

Supervised Teaching

EMA 6940

Class Periods: To be Arranged

Location: To be Arranged

Academic Term: Fall 2018

Instructor: The Associate Chair of the MSE Department and the Instructor for the Assigned MSE course

Email Address: As outlined by instructor

Office Phone Number: As outlined by instructor

Office Hours: As outlined by instructor

Credit Hours: up to 4 credits maximum, in 2 credit increments per assignment

Teaching Assistants: N/A

Course Description

To develop hands-on experience of teaching methods appropriate to academic and professional careers in materials science & engineering.

Course Pre-Requisites / Co-Requisites

Students are required to complete PRV802 FERPA Basics before they can be enrolled in EMA 6940. This online course can be accessed by logging in to myUFL > myTraining and searching "PRV802." Students are required to provide proof of completing this course to the Graduate Advisor so they can be enrolled in EMA 6940.

TAs are required to attend the following TA orientation given by the graduate school:

<https://teachingcenter.ufl.edu/ta-development/ta-orientation/>

Enrollment in EMA 6940 Supervised Teaching (ST) is managed by the Academic Services Office (ASO). Students normally will be enrolled in EMA6940 during their second and third years of the doctoral program. Course assignments are made prior to the start of the semester and will be emailed by the ASO.

Course Objectives

To develop hands-on experience of teaching methods appropriate to academic and professional careers in M S E . The primary objective of Supervised Teaching (ST) is to teach doctoral students educational practice at the college-level. The origin of the word doctor in Latin is *docere* or teach, meaning that doctor is a teacher. Therefore students who want to achieve a doctoral status need to learn how to teach and/or assist in teaching. As such, it is expected that all STs target a minimum of 1 contact hour with their students per week per credit hour, on average. Contact hours include tasks such as delivering lectures, holding office hours and recitation sessions, supervising students in the laboratory, etc.

Students enrolled in Supervised Teaching are generally expected to assist in the preparation and delivery of course material, the supporting of student learning, and in the evaluation of student performance. This may include, but is not limited to, preparing and grading homework assignments, preparing course content, experimental setup/cleanup, contributing to the preparation and grading of exams, attending and/or delivering lectures, offering office hours and recitation sessions, supervising laboratories, and other reasonable responsibilities assigned by the course instructor. **The instructor of the course is expected to provide advising and mentorship.**

Materials and Supply Fees

None

Required Textbooks and Software

None

Recommended Materials

Course Title, Prefix, and Number

Course Instructor and Academic Term

- 1. *What the Best College Teachers Do*, by Ken Bain (Harvard University Press, 2004). You may have seen me mention this book [previously in this column](#), or perhaps you have attended Ken's popular [summer institute](#), built around his research into the attitudes, habits, and practices of highly successfully college faculty members. This book remains the gold standard in the field for me, mixing field observations of outstanding teachers with solidly grounded research into learning and motivation theory.
- 2. *Make It Stick: The Science of Successful Learning*, by Peter C. Brown, Henry L. Roediger III, and Mark A. McDaniel (Harvard, 2014). Two cognitive psychologists and a novelist provide an excellent summary of the research on how people learn, and some of the implications of that research for those of us who teach. You can read more about the book in my [April column](#). It provides a good complement to Bain's book to help you better understand the work of both teachers and learners.
- 3. *How Learning Works: 7 Research-Based Principles for Smart Teaching*, by Susan A. Ambrose, Michael W. Bridges, Michele DiPietro, Marsha C. Lovett, and Marie K. Norman (Jossey-Bass, 2010). This book is more specifically tailored than *Make It Stick* to faculty members in higher education. Ambrose and the other authors provide readable overviews of key components of the teaching-learning transaction (motivation, mastery, feedback, and more), point to fascinating experiments and research findings, and offer practical suggestions for how faculty members can accommodate the findings in their courses and classroom practices.
- 4. *Why Don't Students Like School? A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom*, by Daniel T. Willingham (Jossey-Bass, 2009). Although this book is meant for K-12 teachers, Willingham's deep familiarity with cognitive theory makes it an enlightening one for higher-education faculty members as well. Filled with graphs, illustrations, anecdotes, and examples, the book introduces and clearly explains a variety of terms associated with student learning.
- 5. *The Art of Changing the Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning*, by James E. Zull (Stylus, 2002). This one rounds out the sublist of books that focus on learning theory and its implications for teachers. Like Willingham, Zull gives clear overviews of what neuroscientists and cognitive psychologists tell us about how the brain works, complete with illustrations and a rich set of examples and anecdotes. You will find Zull, a biologist, digging more deeply into the physical brain than Willingham does, but you will walk away from this one equally enlightened about the learning challenges and opportunities that our students face every day.
- 6. *Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning*, by José Antonio Bowen (Jossey-Bass, 2012). This book provided a temporary cure for my revolution fatigue. Bowen argues smartly that higher education's "most precious (and expensive) asset is student-faculty interaction," and that we can use technology outside of the classroom in ways that enable us to enhance and improve that interaction. He calls for a certain amount of revolution, but he also offers a wide range of practical resources and suggestions on how to improve one's teaching practices in light of the technologies available to us. Even if you aren't looking for revolution, you can find myriad ways here to improve your courses. (You can read a [fuller review](#) of Bowen's book on my blog.)
- 7. *Mindset: The New Psychology of Success*, by Carol S. Dweck (Ballantine, 2006). I came late to the party on this book. Dweck has conducted research for many years on how students' attitudes toward learning and intelligence shape their educational experience. Students with a "fixed" mind-set believe they are limited by the intelligence they were given at birth; those with a "growth" mind-set believe they can get smarter. Not surprisingly, students who believe in growth are more successful. Read this book to find out how you can help students (and yourself) move from fixed to growth mind-sets.
- 8. *How College Works*, by Daniel F. Chambliss and Christopher G. Takacs (Harvard, 2014). I have many fond memories of seminars or informal gatherings in the homes of my undergraduate professors. According to Chambliss and Takacs, such personal interactions with faculty members are key indicators of student satisfaction with the college experience. If you are looking for ammunition to lob at administrators who want to redesign your campus from the ground up, or to conscript you into the next strategic-planning process,

