

Harper College Graduate Equivalency Course (GEC) Syllabus

Introduction to Theories of Pedagogy

2.0 GEC Hours

Spring 2018

March 1 – April 26, 2018

Faculty Information

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Course Information

Course Description: This course is designed to help the faculty participant develop a personal pedagogical theory and practice. We will achieve this through reading, reflection, and discussion. Students will study pedagogical theories that range from Socrates to recent research on culturally responsive pedagogy, the neuroscience of learning, and cooperative learning.

Learning Outcomes: As a result of this course, the participant will be able to:

- Critically analyze the theories and practices of traditional, multicultural, feminist, and radical pedagogies.
- Create a sourcebook of tips, strategies and exercises for teaching.
- Cultivate a community of learners.
- Engage in cooperative learning through peer evaluations of exercises, syllabi, and statements of teaching philosophy.
- Design or redesign a course, syllabus, unit, or assignment.
- Explore, develop, critically reflect on, and articulate a personal philosophy of teaching.

Course Outline:

- I. Introduction to Pedagogy
- II. Socrates and Contemporary Adaptations of the Socratic Method (Socratic Seminars & Circles, and Shared Inquiry)
- III. Democracy and Education
- IV. Cooperative Learning (also called Collaborative Learning, Active Learning and Team-Based Learning)
- V. Universal Design
- VI. Andragogy (Adult Learner Theory)
- VII. Trends in International Pedagogy
- VIII. Culturally Relevant/Responsive Pedagogy
- IX. Neuroscience and Brain Based Learning
- X. Discipline-Specific Pedagogy

Required Text: No single text is required. Readings are selected from a variety of texts.

Student Expectations and Requirements:

This course is in a blended format to include three face-to-face classroom sessions and 5 weekly on-line sessions, with 7 total units. Course participants are required to attend the first and last face-to-face sessions and to engage in class discussions both on-line and face-to-face. The middle face-to-face session is optional. In order to receive a passing grade, students must present their final classroom project in person to the rest of the class. On-line discussions will have due dates. Failure to meet these due dates results in a “0” grade for that week. The instructor will try to make accommodations for participants with scheduling conflicts, but participants missing more than 20% of the scheduled course time are encouraged to withdraw from the course. Withdrawal from the course due to absence or failure to meet on-line discussion dates will not result in a tuition refund or credit awarded.

*The course is organized in weekly units. In each week’s folder, there is a list of readings. **Participants are not expected to read everything!** Please choose **one or two readings** that are of interest to you and base your discussion board postings on those particular readings.*

Course Requirements and Assignments:

1. Discussion board original threads and replies—one for each of six units. Details for each discussion board can be found in the course calendar. Initial post for the unit should be a minimum of 300 words and is due Monday, 11:59 pm. Respond to at least one peer’s post no later than Wednesday, 11:59 pm.
2. Final Project: You will choose **one** of the following:
 - 3 page personal teaching philosophy paper as informed by theory and discipline-specific pedagogy (include annotated bibliography)
 - OR**
 - Designed or re-designed course, syllabus, unit, or assignment, along with a 1 – 2 page paper explaining your decisions in the re-design
3. Presentation of final project - Your presentation should be approximately 10 minutes. A short PowerPoint presentation should be utilized to share the important elements of your project. Presentations are given at the final face-to-face session.

Methods of Evaluation

Points will be accorded as follows:

- Discussion board original threads and replies: (10 points each) **60 points**
- Final project **30 points**
 - Designed or re-designed course, syllabus, unit, or assignment
 - OR**
 - Final 3 page personal philosophy paper, with annotated bibliography of pedagogic theory within participant’s discipline.
- Presentation of final project: **10 points**

At the end of the course, points will be totaled and overall grades assigned as follows:

- A 90-100 points
- B 80-89 points
- C 70-79 points
- D 60-69 points
- F 59 and below

As per GEC policies, a grade of PV or WV is entered at the end of the class. 60 points and above is a passing grade.

Written work and projects will be evaluated according to this rubric:

Criteria	Excellent	Good	Acceptable	Not Acceptable	Failure
Scholarship	Work that is at the highest level of achievement in a graduate college or university course.	Work that meets the high level of standards for academic performance in a graduate college or university course.	Work that meets minimum standards for academic performance in a graduate college or university course.	Work that approaches but does not attain minimum standards for academic performance in a graduate college or university course.	Work that fails to meet graduate college or university standards for academic performance in a course.
Personal and professional learning and growth	Analyzes areas for personal and professional learning and growth that exceed course requirements.	Identifies self-initiative in seeking experiences for personal and professional growth beyond course requirements.	Identifies areas for personal and professional growth but does not analyze or develop them in depth.	Presents a minimal, perfunctory, or surface level identification of areas for personal and professional growth.	Does not connect to personal needs and experiences and/or does not reflect an effort to seek out growth.

