
TEACHING POLITICAL SCIENCE
POLITICAL SCIENCE 881

Fall 2014

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This class is designed to help graduate students in political science prepare to take on the responsibility of teaching their own courses. It is not an in-depth examination of teaching; it is an introduction to some of the principal issues with which instructors routinely have to come to terms. Fortunately, the University of North Carolina, like a great many other institutions that care about the quality of instruction, provides a substantial commitment of resources to encourage effective teaching. Thus, UNC's Center for Faculty Excellence will serve as the organizational setting for our class meetings. At three different times throughout the semester, we will participate in sessions at the Center, sessions that are targeted specifically at assisting graduate students. After each of those sessions, we will meet separately as a class for further discussion. (The schedule of these meeting is attached. This semester, our class will attend the sessions on Learning Goals and Assessments, Evaluation of Teaching, and Reflection on Student Learning and Your Teaching.)

Beyond your attendance and participation in these sessions and subsequent class meetings, there are no formal requirements for the course. I hope, however, that this "short course" will encourage you to think more carefully about the sorts of characteristics that are associated with effective teaching.

You will find that there is a great storehouse of knowledge about college teaching, some of which is specific to political science. What follows is a set of suggested readings that you may find helpful to consult at various points in the future.

General Surveys of College Teaching

Patrick Allitt. 2004. *I'm the Teacher, You're the Student: A Semester in the University Classroom*.

Philadelphia: University of Pennsylvania Press

Ken Bain. 2004. *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press.

Barbara Gross Davis. 2009. *Tools for Teaching*, 2nd ed. San Francisco: Jossey-Bass.

James M. Lang. 2008. *On Course: A Week-by-Week Guide to Your First Semester of College Teaching*. Cambridge, MA: Harvard University Press

Peter Filene. 2005. *The Joy of Teaching: A Practical Guide for New College Instructor*. Chapel Hill, NC: University of North Carolina Press.

Wilbert McKeachie and Marilla Svinicki. 2013. *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, 14th ed. Belmont, CA: Wadsworth.

Orienting Yourself to Teaching

Barbara J. Bank, Ricky L. Slavings, and Bruce J. Biddle. 1990. "Effects of Peer Faculty, and Parental Influences on Students' Persistence." *Sociology of Education* 63(3):208-225.

Mark Bauerlein. 2006. "A Very Long Disengagement." *Chronicle of Higher Education*, January 6.

Stephen Earl Bennett and Linda L.M. Bennett. 2001. "What Political Scientists Should Know about the Survey of First-Year Students in 2000." *PS: Political Science and Politics* 24:295-299.

Kathy L. Brock and Beverly J. Cameron. 1999. "Enlivening Political Science Courses with Kolb's Learning Preference Model." *PS: Political Science and Politics* 32:251-255.

Richard L. Fox and Shirley A. Ronkowski. 1997. "Learning Styles of Political Science Students." *PS: Political Science and Politics* 30:732-737.

Diane F. Halpern and Milton D. Hakel. 2003. "Applying the Science of Learning to the University and Beyond," *Change* (July/August): 36-41.

Kenneth A. Kiewra. 1989. "A Review of Note-Taking: The Encoding-Storage Paradigm and Beyond." *Educational Psychology Review* 1(2):147-172.

Richard E. Snow and Penelope L. Peterson. 1980. "Recognizing Differences in Student Aptitudes." *New Directions in Teaching and Learning* 2:1-24.

Establishing expectations

Gabriela Montell. 2003. "What's Your Philosophy on Teaching, and Does It Matter?" *Chronicle of Higher Education*, March 23.

Ohio State University, Faculty and TA Development, "Writing a Philosophy of Teaching Statement."

Washington University in St. Louis, The Teaching Center. "Writing a Teaching Philosophy Statement."

Preparing a syllabus

Howard B. Altman and William E. Cashin. "Writing a Syllabus." 1992. IDEA Paper No.27 Center for Faculty Evaluation and Development. Manhattan, KS: Kansas State University.

John T. Ishiyama and Stephen Hartlaub. 2002. "Does the Wording of Syllabi Affect Student Course Assessment in Introductory Political Science Classes?" *PS: Political Science and Politics* 26:568-570.

Jay Parkes and Mary B. Harris. 2002. "The Purposes of a Syllabus." *College Teaching* 50(2):55-61.

