

University of Florida
College of Public Health & Health Professions Syllabus
RSD6900: College Classroom Teaching (3 credit hours)
Fall 2024
Delivery Format: Campus

Instructor:

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Office Hours: Tuesdays 8:00AM – 9:30AM in HPNP 4115, or via Zoom or phone call, or by appointment

Preferred Course Communications: regular UF email (see above)

Class: Tuesdays 3rd thru 5th periods (9:35 – 12:35AM) Room HPNP G210

PURPOSE AND OUTCOMES**Course Overview:**

This course provides students from Rehabilitation Science disciplines and Public Health disciplines with information, theory, and skills for successful teaching in the college classroom. Students will plan and deliver instructional sessions, develop learning activities and valid assessment strategies, and refine presentation and communication skills for teaching.

Relation to Program Outcomes:

This course is geared towards PhD students whose future goal is to become a faculty member. The course focuses on the teaching skills typically expected of the faculty position. The course provides rewarding teaching experiences and fosters a desire to impact college students in a manner that leads to academic and professional growth as well as a lifetime of scholarship. For RSD students this course partially meets the teaching preparation requirement. For Public Health students this course meets the supervised teaching requirement.

Course Objectives and/or Goals

After successfully completing RSD6900, students will be able to:

1. Compose learning objectives that operationalize a course goal and align with curricular and institutional/discipline needs. (Application)
2. Develop instruction that addresses and leverages the attributes of learners so that learning is maximized. (Application)
3. Design and combine instructional methods that align with and promote the mastery of course objectives. (Synthesis)
4. Integrate educational technologies into course design and delivery so that specified learning objectives are achieved. (Application)
5. Develop valid formative and summative assessments that align with specified learning objectives. (Application)
6. Incorporate effective communication strategies into instruction so that learning is maximized and student needs can be met. (Application)
7. Plan for a community of learning that focuses student behaviors upon active engagement with concepts, inquiry, team building, academic development, and professional excellence. (Application)

8. Plan for an educational climate that prioritizes academic integrity and an authentic pursuit of academic scholarship. (Application)
9. Appraise one's instructional proficiencies and formulate a plan of improvement that leads to professional growth as an educator. (Evaluation)
10. Advocate for the purposes and advantages of quality instruction. (Characterizing)

Instructional Methods

This course is taught in an experiential learning format. Instruction methods include readings, class discussions, online videos, authentic assignments, and varied reflective practice activities in the classroom. Students are also required to teach a minimum of one 20 minute class session on a topic within their discipline and video it for later critique. The assignments reflect the real-world process that a teaching faculty must complete in order to develop and deliver a college course effectively.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the synchronous sessions, you may struggle to keep pace, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

DESCRIPTION OF COURSE REQUIREMENTS AND GRADING

Course Materials and Technology

This course will use the Canvas LMS. For issues with technical difficulties please contact the instructor or Academic Technology at the following:

Email:	learning-support@ufl.edu
Phone:	(352)392-HELP – select option 2
Web:	https://ss.at.ufl.edu/help.shtml

Assignments

You will be evaluated on a number of activities this semester, each with a unique set of requirements that are listed in separate sections of Canvas. Late work will only be accepted within the course if there are extenuating circumstances or arrangements with the instructor, so please schedule accordingly. Your participation in class discussions is essential, so please come to class sessions prepared.

Course Development Project – 65 points [65% of final grade] (Due in stages with the final submission due on 12/01/24)

The course development project is a sequential collection of related, smaller assignments within the course. This is a real-world project broken into several components to make the learning experience more manageable and for the provision of formative feedback. For this project, you will develop a college course for your discipline that integrates with institutional needs, contains clear instructional outcomes, incorporates effective instructional methods combined with valid assessments, and is presented as a syllabus. The following are the components:

- **Course Background Information** – A submission that provides the curricular background, overall description, relation to program outcomes, and general information about the course you will develop. (5 points) - (Due 9/20/24 via Canvas submission)
- **Instructional Objectives** – A submission that is a complete list of all the learning objectives that will be used to guide the development of your college course and communicate to students the performance outcomes. (15 points)– (Due 10/11/24 via Canvas submission)
- **Instructional Strategies, Sequence, & Technology** – A submission that is a complete list of all the teaching strategies for a college course, the sequence of those strategies as represented in a course table, and the educational technologies and materials needed for learning. (15 points) – (Due 11/01/24 via Canvas submission)
- **Assessment and Evaluation Methods** - A submission that is a complete list of all the learning assessments/assignments, with a brief description of performance criteria, that will be used to evaluate learning in your college course. (15 points) – (Due 11/15/24 via Canvas submission)
- **Course Syllabus Final Submission** – A final submission that is a complete course syllabus for the college course that you developed, including objectives, assignments, course policies, and language used to foster a positive learning environment. (15 points)– (Due 12/04/24 via Canvas submission)

You will submit each of these components electronically in Canvas. Details about and a rubric for each of these deliverables is also available within Canvas.

Teaching Philosophy Statement – 5 points [5% of final grade] (Due 12/04/24)

A 1 page submission that is a reflective statement of your teaching philosophy and includes your beliefs and attitudes about learning, student achievement, the integration of educational technology, valid assessment of learning, and your professional growth as an instructor. You will submit this assignment electronically in Canvas. A rubric for scoring this assignment is available in Canvas.

Teaching Assignment – 20 points [20% of final grade] (Due 11/15/24)

This assignment will require you to teach a 15 to 20 minute session on a topic within your discipline. We will video this session for the purposes of instructor and peer critique as well as a self-evaluation of your performance. You should begin deciding upon your topic and planning for this teaching opportunity early in the semester, so that I can give you feedback on how best to prepare. You will be assessed based upon your use of message design principles, communication technique, and overall organization. A rubric for scoring this assignment is available in Canvas.

Professionalism – 10 points [10% of final grade] (Due weekly)

Your active participation in and the leading of class discussions is a requirement within this course. This means that you come to class sessions prepared to discuss the readings, contribute to or lead discussions, and display a command of the topics at hand. In doing so, you are expected to display professional courtesy to your peers when providing feedback and constructive criticism. A rubric for scoring professionalism is provided within Canvas.

Point system used (i.e., how do course points translate into letter grades).

Points earned	93-100	90-92	87-89	83-86	80-83	77-79	70-76	67-69	63-66	60-62	00-59
Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E

Letter grade to grade point conversions are fixed by UF and cannot be changed.

Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Policy Related to Late Work

Late work will not be accepted without an approved arrangement or extenuating circumstances. Please get with me as soon as you know that you will not be able to meet a due date.

Policy Related to Class Attendance

- Class attendance is a part of the Professionalism component of this course. It is expected that you will notify me in advance when you know you will need to miss or be late to class. Illness, family emergencies, and other extenuating circumstances are all potential reasons for missing or being late to class, as long as you follow-up with me in a timely, professional manner.
- All faculty members are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Expectations Regarding Course Behavior

To maximize the use of class time, you are expected to:

1. Look at Canvas for notes and announcements prior to **each** class
2. Read assigned readings and watch provided videos prior to class and come prepared for discussions and problem solving activities
3. The use of computers and other electronic devices in class is limited to class-related activities

Communication Guidelines

Please email me directly (email address above) in order to receive the quickest response. I do check Canvas messages regularly, but I check emails many times per day. For digital communication expectations see: *Netiquette Guidelines*: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships.

To create as inclusive a learning environment as possible, I will work to ensure that the classroom environment is conducive to the sharing of ideas, allowing students to explore relationships among course material, personal, and social experiences. I strive to teach content objectively and create space for a respectful dialogue of ideas related to the impact of race, gender identity, sexual orientation, disability status, age, (etc.) on the topics taught in class. I seek to nurture a supportive peer culture both inside and outside of the classroom, and expect that students will treat each other in caring, empathic, and respectful ways.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Use this tentative schedule as a guide for planning this semester. You are expected to read the materials before class and be prepared to have an in depth discussion about these readings.

	Topics	Required Readings and Activities
Week 1	The Teaching Process Introductions	*Read – Syllabus *Introductions *In-Class Large Group Discussion – What is good teaching? What are the attributes of a good teacher? *In-Class Large Group Discussion – What are the advantages of mastered teaching skills for other academic activities?

