



# Education 120 Syllabus

## *Practicum in Teaching in Higher Education*

**Fall 2017**

### **Course Description**

This is a course for students who are co-leaders for discussion sections for Education 118/20. Students learn about a variety of issues affiliated with higher education including student development theories, different pedagogical techniques, and assessing learning outcomes. Students gain experience creating lesson plans, facilitating discussion, grading assignments and fostering positive learning environments.

### **Time & Place**

**ED 20i (international) Lectures:** Mondays at 3:30PM. Attendance Mandatory for Co-Leaders of ED 20i sections.

**ED 20i Discussion sections:** Attendance and participation mandatory for Co-Leaders of ED 20i sections.

**ED 20i Teaching Team Meetings:** TBD

**ED 118 Lectures:** Fridays at 11AM. Attendance mandatory for Co-Leaders of ED 118 section tours.

**ED 118 Discussion Sections:** Fridays 12:30 - 1:45PM. Attendance mandatory for Co-Leaders of ED 118 section tours.

**ED 118 Teaching Team Meetings:** Monday 12:15-1:00PM in Second Floor Conference Room 2154, SRB.

**ED 120 Section:** Thursday 5:00-6:00PM, ED 2209. These sections will primarily be a place for you to reflect on your experience as a Co-Leader, share strategies, and get answers to questions. Attendance is mandatory at all meetings unless prior arrangements are made with the teaching assistant due to extenuating circumstances. Meetings start and end on time and thoughtful participation is part of your evaluation.

### **Instructor**

Don Lubach, Ph.D.- Associate Dean of Students, Director of First-Year & Graduate Student Initiatives  
Dlubach@ucsb.edu

### **Teaching Assistant**

Jacob Kirksey- Ph.D. Candidate, Gevirtz Graduate School of Education  
jjkirksey@ucsb.edu

## **Syllabus Updates & Modifications**

ED 120 is designed to be responsive to student needs, and as such, the syllabus and assignments are subject to change. Updates will be posted on Gauchospace and communicated to you via email. Please be sure to check your default email address for Gauchospace (i.e. uemail) and respond promptly to all course-related messages.

## **Required Course Material**

You will never be assigned material that we do not go over during section. For ED 120, you will complete a weekly reading or media assignment. Additionally, you will also complete all readings and media material posted for ED 20 and additional material posted on ED 120 Gauchospace site for the teaching team.

## **A Note on Communication**

This course is intended to be helpful and beneficial to you personally and professionally. To facilitate this goal, please communicate freely with Don or Jacob about your needs, any issues that may arise during the term, special circumstances that may require accommodations, and suggestions you may have. Assignments will be penalized for lateness unless extensions have been negotiated multiple days in advance. If you are going to be absent from class or section, please inform Don, Jacob, and your discussion leader, as appropriate. It is also of the utmost importance that you monitor your email closely and respond in a timely manner to all correspondence. (Please contact the Disabled Students Program at 805-893-2668 or visit their office in the Student Resource Building to coordinate reasonable accommodations for students with documented disabilities.)

## **Academic Integrity**

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for perpetrators, but also for the entire community. It is my expectation that students in ED 120 will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by any UCSB student is unacceptable and will not be tolerated. Any student suspected of cheating or plagiarism will be sent to the Dean of Students to face disciplinary action. We take this issue VERY SERIOUSLY.

*(Adapted from The Academic Dishonesty Question: A Guide to an Answer through Education, Prevention, Adjudication, and Obligation, published by the UCSB Office of Judicial Affairs.)*

## **Assignments**

Students will earn their grade based on their performance on the following assignments:

25%	Learning - Attendance & Participation
25%	Teaching - Instructional Plan & Demonstration
25%	Speaking - Final Presentation
25%	Researching - Final Project

## **Learning**

### **Attendance**

While we all have hectic schedules and personal conflicts that may come up, weekly engagement with your instructors and peers is a key aspect of any practicum course. Thus, there are 10 weeks of sections for the quarter, and your attendance at each section is worth 1 point of your final grade. In case of illness or personal emergencies, you will have the option to complete an alternative assignment to make-up for an absence.

### **Participation**

There are also 10 forums that you will respond to based on class readings on GauchoSpace. Each forum is worth 1 point of your final grade. If conflicts arise, please contact your teaching assistant as soon as possible.

### **Movie**

We will schedule a time to watch the film "American Promise", a documentary following two children through the U.S. education system. Your attendance at the showing is worth the final 5 points of your final grade.

## **Teaching**

### **Instructional Plan**

There are a variety of instructional models that one can use as a foundation for lesson planning. The [5E Instructional Model](#) is ideal for new teachers who would like a bit more structure for instructional planning. You will submit the instructional plan that you would like evaluated by the teaching assistant here. This is due 48 hours before your lesson plan takes place.

### **Demonstration**

To truly put theory into practice, you will utilize your instructional plan to teach a lesson to an adult audience that is fitting to your discipline or career goals. Contexts can vary to fit your needs and schedule - i.e., as instructor in a section of ED 20, as guest instructor in a course through a local college or university, a training workshop for a company or another organization, or other opportunity to be discussed with the instructor that provides you with the experience of teaching to a live audience. If necessary, you can simulate a teaching event with volunteers. Your evaluation will be based on the rubric provided on this assignment.

\* Please note an instructional plan (based on the [5E Instructional Model](#)) should be turned in 48 hours in advance of this date. Make sure this instructional plan is turned in [here](#).

## **Speaking**

### **Final Presentation**

Your final presentation will consist of three parts:

#### *1. Faculty Observation*

You will observe a qualified faculty member's teaching for at least 50 minutes. This observation will serve as a baseline of instruction on college campuses in which you will connect with your own teaching demonstration. You should take notes during your observation to reflect on the various learning strategies and teaching methods of the instructor. Aim to identify two to three teaching and learning themes. Make appropriate connections to your previous courses and experiences with other instructors.

AND;

#### *2. Teaching Demonstration*

Your presentation should thoroughly integrate the material embedded in our course: readings, podcasts, handouts, discussions, etc. With this in mind, reflect on your teaching demonstration. Analyze your teaching demonstration by referencing the content we have learned over the course. Assess the experience of your audience. Discuss the challenges you faced and the adjustments you will make in future instructional design and teaching.

AND;

#### *3. Reflection*

Finally, end your presentation with a reflection on your knowledge and experience as a teacher from the beginning to end of the course. Important points to include are your initial thoughts of teaching at the start of the quarter, how these conceptions evolved over time (if at all), your biggest takeaways from the course material and various activities, and your strengths and weaknesses in teaching.

## **Researching**

### **Final Research Project**

The purpose of the final project is to give you an opportunity to contextualize your teaching and leadership skills in a relevant area of

research. Your final project will result in a 6-10 page final paper, report, proposal, or conference poster.

You have two options for your final project for this course.

### 1. Literature Review

A literature review is a comprehensive synthesis of the current research on a given topic. You will work with your teaching assistant and peers to develop a specific research topic, an outline of the paper, and a rough draft. You will submit the final version on GauchoSpace.

OR;

### 2. Independent Research Project

The independent research project is an opportunity for you to gain research experience working with a graduate student on projects relevant to their interests and design and implement independent research. You will summarize your research project either via an academic paper, report, proposal, or conference poster. You will work with your teaching assistant and peers to develop a specific research topic and an outline of the paper. You will submit the final version on GauchoSpace.

*\*Please note that your cover page and references do not count toward your page limit.*