

Indiana University
School of Health, Physical Education, and Recreation
Department of Recreation and Park Administration

R643
Practicum in Teaching
Spring, 2006

Course Overview

The mission of this course is to help graduate students become better teachers. Teaching is a vital part of your future profession whether your final destination in higher academics is an R1 research institution such as Indiana University or a small college. Therefore, this course is intended to prepare graduate students with the fundamental teaching skills needed to become masterful teachers.

This practicum will focus on TEACHING. Certainly, aspects of this course will cover logistics such as preparing assignments and tests etc., but the mission is to work in the realm of the “art and science” of teaching. With this in mind, the format of this course will involve TEACHING to each other and to other students.

Course Goals

- * Provide students with pertinent information related to the art of teaching. This will represent topics related to teacher performance, classroom dynamics, teaching strategies, and other associated logistics such as preparing evaluations and tests.
- * Provide a forum in which students can discuss common issues / topics faced by all teachers, as well as issues / topics that arise in teaching experiences during the semester – in others words a pedagogical support group!
- * Give students a chance to practice different teaching methods, and develop confidence in certain approaches to teaching by conducting a series of teaching experiences.
- * Give students the opportunity to constructively evaluate their own teaching with guidance from peers, your instructor and university experts.
- * Give students the opportunity to develop a teaching portfolio - an important tool to assist you in your career development.

Textbooks

PRIMARY REFERENCES:

Lowman, J. (1995). *Mastering the techniques of teaching*. San Francisco, CA: Jossey-Bass Publishers.

McKeachie, W.J. (2006). *Teaching tips: Strategies, research, and theory for college and university teachers*. Boston, MA: Houghton Mifflin Company.

SECONDARY REFERENCE:

Joyce, B., Weil, M., & Calhoun, E. (2004). *Models of teaching*. Boston, MA: Pearson.

Other readings will be assigned throughout the semester.

Other Important Resources

HPER Pedagogy Site at: <http://www.indiana.edu/~hperfac>

Chronicle of Higher Education at: <http://chronicle.com/>

Instructor

Dr. Doug Knapp
Associate Professor
HPER Room 133
855-3094
dknapp@indiana.edu

About Your Instructor

Dr. Knapp received his Bachelor of Science degree in Education in 1979 from Miami University (Ohio) and his Master of Science in Education from Northern Illinois University in 1983. In 1994, he earned his Doctorate in Curriculum and Instruction from Southern Illinois University. In 1993, Dr. Knapp was appointed as Assistant Professor in the Department of Recreation and Park Administration and received tenure and promotion to Associate Professor in the spring of 2000. His teaching experience includes the following:

- Educator for the past 25 years
- Taught over 20 different courses at Indiana University
- Received the 2005 Indiana University's *President's Award for Teaching Excellence*
- Elected into Indiana University's *Faculty Colloquium on Excellence in Teaching (FACET)*
- Received several teaching awards including *Trustees Teaching Award* and *Teaching Excellence Recognition Award*
- Voted "*Best IU Professor*" by Bloomington Voice Newspaper
- Researches and publishes extensively in the area of pedagogy.

Course Expectations and Performance Appraisal

It is assumed that students enrolled in this class are intrinsically motivated by the desire to become a better teacher. Thus, students in this class bring with them an enthusiasm for learning and completing all of the activities deemed important for this course. Students enrolled in this course will receive a satisfactory grade if he/she completes the following activities (total points is 100):

- Will actively participate in the weekly seminars (10 points)
- Will conduct one micro teaching experience (10 points)
- Will conduct one teaching experience for the R643 class (20 points)
- Will conduct two teaching experiences for classes of their choice and prepare a personal analysis of each experience (40 points)
- Will participate in peer evaluation of classmates (10 points)
- Will produce a teaching portfolio (10 points).

Overview of Assignments

CONDUCTING A MICRO TEACHING EXPERIENCE

Each student will be responsible for conducting an eight minute micro teaching experience that will be facilitated through the Campus Instructional Consulting Department.

CONDUCTING TEACHING EXPERIENCES IN R643

Each student will be responsible for conducting a teaching experience / scenario that will reflect certain aspects, skills, strategies that will be covered during the semester. Each experience will last approximately 20 minutes.

CONDUCTING TEACHING EXPERIENCES IN A CLASSROOM

Each student will be responsible for conducting two teaching experiences in classrooms of your choice. This experience will also include aspects, skills, strategies covered during the semester. Each experience will last approximately 50 minutes and will be video-taped for review by the instructor. A personal analysis for each will be written prior to the meetings with your instructor.

PEER EVALUATION

Each student will be expected to constructively evaluate each other's teaching experiences that occur in R643.

THE DEVELOPMENT OF A TEACHING PORTFOLIO

Through the aid of your instructor and the Campus Instructional Consulting Department you will be expected to develop your own teaching portfolio.

Course Structure

PART I – THE TEACHER – “YOU”

- What is an Exemplary Teacher?
- Analyzing and Improving Teaching Performance

PART II – THE CLASSROOM – “THEM”

- Understanding Classroom Dynamics

PART III – CONNECTING THE TWO

- Developing Interpersonal Skills

PART IV – TEACHING STRATEGIES

- The Various Pedagogical “Tools”

PART V – THE LOGISTICS

- Planning Course Content
- Developing Assignments
- Methods of Evaluation

EPILOGUE – THE ART OF TEACHING

Tentative Schedule

<i>Week / Date</i>	<i>Topic(s)</i>	<i>Readings</i>
Week One / Jan. 9	Introductions Traits of a master teacher	
Week Two / Jan. 16	Martin Luther King Holiday	
Week Three / Jan. 23	Teaching scenario Teaching “skills”	Lowman, Chapter 1 & 4
Week Four / Jan. 30	Micro teaching set up Teaching scenario Classroom dynamics	Lowman, Chapter 2 McKeachie, Chapter 3, 12-14
Week Five / Feb. 6	Micro teaching	
Week Six / Feb. 13	Teaching scenarios Interpersonal skills	Lowman, Chapter 3
Week Seven / Feb. 20	Teaching scenarios Strategies: Lecture	Lowman, Chapter 5 McKeachie, Chapter 6
Week Eight / Feb. 27	Developing portfolios Teaching scenarios Strategies: Discussion	Lowman, Chapter 6 McKeachie, Chapter 5
Week Nine / Mar. 6	Teacher meetings related to first video	
Week Ten / Mar. 13	Spring break	
Week Eleven / Mar. 20	Teaching scenarios Strategies: ????	McKeachie, Chapter 16-22
Week Twelve / Mar. 27	Teaching scenarios Planning course content	Lowman, Chapter 7

<i>Week / Date</i>	<i>Topic(s)</i>	<i>Readings</i>
Week Thirteen / Apr. 3	Teaching scenarios Classroom assignments	Lowman, Chapter 8 McKeachie, Chapter 4
Week Fourteen/ Apr. 10	Teaching scenarios Classroom evaluation	Lowman, Chapter 9 McKeachie, Chapter 7-10
Week Fifteen / Apr. 17	Teacher meetings related to second video	
Week Sixteen / Apr. 24	The art of teaching	Lowman, Chapter 10