

Course Information Sheet: IA 694a Instructional Practicum (4 credit hours)

Course Description: This course provides individual mentoring in applying principles of learner-centered teaching to adult education contexts, reflecting on teaching practice, and documenting teaching expertise. Primary components of the course include seminar-style meetings, observations of teaching, peer reviews, and the development of a professional-quality teaching portfolio. This course is appropriate for instructors who want to improve their teaching. It is required for students in the Certificate in College Teaching program.

Prerequisite: IA 697a Learner-Centered Teaching.

Instructors of Record:

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- **Sue Howell**, Professor of Practice, Office of Instruction and Assessment sehowell@email.arizona.edu

Course Structure: This capstone course in the Certificate in College Teaching program is structured based on a faculty learning community (FLC) model. In a FLC, participants are true teaching colleagues and “instructors” serve a more facilitative and consultative role to promote generation and sharing of ideas, as well as critical self-reflection and application to achieve these goals, rather than delivering content. This is learner-centered teaching applied to a group of professional teaching colleagues.

You will set your own goals and critically reflect on your own teaching in writing, in discussion with colleagues, and with your teaching supervisor. Taking ownership of instructional and professional decision-making, including how to interpret scholarship, best practices, and experiences to create powerful learning opportunities for your learners and contexts is expected. This extends to providing significant, meaningful, and constructive feedback to and sharing ideas with colleagues. By the end of the semester, you will be able to document not only your teaching practice and effectiveness, but also your ability to make instructional and professional decisions in college teaching and your own growth as a teacher and learner. We look forward to sharing in this part of your journey.

Instructional Objectives: at the end of this course, you should demonstrate the ability to:

1. Plan, implement and evaluate class session(s) that is/are learner-centered and discipline-specific.

“Learner-centered” implies: Appropriate and relevant to learners; Authentically interactive and engaging; Praxis-based; Integrates assessment for teaching and learning;

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Prepares students for professional roles (e.g. reading, writing, speaking, information literacy).

2. Critically self-reflect on praxis, including written post teaching reflections and processing with supervisor and cohort.
3. Conduct teaching observations and provide constructive feedback to peers in the supervision cohort or from an approved list of instructors.
4. Construct a teaching portfolio of professional quality.

Prerequisites:

1. Successful completion of IA 697a: Learner-Centered Teaching.
2. EITHER: Admission to the CCT program through the Graduate College. If you have not completed this, please do so immediately. The application is accessible here: <https://apply.grad.arizona.edu/users/login>
OR: Registration as part of the Multidisciplinary Minor.

Ideally, you should have a full semester course in which you are the instructor of record or a section leader. We encourage you to inform your students in writing and/or announcements to expect observers in the class and videorecording of your teaching once your observations are scheduled with your supervisor and colleagues.

In the event you do not have a full semester course, please make other teaching arrangements (e.g., guest teaching). Because the certificate program is designed for teaching adult learners, there may be alternative opportunities to teach in the community (e.g., community college, a vocational setting such as the Art Institute, in a community setting such as the Desert Museum, Tucson Botanical Gardens, community centers such as the Jewish Community Center). If you teach in one of these non-UA settings, please speak with a CCT program coordinator so that arrangements can be made for your experience. In many of these settings prior approval from the administration is needed.

Learning Opportunities and Assessments: These are designed to provide multiple opportunities for critical reflection and practice of the knowledge, skills and abilities contained within the class.

1. Initial Meeting with Supervisor, including an Initial Assessment worksheet.
2. Observations of Your Teaching: You will be observed by your IA supervisor, a content expert and at least 2 peers. You will also conduct one video/course review self-observation. Each observation covers the teaching time of a 50-75 minute class session or 1 week for a fully online course. You can combine different types of observation in one teaching event, e.g. invite your supervisor, a peer, and your content expert to the same teaching event.
 - a. 3 Observations by an IA supervisor: While you will be working most closely with one teaching supervisor, you may be observed by any of the four supervisors depending on our availability. As part of each observation you will prepare a Lesson Plan, submit a Post-Teaching Reflection, and complete a Post-Teaching Debrief with your OIA supervisor.

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- b. 1 Videorecorded Teaching Session/Course Review: You will do a self-critique of your videorecorded teaching or a course review (if teaching a fully online course).
 - c. 1 Observation by a Content Expert in Your Discipline: If your faculty supervisor, mentor, or another faculty member in your department/program are unavailable, you can arrange for an IA 694a discipline specific TA or CCT graduate in your discipline to observe you.
 - d. 2 Observations by IA 694 Peers: At least 2 peers (at least 1 from outside your discipline) will each observe you once. As part of each observation you will prepare a Lesson Plan, submit a Post-Teaching Reflection, and receive written feedback from your peer.
3. Two Observations of IA 694 Peers Teaching: Complete at least 2 peer reviews of IA 694 peers teaching with written feedback. At least one observation must be outside your discipline.
 4. Regular Participation during (Almost) Weekly Meetings: There are regular in-person/asynchronous online meetings most weeks throughout the semester, consisting of discussions or exercises, as well as peer reviews of documents needed for the Teaching Portfolio. Some weeks are designated as “Working Weeks” without meetings for you to work on your Teaching Portfolio, engage in teaching observations, or meet with your supervisor.
 5. Professional Teaching Portfolio: Portfolios nominally include a CV; Statements of Teaching Philosophy and Effectiveness; Syllabi; Examples of your Lesson Plans, Instructional Materials, and Assessments with Rubrics and Graded Student Work (if possible); Formal Teaching Assessment and Informal Teaching Assessments.

Sample Course Topics:

- Establishing our Learning Community
- In-class Observations
- Peer Review of Documents: Syllabi
- Aligning Objectives, Activities, and Assessment
- Best Practices in Hybrid and Online Teaching
- Assessing Learning and Teaching
- Peer Review of Documents: Teaching Philosophies
- Building Professional Identity
- Peer Review of Documents: CV's & Cover Letters
- Job Interviews
- Peer Review of Documents: Portfolio Drafts