# **ARE 690: Teaching practicum**

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| **Instructor:** Peter Schaeffer **Office:** 4415 Agricultural Sciences Building | [Peter.Schaeffer@mail.wvu.edu](mailto:Peter.Schaeffer@mail.wvu.edu) 304-293-5572 | **Office Hours:** By appointment |

**Course Objectives**

The objective of this course is to provide the student with teaching experience and on-the-job training and instruction. To provide many opportunities to practice, enrollment in this course is limited to one student per practice opportunity, which is a regular 3-credit hour class taught by the instructor.

In general terms, the student will enhance her/his

* Instructional (lesson) design skills;
* delivery skills; and
* course management skills.

Specific objectives of this course are to learn how to:

* Identify and formulate desired learning outcomes for each class session.
* Organize the use of class time through planning and developing lesson plans.
* Use classroom technology to enhance lesson presentation.
* Develop exercises and “games” to enhance student participation.
* Formulate questions for assignments and exams.
* Establish grading criteria; grade assignments and exams.
* Use pre-established criteria to assess teaching performance.

**Prerequisites**

Second year or beyond Ph.D. student.

**Assignments and Responsibilities**

* In preparation for the teaching practicum, the student must review and critique the syllabus for the course the instructor has assigned you to (currently this is ARE 401). This review and critique should be in writing; it can be in the form of a marked-up version of the syllabus (in this case, use WORD’s “Track Changes” and “Comment” features).
* Teach approximately half of the lessons (12 – 13 lessons). The number of lessons taught by the student can be reduced to no less than 8 courses, if teaching interferes with the student’s ability to perform in other classes or conduct her/his dissertation research.
* Develop student homework assignments, as directed by instructor.
* Develop exam questions, in cooperation with instructor.
* Learn and practice how to assess student work. Use pre-established criteria (rubrics) to grade assignments and exams, in collaboration with the by instructor.
* Prepare lessons and lessons plans; submit lesson plan to instructor at least one day prior to teaching the lesson for his comment and approval.
* Attend all class sessions, including those taught by the instructor as well as all exams.
* In cooperation with instructor, develop study guides to help students prepare for exams.
* In cooperation with instructor, develop and present review sessions before each exam.
* Together with the instructor, assess your teaching performance immediately after teaching a lesson (Instructor will provide a written assessment of your performance immediately following your lesson). Try to assess if you have achieved the desired learning outcomes.
* Provide written assessment of each lesson taught by the instructor no later than one day after the lesson. You may use the assessment tool provided by the instructor or one of your own. Try to assess if he achieved the desired learning outcomes.
* Post and hold office hours for at least 2 hours/week.
* Order Student Evaluation of Instruction (SEI) for your teaching and share the results with the instructor.

**Other Learning Opportunities**

* The student can choose to work with the instructor to develop course resource materials such as solved problems, video clips, assessment tools, in-class games, online exercises, etc.
* The student will have full access to eCampus (called Blackboard at some institutions) and may choose to become familiar with its capabilities.

**Resources**

* The student may copy solved problems that are posted on eCampus for use in her/his future teaching. The student may also copy exercises, exams, ideas for and descriptions of games and other in-class activities, evaluation tools, etc. Attribution is necessary for materials that are not the intellectual property of the instructor, which is the case for most questions and some or parts of their solutions. Please ask if you are not sure!
* The student may also use the course syllabus as a model for her/his own course(s) and may modify and/or adapt it. No attribution is required.

**Grading**

A passing grade of **B** or **A** grade is based on:

* Being prepared for an assigned lesson as demonstrated by an approved lesson plan and smooth delivery of the lesson.
* Timely completion of assignments, including questions contributed to homework and exams, grading of homework or exams (within a week from the time the assignment or exam was handed in), evaluation of instructor teaching, etc.
* Impact on student learning.
* Student Evaluation of Instruction (SEI) scores will not be factored into the grade.[[1]](#footnote-1)

In this class, a grade below **B** (3.0 on a 4.0 scale) is considered a failing grade. The course and grading are structured such that a student who completes all assignments and delivers assigned lessons that show that s/he is well prepared should expect to earn a passing grade.

**Course Schedule**

The course schedule is that of the course to which you are assigned. At present, I only admit students into ARE 690 to work with me as a co-instructor in ARE 401 (Applied Demand Analysis).

**Suggested Readings**

This class has no required readings. Following are suggestions that you might find helpful, not only in this class, but as preparation for or resources during your teaching career.

Bain, Ken (2004). *What the Best College Teachers Do*. Harvard.

Grunert O’Brian, Judith, Barbara J. Millis, and Margaret W. Cohen (2008). *The Syllabus: A Learning-centered Approach* (2nd edition). San Francisco, CA: Jossey-Bass.

Lang, James M. (2008). *On Course: A Week-by-week Guide to Your First Semester of College Teaching*. Harvard.

Nilson, Linda B. (2016). *Teaching at its Best: A Research-based Resource for College Instructors* (4th edition). San Francisco, CA: Jossey-Bass. Consists of 6 parts that cover all major topics and issues related to college teaching. [This book was recommended by one of our own students. It was the textbook in a course on teaching he took at WVU.]

Prégent, Richard (2000). *Charting Your Course: How to Prepare to Teach More Effectively*. Madison, WI: Atwood Publishing. [I think this book is particularly useful for those getting ready to teach a course by themselves for the first time.]

Weimer, Maryellen (2013). *Learner-centered Teaching: Five Key Changes to Practice* (2nd edition). San Francisco, CA: John Wiley. [I found this book very helpful and it inspired me to change the way I taught.]

I also recommend the *Journal of Economics Teaching*. It is only a few years old and you may, therefore, not yet have heard about it:

*JET offers a new kind of journal for those educators interested in making their classroom more engaging and more innovative while not losing the rigor expected in an economics course. Along with journal articles, JET will provide supplemental materials like websites, computer programs, and lesson plans that help keep the lecture an environment conducive to learning economic materials.* <https://www.journalofeconomicsteaching.org/>

1. SEI may not yet be available by the deadline when grades must be submitted. Additionally, the instructor does not judge teaching performance the way students generally do. [↑](#footnote-ref-1)