



COLUMBIA UNIVERSITY
GRADUATE SCHOOL OF ARTS & SCIENCES

The Fundamentals of College and University Teaching

Frequently Asked Questions

Who should take this seminar?

The seminar is open to all Columbia doctoral students. It is recommended both for students early in their graduate careers who are just beginning to teach as well as for more advanced graduate students who will be pursuing an academic career.

Does the seminar cost anything?

No. The Graduate School of Arts & Sciences will provide textbooks and lunch.

What is the seminar about?

The seminar will cover all facets of teaching, from course design and classroom management to effective lecturing and discussion leading, teaching with technology, and best practices in designing and grading classroom activities and exams. In addition, participants will obtain feedback on their teaching and prepare a course syllabus and a teaching statement.

When will the seminar be offered?

June 21-25 and July 19-23.

What is required?

During the course of the seminar, you will:

- produce a learner-centered syllabus
- lead an effective discussion
- manage a “mock” classroom
- provide constructive feedback to an assignment
- present a “microteaching” lesson that other students will evaluate and assess other students’ teaching
- answer teaching-related questions in a mock job interview
- develop a teaching statement

How will I benefit from this program?

The program offers certification in college and university teaching preparation. During this five-day program, you will refine your teaching skills; develop a facility with best teaching practices and promising new practices; and increase your ability to discuss teaching during job interviews. In addition you will produce and receive feedback on a course syllabus and a teaching statement.

What if I have additional questions?

Contact Teaching Center director Steven Mintz at smintz@columbia.edu or 212-854-1066

FUNDAMENTALS OF COLLEGE AND UNIVERSITY TEACHING

Draft Syllabus

Course Description:

In today's tough academic job market, evidence of effective teaching is not a luxury; it is a necessity. At job interviews, you will be expected to speak articulately about your teaching experience, techniques, and philosophy. You will be asked how you motivate students, how you will organize and teach an introductory course, and how you assess student learning. Even at research universities, high quality teaching is a must.

This special seminar will prepare you to teach effectively. It will not only familiarize you with best practices in lecturing and leading discussions and labs, but in course design, grading, classroom management, and the use of new instructional technologies.

But it will do more. It will introduce you to key issues in higher education. Anyone who plans to teach in a college or university needs to be conversant with the major challenges facing higher ed – such as inclusion, retention, assessment, and accountability -- as well as with the ethical and legal issues that professors confront, including academic freedom, academic honesty, confidentiality, intellectual property, and interpersonal relations.

This seminar also prepare you for the job search. In addition to preparing a syllabus and a teaching statement, you will have the opportunity to “microteach”—to practice teach and receive constructive feedback.

Among the issues we will examine include shifting student demographics, inclusion and retention, assessment and accountability, academic freedom, academic honesty, confidentiality, intellectual property and fair use, and interpersonal relationships.

Course Objectives:

1. To introduce you to what recent findings in neuroscience and cognitive and developmental psychology tell us about how college students learn and how these findings can be translated into classroom practice.
2. To provide you with practical advice about course design, classroom management, effective lectures, discussions, and labs, and testing and grading. You will learn how to articulate learning objectives, develop activities to achieve those goals, and devise assessment to determine whether students are meeting those objectives.
3. To assist you in successfully integrating active learning strategies, constructivist pedagogy, and audio-visual and computer technologies into your teaching.
4. To familiarize you contemporary issues in higher education.
5. To prepare you for an academic job search.

Requirements:

1. Actively participating in an intensive five-day seminar that will meet from 9:30 a.m. to 1:30 p.m. Lunch will be provided.
2. Designing a course of your own.
3. Creating supplementary materials, assignments, and exams for the course.
4. Writing a series of reflective and critical essays on topics presented in the course.
5. Observing other students teach and having your own teaching evaluated.
6. Developing a teaching statement.

Calendar of Topics

Day 1. The Science of Learning and the Art of Teaching

Segment 1: How College Students Learn

Motivation, short- and long-term memory, student learning styles, Bloom's taxonomy of cognition

Segment 2: Applying the Science of Learning in Your Classroom

Shifting from a transmission model of learning to a transactional and constructivist model

Segment 3: Learner-Centered Course Design

Activity 1: Designing a Learner-Centered Syllabus

Day 2. Effective Teaching Strategies, I

Segment 1: Starting Off on the Right Foot

Dealing with nervousness; establishing your authority; building rapport with your students

Segment 2: Motivating Students

Ensuring students come to class well prepared

Segment 3: Lecturing Effectively

Activity 2: Leading an effective discussion

Day 3. Effective Teaching Strategies, II

Segment 1: Making Your Class More Participatory with Active Learning and Group Work

Segment 2: Teaching with Technology

Segment 3: Grading Efficiently and Fairly

Activity 3: Managing Your Classroom

Activity 4: Providing Constructive Feedback

Day 4. Contemporary Issues in Higher Education

Segment 1: The Changing Academy

Segment 2: Inclusive Teaching, including Gender and Diversity Issues

Segment 3: Legal and Ethical Issues

Activity 5: Microteaching and Teaching Assessment

Day 5. Teaching and the Academic Job Search

Segment 1: Integrating Writing into Your Teaching

Segment 2: Balancing Teaching and Research

Activity 6: Answering Teaching-Related Questions in a Job Interview

Activity 7: Developing a Teaching Philosophy