Preparing to teach for the first time

Kevin L. Bennett. 2004. "How to Start Teaching a Tough Course: Dry Organization v. Excitement on the First Day of Class." *College Teaching* 52(3):106

Center for Faculty Excellence, University of North Carolina. "The First Day of Class: Your Chance to Make a Good First Impression."

Joe Cuseo. "The First Day and Week of Class: Instructional Strategies."
James M. Lang. *On Course*, pp. 21-42.

Angela McGlynn. 2001. "New Semester, New Beginnings: Starting the Semester with Bonding Exercises." *The Hispanic Outlook in Higher Education* 2(7):13.

Joyce T. Povlacs. 1987. "101 Things You Can Do the First Three Weeks of Class." Idea Paper No. 2, Center for Teaching and Learning. Muncie, IN: Ball State University.

Preparing and delivering lectures

Lawrence Baum. 2002. "Enthusiasm in Teaching," *PS: Political Science and Politics* 35:87-90.

Ruth S. Day. 1980. "Teaching from Notes: Some Cognitive Consequences." *New Directions for Teaching and Learning* 2:95-112.

Barbara Gross Davis. 1993. "Delivering a Lecture," in *Tools for Teaching*. San Francisco: Jossey-Bass.

Nakatani Teaching and Learning Center. "Lecture Strategies."

Ten Ways to Make Your Teaching More Effective, Office of Education Development, University of California at Berkeley.

"Presenting Data and Information," Edward Tufte Seminar, 17 August, 1999.

Facilitating discussion

Mel Cohen. 1991. "Making Class Participation a Reality." *PS: Political Science and Politics* 24:699-703.

John A. Daly. 1986. "Communication Apprehension in the College Classroom." *New Directions for Teaching and Learning* 26:21-31.

Peter Frederick. 1981. "The Dreaded Discussion: Ten Ways to Start." *Improving College and University Teaching* 29(3):109-114.

Andrew Green and William Rose. 1996. "The Professor's Dream: Getting Students to Talk and Read Intelligently." *PS: Political Science and Politics* 29:687-690.

Mary Sadker and David Sadker. 1992. "Ensuring Equitable Participation in College Classes." *New Directions for Teaching and Learning* 49(Spring):49-56.

William M. Welty. 1989. "Discussion Method Teaching: How to Make It Work." *Change* 21(4):40-49.

Classroom activities

Elizabeth F. Barkley. *Student Engagement Techniques: A Handbook for College Faculty*. San Francisco: Jossey-Bass.

Elizabeth Ann Bartlett. 1999. "Keeping Wonder Alive in Today's College Classroom." *Thought & Action* 15(2):47-57.

Charles C. Bonwell and James A. Eison. "Active Learning: Creating Excitement in the Classroom."

Rosalee A. Clawson; Rebecca E. Deen; Zoe M. Oxley. 2002. "Online Discussions Across Three Universities: Student Participation and Pedagogy." *PS: Political Science and Politics* 35:713-718.

Ricard J. Hardy, Chapman Rackaway, and Laurie E. Sonnier. 2005. "In the Supreme Court Justices' Shoes: Critical Thinking through the Use of Hypothetical Case Law Analyses and Interactive Simulations." *PS: Political Science and Politics* 38:411-414.

Donald Jansiewicz. 2004. "E=MC²: Teaching with Simulations." Presented at the annual meeting of the APSA Conference on Teaching and Learning Conference, Washington, DC, Feb 19-21.

Alison King. 1990. "Enhancing Peer Interaction and Learning in the Classroom through Reciprocal Questioning." *American Educational Research Journal* 27(4):664-687.

Anthony F. Lang, Jr. and James M. Lang. 1998. "Between Theory and History: *The Remains of the Day* in the International Relations Classroom." *PS: Political Science and Politics* 31:209-215.

Rosemary O'Leary. 2002. "Advice to New Teachers: Turn It Inside Out." *PS: Political Science and Politics* 35:91-92.

Elizabeth T. Smith and Mark A. Boyer. 1996. "Designing In-Class Simulations." *PS: Political Science and Politics* 29:690-694.

Cameron G. Thies. 2004. "A Crash Course in Learning Communities for the Political Scientist." Presented at the annual APSA Conference on Teaching and Learning, Washington, DC. February 19-21.

