Sandmeyer – 3. Course Materials – (China2018) Teaching Methods: A Faculty Course

Overview of Class & Materials:

During the summers of 2017 and 2018, I was hired through the Faculty Teach in China program sponsored by University of Kentucky Confucius Institute to teach summer courses in China. In 2018 I applied for and was selected to teach a **course for faculty** at the Qingdao University of Technology. The Qingdao course was especially important to the development of my own pedagogy, as the course gave me the opportunity to articulate my own **teaching methodology** and the student body were all faculty from the university. My 3-week course covered modern Western teaching methods for active learning with an emphasis on interdisciplinary education.

This packet contains the basic structure elements of the Teaching Methods Faculty Course.

- Syllabus
    - Syllabus design was an important lesson in the class, as Chinese faculty do not typically teach from a syllabus as we understand it in the West. Hence, the syllabus design – especially the idea and articulation of course **learning outcomes** – was, itself, the subject of an important lesson. See attached lesson 7.25.
- Schedule
    - The schedule was designed to be a progressive working through of **active learning** techniques. Each day of class broken into two distinct hours. The first hour was typically devoted to the introduction of new pedagogical content. The second hour was devoted to practicing active learning techniques. The objective of this second hour was to engage the faculty in the very pedagogical techniques they were learning in the course.
- Lesson
    - The most important element of these lesson was the articulation of learning objectives at the top of the document. There was always two sets:
        - Learning Outcomes (as students)
            - These were outcomes around which my own lesson was designed.
        - Learning Outcomes (as faculty)
            - These were **meta-outcomes**, designed for my students to reflect *as teachers* on the techniques they were learning in the lesson.
- Resources
    - The course resources detail the primary pedagogical texts and documents used in this methods class.
    - Importantly, these same resources inform my own work as a teacher of interdisciplinary classes here at the University of Kentucky.

The class has become especially important to my own understanding of pedagogical method, as much of its content reflects my own approach to the teaching of interdisciplinary classes.

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Teaching Methods for Interdisciplinary Courses

Time:
Monday - Fridays: tbd

Room:
tbd

Office:
tbd
tbd
for appointment, send a WeChat

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bobsand

Site Map & Contact Info

Syllabus & Schedule

Course Resources

Qingdao University of Technology

UK Arts & Sciences

UK Philosophy

UK ENS

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Syllabus
Teaching Methods for Interdisciplinary Courses

Contact Information

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Environmental & Sustainability Studies Faculty
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Course Website:
https://www.uky.edu/~rsand1/china2018/

Course Description

This course introduces faculty to the pedagogy unique to interdisciplinary classes. Using the Environmental & Sustainability Studies program at the University of Kentucky as our primary example, faculty in this class will study the inherent relationship between program design and effective construction of class outcomes. The focus of this class will center on the development and application of learning outcomes that advance interdisciplinary program goals at the classroom level and practical methods to accomplish these goals. Much of the class will model interactive dynamic classroom design. Consequently, participants will engage in the very active learning techniques studied in the course. A secondary goal of the class will be to improve oral English communication skills based on task-based, active-learning methodologies. Participants will also work to improve their classroom communication and presentation skills.

Please bring a computer with you to each class. This will facilitate class discussion and allow us to work together with the course resources most efficiently. If it is not possible to bring a computer with you to class, please let me know via email or WeChat.

Learning Outcomes

- Name and order action words for continuum of cognitive complexity identified in Bloom's taxonomy.
- Demonstrate understanding of learning outcomes for program and course design.
- Practice dynamic classroom learning techniques.
- Construct effective interdisciplinary program design parameters as well as effective course syllabi based on identified learning outcomes.

Assessment

Given the orientation to faculty in this course, traditional assessment will be replaced by in-class exercises that consolidate comprehension of material and expertise of techniques studied.

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Course Structure

1. Interdisciplinary Program Design: Learning Objectives at the Program Level
    - Two Case Studies
        - The disciplinary degree: Philosophy
        - The interdisciplinary degree: Environmental and Sustainability Studies
    - Classroom project: interdisciplinary program construction
        - Modeling student-centered thinking

2. Learning objectives at the course level
    - Course design
        - The concept of student learning objectives: Bloom's taxonomy
    - Course objectives
        - General vs. disciplinary-specific courses
            - Core concepts
            - Specific knowledge
            - Communication
            - Application & research
        - Interdisciplinary courses
            - Introductory
            - Reinforcing
            - Application/emphasis

3. Teaching Techniques
    - Reading
        - Good reading is re-reading
    - Writing
        - Good writing is re-writing
    - Classroom discussion
        - Effective techniques

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Schedule (*work in progress*)
Teaching Methods for Interdisciplinary Courses

