

INTD 5035 University Teaching Excellence Course (UTeach) Fall 2020

CLASS DAYS and TIME: Thursdays 4:00 – 6:00 PM
from September 10 to December 10, 2020

CLASSROOM: Virtually via Zoom or Canvas Conference

COURSE FACULTY:

Course Director: Dr. Pamela Larsen

Course Co-Directors: Dr. Babatunde (Kay) Oyajobi, Dr. Timothy Raabe

Invited Course Instructors:

Dr. Bridget Ford, University of the Incarnate Word
Dr. Rhea Fraser-Spears, University of the Incarnate Word
Dr. Ahmad Galaleldeen, St. Mary's University
Dr. John Gomez, Our Lady of the Lake University
Dr. Jim Hall, Our Lady of the Lake University
Dr. Jonathan King, Trinity University
Dr. Susan Murphy, Our Lady of the Lake University
Dr. Briana Salas, Our Lady of the Lake University
Dr. Linda Solis, University of the Incarnate Word School of Osteopathic Medicine
Ms. Mary Bradley, Director of the Office of Career Development in the GSBS

OFFICE HOURS: Arrange by email to schedule a date and time to meet via Zoom.

EMAIL: Dr. Pamela Larsen larsenp@uthscsa.edu
Dr. Babatunde (Kay) Oyajobi oyajobi@uthscsa.edu
Dr. Timothy Raabe raabe@uthscsa.edu

UTeach is sponsored by the San Antonio Biomedical Education and Research (SABER) Program that is supported by an Institutional Research and Academic Career Development Award (IRACDA) from the National Institute of General Medical Sciences of the NIH (PHS grant, K12 GM11726).

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

COURSE DESCRIPTION AND OBJECTIVES

The *University Teaching Excellence Course (UTeach)* is designed for post-doctoral fellows, junior faculty, graduate students and residents who desire to acquire knowledge about learning processes and contemporary pedagogic techniques, and develop educational planning, teaching and assessment skills to enhance their “teaching toolkit.” UTeach participants practice key skills needed for success in university teaching, working in teams to accomplish the course objectives. The course focuses on teaching science courses for

undergraduates at college campuses, but includes concepts and techniques applicable to teaching throughout biomedical and health science education.

Pre-requisites – None

Semester credit hours – 2 credit hours for successful completion of the course

Objectives –

Major Intended Learning Objectives (MILOs)

During UTeach, participants engage in four foundational activities related to university teaching.

1. Communicate beliefs pertaining to teaching and learning, and the teacher's role, at the undergraduate or graduate levels.
2. Describe factors that promote and hinder students' learning at the undergraduate or graduate levels.
3. Practice key teaching skills such as defining learning objectives for a course, writing a syllabus, designing and presenting lectures, counseling struggling students, implementing student-centered collaborative learning and developing assessments to measure students' acquisition of course objectives.
4. Identify course management techniques that promote an effective, inclusive learning environment for students and a positive experience for the teacher

Specific Intended Learning Objectives (SILOs)

1. Identify effective and ineffective techniques for teaching in the classroom.
2. Provide constructive feedback to another instructor about their teaching methods.
3. Develop your Philosophy of Education and Diversity Statements.
4. Perform planning steps to implement a science course for college students.
5. Describe differences in teaching college students versus UT Health SA graduate students or health professions education students (i.e., dental, medical, nursing, other allied health professions)
6. Write objectives for different levels and different types of student learning.
7. Analyze course syllabi to identify effective and ineffective components.
8. Analyze cases of students who are struggling and propose management strategies.
9. Identify strategies to use Team-Based Learning in science courses.
10. Describe course design and teaching strategies pertinent to lab-based instruction.
11. Recognize well-designed and poorly constructed test questions and edit questions to enhance quality.
12. Design and conduct classroom teaching, review videos of presentations and self-assess.
13. Identify strategies to build a culture of acceptance and inclusiveness within science courses.
14. Develop an academic resume and receive feedback from the Director of the Office of Career Development in the GSBS.

COURSE ORGANIZATION

This is a 13 week course. Canvas is the course management system (<https://uthscsace.instructure.com/login/ldap>) that will be used to distribute materials, official course notices and announcements, as well as the means for submission of the completed assignments. Major teaching modalities used in this course include:

- Lectures

- Class activities and discussions requiring student participation
- Independent learning
- Class presentations

Course Activities	Approximate Hours
13 class sessions	26
Write Philosophy of Education and Diversity	4
Prepare teaching exercises (15 minute mini-lectures)	6
View videotapes of mini-lectures & write self-critiques	2
Complete teaching-related self-assessments	2
Develop academic resume	3
Reading assignments	3
	46 Total

Materials – All materials provided via Canvas (<https://uthscsace.instructure.com/login/ldap>).

Computer Access – Computer to access university email and Canvas course management webpage.

Reading Assignments – To be provided via Canvas and/or email as PDFs.

