Course Objectives
This pedagogy seminar will prepare graduate students for teaching. The course is intended to help you as you prepare to teach your own courses in the Department of History at the University of Illinois (498, summer school, and stand-alone, semester-long courses and 8 week courses) and in any future teaching positions beyond the U of I. Members of the Pedagogy Seminar will 1) read about and discuss theoretical and practical issues in teaching; 2) prepare a polished syllabus that can be included in a teaching portfolio as part of a job application; 3) prepare a teaching philosophy that can be included in a teaching portfolio as part of a job application; and 4) gain evidence on their transcript of having received pedagogy training.

The Pedagogy Seminar is open to all graduate students. Although designed for students in the Department of History, students in other humanities disciplines are welcome. Attendance at all sessions is required.

Our readings consist of an electronic coursepack [CP] available on the Department of History website http://www.history.illinois.edu/resources/. We will also read all of Ken Bain’s What the Best College Teachers Do (2004) available electronically through the U of I library.

You might also wish to purchase Katherine Gottschalk/Keith Hjortshoj, The Elements of Teaching Writing (1993 edition or later) and Wilbert J. McEachie, Teaching Tips, any edition.

Appreciation for and Utilization of Diversity:
We’re fortunate because students and instructors bring a diversity of experiences, ideas, and perspectives to this course. That diversity is essential to understanding any course in the humanities. Discussion is fundamental to this course because it allows us to express and share this diversity.

Note: Any student with a disability requiring accommodations in this course is encouraged to contact the instructor after class or during office hours.
Schedule of Meetings

Week 2: January 23
Introduction

Topics:
What is the Pedagogy Seminar? Who are we? Who are our students?
Diversity, respect for students and for classroom time
Understanding the rules of the institution where you work
Department’s syllabus bank – drawing on the resources in Gregory Hall

Assignment:
Please bring to class a proposal for a course you would like to teach someday – anything from a title and paragraph to a syllabus

Week 3: January 30
Getting Started

Meet at the University’s resources on teaching, Center for Teaching Excellence:
http://cte.illinois.edu/ for a tour of the Center for Innovative Teaching and Learning, 428 Armory

Discussion about teaching portfolios and teaching philosophies

Required Readings [CP]:
Ken Bain, *What the Best College Teachers Do*, chapter 1-2
[CP] Parker J. Palmer, “Good Talk about Good Teaching”

Recommended Readings [CP]-- please choose one to summarize and discuss:
Terry Seip, “Into the Classroom! Tips and Tricks to Succeed as a Teacher”
Robert Boice, “Characteristics of New Faculty Who Succeed.”
Howard B. Altman, “Designing a Course Syllabus”
Vicky Casella, Module on preparing a syllabus:
http://oct.sfsu.edu/design/syllabus/index.html
Acitelli, “Learning and Teaching During Office Hours:
http://www.crlt.umich.edu/gsis/P4_5.php
M. T. Turvey, “Preparing a Course”
University of Illinois, grading policies:
http://provost.illinois.edu/resources/Faculty/FERPA_Faculty.pdf
http://admin.illinois.edu/policy/code/article1_part1_1-101.html
http://admin.illinois.edu/policy/code/article3_part1_3-101.html

Assignments:
Note down specific experiences of effective learning that you had as a student. Why did this kind of teaching work? Please prepare to present an example of how you might incorporate this example into your own syllabus.
Use comments from class to begin ongoing revision of your course syllabus.
Begin writing your teaching philosophy. Other portfolio materials that should be gathered over the course of the semester include ICES scores, qualitative feedback on teaching, teaching observations, and sample syllabi.
Week 4: February 6
Teaching Does Not Equal Learning

A visit from Karen Rodriguez, Associate Director, Office of Undergraduate Research

Exchange and discuss existing versions of course proposals

Topics:
Techniques to promote learning: asking questions, teaching through problem-solving, unhelpful habits to avoid, writing, sequenced assignments, using “key” moments (such as testing) to full advantage, library assignments

Required Readings [CP]:
McKeachie, ch. 6, “Lecturing”
Marilla D. Svinicki, “Practical Implications of Cognitive Theories”
Bain, What the Best College Teachers Do, chapters 3-4

Recommended Readings [CP] – please choose one to summarize and discuss
Joseph Lowman, “Promoting Motivation and Learning”
Robert G. Kraft, “Group-Inquiry Turns Passive Students Active”
Robert G. Kraft, “Strategies to Extend Student Thinking”
Beverly Black and Elizabeth Axelson, Teaching Students to Solve Problems:
http://www.cirtl.net/node/2622
Vanderbilt University, Center for Teaching, “Teaching Problem Solving”
http://jstor.org/stable/2943844
Joanne Gainen Kurfiss, “Critical Thinking by Design”
Margaret Nuzum, “Using Tests as Teaching Tools”
UVA Handbook for Faculty and Teaching Assistants, “Preparing a Course, the first day”
Sandra M. Napell, “Six Ways to Handle Nervousness”
Sandra M. Napell, “Six Common Non-Facilitating Teaching Behaviors”
Barbara Walvoord and John Breihan, “Helping Faculty Design Assignment-Centered Courses”
Barbara Walvoord and John Breihan, “Arguing and Debating: Breihan’s History Course”
Teaching Strategies, “Active Learning”
Donald Paulson and Jennifer Faust, “Active Learning”

