EM SC 602 - Sample Lesson Plans

Context: EM SC 602 is a 2-3 variable credit course open to graduate students in the College of Earth and Mineral Sciences. The course is targeted to students who have a desire to improve their skills as classroom teachers in preparation for post-graduation faculty positions in a higher education setting.

Class size: Max. of 20 students
Schedule: Class meets once a week for a two-hour period of time

Week 1: The First Day of Class

Goal: My goal for this first class meeting is to begin to get to know my students and for them to get to know each other. Particular interest in understanding the experiences that my students bring to the course and what is motivating them with respect to taking this course.

Foundation: Dewey's writings on the role of experience in the educational process:
- “…education in order to accomplish its ends for both the individual learner and for society must be based on experience—which is always the actual life-experience of some individual.” (Dewey, p. 89 – Experience and Education)
- “…two principles which are fundamental in the constitution of experience: the principles of interaction and of continuity.” (Dewey, p. 51 – Experience and Education)
- “When education is based upon experience and educative experience is seen to be a social process, the situation changes radically. The teacher loses the position of external boss or dictator but takes on that of leader of group activities.” (Dewey, p. 59 – Experience and Education)

McKeachie's writings on student motivation:
- Need to better understand what motivates my students in order to structure my course so that it fosters their engagement in the learning process
- Intrinsic and extrinsic motivation; Contextual motivation
- “…enhance students’ sense of control by offering choices and supporting their autonomy, which in turn enhances motivation.” (McKeachie, p. 119 – McKeachie’s Teaching Tips)

1. Introductions (45 minutes)
Following my own brief introduction, each student should introduce him/herself
- Name
- Program
- Number of years at Penn State
- Description of student's teaching experience
• Description of at least one non-academic thing we should know about you ("What else do you do and/or are you interested in outside of school?" “How might this relate to teaching?”)

2. Expectations exercise (15 minutes)
I’ll ask the class to share what you hope to learn in the course while I record the list on the board

3. Review of course syllabus (30 minutes)
A walk through of the course syllabus while we address our class-generated list of course expectations (i.e., how might (or might not) the course meets student expectations; discuss of possible variations we might want to make)

4. Introduction to Creating An Online Teaching Portfolio (20 minutes)
• Introduce this major assignment for the course
• Show some example sites - Introduce assignment for each student to find an online teaching portfolio that is an exemplar to show to the rest of us. We will take 10 minutes each week (2, 5 minute show-and-tells) to look at what the class finds and to get ideas from these sites, coming up with a growing list of features one might find in a portfolio and determining the criteria by which the value of a portfolio is assessed (contributing to our own rubric for our assignment).
• Quick poll:
"Who here has created a Web site before?"
"How many of you already have PSU Web space?"
• Demonstration of how to sign up for Web space (homework)

5. Wrap-up - Review of Homework assignments (10 minutes)
• DO THIS FIRST - Log in to EM SC 602 ANGEL space (http://cms.psu.edu/)
  o Modify Personal Settings
  o Point to PSU Web space (if you have it already)
  o Forward e-mail and message boards if desired
  o Add picture of yourself (I'll have a digital camera in class to take pictures of anyone who needs one)
  o Turn on "What's New" alert
  o Post a "critical reflection" to our ANGEL message board - "Think back to a time you had an "excellent" teacher. Briefly describe that individual. What made him/her so" great"? (We will use this as a starting point for Week 2.)
• Read:
  o Chapter 6 ("Learning to Teach") from Teaching as Community Property (Shulman)
  o "A Teacher's Dozen" (article by Tom Angelo, originally published in AAHE Bulletin, April 1993, pp. 3-13 - http://www.psu.edu/dept/tlc/events/colloquy2002/docs/Teacher's%20Dozen.pdf)
These two readings set the stage nicely for next week’s discussion of “great” teachers,” from Shulman’s look at how it is one learns to teach to Angelo’s summary of what research has found are the common traits of “good” teachers.
As you read, reflect on your own experiences in the classroom, both as a student and as a TA, and how those experiences have influenced both how you teach and what you consider to be “good” teaching.

- Apply for PSU Web space (if you haven’t done so already)
- Students who registered for 3 credits: Make an appointment with me to discuss project options

**Week 2: What Does "Great" Teaching Look Like?**

**Goal:** To collectively examine our classroom experiences, as well as research on teaching and learning, in search of a “master list” of the traits of a “great” teacher.

**Foundation:** This week’s discussion will be based on Shulman’s discussion of how it is we learn to teach:
- Pedagogical content knowledge/discipline knowledge
- Our own observations as students
- Lessons we’ve learned from our own experiences
- Influences of our past teachers

We’ll also reflect on what we’ve read in the Angelo article, seeing if it “rings true” with our own experiences and with what we see in Graham Spanier’s interview with Penn State students.

**Materials:**
- Chapter 6 ("Learning to Teach") from *Teaching as Community Property* (Shulman)
- "A Teacher's Dozen" (article by Tom Angelo, originally published in AAHE Bulletin, April 1993, pp. 3-13)

1. **Discussion: (50 minutes)**
   - What does our own experience tell us? Volunteers share highlights of their reflections from their ANGEL postings.
   - As a class, we’ll create a "master list" of what we think are the traits of "great" teachers.
   - How does our list fit (or vary) from Angelo's "dozen"? (Revise class list as needed)
   - What might Shulman say about our list? (Revise class list as needed)

2. **View clips from Spanier's interview with Penn State students (30 minutes)**
   - How does the student feedback inform our "master list"? (Revise class list as needed)

3. **Creating our own evidence of "great teaching" - Beginning our teaching portfolios (30 minutes)**
   - Brainstorming: What might we put into our portfolios?
   - Introduction of our teaching portfolio "template" (a jump start for novice Web developers) [http://www.e-education.psu.edu/courses/emsc602/portfolio_template/](http://www.e-education.psu.edu/courses/emsc602/portfolio_template/)
   - Overview of support resources
4. **Wrap-up - Review of Homework assignments (10 minutes)**

- Read (in preparation for Week 3’s discussion on course planning):
  o McKeachie, Chapter 2 – “Countdown for Course Preparation”
  o "Determining Learning Objectives" ([http://online.fsu.edu/learningresources/handbook/instructionatfsu/PDF-Chptr2.pdf](http://online.fsu.edu/learningresources/handbook/instructionatfsu/PDF-Chptr2.pdf))
  o Chapters 2-3 (pp. 3-11) of *The Teaching Portfolio: Capturing the Scholarship in Teaching*
  o **Supplemental Resources:**
    - "Answers to Common Questions about the Teaching Portfolio," chapter 5 of Peter Seldin's *The Teaching Portfolio*
    - "Developing a Personal Vision of Teaching" (pp. 15-28 in *The Skillful Teacher*)
    - "Appendix E: Philosophies of Teaching" from *The Penn State Teacher II*

- Research:
  o Pick a course to use for your "sample course syllabus" (part of the teaching portfolio requirements)
  o Gather any information you can about the course (copies of old syllabi, Blue Book description, materials and information from a previous instructor, etc.).
  o Post a brief summary of your decision and the resources you found to our ANGEL message board.

- Teaching Portfolio:
  o Put your "shell" online, using our template if you need an HTML jump-start ([http://www.e-education.psu.edu/courses/emsc602/portfolio_template/](http://www.e-education.psu.edu/courses/emsc602/portfolio_template/))