

Syllabus

-: [CEULearning](#)
Course: Foundations of Teaching in Higher Education 2023/24 Fall
(In person)
Book
(Text): Syllabus

Printed by: Yurgos Politis
Date: Thursday, 7 December 2023, 1:50 PM

Description

The module is offered as a pass-fail, 3-credit module. It comprises of a 2-credit seminar, which runs for 12 weeks (100-minute sessions) and a 1-credit practicum, which runs for 12 weeks too (50-minute sessions). The seminars will be more theoretically driven and research based, where participants will be encouraged to engage actively with the content and start their assessment work. During the practicum, the participants will engage with the content in a more practical/applicable way, and will have more time to work on their assessments and seek advice from the facilitators. In addition, they will be required to deliver a 50-100 minute teaching session on a topic and module of their choosing that is going to be observed by both a peer and one of the facilitators, and receive constructive feedback (during in formal discussions) on the process and outcome. Moreover, they will get the opportunity to observe a peer and engage with them in a discussion about their teaching.

To receive a pass, students are required:

- to complete pre-class readings and activities, attend, and actively participate in all the class sessions. Participants need to contact and notify the coordinators - no later than a day in advance - if they are going to miss a class and arrange ways to complete the module requirements.
- successfully complete all module assignments.

Table of contents

1. Module Location & Times
2. Introduction & Module Philosophy
3. Learning outcomes
4. Module participants and registration
5. Auditing
6. Major assignments and deadlines
7. Assessment description
8. SEMINAR TOPIC DESCRIPTIONS
9. Practicum sessions

1. Module Location & Times

Mode of Delivery: **In-person**

- In-person **seminars** on Mondays from **September 18th** to **December 4th** in two groups:

1. 10:50 - 12:30

2. 15:40 - 17:10

- In-person **practicum** sessions on Wednesdays from **September 20th** to **December 6th** at two times

1. 10:50 - 11:40

2. 13:30 - 14:20

2. Introduction & Module Philosophy

“Foundations of Teaching in Higher Education” is a semester-long, foundational module for doctoral students preparing for their role as teaching assistants and future scholar-teachers. This module also forms the basis of the comprehensive professional development certificate program for CEU doctoral students offered by the Yehuda Elkana Center for Teaching, Learning, and Higher Education Research (The Elkana Center).

The module fosters an understanding of the university teacher as a professional scholar ready to engage in teaching informed by research, models of good practice, a spirit of inquiry, and critical intellectual engagement and dismodule. Our approach to teaching in higher education combines knowledge of theoretical foundations, a strong practice orientation, and an appreciation for collaborative, inquiry-driven, and technology-enhanced learning environments.

This module will allow for the development of your own teaching approaches and values in incremental steps, through a combination of reading, reflective writing, and practical tasks. You will gain a research-driven foundation for your work as twenty-first century scholar-teachers through the study of key issues and experimentation in a variety of approaches.

Thus, the **main goals** of the module are as follows:

- To facilitate CEU students’ preparation for their future academic careers by providing them with an intellectual and practical grounding in the skills associated with major genres of academic teaching in a way that reflects the link between the academic content of a discipline and teaching practices.
- To develop participants’ critical self-awareness regarding the complex requirements of good university teaching by inquiring more deeply into the intellectual work of teaching in higher education and its links to other aspects of academic practice.

3. Learning outcomes

After completion of this module, participants *should* be able to:

- formulate own vision on teaching and student learning
- explain the position of their part of the curriculum in relation to the structure and the intended learning outcomes of either the entire curriculum or the relevant part of it.
- select and justify the educational design choices made for different parts of the curriculum, such as a module, workshop, training session(s) or lecture
- clearly express and communicate the educational objectives (intended learning outcomes) to students
- Integrate appropriate Information Computer Technology (ICT) and/or digital tools in the multi-modal educational design
- reflect on and improve teaching based on student evaluations, teaching experience and recent educational insights (analyse strengths and weaknesses of own teaching performance and to adjust activities accordingly)
- take responsibility for own professional development

4. Module participants and registration

The module is open to all CEU doctoral students and visiting doctoral students. Students who are about to undertake teaching in CEU departments as TAs are particularly encouraged to apply. However, those students who are not currently tutoring or teaching are also welcome to attend the module as a foundation for their future practice. Students from departments or programs that require the module for their (CEU-based) TAsip or teaching fellowship, students completing the Elkana Center certificate program, and students who are about to complete their CEU studies or their required residence period on campus is about to finish in the given academic year may be given priority in registering for the module. The Elkana Center faculty reserve the right to allow such students priority in registering.

