

HIED 7340 College and University Teaching

Spring 2015—Course Syllabus—Bowling Green State University

Wednesdays 9:30-12:20 in 355 Education

Maureen E. Wilson, Ph.D.
330 Education Building
Phone: (419) 372-7321

E-mail: mewilso@bgsu.edu
Office Hours: Drop in or by appointment

To teach in a manner that respects and cares for the souls of our students is essential if we are to provide for the necessary conditions where learning can most deeply begin.

-bell hooks

Catalog Description

A study of teaching philosophy, methods, and techniques; development of course content and instructional aids; evaluation of student performance; and faculty careers in higher education (3 credits).

Course Objectives

Students participating fully in the course will:

- Develop a collection of teaching methods and strategies to enhance teaching effectiveness
- Reflect on and refine a personal philosophy of teaching and learning
- Enhance their understanding of college student diversity and its role in teaching and learning
- Consider uses of technology to support classroom teaching
- Examine the roles and cultures of faculty in higher education
- Collaborate with classmates to better understand and improve teaching

Books

Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.

Svinicki, M. & McKeachie, W. J. (2014). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (14th ed.). Boston: Houghton Mifflin.

Learning Activities

▪ Class Participation and Attendance

All members share responsibility for the success of this course. As such, you are expected to participate actively in each class session. Doing so requires you to attend every class session for the full period, having prepared by doing all assigned readings and projects. Readings offer us a common language with which to explore our thinking. The reading materials themselves do not determine or create our thinking; that is your job as a learner. Good thinking comes from a critical eye willing to look beyond what is claimed to pursue a number of very important questions. Do I understand what is being explained? Do these ideas fit my experience of the world? Do they change how I think about the world? What are the implications of these ideas? How do they encourage me to act? What are the issues that emerge from these concepts and ideas? You will be asked to make thoughtful contributions in large and small group discussions and share your informed reactions to readings, speakers, and general class discussions.

▪ Ahas, Good Ideas, and Things to Consider Log and Blog

Keep a running list or log of “ahas,” good ideas, and things to consider in order to become a more effective teacher. These entries might emanate from assigned or optional readings, class discussions, observations, presentations, etc. You might also ponder a question with which you are grappling. Where appropriate, link to a good resource.

You will contribute at least 10 of these entries to our class blog. Use a descriptive title for your entries. Include an explanation of each (and its source) and why you think each is an “aha” for you, a good idea, or worth considering. How might this aha, good idea, or consideration help you become a more effective teacher?

At least three entries should come from three different readings for the course. At least one item should come from a teaching center at a college or university that you have browsed on-line. As always, your log/blog entries should include appropriate citations when referring to the works of others.

You must also provide at least 10 substantive comments to other students’ entries. These 10 comments should be posted to 10 different students.

Directions for submitting the blog entries will be distributed in class.

Here’s a sample of a course blog: <http://isys6621.com/>.

▪ **Teaching Philosophy Statements**

You will prepare two teaching philosophy statements. The first will not be graded and is due during the third class period. The second is due later in the semester. We will discuss these statements during class, including suggestions of what you might include. Attach the first statement with my comments when you submit the second statement.

▪ **Teaching Observation, Interview, and Paper**

Choose a topic related to college teaching and using professional journals or books from 2000 or later, locate at least 5 articles or chapters (beyond those assigned for class) pertaining to that topic. You must use at least three different sources and at least two must be refereed, research-based journal articles. (Highlight the research articles on your reference list.) Read these sources carefully before conducting your interview and observing a class.

Suggestions for topics include (but are not limited to) classroom technology, cognitive development, distance education, diversity in the classroom, evaluating students, facilitating discussion, first-year seminars, learning communities, learning styles, managing conflict in the classroom, problem-based learning, student affairs–academic affairs classroom collaborations, teaching as scholarship, teaching evaluations, and teaching large sections. Be certain that your topic is clearly identified in your paper.

Directions:

Contact a faculty member on a college campus (tenure or tenure-track faculty member is encouraged but not required) and request permission to observe (not participate in) a class session and conduct a short in-person (not via e-mail) interview to discuss college teaching in general and your specific topic.

In deciding on a faculty member and course:

- Select an instructor with whom you have not taken a class.
- You might consider a course in another discipline to compare similarities and differences to your own.
- You are encouraged to observe a professor whose race and/or gender is different from yours.
- If you need ideas for a class to observe, please talk with your classmates or me.

