

# CETL 8713 Teaching and Learning in Higher Education

## INSTRUCTOR

Amanda Nolen, Ph.D.

## CLASS MEETING INFO

Mon & Wed  
9:30 a.m. – 10:45 a.m.

## COURSE MODALITY

The class will meet in person unless inclement weather or other extenuating circumstances determine otherwise. **Canvas** will be used for assignments and course materials.

## EMAIL

anolen7@gatech.edu

## OFFICE HOURS

Virtual: M & W 2-4 pm (Sign up for office hours using the Calendly link in Canvas)

## COURSE OVERVIEW

This highly interactive and practical course gives you the opportunity to learn and apply the principles of evidence-based, learner-centered teaching grounded in the research on how we learn. Through readings, discussions, activities, practice, and peer review, you will explore instructional methods and how to create a learning environment to support student learning.

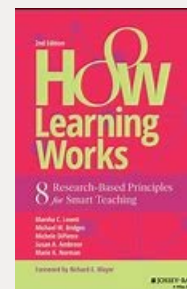
## REQUIRED TEXT

Lovett, M. C., Bridges, M. W., DiPietro, M., Ambrose, S.A., & Norman, M.K. (2023). *How Learning Works: Eight Research-based Principles for Smart Teaching*. John Wiley & Sons. ISBN: 978-111-9861690

## LEARNING OBJECTIVES

The objectives of this course are aligned with the Tech to Teaching program goals, noted in parentheses. Upon successful completion of this course, you will be able to:

1. Explain how people learn through the principles of knowledge retention, mastery, and transfer (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 individual differences (F2.2) impact learning
4. Identify and practice evidence-based teaching techniques (F3.1) and methods for formative assessment of student learning (F3.2)



## IMPORTANT FALL SEMESTER DATES:

September 7 (Mon)	Labor Day (no class)
October 5 (Mon) – 6 (Tues)	Fall Break (no classes)
October 31 (Sat)	Last day to withdraw from a single course or from school with W grades
November 2 (Mon)	Grade mode change deadline; last day to change grade mode from Letter/Grade to Pass/Fail
November 25-27 (Wed-Fri)	Thanksgiving break (no classes)
December 9 (Wed)	Reading period

\*See Academic Calendar for full list of dates.

**COURSE REQUIREMENTS**

**Short paper on learning with peer review** – In this short paper 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.

**Group case study on motivation** – 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.

**Teaching research poster presentation** – In this assignment, you will consult the body of educational literature to inform your understanding of effective teaching and share this information with our class via a poster presentation. Specifically, you will:

1. Find an article of interest in a peer-reviewed scholarly journal about teaching in your field.
2. 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.
3. Your visual poster will be accompanied by a 5-minute poster presentation in class. You will submit the poster and a brief reflection paper for grading.

**Microteaching project** – The semester culminates with a sample teaching demonstration that applies the new knowledge and skill you gain over the course of the semester. This project includes planning, delivery, and analysis of a sample teaching demonstration. This project includes:

1. Lesson plan for your microteaching demonstration
2. Self-reflection on your microteaching experience

Further details about these assignments, plus due dates, will be available in Canvas.

**GRADING POLICY**

I use a grading strategy called "*specifications grading*". I designed assessments in this class that allow you to demonstrate your mastery of the material. I will specify the expectations for each assignment, which are graded pass/fail (or, more accurately "meets expectations/does not yet meet expectations"). You might assignments on the first attempt, while sometimes you might need additional feedback in order to demonstrate mastery of the learning outcome. All of the work in this class builds up to the microteaching assignment; satisfactory completion of the microteaching project is required to pass the class.

Semester grades will be determined as follows:

<b>If you elect pass/fail grading:</b>	
Pass	Microteaching plus 2 other assignments are passed (equivalent of B work)
Fail	Microteaching plus 2 other assignments are <i>not</i> passed
<b>If you elect traditional letter grading:</b>	
A	All 4 assignments are passed
B	Microteaching plus 2 other assignments are passed
C	Microteaching plus 1 other assignments are passed
D	Microteaching assignment is passed
F	Microteaching assignment is <i>not</i> passed

## LATE WORK/ASSIGNMENT POLICY

Assignments are due on the dates indicated in the course calendar and it is important to adhere to the agreed upon dates. During the first week of class we will identify potentially problematic due dates and adjust as necessary. From that point forward it will be understood that we will follow the agreed upon due dates. Assignments turned in late will not meet expectations and may affect your final course grade. Note that your Microteaching project must meet expectations in order for you to pass the course.

## ATTENDANCE AND/OR PARTICIPATION

Your contributions to discussions and peer feedback are central to your own success and that of your colleagues. Because of this, you are expected and encouraged to actively engage with the asynchronous and synchronous elements of this course and be ready to participate and contribute to discussions and peer feedback.

**Absences:** If you must miss class for an institutionally approved absence, a religious observance, illness, or other extenuating circumstance, please notify me as soon as possible so that we can make arrangements for you to make up the work.

## STUDENTS WITH DISABILITIES AND/OR NEED OF SPECIAL ACCOMMODATIONS

Georgia Tech is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability, whether physical, learning, or psychological, and believe that you need accommodations, I encourage you to contact the Office of Disability Services at <https://disabilityservices.gatech.edu/> to discuss the appropriate procedures.

## CELL PHONES, LAPTOPS, TABLETS, ETC.

Technology is often essential to our work. Please inform me of any technology concerns/issue that might affect your success in this class as soon as possible.

## ACADEMIC INTEGRITY

All students at Georgia Tech are expected to comply with the [Academic Honor Code](https://policylibrary.gatech.edu/student-life/academic-honor-code) at <https://policylibrary.gatech.edu/student-life/academic-honor-code> and agree that “[h]aving read the Georgia Institute of Technology Academic Honor code, I understand and accept my responsibility as a member of the Georgia Tech Community to uphold the Academic Honor Code at all times. In addition, I understand my options for reporting honor violations as detailed in the code.” You must observe the Honor Code with respect to examinations, assignments, and all other aspects of this course.

## STUDENTS WITH DISABILITIES AND/OR NEED OF SPECIAL ACCOMMODATIONS

You may use generative AI programs, e.g. ChatGPT or CoPilot, to help generate ideas and brainstorm. You should note, however, that the material generated by these programs may be inaccurate, incomplete, biased or otherwise problematic. Be aware that use may also stifle your own independent thinking and creativity.

Generative AI derives its output from previously created texts from other sources that the models were trained on, yet doesn't cite its sources. Per GaTech's Honor Code, you may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). When/if you use Artificial Intelligence (AI) platforms in your assignments, please write a note to clarify where in your process you used AI, include your prompt, and which platform(s) you used. See this article for proper APA formatting of such citations: How to cite ChatGPT <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

## STUDENT-FACULTY EXPECTATIONS AGREEMENT

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. The Student-Faculty Expectations articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial

interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

### **STUDENT WELL-BEING**

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A comprehensive list of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being ([student-resource-guide \(gatech.edu\)](http://student-resource-guide.gatech.edu))