

Harper College Graduate Equivalency Course (GEC) Syllabus

Course Title: Evidence based Teaching Practices across Disciplines

GEC Hours: 3 GEC

Course Semester: Spring 2022

Course Dates: Feb 16-April 13

Faculty Information

Name: Mary Twist van Opstal, PhD

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Office Location/Hours: Virtual by appointment

Course Information

Modality: Blended: Online with 3 on-campus meetings.

Meeting Times: Wednesday 4:30-6:00, Feb 16, March 9, April 13th

Meeting Location: The Academy F315

Course: 8-week course

Dates: February 16-April 13

Course Description: You will learn the theory behind evidence-based teaching practices, and explore ways to implement evidence-based practices (EBP) across disciplines. Participants will have an opportunity to reflect and 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 and skills 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 People Learn – National Academies Press

- Excerpts from How Learning Works
- 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 three times during the course
- complete the weekly assignments

Course Requirements and Assignments

Assignments include:

- About Me survey
- Teaching Practices Assessment
- Lesson and Goal plan for implementing an 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	Assignments	Due by start of week
1 2/16-2/22 2/16 on campus	<ul style="list-style-type: none"> Read excerpts from How People Learn Read Part 1 (Pgs 3-38) in UHWL 	<ul style="list-style-type: none"> About me survey
2 2/23-3/1	<ul style="list-style-type: none"> Read Part 2 (pgs 43-64) in UHWL Identify evidence for several teaching practices 	<ul style="list-style-type: none"> Complete reflection for assigned chapters from Part 1 Turn in current classroom practices assessment
3 3/2-3/8	<ul style="list-style-type: none"> Read Part 3 (pgs 83-133) in UHWL, Consider what EBP you'd like to try in your classroom. Review your assigned EBP for the next class meeting 	<ul style="list-style-type: none"> Complete reflection for assigned chapters from Part 2
4 3/9-3/15	<ul style="list-style-type: none"> In class jigsaw activity on EBP Discussion about SoTL Write up goal and choose EBP 	<ul style="list-style-type: none"> Complete reflection for assigned chapters from Part 3 Complete research for EBP for jigsaw
5 3/16-3/22 3/16 on campus	<ul style="list-style-type: none"> Read article on EBP Post to discussion board about your implementation Implement EBP in a class (can be completed between Weeks 5-7) 	<ul style="list-style-type: none"> Submit goal and lesson plan for EBP
6 3/23-3/29 Spring Break 3/21-3/27	<ul style="list-style-type: none"> Implement EBP in a class (can be completed between Weeks 5-7) Catch up previous activities and assignments. 	
7 3/30-4/5	<ul style="list-style-type: none"> Implement EBP in a class (can be completed between Weeks 5-7) Review data 	<ul style="list-style-type: none"> Complete questions and notes on implementation
8 4/6-4/13 4/13 on campus	<ul style="list-style-type: none"> Identify resources for finding EBP In Class Presentation on teaching practice 	<ul style="list-style-type: none"> Complete questions and notes on implementation Assess EBP in your course Final Reflection

*EBP - evidence based practice

*UHWL - understanding how we learn

*SoTL – Scholarship of teaching and learning

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

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