

BTE7171: PhD Teaching Seminar - Preparing to Teach in Business

Fall 2016

Instructor: Dr. Tawnya Means, 352-273-3237, BRY206

Office Hours: As arranged

Class schedule: Fridays, periods 2-3 (8:30-10:25am)

Location: Matherly 120 (Active Learning Studio)

Course Credit: 3

Section: 182F

COURSE DESCRIPTION AND GOAL

“Education's purpose is to replace an empty mind with an open one.” - Malcolm Forbes

In a survey of nearly 300 college teachers, Blackburn, Bober, O'Donnell, and Pellino (1980) found that 92% of faculty members believed their own teaching was above average¹, but few doctoral programs provide training on effective teaching, so most instructors are left to “figure it out” on their own or struggle to know how to enhance their practices in the classroom.

This course is designed to prepare business graduate students for post-secondary teaching. The course will focus on the practical skills necessary to teach, both as a PhD student and as a new faculty member. You will learn essentials of preparing to teach, including how to create a syllabus, set learning objectives, manage a classroom environment, and encourage student engagement. You will practice a variety of teaching methodologies, gain exposure to a wide range of perspectives on teaching, and learn about a variety of technologies to support learning.

LEARNING OBJECTIVES

At the completion of this course, students will be able to:

- Articulate their own teaching philosophy
- Design a course syllabus and create a course outline
- Identify strategies to manage students and the classroom environment
- Use at least three different teaching techniques and explain their advantages and disadvantages
- Create and implement in-class activities that engage students and encourage interaction
- Identify elements that make an effective assessment
- Exhibit confidence as a university instructor

TEXTBOOK AND COURSE WEBSITE

Reading Materials

Buller, J. L. (2010). *The essential college professor: A practical guide to an academic career*. San Francisco, CA: Jossey-Bass.

¹ Blackburn, R. T., Bober, A., O'Donnell, C., & Pellino, G. (1980). *Project for faculty development program education: Final report*. Ann Arbor, MI: University of Michigan, Center for the Study of Higher Education

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Ambrose, S. A. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco, CA: Jossey-Bass.

Bain, Ken. *What the Best College Teachers Do*. Cambridge, MA: Harvard UP, 2004.

Svinicki, M. D. and McKeachie W. J. (2014). *McKeachie's Teaching Tips 14th Edition*. Belmont, CA: Wadsworth Cengage Publishing.

Other Resources

- University of Florida's Teach website (<http://teach.ufl.edu/>)
- Vanderbilt University's Center for Teaching – Guides (<http://cft.vanderbilt.edu/teaching-guides/>)
- University of Central Florida – Blended Learning Toolkit (<http://blended.online.ucf.edu/>)
- University of Washington's Center for Teaching and Learning – Teaching Resources (<http://www.washington.edu/teaching/teaching-resources/>)

Course Website

The course website is located in the Canvas e-Learning system at <http://elearning.ufl.edu> and you will be expected to access and participate in the activities online as well as in the classroom.

HELP RESOURCES

For issues with technical difficulties with the e-Learning system, please contact the UF Help Desk at:

- 1) Email: Learning-support@ufl.edu
- 2) (352) 392-HELP - select option 2; or
- 3) <https://kb.helpdesk.ufl.edu/FAQs/E-Learning>

EXPECTATIONS

Depending on your future academic placement, a good balance of your time as a faculty member will be spent on your teaching. This required course is only one of the courses you will take during your PhD program. All the other courses in your program will help you be successful in the research-oriented portion of your career. This course is designed to prepare you for the teaching-oriented portion of your career; thus, it is essential that you put in the necessary time on it.

This course will be practical and provide you with strategies you can use immediately. You will create a syllabus, develop a course outline and design class activities. You will review resources on teaching, find cases, and practice giving lessons, activities and assignments for a course you will plan to teach. On each of these tasks, you will receive feedback. You have had plenty of experience as a post-secondary student, so you probably intuitively know a lot about what works and what does not work in a classroom. I encourage you to use your experiences to develop your own teaching style and to help your peers develop theirs, but you should also balance that innate sense of what works with your understanding of how people learn that you will develop in this course.

