

## EDEP 6644: COLLEGE TEACHING ( CRN 84665 – FALL 2024 )

<b>Instructor:</b> Peter Doolittle <b>Office:</b> 1750 Kraft Drive (Rm 2039) <b>Office Hrs:</b> By Appointment <b>Email:</b> pdoo@vt.edu	<b>Date/Time:</b> Tuesdays, 7:00-9:50 pm <b>Location:</b> 1750 Kraft Drive (Rm 2013) <b>Website:</b> www.peterdoolittle.org <b>Prerequisite:</b> Graduate Status
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### PURPOSE

How do students learn deeply and flexibly? How do we design meaningful instruction?	How do we teach for equity and inclusion? How do we teach from first day to final grade?
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### Course Description

College teaching involves the creation of instructional environments that foster learning – environments that consider the physical, cultural, and educational contexts; the prior knowledge, skills, and experiences of students; and the design, development, implementation, and assessment of learning. Central issues in the creation of instructional environments include: (a) How do students learn? (b) How do we foster deep and flexible student learning? (c) How do we develop a course from first day to final grade? and (d) How do we design and teach toward equity and inclusion, so all students learn? These questions will be addressed by focusing on both bigger issues (e.g., learning, equity, instruction) and smaller particulars (e.g., space, technology, grading). All that said, ultimately, this course is a practical course about teaching well.

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### Course Texts & Readings

Bain, K. (2004). *What the best college teachers do*. Harvard.  
 (Amazon: \$31; eBay: \$4, a lot cheaper on eBay)

Additional articles and chapters (see Course Calendar)




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### Pedagogy

reading + experiencing + discussing + applying + creating

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### Honor Code

The Graduate Honor Code will be enforced within this course. All assignments have a note regarding how the Graduate Honor Code applies to that specific assignment. Students unfamiliar with the Graduate Honor Code are encouraged to read the Graduate Honor System Constitution. Violations of the Graduate Honor Code are divided into four broad categories – cheating, plagiarism, falsification, and academic sabotage (<https://graduateschool.vt.edu/academics/expectations/graduate-honor-system.html>).

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## Learning Goals and Outcomes:

*G1:* Students will comprehend the adaptive nature of human learning that is responsible for building complex and integrated mental structures and frameworks, resulting in deep, meaningful, and flexible understanding. (*LEARNING*)

SLO#1: Years from now, students will be able to **explain** the fundamental (research-based) principles of human learning.

SLO#2: Years from now, students will be able to **create and implement** instructional environments that are proactively built upon the fundamental principles of human learning.

*G2:* Students will engage in designing learning-centered instructional environments—from activities to lessons to units to courses—that proactively emphasize the generation and integration of knowledge to promote deep, meaningful, and flexible understanding. (*PLANNING*)

SLO#3: Years from now, students will be able to **explain** how to plan a course that aligns from course purpose to student learning and is proactively designed to foster student learning.

SLO#4: Years from now, students will be able to **create and implement** a course that aligns from course purpose to student learning and is proactively designed to foster student learning.

*G3:* Students will understand assessment primarily as a component of learning, and only secondarily as a component of grading, and will purposefully integrate assessment into instruction. (*ASSESSMENT*)

SLO#5: Years from now, students will be able to **explain** how assessment, formal and informal, is an integral part of human learning.

SLO#6: Years from now, students will be able to **create and implement** instructional environments where assessment, formal and informal, is proactively integrated for the purpose of fostering learning.

*G4:* Students will recognize that prior knowledge and experience are the foundation of understanding and will be able to create learning-centered instructional environments that foster a learner's ability to grow their own understanding. (*AGENCY*)

SLO#7: Years from now, students will be able to **explain** the importance and methods of designing courses that embed, integrate, and support student agency.

SLO#8: Years from now, students will be able to proactively **create and implement** instructional environments that embed, integrate, and support student agency.

*G5:* Students will purposefully implement LEARNING, PLANNING, ASSESSMENT, and AGENCY that fosters deep, meaningful, and flexible understanding. (*TEACHING*)

SLO#9: Years from now, students will be able to **explain** the relationship between instructional environments and deep and flexible student learning.

SLO#10: Years from now, students will be able to **create and implement** instructional environments that proactively foster deep and flexible student learning

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## Evaluations

Your course performance will be evaluated in five ways: the completion of Weekly Reading Responses, a Teaching Philosophy, multiple Teaching Episodes, Daily Primings, and Post-Class Evaluations. The assignments are delineated in the *Weekly Reading Responses*, *Teaching Philosophy*, *Daily Primings*, and *Daily Class Evaluations* handouts.

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Grading				
	Weekly Reading Responses			
	Oral and Written Responses	(22 x 150 points)	3300 pts	SLOs 1-10
	Teaching Philosophy	( 1 x 300 points)	300 pts	SLOs 1,3,5,7,9
	Teaching Episodes	( 3 x --- points)	--- pts	SLOs 2,4,6,8,10
	Course Plan	( 1 x 800 points)	800 pts	SLOs 2,4,6,8,10
	In-Class Daily Primings	(23 x 20 points)	460 pts	SLOs 1,3,5,7,9
	Post-Class Evaluations	(12 x 30 points)	360 pts	SLOs 1,3,5,7,9

A	5220-4906	100-94 %	B+	4698-4541	89-87%	C+	4175-4019	79-77%	F	< 3132
A-	4905-4698	93-90	B	4540-4384	86-84	C	4018-3862	76-74		
			B-	4383-4176	83-80	C-	3861-3654	73-70		

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## Course Readings

*College Teaching's* pedagogical approach focuses on Reading • Discussing • Teaching • Applying • Creating. Readings – articles, chapters, and books – are an essential aspect of the class. To support this process, all articles and chapters (but not books) are available online once you have logged-in.

