SUMMER INSTITUTE 2018 – REFERENCES AND RESOURCES

RESOURCES

SYLLABUS CONTENT

STUDENT/FACULTY EXPECTATIONS (EXAMPLES)

- From Georgia Tech
- From Duquesne University

TRANSPARENT ASSIGNMENT DESIGN

Transparency in Teaching and Learning Project (TILT)

- Learn how to bridge the achievement gap between traditionally under-served populations and "traditional" students can be bridged through simple, faculty-directed interventions that elucidate how and why they are learning particular content. Initial research indicates a significant increase in academic performance and retention.
- Faculty, departments, and schools are invited to participate in research under an umbrella IRB at University of Nevada-Las Vegas.
- Example of an assigned revised to be more transparent:
    - Before
    - After

DR. SAUNDRA MCGUIRE/METACOGNITIVE LEARNING STRATEGIES

RECORDED PRESENTATION

- Access the recording of Dr. McGuire's Fall 2017 presentation to Texas Wesleyan Faculty. You will be prompted to enter your txwes.edu credentials.

LEARNING STRATEGIES

- Study Cycle slides
- SQ5R one-page handout from San Jose State University (website includes handouts on a variety of topics)
- SQ5R slides to use when creating a demo video for students with your textbook

CETL SERVICES

- Syllabus Review
- Training on transparent assignment design
- Assistance creating an SQ5R demo

REFERENCES

Canada, M. (2013). The Syllabus: A Place to Engage Students' Egos. *New Directions for Teaching and Learning*. 135, 37-42. DOI: 10.1002/tl.20062. **[Key Words: Syllabi]**

- The author discusses ways to appeal to the needs of Millennials and advocates for student-centered practices related to the syllabus.

Collier, P. J. & Morgan, D. L. (2008). "Is that paper really due today?": difference in first-generation and traditional college students' understandings of faculty expectations. *Higher Education*, 55 (4), 425-426. **[Key Words: Syllabi, First Gen, Transparency]**

- The authors conducted focus groups with faculty and student groups. They found that first-generation students had needs distinct from students in other under-served student populations. The authors provide specific examples of gaps in understanding related to academic expectations.

Cunliff, E. The Boring Syllabus. *The Teaching Professor*. **[Key Words: Syllabi]**

- This short article addresses meta-communication. Cunliff describes modifying his syllabus so that it conveys the enthusiasm about the course and field that he does.

Fornaciari, C. J. & Lund Dean, K. (2014). The 21st Century Syllabus: From Pedagogy to Andragogy. *Journal of Management Education*, 38 (5), 701-723. **[Key Words: Syllabi]**

- The authors categorize syllabi as a) contracts, b) power instruments, c) signaling devices, and d) collaboration.
- Table 1 of the article includes examples of traditional syllabus language and revised language (see pages 714-715).

Krathwohl, David R. Á Revision of Bloom's Taxonomy: An Overview. *Theory Into Practice,* 41 (4), 212-218.

- A co-author of Bloom's Revised Taxonomy provides a rationale for the changes and an explanation of what the levels mean.

McGuire, S. Y. & McGuire, S. (2015) *Teach Students How to Learn*. Stylus Publishing. **[Key Words: Metacognition]**

- McGuire explains metacognition and the benefits of introducing students to learning strategies. Describes suggested interventions.
- Available from the CETL library collection

McGuire, S. Y. & McGuire, S. (2018) *Teach Yourself How to Learn*. Stylus Publishing. **[Key Words: Metacognition]**

- Written for students. Describes common learning hurdles and metacognitive strategies for overcoming them.
- Book available from West Library

Palmer, M. S., Bach, D. J., & Streifer, A. C. (2014). Measuring the promise: A learning-focused syllabus rubric. *To improve the academy: A journal of educational development*, 33 (1), 14-36. **[Key Words: Metacognition, Syllabi]**

- [Read the overview of the syllabus rubric](#), which determines where on the spectrum of content- to learning-focused your syllabus falls.
- The syllabus rubric references [Dee Fink's Taxonomy of Significant Learning](#).

Singham, M. (2005). Moving Away From the Authoritarian Classroom. *Change*, 37 (3), 50-57. **[Key Words: Syllabi]**

- The author discusses the reasons syllabi are filled with policies and contractual language, and how they have come to be dominated with a tone of authoritarianism that works against the formation of "an ideal teacher-student relationship." He makes an argument that the traditional syllabus and power-heavy relationships with students is counter-productive because it reinforces low-level thinking on the part of the student.