in the discussion forums that will be part of each unit. Active participation is defined as posting thoughtful comments, questions, and observations on the course readings and discussions, as well as through responses that engage the contributions of others in a meaningful and thoughtful manner.

2. **Completion of all learning log activities**, **as called for in the online modules (15 points). Due: Completion of each module (Modules 2 – 6).**

This course uses a technique that we refer to as “learning logs.” Each module will ask you to complete one or more reflective activities. These activities are intended to help you integrate the content of what you are learning with your own life experiences and practice. They will consist of a series of questions that you will be asked to respond to and to post to your learning log. The learning log will be in the form of a dropbox, so that only you and I will see your responses. You are invited, of course, to share your reflections with the broader community within the class through the discussion forums. But the learning log entries themselves will only be accessible to you and those assisting me in this course.

The learning log entries will be graded on the basis of your commitment to the process of reflecting on what you are learning and how. You will be awarded three points for satisfactory completion of each module’s learning log. You will be expected to upload your learning log at the end of each module, so that we can review and respond, if appropriate, to your entries for that module. Please be sure all learning log entries for each module are within a single electronic Word file that you can upload to the learning log dropbox for each module. Please note that I am strongly suggesting you maintain a single document that makes up your learning log and that you add to it as we move through the modules and submodules. I strongly recommend that you title each entry with the following information: Module #; Learning Activity #; Date.

**2. Assignment 1: Observation, Interview, and Analysis of a Teacher (10 points)**

Each participant will be expected to observe and interview a teacher in a college or adult learning context. After observing and interviewing, each student will write a paper analyzing the teacher’s philosophy and how it is reflected in his or her teaching, as well as analyzing the teaching in regard to issues, principles, theories, or ideas addressed in the course. More details will be provided about this project during Week 2.

**Assignment 1 Due: February 7**

**3. Assignment 2: Syllabus Project (20 points)**

Each student will develop or revise a course syllabus or workshop plan. Our work on instructional design will help prepare you for this assignment. In addition to the syllabus or workshop plan, write an accompanying paper analyzing the rationale for your approach and discussing the theories, principles, or ideas from the readings and course discussions that have influenced your plan or been incorporated into the syllabus (More details will be provided in class.)

 **Assignment 2 due: March 14**

**4. Assignment 3: Individual Micro Teaching and Short Analysis (20 points)**

Each student will engage in teaching for about 20-30 minutes (this teaching can be longer, if you wish, but 20-30 minutes is fine). This teaching can occur in any of a variety of settings-- formal classroom, in a community, religious, or civic group, or even among an informal group you convene. You will decide on a topic to teach, design the teaching experience, and after the teaching experience, prepare a 3 page memo (short paper) discussing your goals, why you designed the experience in a particular way, your assessment of the strengths and weaknesses of the session, and comments about what you learned. You should use the instructional design ideas we learn about in class as well as consider teaching strategies that we have considered that might be useful in this teaching opportunity. We will discuss this more in class.

 **Assignment 3 due: April 4**

**5. Assignment 4: Paper on Your Philosophical/Theoretical Approach to Teaching (25 points)**

Write a paper (approximately 5 double-spaced pages) in which you present the philosophical/theoretical ideas that shape your teaching. Much of our course will be devoted to examining philosophies and theories concerning teaching and learning and the ways in which teaching strategies are (should be) supported by the teacher’s philosophy, beliefs, and values. Your paper should reflect the reading, dialogue, and deep thinking in which you will be engaged as you participate in this course. The essay you write should be appropriate for inclusion in a Teaching Portfolio and should illuminate who you are as a teacher, and why and how your identity, philosophies, theoretical perspectives, beliefs, and values contribute to who you are as a teacher and how you enact (or will enact) your teaching role.

**Assignment 4 due: April 25**

**SUBMITTING ASSIGNMENTS**

All graded, written assignments will be turned in electronically through the Desire2Learn (D2L) website, using the drop box function. If you are not familiar with this function, you should review the material provided by the D2L @ MSU help team.

**GRADING POLICY**

Individual grades will be determined by assessing students' performances on individual and group assignments, as well as their participation in chat rooms and the discussion board. The weighting of various assignments in the grading process appears above in the discussion of assignments. Participation in discussions will not receive a specific grade but students will be expected to be active and thoughtful participants in order to be awarded the full weighting of points allocated to “participation in course activities.” During the processes used throughout the course, it is expected that participants will receive feedback from peers and the instructor about their performances. Feedback will focus on what participants have been doing well and will raise questions for them to consider in relation to both their individual performances and participation within group activities.

**ACADEMIC INTEGRITY**

Academic integrity is a serious matter. All work submitted in this course must be prepared exclusively by you, in the case of individual work, or by your team, in the case of group-coordinated work. This work must be prepared for this course for this semester.

 **A note for students with disabilities:**

If you require any accommodation or services, please inform me or contact the Resource Center for Persons with Disabilities (<http://www.rcpd.msu.edu>), 120 Bessey, 353-9642

***Selected Listing of Professional Journals Related to Education of Adults***

* Adult Education Quarterly
* Adult Basic Education: An International Journal for Adult Literacy Educators
* Adult Learning
* Community Education Journal
* Convergence
* Human Resources Development Quarterly
* International Journal of Lifelong Education
* New Directions for Adult and Continuing Education (Monograph series)
* Studies in Continuing Education (Australia)
* Studies in the Education of Adults (U.K.)
* The Canadian Journal for the Studies of Adult Education
* The Journal of Staff Development
* Training and Development Journal

S***elected Listing of Journals of Higher Education***

* Change
* College Teaching
* Community College Journal
* Community, Technical, and Junior College Journal
* Journal of Higher Education
* New Directions for Teaching and Learning (Jossey-Bass series)
* Review of Higher Education

In addition, there are numerous other educational journals not specifically related to adult education which are also valuable sources of research and theory (e.g. Harvard Educational Review, Teachers College Record, Educational Researcher, American Educational Research Journal, Curriculum Inquiry, Phi Delta Kappan, etc.)

***Conference Proceedings***

North American conferences in adult education and human resources development routinely publish proceedings from their conferences which are also available as resources for current research articles:

* Academy of Human Resource Development <http://www.ahrd.org/>
* Adult Education Research Conference [www.adulterc.org](http://www.adulterc.org)
* Canadian Adult Education Research Association
* Midwest Research-to-Practice Conference in Adult, Continuing, and Community Education  <https://idea.iupui.edu/dspace/handle/1805/85>