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## Attendance Policy and Late Policy

All students are expected to attend class regularly and promptly, and to come prepared to class by having read the day's readings, completed any pre-class assignments, and contemplated the reading's meaning and application. Submitting an assignment late will result in a grade of 0 points unless the late submission was cleared by the instructor in advance of the due date.

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## Services for Students with Disabilities

Virginia Tech welcomes students with disabilities into the University's educational programs. The University promotes efforts to provide equal access and a culture of inclusion without altering the essential elements of coursework. If you anticipate or experience academic barriers that may be due to disability, including but not limited to ADHD, chronic or temporary medical conditions, deaf or hard of hearing, learning disability, mental health, or vision impairment, please contact the *Services for Students with Disabilities* (SSD) office (**540-231-3788**, [ssd@vt.edu](mailto:ssd@vt.edu), or visit [www.ssd.vt.edu](http://www.ssd.vt.edu)). If you have an SSD accommodation letter, please meet with the instructor privately during office hours as early in the semester as possible to deliver your letter and discuss your accommodations. You must give the instructor reasonable notice to implement your accommodations, which is generally 5 business days and 10 business days for final exams.

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## Mental Health and Well-Being

Supporting the mental health and well-being of students in my class is of high priority to me and Virginia Tech. If you are feeling overwhelmed academically, having trouble functioning, or are worried about a friend, please reach out to any of the following offices:

### *Cook Counseling*

- Schedule an appointment and/or 24/7 crisis support: 540-231-6557
- **ucc.vt.edu** for more information

### *Dean of Students Office*

- General advice: 540 231-3787
- After-hours crisis: 540-231-6411
- **dos.vt.edu** for more information

### *Hokie Wellness*

- **hokiewellness.vt.edu** for more information about health and wellness workshops and consultations
- Virginia Tech Recovery Community: **hokiewellness.vt.edu/students/recovery.html**

### *Services for Students with Disabilities (SSD)*

- Accommodations and other disability-related supports: 540-231-3788
- **ssd.vt.edu** for more information

See a full listing of campus resources on **well-being.vt.edu**

Also, please feel free to speak with me. I will make every effort to work with you; I care about your well-being and success.

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## Essential Needs

For any student who has difficulty affording groceries, accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and if you believe this may affect your performance in this course, you are urged to contact the Dean of Students office for support at 540-231-3787 or complete an interest form to participate in The Market at Virginia Tech ([https://cm.maxient.com/reportingform.php?VirginiaTech&layout\\_id=15](https://cm.maxient.com/reportingform.php?VirginiaTech&layout_id=15)).

The Dean of Students, through The Market at Virginia Tech, offers food options and other resources. There is also a Student Emergency Fund program (<https://dos.vt.edu/emergencyfund.html>). If you are comfortable in doing so, please notify your professor or departmental advisor of your situation. This will enable them to provide any resources they have access to.

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## Honor Code

The tenets of the Virginia Tech Graduate Honor Code will be strictly enforced in this course, and all assignments shall be subject to the stipulations of the Graduate Honor Code. For more information on the Graduate Honor Code, please refer to the GHS Constitution (<https://graduateschool.vt.edu/academics/expectations/graduate-honor-system.html>).

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## Principles of Community

Virginia Tech is a public land-grant university, committed to teaching and learning, research, and outreach to the Commonwealth of Virginia, the nation, and the world community. Learning from the experiences that shape Virginia Tech as an institution, we acknowledge those aspects of our legacy that reflected bias and exclusion. Therefore, we adopt and practice the following principles as fundamental to our on-going efforts to increase access and inclusion and to create a community that nurtures learning and growth for all of its members:

- *We affirm* the inherent dignity and value of every person and strive to maintain a climate for work and learning based on mutual respect and understanding.
- *We affirm* the right of each person to express thoughts and opinions freely. We encourage open expression within a climate of civility, sensitivity, and mutual respect.
- *We affirm* the value of human diversity because it enriches our lives and the University. We acknowledge and respect our differences while affirming our common humanity.
- *We reject* all forms of prejudice and discrimination, including those based on age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, and veteran status. We take individual and collective responsibility for helping to eliminate bias and discrimination and for increasing our own understanding of these issues through education, training, and interaction with others.
- *We pledge* our collective commitment to these principles in the spirit of the Virginia Tech motto of Ut Prosim (*That I May Serve*).

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## Mobile Technologies

Mobile technologies, such as cell phones, tablets, and laptop computers may only be used in class for class related purposes. Please respect your fellow students and the professor by turning off cell phones before class begins and refraining from using computers and tablets during class to check email or social media. There will be time during class breaks to check email and social media.

*Cell Phones:* Cell phones should be turned off during all classes. It is understood that there may be occasions when you will need to leave your cell phone *on* to receive a phone call of extreme importance. In these extreme cases, please notify the instructor prior to the beginning of the class, have your cell phone set to vibrate.

*Tablets and Laptop Computers:* Tablets and laptop computers should only be used for legitimate class related purposes (e.g., taking notes, reviewing readings, searching the web for class-based concepts). Please refrain from using these technologies for entertainment purposes during class (e.g., email, movies, music, social media).

*Zoom Interface:* Zoom may be used to conduct the class synchronously online in the case of snow, pandemic, illness, or some random event of which we are currently unaware. It is requested that you attend a Zoom class with your camera (video) on and your Zoom profile display name set your preferred name (e.g., Peter Doolittle). This is a request only.

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## Course Zoom

There may be a time when you simply cannot make class in person and, thus, must attend class via Zoom. If so, here's the course's Zoom link (see below). That said, you **should not** think of this Zoom link as an option. That is, if you are sitting at home on your couch at 6 pm, with your dog or cat or favorite child, and think "do I want to go to class or should I just Zoom into class?" your next thought should be "No!" or "Nein!" or "Немає!" or "Nej!" or "¡No!" or "Het!" or "Não!" or "Geen!" or "不 !" or "Non!" or "Οχι!" or "नहीं!" or "Nil!" or "いゝゝゝえ !" or "아니요!" or "Minime!" or "لم." or √

Zoom is an option of you need it, but not as a casual alternative to attending class in person.

