Stanford University Graduate School of Education

EDUC/CTL 297: Teaching and Learning in Higher Education
Syllabus, Winter 2014

Tuesdays, 10:00 a.m. – 12:50 p.m., CERAS, Room 300

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Purpose of the Course:

Teaching and learning are the central missions of higher education. Everyone involved in higher education, whether as a student, an instructor, or a staff member, is both a teacher and a learner. This course is designed to explore ways that all of us, as teachers, can promote lasting learning.

These are the desired course outcomes:

If you want to work in higher education as an instructor, you should gain understanding about how to be an effective teacher. During this course you will prepare a module for a course syllabus (or an entire syllabus if you prefer) that should assist in realizing this objective and aid you in seeking a faculty position. More and more colleges and universities have well-developed faculty cultures of teaching and learning, and this course will help prepare you to be a full participant in, and major contributor to, that culture.

If you want to work in higher education as a staff member, or are just interested in teaching and learning, you should gain understanding about teaching and learning in higher education and about how to strengthen your abilities as a teacher and a learner. This course will assist you to that end.
You will all have opportunities to think deeply about college teaching and to articulate beliefs and values about good teaching. And in the context of those beliefs and values, you will practice various teaching activities in a collegial environment--such as expressing learning goals, planning class sessions, and designing assessments.

We look forward to teaching and learning together with you.

**Rationale for the Course:**

All of us involved in higher education can improve our teaching and our learning. There is no single best method of teaching. Rather, different approaches and pedagogies work well for different learning situations.

All of us can learn by observing master teachers and coming to understand how they teach. We can also learn by reading about good teachers and what they do. And we can strengthen our abilities as teachers by practicing that craft in a collegial environment that is designed for success.

A large body of research now exists on how people learn and on effective teaching to promote learning that lasts. We will be guided in this course by that research. We will pay particular attention to these seven key points that are paraphrased from Ambrose et al., *How Learning Works: 7 Research-Based Principles for Smart Teaching* (2010), a book we will use in this course:

1. **Effective teaching involves acquiring relevant knowledge about students and using that knowledge to inform course design and classroom teaching.** With your collaboration, we will gain as much knowledge as we can at the outset of the course about your interests, your backgrounds, and your prior knowledge to help ensure that we are starting from where you are in your teaching and learning. We want to engage with you in both intellectual and emotional terms. We will also reflect with you on how your many years of experiences as learners inform your beliefs about teaching.

2. **Effective teaching requires organizing information around important ideas.** With your collaboration, we will focus in the course on a number of big ideas and ask you to choose a big idea as the primary focus of your work in the class. By “big ideas, we mean coherent chunks of knowledge that are the major building blocks for learning in a field. We will offer a number of examples at the outset of the course to help you settle on a big idea in a field of interest to you.

3. **Effective teaching involves helping students to want to learn.** Motivation really matters. With your collaboration, we will try to ensure that you are motivated to gain knowledge and skills about teaching and learning in higher education. We have tried to select readings and other assignments that will engage you because they are authentic and relevant.

4. **Effective teaching requires active engagement with the knowledge and skills needed for learning.** With your collaboration, we will engage in practicing the wise
teaching and learning that should result from this course, reaching beyond what you “need to know” to develop mastery.

5. **Effective teaching requires both goal-oriented practice and targeted feedback.** We will devote significant class time to give you opportunities to practice teaching and to receive feedback.

6. **Effective teaching requires attention to the full range of intellectual, social, and emotional aspects of learning.** With your collaboration, we will try to address your whole selves, rather than focus solely on your cognitive capacities, and we will assist you in learning how to view learning as holistic development.

7. **Effective teaching demands student responsibility for learning.** You will be responsible for monitoring and evaluating and adjusting your learning throughout the course. We will help you, and aim always to respect your dignity.

**Processes of the Course:**

During the first meeting of the class we will discuss how you will choose a Stanford master teacher to observe who is teaching in the Winter Quarter, and seek the teacher’s permission to visit during 2-3 hours of the teacher’s class, to interview him or her, and to interview one or more students in the class.

Before the second meeting of the class, you will make your selection of a teacher to observe and gain the necessary permission. In brief, here are steps that you can take to identify the teacher you want to observe:

--If you know and admire a particular teacher in the Bay Area--at Stanford or at a nearby campus--she or he may be your choice.

