

Effective College Teaching

(26:120:560)

SPRING SEMESTER 2010

ARE YOU PLANNING TO TEACH IN A COLLEGE OR UNIVERSITY? TEACHING ALREADY? Knowing something yourself is different from helping someone else learn it. The course Effective College Teaching will be offered during the Spring 2010 semester and is open to graduate students *from all disciplines*. Effective College Teaching can help you develop a solid foundation of research-based professional knowledge and skills essential for college teaching today. Discover how to:

- think systematically and analytically about your courses;
- recognize and choose the most appropriate and powerful teaching methods;
- reduce your dependence on lectures and
- keep your students actively engaged in learning;
- foster your students' independence and responsibility for their learning; and
- increase your pleasure in teaching.

Effective College Teaching is a three-credit, transcript-listed course tailored to the needs of graduate students who lack formal training for teaching. The course will permit you to explore state-of-the-art, research-based methods that have been shown to work. Emphasis is on developing practical skills you can put to immediate use. Taught in a workshop format with a high level of participant interaction, *you will work with the content of your own discipline or professional field* to learn how to develop diverse student abilities. Participation can strengthen your professional credentials and may enhance your appeal to potential employers.

Effective College Teaching also includes these specific topics:

- setting teaching goals and clearly defining your intended student learning outcomes;
- assessing and evaluating actual outcomes;
- using lectures effectively;
- leading discussions that work;
- working with diverse, multicultural students;
- using cooperative-learning methods;
- developing critical thinking and other higher-order cognitive skills;
- developing awareness of values and capacity for principled ethical reasoning;
- resolving classroom conflict positively; and
- evaluating your teaching effectiveness.

Interested? For more information e-mail Dr. Lion Gardiner, Department of Biological Sciences (gardiner@rutgers.edu). Enrollment in Effective College Teaching is *by permission of the instructor*. Preference is given to Rutgers University Campus at Newark doctoral students who are including teaching in their career plans. The course will meet on Wednesdays from 8:30-11:20 a.m.

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What Previous Graduate-Student and Faculty (F) Participants Have Said

- Good mix of theory and application. (F)
- I give it a 5. Really, I've gained enormously by the entire experience. My classmates' support and peerships will continue—we've decided to maintain the engagement!
- It was excellent! I found the topics timely, important, and worth discussing. (F)
- I had life-changing epiphanies about myself and my chosen profession.
- [I've gone] from a lecture-oriented view to one where education is best thought of as a cooperative enterprise, involving both students and teacher.
- I now have the necessary tools to evolve into an excellent faculty member.
- [I've] never been this [intellectually] challenged. (F)
- It was great to be in a class with people outside my discipline, to see things from their perspective.
- [The most important thing I learned was that] some of my ideas are good. When pushed to support my ideas, I can muster up a voice with which to do so.
- [I've learned] it is an ethical and significant thing to be a teacher.
- It was interesting to hear other teachers talk about their classes and experiences. It gave me more confidence about what I'm doing in class—the techniques are what the literature recommends. (F)
- [I've learned] that I can, without a doubt, do this job, and that this job is valuable and that I'm valuable.
- I couldn't believe I wanted to teach before having taken this course. It's been a real eye-opener.
- One of the main reasons, I believe, I got this position was the "ECT" course I took with you.... During the interview process, I could showcase all the research-based tools that I learned in ECT...and impress...prospective employers. A few interviewers were even awestruck as they heard about these tools for the first time in their academic career. (New Rutgers Ph.D. recipient hired as assistant professor by public flagship university.)