

TEACHING YOUR OWN CLASS: THE FIRST DAY AND BEYOND

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WORKSHOP GOALS

- Determine what to include in a syllabus.
- Understand how to use backwards course design to develop learning goals, activities, and assessment.
- Determine what can be done on the first day to set the tone for the course.
- Identify additional resources for assistance with course design and teaching your own course/address participant concerns.

FIRST STEP...

■ Syllabus:

- Course description
- Learning objectives
- Assessment techniques
- Activities/assignments
- Course schedule: weekly or session topics, reading assignments, and deadlines for written work.
- Housekeeping details (required and recommended: see CTL for examples)

- <http://www.washington.edu/teaching/teaching-resources/designing-your-course-and-syllabus/>

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PLANNING THE COURSE SYLLABUS

The form and content of a syllabus vary widely by discipline, department, course, and instructor. In all cases, however, the syllabus provides the instructor and students with a common reference point that sets the stage for learning throughout the course. This CTL Bulletin identifies components that are commonly included in a syllabus. For more information and examples taken from courses at UW, see <http://depts.washington.edu/cidrweb/syllabus/>

COURSE DESCRIPTION

- *Course Content:* What is the basic content of the course, and what makes it important or interesting? How does the course fit into the context of the discipline?

- *Assignments, Projects, and Exams:* How will students demonstrate their learning? Include learning goals, estimated scope or length, assessment criteria, and dates.

Instructors typically include a breakdown, in

BACKWARD COURSE DESIGN

- Start with learning objectives= the “what”
- Then figure out the “how”
- See handout p. 2

- Resources (on handout):
 - http://sph.washington.edu/gateway/learning_objectives.asp
 - <http://depts.washington.edu/registra/curriculum/learningObjectives.php>

SMART FRAMEWORK

- **S**pecific
- **M**easurable
- **A**chievable (use action words)
- **R**elevant
- **T**imely

- Should follow from:
“At the end of the course, the student should be able to _____.”

- Examples:
 - Describe the function and organization of major metabolic networks
 - Analyze kinetic data and obtain rate laws.
 - Identify and analyze the ethical aspects of particular problem situations in the domain of environmental policy

WHAT MAKES A GREAT FIRST DAY?

- Turn to your neighbor, 2 minute brainstorm:
(Can use handout p. 1)
 - What makes you leave a first day, looking forward to the next session?
 - What kinds of information do you want to walk away with?

PRACTICAL SKILL: INTRODUCTION

- How will you introduce yourself to the class?
 - Consider the class you hope to/will teach this year.
 - Choose a couple of key pieces of information that might be important for students to know about you (see handout p. 1).
 - Consider the time you have: how much of the class is dedicated to introductory information?
 - Always be mindful of timing!

REVIEWING RESOURCES

ADDITIONAL RESOURCES

- Center for Teaching and Learning (CTL):
thectl@uw.edu
- Center for Learning and Undergraduate Enrichment (CLUE): depts.washington.edu/clue
- Refer to the back of the academic calendar in your packet for directory of on-campus resources for students and teachers.
- Also: CTL Planning guide for faculty and TAs, outlines some of the topics that CTL can help with.

EVALUATIONS