As an instructor, you will expect certain things from your students: punctuality, professionalism, respect for other students, and preparation. I expect these things from you as well. When you are in class I expect you to participate fully, providing feedback to your peers, listening carefully to the discussion, sharing ideas, etc. Unlike research, there is no wiggle room when it comes to teaching deadlines – the class will happen whether you are ready or not. Do not come to class unprepared.

- Prior to this course or early in the semester, you need to participate in the University of Florida's Graduate Teaching Assistant Orientation (<https://teachingcenter.ufl.edu/ta-development/ta-orientation/>).
- Additionally, if English is not your native language, you may need to participate in a course through the university's Academic Spoken English (<http://ase.ufl.edu/courses.html>).

PREPARING YOUR OWN COURSE

Because most of you are new to teaching, much of this course will focus on getting you prepared for that first time through. Much of the learning will occur not in this course, but when you are actually teaching your first class. Thus, our focus in this course will be to provide you with guided preparation for teaching, giving you the skills necessary to be as good as you can be in your first class. As such, a large portion of your grade in this course relates to material you will prepare for use in your first class². You will develop a syllabus, you will prepare a course outline and class activities, and you will design assessments. All of these materials will be critiqued by me and some will be critiqued by your peers. The feedback you receive should help you to improve them for when you use them in your first class.

SHADOW JOURNAL

During the semester, you will attend a course in your department, preferably one on a topic you will be teaching (or something close to it). The course should be selected in coordination with your PhD advisor, department, and with your class schedule. The instructor of the course you will shadow must approve this ahead of time (it is your responsibility to talk to the instructor and ask for their approval). You will be expected to attend all class sessions and keep a journal of your observations each day on a variety of topics including teaching methods used (what works and what doesn't), materials (textbook, cases, etc.), discussion techniques (what gets them talking and what doesn't), activities (what seem more/less effective), assessment methods (what is used? why? Is it the right choice?), etc. You will use this journal to write a reflection at the end of the semester, so it is in your best interests to keep detailed thoughts as you go.

IN-CLASS LESSONS

During the semester you will have several opportunities to present teaching sessions to your peers and get feedback. At least one of these teaching sessions will be videotaped. Watching a video of your teaching can be a humbling experience but also can be extremely useful. You will see moments where you are better than you think you are, and you will discover opportunities where small changes could make big improvements. It's a difficult thing to watch yourself but I believe you will find it worthwhile.

PORTFOLIO

As you prepare lessons, develop a syllabus, reflect on your teaching experiences, and create activities and assignments, you will start to build out a teaching portfolio. You will submit a draft of your portfolio, and

² If you do not know which course you will be assigned to teach, you may select any appropriate undergraduate course from your department. In this case, you should seek input from your department chair, graduate coordinator, or PhD advisor.

then a final version of your portfolio following peer review, with the expectation that you will continue to develop this portfolio long after you complete this course.

WARRINGTON TEACHING WORKSHOPS

As we progress through the course I think you will start to realize that there is no single formula for great teaching. There is no “right answer.” Although there are some fundamental things that will help (which is what our course will focus on), what works for one person may not work for another. For this reason, there will be several opportunities for you to attend teaching workshops that include presenters from top faculty in Warrington as well as guests who will share their teaching expertise. In addition, we will have a session on technology enhanced learning and ways that you can bring technology into the classroom while focusing on the learning.

