Dr. Doug Kalika, Acting Dean
The Graduate School
Campus

April 11, 2002

Dear Dr. Kalika:

Please find attached the materials to accompany a proposed new course for our doctoral program. I taught this class as a special topics seminar this past fall. Beginning with the group of students who entered in the fall of 2000, all are required to have a course that will prepare them to teach in college classrooms. There are very few courses of this type on campus.

I have shared the syllabus with the staff of the Teaching/Learning Center and received feedback that it is a strong course. You'll note that we wrote the prerequisite in such a way that we can accept doctoral students from other departments as space allows.

Thanks in advance for your assistance.

Sincerely,

[Signature]
David Royse, Ph.D.
Director of Graduate Studies
1. Submitted by College of Social Work ___________________________ Date 4-9-02

Department/Division offering course __________________________________________

2. Proposed designation and Bulletin description of this course

   a. Prefix and Number SW 790
   b. Title* Seminar in Teaching & Learning

*NOTE: If the title is longer than 24 characters (including spaces), write
A sensible title (not exceeding 24 characters) for use on transcripts Teaching & Learning Sem

c. Lecture/Discussion hours per week 3

d. Laboratory hours per week

e. Studio hours per week

f. Credits

g. Course description

See attached

h. Prerequisites (if any)

Admission into the doctoral program or consent of instructor

i. May be repeated to a maximum of ______________________________________ (if applicable)

4. To be cross-listed as

Prefix and Number __________________________________________ Signature, Chairman, cross-listing department

5. Effective Date Spring, 2003 (semester and year)

6. Course to be offered ☐ Fall ☑ Spring ☐ Summer

7. Will the course be offered each year?
(Explain if not annually) ☑ Yes ☐ No

8. Why is this course needed?

This course is needed to prepare our doctoral students to teach in institutions of higher education.

9. a. By whom will the course be taught? DGS or other doctoral faculty

b. Are facilities for teaching the course now available?
If not, what plans have been made for providing them? ☑ Yes ☐ No
10. What enrollment may be reasonably anticipated? 6 to 9 students

11. Will this course serve students in the Department primarily? □ Yes □ No
   Will it be of service to a significant number of students outside the Department? □ Yes □ No
   If so, explain.

12. Will the course serve as a University Studies Program course? □ Yes □ No
   If yes, under what Area?

13. Check the category most applicable to this course
   □ traditional; offered in corresponding departments elsewhere;
   □ relatively new, now being widely established
   □ not yet to be found in many (or any) other universities

14. Is this course part of a proposed new program:
   □ Yes □ No
   If yes, which?

15. Will adding this course change the degree requirements in one or more programs?* □ Yes □ No
   If yes, explain the change(s) below

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

18. Within the Department, who should be contacted for further information about the proposed course?
   Name David Royse, DGS
   Phone Extension 257-6659

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
Signatures of Approval:

Department Chair

Dean of the College

Date

Date of Notice to the Faculty

Date

Date

Date

Date

Date

Date

Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL
SW 795: Seminar in Teaching and Learning in Higher Education (3 hrs)

<table>
<thead>
<tr>
<th>Fall, 2001</th>
<th>David Royse</th>
</tr>
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<tbody>
<tr>
<td>Fridays 9:00 to noon</td>
<td>257-6659 637 P.O.T.</td>
</tr>
<tr>
<td>P.O.T. 645</td>
<td><a href="mailto:droyse@uky.edu">droyse@uky.edu</a></td>
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</tbody>
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Course Description

This course is designed to help graduate students with no teaching experience to become good instructors and those with some experience to become more effective. Instructional techniques and classroom practices will be examined. Students will facilitate seminar sessions drawing upon educational theory and relevant literature, create syllabi, observe each other teaching, and develop papers elucidating their grading practices and philosophy of teaching. Prereq: Admission into the doctoral program or consent of instructor.

Educational Objectives

Upon completion of the seminar, students will:

1. Have reflected upon their philosophy of teaching and formulated a written statement describing it.

2. Have demonstrated awareness of the theories and principles of adult learning as exemplified in their own micro-teaching, their facilitation of seminar discussions, their syllabus, and textbook selection.

