EDUC X507: Foundations of Teaching in Higher Education

Instructor: Kathy Munoz

Course Description

Foundations of Teaching in Higher Education is the first course in the Humboldt State University's Certificate in Faculty Preparation: Teaching in Higher Education. This 3 unit course outlines and discusses the practice of university teaching based on educational philosophy and theory. Topics included in this course relate to successful teaching specific to higher education such as the content and culture of higher education, faculty roles and responsibilities, teaching styles, instructional models and the use of technology based on a strong theoretical foundation linking educational theory to practice.

Prerequisites

A Bachelor's degree or appropriate professional preparation in a teaching specialty area is required as a prerequisite and approval of the instructor.

Course Outcomes

Upon completion of this course, you will be able to:

Understand and apply the meaning of ethics, values, and attitudes as they relate to professional ethics in higher education. Articulate a personal, reflective philosophy of teaching which includes the importance of professionalism, leadership, and ethics. Describe and analyze a wide variety of models and styles used in university teaching. Apply theories of learning and development to teaching in higher education. Demonstrate various strategies for creating and maintaining appropriate classroom management theory in higher education. Identify the role of technology in teaching and learning in higher education. Present and discuss issues related to content area literacy related to their disciplines. Participate in a discussion of teaching with a faculty member in your discipline in higher education.

HSU Learning Outcomes

This course explicitly contributes to students' acquisition of skills and knowledge relevant to HSU Learning Outcomes:

Effective communication through written and oral modes. Critical and creative thinking skills in acquiring a broad based of knowledge and applying it to complex issues. Appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities, and viewpoints.

Course Policies

This course is offered online, over the Internet using the university's Moodle learning management system. This allows you to access the course materials from a computer with any standard web browser already installed. (Firefox browser is recommended for Macs; Internet Explorer and Firefox for PCs.)
Students are expected to devote the same amount of time for this course as you would spend in a regular, face-to-face course. Depending on your reading and writing skills, you are expected to spend approximately 60-70 hours (5 weeks = 12 hours per week or 2-3 hours per day most days of the week) on this course.

One of the exciting advantages of online learning is that you can plan your class to fit your schedule. However, it is important to balance this flexibility with your new responsibility of scheduling your own learning. There are specific required times and dates for the course material. Refer to the Tentative Course Schedule for more information.

**Academic Honesty**

Students are responsible for knowing policy regarding academic honesty. For more information, see Academic Honesty Policy.

After much careful thought regarding academic honesty in an online environment, I've decided the best way to confront this problem is to clarify it with you before we begin.

Professor Bill Taylor from Oakton Community College said it better than I can when he wrote "integrity is important in this course precisely because integrity is important in all areas of life." It's not just for this class that we as learners should value academic honesty but rather learn how to avoid the pitfalls of cheating now so that we can carry it throughout our professional careers.

However, it's not just students who should be held accountable for academic honesty. Teachers and students both must trust each other to form a strong community of learners. And the ground rules need to be clear for all who participate in the learning process. Below is a list of those ground rules that I hope will provide the trust necessary to make this a great learning experience for us all.

**What are the ground rules in this course for you, the student?**

Prepare to the best of your ability for every aspect of this course. Avoid cheating yourself with the opportunity to learn how to write your own thoughts: don't plagiarize. Be sure to give credit where credit is due and cite your sources. Learning through collaboration (defined as working with or receiving assistance from another) is an effective tool used in this class and in your future employment. When I expect you to collaborate, I'll make it very clear in the assignment instructions. All other work in this class is to be done independently. If you haven't already, read the Humboldt State University Academic Honesty Policy to make sure you understand the consequences associated with violating the code.

**What you can expect from me during this course:**

I will prepare and review course materials to be as current and accurate as possible. I will be available to answer questions or issues that may arise for you during this course. I will try to the best of my ability to prepare you for the exams and other assessments in this course. I will utilize fair and honest evaluation techniques for each assignment required for this course. To the best of my ability, make this a valid and worthwhile learning experience.
If we all live up to our academic responsibilities, this course will be meaningful for all who participate. Please feel free to discuss these points with me at any time during the course this semester.

**Late Assessments**

Each student is expected to complete all course assignments by the date indicated on the syllabus unless previously discussed with me. If you are unable to complete an assignment on time, please notify me either by telephone or email prior to the date. Any person failing to contact me before a due date will not receive credit.

You are responsible for learning the reading and class discussion material. The assignments are to be completed on an individual basis not in groups.

**Student Disability Accommodation**

If you are eligible for disability related accommodations as per determination by our campus Disability Resource Center, please contact me as soon as possible to discuss these. Our campus Student Disability Resource Center (DRC) can assist you with determining eligibility for accommodations and can be reached at: (707) 826-4678, (707) 826-5392 TDD. The SDRC is located in the Lower Library.

**Add/Drop Policy**

Students are responsible for knowing the University policy, procedures, and schedule for dropping or adding classes. If you have enrolled in this course through Extended Education, here is more information on adding and dropping classes. For those already enrolled as a matriculated HSU student, [the add/drop information here](#).

**Evaluation**

**Grading Information**

You will be able to track your grade throughout the course using the "Grades" link in the margin at the right of the course main page. You will be able to track your exact scores throughout the course. If you have any questions about your grade, contact me promptly!

The grading scale is as follows: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 0-59. Each student is responsible for completing reading assignments as well as all other assignments and activities as specified by the instructor. All assignments should be completed to pass the course.

