

***SUPERVISED TEACHING
IN BUSINESS ADMINISTRATION
BA 398T, FALL 2009***

<i>Instructor:</i>	<i>Dr. Kyle Lewis</i>	<i>Meeting time:</i>	<i>Thurs 11-2</i>
<i>Office Hours:</i>	<i>By appointment, CBA 4.230</i>	<i>Classroom:</i>	<i>CBA 4.338</i>
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Course Overview

This is a doctoral-level course designed to prepare business students to teach a college-level class in their discipline. The course takes an experiential approach, emphasizing hands-on workshops, instructor observation and practice of teaching techniques. At the end of the course, students will have a working syllabus and course design that they can implement in future teaching assignments. The course is divided into two parts. The first part of the course focuses on course design and instructional techniques. The second part focuses on developing your own teaching skills through a sequence of practice, video recording, and critiquing sessions.

Materials

Book: **McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers** by Wilbert J. McKeachie and Marilla Svinicki. Houghton Mifflin Company; ISBN: 0-618-51556-9; 12th edition (2006).

Other handouts and materials available on *Blackboard* and/or distributed in class.

Helpful website from the Division of Instructional Innovation and Assessment (DIIA):
www.utexas.edu/academic/diia/gsi/

Deliverables

The major deliverable of this class is a course preparation packet. The packet will include a statement of your teaching philosophy, a full syllabus, and an instructional sequence for one in-class activity or exercise (see specific requirements later in this syllabus). Students will also turn in interim drafts of the packet and written critiques of other students' drafts.

As part of a teaching practicum, students will prepare a 12-minute lecture and deliver the lecture to the class. Students will receive feedback from me and other class participants. The lecture will be recorded (video) and critiqued by a professional consultant, who will help you identify one or two key objectives for improving your lecture and/or lecturing style. In a subsequent "microteaching" lecture, you will address these specific areas of improvement.

The value of this course depends on students' full participation in class activities. This means students must attend all classes and assigned observation sessions, be actively engaged in class discussions and workshops, and provide other students with timely and useful feedback. **If you**

must miss a class or an observation, please email me in advance. BRING YOUR BOOK TO EVERY CLASS.

Evaluation of Student Performance

Your grade will be based on the following distribution:

Quality of participation and preparation:	20%
Written and oral critiques:	20%
Teaching Practicum:	25%
Lecture:	15%
Microteaching:	10%
Course Preparation Packet:	35%

The requirements and a description for each component are outlined in greater detail below.

- 1. Participation and preparation for class discussions and activities [20%].** Students must come to class having completed required readings, observations, critiques, or other assignments outlined in the syllabus. Students should be able to summarize readings, identify main points, and apply concepts during discussions. Participation will also be evaluated on students' ability to build on others' comments and add richness to the discussion by constructively communicating a strong point of view.
- 2. Written and oral critiques [20%].** Much of the life of an academic involves evaluating and critiquing others' work and having your own work examined and assessed. This portion of the course grade will be based on students' ability to provide insightful, detailed, and developmental critiques of others' work, both in written and oral form. Guidelines for written critiques will be handed out in class and can be downloaded from Blackboard.
- 3. Teaching practicum [25% = Lecture (15%) + Microteaching (10%)].** You will develop and present a 12-minute lecture based on introductory material for the course you plan to teach. Material should reflect the first day of the content you plan to deliver. The lecture will be evaluated according to criteria in the following areas:
 - Clarity (uses methods, examples to explain or clarify concepts and principles)
 - Enthusiasm (uses nonverbal behavior to solicit student attention and interest, through expressive speech, appropriate movement, eye contact, and facial expressions.
 - Interaction (uses techniques to foster student participation, including encouraging questions, praise, incorporating students' ideas in the lesson)
 - Organization (organizes and structures subject matter, using outlines, headings, overviews, summaries, and by explaining how topic fits in with the class as a whole)
 - Pacing and Speech (demonstrates appropriate pace of presentation and efficient use of time; appropriate and relevant voice characteristics)

Each student will develop and present a 5- to 7-minute "microteaching" lecture that focuses on one or two key objectives identified from the 12-minute lecture. Evaluation will be based on the above criteria and your ability to address specific improvement objectives.