- Plan early to do your observation. Be certain that you do not attend on an exam day, which will provide little teaching to observe. Please remember you are there to observe the class, not to participate in it.
- Try to obtain a copy of the syllabus and attach it to your paper (blanking out the professor's name).
- Write a paper not exceeding 3500 words in which you discuss your chosen topic. In constructing the paper, you should:
 - Describe the course (e.g., an undergraduate biology course for non-majors) but use a pseudonym for the professor.
 - Describe the class session you observed.
 - Critique the course syllabus and your class observation.
 - Discuss what you have learned on your topic. This discussion should be informed by the literature on your topic, related class readings, your observation and interview, and the syllabus.
 - Include in the paper things you hope to incorporate and avoid in your own teaching to be an effective college teacher.
 - Focus on synthesis and integration throughout the paper.
 - Include the word count at the end of the paper. You do not need to count the reference page. Highlight the research articles on your reference list.
 - You do not need to cite your interview as “personal communication” throughout your paper. Just set up your paper indicating that you interviewed Dr. So-and-So. Then you can write something to the effect of “Dr. So-and-So stressed the importance of . . .”
 - Your tone should be personal, not detached. It is appropriate to refer to yourself in the first person in the paper.

Interviews

In order to conform with BGSU's guidelines for the ethical treatment of human subjects in research, you **MUST** inform participants of the following points before you start the interview:

- Why you are conducting the interviewing
- What you will do with the information you collect
- If you are taping the interview, that you will erase or destroy the recording once you are done with the information on it
- How you will protect their confidentiality
- That they can decline to answer any question and can end the interview at any point
- That if they have any questions or concerns about the interview, they can contact your professor (Give them my contact information from the front of this syllabus)

▪ Syllabus and Narrative

Create a syllabus for an academic, for-credit course that you will or would like to teach in your discipline. Attach a narrative, not to exceed 750 words, that provides a thoughtful rationale for your syllabus. Why did you construct it as you did? How does it reflect your philosophy of teaching? Include the word count at the end of the narrative.

If you revise a syllabus for a course you are teaching, have taught, or have taken, also submit the original syllabus. Explain in your narrative why you made the changes you did and why you kept other things the same. Even if it is not the case, assume you have full control of the course and design your syllabus from

that perspective. In other words, do not limit yourself to a structure or schedule imposed on you by a standardized syllabus from which you must teach.

If you and a classmate provide substantive feedback to each other and submit both your draft with comments and your final draft, additional points may be awarded for constructive feedback that improves the final project.

▪ **Teaching Presentation or Course Web Site**

Choose a small segment of your syllabus and plan and present a 20-minute lesson to the class. (Time may be adjusted depending on the total number of students opting to do the teaching presentation.) You are not expected to do an elaborate lesson in this short time and will need to make difficult choices for your lesson. You should also develop an evaluation tool that class members will use to provide feedback to you. Seek input on items of particular interest to you and leave space for additional feedback. In addition to written feedback, the class will provide verbal feedback to you. [I will entertain proposals for co-teaching and/or presenting on a class topic versus one that comes from your syllabus.]

– OR –

If you are currently teaching a college-level course or are scheduled to teach one soon, you may choose instead to develop a website for your course. It should include, at minimum, your syllabus and other important resources for students. Once your site is developed, you should notify the class and provide an evaluation tool that class members will use to provide feedback to you when they visit your site. As scheduling for teaching presentations will be tight, once you have committed to this option, you must complete it.

▪ **Notes on Learning Activities**

Assignments are due at the beginning of class on the dates indicated on the schedule. Late assignments may receive little or no written feedback and will receive a lower grade unless we have made other arrangements prior to class.

You are strongly encouraged to work with a classmate to critique and proofread one another's assignments. Each of you is likely to submit better papers and projects as a result of that process. Typographical and grammatical errors detract from your work and will be reflected in your grade. Written assignments should be submitted in APA Style (6th edition). If your discipline uses a different style manual, you may use that. On your title page, indicate the style used.

If you wish to propose an alternate assignment, please develop a short proposal for discussion.

You are responsible for everything that is covered, distributed, or announced during class. If an absence is unavoidable, you should arrange with a classmate to receive handouts and announcements. Students with three or more absences are unlikely to earn a grade higher than B.

