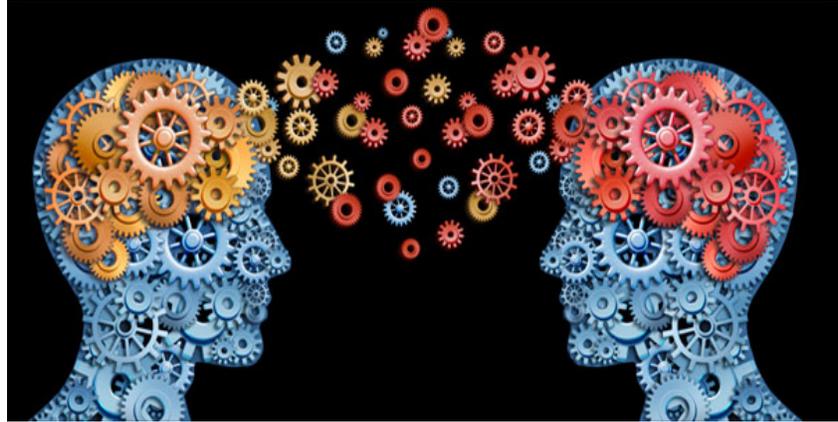


**UNIV 600: Learning in the
College Classroom
Spring Semester 2016**

MDH 102, 5-7pm

Instructor: Dr. Cheryl Richardson
Office Hours – By Appointment
Center for Teaching and
Assessment of Learning (CTAL)
Gore 212, University of Delaware



Course Introduction

Welcome! The seminar is designed for graduate students, postdocs, and all others in teaching roles. Although people outside of academia assume that instructors have a reasonable understanding of how people learn and that they apply this knowledge to their teaching, Halpern & Hakel (2003) found that faculty typically tend to teach the way they were taught. To counter this trend, this course is designed to help you acquire a basic understanding of the principles of learning. Through readings, research, discussions, and assignments, you will be enabled apply these principles to helping students learn in your discipline. Susan Ambrose's *How Learning Works: Seven Research-Based Principles for Smart Teaching* provides the theoretical and practical framework.

Student Learning Outcomes

As a result of participating this seminar, you will acquire a working knowledge of contemporary principles of learning and intellectual development and be able to:

- Apply theoretical knowledge to effective teaching practice.
- Identify challenges to student learning in your discipline and ways to respond to these difficulties.
- Speak about your teaching and assessment practice in an informed, descriptive manner and ground your practice in knowledge of student learning.
- Contribute to a supportive forum in which to discuss your learning and your teaching
- Begin to construct a teaching portfolio



OR



Communication

Assignments must be submitted using the university's learning management system, Canvas. Announcements and supplementary readings also will be posted there. Send email through *Canvas* to Dr. Richardson with any questions or concerns. If you would like to pose questions or discuss issues with the class, a discussion forum is available.

Seminar Format

This seminar requires your active participation in discussions and in class activities. We will meet to

discuss assigned readings and apply it to our disciplines. You will often work in teams and in groups to learn from each other and to provide critical feedback. In addition, you will maintain a public learning journal that will provide a place for conversation between you and your group members. Assignments and a discussion forum are available on *Canvas*.

Seminar Policies

To receive a passing grade, you will need to complete the following requirements:

- Attend and actively participate in all seminar activities. You must attend all face-to-face meetings and interact in Canvas. Inform the instructor in advance of absences through the Inbox function. Regularly check Announcements.
- Complete all assignments and submit on time.
- Provide and incorporate constructive feedback from instructor and peers.

Classroom Conduct: You are responsible for understanding and acting according to the University of Delaware's policy concerning ethical academic conduct and university guidelines for responsible computing.

Inclusive Course: This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Disability Support Services can be reached at 302-831-4643 and will coordinate reasonable accommodations for students with documented disabilities.

Classroom Climate: It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic or social identity. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational mission. Contact the Office of Equity and Inclusion (<http://www.udel.edu/oei/>) if you believe a violation has occurred.

Seminar Requirements

This seminar is non-credit bearing and graded on a Pass/Fail basis. Activities have been created to help you interact with the materials and each other, to demonstrate that you have met the learning goals for the seminar, and to apply content to your teaching responsibilities. There are online publications, face-to-face interactions, and written assignments.