**<https://virginiatech.zoom.us/my/doolittle/>**

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## Religious and Ethnic Holidays

From the VT website (<https://www.registrar.vt.edu/dates-deadlines/religious-ethnic-holidays.html>):

As a publicly funded institution of higher education, Virginia Tech does not officially recognize religious holidays and celebrations. However, as an institution we recognize the importance of such events in the lives of our community members. In the spirit of inclusive excellence and our Principles of Community, faculty, staff, and students are encouraged to be cognizant of major religious and cultural observances when planning courses and campus events and to be sensitive to potential conflicts.

If you have religious or ethnic holidays that may prohibit or impact your attendance or participation in class, please let the instructor know in advance. While completion of all assignments and understanding of all material will still be required, adjustments to address your needs will be enacted, as possible.

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## Inclement Weather

In the presence of inclement weather, there are three guidelines related to class cancellation:

1. *University Cancels Class:* VT campus closings due to inclement weather may be obtained by calling the Weather Hotline, (540) 231-6668; tuning to WVTF-FM 89.1 or 91.9; accessing the VT Twitter feed, [twitter.com/vtalerts](https://twitter.com/vtalerts); or, viewing the VT home page, <http://www.vt.edu> or University State page, <https://vt.edu/status.html>. If the university is closed, then we do not have class, and I will send the class an email to that effect.
  2. *Instructor Cancels Class:* If the weather is potentially hazardous, and the university is not closed, then I may cancel class myself. If I cancel class, then I will send an email to the class indicating the cancellation no later than 4 pm (although I will try for 12:00 pm) the day of class with the final word regarding whether class will be held.
  3. *Student Misses Class:* If you determine that traveling to campus during inclement weather might be hazardous, then please send me an email indicating that you will not be attending class. Please use your best judgment in making this type of decision – be safe! If you decide not to come to class, based on inclement weather, you are still responsible for any work missed. You can participate in class using Zoom if travel is not an option.
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## Artificial Intelligence

Artificial intelligence and chatbots, such as ChatGPT, Claude, and Gemini, are tools to be used in productive, creative, and ethical ways. For this course, the use of AI, in any form, is allowed, and even encouraged. If you paraphrase or quote from an AI website or chatbot, cite the sources as you would any other source (e.g., book, article, website) according to APA guidelines:

Reference:

OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>

In-text citation:

A theory provides an explanation of natural phenomenon that condenses existing empirical findings that can be used for describing, explaining, predicting, and extending knowledge of the natural phenomenon (OpenAI, 2023).

In addition, the use of artificial intelligence within this course must abide by the Honor Code and Principles of Community discussed elsewhere in this syllabus.

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## Communicating with the Instructor

All students are welcomed and encouraged to communicate with the instructor on issues relating to the course, grading, and special issues. The best way to contact me is in person: before, during, or after class. The second-best way to contact me is via email at [pdoo@vt.edu](mailto:pdoo@vt.edu). If you use email and you do not get a response from me in 48 hours, please email me again (I appreciate the reminders!). Finally, feel free to stop by my office, 1750 Kraft Drive, room 2039 (this is off campus at the Corporate Research Center).

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## Syllabus Change

The syllabus is subject to change by the instructor in the event of extenuating circumstances. All changes will be announced in class and provided to students in writing.

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## A Final Thought

I'm here to help you be successful – that's my job and desire. If there's something that I can do to help you succeed, please let me know.

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Tentative Course Calendar Version 1.0 (All responses should be < 400 words.)

Date	Topic	Reading for Class	Weekly Assignment
8/29	<b>Day 1: Introduction</b> <ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Introductions</li> </ul>	None	<del>✓ Oral or Written Explanation</del> <del>✓ Daily Priming</del> ✓ Post-Class Evaluation
<b>Reading Response Questions:</b> None			

9/5	<b>Day 2: What is Good Teaching?</b> <ul style="list-style-type: none"> <li>• Characteristics &amp; Actions</li> <li>• Scholarly Teaching</li> <li>• Designing a Course: Introduction</li> </ul>	Bain (2004), Ch 1 Richmond et al. (2022), Ch 2	✓ Written Explanations ✓ Daily Priming ✓ Post-Class Evaluation ✓ Designing a Course
<b>Reading Response Questions:</b> Bain (2024), Chapter 1 <ul style="list-style-type: none"> <li>• Bain lists six major conclusions. Which of these six major conclusions resonated with you, interested you, or seemed the most useful to you? List that major conclusion and then express why it resonated with you, interested you, or seemed useful.</li> </ul> Richmond et al. (2022), Chapter 2 <ul style="list-style-type: none"> <li>• Answer Richmond et al.'s three self-assessment questions, based on what <i>you</i> think: (a) What makes a good teacher? (b) What are characteristics of the <b>best</b> teachers you have had? (c) What are characteristics of the <b>worst</b> teachers you have had?</li> </ul>			