Course Management

All matters related to this course should be communicated to the course directors and the program coordinator for this course. The contact information for all these individuals is listed below.

Manager	Email	Responsibilities
Dr. Pamela Larsen Course Director	larsenp@uthscsa.edu	Coordination of Invited Instructor Sessions, Attendance, Evaluations
Dr. Babatunde (Kay) Oyajobi Course Co-Director	oyajobi@uthscsa.edu	Coordination of Microteaching Sessions
Dr. Timothy Raabe Course Co-Director	raabe@uthscsa.edu	Coordination of Philosophy of Education and Resume Sessions and Assignments
Ms. Alicia Bibbs Program Coordinator-Senior	bibbs@uthscsa.edu	Canvas course pages Certificates once earned

ATTENDANCE

We understand that health professions faculty, graduate students and postdoctoral fellows have demanding schedules which makes 100% attendance challenging. To receive a passing grade or certificate for completion of UTeach, participants must attend at least 11 of the 13 sessions in the course, including both of the practice micro-teaching sessions.

TEXTBOOKS

Required: None

Recommended: None

GRADING POLICIES AND CERTIFICATE OF COMPLETION REQUIREMENTS

Expectations for enrollees taking the course are as follows.

Reading Assignments and Other Out-of-Class Activities

UTeach class sessions are supplemented by readings, worksheets and self-assessment inventories. These materials may be distributed during class or may be sent to participants electronically either before or after class. PowerPoint presentations used during most of the UTeach sessions will be posted on Canvas before or after the class, based on the objectives of each class.

Practice Teaching Presentations (Micro-teaching)

Each UTeach participant will design and present two 15-minute classroom lectures, on topics of their own choice, in an exercise known as microteaching (i.e., presenting a mini-lecture in order to practice/refine skills and to receive feedback from classmates, faculty observers and the course directors). The first set of mini-lectures will be recorded/videotaped for subsequent review by presenters. Each participant will be expected to write and submit a self-assessment after reviewing his/her lecture video and considering the feedback obtained from instructors and other classmates who observed the lecture. This exercise will then be repeated five weeks later with each UTeach participant delivering the same mini-lecture the second time.

Philosophy of Education (POE) and Diversity Statements

UTeach participants will review various philosophies of education and diversity statements. Participants will then write a POE to communicate their personal beliefs about teaching and learning and a diversity statement to communicate their values related to diversity, their experiences working with diverse populations, and their future plans related to inclusivity in an educational setting. Participants will submit their POEs and Diversity Statements via the Canvas assignment and feedback will be provided.

Academic Resume

UTeach participants will develop and/or refine a resume that could be used for seeking a faculty position at a university that focuses primarily on teaching. Participants will receive feedback on their resumes from classmates, and can request feedback and consultation from the course directors.

Certification of Completion of UTeach

For enrollees taking the course as a non-graded professional enhancement course. UTeach completion is determined by:

- Attendance at a minimum of 11 of the 13 classes in the course and participation in breakout groups
- Completion of the microteach presentations (see course schedule for dates)
- Submission of self-assessments for lecture presentations
- Submission of a Philosophy of Education (POE) statement
- Submission of an academic resume

UTeach completers receive a certificate, issued by the SABER / Institutional Research and Academic Career Development Award (IRACDA), recognizing participation in this professional development activity.

Grading System for Semester Credit

For enrollees taking the course for a grade, grading will be conducted on a Satisfactory/Unsatisfactory basis. Attendance of at least 11 of the 13 sessions, presentation at both of the microteach sessions and submission of assignments by the deadline listed in Canvas are all required to earn a Satisfactory in the course.

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/eo/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/>

Participants' professionalism is expected during UTeach. Key aspects of professionalism for this course include punctuality in attending classes, prompt arrival before the start of each class, remaining until the end of the class, active participation in simulations, discussions and other class activities, teamwork with classmates during activities, and timely completion of assignments. UTeach is a course focusing on effective teaching, and thus, openness to feedback about teaching methods and respectful discussion of teaching methods among classmates is expected.

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

Every student is issued a University email address and account at the time of enrollment (i.e. your livemail.uthscsa.edu account). This account will be the official means of communications between students and faculty and as a matter of University Policy is considered official business. Missed communications due to inadequate monitoring of incoming emails on the University's email server will not be a valid excuse for unsatisfactory academic progress.

USE OF RECORDING DEVICES

Recording of lectures or other learning activities during class sessions is not allowed by any means, e.g. video, audio, etc. An exception may be permitted by the Course Director/Lecturer if a request at least 24 hours before class is agreed upon or if required for compliance with Americans with Disabilities Act (ADA).

ELECTRONIC DEVICES

Use of laptops or tablets is allowed during class for course content only. Please do not engage in use of social media, play games, surf the web or shop during class. Furthermore, use of cell phones or smartphones for conversations or texting during class is strictly prohibited. Any student in violation of this policy may be excused from the learning environment and marked absent for the day, if disruption of learning occurs.