In so many ways, the work we will accomplish hinges on our respect of each other and ourselves. We will read and discuss issues of teaching and learning that can be complicated and personal. I want to see, and encourage you to show, your passion for the questions we raise and the debates that will likely occur. I also expect to see these happen in a generous environment. Be generous with your classmates and yourself, with what you know and what you don't

know. Be generous with me. At the same time, generosity includes accountability. We are responsible for our work in this course, for the words we say and how we say them. We can have conversations with humor and kindness, and these are the conversations we should strive for in this class. (adapted from C. Larracey)

Assignments

- Reading Reflections on Discussion Space (4 entries)
- Peer responses to Discussion Reflections (4 responses)
- Course project
- Class Participation
- Attendance and reflection from a Spring 2015 teaching and learning event

1) Online Discussions

You will respond to readings in our online discussion space. It will serve as a primary space for you to reflect, question, comment, critique and share your ideas about what we are reading, discussing and learning in the course. You may write about any article, video or set of texts. One entry must reflect on an on-campus teaching and learning event.

The writing in this space will be accessible to the class and will provide you with the opportunity to engage in meaningful dialogue about both the process and content of our work together.

These reflections will be one way you demonstrate your learning. It will be considered holistically as evidence of your commitment to learning in this course.

2) Response to discussions

Members of this class will serve as critical friends. Each of you will respond to others. Four responses are required; write more if you choose.

3) Course Project on a specific learning challenge (separate document)

4) Attendance and Participation

Because I value building community in the course, I believe that your regular and consistent engagement is critical to your learning. I rely on you learning material for yourself and to help each other learn, understand, and apply the material in a variety of ways.

5) Teaching and Learning Event

You also are required to attend one teaching and learning event this semester. Below are some options. Each requires registration and includes meals.

Teaching and Learning Conversations (TLCs)

- February 22, 2016 – Understanding how racial literacy can improve student achievement

TLC participants will examine the work of [Howard C. Stevenson](#), University of Pennsylvania Professor of Urban Education and Africana Studies. Referencing his book, [Promoting Racial Literacy in Schools: Differences That Make a Difference](#), we will explore the impact of racial stress on student achievement and ways to address racially stressful incidents as they occur. Dr. Stevenson, sponsored by both [Center for the Study of Diversity](#) and [School of Education](#), will give a public address on March 1, 2016.

Please register: <http://www.udel.edu/002882>

- March 14, 2016 – The impact of diverse learning environments

This session will focus on the work of [Sylvia Hurtado](#), UCLA Professor of Education and former director of the [Higher Education Research Institute](#). She will visit and give a public talk at on March 16, 2016. TLC participants will explore and discuss her work on diverse college environments and their effect on diverse college students.

- May 2, 2016 – Diversity and the difference it makes

This TLC will focus on the work of [Scott Page](#), Professor of Complex Systems, Political Science, and Economics at the University of Michigan. We will focus on his text, [The Difference](#) and [Diversity and Complexity](#), in order to consider the contributions of diversity within complex environment of a university. Dr. Page will give a public talk on May 5, 2016.

First Friday Roundtables:

February 12: UD Faculty Commons Grants: Developing your idea into a fundable project. 3:30 - 5:00 pm, in Gore Hall 208. Register at <http://www.udel.edu/002798>

March: Assessing your own teaching and emphasizing excellence for promotion, tenure, and review. March 4, 3:30 - 5:00 pm, Gore Hall 208. Register at <http://www.udel.edu/002799>

April: Motivating students to be academically honest. Should we use TurnItIn.com software or are there other strategies we can use? April 8, 3:30 - 5:00 pm, Gore Hall 208. Register at <http://www.udel.edu/002800>

May: Motivating students to do their best on your assessments. May 6, 3:30 - 5:00 pm, Gore Hall 208. Register at <http://www.udel.edu/002801>

Course Materials

Ambrose, SA, Bridges, M., DiPierto, M, Lovett, C., Norman, M. (2010) How Learning Works: Seven Research-Based Principles for Smart Teaching, San Francisco: Jossey-Bass. ISBN-13: 978-0470484104 or ISBN-10: 0470484101

Supplemental materials posted on Canvas

Refer to [Course Activities](#) to View Course

See [Modules](#) for Weekly Readings and Discussion posts