

Teaching and Teacher Effectiveness

Summer Semester, 1985
Tuesdays, 5:30 - 9:20

INSTRUCTOR: Dr. Phil Winne
LOCATION: MPX 9511/12

DESCRIPTION

This course will review and integrate findings from contemporary research on teaching to provide students with a basis for systematically studying teaching effectiveness. Specifically, the course has two objectives: (1) to supply students with a broad repertory of knowledge about teaching, the roles of teachers, and issues that bear on improving teaching; and (2) to equip students with a basic level of skill for applying this knowledge. The course is designed to serve students of teaching, and for preervice and inservice teachers. Students are assumed to have taken a prior course in educational psychology.

FORMAT

Classes will consist of discussions of readings, lectures delivered by me, seminars presented by students, and analyses of students' homework assignments. Lectures will supplement the readings and provide a basis for discussion. Students will take a major responsibility for addressing individual concerns about teaching effectiveness by researching the literature on a topic of their choice and presenting their findings to the class. Class time also will be spent examining students' work on assignments (see Syllabus). These assignments will create a lesson plan in increments. Increment can be handed in several times for comment. A grade for the entire lesson design will be assigned at the end of the course. Several special seminars based on additional readings are scheduled primarily for graduate students, although undergraduates are strongly encouraged to participate.

REQUIREMENTS

Grades for the course will be based on two papers and an in-class presentation. The major paper will be a design for a lesson that is thoroughly annotated to describe and justify its components on the basis of material examined throughout the course. This paper counts 65 points toward the mark. The second paper, assigned for the last week of class, will answer the question, "Can Teaching Really Be Made More Effective?" and justify the answer. It counts for 15 points in the mark. The in-class presentation plus an annotated outline supporting it (to be handed in) accounts for the remaining 20 points of the mark. Grades will be based on point totals as follows: 88-100 = A range, 78-87 = B range, 68-77 = C range, 60-67 = D, < 60 = F.

READINGS

Readings for the course occupy three categories. Category 1 is a set of xeroxed chapters from a book I am preparing. The first installment of these chapters can be purchased in the Learning Resources Center after May 1. Other installments will be available during the course. Category 2 is a paperback book noted below. It is on sale in the bookstore. Category 3 is material on reserve in the library. Graduate students will have extra readings assigned from this category. (Undergraduates are encouraged to read them, too.)

Gage, N.L. (1978). The Scientific Basis of the Art of Teaching.
New York: Teachers College Press.