PARTICIPANTS' EVALUATION OF THE COURSE

The UTeach course evaluation survey will be sent to you online at the conclusion of the course. Your candid feedback about the course will be valuable in designing the course for other groups in the future.

**INTD 5035 University Teaching Excellence (UTeach)
Schedule for Fall 2020**

Weekly on Thursdays 4:00 – 6:00 PM from September 10 to December 10, 2020

Virtual Class

Week	Date	Topics	Instructor	Room(s)
1	Sept 10	Course Orientation <ul style="list-style-type: none"> Review of course assignments and expectations Teaching in Classrooms: Presentation Techniques <ul style="list-style-type: none"> Participants critique a lecture and assess strengths & limitations Tips for constructive feedback on teaching 	Drs. Larsen, Oyajobi and Raabe Dr. Pam Larsen	Online
2	Sept 17	Teaching in Classrooms: Interactive Learning <ul style="list-style-type: none"> Exercise: What do effective teachers do? Participants learn about and experience active learning methods that can be used in classrooms Participants learn about and experience Team-Based Learning (TBL) 	Dr. Pam Larsen	Online
3	Sept 24	Getting Ready to Teach a Course <ul style="list-style-type: none"> Inheriting an existing course versus developing a new course. Understanding student motivation; majors vs. non-majors Teaching college students versus graduate or medical students Course Director Responsibilities	Dr. Susan Murphy Our Lady of the Lake University Dr. Pam Larsen	Online
4	Oct 1	Course Design: Planning Lectures <ul style="list-style-type: none"> Participants learn and practice a step-by-step process for developing lectures Do's and don'ts for designing slides Slide design exercise 	Dr. Pam Larsen	Online
5	Oct 8	Designing Lab Experiences for Undergraduate Students <ul style="list-style-type: none"> Roles and responsibilities of lab instructors What do effective lab instructors and supervisors do? Mixing group with individual work in teaching labs 	Dr. Jim Hall, Our Lady of the Lake University	Online
6	Oct 15	Students in Difficulty <ul style="list-style-type: none"> Assessing why students are struggling Support and assistance options for struggling students Having the Talk (HTT) guidance meetings – do's and don'ts 	Dr. John Gomez, Our Lady of the Lake University	Online
7	Oct 22	Assessing Students' Comprehension <ul style="list-style-type: none"> Types of written assessments; common errors in test construction Identify well designed and poorly constructed questions Assessment issues in undergraduate science courses 	Dr. Ahmad Galaledeen St. Mary's University	Online
8	Oct 29	Practice Teaching 1 (Microteaching) <ul style="list-style-type: none"> Participants present 15 minute "mini" lectures Participants receive feedback from classmates and faculty Participants review videotape of lecture & submit a self-analysis 	Dr. Kay Oyajobi Faculty consultants in groups	ALTC

9	Nov 5	Building a Culture of Acceptance Within Courses <ul style="list-style-type: none"> Recognizing implicit biases and cultural micro-aggressions in teacher and student behaviors Promoting inclusiveness and respect among course participants Providing constructive feedback that focuses on actions not the person 	Dr. Linda Solis Incarnate Word University	Online
10	Nov 12	Course Design: Learning Objectives and Syllabi <ul style="list-style-type: none"> Participants write objectives for different types of student learning outcomes Writing a course syllabus – do’s and don’ts Participants’ critique syllabi using a checklist 	Dr. Pam Larsen	Online
11	Nov 19	Designing Academic Resumes <ul style="list-style-type: none"> Goals and format options of academic resumes Resume swap: participants exchange resumes and receive feedback Writing a Philosophy of Education (POE) and Diversity Statement <ul style="list-style-type: none"> Communicating your beliefs about learning and a teacher’s responsibilities in a teaching statement Communicating your experiences and commitment to diversity and your dedication to inclusivity and supporting a diverse population Format and due date for submission of POEs and Diversity Statement posted in Canvas 	Mary Bradley Dr. Tim Raabe, Dr. Ahmad Galaleldeen, Dr. Jim Hall and Dr. Jon King	Online
12	Dec 3	Practice Teaching 2 (Microteaching # 2) <ul style="list-style-type: none"> Participants’ present 15-minute “mini” lectures Participants receive feedback from classmates and faculty 	Dr. Kay Oyajobi Faculty consultants in groups	ALTC
13	Dec 10	Interviewing for Faculty Positions & First Year on the Job <ul style="list-style-type: none"> Recently hired faculty members from undergraduate universities and the UT Health SA share their experiences and recommendations for: job application and interview process navigating the first year on the job Course Evaluation Distribution of UTeach Certificates	Dr. Rhea Fraser-Spears, UIW; Dr. Bridget Ford, UIW; Dr. Briana Salas, OLLU; Dr. John Gomez, OLLU Drs. Larsen, Oyajobi and Raabe	Online