G. Dale Thomas. 2002. "The Isle of Ted Simulation: Teaching Collective Action in International Relations and Organization." *PS: Political Science and Politics* 555-559.

Large classrooms

Barbara Gross Davis. 1993. "Preparing to Teach the Large Lecture Course," in *Tools for Teaching*. San Francisco: Jossey-Bass.

Frank Heppner. 2007. *Teaching the Large College Class*. San Francisco: Jossey-Bass.

Nakatani Teaching and Learning Center. "Teaching Large Classes."

Christine A. Stanley and M. Erin Porter. *Engaging Large Classes: Strategies and Techniques for College Faculty*. San Francisco: Jossey-Bass.

UNC Center for Faculty Excellence. "Ideas for Teaching Large Lecture Classes."

Assignments and Grading

Elizabeth Boretz. 2004. "Grade Inflation and the Myth of Student Consumerism." *College Teaching* 52(2):42-46.

Ronald Boyd. 1988. "Improving Your Test-Taking Skills." *Practical Assessment, Research, and Evaluation* 1(2):1.

Brian J. Glenn. "The Golden Rule of Grading: Being Fair." *PS: Political Science and Politics* 31:787-788.

Richard Leahy. 2002. "Conducting Writing Assignments." *College Teaching* 50(2):50-54.

John C. Ory and Katherine E. Ryan. 1993. *Tips for Improving Testing and Grading*. Beverly Hills, CA: Sage.

Rita Cobb Rodabaugh. 1996. "Institutional Commitment to Fairness in College Teaching." *New Directions for Teaching and Learning* 66(Summer):37-45.

John L. Seitz. 1996. "Mission Impossible? Making a Political Science Final Exam That's Fun to Grade." *PS: Political Science and Politics* 29:525-526.

Dannelle D. Stevens and Antonia J. Levi. 2004. *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning*. Sterling, VA: Stylus Publishing.

Thomas C. Toppino and H. Ann Brochin. 1989. "Learning from Tests: The Case of True-False Examinations." *Journal of Educational Research* 83(2):119-124.

Pamela A. Zeiser. 1999. "Teaching Process and Product: Crafting and Responding to Student Writing Assignments." *PS: Political Science and Politics* 32:593-595.

Disruptive behavior

Sally L. Kuhlenschmidt and Lois E. Layne. 1999. "Strategies for Dealing with Difficult Behavior." In S.M. Richardson, ed. *Promoting Civility: A Teaching Challenge*. *New Directions for Teaching and Learning* 77:45-57.

Peter Sacks. 1996. *Generation X Goes to College: An Eye-Opening Account of Teaching in Postmodern America*. Peru, IL: Open Court Press.

Alison Schneider. 1998. "Insubordination and Intimidation Signal the End of Decorum in Many Classrooms." *The Chronicle of Higher Education*, March 27.

Mary Deane Sorcinelli. 1994. "Dealing with Troublesome Behaviors in the Classroom." In K.W. Prichard & R.M. Sawyer, eds., *Handbook of College Teaching: Theory and Applications*. Westport, CT: Greenwood Press.

Academic dishonesty

Mark D. Caron, Susan Krauss Whitbourne, and Richard P. Halgin. 1992. "Fraudulent Excuse Making Among College Students." *Teaching of Psychology* 19(2):90-93.

Stephen F. Davis, Cathy A. Grover, Angela H. Becker, Loretta N. McGregor. 1992. "Academic Dishonesty: Prevalence, Determinants, Techniques, and Punishments." *Teaching of Psychology* 19:16-20.

John P. Houston. 1983. "Alternate Test Forms as a Means of Reducing Multiple-Choice Answer Copying in the Classroom." *Journal of Educational Psychology* 75(4):572-575.

Martha Anne Kitzrow. 2003. "The Mental Health Needs of Today's College Students: Challenges and Recommendations." *The NASPA Journal* 41:1, Article 9.

Eric G. Lambert, Nancy Lynne Hogan, and Shannon M. Barton. 2003. "Collegiate Academic Dishonesty Revisited: What Have They Done, How Often Have They Done It, Who Does It, and Why They Did It." *Electronic Journal of Sociology*.

Kevin T. McGuire. 2010. "There Was a Crooked Man(uscript): A Not-So-Serious Look at the Serious Subject of Plagiarism." *PS: Political Science and Politics* 43:107-113.

