

**Rutgers, The State University of New Jersey**

**15:233:566 Fundamentals of College Teaching for Adults  
Spring 2017**

Instructor: Christine Harrington	Email: Christine.harrington@rutgers.edu
Phone Number : 732.690.2090	Location: Virtual Office Hours by Appointment
Office Hours: By Appointment	Prerequisites or other limitations: <i>Admission to the Teacher Education Program</i>
Mode of Instruction: ___ Lecture ___ Seminar ___ Hybrid _X_ Online ___ Other	Permission required: _X_ No ___ Yes Directions about where to get permission numbers:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

**Course Description**

**Learning goals:**

As a result of taking this course, students will be able to create effective lectures, facilitate meaningful conversations and be able to use a variety of active approaches to teaching (i.e. peer reciprocal teaching, inquiry based methods, and experiential learning). Students will be able to determine which method best aligns with learning outcomes and will be able to engage in formal evaluation of teaching methods.

**Course catalog description:**

Fundamentals of College Teaching for Adults (15:233:566) focuses on traditional and innovative teaching approaches to facilitating learning in a college setting, taking into consideration the characteristics of the adult learner. This course is designed to give students the opportunity to put theory and research into practice via active learning experiences. Specifically, students will be developing a lecture, facilitating an online discussion, and evaluating teaching methods.

**Required texts:**

- Brookfield, S. D. (2015). *The skillful teacher: On technique, trust, and responsiveness in the classroom* (3<sup>rd</sup> edition). San Francisco, CA: Jossey-Bass.
- Major, C. H., Harris, M. S., & Zakrajsek, T. (2016). *Teaching for learning: 101 intentionally designed educational activities to put students on the path to success*. New York, NY: Routledge.
- Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors* (4<sup>th</sup> edition). San Francisco, CA: Jossey-Bass.
- Silberman, M. & Biech, E. (2015). *Active training: A handbook of techniques, designs, case examples, and tips*. (4<sup>th</sup> edition). Hoboken, NJ: Wiley.

**Readings on Reserve:**

- Boyce, T. E., & Himeline, P. N. (2002). Interteaching: A strategy for enhancing the user friendliness of behavioral arrangements in the college classroom. *The Behavior Analyst*, 25(2), 215-225.
- Comer, D. R., & Lenaghan, J. A. (2013). Enhancing discussions in the asynchronous online classroom: The lack of face-to-face interaction does not lessen the lesson. *Journal of Management Education*, 37(2), 261-294.
- Dixon, C. S. (2014). The three E's of online discussion. *Quarterly Review of Distance Education*, 15(1), 1-8.
- Hargis, J. (2014). A ten-year study of faculty classroom observations. *Transformative Dialogues: Teaching and Learning Journal*, 7(2), 1-21.
- Heslin, P. A. (2009). Better than brainstorming? Potential contextual boundary conditions to brain-writing for idea generation in organizations. *Journal of Occupational and Organizational Psychology*, 82(1), 129-145. doi:10.1348/096317908X285642
- Hunter, B. (2015). Teaching for engagement: Part 1--constructivist principles, case-based teaching, and active learning. *College Quarterly*, 18(2).
- Kanter, M., & Schneider, C. G. (2013). Civic learning and engagement. *Change*, 45(1), 6-14.
- Levesque-Bristol, C., Knapp, T. D., & Fisher, B. J. (2010). The effectiveness of service learning: It's not always what you think. *Journal of Experiential Education*, 33(3), 208-224
- Loyens, S. M. M., Kirschner, P. & Paas, F. (2011). Problem-based learning. In K. R. Harris, S. Graham & T. Urdan (Eds.), *APA Educational Psychology Handbook: Vol 2* (p. a). Washington: American Psychological Association. Retrieved from: <http://ro.uow.edu.au/edupapers/1235/>