Evaluation

▪ Teaching Philosophy Statement	15%
▪ Ahas, Good Ideas, and Things to Consider Log and Blog	15%
▪ Teaching Paper	25%
▪ Teaching Presentation or Web Site	20%
▪ Syllabus and Narrative	25%

Your final grade in the course based on is the weighted average of grades received on individual assignments and your contributions to in-class activities, discussions, and the class blog.

About grading: An “A” paper is excellent—very strong in every sense. It represents a very solid job in addressing all aspects of the assignment, shows complex thinking and insight, reflects graduate-level writing (including introductory and concluding comments and appropriate transitions linking various sections), and is free of errors (e.g., APA, grammar, spelling, syntax, logic, organization, clarity, style). A “B” paper is good. It has some weaknesses in one or more of these areas but captures the essential elements of the assignment. Lower grades are assigned to papers with more significant weaknesses in the areas noted above and that do not reflect the quality expected in graduate-level studies.

Incompletes are not given except for major emergencies (e.g., hospitalization) late in the term and only after consultation and mutual agreement upon a contract specifying when the work will be completed.

Incompletes are not granted simply because more time is desired to complete the assignments or one wishes to complete the course during a subsequent semester.

Academic Integrity

From the 2014-2015 *Graduate Catalog*:

Academic honesty is the central value of an academic community. It is expected that graduate students will neither engage in nor facilitate cheating (using or attempting to use unauthorized materials, information, or study aids), fabrication (falsification or invention of any information or citation), or plagiarism (representing the words or ideas of others as one’s own) in their academic work. All graduate students are strongly encouraged to view the Code of Academic Conduct (Academic Honesty Policy) in the Student Handbook.

(<http://www.bgsu.edu/content/dam/BGSU/student-affairs/Student-Conduct/documents/Student-Handbook.pdf>) (p. 33)

Policies and Reminders

- If you have a documented disability, are registered with the Office of Disability Services (<http://www.bgsu.edu/disability-services.html>), and are entitled to accommodations, please inform me as soon as possible so we can make appropriate arrangements.
- If you will miss class due to a religious observance, please notify me as soon as possible.
- Announcements will be distributed via e-mail. Please check your account regularly.
- If you bring a cell phone or other electronic device to class, please assure that it is either off or on silent mode and put it out of sight. If you have an unusual situation during which you may need to take a call during class, please let me know before class begins if possible, sit near the door, and slip out quietly to talk. Texting (sending or receiving) during class is distracting and should not occur. Laptop computers are permitted for note taking. Web browsers, social media, and communication tools should be closed.

Resources

- BGSU Center for Faculty Excellence: <http://www.bgsu.edu/center-for-faculty-excellence.html>
- Carnegie Foundation for the Advancement of Teaching: <http://www.carnegiefoundation.org/>
- Chronicle of Higher Education Advice Columns: <http://chronicle.com/section/Advice-Columns/144?cid=megamenu> (See: On Course and The Adjunct Track)
- Faculty Focus: <http://www.facultyfocus.com/>
- Illinois State University Center for Teaching and Learning: <http://ctlt.illinoisstate.edu/pedagogy/lifts/>
- Inside Higher Ed: <https://www.insidehighered.com/news/focus/teaching-and-learning>
- Tomorrow’s Professor: <http://cgi.stanford.edu/~dept-ctl/tomprof/postings.php>

- You may subscribe or unsubscribe to TP Mailing List by following this link:
<https://mailman.stanford.edu/mailman/listinfo/tomorrows-professor>
- Top 10 Books on Teaching: <http://chronicle.com/article/Top-10-Books-on-Teaching/147015/>

