School of Information and Library Science
University of North Carolina at Chapel Hill

INLS 889, Seminar in Teaching Practice
Spring 2013

Instructor: Denise Anthony

Office: 200 Manning Hall

Class meetings: Tuesday, 9:30-10:45; 214 Manning Hall

Office hours: Monday, Tuesday, Wednesday 2-3 pm

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Course Description

This seminar is intended for SILS doctoral students who are currently teaching, plan to teach in the near future, or have taught in a past semester. It is expected that all doctoral students who teach a class at SILS will register for this seminar at least once during their teaching career at SILS. Doctoral students may register for or informally participate in the seminar as often as they are interested. It is also open to other faculty within the SILS community.

The seminar is intended to be an intellectual space in which we can discuss the many issues that arise in teaching practice. The selection of specific issues for discussion will be made by the seminar participants, and the discussions will be led by the seminar participants.

Prerequisites: doctoral student status; INLS 888, INLS 886, other background in teaching, or permission of instructor. (1 credit)

Assignments and Evaluation (for registered participants)

Seminar leadership (Topic presentation and discussion)

The seminar session topics will be selected by the participants and will be led by the participants. Each participant will lead two class sessions. Two week prior to the class session, the leader should meet with the course instructor to discuss his/her plans for that session, in terms of assigned readings and structure for the discussion. *Seminar leadership will account for 50% of the course grade.*

Participation

To fully participate, each seminar member is expected to complete the assigned reading in advance of the class session and be actively engaged in the discussion. *Seminar participation will account for 25% of the course grade.*

Some topics that may be discussed include:

- Graduate versus undergraduate students;
- Organizing discussions (follow-up questions, getting students to participate)
- Grading/evaluation (of writing, of projects, of team work)
- The effects of class size on teaching methods;
- Time management techniques for balancing teaching and research activities
- The authority embodied in the teacher role
- Communicating while using "props" (e.g., lecture notes, whiteboard, slides, etc.)
- Balancing/integrating lectures and in-class activities during the class period
- Bringing the world into the classroom
- Responding to evaluations
- Using/modifying existing syllabi
- Meeting learning objectives through assignments

Note that this is a suggestive list, and not meant to exclude other topics of interest to seminar participants.

Statement on Teaching Philosophy

In addition, each of the registered participants will, over the course of the semester, develop a written statement of their teaching philosophy. The finished statement should be appropriate for inclusion in a portfolio of materials that could be used for seeking an academic position or for tenure review. It should be no longer than three double-spaced pages. It will be evaluated on its clarity and coherence. *The teaching statement will account for 25% of the course grade.*

Links and resources on teaching statements:

- Writing your teaching philosophy: A step-by-step approach. (2009). University of Minnesota, Center for Teaching and Learning. http://www1.umn.edu/ohr/teachlearn/tutorials/philosophy/index.html.
- Research and teaching statements. University of Illinois Urbana-Champaign, Graduate College. http://www.grad.illinois.edu/node/1966.
- Haugen, L. (1998). Writing a teaching philosophy statement. Iowa State University, Center for Excellence in Learning and Teaching. http://www.celt.iastate.edu/teaching/philosophy.html.
- O'Neal, C., Meizlish, D., & Kaplan, M. (2007). Writing a statement of teaching philosophy for the academic job search. CLRT Occasional Paper No. 23. University of Michigan, Center for Research on Learning and Teaching. http://www.crlt.umich.edu/publinks/CRLT_no23.pdf

- Montell, G. (2003, Mar. 27). How to write a statement of teaching philosophy. *Chronicle of Higher Education,* online. http://chronicle.com/article/How-to-Write-a-Statement-of/45133/.
- Writing a teaching philosophy statement. (2007). Washington University in St. Louis, The Teaching Center. http://teachingcenter.wustl.edu/writing-teaching-philosophy-statement.
- Writing a meaningful teaching statement. (2010). Princeton University, McGraw Center for Teaching & Learning. http://www.princeton.edu/mcgraw/library/for-grad-students/teaching-statement/.
- Writing a philosophy of teaching statement. (2009). Ohio State University, University Center for the Advancement of Teaching http://ucat.osu.edu/teaching_portfolio/philosophy/philosophy2.html.

Schedule

January 15: Planning our seminar

- Select dates; at least 10 class sessions needed (up to 4 can be cancelled)
- Select topics for discussion
- Schedule session leaders

January 22: The first day of class - Denise

January 29: Using/modifying existing syllabi (Earl)

February 5: The authority embodied in the teacher role (Danny)

February 12: No class

February 19: Time management techniques for balancing teaching and research activities (Sarah)

February 26: Meeting learning objectives through assignments (Denise)

March 5: Balancing/integrating lectures and in-class activities during the class period (Annie)

March 12: No class; Spring Break

March 19: Organizing discussions (follow-up questions, getting students to participate) (Earl)

March 26: Communicating while using "props" (e.g., lecture notes, whiteboard, slides, etc.) (Danny)

April 2: Bringing the world into the classroom (Annie)

April 9: Writing a teaching statement; Peer review of draft teaching statements (tentative topic/date)

April 16: No class

April 23: Responding to evaluations (Barbara)

May 7, 8:00am: Final version of Teaching Statement due

Honor Code

The Honor Code, which prohibits giving or receiving unauthorized aid in the completion of assignments, is in effect in this class.