--The Stanford Center for Teaching and Learning (CTL) has a library of streaming videos and DVDs of award-winning teachers talking about their teaching. These are available online: [https://teachingcommons.stanford.edu/events-opportunities/award-winning-teachers-teaching](https://teachingcommons.stanford.edu/events-opportunities/award-winning-teachers-teaching).

You can find several teachers in a field of your interest, watch them, and choose one.

--The Stanford CTL also has lists of other award-winning teachers, and these lists are available on our course CourseWork site. One of these may meet your interests.

--The Stanford Teaching Commons website features a website about teaching awards and a faculty teaching gallery that might peak your interest: [https://teachingcommons.stanford.edu/grants-awards/teaching-awards](https://teachingcommons.stanford.edu/grants-awards/teaching-awards) and [https://teachingcommons.stanford.edu/the-commons](https://teachingcommons.stanford.edu/the-commons)

--If none of these approaches work, we will try to give you some more individualized guidance.

Class sessions will be used to explore what we are learning about teaching and learning. The success of the sessions will depend on each of us being prepared and engaged.

Students will write and post on our course CourseWork site **reflections** from 2-3 hours of observing the master teacher they have chosen, their interview with the teacher, and their
interview with one (or more) students in the class. Consider when you write these notes what are the goals of the course, the “big ideas” in the course, the learning activities, and how the teacher assesses student learning.

Those students who want a career in teaching will prepare a course syllabus or section of a course syllabus in a discipline of primary interest to them. They may begin with the syllabus from a course they have previously taken that particularly impressed them, and modify that syllabus in light of what they have learned during the course and to meet their learning objectives, or they may craft a wholly new syllabus or syllabus section. In either event, the syllabus or syllabus section should be annotated to make clear learning objectives and means both to achieve those objectives and to assess student learning. (Students who modify a syllabus should turn in a copy of that syllabus as well as their modified one.)

Those students who plan other careers in higher education, or who just want to learn about teaching and learning, will use their observation notes, the readings in the course, and at least two additional readings drawn from the bibliography at the end of this syllabus or other readings to write an analytic paper on the course they have observed, the goals of the course, the extent to which the teacher is meeting those goals, and what might be done to enhance student learning in the course. We encourage you to read the Shulman assignment for Week 8 in considering the structure of your paper.

Assessment & Evaluation:

Four Short Reflections: (Observing online class; Observing Master Teacher class; Interviewing Master Teacher; Interviewing one or more students in Master Teacher’s class)---30%

In reading your reflections on the class you observed, we will look particularly for four outcomes:

  **A clear and concise summary of what you observed;
  **A critical review of the strengths and limitations, in terms of teaching and learning
  **Appropriate references to the readings and class discussions
  **Insights about what you learned in terms of your own future teaching/learning

Similarly, in reading your reflections on each of your interviews, we will look particularly for four outcomes:

  **A clear and concise summary of the interview
  **A critical review of the teacher’s comments, with examples
  **Appropriate references to the readings
  **Insights about what you learned in terms of your own future teaching/learning

11/25/2013
Second paper or course syllabus---50%

For those preparing a syllabus:

As indicated above, you may begin with the syllabus from a course that particularly impressed you, modifying it in light of what you have learned during the course and reshaped to meet your learning objectives. (If you modify a syllabus, be sure to include the original syllabus.) You may focus just on the details of one significant segment of the syllabus—one or more Big Ideas—while outlining the rest of the syllabus to provide context for the focused examination of that segment. You may also craft a wholly new syllabus. Please consult Hansen, especially chapter 9.

In all events, in reading your syllabus, we will look for annotations that make clear:

**What are the learning objectives**
**What are the means to achieve those objectives**
**What are the ways you plan to assess student learning**
**How the readings and class discussions informed your syllabus development**

For those preparing an analytic paper on the course you observed, we will look for thoughtful examination of:

**The goals of the course and the extent to which the teacher is meeting those goals**
**What might be done to enhance student learning in the course**

As indicated above, in writing the paper, you should:

**Draw on the readings in the course and at least two additional readings at the end of the syllabus (or other readings)**
**Synthesize your own reflections about the class you observed, the teacher with whom you talked, and the students whom you interviewed, as well as insights from the reflections of other students.**

In your paper, be specific about your observations and analysis, drawing on examples whenever possible.

Participation in class----20%

Students are expected to come to class having read the assigned readings and being prepared to discuss them. The readings were selected to provide useful insights on teaching and learning in higher education, not as texts on which you will be tested. Class discussion will be a key to how much is learned by everyone. You are encouraged to comment on the views of your fellow students.