Patrick M. Scanlon. 2003. "Online Plagiarism: How Do We Respond?" *College Teaching* 51(4):161-165.

Matthew C. Woessner. 2004. "Beating the House: How Inadequate Penalties for Cheating Make Plagiarism an Excellent Gamble." *PS: Political Science and Politics* 37:313-320.

Legal and ethical concerns

American Association of University Professors. "Statement of Professional Ethics."

Columbia University Teaching Center. "Legal Issues in the Classroom."

Donna Euben. 2003. "Legal Issues in the Classroom." American Association of University Professors.

Peter M. Hogan and Allan J. Kimmel. 1992. "Ethical Teaching of Psychology: One Department's Attempts at Self-Regulation." *Teaching of Psychology* 19(4):205-210.

Clark Kerr. 1994. "Knowledge Ethics and the New Academic Culture." *Change* 26:8-16.

Jeffrey Kovac. 1999. "Professional Ethics in the College and University Curriculum." *Science and Education* 8:309-319.

Harry Murray, Eileen Gillese, Madeline Lennon, Paul Mercer, and Marilyn Robinson. 1996. "Ethical Principles for College and University Teaching." *New Directions for Teaching and Learning* 66(Summer):57-63.

Rachel Levinson. 2007. "Academic Freedom and the First Amendment." American Association of University Professors.

David C. Smith. 1996. "The Ethics of Teaching." *New Directions for Teaching and Learning* 66(Summer):5-14.

Kennth A. Strike. 1988. "The Ethics of Teaching." *The Phi Delta Kappan* 70(2):156-158.

Everett K. Wilson. 1982. "Power, Pretense, and Piggybacking: Some Ethical Issues in Teaching." *The Journal of Higher Education* 53(3):268-281.

Student diversity, gender, and classroom climate

- Maurianne Adams. 1992. "Cultural Inclusion in the American College Classroom." *New Directions in Teaching and Learning* 49:5-17.
- Yvette Alex-Assensoh. 2000. "Minority Politics Courses: Moving Beyond Controversy and Toward Active Learning." *PS: Political Science and Politics* 33(2):201-206.
- Bern P. Allen and James F. Niss. 1990. "A Chill in the College Classroom?" *Phi Delta Kappan* 71(8):607-609.
- Mary Crawford and Margo MacLeod. 1990. "Gender in the College Classroom: An Assessment of the 'Chilly Climate' for Women." *Sex Roles* 23(3/4): 101-122.
- Barbara Gross Davis. 1993. "Diversity and Complexity in the Classroom: Considerations of Race, Ethnicity and Gender," in *Tools for Teaching*. San Francisco: Jossey-Bass Publishers.
- Pamela Fraser-Abder. 2001. "Preparing Science Teacher for Culturally Diverse Classrooms." *Journal of Science Teacher Education* 12(2):123-131.
- Patricia Gurrin. 1999. "The Compelling Need for Diversity in Education," Section V. Also reprinted in *Equity & Excellence in Education* 32(2):36-62.
- Rita Hardiman and Bailey W. Jackson. 1992. "Racial Identity Development: Understanding Racial Dynamics in College Classrooms and on Campus." *New Directions in Teaching and Learning* 52(Winter):21-37.
- Catherine G. Krupnick. "Women and Men in the Classroom: Inequality and Its Remedies."
- Mara H. Wasburn. 2004. "Is Your Classroom Woman-Friendly? Ten Strategies for Reaching This Goal." *College Teaching* 52(4):156-158.

Teaching Portfolio Resources

As you prepare for the academic job market, one part of your credentials will be a teaching portfolio. There is a good deal of variation in teaching portfolios, but there are some common elements that you should try to include. The following list is taken from the Ohio State Center for the Advancement of Teaching, but you will find similar online resources from a wide variety of colleges and universities. Some of these items can be put together quite quickly; others, quite obviously, can only take shape over time. In general, I think that an effective teaching portfolio should contain the following components:

1. Statement of teaching philosophy
2. Description of teaching experience (responsibilities)
3. Course planning artifacts: sample course syllabi, lesson plans, assignments, exams

4. Evidence of teaching effectiveness: summary of student feedback, department evaluations
5. Teaching awards and recognition
6. Professional development efforts