Course Topics and Schedule

Required and recommended articles are on course Canvas site

January 14 – Class #1: Course Overview and Introductions / Teaching and Learning
<p>Read:</p> <ul style="list-style-type: none"> ▪ Barr, R. B., & Tagg, J. (1995). From teaching to learning: A new paradigm for undergraduate education. <i>Change: The Magazine of Higher Learning</i>, 27(6), 12-25.
January 21 – Class #2: Facilitating Student Learning
<p>Read:</p> <ul style="list-style-type: none"> ▪ Bain – Chapter 1 – Introduction: Defining the Best & Chapter 2 – What Do They Know about How We Learn? ▪ Shulman, L. S. (1999). Taking learning seriously. <i>Change: The Magazine of Higher Learning</i>, 31(4), 11-17. ▪ Cross K. P. (1999). What do we know about students' learning, and how do we know it? <i>Innovative Higher Education</i>, 23, 255-270. ▪ Optional: Blake, H. J. (2007). The crucial role of student affairs professionals in the learning process. In E. L. Moore (Ed.), <i>Student affairs staff as teachers</i> (New Directions for Student Services No. 117, pp. 65-72). San Francisco, CA: Jossey-Bass.
January 28 – Class #3: Learning Partnerships and Principles
<p>Read:</p> <ul style="list-style-type: none"> ▪ Bain Chapter 3 – How Do They Prepare to Teach? ▪ Baxter Magolda, M. B. (2005). Learning partnerships model: A framework for promoting self-authorship [2004]. In M. E. Wilson & L. E. Wolf-Wendel (Eds.), <i>ASHE reader on college student development theory</i> (pp. 609-624). Boston: Pearson Custom Publishing. ▪ Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. <i>The Wingspread Journal</i>, 9(2), special insert. (Reprinted from AAHE Bulletin, 39(7), 3-7. ▪ Optional: Wilson, M. E. (2004). Teaching, learning, and millennial students. In M. D. Coomes & R. D. DeBard (Eds.), <i>Serving the millennial generation</i> (New Directions for Student Services No. 106, pp. 59-71). San Francisco: Jossey-Bass. ▪ Taylor, K. & Haynes, C. (2008). A framework for intentionally fostering student learning. <i>About Campus</i>, 13(5), 1-11. ▪ Be prepared to select whether you will do a teaching presentation or course Web site ▪ Complete and bring to class: <ul style="list-style-type: none"> ○ If you are teaching or have taught a college course: Do the “Seven Principles for Good Practice Faculty Inventory” [Canvas] ○ If you have not taught a college course: Do the “Teaching Goals Inventory” at http://fm.iowa.uiowa.edu/fmi/xsl/tgi/data_entry.xsl?-db=tgi_data&-lay=Layout01&-view <p>Submit: Teaching Philosophy Statement I</p>

February 4 – Class #4: Skills and Strategies for Facilitating Active Learning**Read:**

- Svinicki & McKeachie Chapters 4, 14, 15, 18, 19
- Bain Chapter 5 – How Do They Conduct Class?
- Black, K. A., (1993). What to do when you stop lecturing. *Journal of Chemical Education*, 70, 140-144. [See also: Black Syllabus]
- Roehling, P. V., Lee Vander Kooi, T. L., Dykema S., Quisenberry, B. & Vandlen, C. (2011). Engaging the millennial generation in class discussions. *College Teaching*, 59(1), 1-6.
- Warren, R. G. (1997). Engaging students in active learning. *About Campus*, 2(1), 16-20.
- McKinney, K. (2005). Active learning. Retrieved from Illinois State University Center for Teaching, Learning & Technology

Guest Speaker: Paul Gordon Brown, Ph.D. Candidate at Boston College, Teaching with Social Media and Technology @paulgordonbrown

February 11 – Class #5: More Teaching Strategies and Technologies**Read:**

- Svinicki & McKeachie Chapters 5, 6, 16, 17
- Schimazoe, J., & Aldrich, H. (2010). Group work can be gratifying: Understanding & overcoming resistance to cooperative learning. *College Teaching*, 58, 52-57.
- Ehrmann, S. C. (2010, September/October). Taking the long view: Ten recommendations about time, money, technology, and learning. *Change: The Magazine of Higher Learning*, 16-22.
- Dahlstrom, E., de Boor, T., Grunwald, P., & Vockley, M. (2011, October). *The ECAR national study of undergraduate students and information technology, 2011* (Research Report). Boulder, CO: EDUCAUSE Center for Applied Research.

See: University of Phoenix <http://www.phoenix.edu> or Western Governors University <http://www.wgu.edu>

February 18 – Class #6: Understanding Students**Read:**

- Svinicki & McKeachie Chapters 11, 13
- Bain Chapter 4 – What Do They Expect of Their Students?
- Hirschy, A. S., & Wilson, M. E. (2002). The sociology of the classroom and its influence on student learning. *Peabody Journal of Education*, 77(3), 85-100.
- Riener, C., & Willingham, D. (2010). The myth of learning styles. *Change: The Magazine of Higher Learning*, 42(5), 32-35.
- Brinkworth, R., et al., (2009). First year expectations and experiences: Student and teacher perspectives. *Higher Education*, 59, 157-173.
- Rose, M. (2014). Coming back to school: What returning students can teach us about learning and development. *Change: The Magazine of Higher Learning*, 46(2), 58-61.