hand them a copy of this book and walk away. Small changes, it argues, make more of a difference than expensive new programs.

- 9. *Flow: The Psychology of Optimal Experience*, by Mihaly Csikszentmihalyi (Harper Perennial, 1990). Not directly related to either teaching or learning, this book presents fascinating research on the state of "flow," in which people are thoroughly engaged in an absorbing activity that brings them deep feelings of satisfaction—and, ultimately, happiness. Our best learning experiences are characterized by the state of flow, and hence we have the opportunity to enrich the lives of our students by creating such happiness-inducing experiences for them. Reading this book will give you a new perspective on the buzz of positive energy you witness when students are deeply engaged in some task you have given them. It might just help you design such tasks more effectively.
- 10. *Cheating in College: Why Students Do It and What Educators Can Do About It*, by Donald L. McCabe, Kenneth D. Butterfield, and Linda K. Treviño (Johns Hopkins University Press, 2012). We don't like to talk about it, but we have to. This book presents decades' worth of research, and the numbers aren't pretty. Think your students don't cheat? The odds are not in your favor. McCabe and colleagues tell us how much students are cheating these days (more than you think), and how we can most effectively handle the problem.

Course Schedule

Students are expected to coordinate responsibilities, timing, and expectations with the Instructor of the course at least two weeks prior to the start of the term.

Students are expected to devote no more than 5 hours per week, on average, to ST responsibilities for the full 14-weeks (or prorated if duration is shorter) for every credit hour they are enrolled in EMA6940. It is expected that the amount of time devoted to ST responsibilities will vary throughout the semester. It is expected that the instructor and the ST (s) will explicitly discuss time commitments and expected timing of peak hours at the beginning of the course. If hours greatly exceed these defined expectations, the student should discuss this with the course instructor. If their concerns are not resolved after discussing with the course instructor, the student should contact the Associate Chair of Graduate Programs.

Attendance Policy, Class Expectations, and Make-Up Policy

STs are expected to attend every class, unless permission is granted by the Instructor of the course. STs should also plan to coordinate office hours and attend each session, unless permission is granted by the Instructor. STs should also allocate time to meet with the instructor to coordinate lectures, grading, and other instructor activities.

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation.

Evaluation of Student

Students enrolled in Supervised Teaching will be evaluated by their Instructor at least on a monthly basis throughout the semester. The instructor will provide feedback on their implementation of instruction. In addition, there will be peer evaluation which will be discussed with the instructor. If satisfactory progress is being made in their assignment, the Instructor will note this. If unsatisfactory progress is being made, the Instructor will meet with the student to convey this and provide a written report. This report will also be forwarded to the Associate Chair of MSE. Students that consistently do not meet the requirements of the Supervised Teaching assignment (i.e. poor attendance, lack of preparation for teaching, inefficient and inaccurate grading) will be assigned a "U" for the course.

If a ST faces challenging problems with a student(s) or fellow ST(s) in their course, they should immediately contact the course instructor. The course instructor is ultimately responsible of all issues related to student and ST conduct in their assigned courses.

Grading Policy

EMA6940 is graded on an S/U scale. This course will only count toward a student's degree requirements if they receive an "S" grade. **A grade of S is equal to a C (2.0) or better.** Grades earned under the S-U option do not carry grade point values and are not computed in the University of Florida grade point average. The student may not graduate with a "U" grade on their transcript.

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc>) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Due to the low number of students per faculty (typically 1) enrolled in this class, no course evaluation will be done in accordance with university policy.

Course Title, Prefix, and Number
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University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html> Furthermore, as a ST, you will have access to grades and other proprietary student information. You will be personally responsible if you do not follow all legal requirements.

Campus Resources:

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Academic Resources

Sexual Assault Recovery Services (SARS) 392-1575 (select option 2) or e-mail to Learning-support@ufl.edu.
Student Health Care Center: 392-1161.
<https://health.ufl.edu/help.htm>

University Police Department at 392-392-1601 for assistance and <http://www.police.ufl.edu/ufl.edu/>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>.

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