3. Have demonstrated competence in the design and delivery of lectures.

4. Be able to discuss the literature on teaching in a specific subject area of social work and formulate a topic or strategy deserving of research.

5. Have shown that they understand the role and responsibilities of adult educators as revealed in their observations of other lecturers and peer evaluations.

6. Have identified their approach to grading and its attendant strengths and weaknesses as well as thought about ways to manage and avoid problems in the classroom.

Assignments and Responsibilities

Facilitation Each participant will be responsible for leading the seminar discussion during designated weeks. The facilitator will want to prepare questions ahead of time to
stimulate discussion. Students will probably want to read beyond the assigned readings in order to deepen their knowledge of the topic. This is an opportunity for you to micro-teach within the seminar. Don't bring in a speaker!

Teaching Philosophy
This piece is a required element in faculty portfolios at UK. It is something that you can refine and "take with you" wherever you go as a new assistant professor. In approximately 1,250 words you will discuss the values and beliefs that frame your teaching practice.

Minor Papers
You can expect 5 minor written assignments where 500 to 1,000 words is expected. These will address such topics as your observations of other lecturers, your peers, and self-evaluation of your own teaching.

Major Paper
For one of the core teaching areas (Human Behavior, Research Methods, Social Policy, Practice, Field Instruction), conduct a literature review that examines how other social work educators have recommended that this subject area be taught. Choose an area where you realistically expect or prefer to teach. You may, for example, also select a topic such as Problem-Based Learning, teaching via the Web or ITV or any instruction-related topic that has piqued your interest. Please submit your topic to the instructor in writing no later than October 5 for approval.

Each paper will survey and review the extant literature and:
- a) analyze - what do we know and what don't we know about teaching in a given content area?
- b) describe - what theories are identified?
- c) evaluate - how good is the research?
- d) synthesize - is there a better way to teach this subject area? If you have an approach or strategy that does not appear in the literature or if it does and the research is weak, outline a study that you could conduct.

Students will present the highlights of their papers (no fair reading!) during the last two class meetings. Papers are due the day of your presentation.

Ungraded Assignments
There will be several assignments that each seminar participant is expected to complete. These will allow you to give and receive nonthreatening, constructive feedback from peers without worrying about "a grade." These are required of all students and considered a part of class participation.
Course Schedule

August 24
Introduction & Common Characteristics of Good Teachers
Hour 1: Course Overview
Hour 2: Introductions: Introduce yourself by talking about a teacher who made a difference in your life. What were his or her best qualities? Who were the worst teachers and why were they so poor?
Hour 3: Discuss: What is good teaching? How do we know good teaching? What are the 7 principles of good teaching?
Read: Chapter 1 of Teaching Tips; Handout* "Inventories of Good Practice"

August 31
Syllabus Design, Textbook Selection, Thinking about Assignments
Hour 1: Facilitated Discussion: What is the purpose of assignments? What should they accomplish? Of what use is Bloom's Cognitive Taxonomy?
Hour 2: Facilitated Discussion: How do we develop critical thinking?
Hour 3: Peer Feedback: Syllabus Review
Squeeze in: How difficult is it to select the best textbook?
Read:
(A) Chapter 2 of Teaching Tips;
(B) "Motivating with the Course Syllabus" www.stedwards.edu/cte/sylmot.htm
(C) Stephen Brookfield's "Effective Strategies for Facilitating Critical Thinking," pp. 71-88. (On reserve.)
(E) "101 Things You Can Do the First Three Weeks of Class" http://www.unl.edu/teaching/101ways.html

Ungraded Assignment: Submit copies for your classmates of a course syllabus that you have developed making sure it includes course objectives. The seminar will be reviewing these syllabi in terms of whether the objectives seem appropriate to the course description, whether the assignments assist the student in learning new skills or knowledge, and whether the instructions are clear and the course, as presented, appears rigorous. If the syllabus was one that you did not play a large role in developing, you may wish to revise or refine it more to your liking.

Assignment 1: Compare three different textbooks on the same topic and explain (750 words minimum) why one would be better than the others for a specific student group.

