

**Kirkwood Center for Excellence in Learning and Teaching
Presents**

Professional Development Seminar
Course Syllabus 2007-2008

Instructor Information:

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Course Information:

Meetings dates:
Monday, 3:00 – 5:00
Aug 27 – Dec 3
Jan 29 – May 5
Room: 151 Linn

Course Description:

This course is designed for new probationary faculty and those fulltime and adjunct faculty who would like to learn more about the ways students learn and how we can use educational research to improve teaching and learning. The goals of the course are to enhance teaching effectiveness as measured by results in student learning, and to aid probationary faculty in developing skills in those competency areas identified in the Quality Faculty Plan.

During the first semester of the seminar we read and discuss Cross and Steadman's *Classroom Research: Implementing the Scholarship of Teaching*, a case studies approach to problem-based discussions integrating recent research and theory on learning, and its companion book, Angelo and Cross's *Classroom Assessment Techniques*. Seminars are time for discussion, analysis and application of these theories to lesson and assessment planning. During the second semester, guided by the demands of the Professional Development Seminar Project, each participant focuses on one student to present a problem-case. The seminar will collaboratively engage in case analysis, formulation of hypotheses about learning problems and review research literature relevant to these hypotheses. Participants will produce an artifact for professional portfolios showcasing the work with, for and of one student.

Course Prerequisite:

Having been hired to teach by Kirkwood Community College.

Learning Goals:

Seminar participants will create a teaching-learning community aimed at our ability to help students and one another learn.

Seminar participants will integrate firsthand teaching practice with recent research and theory on learning.

Seminar participants will engage collaboratively with colleagues in problem-based reading and discussions about teaching and learning.

Seminar participants will be introduced to the purposes and methods of formative assessment and classroom research to enhance teaching and learning.

Participant Learning Activities:

Learning activities include 7 assigned guided readings, mini-lectures, discussions, small group activities, visual and kinesthetic reinforcement practices, applications of theory to practice in lesson planning and assessment practices, a research project, hands-on exploring of teaching and learning technologies, and optional enrichment presentations tied to the Quality Faculty Plan's competencies. (Please see the *Professional Development Seminar Course Guide*, a separate document, for more specific information regarding assignments and lesson content. Please see the *Professional Development Seminar Project* beginning on page 4 of this document for more specific information about it.)

Instructional Resources:

Instructional resources include two texts, Cross & Steadman's *Classroom Research: Implementing the Scholarship of Teaching*, and Angelo & Cross's *Classroom Assessment Techniques* (both provided by the college); bibliographies of research articles, Formation strategies, PowerPoint presentations, art supplies for visual and kinesthetic renderings of concepts, instruction in KCELT's computer facilities relative to teaching-learning technologies, and perhaps most important of all, one another's contributions to the seminar.

Attendance Policy:

Participants are expected to be prepared for and to attend every class marked as **Required** on the Course Guide. Failure to do so will require a written "catch-up" document delivered before the next seminar. Incompletes for this work, and for the seminar in whole, may be given in rare, unavoidable circumstances discussed with your dean (if you are probationary faculty) who will then let Hope know. If you are not probationary faculty, please honor the learning community and commit yourself to being here. A *Pass* in each semester's seminar is a necessary portion of Kirkwood's probationary process.

Those participants who are not probationary faculty will receive professional development credit only for those sessions prepared for, attended, and evaluated.

Course Calendar Information:

See the Course Guide. Note especially that optional seminar sessions require registration via the KCELT webpage, will be open to faculty in addition to those participating in this seminar, and have class size limitations. Register early. Notify Hope or Bonnie as soon as you realize you will not be able to attend an optional presentation for which you have registered.

Plagiarism and Cheating Policy: According to Webster, to plagiarize is “to steal or pass off the ideas or words of another as one’s own...to use created productions without crediting the source...to commit literary theft...to present as new and original an idea or product derived from an existing source.”

Kirkwood students are responsible for authenticating any assignment submitted to an instructor. If asked, you must be able to produce proof that the assignment you submit is actually your own work. Therefore, we recommend that you engage in a verifiable working process on assignments. Keep copies of all drafts of your work, make photocopies of research materials, write summaries of research materials, hang onto Writing Center receipts, keep logs or journals of your work on assignments and papers, learn to save drafts or versions of assignments under individual file names on computer or diskette.

The inability to authenticate your work, should an instructor request it, is sufficient ground for failing the assignment. In addition to requiring a student to authenticate his/her work, Kirkwood Community College instructors may employ various other means of ascertaining authenticity – such as engaging in Internet searches, creating quizzes based on student work, requiring students to explain their work and/or process orally, etc.