9/12	<b>Day 3: Equity &amp; Student Success</b> <ul style="list-style-type: none"> <li>• Teaching Toward Equity</li> <li>• Helping All Students Succeed</li> <li>• Designing a Course: Analyze I</li> </ul>	Zehnder et al (2021), Ch 1 & 2 Goodblar (2019), Ch 4 Bain (2004), Ch 6	✓ Written Explanations ✓ Daily Priming ✓ Post-Class Evaluation ✓ Designing a Course
<b>Reading Response Questions:</b> Zehnder et al. (2021), Chapter 1 and 2 <ul style="list-style-type: none"> <li>• In Chapter 1 on page 4, Zehnder et al. list six things they believe about teaching and learning. What are three things <i>you</i> believe about teaching and learning? List these three “things” and provide a one-sentence explanation of each. Then, in Chapter 2, Zehnder et al. propose four anchor concepts: (a) Teaching Toward Equity, (b) Construct and Connect, (c) Engage Students Actively, and (d) Motivation Matters. Provide a two-sentence summary of each section and then pick the one that you think is <i>most</i> important and explain why. While you may want to say, “They’re all important!”, don’t, pick one :-)</li> </ul> Goodblar (2019), Chapter 4 <ul style="list-style-type: none"> <li>• Goodblar’s chapter is a mix of research and opinion. What is one thing that Goodblar discusses that you <b>agree</b> with? Quote a sentence and then explain why you agree with that position/idea/practice. What is one thing that Goodblar discusses that you <b>disagree</b> with? Quote a sentence and then explain why you agree with that position/idea/practice.</li> </ul> Bain (2004), Chapter 6 <ul style="list-style-type: none"> <li>• Provide a 2-3 sentence summary of the chapter. Then, explain what resonated with you, interested you, seemed most useful to you? Why?</li> </ul>			

9/19	<b>Day 4: Learning I</b> <ul style="list-style-type: none"> <li>Retrieving &amp; Spacing</li> <li>Generating &amp; Interleaving</li> <li>Designing a Course: Analyze II</li> </ul>	Brown et al. (2014), Ch 1 Bain (2004), Ch 2	<ul style="list-style-type: none"> <li>Written Explanations</li> <li>Daily Priming</li> <li>Post-Class Evaluation</li> <li>Designing a Course</li> </ul>
<b>Reading Response Questions:</b> Brown et al. (2014, Chapter 1) <ul style="list-style-type: none"> <li>In the Claims We Make in This Book section (pages 3-7), the authors make about 10 such claims (look for the <i>italicized</i> words and phrases). Read these, digest them, and then write a summary of these claims (you may not get them all, that's fine), including at least one example (your example, not one from the reading) that would help a reader understand what learning is.</li> </ul> Bain (2004), Chapter 6 <ul style="list-style-type: none"> <li>Provide a 2-3 sentence summary of the chapter. Then, explain what resonated with you, interested you, or seemed most useful to you? Why?</li> </ul>			

9/26	<b>Day 5: No Class</b>		
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10/3	<b>Day 6: Learning II</b> <ul style="list-style-type: none"> <li>Essentials of Learning</li> <li>Illusions of Knowing</li> <li>Designing a Course: Design I</li> </ul>	Brown et al. (2014), Ch 5 Bain (2004), Ch 3	<ul style="list-style-type: none"> <li>Oral Response</li> <li>Daily Priming</li> <li>Post-Class Evaluation</li> <li>Designing a Course</li> </ul>
<b>Reading Response Questions:</b> Brown et al. (2014, Chapter 1) <ul style="list-style-type: none"> <li>Create a summary of the following sections in this chapter: Two Systems of Knowing, Illusions and Memory Distortions, and Unskilled and Unaware of It. Please include two examples (your own examples, not examples from the reading). Finally, what do you do to make sure you <i>know</i> something and just aren't suffering from an illusion of knowing?</li> </ul> Bain (2004), Chapter 6 <ul style="list-style-type: none"> <li>Provide a 2-3 sentence summary of the chapter. Then, explain what resonated with you, interested you, or seemed most useful to you? Why?</li> </ul>			

10/10	<b>Day 7: Strategies I</b> <ul style="list-style-type: none"> <li>Direct Instruction</li> <li>Lecturing</li> <li>Designing a Course: Design II</li> </ul>	Neelen & Kirchner (2020), Ch 9 Zakrajsek & Nilson (2023), Ch 14	<ul style="list-style-type: none"> <li>Oral Response</li> <li>Daily Priming</li> <li>Post-Class Evaluation</li> <li>Designing a Course</li> </ul>
<b>Reading Response Questions:</b> Neelen & Kirchner (2020), Chapter 9 <ul style="list-style-type: none"> <li>Explain the role that feedback plays in learning, including how to provide effective feedback (include at least one example; your example, not one from the reading). What type of feedback do you like best, and why?</li> </ul> Zakrajsek & Nilson (2023), Chapter 14 <ul style="list-style-type: none"> <li>A friend indicates that she will be teaching for the first time next semester, a 100-student science class. She says she'll be lecturing and asks you for some advice on how to lecture well. Based on the chapter, what advice might you give her?</li> </ul>			

10/17	<b>Day 8: Strategies II</b> <ul style="list-style-type: none"> <li>• Worked Examples</li> <li>• Effective Discussions</li> <li>• <b>Designing a Course: Design III</b></li> </ul>	Neelen & Kirchner (2020), Ch 10 Zakrajsek & Nilson (2023), Ch 15	<ul style="list-style-type: none"> <li>✓ Oral Response</li> <li>✓ Daily Priming</li> <li>✓ Post-Class Evaluation</li> <li>✓ <b>Designing a Course</b></li> </ul>
<b>Reading Response Questions:</b> Neelen & Kirchner (2020), Chapter 10 <ul style="list-style-type: none"> <li>• Explain what a worked example is and how the strategy should be implemented (with an example), including how a worked example can help reduce a student's cognitive load. Finally, provide an example of when you've suffered from excessive cognitive load and what you did to rectify it.</li> </ul> Zakrajsek & Nilson (2023), Chapter 15 <ul style="list-style-type: none"> <li>• Discussions are used in a lot of classes, sometimes well and sometimes poorly. Write a short how-to explanation of what a discussion is and how one could implement a discussion effectively. Finally, describe an example of a discussion, in a class, that you liked, and an example of a discussion you did not like. What made the likeable and not?</li> </ul>			

