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## Courses in Post Secondary Teaching for Students of Tomorrow

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## ALEC 805 - Schedule of Topics and Assignments \*- Fall 2000

<u>Date</u>	<u>Topics and Assignments</u>
<i>Aug 22</i>	<p><b>1. Making a Good Beginning</b></p> <ul style="list-style-type: none"><li>-expectations</li><li>-information</li><li>-What is effective teaching?</li><li>-themes</li><li>-instructional design</li><li>-complete MBTI</li></ul> <p>Davis: Preface &amp; I: 3 (pgs. 20-27) and Disk #7: (101 Things...)</p>
<i>Aug 29</i>	<p><b>2. Teaching/Learning Styles</b></p> <ul style="list-style-type: none"><li>-individual differences</li><li>-MBTI</li><li>-faculty teaching styles</li></ul> <p>Davis: VI: 22 (pgs. 185-192)</p> <p><i>Bring an APPLE!</i></p> <p>Guest: <i>Leverne Barrett</i> <i>Professor, Agricultural Leadership, Education and Communication</i></p>
<i>Sept 5</i>	<p><b>3. Learning Theory &amp; Applications</b></p> <ul style="list-style-type: none"><li>-Kolb learning cycle</li><li>-cognitive principles</li><li>-cognitive learning</li><li>-active learning</li></ul> <p>Davis VI: 21 (pgs. 177-184) and Disk #s 2, 8: (Teachers's Dozen &amp; Role of Prior Knowledge)</p> <p><i>Bring Kolb LSI</i></p>

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*\*The number following the dates indicate the weeks' topic, subtopics, and assignments and the corresponding section in the Course Manual. Read over the assignments and preview the materials in the manual. Not all of the material will be covered in class. This course outline is a road map. We intend to follow it as closely as possible, but as on any journey we may make changes as our needs and interests dictate.*

Sept 12

**4. Creating an Environment  
for Learning**

- multicultural classrooms
- motivation
- diverse learners

Davis II: 4-7 (pgs. 31-59); VI: 23  
(pgs. 193-202) *and* Disk #s 4 & 5  
(Communications... & Facilitating  
equitable class discussions...)

Guest: *Jeff Raz*  
*Artist Diversity Program*

**Assignment #1 Due:** "Teaching  
Roots Who Am I..."

Sept 26, Oct 3, Oct 10 & Oct 24

**Assignment #2:** Teaching Demonstrations (Models & Strategies of Teaching)

Sept 19

**5. Planning for Instruction**

- instructional objectives
- instructional models
- instructional strategies

Davis I: 1 & 2 (pgs. 3-19)

*Bring a syllabus*

*Selection of methods for teaching  
Demonstrations (Assignment #2)*

Sept 26

**6. Formal Presentation**

- organization; clarity
- concepts & mapping
- set induction/advance organizer
- visual imagery

Davis IV: 12-16 (pgs. 99-139)

*Bring drawing tools*

*Teaching methods demonstrations*

Oct 3

**7. Interactive Methods**

- discussion
- asking questions
- student-generated questions

Davis III: 8-11 (pgs. 63-95)  
*and* Disk #5 (review Facilitating  
equitable class discussions...)

*Teaching methods demonstrations*

Oct 10

**8. Instructor Directed Methods**

- demonstrations
- laboratory learning
- problem solving

Davis V: 20 (166-174) *and* Disk #1  
(Effective learning and teaching)

*Teaching methods demonstrations*

Oct 17

**No Class: Fall Semester Break**

- Oct 24*      **9. Student Directed Methods**  
                   -cooperative learning  
                   -small groups  
                   -paired learning  
                   *Teaching methods demonstrations*
- Davis V: 18 & 19 (pgs. 147-165) *and*  
 Disk #6 (Peer learning...)
- Assignment #3 Due:** "Observations  
 of teaching"
- Oct 31*      **10. Learning Technologies**  
                   -multi-media  
                   -computers
- Davis IX: 35-40 (pgs. 315-341)  
*and* Disk #3 (From teaching to  
 learning...)
- Guest: *TBA*
- Nov 7*      **11. Assessing Learning**  
                   -testing, grading  
                   -alternative assessment strategies
- Davis VIII: 28-33 (pgs. 239-298)  
*and* Owens & Clegg (Tips for  
 writing tests)
- Bring a sample test*
- Assignment #4 Due:** "Prospectus"
- Nov 14, 21 & 28*  
**Assignment #5:** Teaching the Class- 30 minute teaching presentations (videotaped)
- Nov 14*      **12. Teaching the Class** (presentations)  
*Nov 21*      **13. Teaching the Class** (presentations)  
*Nov 28*      **14. Teaching the Class** (presentations)
- Dec 5*      **15. Reflective Practice**
- Assignment #6 Due:**  
 "Unit of Instruction"
- Dec 12*      **No Class:** Take home final  
 (Final Due 5 p.m. Dec. 15)  
 Final may be FAXed or e-mailed
- Assignment #7 Due:**  
 "Reflective Practice"  
**& all other work in**

## **Courses in Post Secondary Teaching for Students of Tomorrow**

### **-Case Study Analysis - Agricultural Leadership, Education and Communication 805, Advanced Teaching Strategies**

ALEC 805, fall semester 2000 has an enrollment of 12 students. The course meets each week from 4:00 pm until 6:50 pm in a traditional classroom setting.