Assignments and papers will be submitted online. Need instructions for submitting assignments online? If you have problems submitting your assignments, contact the Humboldt State Help Desk ([help@humboldt.edu](mailto:help@humboldt.edu) or 707-826-4357) immediately by phone or email to resolve the problem.
Graded Assignments

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<tr>
<th>Assessment</th>
<th>Percent of Total Grade</th>
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<tr>
<td>Time Machine (discussion forums)</td>
<td>50%</td>
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<tr>
<td>Teaching Portfolio</td>
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<tr>
<td>- Autobiography</td>
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<tr>
<td>- Teaching Philosophy Statement</td>
<td>50%</td>
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<tr>
<td>- Analysis of Your Teaching and Learning Style</td>
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<tr>
<td>- Interview with a Faculty Member</td>
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**Time Machine (a.k.a. weekly reflections and interactions in the discussion forums)**
Reflecting and discussing is a key component of learning; it helps you identify the meaning and value of what you are learning, and is an important part of becoming an effective professional. Your reflections and online discussions will be guided by specific questions but you are also free to write your thoughts about personal experiences and observations. In your reflections and discussions you should connect your thoughts and experiences with the activities and readings in the module. These activities should provide you with exemplars you can use to develop similar assignments for your students. Each discussion post should be a minimum of 150 words and writing quality that meets graduate level standards to pass this component of the course (show off your writing skills, because discussions are available to all students in the class!).

**The Teaching Portfolio**
A Teaching Portfolio is a collection of information about you as a teacher, and can serve as a model for your professional dossier. In general, the Teaching Portfolio will display your beliefs, understanding, attitude, and skills related to teaching, and explain who you are as a teacher. For this course, you will be create the template for the Teaching Portfolio and include the following:

1. An **Autobiography** (picture is optional) explaining your discipline and prior teaching experience.

2. Your **Teaching Philosophy statement**: a clear expression of your values and beliefs (philosophy) of teaching and learning, your commitment to teaching and learning, your teaching style, and reflections on your experiences.

3. **Analysis of Your Learning and Teaching Styles**. This is an in-depth analysis of you as a learner and a teacher and includes:
   - Felder and Solomon's Learning Styles Inventory results. A brief statement on how knowing your learning styles helped you become a better learner. A reflection on how you could use learning
styles inventories to better adjust your teaching and learning activities to improve the learning environment for students.

- Your teaching style based on the results of Grasha-Reichmann Teaching Style Survey. Reflect on the congruity between your learning and teaching styles and the match with those of your students; and the implications for you as a teacher.

4. Faculty Interview: Discussing teacher in higher education allows the sharing of good teaching practices, provides new ideas and fresh perspectives regarding teaching, and enhances your own teaching skills.

Important Tips for Success as an Online Learner

Begin planning now for private, uninterrupted time in your schedule to complete the reading and writing assignments—preferably in at least one-hour blocks totaling 12 hours per week. Remember this is not a self-paced class and it can be easy to fall behind! Check your email account regularly for updated information. If you prefer a different email account other than your HSU email account, be sure to update your preference using Student Center. Use e-mail for private messages to the instructor and other students. The discussion forum is for public messages. If you have questions or confusion about an assignment, take action promptly! Check the "Questions?" forum to see if your concern has been addressed already, and post your question there if you don’t see an answer. Read directions carefully! For posts to online discussion forums, conventions of on-line etiquette ("netiquette"), which include courtesy to all users, will be strictly observed.

Course Materials

Required Readings

The readings for this course are Internet based and embedded in each week under "What the Navigator's Have To Say." There is no textbook.

Minimum Hardware and Software Requirements

You will need access to a computer and the Internet. Late model computers have adequate processing capabilities for online courses. For specific questions about the technical suitability of your home computer or laptop, contact the HSU Help Desk (707-826-4357 or help@humboldt.edu). If you do not have a computer but do spend time on campus, you can use any of the computer labs during open hours. A laptop with wireless capability will provide maximum flexibility for accessing the course when on campus. If you plan to connect to the Internet from home, you will need Internet access. High speed Internet access with a cable modem or DSL is recommended. For either connection method, you will need an Internet Service Provider (ISP). You also will need word processing software (e.g., Microsoft Word). If you need a word processor, contact the HSU Bookstore for reduced pricing on Microsoft Office (includes Microsoft Word processing software) available to registered HSU students. An acceptable alternative is OpenOffice Writer available at no cost. Review documentation on using this MS Word
substitute. Free web browsing software can be downloaded from the Internet but is usually already installed (e.g., Firefox only for Macs; Firefox or Internet Explorer 7 or later for PCs only).

**Attitudes & Technical Skills Required**

You will find that the following attitude will significantly contribute to your success in this online class:

A positive attitude towards technology. An open mind towards online education. Willingness to share your experiences with others. Strong writing skills needed for expressing yourself in the discussion area. Strong analytical and critical thinking skills for when you “get stuck”. Resourcefulness - don't be afraid to click on links and explore and ask questions. Time management

Online learning requires only basic technical skills:

Competency with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file) Internet navigation skills. Download plug-ins from the Internet. Update your Internet browser. Send and receive email. Create and save documents (e.g., Word, PowerPoint, Excel). Toggle between two open software applications on your computer. Copy text from a word processing program and paste into another program.