TEAM-BASED LEARNING

This course is delivered using a **Team-based Learning (TBL) format**, established by Dr. Larry Michaelsen at the University of Oklahoma Business School. This format has been used in a variety of courses: business, engineering, medical, etc. In this course, you will be assigned to a team. Teams will be assigned on a principle of “resource wealth distribution” during the first class period. The teams will be created based on previous experience in teaching, background, and comfort with technology. Research on Team-based Learning shows that students in TBL courses actively focus on making decisions, that problem-solving improves, and that students gain a more in-depth understanding of the course concepts and are more likely to continue learning about the course topics beyond the course.

Learning modules in the course will be based on a sequence of **3 distinct learning phases**.

Preparation	Readiness Assurance	Application
<ul style="list-style-type: none">• Textbook readings• Other readings and research	<ul style="list-style-type: none">• Individual tests• Team tests• Instructor feedback	<ul style="list-style-type: none">• Hands-on activities• Discussions

Phase 1: Preparation During the first phase, you will be assigned a specific reading in the textbook or other resources to complete prior to attending class. The purpose of phase 1 is to prepare you for the class activities which are based on the preparatory materials.

Phase 2: Readiness Assurance During the second phase, you will participate in readiness assurance tests (RAT). The tests are closed book and measure your understanding of the information provided in the readings and your preparation for class time. During this process, you will first individually complete the test and submit your answers (iRAT). Then you will join your team and as a team discuss and answer the questions of the same test. The individual tests will be scored automatically and reviewed by the instructor while your team completes the team test (tRAT). The team score will be the same for all members of the team. The purpose of phase 2 is to ensure that you and your teammates have the foundational knowledge needed to begin learning to apply the concepts in phase 3.

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Phase 3: Application In the third phase, you and your team will use the foundational knowledge to discuss cases, participate in hands-on activities, teach lessons, etc. The purpose of this phase is to give you a deeper understanding of the concepts.

Peer Evaluation At the mid-point of the course, you will have the opportunity to give and receive feedback that is not counted for credit, which will allow you to make adjustments as needed. Then, at the end of the course, you will evaluate your team members for credit. The peer evaluation will ask you to consider how well your team members prepared for the readiness tests as well as the level and quality of their contributions to the in-class activities through applying, analyzing, evaluating and creating.

Readiness Assurance Tests

The readiness assurance tests (individual and team) are closed book and based on the assigned readings. They will be multiple choice questions that ask you to remember or recall information from the readings, demonstrate your understanding and apply the concepts simply.

Team tests are completed using a “scratch and win” type answer card. When using the card, your team is awarded 4 parts of a point (full credit) if you uncover the correct answer on the first scratch, 2 parts of a point (.5 credit) for the second scratch, and 1 part of a point (.25 credit) for the third scratch. Correct answers are indicated by a small star.

IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT)					
Name <u>TEAM #1</u>			Test # <u>1</u>		
Subject _____			Total <u>34</u>		
SCRATCH OFF COVERING TO EXPOSE ANSWER					
	A	B	C	D	Score
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
2.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
3.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
4.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4
6.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

In the class session following the readiness assessment, I will lead a mini-lecture or discussion on areas where there are further questions on the reading materials. The rest of class time will be devoted to discussion and in-class activities.

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GRADING POLICIES

Your grade will be determined based on the total number of points you earn in the course. You will not be graded on a curve. If you complete all the work in the course you will earn the highest score possible. **There are 500 points available in this course.** Points are earned in the following ways:

Course Item	Type	Points	Total Value	% of Grade
Shadow journal	Individual	60	60	12%
Portfolio	Individual	50	50	10%
Teaching philosophy	Individual	40	40	8%
Teaching inventory and analysis	Individual	30	30	6%
Syllabus and course outline	Individual	30	30	6%
In-class lessons (x3)	Individual	25	75	15%
Activities and assessments (x2)	Team	25	50	10%
Teaching reflections (x3)	Individual	10	30	6%
iRAT (x4)	Individual	10	40	8%
tRAT (x4)	Team	10	40	8%
Attendance and participation	Individual	30	30	6%
Peer evaluation	Individual	25	25	5%
POINTS POSSIBLE			500	

Plagiarism: Note that written assignments will be processed through the anti-plagiarism software Turnitin. Reports with a similarity score higher than 20 will not be accepted for credit. Any other indications of plagiarism will be thoroughly investigated.