- McFarlane, D. A. (2015). Guidelines for using case studies in the teaching-learning process. *College Quarterly*, 18(1),
- Mercado, L. A., & Baecher, L. (2014). Video-based self-observation as a component of developmental teacher evaluation. *Global Education Review*, 1(3), 63-77.
- Millis, B. J. (2002). Enhancing learning-and more through cooperative learning. *IDEA Paper #38*. Retrieved from:[http://www.theideacenter.org/sites/default/files/IDEA\\_Paper\\_38.pdf](http://www.theideacenter.org/sites/default/files/IDEA_Paper_38.pdf)
- Prentice, M., & Robinson, G. (2007). Linking service learning and civic engagement in community college students. *American Association of Community Colleges*.
- Shaha, S. H., Glassett, K. F., & Copas, A. (2015). The impact of teacher observations with coordinated professional development on student performance: A 27-state program evaluation. *Journal of College Teaching & Learning*, 12(1), 55-64.
- Shimazoe, J. & Aldrich, H. (2010). Group work can be gratifying: Understanding and overcoming resistance to cooperative learning. *College Teaching*, 58, 52-57. doi: 10.1080/87567550903418594
- Walker, I., & Crogan, M. (1998). Academic performance, prejudice, and the jigsaw classroom: new pieces to the puzzle. *Journal of Community & Applied Social Psychology*, 8(6), 381-393.

### **Grading policy:**

Module Assignments	65%
Developing a Lecture	15%
Facilitating an Online Discussion	15%
Lecture Questions	5%

Developing a Lecture (Due in Module 6)

### **Academic Integrity Policy:**

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

### **Course Requirements**

#### **Summary of Requirements**

Students will be expected to complete readings, watch online lectures, and actively participate in discussions and other module activities related to teaching methods and practices. Throughout the semester, students will be putting theory and research into practice by creating an effective lecture, facilitating a meaningful online discussion, and evaluating teaching methods.

### Course Schedule by Week

Week	Topics to be Covered	Assignments & Readings
1:	<ul style="list-style-type: none"> <li>• Choosing Teaching Methods: Outcome Driven Design</li> </ul>	<p><b>Readings:</b>            Nilson (2016)</p> <ul style="list-style-type: none"> <li>• Chapter 11: Matching Teaching Methods with Learning Outcomes</li> </ul> <p>Silberman &amp; Biech (2015)</p> <ul style="list-style-type: none"> <li>• Chapter 2: Developing Active Training Objectives</li> </ul> <p>Brookfield (2015)</p> <ul style="list-style-type: none"> <li>• Chapter 1: Experiencing Teaching;</li> <li>• Chapter 2--:The Core Assumptions of Skillful Teaching;</li> <li>• Chapter 4: What Students Value in Teachers</li> </ul> <p><b>Lectures:</b>            Outcomes-Driven Design and Lesson Planning</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Video Introductions</li> <li>• Lecture Questions</li> </ul>
2:	<ul style="list-style-type: none"> <li>• Creating a Welcoming Learning Environment</li> </ul>	<p><b>Readings:</b>            Nilson (2016)</p> <ul style="list-style-type: none"> <li>• Chapter 7- Creating a Welcoming Classroom Environment for All of Your Students</li> </ul> <p>Silberman &amp; Biech (2015)</p> <ul style="list-style-type: none"> <li>• Chapter 3- Creating Opening Exercises</li> </ul> <p>Brookfield (2015)</p> <ul style="list-style-type: none"> <li>• Chapter 8- Teaching in Diverse Classrooms</li> </ul> <p><b>Lecture</b></p> <p>Creating a Welcoming Learning Environment</p> <p><b>Assignments:</b></p>