Assignments:
Choose a term, concept, theory that is important for the course you plan to teach (for example, Marx’s definition of commodity). Prepare a brief exercise of up to 5 minutes in which you teach a concept using an interactive, “active learning” technique from these readings. This is NOT to be a mini-lecture. Think of it as one moment in some larger lecture in which you want to ensure that students have understood a term, concept, theory, thesis. Teach us in the next class.

Attend a large lecture class (40 students or more). Take notes on what you find effective and why.
Week 5: February 13
Discussions and presentations of terms, concepts or theory for your course
Discussion of large lecture class and what was effective and why

Week 6: February 20
Discussions and a Democratic Classroom

Workshop led by the Office of Inclusion and Intercultural Relations

Assignment:
Develop two different, specific discussion plans for your course syllabus. (These may or may not show up on the version of the syllabus you eventually give students, depending on the preparation asked of students.) Bring handouts explaining your plans to class for distribution and discussion.

Saturday February 25: TA WORKSHOP
Attendance is highly recommended for our seminar

Week 7: February 27
Topics:
Planning and leading discussions
The classroom as a democratic space – remaining mindful of diversity in the classroom
We’ll try out the discussion plans you’ve devised

John Dewey on education as an essential part of democracy:

Upon the educational side, we note first that the realization of a form of social life in which interests are mutually interpenetrating, and where progress, or readjustment, is an important consideration, makes a democratic community more interested than other communities have cause to be in deliberate and systematic education. The devotion of democracy to education is a familiar fact. The superficial explanation is that a government resting upon popular suffrage cannot be successful unless those who elect and who obey their governors are educated. Since a democratic society repudiates the principle of external authority, it must find a substitute in voluntary disposition and interest; these can be created only by education. But there is a deeper explanation. A democracy is more than a form of government; it is primarily a mode of associated living, of conjoint communicated experience. The extension in space of the number of individuals who participate in an interest so that each has to refer his own action to that of others, and to consider the action of others to give point and direction to his own, is equivalent to the breaking down of those barriers of class, race, and national territory which kept men from perceiving the full import of their activity. These more numerous and more varied points of contact denote a greater diversity of stimuli to which an individual has to respond; they consequently put a premium on variation in his action. They secure a liberation of powers which remain suppressed as long as the incitations to action are partial, as they must be in a group which in its exclusiveness shuts out many interests.

Required Readings [CP]:
McKeachie, Ch. 5, “Facilitating Discussion”
McKeachie, Ch. 18, "Teaching Large Classes"
Peter J. Frederick, “The Dreaded Discussion: Ten Ways to Start”
William E. Cashin and Philip C. McKnight, “Improving Discussions”
Bain, What the Best College Teachers Do, chapters 5-6

**Recommended Readings [CP] – please choose one to summarize and discuss**

Barbara Gross Davis, “Encouraging Student Participation in Discussion”
Barbara Gross Davis, “Diversity and Complexity in the Classroom: Considerations of Race, Ethnicity, and Gender”
Catherine G. Krupnick, “Women and Men in the Classroom: Inequality and Its Remedies”
Robert M. Hall et al., “The Classroom Climate: A Chilly One for Women?”
Peggy McIntosh, “White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women’s Studies”
“Advantages and Disadvantages of the Lecture Method”
“Suggestions for Effective Presentation Design and Delivery”
More from the excellent website: http://teaching.berkeley.edu/compendium/_
"Suggestion 212. Implement good practices in teaching large lecture courses:" http://teaching.berkeley.edu/compendium/suggestions/file212.html
Peter J. Frederick, “The Lively Lecture – 8 Variations”
Peter Filene, “A Recipe for a Successful Lecture”
Heather Dubrow and James Wilkinson, “The Theory and Practice of Lectures”
http://teaching.uncc.edu/articles-books/best-practice-articles/large-classes/handbook-large-classes
J. Richard Aronson, “Six Keys to Effective Instruction in Large Classes”

**Assignments:**
Attend any small class (20 students or fewer). Take notes about what you think worked and why.

**Week 8: March 6**
Teaching with Technology
Ashley Hetrick will join us to showcase the various classroom technologies including iclicker. Courtney Cain will share their experiences teaching online.