5. Auditing

Students may not audit the module.

6. Major assignments and deadlines

1. Submit a full Teaching Philosophy (due Friday of Week 2, Sept. 29 at midnight)
2. PowerPoint to be used for your short presentation (due week 4-6)
3. Create lesson plan inclusive of Learning Outcomes (due Week 7 – Nov. 2 at midnight)
4. One teaching resource (e.g., handout, activity instructions, game etc., due at least one week before the teaching observation)
5. Teach a session that is observed by both Peer and Module Facilitator (Weeks 7-12 at a time agreed by student and module facilitator)
6. Reflection of Teaching Observation (due a week after the observation)

In order to pass this module participants need to successfully complete all assessment pieces, deliver a teaching session that is going to be observed by a facilitator and peer(s), and observe and offer feedback to peers teaching.

Extension policy:

There is no penalty for assignments handed in **within** 24 hours of the due date. Students may have two, such automatic extensions, and should simply write on the paper (at the very top) that they are using an automatic extension. Any additional extensions (or extensions longer than 24 hours) need to be arranged in advance of the due date, and will be agreed to only in exceptional circumstances.

7. Assessment description

1. Writing a Teaching Philosophy is a key document that you will need as a teacher. Therefore in week 2 in both the seminar and the practicum we will explain to you what elements to consider when writing the Teaching Philosophy and you will engage in small group activity to do a first draft, which will help you draft your personal version.
2. Practicum sessions 4-6 will be devoted to your short presentations, through PowerPoint slides on the topic that you will teach (and be observed on) later in the course. Seminar session 3 will assist you in this task by providing practical advice on how to prepare a good PowerPoint presentation.
3. For this assignment you will create a lesson plan that will include the session specific Learning Outcome(s). The lesson plan should include in significant detail, the breakdown of subtopics, activities and any relevant assessment in time increments and mention any additional material that is going to be used. This lesson plan could be utilized for the Teaching Observation. You will share it with a peer, give and receive feedback, leading to further improvement, reflection and finally submission.
4. This resource could be a handout with instructions for an activity, an infographic, mind-map etc. This resource could also form part of your Teaching Observation if you wish to do so.
5. The previous 3 assignments are scaffolding towards this piece of assessment, a Teaching Observation. You will deliver this session (at least 50 mins), ideally embedded in your TAsession, and a peer and a facilitator will either observe it synchronously (online or in person) or asynchronously (in which case you will need to record it and share that recording afterwards). In the event that you can't get a teaching session through your TAsession, an audience from your peers will be assembled and you will deliver the session to them (everything else remains the same)
6. Both the student and facilitator will provide you with feedback on different aspects of your session through a form. You will consider the feedback and write a no more than 500 word reflective piece, where you address some points raised, elaborate how you would address them and whether you do anything differently next time you taught the same topic.

8. SEMINAR TOPIC DESCRIPTIONS

Session	Topic
1	Introduction & Introductions The introductory session is designed to jump-start the process of reflective analysis of learning and teaching. It also will serve as an opportunity for participants to get to know one another and the module instructors as colleagues; to become familiar with the module requirements, modes of collaboration, and general module issues. We will be reflecting on your teaching assumptions and experiences, contemplating on your Teaching Perspective and reflecting on your professional identity and development Main questions to be addressed: Who are YOU as a lecturer? Who are your students?
2	Teaching Philosophy This is going to be an introduction to the Teaching philosophy, which is one of the main components of the capstone Teaching Portfolio for the Certificate of Teaching in Higher Education. You will be reflecting on your own ontology (values, beliefs, assumptions) as it relates to teaching and learning, creating an initial personal teaching statement (bio) , and Drafting an <u>initial basic</u> / rough teaching philosophy Main questions: Who are YOU as a teacher? Who do you want to be / become?