Source for Row 2 (Personal and professional learning and growth): Adapted from Azusa Pacific University, reprinted in Peggy L. Maki, *Assessing for Learning: Building a Sustainable Commitment Across the Institution*, 2nd ed. (Sterling, VA: Stylus, 2010): 220.

Policies

Students with Disabilities and Academic Accommodations

Harper College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let Access and Disability Services (ADS) know immediately at 847.925.6266. ADS will privately discuss the options you have, including the accommodations they offer. You are welcome to register with Access and Disability Service by going to www.harpercollege.edu/ads and fill out the application for ADS services. Once you have your accommodations approved by ADS, please make arrangements with the instructor as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. ADS contact information: 847.925.6266, ads@harpercollege.edu, Building I, Room 103.

Equal Opportunity Statement

Harper College does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, sexual orientation, disability or unfavorable discharge from military service

Course Calendar

- **Week 1 - March 1 through March 7, Introduction to Pedagogy:** In person meeting on Thursday, **March 1st, from 4:00 – 6:00 in D269.**

1. Our face to face session will provide an Overview of the course. Each faculty participant will describe their goals for the course.

2. Discussion Board Thread #1: Due by 11:59 p.m. Central time on Monday, March 6th. In this thread, please share your current teaching philosophy. Based upon our discussions during class and your choice of reading(s) for the week, please identify your thoughts regarding revisions you plan to make to your teaching philosophy or revisions you plan to make to a lesson, unit or syllabus. The initial thread should be a minimum of 300 words. Please reply to at least one peer's thread by 11:59 pm Central time on Wednesday, March 8th.

Selected Readings (all in Blackboard shell): You are only required to read one, although you can read more than one.

Horn, Aaron S., Takehito Kamata, and Compact Midwestern Higher Education. "Campus-Based Practices For Promoting Student Success: Effective Pedagogy. Research Brief." *Midwestern Higher Education Compact* (2014): ERIC. Web. 16 Aug. 2015.

Riera, José-Luis. "Engaging Pedagogy: One Student's Lesson In Teaching And Learning." *About Campus* 15.3 (2010): 17-21. *Professional Development Collection*. Web. 16 Aug. 2015.

Woodhouse, Howard Robert. "The Courage To Teach: Whitehead, Emotion, And The Adventures Of Ideas." *Collected Essays On Learning And Teaching* 5.(2012): 1-5. ERIC. Web. 16 Aug. 2015.

- **Week 2 - March 8 through March 14, Unit I: Socrates and Contemporary Adaptations of the Socratic Method (Socratic Seminars & Circles, and Shared Inquiry):** Online

Discussion Board Thread #2: Your initial post is due by 11:59 pm on Monday, 3/13. Your initial post should be a minimum of 300 words. Be sure to identify your reading of choice for the week. Post a reply to at least one peer's thread no later than 11:59 pm on Wednesday, 3/15. The reply post should be a minimum of 150 words.

Topic - Now that you have read the material about Socratic seminars and Socratic dialogue, do one of the following two things:

1) Turn back to your Statement of Teaching Philosophy. Are you inclined to make any changes as a result of the readings about Socratic seminars and Socratic dialogue? If so, post your thoughts about how you would incorporate these principles into your Teaching Philosophy **OR**

2) If you have no changes to make to your Statement of Teaching Philosophy, examine how you could use this information to change some aspect of your course curriculum based upon the principles of Socratic seminars and Socratic dialogue. This could be an assignment prompt, a rubric, a section of a syllabus, instructions for a group activity, a lesson plan...or any other piece of curriculum.

Selected Readings (all in Blackboard shell): **Choose one, additional readings are optional**

Brickhouse, Thomas C., and Nicholas D. Smith. "Socratic Teaching and the Socratic Method." *The Oxford Handbook of Philosophy of Education*. Ed. Harvey Siegel. Oxford: Oxford UP, 2009. 177-94.

Burgess, Bob. "The Educational Theory of Socrates." *New Foundations*. 2011. Web.

