CHET CORE COURSE ALTERNATIVES for 2010-2011

OPTION 1: EDUB7416 Teaching and Learning in Post-Secondary Education (30hrs)

This is a credit course requiring registrations through Aurora.

Tentatively scheduled for 2011-2012 academic year

An in-depth study of teaching and learning in post-secondary education contexts grounded in current theoretical, research, and pedagogical literatures.

Course Objectives: Course objectives emerge within the context of a collaborative inquiry, but can be flexibly foreshadowed. Participants can expect that by the end of the course they will make gains towards:

- understanding the unique nature of teaching and learning in post secondary education;
- examining the principles, research and theories related to teaching and learning in post secondary education;
- understanding the multiple dimensions of effective teaching and learning;
- designing, enacting, and evaluating courses for post secondary education;
- developing a repertoire of learning strategies, assessment tools, and resources for use within post secondary classrooms;
- generating beliefs and principles about teaching and learning in post secondary contexts; and
- becoming a reflective teacher-scholar

OPTION 2: CHET Theory Non-Credit Course: The Teacher in You (30hrs)

This is an on-line course using the Angel LMS. Participants must have a UM Net ID to participate.

Scheduled for winter 2011 – week of Jan. 10th start date – approx. 3-5hrs per week online contact

Facilitator: Dr. Mark Torchia

The purpose of this on-line course is to increase understanding of theoretical and practical knowledge about teaching. This course is intended for students enrolled in the CHET program or those interested in developing skills related to teaching adults in university and college settings. It will provide an opportunity for you to develop practical tools and strategies to take advantage of your strengths and those of your students to optimize learning.

This course will utilize a series of readings, self-reflection, on-line discussions, and other exercises.

Course Objectives:

- To explore the critical components of the process of teaching
- To develop practical skills that will enhance your ability as a teacher
- To establish foundational knowledge in teaching and learning as a basis for continued growth toward teaching expertise

OPTION 3: Teaching Techniques (15hrs)

Scheduled for fall 2010 – Entire class on Oct. 25th; one section on each of the following days Nov. 1, 3, 5; entire class on Nov. 8th; one section on each of the following days Nov. 15, 17, 19th; and entire class on Nov. 22nd – 9am to 12pm

Facilitator: Gary Hunter

This course exposes teachers and prospective teachers (graduate students) to a set of sound instructional techniques ranging from direct, non interactive to facilitative, highly interactive ones, along with significant instructional strategies and skills required to execute them effectively.

The 3 techniques to be introduced in this course reside in 3 distinct categories: formal and interactive lecture = direct instruction, convergent discovery = Inductive instruction and guided discussion = facilitative instruction.

The majority of class time is devoted to practicing these techniques, with the instructor doing a significant amount of instructing, modeling, and providing feedback. Some of the practice sessions are videotaped for immediate feedback by the instructor, the presenter and the other course participants.

Course Focus and Objectives:

To meet both the heart and head learning needs of their students, teachers need more than a sound knowledge of “what” they teach. They also need to know who they are teaching, why they are teaching and HOW to teach effectively.

This course focuses primarily on HOW to teach - on the instructional techniques, strategies and skills that enable teachers to maximize their effectiveness in the delivery of their discipline.


OPTION 3: Course Construction & Organization (15hrs)

Scheduled for winter 2011 – Jan. 12, 19, 26, Feb. 2, 9th – 9am to 12pm

Facilitator: Professor Laura MacDonald

1. Discuss and integrate the concepts and principles of course construction and organization by:
   a. Creating a course concept map
   b. Identifying the learning condition
   c. Composing instructional objectives
   d. Selecting evaluation method
   e. Designing learning methods/experiences
2. Prepare a draft course outline (or portion of) applying all of the above.


NOTE: Option 3 includes these 2 courses plus 2 Research Papers. A Project may replace the 2 Research Papers, upon approval by the CHET Faculty Advisor.