Instructor: Dr. Lori Kayes
Office: 117 Weniger Hall
Phone: 541-737-1734
Email: lori.kayes@oregonstate.edu
Office Hours: 2 - 2:50 pm Monday or 10-11 am Thursday or by appointment

Course Catalog Description & Prerequisites
3 credits; Exploration of research and research-based practices related to teaching and learning in higher education contexts with emphasis on course design, facilitation, and other instructional techniques for GTAs, instructors, and others who teach in the college and university classroom.
PREREQS: Graduate level standing.

Class time/location: Tuesday/Thursday 2-3:20 pm in Heckart Lodge 110

Overview
In this course, we will explore ideas about and models of university courses. We will learn about and develop new or revised components of a university course including learning outcomes, assessments, activities and a syllabus following a backwards design model. Through reading, reflection, and group discussion, we will examine and apply to our emerging understanding of instructional design to aspects of the cognitive and affective domains.

Course Learning Outcomes
By the end of the course, students will be able to:
1. Articulate attributes of a high quality course;
2. Design, or significantly redesign, a course syllabus including the development/revision of learning outcomes, course-specific policies, and a comprehensive course outline with appropriate instructional content and learning resources;
3. Align learning outcomes with course, department, and university outcomes/goals and/ or national standards within the discipline;
4. Create formative and summative assessments of learning aligned to course learning outcomes;
5. Design and practice a learning activity that employs effective teaching practices and facilitates student learning.
Instructor Expectations:
I will:
  • Act as a facilitator, helping students construct meaning from the information covered in this course and providing support for students’ learning process.
  • Be on time and finish on time.
  • Provide prompt feedback to students.
  • Provide a safe space for sharing of ideas.

Student Expectations:
To be successful in the course, I expect you to:
  • Come prepared for each class meeting including completing assigned readings and out of class learning activities.
  • Participate actively and thoughtfully at all times in class discussions (or online forums) and learning activities.
  • Bring your enthusiasm to class.
  • Be professional and treat everyone and their ideas with dignity and respect.
  • Ask and respond to difficult questions, voice your opinion and be open to changing your mind. Be prepared to listen and exchange ideas in a positive and professional manner. This is a safe space for the sharing of ideas.

Teaching Philosophy: I strive to create an inclusive and open learning environment that fosters students’ success and participation in their learning. I believe that all students are capable of excellent work and high quality learning. Though providing a highly structured course with ample opportunities for reflection, interaction and feedback, I facilitate student learning of complex topics by maximizing the student doing of complex tasks. As an educator, I believe that we all bring knowledge and experience to the table that is valuable and can aid in the teaching and understanding of our peers. I love teaching and hope to share that love with you!

Assessment and Point Distribution

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<tr>
<th>Assessment</th>
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<td>Participation Points</td>
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<td>Micro Teaching Presentations</td>
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<td>Summative and Formative Assessment Development Project</td>
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<td>(includes drafts and final product)</td>
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<td>Syllabus (includes drafts and final product)</td>
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<td>Teachable Tidbit Project (includes drafts and final product)</td>
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<td>Self-Reflection</td>
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<td><strong>Total</strong></td>
<td><strong>155 pts</strong></td>
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General Course Policies

Late work
Late work will be accepted for a penalty of 10%. Late work will not be accepted after 2 weeks past deadline. It is your responsibility to be sure that all assignments have been completed on time. All assignments are listed in the syllabus and course schedule and are to be submitted using the Canvas course site by the due date unless otherwise indicated. If you have questions regarding an assignment, it is your responsibility to contact the instructor prior to the due date.

Writing guidelines
See specific scoring rubrics above for each assignment to guide your content and writing. Each assignment has a rubric for grading that you can access in the “Final” submission of that assignments on Canvas. I strongly suggest you review the criteria on the rubric prior to turning in all of your work. All of your written work will be held to high academic standards and should conform to proper rules of grammar, usage, punctuation, and spelling. It may be helpful for you to have someone proof read your work. Please use Times 12 pt. font with 1 inch margins and discipline appropriate guidelines for citations.

Required Texts & Materials
We will use a variety of resources in class including a required text. Readings/Videos outside of the textbook will be available electronically on the Canvas website.

Required Texts:

  (NOTE THAT THIS IS AVAILABLE VIA PDF ON THE CANVAS SITE).

- Other readings will be posted on Canvas

Assessments (155 pts possible)

Participation (25 pts)
You are expected to read all assigned readings, come to class prepared to contribute actively and intelligently to class discussions and exercises, and be present and engaged during class time. This also means you are expected to be free from technological distractions.