Participation in class will be evaluated based on the quality (not quantity) of contributions to teaching and learning of the class. How Learning Works includes on page 233 [Exhibit C.1] the rubric we will use in evaluating class participation.

You also have the opportunity to lead a short discussion on one of the class texts or to present your big idea to the class and receive constructive feedback from your colleagues.
Students with Disabilities:
"Students with Documented Disabilities: Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: http://studentaffairs.stanford.edu/oae)."

Class Schedule and Assignments:

Week One (1/7)—Course goals and How We Will Achieve Them
----- Tasks in class:
--Introduce ourselves, our backgrounds, and our interests in teaching and learning ALL
--Discuss the challenges of intellectual and emotional engagement with students (Think in advance of an experience when you immediately connected with your teacher and another when the barrier between you and teacher seemed enormous.)
--The narrative of the course and navigating the course
--Walk through the syllabus
--Break
--Teaching and learning a big idea, part 1: T. Ehrlich, “academic freedom” [a revised Wiggins worksheet, see page 22, will be used]
--Fill out questionnaire
--Sign up for special office hours, big idea presentation and discussion facilitation.

Week Two (1/14)—Master Teaching
----- Read for class:
--Bain, *What the Best College Teachers Do*, Ch. 1 and 3
--Hansen, Ch. 1

----- Watch for class:
--the first lecture in a course chosen from those offered online by Yale University http://oyc.yale.edu/course. (Please do not watch Prof. Wright’s music lecture for this assignment.)
--Post on the course CourseWork Discussion Board: After watching a Yale teaching video, write a (no more than) one-page reflection (up to 250 words) on what you observed. Using the video observation notes to guide your reflection, identify and discuss those elements in the teaching session that are outstanding, and those elements that are less than ideal and limit the teacher’s effectiveness. Make connections to the Bain and Hansen readings.
-----Tasks in class:
  --Be prepared to discuss: What insights did you gain from the video you watched? What makes a master teacher? How do we identify excellent teaching?
  --Watch Professor Wright (Yale): Discussion of what to look for in observing a class.
  ---Teaching a Big Idea, part 2: A. Frost, “Storytelling” [a revised Wiggins worksheet, see page 22, will be used]
  --Discuss readings

Week Three (1/21)—Teaching and Learning for Understanding
-----Due:
  --Name of master teacher and course to be observed [Post on CourseWork]
  --Post your preliminary version of a “Big Idea” on CourseWork. This “Big Idea” should be explained in sufficient detail that all of us in the class can understand the basic concepts involved even those we are unfamiliar with your field of interest.
-----Read for class:
  --Hansen, Ch. 2 & 3
  --Optional Reading: Wiggins, Ch. 1 & 2
-----Tasks in class:
  --Teaching a Big Idea, part 3: M. Denman, “critical reading”
  --Be prepared to talk about your “Big Idea” and how you might teach it, using revised Wiggins work sheet (p. 22, Figure 1.2)
  --Discuss what to look for in observing a class
  --Discuss readings

Week Four (1/28)—Research-Based Principles for Smart Teaching, Part 1
-----Due:
  --Reflection on class observation [bring to class and post on CourseWork]
-----Read:
  --Ambrose, et al., Introduction and Ch. 1-3
  --E. Baldinger interview of teacher in class last year [posted reading]
-----Tasks in class:
  --Discuss how to interview a teacher
  --Be prepared to discuss strategies for learning about your students, effective organization of material and ideas, and motivating students to learn in the context of the Big Idea you identified last week and those of the other students about which you commented.
  --Discuss readings
  --Conduct mid-quarter evaluation (Small Group Evaluation)
Week Five (2/4)—Research-Based Principles for Smart Teaching, Part 2

----Due:
--Reflection on interview with teacher

----Read:
--Ambrose, et al., Ch. 4-7 & Conclusion

----Tasks in class:
--SGE results
--Discuss how to interview students
--Be prepared to discuss strategies for engaging students, goal-oriented practice, and providing targeted feedback using your Big Idea (as revised if you decide to modify it).
--Discuss readings

Week Six (2/11)—Lecture and Discussion Strategies

----Due:
--Reflection on interview with a student [bring to class and post on CourseWork]]

