OFFICE OF DOCTORAL STUDIES
Course Outline

Course Title	Teaching And Learning Essentials
Core or Elective	ODS Core Course
Program and Batch	Doctoral Students
Semester & Academic Year	Fall / Spring
Credits	1
Discipline/Area	-
Provide details, if this course is a Prerequisite for any course/specialization	-
Name of the Faculty Member/Course Instructor	Prof. (Dr.) Tanushree Sharma
Contact Details of the Faculty Member	tsharma@jgu.edu.in
Course Code	**DS-C-004**
Faculty Member's Open Office Day/s & Time	Friday 8:00 PM – 9:00 PM

Introduction to the Course

As per OECD "Higher education is becoming a major driver of economic competitiveness in an increasingly knowledge-driven global economy. The imperative for countries to improve employment skills calls for quality teaching within educational institutions". Therefore, the quest for ensuring quality in teaching must be intently pursuit rather than being left to hit and trial methods, instincts and intuitions. The seasoned and budding teachers need to commit to evidence-based teaching and reflective practices for enhancing the teaching and learning experiences. They must know and apply scientific frameworks an innovative praxis of creating and communicating deep knowledge. That's what this course, primarily intended for doctoral students who aspire to a teaching career in higher education, intense to facilitate. It aims to sensitize students to the importance and role of a reflective teacher, exposes them to the relevant theories and evidence-based teaching practices, and helps them hone the competencies needed to create meaningful learning experiences.

Course Learning Objectives (CLOs)

On successful completion of the course, students should be able to:

1. Articulate their understanding of how knowledge is created and communicated;
2. Explain and apply the processes and principles of learning;
3. Utilize the appropriate frameworks for creating inclusive learning environment;
4. Explain and apply the theories and techniques of student engagement;
5. Plan and deliver lesson effectively
6. Design and assess the assignments aligned with the given learning objectives
7. Use feedback and reflection for enhanced teaching and learning experiences
8. Appreciate and evolve a teaching philosophy
9. Create a teaching portfolio

Teaching Method- The course will be covered in a workshop mode, augmented by Class-wide and Small Group Discussion, Group and Individual Exercises, Videos, and Reflection.

Assessment Schema: The course will follow continuous assessment method.

Assessment Position	Assessment Prompt	Weightage	Assessor	Nature	CLOs to be Assessed
Week 1- A1:	Develop a brief note on the teaching strategies and philosophy	5%	Self	Individual	
Week 2- A2:	Outline the important principles underpinning current research on students' learning.	10%	Instructor	Group	

Week 3- A3:	Implement the rapport-building techniques to foster a positive learning environment.	15%	Instructor	Group	
Week 4- A4:	Deliver a microteaching session	10%	Peer	Individual	
Week 5- A5:	Design an effective lesson plan and modify a course manual featuring assignments	20%	Instructor	Individual	
Week 6- A6:	Choose formative and summative assessment techniques for the identified learning objectives.	10%	Instructor	Group	
Week 7- A7:	Reflect on your role as a teaching practitioner	10%	Peer	Individual	
Week 8- A8:	Develop a teaching philosophy and teaching portfolio	20%	Instructor	Individual	

Each assignment will be graded using a rubric. Detailed instructions and rubric for each assignment will be provided in due course of time.

Course Package
There is no required textbook for the course. The readings are different for each class, which include book chapters, journal articles and cases. I will assume that you have done those readings when you come to the class. Any material assigned for reading / the links to them will be uploaded on UMS.

Session Plan

Session Details		CLOs Covered
Week 1 (2 sessions)	**Knowledge: Creation and Communication**	1, 8, and 9
Objectives of the sessions	• Appreciate how different disciplines approach learning, and create and communicate knowledge • Understand Bloom's taxonomy as a heuristic of learning • Evaluate Behaviourism and Constructivism	
Readings	Blackmore, E. and Rockert, W. 2015. Becoming critical consumers: research and the media. Available: http://nedic.ca/becoming-critical-consumers-research-and-media [2017, June 24]. Kozulin, A., Gindis, B., Ageyev, V., and Miller, S. (Eds.). 2003. Vygotsky's educational theory in cultural context. Cambridge: Cambridge University Press. Lambert, C. 2012. Twilight of the lecture. Available: http://harvardmagazine.com/2012/03/twilight-of-the-lecture [2017, June 22].	

