

Nutritional Sciences and Toxicology 301 (1)

PROFESSIONAL PREPARATION: TEACHING IN NUTRITIONAL SCIENCES

Instructor: Len Bjeldanes

Required Text: "Tools for Teaching" by Barbara Gross Davis, 2001.

The course will consist of discussions led by students and the instructor covering topics of mutual interest and relevant to improving teaching skills. Much of our discussion will focus on specific points raised in the text to be used as a teaching guide for this course. In addition, some discussions will focus on specific points raised in the Mastery Teaching tapes series. Students will have the opportunity to present short teaching sessions, which will be critiqued by the class and may be video taped. The course is a 1 unit seminar that is graded on a S/U basis.

Proposed Seminar Goals

1. Thinking about teaching in general. Collectively and critically to question our personal preconceptions and habits in teaching and learning.
2. Thinking about nutritional sciences and toxicology in particular. To heighten our awareness of issues and opportunities specific to teaching and learning in nutritional sciences and toxicology.
3. Departmental orientation. To introduce new students to opportunities, pitfalls, and resources available to teaching assistants in the Department of Nutritional Sciences and Toxicology.
4. Teaching workshop. To share and strengthen our skills as teachers and teaching assistants and to develop a more effective teaching style.

INSTRUCTIONAL PROBLEM CHECKLIST:

The following is a list of problems that teaching assistants frequently experience in their teaching. There are a variety of "solutions" to these problems to be found both within the literature on college and university teaching and in the anecdotal experiences of faculty members and teaching assistants. Please indicate those problems which you feel are the most important ones that this seminar can address.

	<u>Not Important</u>	<u>Somewhat Important</u>	<u>Very Important</u>
<u>I would like to see the seminar address:</u>			
1. How to handle questions I don't have the answers to	_____	_____	_____
2. How to assist students who have poor study habits	_____	_____	_____
3. What to do about students who are not prepared for the day's lesson or discussion	_____	_____	_____
4. What to do about individual students who do not participate in discussions	_____	_____	_____
5. How to handle vague or irrelevant questions	_____	_____	_____
6. How to assess my own teaching effectiveness	_____	_____	_____
7. How to specify objectives for each class session	_____	_____	_____
8. How to evaluate students' performance	_____	_____	_____
9. How to organize lectures or mini-lectures	_____	_____	_____
10. How to find enough time to cover the material	_____	_____	_____
11. How to hold the students' attention	_____	_____	_____
12. How to motivate students to learn	_____	_____	_____
13. How to assist students who have insufficient background for the subject matter	_____	_____	_____

	<u>Not Important</u>	<u>Somewhat Important</u>	<u>Very Important</u>
14. How to get a class discussion going	_____	_____	_____
15. How to develop good items for tests or quizzes	_____	_____	_____
16. How to prevent a class discussion from drifting away from the main point	_____	_____	_____
17. How to handle wide differences in ability among students in a class	_____	_____	_____
18. How to determine whether or not students really understand the material	_____	_____	_____

Other problems or issues you would like to see the seminar address:

19.

20.

21.

Think of the best teacher you have encountered at the university or college level. List six characteristics that might explain this person's effectiveness.

Topical Outline

Reference

Discussion Strategies

The First Day of Class.....	TT Chapter 3
Leading a Discussion	TT Chapter 8
Encouraging Student Participation in Discussion	TT Chapter 9
Asking Questions	TT Chapter 10
Fielding Student's Questions	TT Chapter 11

Lecture Strategies

Preparing to Teach the Large Lecture Course.....	TT Chapter 12
Delivering a Lecture.....	TT Chapter 13
Explaining Clearly	TT Chapter 14
Personalizing the Large Lecture Class.....	TT Chapter 15
Supplements and Alternatives to Lecturing: Encouraging Student Participation.....	TT Chapter 16

Collaborative and Experimental Strategies

Collaborative Learning: Group Work and Study Teams	TT Chapter 18
Role Playing and Case Studies.....	TT Chapter 19

Enhancing Students' Learning and Motivation

Helping Students Learn.....	TT Chapter 21
Learning Styles and Preferences	TT Chapter 22
Motivating Students	TT Chapter 23, MT Chapters II, III

Instructional Media

Chalkboards	TT Chapter 35, MT Chapter VI
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Evaluation to Improve Teaching

Checking Students' Understanding.....	TT Chapter 41, MT Chapter IX
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Levels of Learning

Extending their Thinking	MT Chapter XII
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Putting it All Together

Teaching in Science	MT Chapter XVII
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