Stanford University Graduate School of Education

EDUC/CTL 297X Teaching and Learning in Higher Education

Syllabus, Winter 2011

Wednesdays, 2:15-5:05, School of Education 206

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Purpose of the Course:

Teaching and learning are the central mission 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. You will prepare a course syllabus 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.

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 teaching activities such as articulating learning goals, planning class sessions, and designing assessments.

This course is a work in progress—we have not taught it before. 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--as early in the course as we can--about your interests, your background, 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 so that you can use those ideas in your teaching in whatever professional positions you may occupy.

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 at least three classes, 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 has a library of streaming videos and DVDs of award-winning teachers talking about their teaching. These are available on line: [http://ctl.stanford.edu/awt/award-winning-teachers-on-teaching.html](http://ctl.stanford.edu/awt/award-winning-teachers-on-teaching.html). 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 Blackboard site. One of these may meet your interests.

--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 Blackboard 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 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. In either event, the syllabus 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 will be asked to 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:**

Three Reflections: (Observing class; Interviewing Master Teacher; Interviewing one or more students)----25%
Second paper or course syllabus----50%
Participation in class----25%

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 contributions to teaching and learning of the class. Students will themselves participate in the evaluations. During the first class, we will discuss how to evaluate participation in class.

**Assignments:**

**Week One—Course goals and how we will achieve them**

-----Tasks in class:
- Discuss the challenges of intellectual and emotional engagement with students
- Teaching and learning a big idea, part 1: T. Ehrlich, “the meaning of ‘consideration in the law of contracts’; C. Potter—“how resources relate to governance” for a political science course on comparative government [each will use a Wiggins worksheet]
- Discuss how to evaluate participation in class.

**Week Two—Choose a Master Teacher and gain permissions.**

-----Read for class:
- Bain, chapters 1 and 3;
- T. Ehrlich interview of Bentley professor as approach to interviewing a teacher [posted readings]

-----Tasks in class:
- Be prepared to discuss: What makes a master teacher? How do we identify excellent teaching?
Week Three—Teaching and Learning for Understanding

-----Due:
- Name of master teacher and course to be observed.
- Post your preliminary version of a “Big Idea” [Blackboard]

-----Read for class:
- Wiggins Ch. 1 & 2;
- Watch a Center for Teaching and Learning video (http://ctl.stanford.edu/awt/award-winning-teachers-on-teaching.html); or a UC Berkeley video of a master teacher (http://teaching.berkeley.edu/video.html)

-----Tasks in class:
- Be prepared to discuss insights from the video you watched.
- Be prepared to talk about a “Big Idea” and how you might teach it, using Wiggins work sheet (p. 22, Figure 1.2)

Week Four—Research-Based Principles for Smart Teaching, part 1

-----Due:
- Reflection on class observation;
- Comment briefly on the Big Ideas of two other students [Blackboard]

-----Read:
- Ambrose, et al. Ch. 1-3

-----Tasks in class:
- Talking through these chapters with examples
- 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.

Week Five—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:
- Talking through these chapters with examples
- 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).

Week Six—Lecture and discussion strategies

-----Due:
- Reflection on interview with a student
--Comment briefly on one or more other students’ reflections in ways that connect to the issues we have been discussing in class.

----Read:
--Lambert et al (ed.), *University Teaching*, ch. 2 [posted readings]
--Bain, ch. 5

----Tasks in class:
--Watch & discuss Robert Coles lecture
--Brief student-led lectures & discussions

**Week Seven**—*Active pedagogies*

----Due:
--Outline of course syllabus or outline of teaching analysis paper

----Read:
--Garvin, *Making the Case* [posted readings]
--McKeachie’s *Teaching Tips: Strategies, Research, and Theory for College and University Teachers* (2010), ch. 15 “Experiential Learning” [posted readings]

----Tasks in class: Student teaching using one of these pedagogies

**Week Eight**—*The scholarship of teaching and learning*

----Read:
--Pace & 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]
--Hutchins (ed.) *The Course Portfolio*, ch. 1 L. Shulman, “Course Anatomy: The Dissection and Analysis of Knowledge Through Teaching” [posted readings]

----Tasks in class:
Be prepared to apply the approaches from “Decoding the Disciplines” to your Big Idea.

**Week Nine**—*Assessment*

----Due:
Draft of course syllabus or teaching analysis paper

----Read:
--Wiggins, Ch. 7;
--Principles of Good Practice for Assessing Student Learning
--Bain, ch. 7

----Tasks in class:
Be prepared to discuss the design of an assessment of student learning of your Big Idea.
Week Ten---Putting it all together: Intellectual & Emotional Engagement

---Read:
--Bain, ch. 6
--T. Ehrlich et al, Educating Citizens, Ch. 5 “Pedagogical Strategies for Educating Citizens” [posted readings]

March 14: Course syllabus or teaching analysis paper due (first day of exams)

Texts for the Class:


   [This is available free online for Stanford students at http://site.ebrary.com/lib/stanford/docDetail.action?docID=10081770 ]


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

Resources:

(A) General
Teaching at Stanford: An Introductory Handbook for Faculty, Academic Staff, and Teaching Assistants
Available to read on-line: http://ctl.stanford.edu/teaching-at-stanford.html

(B) Course Syllabus Preparation
J. Lowman, “Mastering the Techniques of Teaching” (1995)

(C) Sources on Pedagogies
Lectures
--“The Lecture,” in L. Lambert, S. Tice, & P. Featherstone, “University Teaching,” Ch. 2.
Seminars

**Collaborative Learning**

--“Collaborative Learning: Group Work and Study Teams,” in B. Davis, “Tools for Teaching,” Part V, Ch. 18

**Problem-Based Learning**

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

**Service Learning**

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