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## CTL 810

### Professional Development for Teaching

Fall 2011

#### Course description

This course is for graduate students who wish to develop professional skills and knowledge for college teaching. We will explore [1] psychological and theoretical aspects of learning, and [2] practical skills of course design, classroom teaching, and assessment. In doing so, we will learn about what works and what does not work in college teaching, and why. We will discuss topics such as these:

- theories and psychology of learning (e.g., how students learn, motivation, learning styles)
- learning styles and strategies
- syllabus and course design
- classroom activities and interaction
- lesson planning
- presentation and delivery techniques
- learning outcomes
- use of instructional media
- assessment

#### Learning objectives

The learning objectives of this course are:

- Understanding the basic concepts of learning psychology
- Familiarity with effective teaching methods and strategies
- Applying the methods and strategies to your own teaching context

#### Readings

Journal articles, readings, and handouts will be made available through ECU. You will need to download and read them before each class. Some readings are currently TBA (to be announced).

#### Course components and evaluation

You will be graded according to the following criteria. Participation refers to participation in class

discussions and group activities.

Attendance and participation	20%
Assignments	20%
Micro-teaching	30%
Portfolio & final reflection paper	30%

**Attendance and participation.** Active participation in class discussions and activities is required. The quality and quantity of your participation and contributions to discussions will be considered.

**Course and lesson plans.** You will create several sample lesson plans and a syllabus for a course that you might teach or would like to teach in the future.

**Pre-class assignments.** Before class there will usually be a reading assignment due. Before some class sessions, questions about the reading assignment will be posted on ECU. You will be required to respond to several of these, and each one is due by Monday (midnight) before the class.

**Micro-teaching.** Near the end of the semester you will do a micro-teaching session. You will teach a topic from your own discipline, with your classmates serving as proxy students. Your micro-teaching should reflect what we have learned in class.

**Portfolio.** A portfolio is a collection of your teaching materials, which will be handed in all together at the end of the semester. The final portfolio will consist of revised versions of various assignments that you have done earlier in the semester (e.g., teaching philosophy statement, sample syllabus, lesson plan assignments, etc.), plus a final reflection paper.

## Tentative schedule

Note: This may undergo slight modification. Readings are TBA. For assignments and activities, refer to the supplementary course introduction document.

week		topics	assignments / activities	readings
01	31 Aug.	Course intro [Lee & Kim] – Intro course projects (micro-teaching, portfolios) – Needs analysis – Reflection on best/worse teacher/course		
02	07 Sept.	Teaching philosophy & teaching styles [Lee] – Teaching philosophy – Teaching & learning styles – Experts cf. novices		
03	14 Sept.	How people learn [Lee] – The mind, information, memory, learning – Learning / teaching models & principles – Affective factors (motivation, emotions, etc.)		
04	21 Sept.	Course design [Kim] – Backward design – Learning outcome statements – Syllabus design		

05	28 Sept.	Active learning [Kim] – Learning activities – Motivating students		
06	05 Oct.	Learning in groups [Lee] – Groups – rationale & dynamics – Types of group activities – Implementing group activities		
07	12 Oct.	Lecturing and delivery [Lee] – Effective lectures – Presentation and delivery skills – Presenting in a second language		
08	19 Oct.	Lecturing and delivery [Kim] – Use of multimedia – Design of instructional materials		
09	26 Oct.	Open – Possible guest speaker		
10	02 Nov.	Assessment [Kim] -- Classroom assessment techniques -- Innovative assessment		
11	09 Nov.	Assessment [Kim] -- Test construction -- Item writing		
12	16 Nov.	Micro-teaching preparation		
13	23 Nov.	Micro-teaching		
14	30 Nov.	Micro-teaching		
15	07 Dec.	Micro-teaching		
16	14 Dec.	Portfolios due [no class]		

## **General policies**

### **Academic integrity**

Students are responsible for conducting themselves with integrity and in an academically honest manner. Please refer to university's rules and procedures concerning academic dishonesty, particularly regarding plagiarism. These rules, and other procedures common to graduate level studies (see below), will be strictly enforced.

Plagiarism consists of copying ideas, sentences, unique phrases, or whole portions of papers, and representing them as your own; not citing sources for ideas and direct words of others; and not properly paraphrasing and summarizing others' words when you discuss their work. Penalties may include, depending on the type and degree of plagiarism, any of the following:

[1] Points may be deducted on an assignment, or the grade may be reduced. (Grades on assignments may even be reduced after the paper has been graded and returned, if I find later that plagiarism has been committed.)

[2] Your final course grade may be lowered by one or more letter grades, regardless of the final average. For more serious cases, you may receive an F or 0 [zero] for the assignment, or even an F for the course.

Students are also expected to act fairly and ethically toward others. No form of unethical, discriminatory or sexist behavior will be permitted.

### **Expectations**

Graduate level performance is expected from all students. This means: (1) assignments completed on time and in a thorough and quality manner; (2) regular attendance and class participation; (3) all cell phones must be turned off or placed on silent mode during lecture sessions; and (4) not being late for class.

### **Attendance & participation**

You are allowed one free absence without any penalty; more than that will reduce your class participation grade. Not only is attending class important, but participating in class discussion and group activities. Part of your grade is based the level of professionalism and class interaction you display over the course of the class.

In class, please do not wear strong or noticeable perfumes or colognes, as this affects my (Prof. Lee's) allergies, and can such smells can bother others.

### **And...**

The schedule and readings are tentative, and are subject to change at the professors' discretion.

### **Helpful software**

1. Firefox: Free, fast, customizable web browser  
[www.getfirefox.com](http://www.getfirefox.com)
2. Google Chrome: Free, fast web browser  
[www.google.com/chrome](http://www.google.com/chrome)
3. IBM Lotus Symphony: Free word processor / office software  
[symphony.lotus.com](http://symphony.lotus.com)
4. LibreOffice: Free word processor / office software

[www.libreoffice.org](http://www.libreoffice.org)

5. PDF Creator: Free program for creating PDF files; works like a virtual printer on your PC  
<http://sourceforge.net/projects/pdfcreator>