Candiotto, Laura. "Socratic Dialogue: A Comparison Between Ancient and Contemporary Method." *Encyclopedia of Educational Philosophy and Theory*. EEPAT. 10 Aug. 2013. Web.

Socrates. Selections from *The Republic*.

Strong, Michael. Chapter 1, "On Socratic Seminars," and Chapter 4, "Socratic Practice as Classroom Organizing Principle." *The Habit of Thought: From Socratic Seminars to Socratic Practice*. Chapel Hill, NC: New View, 1997. 39-72 and 119-64.

Optional reading (request from Library):

Brookfield, Stephen D., and Stephen Preskill. *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*. San Francisco: Jossey-Bass, 2005.

➤ **Week 3 - March 15 through March 21, Unit II: Democracy and Education: Online**

Discussion Board Thread #3: Your initial post is due by 11:59 pm on Monday, March 27th. Your initial post should be a minimum of 300 words. Be sure to identify what you read for this week. Post a reply to at least one peer's thread no later than 11:59 pm on Wednesday, March 29th. The reply post should be a minimum of 150 words.

Topic - Now that you have read the material about democracy and education, do one of the following two things:

1) Turn back to your Statement of Teaching Philosophy. Are you inclined to make any changes as a result of the readings about democracy and education? If so, post your thoughts about how you would incorporate these principles into your Teaching Philosophy **OR**

2) If you have no changes to make to your Statement of Teaching Philosophy, examine how you could use this information to change some aspect of your course curriculum based upon the principles of democracy and education. This could be an assignment prompt, a rubric, a section of a syllabus, instructions for a group activity, a lesson plan...or any other piece of curriculum.

Selected readings (all in Blackboard): **Only one required, additional readings optional**

Dewey, John. "My Pedagogic Creed." *School Journal* 54 (Jan. 1897): 77-80. *Pragmatism.org*. n.d. Web.

Flores, Ruben. "Did Mexico Reshape the American Civil Rights Movement?" *HNN History News Network*. George Mason University. 10 Aug. 2014. Article 156491. Web.

Excerpt from Freire, Paulo. *Pedagogy of the Oppressed*. 1971. Trans. Myra Bergman Ramos. 30th Anniversary Edition. New York: Bloomsbury, 2001.

Garrison, Jim. "John Dewey." *Encyclopedia of Educational Philosophy and Theory*. *EEPAT*. 10 Nov. 1999. Web.

Richards, Daniel. "Teaching as Attitude: The Staying Power of John Dewey." *Teaching and Learning in Higher Ed*. 1 Sept. 2014. Web.

Excerpt from Rose, Mike. *Back to School: Why Everyone Deserves a Second Chance at Education: An Argument for Democratizing Knowledge in America*. New York: New Press, 2012.

Optional readings for this week (request from Library)

Apple, Michael W. *Official Knowledge: Democratic Education in a Conservative Age*. 3rd edition. New York: Routledge, 2013.

Dewey, John. *Democracy and Education*. 1916. Radford, VA: Wilder, 2008.

Freire, Paulo. *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. Critical Perspectives Series. Plymouth, UK: Rowman & Littlefield, 2000.

Noddings, Nel. *Education and Democracy in the 21st Century*. New York: Teachers College Press, 2013.

Nussbaum, Martha C. *Not for Profit: Why Democracy Needs the Humanities*. Princeton: Princeton UP, 2012.

Rogers, Carl, and H. Jerome Freiberg. *Freedom to Learn*. 3rd edition. Boston: Pearson, 1994.

Rose, Mike. *Lives on the Boundary: A Moving Account of the Struggles and Achievements of America's Educationally Underprepared*. New York: Penguin, 2005.

Rose, Mike. *Possible Lives: The Promise of Public Education in America*. New York: Penguin, 1996.

Rose, Mike. *Why School? Reclaiming Education for All of Us*. New York: New Press, 2009.

- **Week 4 - March 22 through April 4th , Unit III: Cooperative Learning (also called Collaborative Learning, Active Learning and Team-Based Learning):** online and face-to-face

We will have an optional meeting face-to-face this week on March 22nd, from 4:00 – 6:00 pm. in D 269. During our face to face session we will discuss the material from the first 3 weeks of class. In addition, each participant will be asked to share preliminary plans for the final project.

Discussion Board Thread #4: Your initial post is due by 11:59 pm on Monday, April 3rd. Your initial post should be a minimum of 300 words. Please be sure to identify your choice of reading for the week. Post a reply to at least one peer's thread no later than 11:59 pm on Wednesday, April 5th. The reply post should be a minimum of 150 words.