----Read:
--Lambert et al (ed.), University Teaching, Ch. 2 [posted readings]
--Brookfield, The Skillful Teacher, Ch. 8 [posted readings]
--Bligh, What’s the Use of Lectures?, Ch. 17 [posted readings]

----Tasks in class:
--Brief student-led lectures & discussions
--Discuss readings

Week Seven (2/18)—Learning with technology
Guest: Professor Candace Thille, Graduate School of Education

Professor Thille will assign students to work through a module of an online course prior to coming to class. In class she will show students the instructor dashboard from the module in which they worked. She will begin the class by leading a discussion about the module using the prediction of the state of students' knowledge to guide the discussion so that the students can have the experience of seeing how their work as students in the module outside of class influences what is taught in class. She will then lead a discussion about their learning experience as students and how, as teachers, they might use instructor dashboards to guide the way they would teach a class.
Week Eight (2/25)—Assessment
-----Due:
--Draft of course syllabus section or teaching analysis paper [bring to class and post on CourseWork]
-----Read:
--Hansen, Ch. 6 & 7
--Optional Reading: Wiggins, Ch. 7
--Principles of Good Practice for Assessing Student Learning [posted readings]
--Bain, What the Best College Teachers Do, Ch. 7
-----Tasks in class:
--Be prepared to discuss the design of an assessment of student learning of your Big Idea.
-----Discuss readings [if not by students]

Week Nine (3/4)—Overcoming Bottlenecks to Student Learning
Guest: Professor Geoff Cohen, GSE
-----Read:
--Yeager & Walton, “Social-Psychological Interventions in Education: They’re Not Magic.” [posted readings]
--Claude Steele, Whistling Vivaldi, Ch.9
--Pace and Middendorf, Decoding the Disciplines, Ch. 1, the model; Ch. 3, ‘Genetics and Molecular Biology’ [posted readings]
--Diaz, Middendorf, Pace, and Shopkow, “The History Learning Project.” [posted readings]
-----Tasks in class:
--Be prepared to apply the approaches from “Decoding the Disciplines” to your Big Idea.
--Discuss readings

Week Ten (3/11) —Putting It All Together: Intellectual & Emotional Engagement
-----Due: Post brief reflection on how you will use what you learned in class
-----Read:
--Bain, What the Best College Students Do, Ch. 1 & 2
--Hutchins (ed.), The Course Portfolio, Ch. 1, L. Shulman, “Course Anatomy: The Dissection and Analysis of Knowledge through Teaching” [posted readings]
--Optional Reading: T. Ehrlich et al, Educating Citizens, Ch. 5, “Pedagogical Strategies for Educating Citizens” [posted readings]
-----Tasks in class:
--Discuss readings
--Create your action plan

Monday, March 17: Course syllabus or teaching analysis paper due

11/25/2013
Texts for the Class:


4. Shorter readings posted on CourseWork course site [posted readings]

Resources:

(A) General

*Teaching Commons: Teaching Resources*
https://teachingcommons.stanford.edu/resources/teaching-resources

*Teaching Commons: Learning Resources*
https://teachingcommons.stanford.edu/resources/learning-resources

*Teaching Commons: Course Design Resources*
https://teachingcommons.stanford.edu/resources/course-preparation-resources

(B) Course Syllabus Preparation


(C) Sources on Pedagogies

*Lectures*

---“The Lecture,” in L. Lambert, S. Tice, & P. Featherstone, *University Teaching*, Ch. 2.

---“The Lecture Method Alone is Rarely Adequate,” D. A. Bligh, What’s the Use of Lectures?” Ch. 17.
Seminars
--“Getting Students to Participate in Discussion,” in S. Brookfield, The Skillful Teacher, Ch. 8.
--“Enhancing Learning Through Classroom Discussion,“ in J. Lowman, Techniques of Teaching, Ch. 6.

Collaborative Learning

Problem-Based Learning.
--“Implementing Problem-Based Learning in Leadership Development,” E. Bridges & P. Hallinger.

(D) Stereotype Threat and Student Life Long Learning
--“Reducing Identity and Stereotype Threat: A New Hope,” in C. Steele, Whistling Vivaldi, Ch. 9.
--“The Roots of Success,” and “What Makes an Expert?,” in K. Bain, What the Best College Students Do,” Ch. 1 and 2.

(E) Service Learning
--“Identifying the Outcomes of Service,” in Where’s the Learning in Service Learning, J. Eyler & D. Giles, Ch. 1.