		<ul style="list-style-type: none"> <li>• Collaboration on First Day of Class Resources</li> <li>• Lecture Questions</li> </ul>
3	<ul style="list-style-type: none"> <li>• Getting Students to Read and Prepare for Class</li> </ul>	<p><b><u>Readings:</u></b></p> <p>Nilson (2016)</p> <ul style="list-style-type: none"> <li>• Chapter 21- Ensuring Students Prepare for Class</li> </ul> <p>Brookfield (2015)-</p> <ul style="list-style-type: none"> <li>• Chapters 16- Understanding Students' Resistance to Learning;</li> <li>• Chapter 17- Responding to Students' Resistance to Learning</li> </ul> <p>Major, Harris, &amp; Zakrajsek (2016)</p> <ul style="list-style-type: none"> <li>• Chapter 5- Reading Strategies</li> </ul> <p><b><u>Lecture:</u></b></p> <ul style="list-style-type: none"> <li>• Getting Students to Read their Textbooks</li> </ul> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Case Study Based Online Discussion</li> <li>• Lecture Questions</li> </ul>
4:	<ul style="list-style-type: none"> <li>• Effective Lecturing</li> </ul>	<p><b><u>Readings:</u></b></p> <p>Nilson (2016)</p> <ul style="list-style-type: none"> <li>• Chapter 12- Lecturing for Student Learning</li> </ul> <p>Brookfield (2015)</p> <ul style="list-style-type: none"> <li>• Chapter 6- Lecturing Creatively</li> </ul> <p>Major, Harris, &amp; Zakrajsek (2016)</p> <ul style="list-style-type: none"> <li>• Chapter 1- The Lecture Method</li> </ul> <p><b><u>Lecture:</u></b></p> <p>Dynamic Lecturing</p> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• <u>Lecture Planning Documents</u></li> </ul>

5:	<ul style="list-style-type: none"> <li>The Flipped Classroom Approach</li> </ul>	<ul style="list-style-type: none"> <li><u>Lecture Questions</u></li> </ul> <p><b><u>Reading:</u></b></p> <p>Nilson (2016)</p> <ul style="list-style-type: none"> <li>Chapter 4- Deciding What Technology to Use</li> </ul> <p>Review Websites:</p> <ul style="list-style-type: none"> <li><a href="http://www.edudemic.com/guides/flipped-classrooms-guide/">http://www.edudemic.com/guides/flipped-classrooms-guide/</a></li> </ul> <p><b><u>Lecture:</u></b></p> <ul style="list-style-type: none"> <li>To Flip or Not to Flip: Is this the Right Question?</li> </ul> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>Debate about Flipped Classroom</li> <li>Lecture Questions</li> </ul>
6:	<ul style="list-style-type: none"> <li>Lectures in Action</li> </ul>	<p>Readings:</p> <p>Silberman &amp; Biech (2015) Chapter 4: Preparing Brain-Friendly Presentations</p> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>Individual Project- Create a Test</li> </ul>
7:	<ul style="list-style-type: none"> <li>Facilitating High-Level Learning via In Person Discussions</li> </ul>	<p><b><u>Readings:</u></b></p> <p>Nilson (2016)</p> <ul style="list-style-type: none"> <li>Chapter 13- Leading Effective Discussions</li> </ul> <p>Brookfield (2015)</p> <ul style="list-style-type: none"> <li>Chapter 7 Using Discussion Methods</li> </ul> <p>Major, Harris, &amp; Zakrajsek (2016)</p> <ul style="list-style-type: none"> <li>Chapter 2- The Discussion Method</li> </ul> <p>On Reserve:</p> <p>Heslin, P. A. (2009). Better than brainstorming? Potential contextual boundary conditions to brainwriting for idea generation in organizations. <i>Journal of Occupational and Organizational Psychology</i>, 82(1), 129-145.</p>