As you read the profiles of the following enrolled students, please prepare recommendations for (1) course content, (2) mode of delivery and teaching strategies, and (3) rationale for your recommendations.

Student A - An international student from Ethiopia, in his early 30's, married with children. He is a graduate student in Agronomy. His native home is in a very remote region of Ethiopia. He views education as a prestigious career, and a path of control for personal and professional betterment.

Student B - An M.S. graduate student in horticulture working with a horticulture professor on a distance education project involving a Nebraska community college and South Dakota State University. She enrolled immediately in her graduate program after completing her undergraduate program. She is currently teaching a laboratory section of a 400 level undergraduate landscape course. Her undergraduate work did not include any landscape course work. She is an extrovert, tends to be outspoken, and opinionated.

Student C - A former high school math teacher. She is employed part-time teaching college algebra at the University of Nebraska-Lincoln, while she raises her two pre-school children. Her husband is a principal in a Lincoln middle school. She is enrolled in the class for professional improvement.

Student D - An international student from Korea, she is a teaching assistant in the foreign language program of Teacher's College. She enrolled in an education graduate program for her personal improvement as a communicator. She is very concerned about her ability to use English clearly. She supervises foreign language student teachers placed in the Lincoln Public School system.

Student E - A laboratory teaching assistant in nutritional science. She enrolled directly into an M.S. program upon undergraduate completion. She is an introvert and speaks only when spoken to.

Student F - A nurses training program instructor at Methodist Hospital in Omaha. She commutes 120 miles for graduate courses in Lincoln twice a week. She is in her late 40's, and has two sons who've graduated from eastern colleges. She possesses 20 years of instructional experience. She is very involved in her Jewish culture.

## **Courses in Post Secondary Teaching for Students of Tomorrow -Case Study Analysis -**

Student G - A computer software operations consultant in the private sector, and instructor in computer software operations at a private 4 year college. She has never received formal instruction in teaching methods prior to enrolling in her M.S. graduate program. At age 50 she possesses a wealth of professional experience. During her graduate program, she is working with a professor in extension education on a project related to distance education.

Student H - A laboratory teaching assistant in nutritional science, she moved into a graduate program upon completion of her undergraduate major. She possesses a very engaging presence as an instructor. Her natural personality embodies motivational qualities which keep students interested and focused. She is married.

Student I - A laboratory teaching assistant in nutritional science, She moved into a graduate program upon completion of her undergraduate major. She seems to lack a mature focus necessary for graduate study, and treats it similarly to undergraduate participation. She spends a significant amount of time whispering to a fellow nutritional graduate student on unrelated matters.

Student J - A master's level graduate student moved directly from her undergraduate program into an assistantship in biological science research. She possesses an extroverted personality, and is interested in learning the methods and techniques of teaching in the classroom. She contributes much to class discussion.

Student K - A recent graduate of the UNL animal science program. She was unsuccessful in gaining entrance to the graduate program in that unit. Her interest in animal science lies in zoological and small animal applications. She is very quiet in class. Her class demonstration of a teaching method was laboratory instruction.

Student L - A recently completed undergraduate major in Family and Consumer Science, She prefers the informal education methodology of extension education. Her goal upon graduate school completion is to gain employment as an extension educator. Presently, she is in her second year of course work toward an M.S. degree. She, like many others in the class, is an introvert. She is more comfortable with small group work than large class discussion.

# **Agricultural Leadership, Education, and Communication**

## **805**

### **Advanced Teaching Strategies**

#### **Course Learning Objectives**

*Our goal is to expand knowledge about teaching and learning and improve practice of teaching methods, strategies, and skills which encourage student learning. As a full participant in this course, you, the student, should be able to:*

- Describe your own teaching and learning styles and preferences
- Analyze the foundations of your own beliefs about teaching
- Identify characteristics of effective teaching
- Apply learning theories in actual teaching situations
- Explain how learners' characteristics have impact on their learning
- Demonstrate a range of teaching methods which promote learning for a diversity of individuals in a variety of settings
- Construct assessment strategies
- Design an instructional unit for traditional or non-traditional settings
- Give and receive constructive feedback on teaching
- Reflect on practice to improve teaching
- Make instructional decisions which encourage student learning.