Georgia | Center for
Tech | Teaching and Learning

Fundamentals of Teaching & Learning in Higher Education
SPECIAL POSTDOC SECTION
Tuesdays, 3:30-5:30 PM
January 10 – April 18, 2017

Facilitator:
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    Clough 457

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Course Description:
This non-credit course gives postdoctoral scholars the opportunity to learn and apply principles of learner-centered teaching that are based on the research about how people learn. You will have the opportunity to read and discuss how learning works, develop course materials in line with the principles of good teaching practices, try out some teaching techniques, and give and receive feedback on what you produce. In addition, you will have the opportunity to synthesize your own experiences and views, in light of the course content, into a statement of teaching philosophy that can be used for future professional activities (e.g., on the academic job market).

Course Learning Objectives
By the end of this semester, you should be able to:

- Design courses, syllabi, assessment tools, and lessons grounded in alignment between learning objectives, instructional activities, and assessment methods;
- Implement teaching strategies that align with the principles of learner-centered teaching and what we know about effective teaching and student learning;
- Respond effectively to student and peer feedback about your teaching;
- Articulate your own philosophy of teaching in forms that will be useful on the academic job market (e.g., written teaching statement, verbal responses to questions about teaching, etc.).

Your Commitment:
See the schedule on page 2 for information about the general layout of our sessions. Given the demands and constraints on the lives of postdocs, very little work outside of class will be strictly required. However, there are three sessions for which you will need to prepare something in advance (two short lessons and a syllabus). In addition, we expect that participants will attend and participate in our weekly sessions, and we strongly encourage engagement with the recommended readings.

Please make sure you schedule the time you need to participate fully in this course, and please notify Ruth of expected absences so that she can plan accordingly.

2017 Schedule

*The reading each week is supplemental but highly encouraged. Items highlighted in green are required for effective participation in class on the associated day. Details and documents are available on T-Square (*http://t-square.gatech.edu/*).*

Date	Topic	Preparation
Jan. 10	How Learning Works	
Jan. 17	Engaging Students through Active Learning	Reading: Freeman *et al* (2014)
Jan. 24	Preparing & Delivering Effective Lectures	Reading: Svinicki & McKeachie (2006)
Jan. 31	Microteaching #1	Prepare 5 min. lesson
Feb. 7	Student Motivation: How it works & what to do about it	Reading: Ambrose *et al* (2010)
Feb. 14	Course & Syllabus Design	Explore http://www.cmu.edu/teaching/designteach/design/learningobjectives.html
Feb. 21	Supporting Student Learning through Good Assessment Practices	Reading: Dirks *et al* (2014)
Feb. 28	Syllabus Workshop	Prepare a draft syllabus
Mar. 7	Classroom Assessment Techniques	Reading: Angelo & Cross (1993)
Mar. 14	Leveraging Slides to Support Student Learning	Reading: Clark & Mayer (2002)
Mar. 21	Mentoring & Advising Graduate Students & Postdocs	Explore http://ctl.gatech.edu/resources/best-practices/idps
Mar. 28	Microteaching #2	Prepare 10 min. lesson
Apr. 4	Hybrid, Online, Flipped, & Blended Classes	Reading: Miller (2014)
Apr. 11	Writing an Effective Teaching Statement	Watch: https://www.youtube.com/watch?v=fXKtk4_utlg (parts 1-3)
Apr. 18	My Evolution as a Teacher	

Participation in Tech to Teaching
This opportunity can be used to fulfill several Tech to Teaching certificate learning objectives. To earn Tech to Teaching credit requires attendance at 75% of our sessions, and the submission (and possible revision) of four course artifacts: a course syllabus, a course assessment tool (e.g., a design for a group project), a classroom assessment tool, and a lesson plan. For more information about the requirements for the Tech to Teaching version of this experience, please first visit our website, then make an appointment to talk with Ruth at a time that is convenient for you. You can see her free-busy calendar at http://bit.ly/ruthscalendar.