

Strategies, Research and Theory for Teaching at University Level

Instructors

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Course Description

To be a lecturer one needs to be skilled in the topic of interest. To be an effective teacher one also has to go further and understand the underlying theory of learning and teaching to be able to develop own methods. This course addresses how to get started with teaching, what basic skills are needed to facilitate student learning – with a focus on the method of concept mapping; how one can understand students and what can be added to the repertoire of skills and strategies to enable active learning. Furthermore, skills for use in specific teaching situations such as large classes and labs as well as ‘teaching for higher-level goals’ are part of the course. This class is an interactive course that lives from the experiences of the participants and in that differs from the typical power point led teaching. Students are expected to share their teaching and learning experiences and to actively discuss the chapters of the underlying textbook “McKeachie’s teaching tips”. On that matter it is expected to read the necessary chapters of “McKeachie’s teaching tips” ahead of class. Also, as part of the grading each student will teach the ‘class’ actively applying the methods taught.

Course Outline

Blocks for lecture and seminar are primarily based on “McKeachie’s teaching tips”

DAY 1

I Introduction

- Introduction (Ch. 1)
- Facilitating Discussion: Posing problems, Listening, Questioning (Ch. 5)
- How to make lectures more effective (Ch. 6)

II Getting started

- Course preparation (Ch. 2)
- Meeting the class (Ch. 3)

DAY 2

III Understanding students

- Teaching culturally diverse students (Ch. 13)
- Dealing with student problems and problem students (Ch. 14)
- Teaching large classes (Ch. 19)
- Lab teaching (Ch. 20)

DAY 3

IV Facilitating active learning

- Motivation in the college classroom (Ch. 12)
- Active learning (Ch. 16)
- Problem-based learning (Ch. 17)
- How to become more strategic and self-regulated learners (Ch. 23)

DAY 4

V Evaluating

- Testing (Ch. 8/9)
- Cheating (Ch. 10)
- Grading (Ch. 11)

DAY 5

VI Teaching your own class

Each student will teach a class (e.g. on dissertation topic) for 30 minutes. A discussion of 15 minutes will follow.

Teaching methods

Lectures (50%), Seminars (50%)

Grading

Course presentation (100%)

Credit points and type

3 Soft skills

Requirements

Reading the indicated chapters of Wilbert J. McKeachie and Marilla Svinicki (2006):
“McKeachie’s teaching tips” – Strategies, Research, and Theory for College and University Teachers. Houghton Mifflin Company.

Software

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Language

English

Organization and time

The course is split up into lectures and seminars. They are held at University of Bonn. The course is limited to 10 students.

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