

DENH 5050 Educational Principles and Application

SPRING 2017

CLASS DAYS and TIME:

This course is conducted online and as such has no established course meeting time. Students are expected to participate in asynchronous course discussions in a timely manner per course schedule. The Course will begin the first week of January and end the first week of May.

CLASSROOM: Asynchronous Learning Modules and Discussions on Canvas -Online

COURSE FACULTY: Beatriz Hicks, MA, RDH, Clinical Associate Professor

OFFICE LOCATION and HOURS:

Office on Campus: UT Health Science Center, Department of Periodontics, Room Number: 2.500.2; **Hours:** Electronic messages sent Monday and Thursday will be responded to within 24 hours. Messages sent Friday by noon, will be responded to by the first Monday thereafter. The Course director may be off campus on Rotations therefore, in the event of an emergency, please contact the administrative secretary in at 567-3810. If course director is out of town or in the event of an emergency, the instructor will send an email via Canvas to let students know the date she will be back.

EMAIL: hicksb@uthscsa.edu

TELEPHONE: 210-567-3825

READ THIS DOCUMENT CAREFULLY - YOU ARE RESPONSIBLE FOR ITS CONTENTS.

COURSE DESCRIPTION AND OBJECTIVES

This goal of this course is to promote high standards of teaching excellence by providing the learner with research based methods, policies, and practices for being an effective college teacher. The course will focus on all aspects of teaching: learning theories, course design, teaching methods and learning experiences, course management, and assessment. Specific emphasis will be on developing significant learning experiences for students. Gaining a better understanding of the design process will empower teachers to be more creative and effective in providing significant learning opportunities for students. Through this course, students will apply information gained and ultimately develop a personal educational statement.

Objectives:

At end of the course, students will be able to:

1. To motivate students by understanding the student cognition, values, motivation and learning styles.
2. Develop attainable student learning outcomes.
3. Learn how to manage and apply instructional design principles in developing an "Mini Outcomes Centered" course:
4. Understand the main components that are necessary in a Course Syllabus.
5. To assess and improve teaching effectiveness.
6. Integrate educational theories and principles within their own written philosophy of teaching and learning.
7. Apply educational theories and principles of cognitive theory, motivation and learning to course content and delivery.
8. Design effective student learning experiences and activities.
9. Assess student learning and meet assessment requirements and goals.
10. Choose and use the right tools for teaching and learning.
11. Appreciate and practice learner-centered, rather than content driven course instruction.
12. Apply basic principles of learning to help students learn easier.
13. Appreciate the creation of active learning strategies that promote life-long learning skills.
14. Interact with peers and colleagues in their efforts to become effective educators.

15. Set a plan for continued learning by exploring and evaluating the educational literature and other resources to remain current and enhance teaching effectiveness.

Pre-requisites – There are no required pre-requisites although this course is considered a Core Master’s Course

Semester credit hours – 3 Credit hours

By the end of this course, each student should be able to:

- Develop a Philosophy of Teaching.
- Develop a “Mini” Outcomes centered course that includes: writing student learning goals and objectives, choosing appropriate teaching tools, developing student activities for learning, and constructing appropriate classroom assessment techniques effective for student learning.

COURSE ORGANIZATION

The main teaching formats used to cover the material in this online course include:

- 1) reading assignments from your book and online related articles from the internet,
- 2) interactive discussion questions with colleagues and course director,
- 3) and various assignments and self-study activities designed to help the student develop their own “Mini” outcomes-centered course.

Materials – Computer with internet capabilities

Computer Access – All correspondence for this course will be conducted on CANVAS.

Reading Assignments – See class schedule below

Attendance

In order to achieve the expected outcomes for this course, students are expected to follow the class schedule (see below) for assignment due dates and expectations for the assignments and discussions. The expectation is that the student will be fully engaged in these activities.

TEXTBOOKS

Required:

1) Nilson, Burzotta, Linda (2010). *Teaching at Its Best: A Research Based Course for College Instructors*(3rd ed.). San Francisco, CA. Jossey-Bass. ISBN-978-0-470-40104-0 (pbk) **2)** Publication Manual of the American Psychological Association (2010) (6th edition or recent edition), Washington, DC.

Recommended:

1) Fink, L. D. (2003). *Creating Significant Learning Experiences*. San Francisco, CA: Jossey-Bass ISBN-0-7879-6055-1 (alk. paper) Ormrod, J. E. (2011). **2)** *Human Learning* (6th ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 978-0132595186. **3)** Svinicki, M. & McKeachie, W. J. (1999). *McKeachie’s Teaching Tips, Strategies, Research, and Theory for College University Teachers* (15th ed.). Belmont, CA: Wadsworth

GRADING POLICIES AND EXAMINATION PROCEDURES

Includes the following policies:

1. Discussion Participation is worth 400 points
There are 4 discussion segments, each segment 100 points each for a total of 400 points
2. Assignments are worth 400 points
There are 4 assignments, each assignment worth 100 points each for a total of 400 points

Course Requirements Assignment Protocol:

The due dates for all assignments are indicated in the course assignment manager (calendar). Any alterations to the schedule will be posted in Canvas. The due date and time for all assignments is indicated in this document.

Late Assignments:

Late assignments will not be accepted unless under extenuating circumstances and at the Course Directors discretion. Assignments that are accepted as late, can result in 5% off per week late for each assignment.