September 7
Active Learning and Learning Styles
Hour 1: Facilitated Discussion: What is active learning? Why is it important? How might learning styles influence the learning process?
Hour 2: Sharing: Philosophies of Teaching
Hour 3: Sharing: Active Learning Exercises
Read:
(F) Chapter 3 of Teaching Tips;
(H) Stephen Brookfield "Getting Discussion Started," 64-84. (On reserve)

Assignment 2: In a paper of approximately 1,250 words, explicate your philosophy of teaching. Use headings for each new value identified.

Ungraded Assignment: Create an active learning exercise for a course you have taught or would like to teach. This should be an exercise suitable for a lecture-type class that does not involve small groups. Specify the learning objectives it achieves.

September 14 Small Groups, Peer Learning & Role Playing
Hour 1: Facilitated Discussion: What is the difference between cooperative learning and collaborative learning? Is one approach superior to the other?
Hour 2: Facilitated Discussion: What are the strengths and weaknesses associated with team learning? What topics can and can't be taught via peer-assisted learning? Can students be objective in grading their peers?
Hour 3: Peer Feedback: Small Group Exercises

Read:
(J) Chapter 4 of Teaching Tips
(L) Larry Michaelsen "Team Learning: Making a Case for the Small-Group Option," (On Reserve).

Ungraded Assignment: Design a role play or peer learning assignment that involves small groups. Specify the learning objectives it achieves and how it will be graded.

September 21 Large Lecture Classes & Teaching Students How to Learn
Hour 1: Sharing: Observations of large lecture classes
Hour 2: Facilitated Discussion: What is the proper mix of lecture and discussion?
Hour 3: Facilitated Discussion: Must we teach to every learning style?

Read:
(M) Chapters 5 and 6 of Teaching Tips
(N) Barbara Gross Davis "Delivering a Lecture," pp. 111-119. (On reserve)
(O) Stephen Brookfield "Lecturing Creatively," pp. 71-87. (On reserve)
(P) "Index of Learning Styles Questionnaire" at: www2.ncsu.edu:80/unity(lockers/users/ffelder/public/LLSdir/llsweb.html
(Q) "Personal Style Inventory Questionnaire" at: http://muskingum.edu/~cal/database/PSIinventory.html

Assignment 3: Observe a large lecture class and critique it (1,000 words minimum) based on:
a) educational theory  
b) involvement of students  
c) transfer of knowledge (depth and breadth)  
d) your overall subjective reaction (e.g., relevance, clarity, creativity)

**September 28**  
Examinations  
Hour 1: Facilitated Discussion: Why test? What is a good exam? How should students be tested?  
Hour 2: Sharing: Examinations  
Hour 3: Open  
Read:  
(R) Chapter 9 of **Teaching Tips**  
(S) Brookfield, S. "Adult Learning: An Overview," at [http://lnl.nl.edu/ace/Resources/Documents/AdultLearning.html](http://lnl.nl.edu/ace/Resources/Documents/AdultLearning.html)  

**Ungraded Assignment:** Bring in an example of a quiz or exam that you have created for the seminar to trouble-shoot. Make copies for everyone.

**October 5**  
Academic Holiday

**October 12**  
The Electronic Classroom: Teaching By Internet and ITV  
Hour 1: Facilitated Discussion: Strengths and Weaknesses of ITV & Web courses  
Hour 2: Self-Reports: Evaluations and Experiences with ITV/Internet Teaching  
Hour 3: Viewing Selected Videos  
Read:  
(U) Chapter 8 of **Teaching Tips**  
(W) Litzelfelter, Wiehe & Olson (2001). Distance education: The experience of students and instructors...ITV. *J of Teaching in SW*, 21, 59-76.  
(X) "Meeting the Needs of Adult Learners in Developing Courses for the Internet" www.isoc.org/isoc/whatis/conferences/inet/96/proceedings/c4/c4_2.htm  

**Ungraded Assignment:** Teach one unit of 15 to 20 minutes by ITV or design a web page using the Student Web Server. Bring video-tapes of ITV class to seminar.

**October 19**  
Grading  
Hour 1: Facilitated Discussion: Which grading approach is best? (Sharing of Grading Schemes Favored by Seminar Participants)
Hour 2: Facilitated Discussion: Countering the pressure to give all A's
Hour 3: Facilitated Discussion: Grading Rubrics
   Read:
   (AA) Chapter 10 of Teaching Tips

Assignment 4: Briefly describe your grading approach, identify problems or dilemmas that you have experienced with it, then conclude something about the worth of your method (500 words minimum).