10/24	<b>Day 9: Teaching I</b> <ul style="list-style-type: none"> <li>• The First Day</li> <li>• Preparing to Teach</li> <li>• <b>Designing a Course: Design III</b></li> </ul>	Curzan & Damour (2006), Ch 2 Bain (2004), Ch 4	<ul style="list-style-type: none"> <li>✓ Oral Response</li> <li>✓ Daily Priming</li> <li>✓ Post-Class Evaluation</li> <li>✓ <b>Designing a Course</b></li> </ul>
<b>Reading Response Questions:</b> Curzan & Damour (2006), Chapter 4 <ul style="list-style-type: none"> <li>• What worries you the most <i>or</i> what do you look forward to the most when you think about teaching the first day of class?</li> </ul> Bain (2004), Chapter 6 <ul style="list-style-type: none"> <li>• Provide a 2-3 sentence summary of the chapter. Then, explain what resonated with you, interested you, or seemed most useful to you? Why?</li> </ul>			

10/31	<b>Day 10: Teaching II</b> <ul style="list-style-type: none"> <li>• Weekly Preparations</li> <li>• Conducting Class</li> <li>• <b>Designing a Course: Design IV</b></li> </ul>	Curzan & Damour (2006), Ch 3 Bain (2004), Ch 5	<ul style="list-style-type: none"> <li>✓ W or O Response</li> <li>✓ Daily Priming</li> <li>✓ Post-Class Evaluation</li> <li>✓ <b>Designing a Course</b></li> </ul>
<b>Reading Response Questions:</b> Curzan & Damour (2006), Chapter 4 <ul style="list-style-type: none"> <li>• What are two questions, concerns, or comments you have after reading this chapter? What in the chapter resonated with you, interested you, or seemed the most useful to you?</li> </ul> Bain (2004), Chapter 6 <ul style="list-style-type: none"> <li>• Provide a 2-3 sentence summary of the chapter. Then, explain what resonated with you, interested you, or seemed most useful to you? Why?</li> </ul>			

11/7	<b>Day 11: Teaching III</b> <ul style="list-style-type: none"> <li>• Predicting, Retrieving, Interleaving, Connecting, Practicing, Explaining, Belonging</li> <li>• Designing a Course: Dev I</li> </ul>	Pick any <i>two</i> of Lang's (2021) seven chapters (Chs 1-8)	<ul style="list-style-type: none"> <li>✓ W or O Response</li> <li>✓ Daily Priming</li> <li>✓ Post-Class Evaluation</li> <li>✓ Designing a Course</li> </ul>
<b>Reading Response Questions:</b> Lang (2021) <ul style="list-style-type: none"> <li>• It's not required and there's no assignment related to it, but it would be helpful to read Land's short introduction to better understand what he means by <i>small teaching</i>.</li> <li>• Select two of Lang's eight chapters. For each chapter selected, (a) define and describe the principle (e.g., predicting, retrieving), including the theory that support it, (b) describe one way that Lang indicates the principle might be applied (from the Models section), and (c) describe an application of the principle on your own (an example you create, rather one from Lang).</li> </ul>			
11/14	<b>Day 12: Teaching IV</b> <ul style="list-style-type: none"> <li>• Formative &amp; Summative Assmnt</li> <li>• Grading and Ungrading</li> <li>• Designing a Course: Imp I</li> </ul>	Richmond et al. (2022), Ch 5 Bain (2004), Ch 7	<ul style="list-style-type: none"> <li>✓ W or O Response</li> <li>✓ Daily Priming</li> <li>✓ Post-Class Evaluation</li> <li>✓ Designing a Course</li> </ul>
<b>Reading Response Questions:</b> Richmond et al. (2022) <ul style="list-style-type: none"> <li>• Please (a) provide a short summary of the Embedded Assessment Plans and Making the Grade sections, and (b) describe a good and poor example of assessment that you've either experienced or used yourself. Why was the assessment good or bad?</li> </ul> Bain (2004), Chapter 6 <ul style="list-style-type: none"> <li>• Provide a 2-3 sentence summary of the chapter. Then, explain what resonated with you, interested you, or seemed most useful to you? Why?</li> </ul>			
11/21	<b>Day 10: Miscellaneous Ideas</b> <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Feedback</li> <li>• Designing a Course: Design IV</li> </ul>	Jones (2010) TBD.	<ul style="list-style-type: none"> <li>✓ W or O Response</li> <li>✓ Daily Priming</li> <li>✓ Post-Class Evaluation</li> <li>✓ Designing a Course</li> </ul>
<b>Reading Response Questions:</b> Jones (2022) <ul style="list-style-type: none"> <li>• Please (a) provide a one sentence definition (in your own words) of motivation, then provide a one sentence definition for each of Jones' five components: empowerment, usefulness, success, interest, and caring. Finally, which of these components do you find tends to motivate you the most in the realm of education?</li> </ul> Feedback (20xx) <ul style="list-style-type: none"> <li>• TBD</li> </ul>			

11/28	<b>Day 14: Break</b>		
<b>Reading Response Questions:</b> None			
12/5	<b>Day 15: TBD</b>	None	<del>✓</del> Reading Response <del>✓</del> Daily Priming ✓ Post-Class Evaluation
<b>Reading Response Questions:</b> None			

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## EDEP 6644: COLLEGE TEACHING WRITTEN READING RESPONSES

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**Purpose:** The purpose of this assignment is to provide you with the opportunity to clarify, communicate and make tangible their understanding of various ideas, concepts, and procedures that arise through reading chapters from various textbooks.

