Agenda

Course opens unofficially 6/8/2015

- **Week One: 6/15/2015**
  - *Active Learning and Expert Learners:* discussion of learning styles; assigned readings on current research findings about teaching and learning. *Assignments:* personal essay on teaching experience; discussion board posts.

- **Week Two: 6/22/2015**
  - *Learning Environments and Assessments:* discussion on rigor and improving academic outcomes in higher education; assigned readings on improving student outcomes. *Assignments:* first draft of Educational Philosophy Statement; discussion board posts.

- **Week Three: 6/22/2015**
  - *Cultural Awareness and Diversity:* discrimination and bias in teaching; assigned readings about experiencing bias in science careers; inclusive classrooms; discussion about experiencing and handling bias/discrimination. *Assignment:* discussion board post.

- **Break (June 29 – July 5)**

- **Week Four: 7/6/2015**
  - *Inquiry-Based Science Education:* differences between traditional laboratory activities and inquiry-based investigations; assigned readings on inquiry-based teaching in a college biology class. *Assignments:* NONE.

- **Week Five: 7/13/2015**
  - *Writing Course Objectives:* Bloom’s Taxonomy and student learning objectives; assigned readings about writing learning objectives. *Assignments:* discussion board posts; 10 learning objectives for a proposed class.

- **Week Six: 7/20/2015**
  - *Creating Valid Assessments & Alternative Assessments:* using rubrics and test blueprints; effective multiple choice and essay questions; designing and evaluating students without using tests for small and large classes; assigned readings on how to write valid assessment items. *Assignment:* 5 sample test questions based on previous objectives.

- **Week Seven: 7/27/2015**
• Teaching Online: teaching and learning online; challenges, advantages, and common mistakes; course management systems; engaging students. Assignment: online quiz.

• Week Eight: 8/3/2015
  o Alternatives to Lecturing: discussion on going beyond a lecture to increase student attention and interest. Assignment: final copy of Educational Philosophy Statement to include educational theories/strategies from course.

• Week Nine: 8/10/2015
  o Writing a Syllabus & Reflections on Teaching: purpose of a syllabus; legal requirements of teaching; student/academic honor codes; student study habits; assigned reading on plagiarism and the purpose of a syllabus. Assignment: model syllabus.

• Additional requirements include assigned readings and participation in ONE 45 minute live, online discussion. The instructor will schedule several sessions of live, online discussions and ask you to attend one of these over the course of the class.