

INTERNSHIP—TEACHING ANTHROPOLOGY

ANTH A521 (sec. 13938) Fall 2006

5:30 to 7:45 Wednesday in SB 050
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Office hrs.
Monday Wed. 9–12
Thurs 3–5
Or by appointment

OUTLINE

This seminar/workshop has two goals. The first is to provide some foundation in education, and especially education in anthropology (not that there is a huge literature). You will read some theoretical classics that treat how undergrads learn, as well as results of some studies of college teaching. The second is to provide practical information about what to expect as an AI, and what to expect as a future professor of anthropology. There will be some teaching tips, workshops and applications. We will monitor how the classes you are working with are proceeding throughout the semester, and provide information regarding problem solving and course development. We will also draw on the experience and expertise of individuals in other parts of the university, such as the Campus Writing Program, and Campus Instructional Consulting, who will offer workshops and discussions with our group. Near the end of the semester we'll move toward broader discussions of anthropology programs, how they are framed, and what they need. This should get you thinking about how to construct courses from scratch, and how to develop new course ideas. Ultimately, this is a class about critique: of educational tools, of our students, of other teachers, and of ourselves.

Nearly every week there will be time for problem-solving and discussion based on what you may be doing at any particular moment in your class, followed by directed topical discussions or workshops. A few times we will have workshops that will take the entire period.

You will all be given authoring privileges on the A521 ONCOURSE CL site. This will allow lots of play in creating discussion forums, creating and working with the online gradebooks for practice. We will also use ONCOURSE CL for responses to class discussion. I have scheduled a workshop on the new Oncourse platform for early in the semester.

EVALUATION AND COURSE REQUIREMENTS

Texts available for purchase:

Curzan, Anne and Lisa Damour. 2000. *First Day to Final Grade: A Graduate Student's Guide to Teaching*. University of Michigan Press. This handy guide covers all manner of issues related to teaching assistantships.

Palmer, Parker J. 1998. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. Jossey-Bass Publishers, San Francisco. This philosophical work treats issues of identity, fear, and hope. I learned of this book from Al Ruesink in Biology, and I find it enlightening.

The following books will be on 3-day reserve in the Geography Library:

McKeachie, Wilbert. 2002. *McKeachie's Teaching Tips: Strategies, Research and Theory for College and University Teachers*. Houghton Mifflin. I will assign specific chapters, and these will be on e-reserve.

Rice, Patricia and David W. McCurdy. 2002. *Strategies in Teaching Anthropology*.

1st, 2nd and 3rd Editions. Prentice Hall.

Seldin, Peter 1997 *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions*

Readings will consist of materials that I hand out, that you get from e-reserve (password: **teaching**), or that I direct you to go and find. We will communicate using ONCOURSE discussion forums. You will be asked to sit in on and observe classes in areas other than your subfield. Depending on what courses you are involved in, there will be peer observations. During the course you will develop microteachings (short lessons on a specific topic), and teach the rest of us. This is a rather informative and fun way of focusing on a specific lesson, and then getting feedback on your approach. You will also review texts and develop your own course.

There is much flexibility built into this course. It will be necessary in case there are issues that come up in your classes. Therefore, we may not stay strictly to schedule. Keep abreast of changes that will be posted on ONCOURSE CL.

Projects:

Lesson review: Attend a lecture or class done by another faculty member in the department, specifically, one outside your subfield. Write up a summary and evaluation of what went on in the class.

Microteaching facilitated by Campus Instructional Consulting. A response paper after you have done the teaching.

Writing assignment design: Design a writing assignment.

Textbook review: Write a thorough review of an anthropology textbook of your choice. You will pretend that you are an experienced teacher and that a textbook publishing company has sent you a book to review. This gives you an opportunity to examine a textbook with the same eye you would use to critique a piece of research.

Course development: create a course outline, choose and assign readings, and devise assessment techniques for a course of your own. This will be your final project for the course. Think about doing something that you either expect or hope to teach someday.

SCHEDULE

<u>Date</u>	<u>Topics</u>
Aug 30	What you will be doing as an AI: knowing what to expect. Rights, responsibilities and relationships. Becoming familiar with everyone's courses and roles. IU facilities for augmenting undergraduate education. CWP, Oncourse, SOTL Program, Campus Instructional Consulting—Instructional Support Services (ISS), CAPS. Rice, Patricia. 2002 Strategies for Becoming an Outstanding Anthropology Teacher: From the Student Perspective. In <i>Strategies in Teaching Anthropology</i> , 2 nd Ed. By P. Rice and D. McCurdy. Prentice Hall, Upper Saddle River, NJ. Read in class and discuss. Explore http://www.indiana.edu/~teaching/ And http://www.teaching.iub.edu/
Sep 6	What should we be teaching anyway in intro classes? Who decides? What makes for a top-notch intro course? What makes for a crappy one? What do undergrads want? Should we give it to them? The BAD lesson. Who are we? Chickering, A. W. and Z. F. Gamson 1991 Appendix A. Seven Principles for Good Practice in Undergraduate Education. <i>New Directions for Teaching and Learning</i> 47:63-74 Borofsky, R. 1997 Empowering Students at the Introductory Level. In <i>The Teaching of Anthropology</i> ed. by Kottak, White, Furlow & Rice. Mayfield, Mountain View. Pp. 44-53.