3	Presentation and Resource creation Most teachers/educators feel the need to create their own materials for their classes at some time. This is something that you can do with time and some practice, and it doesn't have to be time-consuming. We will take you through the process of understanding who your students are and choosing the appropriate topics and that you should focus more on the content than the appearance at first. We will discuss: Presentation skills Mayer's 15 content design principles Universal Design for Learning principles Open Educational Resources usage guidelines (copyright act, 'fair-use' principles)
4	Curriculum Development & Syllabus design This session will help you justify the relevance of a module you may be teaching (e.g., TA-ing) and connect to the bigger curriculum context of a programme. The importance of constructing clear and measurable Learning Outcomes for the module and session specific ones will be stressed. We will also discuss the need to be able to apply Constructive Alignment principles in designing your syllabus (between Learning Outcomes, teaching activities and Assessment).
5	Curriculum Development & Syllabus design (Learning Outcomes) This is a continuation of the content from week 4, where we will dive deeper into Learning Outcomes and you will be presented on the ways with which you can construct a SMART Learning Outcome (Specific, Measurable, Achievable, Realistic, Timely), on the appropriate level of cognitive complexity. You will be asked to create a new Learning Outcome for the session you will deliver for the Teaching Observation.

6	Planning the teaching intervention (Lesson Plan) Planning is pivotal to what we do as teachers. It is a continuous process and helps us to reflect forward and backwards. Before you start to design your sessions, you need to think deeply about the following: • What are the main principles for designing your teaching sessions? • How can a session be re-designed or rethought depending on changing requirements, student characteristics and teaching foci? This session concerns the choices that need to be made in planning one's approach to teaching a particular 'chunk' of disciplinary content in order to achieve multiple and complex educational goals and to scaffold student learning in appropriate and effective ways.
7	SELF-STUDY WEEK You will spend this week fine tuning the Lesson Plan you are preparing to use for the Teaching Observation. The Lesson Plan will be due on Monday the 31st of October, which will allow enough time for your peers to give you feedback and for you to reflect on that feedback and address it appropriately.
8	Surviving your first day in front of a class. Teaching for the first time is exciting and scary at the same time. During this session we will look at 'setting the scene' and help you to prepare for this extremely important task. To prepare you for this activity, you need to reflect on first-day competencies for teachers. Guiding questions here would be: • What do we already know about the importance of the first day in class based on reading and personal experience or observations? • What dos and don't, would we propose as a group to help those who are facing the task of teaching their very first class? This practical session concerns one of the most difficult issues for younger university teachers: how to survive and thrive in your very first class? We will be discussing both issues of appropriate first-class activities and teaching behaviours, as well as try to address the inevitable issues of lack of confidence, nervousness, not knowing your students. We will exchange experiences, concerns and questions related to starting your teaching duties.

9	Classroom management In this session we will cover teaching strategies and approaches that will assist you in creating, implementing and maintaining a learning environment within the classroom (and beyond). Classroom management is less concerned with controlling student behaviour, and more concerned with creating the right conditions where students flourish. With that in mind, the following are some of the areas we will touch upon: • Planning • Time-management • Discipline • Student feedback (on TLA activities / module feedback) • Create and cultivate an effective classroom environment that is inclusive, supportive and conducive to learning • Collect student feedback to enhance student support and improve own practices • Reflect on and address key concerns raised by students and mentors
10	Teaching across modalities Today's university students are heavy users of technology and the internet. They mostly look for learning experiences that are relevant to their interests, engaging, and inquiry-based. This session builds on the concept of blended, hybrid, hyflex, and online learning. It offers practical methods used for the integration of digital technology in the inquiry-based higher education classroom. Participants will be encouraged to reflect on their hands-on experience with the digital elements utilized in this module/session and also experiment in planning blended learning scenarios relevant to their field.
11	Teaching with Technology Lecturing is perhaps the most used genre of academic teaching. It is often overused and abused. At the same time, lectures can be highly effective, and lecturing continues to be an important component of most university teaching. This session will explore how attention to student learning can inform the design of lectures and effective lecturing, and we will discuss how we can effectively utilize technology-supported instruction. A number of useful websites and apps will be mentioned, and examples will be provided for their use in a session During this session, students will have an opportunity to observe and discuss various discipline-specific skills and strategies used by successful lecturers in their own intellectual fields. And finally, students will explore their own lecturing skills and experiences and will determine areas in which they may need more development.

Reflecting on our Teaching, Roles, and Principles

This session will address the principles for good teaching which include but are not limited to:

- How to make your teaching Inclusive and collaborative
- Recognizing and overcoming our own blind spots
- Appropriate teaching roles to support our learning goals
- Refining continuous personal reflection

We will delve deeper into the subtopic of teaching roles and examine teaching personas and the dynamics of co- and team-teaching, followed by reflection on critical incidents in teaching.

9. Practicum sessions

Practica weekly Topics

Week	Content
1	Explanation of Teaching Observation Process
2	Teaching Philosophy
3	Using Technology for presentation
4-6	Short Presentations
7	Self-study week
8-12	Teaching sessions