Additional Resources

General Information

- Robert Boice. 1996. *First-Order Principles for College Teachers: Ten Basic Ways to Improve the Teaching Process*. Bolton, MA: Anker Publishing.
- Arthur W. Chickering and Zelda F. Gamson. 1987. "Seven Principles for Good Practice in Undergraduate Education." *AAHE Bulletin* 39(7):3-7.
- Thomas E. Cronin. 1991. "On Celebrating College Teaching," *PS: Political Science and Politics* 24:482-491.
- K. Patrician Cross. 1986. "A Proposal to Improve Teaching or What 'Teaching Seriously' Should Mean." *AAHE Bulletin* 39(1):9-14).
- Stanford C. Erikson. 1983. "Private Measures of Good Teaching." *Teaching of Psychology* 10(3):133-136.
- Patricia Helton. 2000. "Diversifying the Curriculum: A Study of Faculty Involvement."
- Pat Hutchings. 2010. "The Scholarship of Teaching and Learning: From Idea to Integration." *New Directions for Teaching and Learning* 123(Fall):63-73.
- Pat Hutchings, Chris Bjork, and Marcia Babb. 2002. "The Scholarship of Teaching and Learning in Higher Education: An Annotated Bibliography." *PS: Political Science and Politics* 233-236.
- Tara Kuther. 2003. "Teaching 101." *ScienceCareers.org*, 14 March.
- Richard J. Light. 2001. *Making the Most of College: Students Speak Their Minds*. Cambridge, MA: Harvard University Press.
- Angela Provitera McGlynn. 2001. *Successful Beginnings for College Teaching: Engaging Your Students from the First Day*. Madison, WI: Atwood Publishing.
- Peter Seldin. 1997. *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions*, 2nd ed. Bolton, MA: Anker Publishing.

Making effective use of technology

John Clymer. 2007. "The AHA Guide to Teaching and Learning with New Media." American Historical Association.

Richard M. Felder and Rebecca Brent. "Death by PowerPoint."

Don Madigan. 2006. "The Technology Literate Professoriate: Are We There Yet?" IDEA Paper 43. Center for Faculty Evaluation and Development. Manhattan, KS: Kansas State University.

The students' perspective on instructors

Lynne E. Anderson and John Carta-Falsa. 2002. "Factors That Make Faculty and Student Relationships Effective." *College Teaching* 50(4):134-138.

Baron Perlman and Lee I. McCann. 1998. "Students' Pet Peeves about Teaching." *Teaching of Psychology* 25(3):201-203.

Humor in the classroom

Ronald A. Berk. 1996. "Student Ratings of 10 Strategies for Using Humor in College Teaching." *Journal on Excellence in College Teaching* 7(3):71-92.

Jean M. Civikly. 1996. "Humor and the Enjoyment of College Teaching." *New Directions in College Teaching* 26:61-70.

Scott Enres. 2005. *Teaching is Too Important to Take Seriously: A Guide to Laughter in Teaching and Life*. Chicago: Chicago Spectrum Press.

Sarah E. Torok, Robert F. McMorris, and Wen-Chi Lin. 2004. "Is Humor an Appreciated Teaching Tool? Perceptions of Professors' Teaching Styles and Use of Humor." *College Teaching* 52(1):14-20.

Dealing with normative issues

Samuel W. Calhoun. 1995. "Impartiality in the Classroom: A Personal Account of a Struggle to Be Evenhanded in Teaching About Abortion." *Journal of Legal Education* 45(1):99-112.

Larry R. Churchill. 1982. "The Teaching of Ethics and Moral Values in Teaching: Some Contemporary Confusions." *Journal of Higher Education* 53(3):296-306.

Stanely Fish. 2008. "Professor, Do Your Job." *Policy Review*.

Karen Hanson. "Between Apathy and Advocacy: Teaching and Modeling Ethical Reflection." *New Directions for Teaching and Learning* 66(Summer):33-36.

Scott Jaschik. 2010. "Teaching or Preaching?" *Inside Higher Ed*, July 15.

April Kelly-Woessner and Matthew C. Woessner. 2006. "My Professor is a Partisan Hack: How Perceptions of a Professor's Political Views Affect Student Course Evaluations." *PS: Political Science and Politics* 39:495-501.

Hugh T. Miller. 1993. "The Objectionable Utterance: A Moment for Teaching." *PS: Political Science and Politics* 26:233-234.

