

The Scholarship of Teaching and Learning CASSL Seminar Series

Our Changing Classrooms:

The nuts and bolts of teaching in our diverse and changing world.

This seminar will allow participants to explore recent innovations and analyze research related to the diverse and changing college classrooms of the 21st century, including the use of innovative teaching methodologies, strategies for effective teaching for diverse groups of students, the use of technology in the classroom, and ideas for assessing teaching one's effectiveness. We will explore teaching "best practices" in the various disciplines represented by seminar participants. Seminar participants will review assigned readings on each general topic and engage in lively intellectual discussion of those readings informed by their own experiences with students. In addition, participants, working individually or in small groups, will delve more deeply into one area of special interest and provide the entire group with a brief literature review and analysis and lead the discussion of that area. Guest speakers may be invited to address specific issues.

Outcomes: We will...

- engage in intellectual discussions of the scholarship of teaching and learning
- increase our understanding of teaching "best practices" utilized in different disciplines
- become familiar with recent innovations in teaching methodologies and course design
- be able to apply the seminar material to enhance the learning environment at CRC

Topics:

- Active learning and other non-traditional teaching methodologies
- Teaching and learning with diverse groups of students
- The use of technology to support learning
- Methods for assessing one's teaching effectiveness and evaluating student learning

Materials:

The class will work with a core text and readings from online papers, journals and websites.

- **Core text:**
 - **Teaching at It's Best: A Research-Based Resource for College Instructors**, 2nd edition, 2003, Linda B. Nilson, Anker Publishing Company – Jossey-Bass, ISBN-13 978-1-882982-64-6. This book focuses on the nuts and bolts of teaching methodologies and provides some background in the research supporting those methods. It has many short, to the point sections covering a wide variety of things, from the course syllabus to instructional technology, to test construction, to teaching problem solving.
- **Other texts of interest:**
 - **Changing College Classrooms: New Teaching and Learning Strategies for an Increasingly Complex World**, Diane F. Halpern, 1994, ISBN: 978-1-55542-643-9. This text is not new, but covers the key topics that we are working with in our complex and changing classrooms. You could use many of the chapters as starting points from which to begin our discussions and then look forward from that point. (The chapters on technology in the classroom probably too out of date to be useful).
 - **What the Best College Teachers Do**, Bain, Ken, 2004, Harvard University Press, ISBN 0-674-01325-5. This text is an overview of the philosophy taken and approaches used by some great college teachers. Bain conducted a research study that identified effective teachers from higher education and used focus groups and case studies to find the commonalities in their approaches to teaching. It is an inspiring book, and one that we used for the first CASSL Seminar in Teaching and Learning.
- **Current readings from online sources:**
 - Readings from current research including excerpts from online sources – see the schedule of topics for specific websites. Seminar participants will suggest additional reading.

| Week | Major topics | From Nilson 2003 or online sources | From Halpern 1994 and Bain 2004 (optional) |
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| 1 | <p>Our changing classrooms</p> <p>Motivation, learning styles, and attention</p> | <p>Nilson chapters 2, 3, 4, 11, 12, 14</p> <p>The Relationship Between Cognitive Learning Styles and Distance Education, Joe E. Baker, http://www.auburn.edu/~witteje/ilsrj/latestissue.htm</p> <p>Learning Styles and Memory. Sandra E. Davis,, http://www.auburn.edu/~witteje/ilsrj/latestissue.htm</p> <p>Data from CRC research office webpage.</p> | <p><u>Halpern</u>: Rethinking College Instruction for a Changing World (Halpern)</p> <p><u>Bain</u>: Chapter 1, Introduction: Defining the Best. Chapter 2, What Do They Know About How We Learn.</p> |
| 2 | <p>Using inquiry, examples, case studies, and problem solving</p> | <p>Nilson chapters 23, 24, 25, 26</p> <p>Process Oriented Guided Inquiry Learning (POGIL) from the POGIL web site (http://www.pogil.org/).</p> | <p><u>Halpern</u>: Inquiry as a Tool in Critical Thinking (King)</p> <p>Using Examples to Teach Concepts (Decyk)</p> <p>Fostering Creativity Through Problem Solving (Guenter)</p> |
| 3 | <p>Active learning techniques in the classroom</p> | <p>Nilson chapters 13, 15, 16, 17, 18, 19, 20</p> <p>Active Learning, L. D. Fink, http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/active.htm</p> <p>Active Learning for the College Classroom, D Paulson and J Faust, http://www.calstatela.edu/dept/chem/chem2/Active/</p> | <p><u>Halpern</u>: Cooperative Learning in the Classroom (Cooper et al.)</p> <p>Questioning Techniques for the Active Classroom (Hansen)</p> <p><u>Bain</u>: Chapter 4: What Do They Expect of Their Students?</p> |
| 4 | <p>Teaching to a diverse group of students: Background</p> | <p>Nilson chapters 2, 7, 8</p> <p>Teaching in Racially Diverse Classrooms, Derek Bok Center for Teaching and Learning, Harvard University http://isites.harvard.edu/fs/html/icb.topic58474/TFTrace.html</p> <p>Center for Student Success, http://css.rpgroup.org/index.php</p> | <p><u>Halpern</u>: Cultural Diversity and Curricular Coherence (Goldstein)</p> <p>Experiential Approaches to Enhancing Cultural Awareness (Junn)</p> <p><u>Bain</u>: Chapter 6, How Do They Treat Their Students?</p> |

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| 5 | Teaching in diverse classrooms: strategies in various disciplines | <p>Nilson chapters 12, 21</p> <p>Center for Instructional Development and Research, University of Washington. Inclusive teaching. http://depts.washington.edu/cidrweb/inclusive/</p> <p>Diversity Web: www.diversityweb.org/</p> | <p><u>Halpern</u>: Unmasking the Myths of Racism (Auletta, Jones)</p> <p>Strategies for Teaching in a Multicultural Environment" (Barkan)</p> <p><u>Bain</u>: Chapter 5, How Do They Conduct Class?</p> |
| 6 | Using technology as a teaching tool: nuts and bolts | <p>Nilson chapters 22</p> <p>http://chronicle.com/weekly/v51/i12/12a03101.htm When Good Technology Means Bad Teaching: J Young</p> <p>Resources from the CRC DEMS webpage</p> | |
| 7 | Technology and academic integrity | <p>Nilson 9</p> <p>Maintaining Academic Integrity in Online Education <i>Michael Heberling</i>, http://www.westga.edu/~distance/ojdl/spring51/heberling51.html</p> <p>Ethics and Distance Education: Strategies for Minimizing Academic Dishonesty in Online Assessment, Olt, http://www.westga.edu/~distance/ojdl/fall153/olt53.html</p> | |
| 8 | Assessing learning: nuts and bolts | <p>Nilson chapters 27, 28, 29,30</p> <p>Center for Student Success, http://css.rpgroup.org/index.php</p> <p>Information from the CRC Student Learning Outcomes website</p> | <p><u>Halpern</u>: Student Portfolios as an Assessment Tool(Crouch, Fontaine)</p> <p>How Classroom Assessment Can Improve Teaching and Learning (Nummedal)</p> <p><u>Bain</u>: Chapter 7, How Do They Evaluate Their Students and Themselves</p> |
| 9 | Assessing learning: broader implications | <p>Nilson 31</p> <p>CRC Student Learning Outcomes website</p> | <p>Assessment's Role in Strengthening the Core Curriculum (James L. Ratcliff)</p> <p>Creating a New Scholarship of College Teaching (Halpern).</p> |



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