Anticipated absences from class must be communicated via email with the instructor at least one week in advance. Unanticipated absences should be communicated via email as soon as is possible given the circumstances. Each absence will result in the deduction of two points unless you “make up” the missed class session. The goal of any make-up assignment is to investigate thoroughly what occurred during the missed session and then demonstrate that you’ve considered and learned the content. It is your responsibility as the student to initiate and negotiate the specific terms of any make-up assignment. Please contact the instructor with ideas you have for doing so. All make-up assignments must be submitted within one week of the absence.

Attendance and participation will be evaluated in terms of: (a) in-class attendance [20 points; 1 points for each on-time and full class session of attendance—please note, deductions will be made for arriving late to class] and (b) level of overall demonstrated engagement within the course [5 points].
MicroTeaching (10 pts)
Each week (starting week 4) you will have the opportunity to lead the discussion of one course topic (in groups). You will have opportunity to formally teach the class. You will be randomly assigned a week and group to teach. Presentations/discussions should be prepared for ~30 min of class time. The presentation is not to be simply a journal club style discussion but should include some sort of active discussion/activity/worksheet for the class to engage with the reading material for that day.

Required products:
A presentation/activity that uses formative assessment and knowledge of how people learn. The structure of the activity/presentation is up to you but I encourage you to be creative and use a variety of formative assessment and teaching strategies to craft a “discussion” of the readings for that day.

Formative and Summative Assessments Drafts (total 35 pts)
A primary goal for this activity is for students to learn the difference between formative and summative assessment and how and when to use each to judge student learning. The assessments should be linked to the course for which you construct the syllabus. Use the Teachable Unit Template for all drafts.

For the summative assessment, students will select a topic or concept that is central to one or more learning outcomes for their course and create a summative assessment. Students who select objective testing should create 5-10 test items. For an essay or written assignment, students should create 1-3 items. The assessment should include clear instructions and a grading key or rubric. For formative assessment, students will identify at least three misconceptions or key topics related to their outcomes and design a formative assessment to uncover and address these misconceptions/topics and help students achieve the summative assessment. Students are required to pilot test (in class) both the formative and summative assessment with 2-3 classmates or peers and have the peers comment on the products.

Required products:
- First draft of full course goals, learning outcomes in Teachable Tidbit Template (bring list of programmatic/university/disciplinary goals/norms) (due week 2) – 5 pts
- Draft Teachable Unit Template with full draft of one summative assessments that aligns to at least one course learning outcome & second draft of full course goals, learning outcomes (due week 4) - 5 pts
- Draft Teachable Unit Template with full draft of one formative assessment aligned to your summative assessment and revised goals/learning outcomes and summative assessments (due week 5) - 5 pts
- Final Summative and Formative Assessments in Teachable Unit Template (due week 6) – 20 pts
  1. Teachable Unit Template
     a. Topic/concept/Learning objective(s) addressed by the assessment
     b. Summative assessment and rubric
     c. Formative assessment and rubric
  2. A self-reflection (no more than 3 pages) on the process including:
a. A statement that demonstrates student understanding of the difference between formative and summative assessments;
b. Summative assessment rationale including contextual factors and advantages and disadvantages of method and peer comments and resultant changes to assessment
c. Formative assessments rationale for assessment method including contextual factors and advantages and disadvantages of method and peer comments and resultant changes to assessment; including key misconceptions or concepts from your course that are address by your formative assessment

Annotated Course Syllabus (35 pts)
The intent of the assignment is for students to apply concepts learned from readings, discussion and activities to create a course that aligns learning objectives with assessment and instructional design. Early in the term, students will locate an existing syllabus of a course that they will likely teach in the future. The course must be one that they student has already taken, taught or with which they have advanced expertise. Students will demonstrate that they have an emerging ability to develop a new syllabus for a course based on education theory and best practices. Students will also demonstrate that they understand the essential components of syllabi.

Required products:
- Copy of existing syllabus used as a model or description of the course you want to design (due week 1) – 0 pts
- Syllabus Inclusivity Statement draft (due week 3) – 5 pts (See Resources on Canvas)
- First draft of syllabus and Alignment Table (due week 7) - 5 pts
- Annotated Final Syllabus and Alignment Table (due week 8)
  a. Final Alignment Table for course -10 pts
  b. Final student generated/revised syllabus annotated – 15 pts