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**Rationale:** Learning is an active endeavor involving the processing of knowledge and experience. This processing enhances learning when it involves (a) the retrieval of knowledge (not just re-experiencing the knowledge), (b) the meaningful use of knowledge (not just a rote application of knowledge), (c) the retrieval and use of the knowledge over time (not just a one day or one week experience), and (d) the self-generation of meaning and use (not just a reception of ideas). Thus, written reading responses are designed to motivate you to read a chapter and organize the ideas and concepts in a meaningful (to you) way in order to create and deliver the written reading response. This approach should result in significant learning.

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**Format:** The Written Reading Responses should result in a clear, concise, and coherently organized response related to the assigned reading, **not to exceed 400 words**. The written reading responses should focus on the readings and questions indicated on the Tentative Course Calendar.

The content of each written reading response should reflect *your understanding* of the reading. Do not try to “cover” everything in a reading so that the reading response is simply a content dump. The written reading response should be constructed to answer the specific question(s) listed in the Tentative Course Calendar.

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**Grading of Written Explanations:** Each written reading response is worth 150 pts and graded thusly:

- |   |         |
|---|---------|
| 1. Organization   | 20 pts  |
| a. are introductions and conclusions used effectively?                                  |         |
| b. do the expressed ideas follow a logical progression?                                 |         |
| c. are appropriate explanations and applications provided?                              |         |
| 2. Clarity of Thought and Expression  | 30 pts  |
| a. are the ideas expressed well, well thought out, and integrated?                      |         |
| b. are there clear and logical transitions between ideas/components?                    |         |
| c. are correct grammar and syntax used?   |         |
| 3. Essential Content Related to the Question  | 100 pts |
| a. does the response address the question(s) asked?                                     |         |
| b. does the response explain, rather than just list, concepts and ideas in the reading? |         |
| c. does the response include relevant examples not available in the reading?            |         |
- 

**Process:** The written reading responses should be submitted using the course website.

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**Pragmatics:**

- |                  |  |
|------------------|--|
| 1. Be thoughtful | • think before you write.                                      |
| 2. Be concise    | • there can be a lot to include in a short response.           |
| 3. Be creative   | • as long as the central tenets of the question are addressed. |
- 

**Timeline:**

See the Syllabus.

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**Honor Code:** The Graduate Honor Code will be strictly enforced on this assignment. Any suspected violations of the Honor Code will be promptly reported to the Honor System. Students are allowed to discuss with other students the nature of this assignment, their understanding of the readings, and the general concepts they will be discussing in the oral explanations. Students should not, however, share their completed explanations with other students in the class. Beyond that, the Honor Code's general principles of cheating, plagiarism, falsification, and sabotage are still applicable (see <http://ghs.grads.vt.edu/>).

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## EDEP 6644: COLLEGE TEACHING ORAL READING RESPONSES

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**Purpose:** The purpose of this assignment is to provide you with the opportunity to clarify, communicate and make tangible their understanding of various ideas, concepts, and procedures that arise through reading scholarly articles, chapters, and books

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**Rationale:** Learning is an active endeavor involving the processing of knowledge and experience. This processing enhances learning when it involves (a) the retrieval of knowledge (not just re-experiencing the knowledge), (b) the meaningful use of knowledge (not just a rote application of knowledge), (c) the retrieval and use of the knowledge over time (not just a one day or one week experience), and (d) the self-generation of meaning and use (not just a reception of ideas). Thus, oral reading responses are designed to motivate you to read a chapter and organize the ideas and concepts in a meaningful (to you) way in order to create and deliver the written explanation. This approach should result in significant learning.

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**Format:** The Oral Reading Responses should result in a clear, concise, and coherently organized response to the assigned reading, not to exceed 5 minutes. The oral reading responses should focus on the readings and questions indicated on the Tentative Course Calendar.

The content of each oral reading response should reflect *your understanding* of the reading. Do not try to “cover” everything in a reading so that the reading response is simply a content dump. The oral reading response should be constructed to answer the specific question(s) listed in the Tentative Course Calendar.

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**Grading of the Oral Explanations:** Each oral reading response is worth 150 pts and graded thusly:

- |   |         |
|---|---------|
| 1. Organization   | 20 pts  |
| a. are introductions and conclusions used effectively?                                  |         |
| b. do the expressed ideas follow a logical progression?                                 |         |
| c. are appropriate explanations and applications provided?                              |         |
| 2. Clarity of Thought and Expression  | 30 pts  |
| a. are the ideas expressed well, well thought out, and integrated?                      |         |
| b. are there clear and logical transitions between ideas/components?                    |         |
| c. are correct grammar and syntax used?   |         |
| 3. Essential Content Related to the Question  | 100 pts |
| a. does the response address the question(s) asked?                                     |         |
| b. does the response explain, rather than just list, concepts and ideas in the reading? |         |
| c. does the response include relevant examples not available in the reading?            |         |
-

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**Process:** The oral reading responses will be submitted using online software. Details will be discussed in class. The online software will allow you to record your reading response using the web via a desktop or laptop computer, or your cell phone. The videos that are created will be private and secure, that is, no one will be able to see your video except you and the instructor. In addition, you will not need to sign-up or join anything. Finally, you will receive feedback on your explanation via the online software and the course website.

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**Pragmatics:**

- |                  |  |
|------------------|--|
| 1. Be thoughtful | • think before you create.                                     |
| 2. Be concise    | • there is a lot to include in a short response.               |
| 3. Be creative   | • as long as the central tenets of the question are addressed. |
- 

**Timeline:**

See the Syllabus.

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**Honor Code:** The Graduate Honor Code will be strictly enforced on this assignment. Any suspected violations of the Honor Code will be promptly reported to the Honor System. Students are allowed to discuss with other students the nature of this assignment, their understanding of the readings, and the general concepts they will be discussing in the oral explanations. Students should not, however, share their completed explanations with other students in the class. Beyond that, the Honor Code's general principles of cheating, plagiarism, falsification, and sabotage are still applicable (see <http://ghs.grads.vt.edu/>).

