

# DRAFT

DUKE UNIVERSITY

THE GRADUATE SCHOOL & THE CENTER FOR INSTRUCTIONAL TECHNOLOGY

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## GS 305 The College Teaching Practicum, Spring 2008

### Instructors

Dr Hugh Crumley  
crumley@duke.edu  
Bostock 026  
660-5975

Dr Doug James  
douglas.james@duke.edu  
Allen 127  
681-3251

Maria Parker  
maria.parker@duke.edu  
301 Trent  
613-8125

Student assistant  
Irene Falk  
irene.falk@duke.edu

### Class meetings

Mon 3:05 – 5:15  
Soc Sci 109



### Course description

The main feature and focus of this course is on students giving teaching demonstrations that are video recorded. Over the semester, each student will give four presentations that will be observed by classmates, instructors, and for the third and fourth presentations, undergrad volunteers. Each presentation will also be video recorded; students will submit self-evaluations based on feedback from others and observation of their own teaching videos. For each presentation, the class will be divided into thirds and occupy three rooms for three concurrent microteaching demos. A student assistant will post videos on iTunesU for course participant self-evaluation. In the weeks that there are not teaching demos, we will be talking about very practical concerns for teaching, including classroom management, using groups in class, facilitating discussion, active learning, and visual aids.

### Objectives

After completing this course, students will be able to

- Plan, facilitate and evaluate classroom instruction
- Facilitate student-centered classroom discussion and other interactive activities
- Use appropriate student grouping strategies in classroom instruction
- Make effective use of visual aids in classroom instruction
- Provide positive, constructive feedback based on observation of others' teaching
- Reflect on and self-evaluate their own teaching in order to improve skills as a face-to-face classroom instructor
- Identify and change teaching behavior based on feedback and self evaluation

### Activities

Students in GS 305 will

- Lead a series of progressively longer and more interactive microteaching demonstrations
- Develop microteaching evaluation tools based on readings, discussion, experience and observation of classroom events and videos of their own teaching
- Observe other graduate students leading classroom activities and provide feedback
- Participate in activities centered on teaching strategies (use of visual aids, groups, etc.)

## Tentative Schedule

1	Jan 9	<p>Reading McKeachie Ch 2 &amp; 3 First day of class (note this is a model for next week's presentation)</p> <ul style="list-style-type: none"> <li>• Class introduction in groups</li> <li>• 1 minute speeches (no prep)</li> <li>• Anonymous note cards: biggest concern about teaching</li> <li>• Syllabus design overview</li> </ul>
2	Jan 14	<ul style="list-style-type: none"> <li>• Giving and receiving constructive feedback</li> <li>• Video training</li> <li>• 5 min course introductions</li> </ul> <p>Include a syllabus (can be real or mock-up) Self evaluation due before Jan 18</p>
Jan 21 (MLK)		
3	Jan 28	<p>Reading How People Learn Ch.1. <a href="http://www.nap.edu/html/howpeople1/ch1.html">http://www.nap.edu/html/howpeople1/ch1.html</a></p> <ul style="list-style-type: none"> <li>• Basic learning principles: Bloom's taxonomy &amp; how people learn</li> <li>• Organization/structure of class meetings</li> </ul>
4	Feb 4	<p>Readings How People Learn Ch. 3. <a href="http://www.nap.edu/html/howpeople1/ch3.html">http://www.nap.edu/html/howpeople1/ch3.html</a> How to Speak: Lecture Tips <a href="http://isites.harvard.edu/fs/html/icb.topic58703/winston1.html">http://isites.harvard.edu/fs/html/icb.topic58703/winston1.html</a></p> <ul style="list-style-type: none"> <li>• Visual aids &amp; PPT</li> <li>• Presentation of a problem/concept (demo for next week's presentation)</li> </ul>
5	Feb 11	<ul style="list-style-type: none"> <li>• 7 min present a concept, visual aids</li> </ul> <p>Self evaluation due before Feb 15</p>
6	Feb 18	<p>Handling student questions Difficult classroom situations</p> <ul style="list-style-type: none"> <li>• Classroom and conflict management</li> <li>• Race, ethnicity, gender</li> <li>• Accessibility</li> <li>• Cheating/plagiarism</li> </ul>
7	Feb 25	<p>Readings Change-up in Lectures <a href="http://www.iub.edu/~teaching/allabout/pubs/changeups.shtml">http://www.iub.edu/~teaching/allabout/pubs/changeups.shtml</a> The Interactive Lecture <a href="http://www.exchangesjournal.org/print/print_1161.html">http://www.exchangesjournal.org/print/print_1161.html</a></p>

		<ul style="list-style-type: none"> <li>• Interactivity: Lecturing vs. not lecturing (McKeachie Chapter 6)</li> <li>• Classroom assessment techniques</li> </ul>
8	Mar 3	<ul style="list-style-type: none"> <li>• 10 min higher level questions (with undergrads)</li> </ul> <p>Self evaluation due before March 7</p>
Mar 10 (Break)		
9	Mar 17	<p>Reading McKeachie Ch 5</p> <ul style="list-style-type: none"> <li>• Review to date</li> <li>• Discussion facilitation</li> </ul>
10	Mar 24	<p>Readings McKeachie Ch 16. 17. 19</p> <ul style="list-style-type: none"> <li>• Using student group activities</li> <li>• Active learning</li> </ul>
11	Mar 31	<ul style="list-style-type: none"> <li>• 30 min team teaching demonstrations</li> </ul> <p>Emphasis on interaction (with undergrads) Self evaluation due before Apr 4</p>
12	Apr 7	Final meeting