		doi:10.1348/096317908X285642 <b><u>Assignments:</u></b> <ul style="list-style-type: none"> <li>• Save the Last Word for Me Discussion</li> </ul>
8:	<ul style="list-style-type: none"> <li>• Online Discussions</li> </ul>	<b><u>Readings:</u></b> Brookfield (2015) <ul style="list-style-type: none"> <li>• Chapter 13: Teaching Online</li> </ul> On Reserve: Comer, D. R., & Lenaghan, J. A. (2013). Enhancing discussions in the asynchronous online classroom: The lack of face-to-face interaction does not lessen the lesson. <i>Journal of Management Education</i> , 37(2), 261-294.  Dixon, C. S. (2014). The three E's of online discussion. <i>Quarterly Review of Distance Education</i> , 15(1), 1-8.  <b><u>Lecture:</u></b> Promoting Critical Thinking via Online Discussions  <b><u>Assignments:</u></b> <ul style="list-style-type: none"> <li>• Expert Discussion</li> <li>• Lecture Questions</li> </ul>
9:	<ul style="list-style-type: none"> <li>• Engaging Students in Productive Group Work</li> </ul>	<b><u>Readings:</u></b> Nilson (2016) <ul style="list-style-type: none"> <li>• Chapter 15 Managing Productive Groups</li> </ul> On Reserve: Millis, B. J. (2002). Enhancing learning-and more through cooperative learning. IDEA Paper #38. Retrieved from: <a href="http://www.theideacenter.org/sites/default/files/IDEA_Paper_38.pdf">http://www.theideacenter.org/sites/default/files/IDEA_Paper_38.pdf</a>  Shimazoe, J. & Aldrich, H. (2010). Group work can be gratifying:

		<p>Understanding and overcoming resistance to cooperative learning. <i>College Teaching</i>, 58, 52-57. doi: 10.1080/87567550903418594</p> <p><b><u>Lecture:</u></b></p> <p>Maximizing Learning via Effective Groups</p> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• Lecture Questions</li> </ul>
10:	<ul style="list-style-type: none"> <li>• Exploring Peer Reciprocal Teaching- Jigsaw Classroom and Inter-Teaching</li> </ul>	<p><b><u>Readings:</u></b></p> <p>Major, Harris, &amp; Zakrajsek (2016)</p> <ul style="list-style-type: none"> <li>• Chapter 3 Reciprocal Peer Teaching</li> </ul> <p>On Reserve:</p> <p>Walker, I., &amp; Crogan, M. (1998). Academic performance, prejudice, and the jigsaw classroom: new pieces to the puzzle. <i>Journal of Community &amp; Applied Social Psychology</i>, 8(6), 381-393.</p> <p>Boyce, T. E., &amp; Hineline, P. N. (2002). Interteaching: A strategy for enhancing the user-friendliness of behavioral arrangements in the college classroom. <i>The Behavior Analyst</i>, 25(2), 215-225.</p> <p><b><u>Lectures:</u></b></p> <p>Peer Reciprocal Learning: Jigsaw Classroom and Inter-teaching</p> <p><b><u>Assignment:</u></b></p> <ul style="list-style-type: none"> <li>• Student Facilitated Small Group Discussion</li> <li>• Lecture Questions</li> </ul>
11:	<ul style="list-style-type: none"> <li>• Exploring Inquiry Based Methods- Case Studies and Problem-Solving Learning</li> </ul>	<p><b><u>Readings:</u></b></p> <p>Nilson (2016)</p> <ul style="list-style-type: none"> <li>• Chapters 17- The Case Method</li> </ul>



