



COURSE SYLLABUS

HIED 621, 01W—Effective Teaching & Learning Fall 2016

Meets 8/29/2016 through 12/16/2016

Instructor: Charlotte Larkin, Ed. D.
Office Location: Ed North 104D
Office Hours: M&T 10-11:30 am, 1:30-3:00PM, or by apt.
Office Phone: 903-886-5518
Email: charlotte.larkin@tamuc.edu
Preferred Form of Communication: email
Communication Response Time: Within 24-36 hours

COURSE INFORMATION

Textbooks:

Brookfield, S. (2006). *The skillful teacher: On technique, trust, and responsiveness in the classroom* (3rd ed.). San Francisco CA: Jossey-Bass.

Fink, L.D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses, revised and updated*. San Francisco, CA: Jossey-Bass.

Additional materials are posted in our eCollege “classroom” to be read on assigned dates.

Course Description: A study of diverse teaching strategies and the learning paradigms on which they are based. Also included is an analysis of special problems encountered by the professoriate.

Student Learning Outcomes: Upon completion of this course, the student will be able to describe:

1. The roles and preparation of college faculty. Specifically, the student will be able to:

- 1.1 Describe the functions of teaching, research/creative activity, and service and the delicate balance within this three-part role.
- 1.2 Discuss the scholarship of teaching in preparation and development of college faculty.
- 1.3 Discuss the strengths/weaknesses of programs designed to prepare college faculty.

The syllabus/schedule are subject to change.

2. The theoretical basis of learning and instruction. Specifically, the student will be able to:

- 2.1 Describe theories of learning & instruction from the perspectives of behavioral research, cognitive research, and theories of motivation and personality.
- 2.2 Discuss learning theory as a foundation for effective learning.

3. Effective teaching skills. Specifically, the student will be able to:

- 3.1 Compare and contrast teacher-centered and student-centered instruction.
- 3.2 Discuss factors that affect student success in college.

4. The implications of information technologies for teaching and learning in the 21st century and

- 4.1 Distinguish between the technological "net generations" of today's learners, including digital "natives" and digital "immigrants."
- 4.2 Explain how technology has enriched the teaching-learning interaction.
- 4.3 Describe 2-3 instructional strategies recommended for use with the "net generation."

5. Evaluation and development of college teaching. Specifically, the student will be able to:

- 5.1 Discuss criteria used to evaluate college faculty.
- 5.2 Differentiate and describe formative and summative evaluation.

GRADING

Final grades in this course will be based on the following scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

Assessments

Students will be evaluated on their performance in the following areas:

Assigned readings, outside research, and discussion activities. **Online submissions are submitted by midnight Sunday.**

Group presentations on selected "learning theories" or "implications of technology". **This includes creating a quiz for online delivery. *Students will be graded on their critiques of their classmates' presentations as well.***

An examination focused on theories of learning and teaching.
One micro-teaching presentation of an "instructional strategy"

The syllabus/schedule are subject to change.

Evaluation: Students will be evaluated on their performance in the areas noted above. Online class discussions are important. Equally important will be your performance as an evaluator of your classmates' presentations—this is an essential role for faculty and one that we need to work on if we are to support student success. You will be tasked to critique your classmates' presentations, and the instructor will summarize the feedback for the presenters. Your feedback will go into the formulation of a final evaluation of each presentation and into your evaluation for the course.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check http://help.ecollege.com/LS_Tech_Reg_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset](http://help.ecollege.com/LS_Tech_Reg_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)

The syllabus/schedule are subject to change.

- [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later)
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/)
 - [Apple Quick Time](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
 - For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical)

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](#) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio. Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/)

Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

The syllabus/schedule are subject to change.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.

PLEASE NOTE: Your personal computer and internet access problems are not legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.


myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. <https://leo.tamuc.edu>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

The syllabus/schedule are subject to change.

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses. Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

You may contact me in person during office hours or online through University email. I am usually online every day, including weekends. If you need to leave me a message, please indicate what specific assistance you need. I do not play telephone tag. If there is an emergency and you need assistance from the department; you may call the main office at 903-886-5520.

The syllabus/schedule are subject to change.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Students are expected to actively participate. I will monitor your participation/activity. **All** works submitted for credit must be original and created uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level. I do not accept late work! However, I do understand that sometimes there are circumstances out of your control that may impact timely submission of assignments, such as jury duty, hospitalization, or death of a family member. In these instances, you are expected to notify me **before** the assignment deadline.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a

The syllabus/schedule are subject to change.

learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

The syllabus/schedule are subject to change.

COURSE OUTLINE

COURSE SCHEDULE

1. Changes in Demographics

- 1.) Reading: Brookfield, Ch 1
Fink, Ch 7
- 2.) Discussion: How did you experience teaching/learning?
Discussion: Faculty roles? Why study “Effective Teaching and Learning”?

2. Response to Changes-Reform/Radical Ideas

- 1.) **Lecture:** Response to Challenges-The Call for Reform, *Involvement in Learning*
- 2.) **Discussion:** Give your response to the lecture
- 3.) **Reading:** *Involvement in Learning* (1984)
Ernest Boyer, *Scholarship Reconsidered* (1990) (selected passages)
Brookfield, Ch 2 & Ch 10

3. Skillful Teaching & Our Classrooms

- 1.) **Lecture:** Principles for Teachers to Live By
- 2.) **Discussion:** What is the benefit of a critically reflective stance toward teaching?
What factors can interfere with student learning in classrooms?
- 3.) **Reading:** Brookfield, Ch 3 & 4
- 4.) **Short Response** see Unit 3 navigation bar

4. Learning Theory-Behavioral

- 1.) **Discussion:** How can learning theories help teaching?
- 2.) **Reading:** Brookfield, Ch 5 & 12

5. Learning Theory- Cognitive

- 1.) **Discussion** How can we use Cognitive learning theory to improve teaching?
- 2.) **Reading:** Brookfield, Ch 6-8

6. Learning Theories-Motivation

- 1.) **Reading:** Brookfield, Ch 9 & 11

7. Learning Theories-Personality

- 1.) **Reading:** Brookfield, Ch 9 & 11

8. Learning Experiences & Teaching Strategies

- 1.) **Discussion:** How do we create effective learning environments?
- 2.) **Reading:** Fink, Ch. 3 & 4

The *syllabus/schedule* are subject to change.

- 3) **Lecture:** Theorists on college teaching and learning
Chickering & Gamson, First-order principles for college teaching (Robert Boice). Learner-centered teaching (Maryellen Weimer) & Overview to Learning Strategies
- 4) **Short Response: Topics listed in eCollege**

9. Teaching Practices, Faculty Roles, & e-Learning

- 1.) **Assignment:** Read Ch 5 of Fink, scan ***Net Generation in Doc Sharing***
- 2.) **Discussion:** What are the main points of the discussion on teaching practice?
- 3.) **Lecture:** The role of technology in higher education today and tomorrow
- 4.) **Discussion:** Why change?

10. Micro-teaching Presentations & Evaluation – information in eCollege

11. Micro-teaching Presentations & Evaluation – information in eCollege

12. Micro-teaching Presentations & Evaluation – information in eCollege

13. Micro-teaching Presentations & Evaluation – information in eCollege

14. Final Exam