Topic - Now that you have read the material about cooperative learning, do one of the following two things:

- 1) Turn back to your Statement of Teaching Philosophy. Are you inclined to make any changes as a result of the readings about cooperative learning? If so, post your thoughts about how you would incorporate these principles into your Teaching Philosophy **OR**
- 2) If you have no changes to make to your Statement of Teaching Philosophy, examine how you could use this information to change some aspect of your course curriculum based upon the principles of cooperative learning. This could be an assignment prompt, a rubric, a section of a syllabus, instructions for a group activity, a lesson plan...or any other piece of curriculum.

Selected Readings:

Braunschweig, Dave. "Collaborative Learning." *Wikiversity.org*. 16 Aug. 2014. Web.

McKeachie, Wilbert, and Marilla Svinicki. "Chapter 14: Active Learning: Group-Based Learning." *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. 14th ed. Belmont, CA: Wadsworth, 2013. 191-202.

Lang, James M. "In the Classroom: Teaching with Small Groups." *On Course: A Week-by-Week Guide to Your First Semester of College Teaching*. Cambridge, MA: Harvard UP, 2008. 104-26.

Lieberg, Carolyn. "II: Group Work and Presentations." *Teaching Your First College Class: A Practical Guide for New Faculty and Graduate Student Instructors*. Sterling, VA: Stylus, 2008. 143-51.

Optional readings (request from Harper Library)

Barkley, Elizabeth F., K. Patricia Cross, and Claire Howell Major. *Collaborative Learning Techniques: A Handbook for College Faculty*. San Francisco: Jossey-Bass, 2004.

(I highly recommend this book if you are looking for specific strategies to incorporate cooperative learning activities into your classroom)

Millis, Barbara J., ed. *Cooperative Learning in Higher Education: Across the Disciplines, Across the Academy*. Sterling, VA: Stylus in association with The National and Teaching and Learning Forum, 2010. New Pedagogies and Practices for Teaching in Higher Education series.

Roberts, Tim S. *Online Collaborative Learning: Theory and Practice*. Hershey, PA: Information Science, 2004.

Team-Based Learning: A Transformative Use of Small Groups in College Teaching. Ed. Larry K. Michaelsen, Arletta Bauman Knight, and L. Dee Fink. Sterling, VA: Stylus, 2004. Print.

➤ **Week 5 - April 5th through April 11th , Unit IV: Universal Design, Andragogy (Adult Learner Theory), and Trends in International Pedagogy: online**

Discussion Board Thread #5: Your initial post is due by 11:59 pm on Monday, April 10th. Your initial post should be a minimum of 300 words. Be sure to identify your choice of reading for the week. Post a reply to at least one peer's thread no later than 11:59 pm on Wednesday, April 12th. The reply post should be a minimum of 150 words.

Topic: Now that you have read the material about Universal Design, Andragogy (Adult Learner Theory), and Trends in International Pedagogy, do one of the following two things:

1) Turn back to your Statement of Teaching Philosophy. Are you inclined to make any changes as a result of the readings about Universal Design, Andragogy, and/or Trends in International Pedagogy? If so, post your thoughts about how you would incorporate these principles into your Teaching Philosophy **OR**

2) If you have no changes to make to your Statement of Teaching Philosophy, examine how you could use this information to change some aspect of your course curriculum based upon the principles of Universal Design, Andragogy, and/or International Pedagogy. This could be an assignment prompt, a rubric, a section of a syllabus, instructions for a group activity, a lesson plan...or any other piece of curriculum.

Selected Readings (all in Blackboard): Choose one – additional readings optional

Cushner, Kenneth. "Intercultural Competence for Teaching and Learning." *Internationalizing Teacher Education in the United States*. Ed. Beverly

D. Shaklee and Supriya Baily. Plymouth, UK: Rowman & Littlefield, 2012. 41-58.

Grant, Rachel, and Maryam Salahshoor. "Pedagogical Diversity and the Need for Contextually Responsive Teacher Education in the United States." *Internationalizing Teacher Education in the United States*. Ed. Beverly D. Shaklee and Supriya Baily. Plymouth, UK: Rowman & Littlefield, 2012. 205-19.

Zeff, Robbin. "Universal Design Across The Curriculum." *New Directions For Higher Education* 137 (2007): 27-44. *Academic Search Complete*. Web. 30 Aug. 2015.