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## EDEP 6644: COLLEGE TEACHING IN-CLASS DAILY PRIMING

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### **Purpose**

The purpose of this assignment is to provide students with the opportunity to revisit course content extracted from the readings just as class is beginning in order to facilitate in-class meaning making.

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### **Rationale**

Exposure to and the processing of information – text, images, concepts, and contexts – can positively influence the readiness of associated or related information. This positive influence is termed *priming*. Priming occurs through the spread of cognitive activation from the original information to the related information and occurs whether the individual is aware of the association, or not. In the case of the In-Class Daily Primings, the questions that students answer at the beginning of the class will be based on concepts from the readings, thus priming the subsequent use of the readings for in-class activities and increased meaning making.

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### **Format**

The In-Class Daily Priming will consist of 5 multiple-choice questions for each reading. The multiple-choice questions will range from term definitions to concept relationships. These questions will be available online, will be completed during the first 15 minutes of class, and are open notes/readings.

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### **Grading**

Each In-Class Priming consists of 5 multiple-choice questions per reading and each question is worth 4 points, thus the priming for each reading is worth 20 points.

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### **Pragmatics**

The questions will be straightforward if you have read the article, chapter, or book closely. The questions will focus on main ideas, not small details. The main reason for the questions is to prime your memories of the readings, not to stump you or determine what you do not remember from the texts. Also, several of the readings will address unfamiliar ideas, so deep knowledge of the readings will not be assumed.

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### **Honor Code**

The Graduate Honor Code will be strictly enforced on this assignment. Any suspected violations of the Honor Code will be promptly reported to the Honor System. Students are allowed to use course readings in completing primings, but no other sources are allowed. Beyond that, the Honor Code general principles of cheating, plagiarism, falsification, and academic sabotage are still applicable (see <http://graduateschool.vt.edu/>).

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## EDEP 6644: COLLEGE TEACHING INSTRUCTIONAL DEVELOPMENT OF A COURSE PLAN



**Purpose:** The purpose of this assignment is for students to engage in the creation of a course plan from initial idea to final assessment. The assignment is designed to focus on both the thinking and decision-making behind the development of a course plan, as well as the creation of the details to bring the course to fruition.



**Rationale:** Learning is an active endeavor involving the processing of knowledge and experience. This processing enhances learning when it involves (a) the retrieval of knowledge (not just re-experiencing the knowledge), (b) the meaningful use of knowledge (not just a rote application of knowledge), (c) the retrieval and use of the knowledge over time (not just a one day or one week experience), and (d) the self-generation of understanding and use (not just a reception of ideas). Thus, developing a course plan is designed to require you to design and develop a course plan, and then reflect on the course plan in order to foster knowledge and skills retrieval and use.



**Format:** The Course Plan will result in a well-thought out and developed plan for the teaching of a course. The plan will be created as part of the class and submitted online via the course website. The design and development of the plan will occur bit-by-bit each week, with each bit being submitted that week.



**Grading:** The Course Plan is worth 800 points and will be assessed based on completing each section of the plan in a timely manner. Grading of the Course Plan will occur at the end of the course, in aggregate, not piece-by-piece throughout the semester.



### Pragmatics:

1. Be thoughtful    Think before you write.
2. Be concise        There is much to include in philosophy statement.
3. Be accurate        Base principles on research-based findings and experiences.
4. Be precise         Every word counts.



**Honor Code:** The Graduate Honor Code will be strictly enforced on this assignment. Any suspected violations of the Honor Code will be promptly reported to the Honor System. Students are allowed to discuss with other students the nature of this assignment, their understanding of their own observations, and the general concepts he or she will be discussing. Student should not, however, share their completed responses, before submission, with other students in the class. Beyond that, the Honor Code general principles of cheating, plagiarism, falsification, and academic sabotage are still applicable (see <http://graduateschool.vt.edu/>).





## EDEP 6644: COLLEGE TEACHING TEACHING AND LEARNING PHILOSOPHY



**Purpose:** The purpose of this assignment is to provide students with the opportunity to clarify and make tangible their personal philosophy and theory of teaching and learning. This assignment is designed to allow students to reflect on the educational knowledge base, their own knowledge, beliefs, thoughts, and experiences, and to set forth, in writing, their view of the instructional process.



**Rationale:** The rationale for this assignment is two-fold: employment and professional focus. A recent trend in educational hiring (e.g., teachers, aides, administrators, specialists) is an emphasis on personal models or philosophies of teaching and learning. A frequent question asked during interviews with Department Heads, Faculty Committees, and Interview Committees is "What is your philosophy of teaching and learning?" A well-constructed and integrated answer to this question will allow you to present, in a professional manner, the essence of your belief structure, based on supportable research, concerning teaching and learning.

In addition, and perhaps most importantly, what you do in the classroom should be a direct result of your teaching and learning philosophy. Unfortunately, one's pedagogy is often more influenced by time constraints, administrative dictates, and resource limitations than one's teaching and learning philosophy. An explicitly stated teaching and learning philosophy that is based on empirical evidence will provide you with a reminder and focus of/on your values and the types of activities that should be present in your classroom.



**Format:** The Teaching and Learning Philosophy statement should result in a clear, concise, and coherently organized paper, not to exceed three pages, single spaced, but double spaced between paragraphs. In addition, the statement should contain two main sections, *Principles* and *Narrative*.

The first section, the *Principles*, should include a series of declarative statements that reflect the essential teaching and learning principles that comprise your teaching and learning philosophy. This list should be numbered or bulleted, should not include any explanations, and should not include more than 5 principles. The purpose of this list is to encourage you to commit to a discrete, concise, and core set of learning principles. The Principles section should be on its own page (this will be the first page of your 3-page philosophy).

