

## **Course Information Sheet: IA 697a Learner-Centered Teaching (3 credit hours)**

**Course description:** This hybrid course provides a foundation in learner-centered teaching, and includes theories of adult learning, approaches to course and lesson design, techniques to assess learning, and development of reflective teaching practices. It is appropriate for instructors who want to improve their teaching, and is required for students in the Certificate in College Teaching program.

Personal and professional development opportunities are built into the course and the learner is encouraged to make the course work for them in support of their personal and professional goals.

### **Instructors of Record (in rotation):**

- **Erin Dokter**, Associate Professor of Practice, Office of Instruction and Assessment (520) 621-2440, [edokter@email.arizona.edu](mailto:edokter@email.arizona.edu)
- **Mascha Gemein**, Assistant Professor of Practice, Office of Instruction and Assessment (520) 626-3682, [mngemein@email.arizona.edu](mailto:mngemein@email.arizona.edu)
- **Lindsay Hansen**, Assistant Professor of Practice, Office of Instruction and Assessment (520) 621-0461, [lhansen@email.arizona.edu](mailto:lhansen@email.arizona.edu)

**Learning/Performance Objectives:** By the end of this course, you will be able to:

1. Identify and reflect on the characteristics of quality instruction and the scholarship that underpins this professional decision-making process.
2. Engage in dialogue and critical self-reflection regarding concerns, challenges and controversies surrounding learner-centered teaching practice and scholarship.
3. Explore, engage in, and practice application of a variety of learner-centered experiences, techniques and resources in varied learning environments.
4. Plan, demonstrate and reflect on professional teaching decisions through a “microteaching” experience, including lesson plan, engagement strategies, instructional materials and assessment.
5. Develop a conceptual framework, personal philosophical basis and a toolbox of effective learner-centered teaching/learning strategies and practices.
6. Apply underlying theories, principles, skills/abilities and techniques/strategies to teaching adult learners and in your discipline through the composition of a course syllabus draft.

**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 Needs Assessment & Syllabus Quiz
2. Weekly Critical Reflective Writes: These provide opportunities to engage with course content and extant literature, connect it with your own personal experience, raise questions for further consideration, engage in metacognition – thinking about your thinking and apply ideas to a teaching context.
3. Vital Participation in Course Activities.

4. Two Observations of Learner-Centered Teaching and Learning: Observe two class sessions from the approved list (provided in the first several weeks of the semester), record/take notes using a teaching observation tool of your choice, and provide written developmental feedback regarding teaching practice to the two different individuals.
5. Formative Teaching Philosophy: A brief (1-2 page) statement that summarizes your current philosophy of teaching, in general, and teaching in your discipline, specifically. This is commonly incorporated into job applications.
6. Individual Microteaching: Plan, teach, and reflect upon, an interactive, learner-centered, self-contained “Micro-teaching session” appropriate for a general adult audience and to our course colleagues. You will also provide constructive feedback to colleagues on their lesson plan and teaching practice.
7. Draft Course Syllabus: Communicate an inclusive, learner-centered approach to teaching in the core components of a syllabus draft.

**Course Texts:** (available in electronic book (e-book) format from the UA Library)

- Weimer, M. (2013) *Learner-centered teaching: Five key changes to practice, 2<sup>nd</sup> ed.* San Francisco, Jossey-Bass). [required]
- Barkley, E.F. (2009) *Student engagement techniques: A handbook for college faculty.* San Francisco: Jossey-Bass. [recommended]
- Boettcher, J. V. & Conrad, R. (2010) *The online teaching survival guide: Simple and practical pedagogical tips.* San Francisco: Jossey-Bass. [recommended]
- Digital versions of additional readings, links to videos, and other instructional materials are provided/posted on the course D2L site.

**Sample Course Topics:**

- Teaching and Learning in Adult Higher Education
- Human Learning and Memory
- Conducting Teaching Observations of Colleagues
- Power and Responsibility in Teaching and Learning
- Preparing for Quality Teaching and Lesson Planning
- Interactive Lecture and Student Engagement Techniques
- Facilitating Discussions
- Tools and Strategies for Teaching in Hybrid and Online Learning Environments
- Assessing Learning: Feedback, Grading, and Rubrics
- Discipline-Specific Teaching and Learning
- Creating Inclusive Courses: Crafting the Syllabus
- Drafting the Teaching Philosophy