	Wineburg, S. 2001. Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past. Philadelphia: Temple University Press.	
Pedagogy	Class-wide and Small Group Discussion, Group and Individual Exercises, Videos, and Reflection.	
Outcome	A note on the teaching strategies specific to one's discipline	

Week 2 (2 sessions)	Learning: Principles and Processes	2, 8, and 9
Objectives of the sessions	• Explain how memory processes work • Recall the role of comprehension, motivation, and metacognition on learning • Describe how attention, mind-wandering, and illusions of learning impact student learning	
Readings	American Psychological Association. 2006. Stereotype threat widens achievement gap. Available: http://www.apa.org/research/action/stereotype.aspx [2017, July 11]. Chick, N. 2017. Metacognition. Available: https://cft.vanderbilt.edu/guides-sub-pages/metacognition/ [2017, July 10]. Duckworth, A.L. & Eskreis-Winkler, L. 2013. True grit. Available: http://www.psychologicalscience.org/observer/true-grit#.WWSsMoiGPIU [2017, July 11]. Elliott, E.S. & Dweck, C.S. 1988. Goals: An approach to motivation and achievement. Journal of Personality and Social Psychology. 54(1):5. Vanderbilt University. 2017. Motivating students. Available: https://cft.vanderbilt.edu/guides-sub-pages/motivating-students/ [2017, July 10].	
Pedagogy	Class-wide and Small Group Discussion, Group and Individual Exercises, Videos, and Reflection.	
Outcome	Outline the important principles underpinning current research on students' learning.	

Week 3 (2 sessions)	Inclusive Learning Environment: Framework and Practice	3, 8, and 9
Objectives of the sessions	• Appreciate the role of rapport in fostering a positive and an inclusive learning environment • Explain the importance of prior knowledge, implicit and explicit learning contracts, and feedback, in setting realistic student expectations • Demonstrate the application of universal design for learning (UDL) framework •	

Readings	Crosling, G., Heagney, M. & Thomas, L. 2009. Improving student retention in higher education: Improving teaching and learning. Australian Universities Review. 51(2):9-18. Grutter v. Bollinger, 2003 (599) US 244. Hockings, C. 2010. Inclusive learning and teaching in higher education: A synthesis of research. Available: https://www.heacademy.ac.uk/system/files/inclusive_teaching_and_learning_in_he_synthesis_2004 10_0.pdf [2017, July 26]. Jayakumar, U.M. 2008. Can higher education meet the needs of an increasingly diverse and global society? Campus diversity and cross-cultural workforce competencies. Harvard Educational Review. 78(4):615-651. Klein-Collins, R. & Baylor, E. 2013. Meeting students where they are: Profiles of students in competency-based degree programs. Available: https://www.americanprogress.org/wp-content/uploads/2013/11/CAEL-student-report-corrected.pdf [2017, July 26]. Rendon, L.I. 1994. Validating culturally diverse students: Toward a new model of learning and student development. Innovative Higher Education. 19(1):33-51. Rose, D., Harbour, W., Johnston, C.S., Daley, S. & Abarbanell, L. 2006. Universal design for learning in postsecondary education: Reflections on principles and their application. Journal of Postsecondary Education and Disability. 19(2):1-27. The Center for Universal Design. 1997. The principles of universal design (version 2.0). Raleigh: North Carolina State University. The Derek Bok Center for Teaching and Learning. 2017. Classroom dynamics & diversity. Available: https://bokcenter.harvard.edu/inclusive-teaching [2018, August 28].
Pedagogy	Class-wide and Small Group Discussion, Group and Individual Exercises, Videos, and Reflection.
Outcome	Implement the rapport-building techniques to foster a positive learning environment.

Week 4 (2 sessions)	Student Engagement: Theory and Techniques	4, 8, and 9
Objectives of the sessions	- Appreciate the theory of active learning - Explain how active learning techniques and multitasking - Apply the techniques of active learning - Practice conducing a microteaching session	
Readings	Alterio, M. & McDrury, J. 2003. Learning through storytelling in higher education: Using reflection and experience to improve learning. London: Routledge. Bain, K. 2004. What the best college teachers do. Cambridge, MA: Harvard University Press. Evans, G. & Evans, R. 1989. Cognitive mechanisms in learning from metaphors. Journal of Experimental Education. 58(1):5-19. Flanagan, S. 2015. How does storytelling within higher education contribute to the learning experience? The Journal of Practice Teaching & Learning. 13(2-3):146-168. Higher Education Academy. 2015. Learning through storytelling. Available:	

	https://www.heacademy.ac.uk/enhancement/starter-tools/learning-through-storytelling [2017, August 15]. Milkova, S. n.d. Strategies for effective lesson planning. Available: http://www.crlt.umich.edu/gsis/p2_5 [2017, August 8].	
Pedagogy	Class-wide and Small Group Discussion, Group and Individual Exercises, Videos, and Reflection.	
Outcome	A microteaching session delivery	