JoAnne Myers and Joan C. Tronto. 1998. "'Truth' and Advocacy: A Feminist Perspective." *PS: Political Science and Politics* 31:808-810.

Ellis M. West. 1998. "Some Proposed Guidelines for Advocacy in the Classroom." *PS: Political Science and Politics* 31:805-807.

Teaching as a graduate student

Edward M. Burmila. 2010. "Graduate Students as Independent Instructors: Seven Things to Know about Teaching Your Own Course while in Graduate School," *P.S.: Political Science and Politics* 43:557-560.

Evaluating your performance

Kristi Andersen and Elizabeth D. Miller. 1997. "Gender and Student Evaluations of Teaching." *PS: Political Science and Politics* 30:216-219.

Eugene Arden. 2002. "Should Students Evaluate Faculty Members?" *College Teaching* 50(4):158-159.

Tamara Baldwin and Nancy Blattner. 2003. "Guarding Against Potential Bias in Student Evaluations: What Every Faculty Member Needs to Know." *College Teaching* 51(1):27-32.

L. Dee Fink. 1999. "Evaluating Your Own Teaching," in Peter Seldin, ed., *Improving College Teaching*. Bolton, MA: Anker Publishing Co.

Laura I. Langbein. 1994. "The Validity of Student Evaluations of Teaching." *PS: Political Science and Politics* 27:545-553.

2014 SERIES ON TEACHING AND LEARNING TOPICS FOR GRADUATE STUDENTS

PRESENTED BY THE CENTER FOR FACULTY EXCELLENCE

Teaching and Learning Environments

Wednesday, August 27, 2014
12:00 noon – 1:30 pm
214 Davis Library

Thursday, August 28, 2014
12:30 pm – 2:00 pm
214 Davis Library

The teaching and learning environment includes more than the physical classroom space and depends on the learning community you create. This workshop will focus on the following questions about teaching and learning environments:

- What elements contribute to the learning environment you create in your class?
- What specific behaviors will you expect from your students?
- How will you leverage diversity for learning?
- What is your role in developing and fostering academic integrity?
- What will your Teaching Statement say about the learning environment you create in your classes?

Learning Goals and Assessment

Wednesday, September 17, 2014
12:00 noon – 1:30 pm
214 Davis Library

Thursday, September 18, 2014
12:30 pm – 2:00 pm
214 Davis Library

A key task in teaching is aligning course goals, lesson objectives, and learning objectives in assignments or activities with assessment goals. Each discipline approaches this alignment in unique ways. Reflecting on alignment of your goals and objectives, assignments, and assessments reduces the confusion and frustration for students. In this session, we will focus on the following questions:

- How do your course goals, curricula goals, and disciplinary goals interrelate in your course?
- How do you know your students are learning?
- Do your assessment strategies assess student performance?
- What will your Teaching Statement say about how you align your assessment of students with the learning goals you have for a course?

Additional workshop descriptions found on back of page.

Evaluation of Teaching

Wednesday, October 22, 2014
12:00 noon – 1:30 pm
214 Davis Library

Thursday, October 23, 2014
12:30 pm – 2:00 pm
214 Davis Library

Evaluation in a course is not limited to exploring how well students are learning. Examining the dimensions of your teaching is just as important. Ideally, you do not want to wait until the end of the course to collect data on your teaching and the impact it has on student learning. Mid-semester evaluations are a valuable strategy for getting feedback from students, examining the data in the context of student performance mid-semester, and doing your own reflection on your teaching. This analysis provides opportunities to make adjustments that benefit student learning and your teaching proactively in your course.

- How does one do a mid-semester evaluation?
- What can you learn from a mid-semester evaluation?
- How can you use what you have learned to make appropriate changes in your course at mid-semester?
- What will your Teaching Statement say about what you have learned from your students about your teaching?

Reflection on Student Learning and Your Teaching

Wednesday, November 19, 2014
12:00 noon – 1:30 pm
214 Davis Library

Thursday, November 20, 2014
12:30 pm – 2:00 pm
214 Davis Library

It is the end of the semester. Now is the time to reflect on key elements of your teaching and make plans for the next time you teach. In this session, we will consider the following questions:

- What pedagogies and teaching strategies will you use again?
- What will you change?
- How will you revise your Teaching Statement?

To register, go to <http://cfe.unc.edu/events.html>



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