McGuire, Joan M., Sally S. Scott, and Stan F. Shaw. "Universal Design And Its Applications In Educational Environments." *Remedial & Special Education* 27.3 (2006): 166-175. *Academic Search Complete*. Web. 30 Aug. 2015.

Vainio-Mattila, Arja. "Internationalizing Curriculum: A New Kind Of Education?." *New Directions For Teaching & Learning* 2009.118(2009): 95-103. *Academic Search Complete*. Web. 30 Aug. 2015.

Holmes, Geraldine, and Michele Abington-Cooper. "Pedagogy vs. Andragogy: A False Dichotomy?" *The Journal of Technology Studies* 26.2 (Summer/Fall 2000). Web.

Optional Readings:

Condition Critical: Key Principles for Equitable and Inclusive Education. Ed. Diana Lawrence-Brown and Mara Spoon-Shevin. New York and Williston, VT: Teachers College Press of Columbia University, 2014.

Grace, Sue, and Phil Gravestock. *Inclusion and Diversity: Meeting the Needs of All Students*. New York: Routledge, 2009.

Harlap, Yael, and Margo Fryer. Green Guide from Society for Teaching & Learning in Higher Education: *Global Citizenship in Teaching and Learning*. Green Guide Series, #12. 13 June 2011. Web.

Knowles, Malcolm S., Elwood F. Holton III, and Richard A. Swanson. *The Adult Learner*. 7th ed. Abingdon, UK: Taylor & Francis, 2011.

Universal Design in Higher Education: Principles and Practice. Ed. Sheryl E. Burgstahler and Rebecca C. Cory. Cambridge, MA: Harvard Education Press, 2008.

The Universally Designed Classroom: Accessible Curriculum and Digital Technologies. Ed. David H. Rose, Anne Meyer, and Chuck Hitchcock. Cambridge, MA: Harvard Education Press, 2005.

➤ **Week 6 - April 12th through April 18th, Unit V: Culturally Relevant/Responsive Pedagogy, Neuroscience and Brain Based Learning:** online

Discussion Board Thread #6: Your initial post is due by 11:59 pm on Monday, April 17th. Your initial post should be a minimum of 300 words. Be sure to identify your choice of reading for the week. Post a reply to at least one peer's thread no later than 11:59 pm on Wednesday, April 19th. The reply post should be a minimum of 150 words.

Topic - Now that you have read the material about Culturally Relevant/Responsive Pedagogy, neuroscience, and/or brain-based learning do one of the following two things:

1) Turn back to your Statement of Teaching Philosophy. Are you inclined to make any changes as a result of the readings about Culturally Relevant/Responsive Pedagogy, neuroscience or brain-based learning? If so, post your thoughts about how you would incorporate these principles into your Teaching Philosophy **OR**

2) If you have no changes to make to your Statement of Teaching Philosophy, examine how you could use this information to change some aspect of your course curriculum based upon the principles of Culturally Relevant/Responsive Pedagogy, neuroscience and/or brain-based learning This could be an assignment prompt, a rubric, a section of a

syllabus, instructions for a group activity, a lesson plan...or any other piece of curriculum.

Selected Readings: Choose one – additional readings are optional.

"Cultural Humility." *Wikipedia.org*. 1 June 2014. Web.

Duman, Bilal. "The Effects Of Brain-Based Learning On The Academic Achievement Of Students With Different Learning Styles." *Educational Sciences: Theory & Practice* 10.4 (2010): 2077-2103. *Academic Search Complete*. Web. 29 Aug. 2015.

Guo, Shibao, and Zenobia Jamal. Green Guide from Society for Teaching & Learning in Higher Education: *Cultural Diversity and Inclusive Teaching*. Green Guide Series, #8. n.d. Web.

Immordino-Yang, Mary Helen. "Implications Of Affective And Social Neuroscience For Educational Theory." *Educational Philosophy & Theory* 43.1 (2011): 98-103. *Academic Search Complete*. Web. 29 Aug. 2015.

Irvine, Jacqueline Jordan. "Culturally Relevant Pedagogy." *EducationDigest* 75.8 (2010): 57-61. *Academic Search Complete*. Web. 29 Aug. 2015

Jensen, Eric P. "A Fresh Look At BRAIN-BASED Education. (Cover Story)." *Phi Delta Kappan* 89.6 (2008): 408-417. *Academic Search Complete*. Web. 29 Aug. 2015.