The second section, the *Narrative*, should expand upon these principles, providing examples and context. That said, the Narrative *should not* be a simple listing of the principles with an explanation after each one. Synthesize your principles into a coherent philosophy/explanation/narrative that can be used to communicate with potential employers and to guide your future teaching. Ultimately, these explanations should include how these principles impact classroom teaching and learning (what do they look like in action). The Narrative section should not exceed two pages in length.





**Grading:** The Teaching and Learning Philosophy statement is worth 300 points and will be assessed using the following criteria:

- |   |         |
|---|---------|
| <p>1. Principles</p> <ul style="list-style-type: none"> <li>a. are the principles clear and concise</li> <li>b. are the principles coherent and well-written</li> <li>c. are the number of principles reasonable (no more than 5)</li> </ul>  | 40 pts  |
| <p>2. Clarity of Thought (Narrative Only)</p> <ul style="list-style-type: none"> <li>a. are the ideas expressed in the narrative well thought out</li> <li>b. are ideas integrated and investigated to a significant depth</li> <li>c. do the ideas reflect the knowledge base of learning research</li> </ul>  | 60 pts  |
| <p>3. Clarity of Expression (Narrative Only)</p> <ul style="list-style-type: none"> <li>a. are ideas expressed well</li> <li>b. are transitions used effectively</li> <li>c. are correct grammar and syntax used</li> </ul>   | 100 pts |
| <p>4. Appropriateness of Teaching and Learning Perspectives (Narrative Only)</p> <ul style="list-style-type: none"> <li>a. are expressed teaching and learning conclusions supportable/appropriate</li> <li>b. are teaching and learning ideas and concepts integrated into a coherent perspective</li> <li>c. has a stance been taken regarding what constitutes excellences in teaching?</li> </ul> | 100 pts |



**Pragmatics:**

- 1. Be thoughtful Think before you write.
- 2. Be concise There is much to include in philosophy statement.
- 3. Be accurate Base principles on research-based findings and experiences.
- 4. Be precise Every word counts.



**Honor Code:** The Graduate Honor Code will be strictly enforced on this assignment. Any suspected violations of the Honor Code will be promptly reported to the Honor System. Students are allowed to discuss with other students the nature of this assignment, their understanding of their own observations, and the general concepts he or she will be discussing. Student should not, however, share their completed responses, before submission, with other students in the class. Beyond that, the Honor Code general principles of cheating, plagiarism, falsification, and academic sabotage are still applicable (see <http://graduateschool.vt.edu/>).



## EDEP 6644: COLLEGE TEACHING POST-CLASS EVALUATIONS

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### **Purpose**

The Post-Class Evaluation assignment is designed to allow students to reflect on the class and (a) evaluate their current level of understanding of the concepts addressed, (b) assess the effectiveness of the instructor's ability to foster learning, and (c) reflect on their understanding of the concepts addressed.

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### **Rationale**

Learning is an active endeavor involving the processing of knowledge and experience. This processing enhances learning when it involves (a) the retrieval of the new knowledge (not just re-experiencing the new knowledge), (b) the meaningful use of the new knowledge (not just a rote application of new knowledge), (c) the retrieval and use of the new knowledge over time (not just a one day or one week experience), and (d) the self-generation of understanding and use (not just a reception of ideas). Thus, oral explanations are designed to require you to read a chapter and organize the ideas and concepts in a meaningful (to you) way in order to create and deliver the oral explanation. This approach results in active learning.

In addition, the Post-Class Evaluations provide formative feedback to the instructor. This formative feedback allows the instructor to better understand which aspects of class worked well in fostering learning, and which did not. This feedback can then be used to inform the instructor as to which concepts need to be revisited, and how to better create future classes.

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### **Format**

Students will provide a short evaluation of each class. Each student should complete a class evaluation within **48 hours** of the completion of each class using the online utility provided on the course web site. **Please note all evaluations are anonymous.**

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### **Grading**

Each Class Evaluation is worth 30 pts.

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### **Timeline**

See Syllabus

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### **Honor Code**

The Graduate Honor Code will be strictly enforced on this assignment. Any suspected violations of the Honor Code will be promptly reported to the Honor System. Students are allowed to discuss with other students the nature of this assignment, their understanding of their own observations, and the general concepts he or she will be discussing. Students should not, however, share their completed responses with other students in the class. Beyond that, the Honor Code general principles of cheating, plagiarism, falsification, and academic sabotage are still applicable (see <http://graduateschool.vt.edu/>).

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*Directions:* Following class, please complete the following class evaluation. **This evaluation is anonymous**, so please share what you think and feel. The goal of the daily evaluations is to improve the course by informing the instructor what is working and what is not, and what you like and what you do not like.

Complete Evaluation

*Directions:* Please answer the following questions based on the previous class. Your feedback will be used to modify next week's class so that concepts are clear and topics addressed are relevant. **All evaluations are anonymous.**

1. Please consider the instruction used in the last class. To what degree do you agree or disagree with the following statements? Your responses will help to make the class a better learning experience.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Somewhat Disagree
- 4 = Somewhat Agree
- 5 = Agree
- 6 = Strongly Agree

Item	Statement	Disagree			Agree		
		1	2	3	4	5	6
a.	The <i>introduction</i> provided organization and context to the lesson.	<input type="radio"/>					
b.	The activities engaged students in <i>cognitively</i> constructing knowledge.	<input type="radio"/>					
c.	The activities engaged students in <i>socially</i> constructing knowledge.	<input type="radio"/>					
d.	The <i>closure</i> stressed the essential aspects of the lesson.	<input type="radio"/>					
e.	<b>Overall</b> , the class was well constructed and executed.	<input type="radio"/>					

2. What aspects of the content addressed in class are still confusing?

3. What elements of the instruction were particularly effective in stimulating learning?

4. Other comments/thoughts?

Submit