October 26 Managing the Classroom
Hour 1 Discussion: What is the most difficult situation that you've encountered in the classroom? How would you have handled it differently now?
Hour 2 Facilitated Discussion: How do we improve the preparation of doctoral students for teaching?
Hour 3 Facilitated Discussion: What is reasonable accommodation for students with handicaps? (Handout from Jake Karnes)
   Read:
   (EE) Chapters 11 and 12 of Teaching Tips

Assignment 5: Address "My Greatest Mistake in Teaching," "My Worst Moment in Teaching," or "The Stickiest Situation I've Encountered in Teaching" (500 words minimum).

November 2 Student Ratings and Reading Student Feedback
Hour 1 Facilitated Discussion: How Trustworthy is Student Feedback? What feedback must be addressed and what can be ignored?
Hour 2 Discussion: What Do We Learn From Peer-Evaluations? To What Extent Do Peer and Self-Evaluations Coincide?
Hour 3 Guest Speaker: Phil Berger, Professor Emeriti (Public Administration)
   Read:
   (FF) Chapter 14 of Teaching Tips

Assignment 6: Observe a classmate's teaching and prepare a critique (500 words minimum) identifying both strengths and areas possibly in need of improvement. If you are not currently teaching, then you will be required to give a guest lecture. Each student is required to have two observers and submit two evaluations in writing. However, only one observer must be from the seminar; observers who are not classmates are not required
November 9
Teaching and the Tenure Track
Hour 1 Facilitated Discussion: What does it take to obtain tenure?
Hour 2 Facilitated Discussion: Ethical Conflicts in Higher Education
Hour 3 Guest Speaker from liberal arts or regional university
Read
(HH) Chapter 15, 16 and 17 of Teaching Tips
Ungraded Assignment: For discussion, bring in examples of two or three ethical dilemmas that you have experienced or may experience as an educator

November 16
CSWE Accreditation
Hour 1: Discussion of Specific Requirements in Core Areas
Hour 2: Guest: Dean Hoffman
(Choose a chapter relevant to your area of teaching)

November 23
Thanksgiving

November 30
Student Presentations

December 7
Student Presentations

<table>
<thead>
<tr>
<th>Grading Weights</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Major Paper</td>
<td>A 95 to 100</td>
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<tr>
<td>500 Word Assignments</td>
<td>B 85 to 94</td>
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<tr>
<td>Teaching Philosophy</td>
<td>C 70 to 84</td>
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<tr>
<td>Class Participation</td>
<td>E 69 or Below</td>
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<tr>
<td>Skill at Facilitation of Discussion</td>
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Readings and Resources


Gibbs, L.E. & Tallant, S. Can critical thinking and HBSE course content be taught concurrently? In Martin Bloom (Ed.) *Controversial issues in human behavior and social environment*.


Journals That Might Be of Assistance:

- College Teaching
- Journal of Higher Education
- Journal of Social Work Education
- Journal of Teaching in Social Work
- Chronicle of Higher Education
- Research in Higher Education
- Teaching Sociology
- Teaching of Psychology

**Text:**


The Excellent Student Operationalized

Here are some suggestions for being the type of student every instructor would love to teach:

1.) Read all of the assigned readings before class
   - Think about the readings; what are unstated implications? Logical extensions?
   - What doesn’t mesh with your experience?
   - Make notes of questions you want to discuss as you read

2.) Be prepared to lead discussions when it is your turn. Have stimulating or thought-provoking questions ready. In discussions, take risks and share information that others may not have. Even when you can’t agree, be respectful and considerate.

3.) Have your assignments ready when they are due. (Assignments turned in past the due date will be penalized 5% for each week late.)

4.) Proofread and revise *everything* you submit. Your papers should be pleasing to read and not distract the reader with incorrect spelling or poor grammar.

5.) If you do not understand instructions or feedback or if you need help or additional resources, please ask for clarification or assistance.

6.) When you draw upon the work of others in your writing, give credit to them.

Revised 4-9-02