  c. Annotations should include:
     i. Rationale for structure, inclusion of different categories, exclusion, etc.
     ii. Personal reflection on learning, ties to theories, etc.
     iii. Ties to course and GCCUT outcomes: *Describe and discuss key theories and principles of learning and development in adulthood; *Develop a course or comprehensive learning experience intended for adult learners, including the creation of a course syllabus with learning outcomes, a plan for assessing student learning, and related and engaging instructional activities; *Design and deliver quality instructional activities to adult learners and revise instruction in response to feedback from students, peers, and colleagues; *Identify key instructional issues, trends, ethical issues, and compelling research questions for future investigation toward a greater understanding of adult learning; *Conduct self-appraisal and peer review of instructional skills, identify successes and areas of improvement, and articulate a philosophy of teaching
Teachable Tidbit Project (45 pts)
Students will select a topic or concept from a course they currently teach or may teach in the future and create a 15 minute teachable tidbit that they would include in a future course. The tidbit will presented to a group of peers for peer review and feedback, which students will then consider and make revisions or edits to their teachable tidbit. A summary of the process and overview of teachable tidbit will be presented in a poster format to the entire class during week 10.

Required products:
1. Tidbit Topic (due week 7)
2. Teachable tidbit with Teachable Unit Template -Total product should be 15 minutes, may be smaller, briefer pieces if preferred) (due week 9) - 20 pts
3. Final teachable tidbit presentation/materials (due week 10) - 15 pts. This should include:
   a. Teachable Unit Template revised based on feedback
   b. Any materials developed and used during tidbit (PowerPoint, handouts, follow up homework questions, etc.)
   c. Poster from poster presentation (photo uploaded)

Self-reflection (15 pts)
The intent of this assignment if for you to reflect on where you are in your development as a teacher and how well you felt that the learning outcomes of the course were met. Also to think forward to your next steps what makes you anxious, excited, etc.

Required products:
- An individual reflective paper no more than 3 pages (due week 10) – 15 pts. This reflection should address the following questions:
  a. How well do I feel I have achieved the course learning outcomes (see top of syllabus) for this course?
  b. What area(s) do I feel the strongest in in designing my course?
  c. What area(s) do I feel I still need to develop in designing my new course?
  d. What are the biggest "takeaway(s)" that I will use in my future teaching?
  e. What challenges do I feel I might face in my course design? Where might I find the strategies/resources to address these challenges?
  f. What have I learned from my peers that I might not have learned on my own?
  g. What do I think my peers have learned from me?
  h. Any additional comments or concerns?

Statement Regarding Students with Disabilities:
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.
OSU Diversity Statement: OSU is dedicated to establishing a learning environment that promotes diversity of students’ race, culture, gender, sexual orientation, and physical disability. Anyone noticing discriminatory behavior in this class, or if you feel discriminated against, please notify Dr. Kayes. Discrimination and/or harassment will not be tolerated in the classroom.

Respect for Diversity/Accessibility: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. You can also submit anonymous feedback via my mailbox in Weniger 114c (which will lead to me making a general announcement to the class, if necessary to address your concerns). As a participant in course discussions, you should also strive to honor the diversity of your classmates. Furthermore, I would like to create a learning environment for our students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

• Pronouns: If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know!
• Religious Observances: Please let me know if your lecture or lab meetings interfere with any of your religious and/or spiritual practices so that we can make necessary arrangements.
• Statement of Accessibility: All students have the right to learn from and participate in the classroom. I designed this course with accessibility in mind, and am always open to hearing ways to make it more inclusive and accessible. Please contact me if you have accessibility concerns.
• Life Outside the Classroom: I have tried to account of the fact that your life outside the classroom may impact your participation by allowing make-up participation points. Regardless of this built-in safety guards, if you feel like your performance in the class is being impacted by your experiences outside of class, please don’t hesitate to come and talk with me. I want to be a resource for you. If you prefer to speak with someone outside of the course, the Dean of Student Life is an excellent resource.
• Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Human Services Resource Center (HSRC) for support (hsr@oregonstate.edu, 541-737-3747). The HSRC has a food pantry, a textbook lending program and other resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess. This program does have older editions of our textbook for borrowing.
Student Conduct:
The goal of Oregon State University is to provide students with the knowledge, skill and wisdom they need to contribute to society in constructive ways. Policies, procedures, and regulations are formulated to guarantee each student’s freedom to learn and to protect the fundamental rights of others. People must treat each other with dignity and respect in order for scholarship to thrive.

In an academic community, students and faculty each have responsibility for maintaining an appropriate learning environment. Students are expected to adhere to behavioral standards that support and foster a learning environment. It is our professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions.

For specific regulations, please see: [http://studentlife.oregonstate.edu/code](http://studentlife.oregonstate.edu/code)

Student Evaluation of Courses: The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. Students will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.