Jensen, Eric. "Brain-Based Learning: A Reality Check." *Educational Leadership* 57.7 (2000): 76. *Academic Search Complete*. Web. 29 Aug. 2015.

Levinson, Meira. "Mapping Multicultural Education." *The Oxford Handbook of Philosophy of Education*. Ed. Harvey Siegel. Oxford: Oxford UP, 2009. 428-50.

McCall, Linda Ann H. "Brain-Based Pedagogy In Today's Diverse Classrooms: A Perfect Fit--But Be Careful!" *Delta Kappa Gamma Bulletin* 78.3 (2012): 42-47. *Academic Search Complete*. Web. 29 Aug. 2015.

Rychly, Laura, and Emily Graves. "Teacher Characteristics For Culturally Responsive Pedagogy." *Multicultural Perspectives* 14.1 (2012): 44-49. *Academic Search Complete*. Web. 29 Aug. 2015.

Schmeichel, Mardi. "Good Teaching? An Examination Of Culturally Relevant Pedagogy As An Equity Practice." *Journal Of Curriculum Studies* 44.2 (2012): 211-231. *Academic Search Complete*. Web. 29 Aug. 2015.

Optional readings (request from Harper Library)

Brookfield, Stephen D. *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass, 1995.

Doyle, Terry, and Todd Zakrajsek. *The New Science of Learning: How to Learn in Harmony with Your Brain*. Sterling, VA: Stylus, 2013.

Exploring Race in Predominantly White Classrooms: Scholars of Color Reflect. Ed. George Yancey and Maria del Guadalupe Davidson. Critical Social Thought Series. New York: Routledge, 2014.

hooks, bell. *Teaching Community: Pedagogy of Hope*. New York: Routledge, 2003.

hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom*. Harvest in Translation series. New York: Routledge, 1994.

Leonardo, Zeus, and L. Norton Grubb. *Education and Racism: A Primer on Issues and Dilemmas*. New York: Routledge, 2014.

Postman, Neil, and Charles Weingartner. *Teaching as a Subversive Activity*. New York: Delta, 1971.

Teaching Feminist Activism: Strategies from the Field. Ed. Nancy A. Naples and Karen Bojar. New York: Routledge, 2002.

Winkle-Wagner, Rachele, and Angela M. Locks. *Diversity and Inclusion on Campus: Supporting Racially and Ethnically Underrepresented Students*. Routledge, 2014.

Zull, James E. *The Art of the Changing Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning*. Sterling, VA: Stylus, 2002.

Zull, James E. *From Brain to Mind: Using Neuroscience to Guide Change in Education*. Sterling, VA: Stylus, 2011.

➤ **Week 7 - April 19th through April 26th, Units VII and Unit VIII: Discipline-Specific Pedagogy and presentation of personal philosophy:** online and face to face

Unit VII: Discipline-Specific Pedagogic Theory: Participants will find readings from their own disciplines.

Unit VIII: Articulation and presentation of personal pedagogic theory or redesigned course, unit or syllabus.

We have our final face-to-face meeting on Thursday, April 26th, from 4:00 – 6:00 p.m. in D 269.

By Wednesday, April 25th, 11:59 pm, please post your final assignment to Blackboard using the Assignment link. Assignment must be completed as word document (doc or docx) or rich text format (rtf) and attached in the final project link. **Choose one of the following options:**

- Newly designed or re-designed course, syllabus, unit, or assignment as informed by theory and discipline-specific pedagogy. Include a 1 -2 page explanation of how material from this course informed your decisions in the re-design. **OR**
- Final revised personal teaching philosophy as informed by theory and discipline-specific pedagogy. Your final paper should be 3 pages in length. An annotated bibliography of

pedagogic theory sources from your discipline should be included. Your bibliography should contain at least five useful books, journals, articles, publications of professional associations in your field, or other materials related to pedagogy.

Your final project will be presented and discussed at our final in-person meeting on Thursday, April 27th. Your presentation should be approximately 10 minutes. A short PowerPoint presentation should be utilized to share the important elements of your project.

Graduate Equivalency (GEC) Policies

Withdraw Policy

The last day to unenroll in this course is Thursday, March 8, 2018. You must notify both the instructor, Jeanine Lombardi – jlombard@harpercollege.edu and Katie Michelau - kmichela@harpercollege.edu if you wish to unenroll. After March 8, any student who does not successfully complete the course will receive a “WV” (Withdrawal) on their transcript, and no credit will be awarded.