**Topics:**
Technologies available for the classroom
Promise and perils of technology
Incorporating technology into your classroom activity

**Required Readings [CP]:**
McKeachie, Ch. 17, "Teaching and Technology"
Section on "Audiovisual Aids": http://ctl.stanford.edu/handbook/lecturing.html: note especially the blackboard.
Bain, What the Best College Teachers Do, chapters 7 and Epilogue

Recommended Readings [CP] – please choose one to summarize and discuss
"Students in Western Civ find Wikipedia…"
"Wikipedia or Wickedpedia" http://educationnext.org/wikipedia-or-wickedpedia/
Lynn D. Lampert, "Where Will They Find History? The Challenges of Information Literacy Instruction": http://www.historians.org/perspectives/issues/2006/0602/0602tea1.cfm
Michael W. Flamm, "The Promise and Pitfalls of PowerPoint:"
http://www.historians.org/perspectives/issues/2008/0803/0803vie2.cfm
Jeffrey R. Young, "When Computers Leave Classrooms, So Does Boredom": http://chronicle.com/article/Teach-Naked-Effort-Strips/47398/
Jeffrey R. Young, "When Good Technology Means Bad Teaching": http://chronicle.com/article/When-Good-Technology-Means-Bad/10922
Jeffrey R. Young, "How Not To Lose Face on Facebook, for Professors": http://chronicle.com/article/How-Not-to-Lose-Face-on/24101
"Owning the Past," especially section on "fair use": http://chnm.gmu.edu/digitalhistory/copyright/index.php
Stephanie Cole, “Quit surfing and start clicking: One professor’s effort to combat the problems of teaching the U.S. survey in a large lecture hall,” History Teacher, 43(2010), 397-410.
http://www.kellimarshall.net/teaching-academia/twitter-classroom/
http://www.youtube.com/watch?v=MJUOa7VCkk4
http://www.kellimarshall.net/twitter/studies-twitter-classroom/
http://ethemes.missouri.edu/themes/1246
http://hdl.handle.net/2027/spo.5871848.0001.001
http://wikistrategies.net/wikipedia-in-the-college-classroom/

Assignments:
Devise three questions using the iclicker related to the lecture. Choose a classroom technology: wiki, website, facebook, twitter, Compass. Experiment with it and devise an assignment for your course. How and why would you integrate this technology and the assignment into your syllabus? Be ready to report on your experiences. Prepare a draft of your teaching philosophy to share in class.
Week 9: March 13: Teaching Philosophies

Bring 3 copies of your teaching philosophy to class for distribution and discussion. We will also discuss your questions for the iclicker as well as your classroom technology exercises, so bring a hard copy of the questions and a description of your classroom technology activity.

Required Readings [to be distributed as PDFs]:
Selections from bell hooks, *Teaching to Transgress*
Chapter 2 of Paulo Freire’s *Pedagogy of the Oppressed*

Week 10: March 20: Spring Break!!!

Week 11: March 27

Please e-mail me your revised teaching philosophy by Monday at 5
Class will not meet this week
Individual meetings to discuss teaching philosophies, portfolios, and syllabi

Assignment:
Write the first 10 minutes of a lecture on any topic you plan to cover in your course.

Week 12: April 3: Lecturing

Each student will give a mini-lecture and receive constructive feedback from the class.

Week 13: April 10: No class - Passover

Week 14: April 17: Teaching in varied academic settings

Panel discussion with faculty from Parkland Community College, Illinois Wesleyan University, University Laboratory School, and Eastern Illinois University. Stephanie Seawell (UIUC, 2014), Executive Director of the Illinois Labor History Society, will also join us.

Week 15: April 24: Assignments

Topics:
Assigning and evaluating writing, formal and informal writing, sequenced assignments, grading and evaluating writing, practice on grading, using sample student paper
We will finish up sample mini-lectures as needed

Required Readings [CP]:
McKeachie, ch. 16, “Using High Stakes and Low Stakes Writing to Enhance Learning”
Kate Kiefer, “Integrating Writing into Any Course: Starting Points”

Recommended Readings [CP] – please choose one to summarize and discuss:
“Helping Students to Write Better in All Courses”
Peter Elbow, “Writing For Learning – Not Just for Demonstrating Learning”
Richard H. Haswell, “Minimal Marking”
Assignments:
Add or complete the writing assignments for your course syllabus. Consider both the structure of the assignments and your plans for how to evaluate them. Devise a rubric. Bring handouts on this to class for distribution and discussion.

Note grading techniques you plan to use, and include on your syllabus draft. Bring copies of syllabus draft for distribution and discussion.

Week 16 May 1
Rare but Possible Problems; Improving Our Objectivity and Fairness

Topics:
Bring your syllabus, rubric, and draft assignments to class for distribution and discussion.