Recommended:

- Wilson, M. E., & Dannells, M. (2010). Orientation and first-year programs: A profile of participating students. In J. A. Ward-Roof (Ed.), *Designing successful transitions: A guide for orienting students to college* (Monograph 13, 3rd ed., pp. 149-165). Columbia, SC: National Resource Center for the First-Year Experience and Students in Transition (University of South Carolina).

February 25 – Class #7: Diversity in Higher Education**Read:**

- Bowen, W. G. (1999, January). *The compelling need for diversity in higher education. Expert report of William G. Bowen for Gratz, et al. v. Bollinger, et al.*, No. 97-75321 (E.D. Mich.). Retrieved from <http://www.vpcomm.umich.edu/admissions/research/expert/bowen.html>
- Denson, N., & Chang, M. J. (2009). Racial diversity matters: The impact of diversity-related student engagement and institutional context. *American Educational Research Journal*, 46, 322-353.
- Chesler, M., & Young, A. A., Jr. (2007). Faculty members' social identities and classroom authority. In M. Kaplan & A. T. Miller (Eds.), *Scholarship of multicultural teaching and learning* (New Directions for Teaching and Learning No. 111, pp. 11-19). San Francisco, CA: Wiley.

Recommended:

- Weber, L. (1998). A conceptual framework for understanding race, class, gender, and sexuality. *Psychology of Women Quarterly*, 22, 13-32.

Submit: Teaching Paper

March 4 – Class #8: Planning a Course / Creating a Syllabus and Objectives**Read:**

- Svinicki & McKeachie Chapters 1, 2, 3
- The Learner-Centered Syllabus (Teaching and Learning Guide)
- Matejka, K., & Kurke, L. B. (1994). Designing a great syllabus. *College Teaching*, 42(3), 115-117.
- Singham, M. (2007). Death to the syllabus! *Liberal Education*, 93(4) 52-56.
- Shulman, L. (2002). Making differences: A table of learning. *Change: The Magazine of Higher Learning*, 34(6), 36-44.
- Limbach, B. J., & Waugh, W. L. (2005). Questioning the lecture format. *Thought & Action*, 21, 47-56.

March 11 – Spring Break (No Class)**March 18 – Class #9: Faculty Culture and Careers / Teaching Philosophy****Read:**

- Coppola, B.P. (2002). Writing a statement of teaching philosophy. *Journal of College Science Teaching*, 31, 448-453.
- Writing a Teaching Philosophy (Teaching and Learning Guide)
- Locate and bring to class: A sample teaching philosophy statement
- Gappa, J. M., Austin, A. E., Trice, A. G. (2005). Rethinking academic work and workplaces. *Change: The Magazine of Higher Learning*, 37(6), 32-39.
- Nicastro, N. H. (2005). Teaching from both sides of the desk. *Thought & Action*, 21, 57-68.
- BGSU Tenure Guidelines

Recommended:

- Rosovsky, H. (1990). Academic life: Some virtues, some vices. *The university: An owner's manual* (pp. 159-176). New York: Norton.
- Future Faculty Preparation Program: http://www.vanderbilt.edu/cft/programs/graduate_student/f2p2.htm
- Adso, J. (2002, February 27). Figuring out what counts in the tenure game. *Chronicle of Higher Education*. Retrieved from <http://chronicle.com>

- Lesboprof. (2007, May 25). Tenure and the unspoken rules. *Inside Higher Ed*. Retrieved from <http://www.insidehighered.com/views/2007/05/25/rules>

March 25 – Class #10: Teaching with Technology

Guest Professor: Dr. Paul Cesarini, Executive Director, Center for Faculty Excellence
 Meet at the Center for Faculty Excellence – 202C University Hall
 Readings to be announced.

April 1 – Class #11: Cognitive Development / Teaching for Higher-Level Goals

Read:

- Svinicki & McKeachie Chapters 20, 21
- King, P. M., & Baxter Magolda, M. B. (2011). Student learning. J. H. Schuh, S. R. Jones, S. R. Harper, & Associates, *Student services: A handbook for the profession* (5th ed., pp. 207-225). San Francisco, CA: Jossey-Bass.
- Perry, W. G., Jr. (1985). *Different worlds in the same classroom: Students' evolution of knowledge and their expectations of teachers*. Cambridge, MA: Derek Bok Center for Teaching and Learning, Harvard University. Retrieved from <http://isites.harvard.edu/fs/html/icb.topic58474/perry.html>
- Clinchy, B. M. (2000). Toward a more connected vision of higher education. In M. B. Baxter Magolda (Ed.), *Teaching to promote intellectual and personal maturity: Incorporating students' worldviews and identities into the learning process* (New Directions for Teaching and Learning No. 82, pp. 27-35). San Francisco, CA: Jossey-Bass.