Late Policy: There are **significant penalties** for late assignment submission:

- Up to 24 hours late results in a penalty of 50%
- More than 24 hours late, assignments will not be accepted, you will receive a zero score

Checking Your Points: To check your point accumulation, visit the grade book in the course website. Scores from the RATs will be available within 24 hours of a class session. Scores from other assignments will be available within 1 week of the due date.

Grading Scale: Your course grade is determined by the number of points you have earned. Here is the points/grade scale.

451-500	A	351-366	C
434-450	A-	334-350	C-
417-433	B+	317-333	D+
401-416	B	301-316	D
384-400	B-	300 or less	E
367-383	C+		

ASSIGNMENT SUBMISSIONS

When you submit an attached file for an assignment, always keep a copy of your original file for reference, especially if you use a computer lab to complete the work. **Immediately** after submitting an assignment, check to make sure that it was correctly received by the system that your attachments are there, etc. Notify me *immediately* if there are any problems with your assignment submission. **You are the person who has the ultimate responsibility for ensuring that assignments are submitted to the course website successfully and on-time.**

COURSE COMMUNICATIONS

All communication for this course should be handled inside the e-Learning system course website using the Inbox. **Questions regarding grades should be sent privately.** Additionally, announcements will be posted through the course site and sent to your email address automatically. It is my goal to respond to your course questions promptly—at least within 48 hours during the business week.

UNIVERSITY POLICY ON CHEATING

Cheating in any form is not permitted within this class. Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>. In addition, you must be sure to cite all works used in completing assignments. Failure to properly follow copyright will result in a loss of points.

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

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COURSE CALENDAR

Dates	Topics	To Do Items
Immediately		View and PRINT the syllabus. Plan your semester.
	Introductions	
Week 1 Aug 26	The first day of class: establish expectations, set the tone, get to know your students Team-based learning basics Course introduction	Select and confirm shadow course Sign up for in-class lessons
	Module 1: Preparing for class	
Week 2 Sept 2	Preparing a syllabus and planning for class Planning for classroom management Dealing with student issues	
	Teaching philosophy	
Week 3 Sept 9	Teaching styles Deciding what to teach: developing a course outline Designing effective class sessions WCBA Teaching Panel: <i>Teaching with teams</i>	
Week 4 Sept 16	Experiential Classroom attendance option	Syllabus due
	Module 2: Teaching methods	
Week 5 Sept 23	Facilitating discussions Encouraging questions and critical thinking	
	Setting up for student interactions	
Week 6 Sept 30	Resources for teaching WCBA Teaching Panel: <i>Technology in teaching</i>	Course outline due
Week 7 Oct 7	Learning activity types Engaging students	Teaching Inventory due
Week 8 Oct 14	---	Mid-point course and peer evaluation due No class – Homecoming
	Module 3: Course design	
Week 9 Oct 21	Course design and quality Learning objectives	In-class lessons Teaching Philosophy – Draft due
	Selecting technologies to support learning	
Week 10 Oct 28	WCBA Teaching Panel: <i>Experiential learning</i>	In-class lessons
	Module 4: Assessment	
Week 11 Nov 4	Assessment and feedback Student grades and records	Portfolio Review In-class lessons
Week 12 Nov 11	---	No class – Veteran’s Day
Week 13 Nov 18		In-class lessons Teaching Philosophy – Final due

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Week 14 Nov 25	---	Portfolio Review No class – Thanksgiving
Week 15 Dec 2		Shadow Journal due
Week 16 Dec 9	WCBA Teaching Panel: <i>Teaching with cases</i>	Final course and peer evaluation due Final portfolio due
COURSE COMPLETED		