4. **Course Preparation Packet** [35%]. The main criterion for evaluating course preparation packets is whether the class could be feasibly implemented as presented. This will be evident in the clarity and organization of your packet, the course design and content, and the presentation of the course information. Your packet should show evidence of integration of the content from the 398T course (books and readings, assignments, observations, discussions, critiques). It should be clearly written, describe appropriate instructional methods, go into depth and detail, and be professionally presented. **The packet should contain the following:** (1) statement of teaching philosophy, (2) syllabus (including topic schedule with deliverables), (3) detailed description and instructional sequence for one in-class exercise or activity (describe purpose and learning objective).

Major Deliverables

The major deliverables for the class are as follows (note that other deliverables are described in the detailed class schedule below, under "Course Topics and Activities"):

- Draft of the first part of your syllabus – Due 9/17
- Critique of syllabus – Due 9/24*
- Draft of instructional sequence – Due 10/8
- Critique of instructional sequence – Due 10/15*
- 12-minute lecture, with handouts – Due 10/22 or 10/29 or 11/5[±]
- 5- to 7-minute microteaching lecture – Due 11/12 or 11/19[±]
- Final Course Preparation Packet – Due during Finals week, TBD

* See critique partners on BlackBoard

[±] See group assignments on BlackBoard

Course Topics and Activities **

** subject to change, depending on scheduling constraints of speakers and instructors

Week	Date	Topic	Due/Activity Completed
1	8/27	Introduction	
2	9/3	Course Design TA roundtable discussion	Readings: Special preface, Ch. 1-3 DUE: Bring to class two (2) examples of syllabi from your discipline. Be prepared to discuss and critique (major strengths, weaknesses, compare/contrast 2 syllabi), using concepts from book readings.

Week	Date	Topic	Due/Activity Completed
3	9/10	Basic Teaching Skills	<p>Readings: Ch. 4-6, 13-14</p> <p>.....</p> <p>OBSERVE (this week, in advance of class):</p> <p><i>(check Blackboard for Observation schedule)</i></p> <p>Take notes about student/instructor interactions and facilitation. Observe styles and teaching techniques. (See Blackboard for more information about observations.)</p> <p>.....</p>
4	9/17	<p>Learning</p> <p>DIIA Workshop: Learning Styles</p>	<p>Readings: Ch. 23-24</p> <p>DUE: Syllabus draft. Email or bring to class TWO copies of your syllabus draft, one for the instructor, and one for your critique partner.</p> <p>Draft should include course objectives, text(s), a description of your teaching method, explanation of assessment, and grading distributions.</p> <p>.....</p> <p>OBSERVE (this week, in advance of class):</p> <p><i>(check Blackboard for Observation schedule)</i></p> <p>Take notes about student/instructor interactions and facilitation. Observe styles and teaching techniques. (See Blackboard for more information about observations.)</p> <p>.....</p>

Week	Date	Topic	Due/Activity Completed
5	9/24	Instructional Techniques: Case Method Assessing, Testing, Evaluating	<p>Readings: Ch. 17, 7-11</p> <p>.....</p> <p>OBSERVE (this week, in advance of class):</p> <p><i>(check Blackboard for Observation schedule)</i></p> <p>Take notes about student/instructor interactions and facilitation. Observe styles and teaching techniques. (See Blackboard for more information about observations.)</p> <p>.....</p> <p>DUE: CRITIQUE 1. Email or bring to class TWO copies of your critique, one for the instructor, and one for your critique partner. See "Guidelines" document for instructions on writing your critique. Be prepared to discuss your critique orally.</p> <p>Be prepared to discuss assessment techniques you think would be best for your class/discipline. Use principles from readings to explain your rationale.</p>
6	10/1	Instructional Techniques: Small and Large Lectures, Student Participation	<p>Readings: Ch. 15-16, 19</p> <p>.....</p> <p>OBSERVE (this week, in advance of class):</p> <p><i>(check Blackboard for Observation schedule)</i></p> <p>Take notes about student/instructor interactions and facilitation. Observe styles and teaching techniques. (See Blackboard for more information about observations.)</p> <p>.....</p> <p>Be prepared to discuss observation of large lecture classes using principles from readings.</p>