Discussion of "hot moments." Maybe the student is the problem: Plagiarism, mental and physical illness, crises, disruptive behavior, academic deficiencies, sexual harassment, University of Illinois resources to help with these situations

Maybe we are the problem: Tests and grading, sexual harassment, techniques for holding ourselves to a higher standard of objectivity and empathy.

Required Readings [CP]:
McKeachie, ch. 13, “Dealing with Student Problems and Problem Students”
McKeachie, ch. 10, “The ABCs of Assigning Grades”
McKeachie, ch. 23, “Vitality and Growth Throughout your Teaching Career”
University of Illinois Sexual Harassment policy:
http://oeea.illinois.edu/sexualharassment.html
http://admin.illinois.edu/policy/code/article1_part1_1-109.html
University of Illinois Counseling Center:
http://www.counselingcenter.illinois.edu/
University of Illinois Disability Resources and Educational Services (DRES). Please note that DRES recommends that instructors place a note in the syllabus requesting that students with disabilities contact the instructor to request accommodations
http://www.disability.illinois.edu/
University of Illinois, LAS, academic advising
http://www.las.illinois.edu/students/advising/college/
Department of History plagiarism policy:
http://www.history.illinois.edu/courses/plagiarism/

Recommended Readings [CP] – please choose one to summarize and discuss
University of Missouri, Office of Student Rights and Responsibilities
http://osrr.missouri.edu/faculty/encouraging-honesty.html
Centre for Teaching Excellence, Waterloo University
http://cte.uwaterloo.ca/teaching_resources/tips/encouraging_academic_integrity.html
The University of Illinois Center for Writing Studies
http://www.cws.illinois.edu/
Session 3 readings on diversity in the classroom are relevant here as well.

**Friday May 12: Final Assignments Due**

Turn in a final version of your syllabus and teaching philosophy

**Further Reading:**

What follows is a small selection of books on teaching and classroom management. As you come across others, please let us know and we will expand the reading list which is also available on our website.


Larry K. Michaelson, "Three Keys to Using Learning Groups Effectively":


Joan Middendorf and Alan Kalish, "The 'Change-up' in Lectures":


Lee S. Shulman, "Teaching as Community Property: Putting an End to Pedagogical Solitude," *Change* (1993), pp.6-7

Mel Silberman, "Ten Tips When Facilitating Discussion" from *Active Learning: 100 Strategies to Teach Any Subject*, pp., 24-26.


Sheila Tobias, "Disciplinary Cultures and General Education: What can we learn from our learners?": http://teaching.uchicago.edu/oldsite/pod/92-93/Tobias.htm


**These books focus specifically on teaching history classes:**


**The first day:**

Vanderbilt University Center for Teaching “First Day of Class”


UNC, Chapel Hill, Center for Faculty Excellence, “The First Day of Class…Your Chance to Make a Good First Impression”

[http://www.youtube.com/watch?v=TyRG85LqaJc](http://www.youtube.com/watch?v=TyRG85LqaJc)

**Web Resources:**

[http://cet.usc.edu/resources/teaching_learning/teaching_nuggets.html](http://cet.usc.edu/resources/teaching_learning/teaching_nuggets.html)


[http://www.vcu.edu/cte/resources/nfrg/09_02_guide_quick_starters.htm](http://www.vcu.edu/cte/resources/nfrg/09_02_guide_quick_starters.htm)

[http://www.youtube.com/watch?v=koza5352Sp0](http://www.youtube.com/watch?v=koza5352Sp0)

[http://teaching.berkeley.edu/bgd/teaching.html](http://teaching.berkeley.edu/bgd/teaching.html)


[http://www2.honolulu.hawaii.edu/facdev/guidebk/teachtip/teachtip.htm](http://www2.honolulu.hawaii.edu/facdev/guidebk/teachtip/teachtip.htm)

[http://isites.harvard.edu/icb/icb.do?keyword=k24101&pageid=icb.page123041](http://isites.harvard.edu/icb/icb.do?keyword=k24101&pageid=icb.page123041)

NWP National Writing Project webpage:


Teaching large classes: set of pdfs: [http://www.schreyerinstitute.psu.edu/Tools/Large/Preparing to Teach the Large Lecture Class:](http://www.schreyerinstitute.psu.edu/Tools/Large/Preparing to Teach the Large Lecture Class:)


Faculty Development Teaching Tips Index, from University of Honolulu:

[http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm](http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm)

University of Texas "Professional Development Model," including a series of suggestions about syllabus-creation, motivating students, and visual aids:

[http://www.texascollaborative.org/gettingstarted.htm](http://www.texascollaborative.org/gettingstarted.htm)

**Special thanks to Professor Lora Wildenthal and Prof. Carl Caldwell at Rice University for their model syllabus on which this one is based**