Americans with Disabilities Act: Students who require accommodations to achieve course objectives should file an accommodation application with Learning Services, Linn Hall 133, and provide a written plan of accommodation to Hope.

The Professional Development Seminar Project:

The final seminar project is designed to allow participants to showcase what they have struggled with and learned about teaching and learning by focusing on the work of one student. Cross & Steadman serves as the model for your own writing of the case, analysis, hypothesis formulating, literature review, and formative assessment strategies used in this project. In essence, this project asks you to write a partial chapter of the book with one of your students as its “case.”

The subjects:

It is important that you select the student before meeting and that you begin documenting his/her learning from the beginning of spring semester. You may select the course. Select the student by identifying the one with the last name closest to yours in alphabetical order. Identify two back-up students (in case your first subject drops the course within the six weeks) by selecting those with last names as far away from your own alphabetically as the class list allows.

Create a record keeping system for these three students in which you file copies of all the course work and CATs you collect from them as well as any of your responses to their work. You will use these files to illustrate the students’ initial difficulties with course materials or competencies, and the student’s growth in mastering these materials or competencies.

Parts of the Project:

- 1. Presentation of the Case:** For each of the first three weeks of the course, write a narrative of your observations of each of the three selected students.

Do your best to write objectively. What do you see? What do you hear? Not, what you *think*. We’ll get to that later.

The initial narratives should include a brief description of the students in terms of age, sex, previous college experience, -- race, ethnicity or nationality if this seems important --, special physical or cognitive abilities or disabilities, whatever information you can glean about lifestyle, i.e. working hours, family obligations, additional course load, GPA overall, previous experience with your subject matter, GPA of related courses.

Subsequent narratives should include such details as can be observed in class and from performance on assignments or other classroom assessment strategies: attendance, readiness to participate in class, levels and kinds of participation, performance levels on assignments including a careful study of where/with what the student seems to be struggling, whether or not s/he

seeks additional help or instruction, if so how and in what areas. Capturing any conversations you have with the students can provide especially rich material from which to develop an analysis of what's going on **from the students' point of view**.

At the end of the observation period, each narrative should include a description of any course goals you fear the students may have difficulty attaining based on your experience to date with her/him.

Two of these narrative profiles/cases are due to your small group and to Hope on February 11, 2008. If the student with the last name closest to yours is still in your course, his/her profile must be one of the two and will remain the focus of this project. If s/he has dropped or stopped attending, you have two backups. If all three are still attending, you may select which of the backups you will drop from consideration at this time. This means that you need only write-up two cases for initial presentation in seminar, not three.

2. Case analysis:

(After receiving feedback on your initial case write-ups) Write an analysis of each of the two students' learning issues. Try to answer the questions Cross & Steadman put to their cases (page xiv): How is the student perceiving what is going on in class? What might be interfering with his/her learning? How might you find out more about these learning issues? Conclude each by formulating 1-3 hypotheses *in the language of modern learning theory*. These hypotheses are due to Hope no later than February 25, 2008

3. Literature review:

In this section of your project, record the hypotheses referred to above. From your list of hypotheses, select two upon which to focus. Indicate your selection with boldface.

Using the annotated lists of recommended readings, and the resources list provided in Cross & Steadman, identify three articles for each hypothesis, a total of six for this literature review. Provide the citations for those articles under the appropriate boldfaced hypothesis. (Use whichever is the academic citation format in your discipline.)

Read the articles. For each, write a one or two paragraph abstract. Then, write a 1-4 paragraph application of the article to the hypothesis you're investigating. Focus these paragraphs around this question, *Given the content of this article, how could I make*

*class or assignments more productive for this student's learning?
Which CATs might help me learn more about this student's learning?*

4. Classroom Assessment Implementation(s) & Result(s)

Throughout last semester we discussed CATs for formative assessment. In this section of the project, describe any CATs used with this student, the results of those CATs and any interventions implemented as a result of them.

5. Showcasing the Student's Work

Focusing on one or two learning problems, synthesize the parts of this project into a whole in which you describe the student, his/her learning issues and class work, what you have learned about those issues through your literature review and classroom assessments, in what ways you altered or tailored your teaching to help the student increase his/her learning.

6. Reflection

Good practice encourages:

- Student-faculty contact
- Cooperation among students – and colleagues
- Active Learning
- Prompt feedback
- Emphasis on time on task
- Communicating high expectations
- Respecting diverse talents and ways of learning

Referring to each of the bulleted practices above, reflect in writing on these questions:

If you could begin all over again with this student, what would you do differently? What research supports these assertions?

What did you do well in regards to helping this student learn? How do you know it increased the student's learning? What research supports these assertions?

**The final draft of this project is due
at our last seminar meeting: May 5, 2008**