Week	Date	Topic	Due/Activity Completed
7	10/8	Instructional Techniques: Technology & Experiential Learning Instructor/Course Evaluations	Readings: Ch. 18, 20-21 DUE: Draft of instructional sequence. Email or bring to class TWO copies of your instructional sequence – one for the instructor, and one for your critique partner. <i>See "Guidelines" document on Blackboard for information about writing your instructional sequence.</i>
8	10/15	** NO CLASS TODAY **	DUE: CRITIQUE 2 (via email). Email critique of instructional sequence to instructor and critique partner. <i>See "Guidelines" document on Blackboard for information about critiquing the instructional sequence.</i>
9	10/22	Teaching Practicum: Lecture (Groups A, B) Audience: Groups C, D (required) Groups E, F (optional)	DUE for Groups (A, B): Prepare and give a 12-minute lecture in your discipline. Provide appropriate handouts or visual aids. <i>Check Blackboard for your group assignment</i>
10	10/29	Teaching Practicum: Lecture (Groups C, D) Audience: Groups E, F (required) Groups A, B (optional)	DUE for Groups (C, D): Prepare and give a 12-minute lecture in your discipline. Provide appropriate handouts or visual aids. DUE for Groups (A, B) (in advance): Videotape consultation; set objective for microteaching, email to instructor.
11	11/5	Teaching Practicum: Lecture (Groups E, F) Audience: Groups A, B (required) Groups C, D (optional)	DUE for Groups (E, F): Prepare and give a 12-minute lecture in your discipline. Provide appropriate handouts or visual aids. DUE for Groups (C, D) (in advance): Videotape consultation; set objective for microteaching, email to instructor.

Week	Date	Topic	Due/Activity Completed
12	11/12	Microteaching Lecture (Groups A,B,C) Audience: ALL students (required)	DUE for Groups (A, B, C): Prepare and give a 5- to 7-minute lecture, focusing on your microteaching objective/s. DUE for Groups (E, F) (in advance): Videotape consultation; set objective for microteaching, email to instructor.
13	11/19	Microteaching Lecture (Groups D,E,F) Audience: ALL students (required)	DUE for Groups (D, E, F): Prepare and give a 5- to 7-minute lecture, focusing on your microteaching objective/s.
14	11/26	*** NO CLASS **	!! HAPPY THANKSGIVING !!
15	12/3	Ethical Behavior Course wrap-up Instructor evaluation	Readings: Ch. 25-26 DUE: Interview an instructor about an ethical dilemma or a counseling experience. Write up a 1-page case that describes the dilemma and how it was resolved. Be prepared to discuss your example.
	Final Exam Date (TBD)		DUE: Final Course Preparation Packet. The packet should include: <ul style="list-style-type: none"> ▪ Statement of your teaching philosophy ▪ Syllabus (including topic schedule with deliverables) ▪ Detailed description and instructional sequence for one in-class exercise or activity (describe purpose and learning objective)

Other Class Information

1. Student Groups for Critiques & Teaching Practicum

You will be partnered with one or two other students for the CRITIQUE 1 and CRITIQUE 2 assignments. *Check Blackboard for your critique partner assignments.*

For the teaching practicum, you will be assigned to a GROUP (Group A, B, C, D, E, or F). Your group assignment determines: 1) what dates you will present your lecture and microteaching lecture, and 2) what date(s) you must attend class. *Check Blackboard for your group assignment.*

2. Times and Locations for Class Observations

Check Blackboard for times and locations of class observations. A signup sheet will be available in class, approximately one week before each observation.

3. Guidelines for Observations:

A. Be unobtrusive. Remember, *we are invited guests* – please be on time (or early), sit on the edges of the classroom (i.e., back or side), remain quiet during the class, and do not use laptops or other electronic devices during the class. If convenient, please introduce yourself to the instructor and thank the instructor for allowing us to attend. ☺

B. Take note of the following:

- How does the instructor get/retain attention?
- How does the instructor facilitate student participation and interaction?
- What evidence of planning do you notice? (e.g., use of notes, board, slides, pacing)
- Lecture mechanics (e.g., presentation techniques or style, slide/overhead design, board layout, proportion of lecture/activity/discussion)
- How does the instructor encourage “active thinking”?

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