

Practical Pedagogy for Biology, Fall 2022

1 credit Wednesdays, 7:20 – 9:10 pm Carr 222

Course Instructor(s): Dr. Norm Douglas ; Aditi Jayarajan

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Course description and learning goals

This course is designed to prepare you for your work as a teaching assistant, and will help build a foundation for teaching throughout your career. Through discussions, workshops, personal reflection, and peer and faculty feedback, you will:

- 1) Develop practical teaching skills;
- 2) Learn how to organize yourself and teach to reach specific learning goals;
- 3) Learn how to evaluate students fairly and accurately;
- 4) Receive teaching mentorship;
- 5) Become familiar with fundamental modern pedagogical techniques supported by research.

Learning outcomes

By the end of this course, you will be able to:

- 1) Follow the law and university procedures while teaching;
- 2) Discuss techniques to show concern for students and foster an inclusive classroom;
- 3) Organize your lesson plans;
- 4) Find resources and support for teaching;
- 5) Deliver an effective lecture and in-class activity, and lead productive discussions with your students;
- 6) Practice fair and accurate grading strategies and develop rubrics for grading students' writing and oral presentations;
- 7) Evaluate on the fly whether your students are learning.

How your success in the course will be determined

You will demonstrate proficiency in teaching by successful completion of these assignments:

<u>Assignment</u>	<u>Percentage of grade</u>
Teaching reflections	20%
Canvas module completion (5 @ 6% each)	30%
Presentation/completion of sample lecture	10%
Completion of self-evaluation of teaching video	10%
Peer evaluation of your teaching (rubric)	10%
Instructor evaluation of your teaching (rubric)	20%

Assignment descriptions

Teaching reflections – Periodically, you'll participate in a Canvas discussion in response to a prompt. The prompt will ask you about your teaching experience that week and how what you've learned in this class applies to your experience. You'll be able to view others' comments and will be able to respond to them, if you like. At the beginning of class the following week, we will choose a comment or thread from your Canvas discussion to continue in class. Reflections submitted after class begins will be considered late, and one point will be deducted.

Canvas modules - these have been copied, with permission, from *TA Passport to Great Teaching*:

FERPA training – complying with this federal law is absolutely required when teaching college students, but the nuts and bolts of the law are tricky. The University provides online training for this law, which you are required to complete successfully in this class. The training should take no more than a couple of hours of your time, and may save you a lot of trouble later on in your career.

DRC - an overview of the Disability Resource Center and the services they provide, as well as an overview of accommodating students

Time management - suggested strategies for juggling all of your responsibilities well.

Assessment and feedback - suggested strategies for writing and grading assessments well and fairly, and give feedback to your students about their learning progress.

Good teaching practices - an overview of best practices for lectures, discussion, and activities.

Sample lecture - You'll have the opportunity to prepare, improve, and then present a 5-minute teaching lecture at the end of the course.

Self, peer, and instructor evaluations of your teaching – First, the course TA will digitally record you in the classroom with your students and provide you with the video. You will critically evaluate your own teaching using a rubric, then write a page describing your observations and suggestions for improvement. Your own observations will, in part, form the basis of the peer evaluation: later, the course TA will observe you live in the classroom and critically evaluate your teaching using a rubric. The TA will specifically address points identified in your self-evaluation, looking for improvements. The TA will provide you with feedback and suggestions for improvement. Finally, the self- and peer- evaluations will in part form the basis of the instructor's evaluation: later, he or she will observe you live in the classroom and critically evaluate your teaching using a rubric, then specifically address points identified in the self and TA evaluations, looking for improvements. The instructor will provide you with additional feedback and suggestions for improvement.

Guest addresses – During this course, we will welcome staff members from the Disability Resource Center and the Office of Faculty Development and Teaching Excellence to discuss on campus student and teaching resources. In addition, we will draw from UF's teaching expertise for a guest addresses on creating and delivering an engaging lecture.

Tentative course schedule

Meeting	Topic	Assignment given (due the following class meeting)
8/24	Using Canvas What makes a good teacher? Getting off to a good start Biggest worry	Complete FERPA training module Reading assignments: <i>How to make your teaching more inclusive</i>
8/31	Student accommodations and inclusivity	Reading assignment: <i>Address problematic student behavior</i> Complete DRC module

9/7	Guest addresses – DRC staff and U Matter WeCare Handling disruptions in the classroom	Complete Time Management module in Canvas Time management record assignment
9/14	Time management strategies Organizing content for learning - backward design workshop	Assigned reading: <i>How to ask the right question</i> Teaching reflection 1
9/21	Questioning techniques that encourage critical thinking	Video and self-assessment of your teaching
9/28	Assessments writing workshop Grading assessments fairly and consistently	Complete Assessment and Feedback module
10/5	Grading and calibration workshop	Teaching reflection 2 Complete Good Teaching Practices module
10/12	Best pedagogical practices	Peer assessment of your teaching
10/19	Guest address - TBA, Creating an engaging lecture	Teaching reflection 3 Prepare draft - 5 minute sample lecture
10/26	Creating a 5-minute sample lecture workshop	
11/2	Guest address - Jennifer Smith, Director, Center for Teaching Excellence	Teaching reflection 4
11/9	TBD	Finalize your lecture presentation
11/16	Sample 5-minute lecture presentations	Instructor evaluation of your teaching
11/23	Thanksgiving - no class	
11/30	End of course outing	