Grading System

A =800-716

B =715-636

C =635-558

Failure of Course: 557 and below

REQUESTS FOR ACCOMODATIONS FOR DISABILITIES

In accordance with policy 4.2.3, **Request for Accommodation Under the ADA and the ADA Amendments Act of 2008 (ADAAA)**, any student requesting accommodation must submit the appropriate request for accommodation under the American with Disabilities Act (ADA, form 100). to his/her appropriate Associate Dean of their School and a copy to the ADA Coordinator. Additional information may be obtained at <http://uthscsa.edu/eeo/request.asp>.

ACADEMIC INTEGRITY AND PROFESSIONALISM

Any student who commits an act of academic dishonesty is subject to discipline as prescribed by the UT System Rules and Regulations of the Board of Regents. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, signing attendance sheets for another student, and any act designed to give unfair advantage to a student or the attempt to commit such an act. Additional information may be obtained at <http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/academicdishonestypolicy/>

TITLE IX AT UTHSCSA

Title IX Defined:

Title of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. It reads “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

University of Texas Health Science Center San Antonio’s Commitment:

University of Texas Health Science Center San Antonio (UTHSCSA) is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, UTHSCSA does not discriminate on the basis of sex in its education programs and activities, and it encourages any student, faculty, or staff member who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to immediately report the incident to the Title IX Director.

In an emergency, victims of sexual abuse should call 911. For non-emergencies, they may contact UPD at 210-567-2800. Additional information may be obtained at <http://students.uthscsa.edu/titleix/>

EMAIL POLICY

All communications related to the course must be conducted using the University issued Canvas e-mail or discussion tools. As a standing University Policy, only the students' University e-mail address shall be used for any electronic institutional communications of an official nature.

USE OF RECORDING DEVICES

Not applicable to this course.

ELECTRONIC DEVICES

Not applicable to this course

DENH 5050 Educational Principles and Application

SPRING 2016

SEMESTER and YEAR

ASSIGNMENT MANAGER AND COURSE SCHEDULE DENH 5050 SPRING 2016

This assignment tracking sheet will assist you in managing your assignments and serve as your course schedule. Students may choose to turn in assignments before the due date. **9- 12 hours per week is the estimated allotted time to complete the readings, discussions and assignments in the course**

ACTIVITY	WEEK	ASSIGNMENT	Course Requirement Points	COMPLETION DATE
Introduction & Module 1 Philosophy of Teaching and Learning	January 4 th 8:00am - January 24 th 9:00 pm	<ul style="list-style-type: none"> Read through the Course Syllabus. Go to the <i>Faculty Expectation</i> and Pearls of Wisdom Board and read the faculty messages. Complete these introductory readings prior to moving forward to Module 1. Review Module 1 Overview and Objectives Proceed to review readings in <i>Nilson</i> and links <p>Begin Assignment #1 Begin Discussion #1</p>	100 pts 100 pts	Assignment #1 Due: Tues. January 17th 9:00 pm Discussion #1 will begin January 17th 8 am and will be due: January 24th at 9:00 pm
Module 2 Understanding Your Students and How They Learn	January 25 th through February 7 th	Read <i>Nilson</i> Chapter 1- Understanding Your Students and How They Learn <ul style="list-style-type: none"> Read Module 2 Overview and Objectives Proceed to Module 2 for assigned readings and <p><u>Begin Discussion #2:</u></p> <ul style="list-style-type: none"> Complete <i>Module 2</i>- Discussion Questions as listed in Canvas. 	100 pts.	Post your Discussion #2 to the questions listed in Canvas by Sunday will begin January 29th at 8 am and students must respond to at least 2 of your fellow learners by Tuesday, Feb. 7th by 9 pm

Module 3 Outcomes-Centered Course Design	February 8 th through February 29 th	<ul style="list-style-type: none"> Read <i>Nilson Chapter 2 & 3</i> Read Module 3 Overview and Objectives Proceed to Module 3 for Readings, links and assignments. Begin Assignment #2 in Canvas	100 pts	Assignment #2 Due: February 29th at 9 pm
Module 4 Managing Your Course	March 1 st - March 13 th	<ul style="list-style-type: none"> Read <i>Nilson Chapters 4-10</i> Begin Module 4 on Canvas -<i>other associated links</i> Begin <u>Discussion #3:</u>	100 pts	Post your discussion by Thursday, March 7th by 8 am , and begin discussion, Respond to at least 2 of your fellow learners by Sunday March 13th at 9 pm .
SPRING BREAK	March 14 th through March 20 th	<ul style="list-style-type: none"> No Assignments! Enjoy yourself! 		SPRING BREAK
Module 5 Choosing the Right Tools	March 20 th through April 3 rd	<ul style="list-style-type: none"> Read <i>Nilson Chapters 11-17</i> Begin Assignment #3	100 pts	Assignment is Due: Sunday April 3rd by 9 pm
Module 6 Accommodating Learning Styles	April 3 rd through April 10 th	<ul style="list-style-type: none"> Read Chapters 23-27 Begin Discussion#4 in Canvas	100 pts	Post your discussion by Wednesday April 6th by 9 pm , and begin discussion, Respond to at least 2 of your fellow learners by Sunday April 10th at 9 pm

Module 7 Assessing Learning Outcomes	April 11 th through April 29 th	<ul style="list-style-type: none">• Read Module 7 Begin Assignment #4: <i>Don't forget to complete the Course Evaluation by no later than Friday May 6th</i>	100 pts	Assignment is Due:Friday April 27th by 9 pm Course Eval Due: Opens April 24 th and is due by Friday May 6th by 9 pm
--	---	---	---------	--