Week 5 (2 sessions)	**Course and Lesson: Planning and Delivery**	5, 8, and 9
Objectives of the sessions	• Apply the principles of backward design • Use non-traditional teaching strategies for enhanced engagement and understanding • Evaluate the strength of a curriculum in light of the principles • Design a comprehensive course manual	
Readings	Baepler, P., Walker, J.D., Brooks, D.C., Saichaie, K., & Petersen, C.I. 2016. A guide to teaching in the active learning classroom: history, research, and practice. Stylus Publishing. Braxton, J. M., Milem, J. F., & Sullivan, A. S. 2000. The influence of active learning on the college student departure process: toward a revision of Tinto's theory. The Journal of Higher Education. 71: 569-590. Deslauriers, L., Schelew, E., & Wieman, C. 2011. Improved Learning in a Large-Enrollment Physics Class. Science. 332(6031): 862–864. doi: 10.1126/science.1201783 Diamond, M. J. 1972. Improving the undergraduate lecture class by use of student-led discussion groups. American Psychologist. 27(10): 978. Green, C. S., & Klug, H. G. 1990. Teaching critical thinking and writing through debates: An experimental evaluation. Teaching Sociology. 18: 462-471. Haak, D. C., HilleRisLambers, J., Pitre, E., Freeman, S. 2011. Increased structure and active learning reduce the achievement gap in introductory biology. Science. 332: 1213-1216. Park, E. L., & Choi, B. K. 2014. Transformation of classroom spaces: traditional versus active learning classroom in colleges. Higher Education. 68(5): 749-771.	

	Sadler, P. M., & Good, E. 2006. The impact of self- and peer-grading on student learning. Educational Assessment. 11(1): 1-31. Smith, M. K., Wood, W. B., Adams, W. K., Wieman, C., Knight, J. K., Guild, N., & Su, T. T. 2009. Why Peer Discussion Improves Student Performance on In-Class Concept Questions. Science. 323(5910): 122–124. doi: 10.1126/science.1165919	
Pedagogy	Class-wide and Small Group Discussion, Group and Individual Exercises, Videos, and Reflection.	
Outcome	Design an effective lesson plan and modify a course manual featuring assignments	

Week 6 (2 sessions)	**Assignment: Design and Assessment**	6, 8, and 9
Objectives of the sessions	• Develop assignment to ensure alignment Use with identified learning goals • Analyze how the backward design can be used in designing effective assignments specific to your discipline	
Readings	Notes by the instructor	
Pedagogy	Class-wide and Small Group Discussion, Group and Individual Exercises, Videos, and Reflection.	
Outcome	Choose formative and summative assessment techniques for the identified learning objectives.	

Week 7 (2 sessions)	Teaching: Feedback and Feedforward	7, 8, and 9
Objectives of the sessions	• Explain different types of feedback • Demonstrate giving and receiving appropriate feedback • Analyse the effectiveness of feedback in a given context	
Readings	Holmes, N. n.d. Chart, diagram, & illustration portfolio. Available: http://www.nigelholmes.com/gallery/ [2017, October 4]. Nicol, D.J. & Macfarlane-Dick, D. 2006. Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. Studies in Higher Education. 31(2):199-218. DOI: 10.1080/03075070600572090. Price, M., Handley, K., Millar, J. & O'Donovan, B. 2010. Feedback: all that effort, but what is the effect? Assessment	

	& Evaluation in Higher Education. 35(3):277-289. DOI: 10.1080/02602930903541007. Taras, M. 2005. Assessment – summative and formative – some theoretical reflections. British Journal of Educational Studies. 53(4): 466-478. DOI: 10.1111/j.1467-8527.2005.00307.x	
Pedagogy	Class-wide and Small Group Discussion, Group and Individual Exercises, Videos, and Reflection.	
Outcome	Reflect on your role as a teaching practitioner	

Week 8 (1 session)	Teaching Portfolio: Components and Format	8 and 9
Objectives of the sessions	• Articulate how disciplinary identity effect teaching approach and style • Evaluate the significance of a teaching portfolio • Build a detailed teaching portfolio	
Readings	https://resources.depaul.edu/teaching-commons/teaching-guides/reflective-practice/Pages/teaching-portfolios.aspx https://cte.virginia.edu/resources/developing-a-teaching-portfolio http://www.sun.ac.za/english/learning-teaching/ctl/t-l-resources/teaching-portfolios/examples-of-teaching-portfolios https://www.ulethbridge.ca/education/resources/eportfolios/sample-portfolios	
Pedagogy	Class-wide and Small Group Discussion, Group and Individual Exercises, Videos, and Reflection.	
Outcome	Develop a teaching philosophy and teaching portfolio	