		<ul style="list-style-type: none"> <li>• Chapter 18 Problem-Based Learning</li> </ul> <p>On Reserve:</p> <ul style="list-style-type: none"> <li>• Hunter, B. (2015). Teaching for Engagement: Part 1-- Constructivist Principles, Case-Based Teaching, and Active Learning. <i>College Quarterly</i>, 18(2),</li> <li>• Loyens, S. M. M., Kirschner, P. &amp; Paas, F. (2011). Problem-based Learning. In K. R. Harris, S. Graham &amp; T. Urdan (Eds.), <i>APA Educational Psychology Handbook: Vol 2</i> (p. a). Washington: American Psychological Association. Retrieved from: <a href="http://ro.uow.edu.au/edupapers/1235/">http://ro.uow.edu.au/edupapers/1235/</a></li> <li>• McFarlane, D. A. (2015). Guidelines for Using Case Studies in the Teaching-Learning Process. <i>College Quarterly</i>, 18(1),</li> <li>•</li> </ul> <p><b><u>Lecture:</u></b></p> <p>Inquiry Based Learning-Case Studies and Problem-Based Learning</p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Student Facilitated Small Group Discussion</li> <li>• Lecture Questions</li> </ul>
12.	<ul style="list-style-type: none"> <li>• Experiential Learning- Service Learning and Civic Engagement</li> </ul>	<p><b><u>Reading:</u></b></p> <p>Nilson (2016)</p> <ul style="list-style-type: none"> <li>• Chapter 14 Coordinating Experiential Learning</li> </ul> <p>On Reserve:</p> <p>Kanter, M., &amp; Schneider, C. G. (2013). Civic Learning and Engagement. <i>Change</i>, 45(1), 6-14.</p> <p>Levesque-Bristol, C., Knapp, T. D., &amp; Fisher, B. J. (2010). The Effectiveness of Service-Learning: It's Not Always What You Think. <i>Journal of Experiential Education</i>, 33(3), 208-224</p> <p>Prentice, M., Robinson, G., &amp;</p>

		<p>American Association of Community, C. (2007). Linking Service Learning and Civic Engagement in Community College Students. <i>American Association Of Community Colleges</i>, Website:</p> <p><a href="http://www.aacc.nche.edu/Resources/aaccprograms/horizons/Pages/default.aspx">http://www.aacc.nche.edu/Resources/aaccprograms/horizons/Pages/default.aspx</a></p> <p><b>Lecture:</b></p> <p>Experiential Learning- Service Learning</p> <p><u>Assignments:</u></p> <ul style="list-style-type: none"> <li>• Student facilitated small group discussion</li> <li>• Lecture questions</li> </ul>
13.	<ul style="list-style-type: none"> <li>• Evaluating Teaching Methods</li> </ul>	<p><b>Readings:</b></p> <p>Nilson (2016)</p> <ul style="list-style-type: none"> <li>• Chapter 28- Defining and Documenting Teaching Effectiveness</li> </ul> <p>On Reserve:</p> <p>Hargis, J. (2014). A ten year study of faculty classroom observations. <i>Transformative Dialogues: Teaching and Learning Journal</i>, 7(2), 1-21.</p> <p>Mercado, L. A., &amp; Baecher, L. (2014). Video-Based Self-Observation as a Component of Developmental Teacher Evaluation. <i>Global Education Review</i>, 1(3), 63-77.</p> <p>Shaha, S. H., Glassett, K. F., &amp; Copas, A. (2015). The Impact of Teacher Observations with Coordinated Professional Development on Student Performance: A 27-State Program Evaluation. <i>Journal of College Teaching &amp; Learning</i>, 12(1), 55-64.</p>

		<p><b><u>Lecture:</u></b></p> <p>Evaluating Teaching</p> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Evaluating a Lecture</li> <li>• Lecture Questions</li> </ul>
14.	<ul style="list-style-type: none"> <li>• Promoting Meta-Cognitive Reflection</li> </ul>	<p><b><u>Readings:</u></b></p> <p>Nilson (2016)</p> <ul style="list-style-type: none"> <li>• Chapter 20- Helping Students Learn How They Learn</li> </ul> <p>Major, Harris, &amp; Zakrajsek (2016)</p> <ul style="list-style-type: none"> <li>• Chapter 8 Metacognitive Reflection</li> </ul> <p><b><u>Lecture:</u></b></p> <p>Meta-Cognitive Reflection</p> <p><b><u>Assignments:</u></b></p> <p>Collaborative Resource Creation Lecture Questions</p>
15.	<ul style="list-style-type: none"> <li>• Critical Reflection</li> </ul>	<p><b><u>Readings:</u></b></p> <p>Brookfield (2015) Chapter 20- Staying Sane: 16 Maxims of Skillful Teaching</p> <p><b><u>Assignments:</u></b></p> <p>Critical Reflection Paper</p>