April 8 – Class #12: Ethics in Teaching / Sexual Harassment

Read:

- Svinicki & McKeachie Chapters 22
- Bain Chapter 6 – How Do They Treat Their Students?
- American Association of University Professors. (1987). *Statement on professional ethics*. Washington, DC: Author. Retrieved from <http://www.aaup.org/AAUP/pubsres/policydocs/contents/statementonprofessionalethics.htm>
- Murray, H., Gillese, E., Lennon, M., Mercer, P., & Robinson, M. (1996). *Ethical principles in university teaching*. North York, Ontario, Canada: STLHE/SAPES. Retrieved from <http://www.eric.ed.gov>
- Bowling Green State University. (1981). Sexual harassment policy. <http://www.bgsu.edu/title-ix/sexual-harassment-policy.html>
- Hutton, P. A. (2006). Understanding student cheating and what educators can do about it. *College Teaching*, 54(1), 171-176.
- Redden, E. (2007, May 24). Cheating across cultures. *Inside Higher Ed*. Retrieved from <http://www.insidehighered.com/news/2007/05/24/cheating>

Submit: Teaching Philosophy Statement II (Return 1st statement with comments)

April 15 – Class #13: Class-Designed Session / Classroom Confidence
Submit: Syllabus and Narrative
April 22 – Class #14: Teaching Presentations / Assessment and Grading / Student Affairs Professionals as Teachers
<ul style="list-style-type: none"> ▪ Svinicki & McKeachie Chapters 7, 8, 9, 10 ▪ Elbow, P. (1997). Grading student writing: Making it simpler, fairer, clearer. In M. D. Sorcinelli, & P. Elbow (Eds.), <i>Writing to learn: Strategies for assigning and responding to writing across the disciplines</i> (New Directions for Teaching and Learning No. 69, pp. 127-140). <p>Recommended for those in Higher Education and Student Affairs:</p> <ul style="list-style-type: none"> ▪ Moore, E. L., & Marsh, R. S. (2007). College teaching for student affairs professionals. In E. L. Moore (Ed.), <i>Student affairs staff as teachers</i> (New Directions for Student Services No. 117, pp. 3-11). San Francisco, CA: Jossey-Bass. ▪ Stuart Hunter, M., & Murray, K. A. (2007). New frontiers for student affairs professionals: Teaching and the first-year experience. In E. L. Moore (Ed.), <i>Student affairs staff as teachers</i> (New Directions for Student Services No. 117, pp. 25-34). San Francisco, CA: Jossey-Bass. ▪ Ellerton, S., & Thoennes, K. V. (2007). Reframing teaching and learning: Lessons from learning communities for student affairs. In E. L. Moore (Ed.), <i>Student affairs staff as teachers</i> (New Directions for Student Services No. 117, pp. 35-46). San Francisco, CA: Jossey-Bass.
April 29 – Class #15: Teaching Presentations / Using Course Evaluations
<p>Read: Bain Chapter 7 – How Do They Evaluate Their Students and Themselves? & Epilogue: What We Can Learn from Them</p> <p>Bain, K. (1996). <i>Using student ratings</i>. Retrieved November 22, 2005 from New York University Center for Teaching Excellence: http://www.nyu.edu/</p> <p>Hassan, K. E. (2009). Investigating substantive and consequential validity of student ratings of instruction. <i>Higher Education Research & Development</i>, 28(3), 319-333.</p> <p>Jenkins, R. (2006, November 15). Evaluate this. <i>Chronicle of Higher Education</i>, p. B24. Retrieved from http://chronicle.com</p> <p>University of Michigan Teaching Evaluations and Design a Questionnaire</p> <p>Submit: Course Website (for students choosing that option)</p>
May 6 – Class #16: Teaching Presentations / Website Evaluations / Course Evaluation
<p>Read: Svinicki & McKeachie Chapter 23 – Vitality and Growth Throughout Your Teaching Career</p> <p>Submit: Evaluation of course Web sites and HIED 7340 course evaluation</p>