

CETL 8713: Teaching & Learning in Higher Education

Section TL2

Dr. Karen Bunch Franklin



Course Description

When you think about learning, what comes to mind? Studying? Reading? Lectures? Does teaching lead to automatic learning? How is learning typically described in your field?

WELCOME TO CETL 8713! This highly interactive and practical course gives you the opportunity to learn and apply principles of

learner-centered teaching based on the research about how people learn. Through readings, discussions, activities, practice, and peer review, you will explore the principles of learner-centered teaching, synthesize course content and personal experience, and hone your teaching craft.

LEARNING OBJECTIVES

- 1 Explain how people learn through the principles of knowledge retention, transfer and mastery (F1.1)
- 2 Analyze discipline-specific scholarship of teaching and learning literature (F1.2)
- 3 Identify and explain how motivation (F2.1), student development, and student diversity (F2.2) impact learning.
- 4 Identify and practice evidence-based teaching techniques (F3.1) and methods for formative assessment of student learning (F3.2).



Ungrading

Focus: Learning
Progress: Detailed
Feedback
More details on page 3!



Materials

All course materials are in Canvas, including our two main texts



Course Site

[Canvas Course Site](#)

Course Assignments

Concept Map on Learning

In this assignment, you will summarize what you learned about how learning works and apply these principles to your own teaching choices. Everyone will participate in a peer review process.

Jigsaw Activity

Jigsaw Presentations are a fun way to learn about new topics. Just like the name, it's like puzzle pieces being put together to form a complete puzzle. With these presentations, you'll be assigned a topic and a Jigsaw group. Each person in the Jigsaw group will learn their topic and create a short "lesson" (15 mins) on the topic. In your Jigsaw group, each person will teach their topic.

Group Case Study

After the modules on student development and student diversity, you will work with a small group to apply ideas about motivation, student development, and inclusive teaching to a case challenge.

Reflection Journal

Your opportunity to reflect on the weekly content and discussions about all things learning.

Teaching Research Poster

In this assignment, you will consult the body of educational literature to inform your understanding of effective teaching and share this information via a poster presentation.

Specifically, you will:

- Find an article of interest in a peer-reviewed scholarly journal about teaching in your field.
- Create a poster explaining the results of the article that includes a) a summary of the research question, b) the research methods, c) the findings presented in the article, & d) one way you can use these results in your teaching.
- Your poster will be accompanied by a short poster presentation in class and a reflection.

MicroTeaching Project

The semester culminates with a sample teaching demonstration that applies the new knowledge and skills you gain over the course of the semester. This project includes planning, delivery, and analysis of a sample teaching demonstration. This project includes both a lesson plan and a self-reflection for your microteaching demonstration, as well as providing feedback to your peers.

COURSE CULTURE

We all come to the course with different ideas, experiences, and knowledge. This enriches our discussions and understanding. It is expected that we will discuss with consideration and respect. This is a discussion-based course, which works best when we are all present. If you cannot attend class, please communicate with me. The [Faculty-Student Expectations](#) outlines basic expectations we should have.

Your Facilitator

ABOUT KAREN

My Teaching Philosophy

I see you as a whole person. I recognize you are more than a student in my class and have multiple responsibilities that you are juggling all at once. Always contact me if you have any issues. I will work with you!

E: karen.franklin@gatech.edu, Canvas

P: 803.422.8814 (feel free to text me also!)

Student Hours: TBD

My Why



Where it all started! My daughter posing with my cap at my Master's ceremony.



She wanted to replicate the cap tradition at her HS graduation.



My daughter & I at my PhD Hooding where she recreated the cap photo.



Now, Year 3 at University of Oklahoma in Architecture!

UNGRADING

Intention

To help you focus on working in a more organic way, as opposed to working as you think you're expected to. To shift the focus to learning and away from grades. If this process causes more anxiety than it alleviates, see me at any point to confer about your progress in the course to date.



Feedback Focus

Focus on qualitative assessment, showing growth and progress during the semester. Focus on clearly defined objectives, constructive feedback, progress, & revisions without penalty.

How To Be Successful in an Ungraded Course

- Join the discussions, engage with the content, complete the assignments, and reflect on your learning.
- Participate in conferences to discuss your level of work throughout the semester

Check-ins

I am available for check-ins if you would like to talk about your progress in the course. You can schedule an appointment or pop into student hours.

Final Grade

You will get a final grade at the end of the semester but I will not be grading individual assignments. Rather, I will be asking questions & making comments that engage your work rather than simply evaluating it. You will also be reflecting carefully on your own work and making revisions, where appropriate.

Accommodations



If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404.894.2563) as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me in order to set up a time to discuss your learning needs.

I will work with you regardless of formal accommodations.

Course Expectations & Guidelines

- The Georgia Tech Academic Honor Code applies to all work submitted in this course. [Review the Honor Code](#) and the [Student Code of Conduct](#). If you use AI, be sure to acknowledge and cite appropriately. AI should only be used to help generate ideas, refine thoughts, etc. All work should be your own.
- Be sure to check your e-mail and Canvas daily. Important class announcements and information will be posted to Canvas. You are responsible for all materials posted.
- Feedback will be posted to Canvas throughout the semester. It is your responsibility to keep track of your submitted assignments and engage with the feedback.
- Please double check your work for spelling and simple grammatical errors. Make sure to cite your sources using APA.
- I will come to class each day ready to engage you in all things learning. Each class will be structured to encourage your active participation, so please come to class ready to participate and contribute to the class.
- Due dates are spaced throughout the semester & can be found in the Course Plan & Canvas. Assignments can be turned in up to one week after the due date.
- As noted earlier in *Course Culture*, this is a discussion-based course, and attendance is required. If you have to miss class, please email me as soon as possible. It is your responsibility to follow up on missed class time.