Week 2	Learning Theory and Design Decisions: Learning paradigms, ontology, epistemology Task Analysis: Performance attributes, performance context, situated cognition, prerequisite skills	*Read - Learning Theories Reading Assignment *Small Group Activity – TRAT for Learning Theories *In-Class Large Group Discussion – Learning Theory and Instructional Decisions: Learning paradigms, ontology, epistemology *Watch - Jose Bowen: Teaching Naked *Watch - Bloom’s taxonomy video
Week 3	Learner Analysis: Knowing the Learner	*Read - Kim et al: Personal factors impacting college student success. *In-Class Large Group Discussion – Developing categories that align with student success – Wall Flip Chart Activity *Small Group Activity – Learner Analysis Case Study *Watch - TEDx: Learning Styles
Week 4	Developing Instructional Objectives	*Read – Schwartz, M. (2015). Kahn Academy: The illusion of understanding. <i>Journal of Asynchronous Learning Network</i> , 17(4), 67-79. *In-Class Large Group Discussion – Developing Instructional Objectives *Small Group Activity – Developing Objectives from a Task Analysis of a map solving/null hypothesis problem *Small group Activity – Evaluating Objectives for Alignment *Watch - TEDx: Derek Cabrera: How Thinking Works *Watch – Writing a Null Hypothesis
Week 5	Message Design The Art of the Lecture	*Read – Distracted Learning: Big problem and golden opportunity *In-Class Large Group Discussion – Message Design and the Art of Lecture *Small Group Activity – Evaluate Instructional Materials *Watch - Dan McMillan: Life After Death by PPT
Week 6	Teaching Strategies Aligning and Sequencing Instructional Strategies	*Learning Activities Descriptions Doc *Small Group Activity: TRAT Instructional Strategies Alignment *In-Class Large Group Discussion – Teaching Methods

		*Watch - Ramsey Musalam: TEDx
Week 7	Strategies for Deep Learning	*Gelder: Teaching Critical Thinking: Some Lessons from Cognitive Science * In-Class Large Group Discussion – Metacognitive Learning Strategies *Small Group Activity – Identify Learning Principle Violations *Small Group Activity – Designing Instructional Strategies *Watch - Michael Wesch: TEDx Learning Beyond the Classroom
Week 8	Preparing to Teach and Setting the Culture of Learning	*The College Classroom as a Community: Impact on Student Attitudes and Learning *In-Class Large Group Discussion – Setting class culture *Syllabus Quiz Activities - TEP * Watch - The Psychology of Self-Motivation TED Talk by Scott Geller
Week 9	Integrating technologies	*Read – Using Technology as a Learning Tool *Small Group Activity – Aligning Technologies to Learning Objectives and Learner Attributes *Small Group Activity – Evaluate Technology Integration *In-Class Large Group Discussion – Integrate Technology *Watch - Greg Toppo: Different Way to Teach ET
Week 10	Assessing Learning	* Read - Advantages and Disadvantages of Various Assessment Methods *In-Class Large Group Discussion – Assessing Learning *Small Group Activity – Designing Instruments *Watch - Lara Boyd: After Watching This Your Brain Will Never Be Same *Watch – Teaching for Mastery
Week 11	Evaluating Courses and Instruction	*Read – Student Evaluations of Teaching are Deeply Flawed *Small Group Activity – Evaluation *Quality Assurance (UFSME) * In-Class large Group Discussion – Evaluation and Instructor Development

		<ul style="list-style-type: none"> * Activity – Develop the ideal Instructor Evaluation Instrument * Watch - Video of course evaluations
Week 12	Shaping Student Thinking Teaching Philosophy Statements	<ul style="list-style-type: none"> *Watch - Eric Mazur on Peer Instruction *Watch - The Essential Power of Belonging *Large Group Discussion: The ideal teaching philosophy statement *Large Group Discussion on Teaching Challenges *Large Group Discussion on How to Conduct Critiques of Teaching
Week 13	A Teacher’s Impact Teaching Portfolios The Scholarship of Teaching	<ul style="list-style-type: none"> *Read – How Should Professors Be? *Watch - The One Thing All Great Teachers Do TED Talk *Large Group Discussion on the teacher’s impact upon students *Large Group Discussion on Building the Teaching Portfolio and SOTL *Prepping for the Teaching Panel
Week 14	Panel of Instructors	<ul style="list-style-type: none"> *Question and Answer Interaction with Experts

Recording Within the Course:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.