	Monday	Tuesday	Wednesday	Thursday	Friday
Course B	**7.16** (13:20-15:20)	**7.17** (8:00-10:00)	**7.18** (13:20-15:20)	**7.19** (10:10-12:10)	**7.20** (8:00-10:00)
	Opening Ceremony (9:00-10:00)	**The Interdisciplinary Program**			
1st hour	Introductions	(i) PechaKucha Presentation (ii) Discussion of "student centered learning" (ii) Group work: Important Concepts	The Idea of an Interdisciplinary Program: PHI & ENS (2 case studies)	2 Case Studies (*continued*)	The courses you teach (2 minute presentations in class)
2nd hour		Discussion of Important Concepts			Reflection on the week (Weekend Reading assignment: "Green vs. Sustainability" ***(p. 299-300 & Table 2, only)***
15:30-17:30		Office Hours (1416 Office Bldg)	**Roundtable Discussion** (15:30-18:30)		
	7.23 (13:20-15:20)	**7.24** (10:10-12:10)	**7.25** (8:00-10:00)	**7.26** (13:20-15:20)	**7.27** (10:10-12:10)
	Interdisciplinary Learning Objectives				
1st hour	Analysis of Reading: Main and Subordinate Theses (Yanarella et. al., "Green vs. Sustainability")	Three syllabi: PHI 205, 336, & 517	*Continued*: Bloom's Taxonomy ("A Model of Learning Objectives")	Core University Requirements	Syllabus Project Presentations
2nd hour	The Silo Effect: General vs. Disciplinary vs. Interdisciplinary Education	Reflection: Bloom's Taxonomy ("A Model of Learning Objectives")	Syllabus Project	Syllabus Project	
15:30-17:30	**Roundtable Discussion** (15:30-18:30)		**Roundtable Discussion** (15:30-18:30)		Office Hours (1416 Office Building)
	7.30 (8:00-10:00)	**7.31** (13:20-15:20)	**8.01** (10:10-12:10)	**8.02** (8:00-10:00)	**8.03** (13:20-15:20)
	Teaching Philosophy & Techniques				
1st hour	Faculty-Student Interaction	Statement of Teaching Philosophy	Discussion: Teaching Philosophy	Review Course Learning Objectives	Discussion: The Idea of an Interdisciplinary Program
2nd hour	Writing a Teaching Philosophy Statement		(music)		Music & Expressions
15:30-17:30	**Roundtable Discussion** (15:30-18:30)			Office Hours (1416 Office Bldg)	**Closing Ceremony** (15:30-17:30)

Daily Work
Teaching Methods for Interdisciplinary Courses

Wednesday		
7.25 (8:00-10:00)		
	Learning Objectives (as Students)	**Learning Objectives (as Teachers)**

	1. Recal elements of syllabus
	2. Describe outcomes:
	  ◦ from concrete-->abstract
	  ◦ from lower-order thinking --> higher-order thinking
		1. Explain syllabus purpose in relation to your own classes
		2. Categorize elements of learning objectives
		3. Design syllabus (and especially set of learning objectives) for one of your courses.

	Agenda	

1st hour	(Continued from yesterday)
	
	Recall: **A Model of Learning Objectives**
	
	• Anderson and Krathwohl, *A **Taxonomy** for Learning, Teaching, and Assessment*
	  ◦ taxonomy of the cognitive domain
	• Three dimensional representation
	  ◦ two planes
	  ▪ the knowledge dimension
	  ▪ the cognitive dimension
	  ◦ three dimensionality
	• Learning objectives	

2nd hour	We will discuss these syllabi in more detail this morning.
	
	• UK Syllabus Guidelines
	• PHI 205 Syllabus
	• PHI 336 Syllabus
	  ◦ PHI336 Paper Assignment
	  ◦ PHI336 Final Exam Study Guide
	• PHI 531 Syllabus
	  ◦ PHI531 Writing Handout	

Homework	Produce a Syllabus for a course you plan to teach next year
	
	• WORD document
	• Contents
	  ◦ see **TEMPLATE** for elements to be included
	• email it to me (bob.sandmeyer@uky.edu)
	  ◦ in email: include your name & attached file	

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	◦ deadline: **Thursday at 8pm**
	Round-table (15:30-18:30)

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Resources
Teaching Methods for Interdisciplinary Courses

Bloom's Taxonomy

Bloom's Taxonomy of Action Verbs (PDF)

Model of Learning Objectives (PDF)

Bloom's Rose (Kentucky)

Bloom's Taxonomy (Vanderbilt)

Bloom's Taxonomy (Waterloo)

Educational Origami

Reading Exercise Material (*required*)

Krathwohl, "A Revision of Bloom's Taxonomy: An Overview"

Yanarella et. al., "Green versus Sustainability"

Background Source Material (*not required*)

Bloom et. al., *Taxonomy of Educational Objectives*

Anderson & Krathwohl, *A Taxonomy for Learning, Teaching, and Assessing*

Davis, *Tools for Teaching*

Association of American Colleges and Universities VALUE Rubrics

- Civic Engagement
- Creative Thinking
- Critical Thinking
- Ethical Reasoning
- Foundations and Skills for Lifelong Learning
- Inquiry and Analysis
- Integrative Learning
- Intercultural Knowledge and Competence
- Global Learning
- Information Literacy
- Oral Communication
- Problem Solving
- Quantitative Literacy
- Reading
- Teamwork
- Written Communication

University of Kentucky CORE Documents

- The UK Core (website)
  - Assessment
    - Assessment Plan
  - Committee Composition
  - Curriculum
    - Learning Outcomes
  - Design Principles
  - Evaluation Data
- Course Templates
  I. Intellectual Inquiry (General Preamble)
    - Inquiry in the Humanities (Evaluation Rubric)
    - Inquiry in the Natural/Physical/Mathematical Sciences (Evaluation Rubric)
    - Inquiry in the Social Sciences (Evaluation Rubric)

- Inquiry in the Arts & Creativity
  (Evaluation Rubric)

II. Composition and Communication (I and II)
(Evaluation Rubric)

III. Quantitative Reasoning
  a. Quantitative Foundations
  (Evaluation Rubric - non-MA)
  (Evaluation Rubric - MA)
  b. Statistical Inferential Reasoning
  (Evaluation Rubric)

IV. Citizenship
  a. Community, Culture and Citizenship in the U.S.
  (Evaluation Rubric)
  b. Global Dynamics
  (Evaluation Rubric)

- Course Templates Appendices

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