- Friedl, E. 1997 Fifty Years of Teaching Anthropology In *The Teaching of Anthropology* ed. by Kottak, White, Furlow & Rice. Mayfield, Mountain View. Pp. 83-88.
- Payne, F. and E. Spieth 1935. Chapter 1—Criticisms of College Teaching. In *An Open Letter to College Teachers*. Principia Press, Bloomington, Indiana. Pages 1-34.
- Podolefsky, Aaron 1997 Teaching and Learning in the 21st Century. In *The Teaching of Anthropology* ed. by Kottak, White, Furlow & Rice. Mayfield, Mountain View. Pp. 54-61.
- Palmer, Parker pp. 1–35.

- Sep 13 How Students Learn. That there is considerable variation in student preparation goes without saying, however, literature on undergraduate education elucidates difference in learning styles, in ability and in psychology. How do these differences condition what we do in the classroom, how we test and what we expect?
- Perry, R. P., et al. Student Motivation from the Teacher's Perspective. Ed. By Menges, M. Weimer & Assoc. *Teaching on Solid Ground: Using Scholarship to Improve Practice*. Pp. 75-100
- Kloss, R. J. A Nudge is Best: Helping Students through the Perry Scheme of Intellectual Development. *College Teaching* 42(4)
- Nelson, Craig E. Chapter Two. Skewered on the Unicorn's Horn: The Illusion of Tragic Tradeoff between Content and Critical Thinking in the Teaching of Science
- Sundberg, M. D. and M. L. Dini 1993. Science Majors vs Nonmajors: Is There a Difference? *Journal of College Science Teaching*, pp. 299-304
- Geertz, Clifford 1983. *The Way We Think Now: Toward an Ethnography of Thought*. Local Knowledge Basic Books, New York.
- Palmer, Parker pp. 35-88.
- Sep 20 Class as community.
- Palmer, Parker 89–162
- Royce, A. P. 1999. *To Be Transformed: Reflections on Learning, Community, and Being Present*.
- Payne, F. and E. Spieth 1935. Chapter 3—The Education of the Teacher. In *An Open Letter to College Teachers*. Principia Press, Bloomington, Indiana. Pages 57-88.
- Introduction to Microteachings.
- Sep 27 Microteachings facilitated by Campus Instructional Consulting.
- Oct 4 Open for accommodating Oncourse CL Workshop
Microteaching Response papers due.
- Oct 11 Assessing students. Tests—writing and grading test questions. Bloom's Taxonomy. Sample tests. Striving for objectivity—how possible is it? Do tests really tell us how we are doing as teachers? Do tests really tell students how they are doing as students? Looking at the history of critique of college teaching, and scholarship about teaching.
- Perry, D. and D. Burdick 2003. *Testing and Evaluating Student Learning*. IU BEST and CIC.
- Jacobs, L. D. and C. J. Chase 1992 Using Bloom's Taxonomy to Plan Tests. In *Developing and Using Tests Effectively: A Guide for Faculty*. pp. 17-24. Jossey-Bass Higher Education Series, San Francisco.
- Burkick, D. 2003 *Applying the Principles of Good Practice to Large Classes*.
- McKeachie, W. 2002. *How to Make Lectures More Effective*. *McKeachie's Teaching Tips*. 2002. Houghton, Mifflin, Boston. pp 52–69.
- Classroom observation due.**

- Oct 18 Using discussion and active learning scenarios. Getting students talking.
Michaelsen, L. K. (1997-98) Three Keys to Using Learning Groups Effectively. *Essays on Teaching Excellence* 9(5).
Wright, D. L. 1994 Using Learning Groups in Your Classroom: A Few How-to's. *Teaching at UNL Newsletter*, 15(4) Nov.
Silberman, M. 1996 *Active Learning: 101 Strategies to Teach Any Subject*. Allyn and Bacon. (1-9, 16-31).
McKeachie, W. 2002. Active Learning: Cooperative, Collaborative, and Peer Learning. *McKeachie's Teaching Tips*. Pp187-195.
Ellenbaum, C. O. 2002. Discussion Preparation Guides. *Strategies in Teaching Anthropology*, 2nd. Ed. Ed. By P. Rice and D. McCurdy. Prentice Hall, Upper Saddle River, N. J.
Campus Writing Center workshop materials distributed.
- Oct 25 Writing Assignments: **Campus Writing Program Workshop**. Simulated grading of written assignments. Guest: Laura Plummer
Karuri, W. J., Must We Always Grin and Bear It? In *Writing Center Perspectives*. pp 71–83.
Sommers, N. 1982 Responding to Student Writing. *College Composition and Communication*, 33:148–156.
- Nov 1 Discussion of writing assignment design.
Writing assignment due.
- Nov 8 Evaluating and selecting texts. Textbook reviews. What do you do when you disagree with the text?
What makes a good text? What makes a bad one? Is it just a matter of preference? Readings:
Read a textbook of your choice and review it. Come prepared with a textbook to discuss.
Textbook review due.
- Nov 15 Workshop evaluation and critique of *Strategies in Teaching Anthropology*. Using classroom assessment techniques effectively to figure out how things are going.
Be prepared to discuss and evaluate the strategies. Three editions of the book on reserve in Geography and Map Library.
- Nov 22 Presenting your teaching expertise. Teaching and course portfolios.
Palmer, Parker pp. 163–184.
Seldin, P. 1997. *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions*. Anker Publishing Co, Bolton, MA. Selected short. passages
- Nov 29 Discussion of courses and syllabi
- Dec 6 Discussion of courses and syllabi

Note: Because this is a workshop, I want it to be somewhat flexible. We may need to change the schedule of topics around to fit in better with what is going on in your classes and to accommodate guest speakers and workshop providers.