

IB 375 - Teaching Colloquium: Graduate Student Instructor Training

Fall 2022

Tuesdays 3:30pm to 5:30pm, 5053 VLSB

Instructor Information

Instructor

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Email

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Office Location & Hours

Wednesday 2-3pm, Office TBD

General Information

Description

This course is designed to provide Graduate Student Instructors an introduction to practical teaching strategies, evidence-based and inclusive teaching strategies that can be used in a variety of contexts, and provide you with tools and resources that will improve your teaching skills, particularly in science classrooms. Course sessions will include both instructor-driven and student-driven discussions, activities, and presentations, as well as weekly reflections on ideas that we are exploring. The course will also enhance professional development through discussions and hands-on experiences with course design and preparation of a teaching portfolio. This course is a partial fulfillment of the requirements for the Certificate of Teaching and Learning in Higher Education.

Course Requirements

- Attend weekly course sessions on Tuesdays 3:30-5:30pm in 5053 VLSB
- Prepare for each weekly course session by completing readings
- Submit a weekly Scientist Reflective Journal entry through bCourses that is more than 300 words and on time, submitted before 11:59pm the Monday before our class meeting.
- Design a course you'd like to teach with accompanying syllabus
- Design typical quiz and exam questions—different question types
- Draft your teaching philosophy statement
- Actively participate and be a supportive colleague in all group activities.

Assignments

Required Readings

All required readings will be on bCourses

Teaching Portfolio

One goal of this class is to build practical skills that will not only expand your classroom skills but will be useful when you go out onto the job market (if you stay in academia): (1) start building your teaching portfolio for the Certificate in Teaching and Learning in Higher Education and (2) Writing your teaching philosophy statement for your future professional use. Hiring committees also like to see sample syllabi, exams, quizzes, and statements about university policies. We'll start to build these documents this semester so that if you choose to go on the academic job market, you'll have these items ready to polish and submit.

You will

1. Design a course you'd like to teach
2. Create a syllabus for above course
3. Design typical quiz and exam questions
4. Draft teaching philosophy statement

Scientist Reflective Journal

The primary purpose of the Reflective Journal is to provide an opportunity for each of you to reflect regularly on your professional and teaching experiences and what you are learning in class. These journals are confidential and are intended to be a forum for frank and honest reflection.

Although you will submit your journal for your instructor to read, please try to use it primarily as a tool for yourself. It is a place to celebrate successes, revisit frustrations, grapple with confusions, and reflect on things you are learning from your experiences in the classroom. Some weeks I will also ask you to reflect on a particular topic, perhaps about a reading or about activities from class, while other weeks will be more open-ended writing. Please see the instructions for each week's journal on bCourses.

You will be turning in weekly reflective journals through bCourses. Reflections should be more than **300 words** and on time, submitted before 11:59pm the Monday before our class meeting. Journals will be graded for completion. There are not wrong answers!

Tentative Course Schedule

Week	Topic	Reading/Homework
Week 1 August 30	Syllabus Day Keeping Your Eye on the Big Picture: Exploring what it means to learn and exploring scientific teaching	None
Week 2 September 6	Practical Teaching Strategies to Promote Student Engagement, Equity, and Classroom Fairness	2005 Yosso - Who's Culture has Capital? A Critical Race Theory Discussion of Community Cultural Wealth
Week 3 September 13	Structure Matters: Exploring Practical Teaching Strategies to Promote Student Engagement, Equity, and Classroom Fairness (Active learning exercises)	2013 Tanner - Twenty-one teaching strategies to promote student engagement and cultivate classroom equity Draft 1 of Teaching Philosophy Statement
Week 4 September 20	Exploring the Role of Language in Inclusion: Microaggressions in Science What role does language play in teaching and science? How language can both promote and hinder equity, belonging, learning, and student performance	2018 Harrison and Tanner - Microaggressions in Science
Week 5 September 27	Instructor talk: How non science speak can build community, promote equity, and increase engagement in science classrooms	2015 Seidel et al. - Instructor talk - Beyond the Biology

Week	Topic	Reading/Homework
Week 6 October 4	University policies and Resources	Description of a class you want to teach and learning objectives
Week 7 October 11	How do we develop courses?	2007 Allen and Tanner - Putting the Horse Back in Front of the Cart: Using Visions and Decisions about High-Quality Learning Experiences to Drive Course Design
Week 8 October 18	How can we retain more students in the sciences? How can we collect evidence about what's going on in our classrooms? How does topic order better engage students?	2010 Tanner - Order Matters: Using the 5E Model to Align Teaching with How People Learn
Week 9 October 25	How do we approach assessing (measuring) learning in undergraduate biology education? How might this need to change?	2002 Allen and Tanner - Approaches to Cell Biology Teaching: Questions about Questions
Week 10 November 1	How can we become analytical about assessment questions? How do we integrate assessment questions that support learning into everyday teaching?	2014 Schinske and Tanner - Teaching more by grading less (or Differently)
Week 11 November 8	Assessing Beyond Content-Promoting Student Metacognition	Tanner 2012, "Metacognition"
Week 12 November 15	Portfolio Working Sessions	
Week 13 November 22	No Class	
Week 14 November 29	Portfolio Presentations	

Grading

Assessment	% Final Grade
Weekly Reflective Journals	50%
Teaching Philosophy Statement	15%
Course Syllabus	20%
Sample Questions	5%
Attendance	10%

Land Acknowledgement

We “recognize that UC Berkeley sits on the territory of xučyun (Huichin), the original landscape of the Chochenyo speaking Ohlone people, the successors of the sovereign Verona Band of Alameda County. This region continues to be of great importance to the Muwekma Ohlone Tribe and other familial descendants of the Verona Band. We recognize that every member of the Berkeley community has, and continues to benefit from, the use and occupation of this land, since the institution’s founding in 1868. Consistent with our values of community, inclusion, and diversity, we have a responsibility to acknowledge and make visible the university’s relationship to Native peoples. As members of the [Berkeley] community, it is vitally important that we not only recognize the history of the land on which we stand, but also, we recognize that the Muwekma Ohlone people are alive and flourishing members of the Berkeley and broader Bay Area communities today.” <https://grad.berkeley.edu/about/land-acknowledgement/>

For more information about local efforts and initiatives led by indigenous peoples visit <https://sogoreate-landtrust.org/> , <https://shellmound.org/>

DSP

If you have a disability and need accommodation, please make sure your letter is on file with the Disabled Students Program office and please contact me to confirm plans to implement your accommodations are to your satisfaction.

Statement on Diversity

For this course, we welcome students from all diverse backgrounds, experiences, and perspectives. We value the diversity and perspectives that each student brings to this class and we are committed to presenting materials and activities that are respectful of your diverse voices and experiences (e.g. gender identity, sexuality, ability, age, socioeconomic status, ethnicity, race, nationality, religion, community, culture, familial roles, and responsibilities). We ask that every member of this class must show up for each other with compassion and dignity. We encourage students to speak up and engage in constructive, respectful, and difficult discussions. We want you all to participate during class. Your continuous feedback is welcomed and appreciated. Your voice matters! You matter to us!