

GS 750 Fundamentals of College Teaching

Section 02 3:30 - 4:45pm, LINK, Classroom 4

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COVID info [Student Expectations – Graduate & Professional Students](#)

Overview

Whether you are a teaching assistant (TA) or the formal instructor of record (IOR) of a college course, there are numerous challenges and responsibilities you will need to address. Fortunately, there is decades of research, experience and models to support you in this work. In our class, which is mainly for earlier-year Ph.D. students, we'll look at a range of approaches, specific techniques and resources to help you facilitate your students' learning. As you engage in this process, it is worth reflecting on the fact that you are also in a learning process of your own as you develop your teaching practice. The overarching goals of GS750 are that you do this in a way that helps you develop an evidence based, equitable, student-centered and effective teaching practice, and that you start to document your own development with an eye on your next professional steps.

Objectives

During this course, you will be able to:

1. Explore current and upcoming responsibilities you may have as a college instructor
2. Engage in student-centered instructional design, lesson planning, and assessment to carry out those responsibilities
3. Identify barriers to learning and synthesize equity-minded instructional solutions to address these barriers
4. Identify campus resources that can provide both you and your students with educational and personal support
5. Engage in critical self-reflection on your own development and communicate about your teaching practice and philosophy with colleagues and future employers.

Activities

In this course, you will participate in a range of activities including hands-on tool use, small group projects, individual projects, synchronous and asynchronous online communication, lectures, class discussions, readings and other activities determined by class interest. You can expect to average about two hours a week on out of class activities.

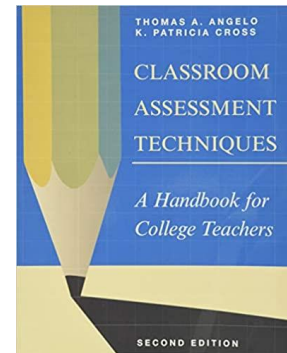
Course deliverables

To receive credit for the course, the following should be uploaded to Sakai by the date indicated in the course deliverables section:

1. Syllabus from your department (for class use)
2. Classroom Assessment Technique
3. Personality type: two paragraph self-assessment
4. Coursera TA Modules
5. Teaching Statement Draft

Required text

Angelo, T. A., & Cross, K. P. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers. (2nd Ed.)*. San Francisco: Jossey-Bass.
<https://bit.ly/CATStextbook> You will use this book for years.



Attendance & participation

This course is very hands-on and experientially oriented. Activities in class require you to 1) have done the readings, 2) be punctual, and 3) be an active participant. You are expected to attend and participate in every class meeting. If you miss any part of class for any reason, you are still responsible for finding out about any assignments or information from class. Being 10 minutes late for a class may count as an absence. Two or more absences may result in no credit for the course.

Disability statement


Students with disabilities who believe that they may need accommodations in the class are encouraged to contact the Student Disability Access Office (Dr Cort Schneider, sdao@duke.edu, 919.668.1267.) Do this as soon as possible so there is time to provide any accommodations.

Academic integrity

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity. To uphold the Duke Community Standard:

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and
- I will act if the Standard is compromised.

Date	Reading	Due Today	Activities in Class
1. 1/10	<i>*In Sakai, required readings will be marked with an *asterisk*.</i>		Getting Started <ul style="list-style-type: none"> • Introductions • Syllabus • Clarification of homework for week two
2. 1/24	<ul style="list-style-type: none"> • Ten Worst Mistakes • Common Mistakes • TA duties list • TA Qs for prof 	Obtain copy of syllabus from your department and talk with faculty or head TA about your TA roles and responsibilities using the guides in Sakai. Upload syllabus to Sakai and bring printed syllabus to class	Your role as TA <ul style="list-style-type: none"> • Interview debrief • Bloom’s taxonomy & objectives • Discussion of your conversation with lecturing professor
3. 1/31	<ul style="list-style-type: none"> • Active Learning • Reading the Virtual Classroom (Terada) 	Bring your syllabus from week 2.	Active Learning <ul style="list-style-type: none"> • Classroom activities • Classroom Assessment Techniques (CATs)
4. 2/7	Angelo & Cross	<ul style="list-style-type: none"> • Complete TGI for your course • Review Angelo & Cross 6.2, 6.3 • Identify a specific learning objective from your course • Post description to Sakai: describe a CAT you could use for formative assessment to see if the students met the objective • Extension: read ch. 3,4,5 to more fully integrate into your course 	Working with Groups <ul style="list-style-type: none"> • Group strategies • Group activities • Assessment in groups
5. 2/14	<ul style="list-style-type: none"> • Scholarly Teacher: <ul style="list-style-type: none"> ▪ 10 Responses ▪ Inclusivity & Bias 		Facilitating Inclusive Discussions
6. 2/21		<ul style="list-style-type: none"> • Results from Personality Type Assessment (bring to class) • Write 2 paragraph self-assessment. Upload to Sakai 	Personality & Learning Styles Combined sections 01 & 02 Facilitator: HC <ul style="list-style-type: none"> • Type activities and discussion • Implications for student-centered classroom
7. 2/28	<ul style="list-style-type: none"> • Scholarly Teacher <ul style="list-style-type: none"> ▪ If At First you Don’t Fail, Try, Try Again 	Bring your syllabus from week 2	Providing Feedback & Teaching Skills for College Success Guest: Dr Courtnea Rainey <ul style="list-style-type: none"> • Feedback, evaluation, grades as positive tools

Date	Reading	Due Today	Activities in Class
3/7	Spring Break		
8. 3/14	<ul style="list-style-type: none"> Thinking Developmentally about TAs (table) Managing Difficult Situations 		Navigating Relationships <ul style="list-style-type: none"> Case study discussions Video vignettes
9. 3/21	<p>Complete these tutorials</p> <ul style="list-style-type: none"> Coursera TA Modules Click "Join for Free" and then "Log in with Duke University" Log in with your NetID Search "Duke TA Training" Click "Enroll for Free" <p>Questions for panel: what are your concerns? Post to course survey.</p>	<p>Post Coursera certificate to Sakai (pdf, screenshot or link)</p> 	<p>Resource Panel <i>On Zoom</i> Cultural and Legal Issues: with Office of Student Conduct, Reach, SDAO Title IX FERPA, REACH.</p>
10. 3/28		Be prepared to discuss your experiences this term. What has worked, and what hasn't?	TA Confidential
11. 4/4	<ul style="list-style-type: none"> Portfolio readings The Dreaded Teaching Statement CCT Portfolio Rubric 	Initial pre-draft of teaching statement ideas. This can be a list, a series of short sentences or some other written starting point	<p>Documenting your Development In class activities to explore the teaching statement Dr. M. Bostrom: Duke OPTIONS</p>
12. 4/11		Upload your statement to Sakai	Feedback on your Statement Peer feedback in class