

Harper College Graduate Equivalency Course (GEC) Syllabus

Evidence based Teaching

3 GEC

Blended

Spring 2020

March 4 to April 29, 2020

Meeting Dates: Wednesdays, March 4, April 1, and April 29, 4:30 p.m. – 6 p.m., F315

Faculty Information

Name: Mary Twist van Opstal, PhD

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Office Location/Hours: Z327, 11.30-12.30 Tu, Th. Or by appointment

Course Information

Modality: Blended: Online with 3 on-campus meetings. Collaborate will be used for synchronous and asynchronous access for those unable to attend the on-campus meetings.

Meeting Times: Wednesday 4:30-6:00, March 4, April 1st, April 29th

Meeting Location: The Academy F315

Course: 8 week course

Dates: March 4-April 29

Course Description: Explore ways to implement evidence-based practices (EBP) for college teaching. Strategies specific to college teaching that could be utilized across the curriculum will be examined. Participants will have an opportunity to evaluate how their current approaches align with these methods as well as consider how they may adjust their practices based on research on learning.

Course Goals: To become aware of the teaching practices that are supported by research and that are likely to help students learn more content in your classroom.

Learning Outcomes

- Identify evidence-based practices for college teaching
- Evaluate evidence to determine whether a practice is research-based
- Implement at least one evidence-based practice in your classroom
- Learn about resources for identifying additional evidence-based practices
- Become more reflective on your teaching practices

Course Outline: See course calendar

Required Text:

- Understanding How We Learn –Yana Weinstein and Megan Sumeracki, this will be provided by the academy. <https://www.learningscientists.org/book>
- Excerpts from How Humans Learn—Joshua R. Eyer
- Research papers on practice - some available on Blackboard and participants will find them on Google Scholar and library website.

Student Expectations and Requirements

It is expected that you can:

- attend meetings (in person or via Collaborate or listen to the recordings)
- complete the weekly assignments.

Course Requirements and Assignments

Assignments include:

- About Me survey
- Teaching Practices Assessment
- Lesson and Goal plan for implementing a EBP
- Notes and reflection on implementing an EBP
- Participation in discussions in person and on Blackboard
- Journal Reflections
- In-class presentation about EBP implementation at the end of the course.

Methods of Evaluation

This course is pass/incomplete. A passing score is reflective of identifying teaching practices that are research based, implementing a teaching practice in your own classroom, and reflecting on your own teaching practices. As this course is largely reflective of your own teaching, evaluation will be based on completion of activities posted. Each activity is based on a learning outcome. For some activities, a rubric will be used to determine completion.

Course Calendar

Week	In Class	Assignments	Due by start of week
1 3/4-3/10	In Class Introduction, Information on teaching practices and evidence	Read Part 1 (Pgs 3-38) in UHWL, assess current teaching practices	About me survey

2 3/11-3/17		Read Part 2 (pgs 43-64) in UHWL, identify evidence for several teaching practices	Read assigned chapters (1-4), turn in current classroom practices assessment
3 3/18-3/31	Spring Break 3/21-3/29	Read Part 3 (pgs 83-133) in UHWL, Consider what EBP you'd like to try in your classroom.	Read assigned chapters (5-7) Assessment on EBP, What does evidence mean?
4 4/1-4/7	In Class meeting on progress	Discussion, Write up goal and choose EBP,	Read assigned chapters (8-10)
5 4/8-4/14		Implement EBP in a class,	Submit goal and lesson plan for EBP,
6 4/15-4/21		Read article on EBP, and post to discussion board about your implemenatio	Answer questions and take notes on implementation
7 4/22-4/29		Read excerpts from How People Learn, Identify resources for finding EBP	Reflection on teaching with EBP
8	In Class Presentation on teaching practice	In Class Presentation on teaching practice	Final Reflection

*EBP - evidence based practice

*UHWL - understanding how we learn

Graduate Equivalency (GEC) Policies

Enrollment

The Academy for Teaching Excellence requires a minimum of six (6) faculty to be enrolled in any GEC to be offered. The maximum enrollment in any GEC is determined collaboratively with the instructor and the Academy. Enrollment is measured two (2) weeks before the first scheduled day of the course.

Faculty wishing to participate in a GEC will register for the course through the [Academy website](#). All GECs are pre-approved for credit.

Registration and Withdrawal Policy

The registration deadline is two (2) weeks before the first scheduled day of the course.

A faculty member will have seven (7) calendar days from the beginning of the course (first day of class) to un-enroll by notifying both the instructor and kmichela@harpercollege.edu. After seven (7) days, any faculty member who does not successfully complete the course will receive a "XV" (Incomplete) on their transcript and no credit will be awarded.

Receiving Credit for GECs

GEC credits will appear in a faculty member's professional development list (full-time faculty) and transcript within two weeks after the end of each semester. A faculty member may repeat a GEC at any time; however, because GEC credit is used for promotion and tenure, credit for a course may only be awarded once.

Final Grades

GEC grades will be awarded as "PV" (Pass) for students who have successfully completed the course and "XV" (Incomplete) for students who have not. No other grade options will be assigned in any case.

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