

Strategies/Tools for Effective Teaching, Mentoring & Managing in Science MBIO 611 | 2 Credit Hours | Summer 2022

Course Overview

Monday evenings 5:00-7:00pm, first half of the Summer semester
8 sessions with 5 remote face-to-face sessions

Instructors:

Pascale Alard, Ph.D., Department of Microbiology and Immunology, CTRB, Room 611.
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Staci Saner, Ph.D. in Health Professions Education and Director HSC Office of Faculty Development

Course Purpose & Objectives

Our hope is to transform the way you view learning by introducing learning theories and instructional strategies that are known to promote effective learning, and help you mentor and manage individuals effectively. This course will cover how to actively engage learners, mentor and manage individuals effectively, provide a motivating environment by enhancing grit and motivation, and assess performance and provide constructive feedback. It will also prepare you to create a learner-centered session and practice teaching in graduate courses at the School of Medicine or other schools of higher education.

Class sessions will be based on assigned reading/podcasts and will include in-class discussion, practice, in-class presentation and online discussion. I anticipate that our diverse backgrounds and experiences will generate fruitful discussion and exchange of opinion.

Upon completion of this course, you should be able to:

- 1) Identify the learning theories and different instructional strategies that lead to adult learner engagement and provide effective learning
- 2) Contrast learner-centered versus content-centered teaching in order to develop a learner-centered session
- 3) Create formative and summative assessments to test learner's understanding and gain-of-knowledge and help them reach their potential
- 4) Correlate effective learning with mindset
- 5) Reflect on your performance in order to adjust your approaches to teaching and on building your own teaching philosophy
- 6) Communicate effectively to help everyone reach their full potential
- 7) Recognize the value of a supportive learning environment, i.e., motivate, instill value for the task, provide regular feedback and promote inclusiveness

Culminating project: developing a learner-centered session for a graduate course (Immunology & Microbiology or other disciplines including lab) by creating 1) a powerpoint and instructional activities that promote active learning, 2) formative and summative assessments that assess student performance and provide effective feedback opportunity, and 3) begin the process of formulating a teaching statement that reflects your teaching philosophy.

Reference Material

Books will be provided and will need to be picked up before the first session.

Mandatory reading over the first four sessions: Small teaching: 1st Edition, by James Lang, Springer (2016)

Select chapter reading:

Teaching for learning: 1st Edition, by Claire Major, Michael Harris and Todd Zakrajsek (2016)

How learning works: 7 research-based principles for smart teaching, by Ambrose, S. A. Bridges, M., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010)

Teach students how to learn: 1st Edition, by Saundra Yancy McGuire (2015)

Additional reading and podcast viewing assignments will be posted on Blackboard.

Feedback and Grading

The course will be Pass/Fail with a Pass corresponding to 80% or above.

The following items will be graded as shown below:

Assignments	Points	Due date
Instruction Toolbox	10	5/13 & 5/20
In-Class Activities draft & final	20	5/27 & 6/10
Assessment Plan draft & final	20	6/21 & 6/24
Powerpoint draft & final & Presentation	20	6/25 & 7/1 & 6/27
Teaching Philosophy Statement Draft & final	10	6/13 & 7/5
Participation & Perusall Discussion	20	weekly
Total	100	

Due dates for all assignments (formative and summative) will also be posted on Blackboard in the appropriate Course Content folders and Assignment folder.

Your progress will be evaluated regularly by providing feedback during class activities. You are, therefore, expected to attend class remotely and actively engage in class discussions and activities, participate in online discussion, and complete all course assignments.

Formative feedback will be provided by the instructor and/or peers for the lesson plan of activities, In-class activities & presentation, assessment plan, powerpoint & powerpoint presentation and philosophy teaching statement.

Assignments

A good evaluation of the various assignments based on the criteria described below corresponds to a Pass.

1. Instruction toolbox

You will choose two methods of instruction/instructional strategies that you could use for the lesson. Over a period of 2 weeks, you will submit a 1-paragraph summary about each, following the example posted on Blackboard.

Content understanding will be evaluated.

2. In class activities

You will present your plan for in-class activities including any assigned work before the class. Level of preparation, content understanding, student engagement and communication skills will be evaluated.

3. Assessment/feedback plan

You will present your plan for formative and summative assessment including activities, quiz and exam questions (with points), and explain how you will provide effective feedback to your students so they can reach their potential. Activities, quiz and exam questions as well as their level of alignment with the learning objectives will be evaluated.

4. Powerpoint & presentation

You will prepare a powerpoint about your lesson that is designed to engage your students, and will deliver a 10-15-minutes component of the presentation, including a description of the learning objectives, when the lesson falls within the semester curriculum, any assigned work, and planned activities.

Level of preparation, content understanding, student engagement and communication skills will be evaluated.

5. Teaching Philosophy statement

You will assemble bullet points about concepts that you may include in your teaching Philosophy Statement and add to it weekly. In the session with Staci Saner, you will draft a Teaching Philosophy Statement incorporating what you believe is important for teaching effectively (based on template and examples provided during class).

Level of preparation, content understanding, student engagement and feedback, and communication skills will be evaluated.

6. Participation & Blackboard Discussion

You will participate in class and post discussion on Blackboard based on readings or podcasts. Perusall will be used to facilitate the discussion.

Level of preparation and content understanding will be evaluated.

Course Schedule

Week/Date	Topics	Objectives	Activities
Week 1 5/9	Overview of the learning strategies that are most appropriate for adult learners	1, 2, 4, 5	Discussion and activities about learning theories & needs of adult learners based on readings and podcast Draft important points of focus for your teaching statement Introduction to Lesson Plan
Week 2* 5/16	Instructional strategies that effectively engage students in the classroom	1, 2, 3	Perusall discussion#1 about instructional strategies based on readings
Week 3 5/23	Designing a learner-centered lesson plan and powerpoint	1-7	Discussion about interactive learner-centered lesson and powerpoint based on readings Practice developing a draft for in class activities
Week 4* 5/30	Impact of mindsets and grit on learning & teaching	1-5	Perusall discussion#2 based on Dweck's and Duckwood's podcasts
Week 5 6/6	Impact of assessment and feedback on performance	1, 3, 5	Discussion about value of feedback and assessment based on readings. Discussion about effective communication and ways to resolve conflict based on podcasts. Present class activities plan. Practice providing feedbacks based on scenarios.
Week 6 6/13	Formulating a teaching statement that is learner-centered	1-7	Discussion about teaching philosophy Complete your teaching philosophy statement
Week 7* 6/20	Instilling value and motivation in learners	1, 5, 7	Perusall discussion#3 about those topics based on readings and/or podcasts Refine your teaching statement draft based on new knowledge
Week 8 6/27	Impact of self-reflection and student feedbacks on teaching	1, 5, 6	Discuss value of student's feedback on effective teaching, and educational research as a way to achieve scholarship Practice presentation Provide feedbacks on presentation

***No meeting**

Class Cancellations

An assignment will be placed on the Blackboard site for this course in the event that a class is cancelled. Completion of this assignment by the given due date will count toward class attendance for the day class was cancelled.

Diversity Statement

University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, socio-economic status, national origin, sexual orientation, disability, and religion that enrich a vibrant metropolitan research university. We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining, and supporting students, faculty, and staff who reflect the diversity of our larger society.

Policy on Instructional Modifications

"The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Stevenson Hall, 852-6938) for verification of eligibility and determination of specific accommodations."

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain **confidential** support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide

(<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).