

EAD 871B
Collegiate Contexts for Teaching and Learning

Marilyn Amey, Instructor
427 Erickson Hall
432-1056
amey@msu.edu

Kim VanDerLinden
409 Erickson Hall
vande167@msu.edu

Course Objectives:

There are two primary objectives of the course. First, the course provides a basic understanding of the various collegiate contexts in which teaching and learning occur. Although we often associate teaching and learning with the formal classroom, it is important to think about teaching and learning in its broadest sense. For example, college students develop understandings (learn) through interactions that take place in residence halls, at organizational meetings, at student demonstrations, on athletic fields, on-line, and in their roles as student employees. It is imperative that higher and adult lifelong educators understand the multiple contexts of teaching and learning, and apply these understandings to their work with students. Part of the challenge, then, is for us to think about what it means to be a "teacher" and a "learner", what are the issues facing teachers and learners in the myriad collegiate contexts in which they find themselves, what are the organizational challenges that affect teaching and learning, and what kinds of variables might be considered in assessing "effective" pedagogical practice.

The second objective of the course is for all of us to become better reflective practitioners, who understand our role as educators, who are able to think critically about the kinds of learning experiences we desire for students, staffs, and colleagues, and the means by which we can facilitate these learning experiences. Each of us will analyze readings in a careful and reflective manner. These reflections will serve as bases for small and large group discussions throughout the semester.

Course Requirements

There are several requirements for the course.

Participation: In any course where discussion of critical ideas is central, each member's contribution to the overall group process is also key. Each member is expected to complete all reading assignments in a thorough and critical manner. This means taking notes while reading, writing down questions/points of disagreement or affirmation/issues to be explored further, and coming to class prepared to be an active participant in the group learning process. In our discussion, from the onset, we proceed with the assumption that we are explorers, inquisitors, and experts all - each with a set of questions, ideas, and experiences related to texts, to teaching and to learning. No question is irrelevant, no topic sacred, no point unquestionable. It is also fair to expect that a basic willingness to be engaged will exist for us all, which includes not only a willingness to posit, try on ideas, etc., but also a desire to hear the views of others. As part of thoughtful dialogue, listening, contributing, and attending will be the expectation. If you will be absent from class, please notify Marilyn in advance. Preparation for class and active participation in class (both large and small group activities/discussion) constitutes 20% of the grade.

Reaction Papers: Each member will write two reaction papers of at least 2-3 pages in length (double spaced). The purpose of the reaction papers is to provide an opportunity, in writing, to reflect critically on Freire's Pedagogy of the oppressed, and Tierney's Building community of difference. The papers should address the strengths and weaknesses of the text itself, and also how the text might be used as a guide for understanding the teaching/learning process and its collegiate contexts. The papers are due as noted on the syllabus and constitute 30% of the grade.

Group Facilitation: Early in the term, groups will be formed that will work together in a form of collaborative learning to broaden our collective perspectives on a wide range of learner issues. Each group will select a text from those listed at the end of the syllabus and prepare a facilitation of the text in a class session during the latter part of the semester. Facilitations will last approximately 45 minutes. Hard copy components of the facilitation required of each group include:

- Identification of section of text to be read by all class members
- Outline of key issues from the text related to the class themes
- 6-10 annotated references beyond the book that relate to the topic
- Critical placement of the text in light of other references presented

Required of each team member is a 2-3 page reaction paper on the text. So that no group is disadvantaged by the schedule, the hard copy requirements of the facilitation will be due from each group on March 26. The group facilitation is worth 25% of the grade.

Educational Philosophy Paper: At the end of the term, each member will be asked to reflect on their own professional identity in terms of the teaching and learning context in a reflection paper of 10-15 pages (double spaced). Questions such as (but by no means limited to) the following may be helpful in writing the paper: In thinking about my career (present and/or future), how am I involved as an educator (role and context)? How am I involved as a learner (role and context)? How do I approach these various roles? What are the teaching and learning context issues I face? What theories or research related to teaching and learning may be most helpful in the work I do/will be doing? How might I use knowledge about teaching and learning in my work with students? Again, these are only suggestions of topics that might be covered in your educational philosophy reflection paper. Initial drafts of the paper are due February 19th. Final versions of the paper are due as April 30th and are worth 30% of the paper.

COURSE SCHEDULE:

January 8	Course Introduction
January 15	Martin Luther King Day - No class <i>What it means to be an educated person</i>
January 22	Freire Chapters 1 and 2

January 29	<p>Freire Chapters 3 & 4 Delpit, "The silenced dialogue"</p> <p>Freire reaction paper due</p> <p><i>What it means to be an educator</i></p>
February 5	<p>Faculty</p> <p>Sorcinelli, Austin & Rice, Heeding new voices</p> <p>Tierney & Bensimon, Tenure as totem</p> <p>Tierney & Bensimon, The tenure and promotion years</p> <p>Amey, Faculty culture and college life</p>
February 12	<p>Faculty Issues</p> <p>Gappa & Leslie, Employment profiles of part-timers</p> <p>Baldwin, Technology's impact on faculty life and work</p> <p>Audi, The ethics of graduate teaching de la Luz Reyes & Halcon, Practices of the academy</p> <p>Katz, White faculty struggling with the effects of racism</p> <p><i>What it means to be an educator</i></p>
February 19	<p>All of us in postsecondary education Panel discussion</p> <p>Draft Educator Philosophy statement due</p> <p><i>What it means to be a learner</i></p>
February 26	Framing the Group Assignment**
March 5	Spring Break
March 12	Group Work
March 19	<p>Group Work Activism Presentation</p> <p><i>What it means to be in an educational community</i></p>
March 26	<p>Tierney Chapters 1-4 Presentation (1-2)</p> <p>Hard copy facilitation materials due</p>
April 2	<p>Tierney Chapters 5-7 Presentation (2)</p>

	Tierney reaction paper due
April 9	<p>Ortiz, Expressing cultural identity in the learning community</p> <p>Rhoads, Democratic citizenship and service learning</p> <p>Evans, Creating a positive learning environment for gay, lesbian, and bisexual students</p> <p>Presentation (2)</p>
April 16	<p>Horvat & Shaw, Redefining campus</p> <p>Chickering & Kytle, The collegiate ideal in the twenty-first century</p> <p>Ortiz, The student affairs establishment and the institutionalization of the collegiate ideal</p> <p>Wolf-Wendel & Ruel, Developing the whole student</p> <p>Presentation (2)</p>
April 23	<p>Course Wrap-up</p> <p>Final Educational Philosophy papers due April 30th</p>

**Texts for the Group Assignment include:

- Tapscott, Growing up digital: The rise of the net generation.
- Rose, Lives on the boundary: A moving account of the struggles and achievement of America's educationally underprepared.
- Sacks, Generation X goes to college: An eye-opening account of teaching in postmodern America.
- Welch, Perspectives on minority women in higher education.
- Levine, When hope and fear collide.
- Moffatt, Coming of age in New Jersey: College and American culture.
- Rhoads, Freedom's web: Student activism in an age of cultural diversity.
- Lampert, Escape from the ivory tower.