

EAD 866 FS20

TEACHING IN POSTSECONDARY EDUCATION

Course Calendar and Schedule

Introduction

The purpose of this document is to provide you with a detailed schedule of the course, including reading assignments and due dates for graded assignments. This course is organized into five modules that vary in length and address theoretical and practical aspects of teaching in settings of postsecondary education. In each module, we will explore primary approaches, practices, and strategies for postsecondary education and seek to better understand how praxis and anti-racist (“equity”) work go hand-in-hand to create a richer experiences for learners in these settings.

This course is also “coiled” with another course at International Christian University ([ICU](#)) in Tokyo, Japan.”COIL” refers to Collaborative Online International Learning. It is a methodology that is designed to internationalize our study of postsecondary education and to foster a deeper sense of global learning. We will be collaborating with Dr. Inseng Jung and her students enrolled in EDUC 301 at ICU on a modest research project focusing on how postsecondary educators think about educational change and innovation. We hope that this process will result in a publication-quality research study with your ICU colleagues. More information on the COIL process and project is provided later.

There will be six assignments due for the course. The guidelines for these assignments and their due dates are provided in the EAD 866 FS20 Syllabus and on the D2L course homepage.

Texts Required

The following texts are required for this course and are available through online vendors and university bookstores. Two are available through the MSU library.

- Ambrose, S. A., Bridges, M. W., Lovetts, M. C., DiPietro, M., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco: Jossey-Bass.

- Brookfield, S. D. (2013). *Powerful techniques for teaching adults*: San Francisco: Jossey- Bass (Available online through MSU library).
- Svinicki, M., McKeachie, W., & Others. (2014 or latest edition). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers*. 14th Edition. Houghton Mifflin Company. ISBN 0618116494. Paperback.
- Weimer, M. (2013). *Learner-centered teaching: Five key changes to practice* (Second Edition). San Francisco: Jossey-Bass (Available online through MSU library).
- Schwartz, H. L. *Connected teaching: Relationship, power, and mattering in higher education*. Sterling, VA: Stylus

Module 1 Sept. 2 – Sept. 15

Introductions, Summary of Approaches, & Course Overview

**NOTE: when you are communicating with your ICU Colleagues, please note the 13 Hour time difference between East Lansing time (EST) and Tokyo time (JST, UTC+9).*

Week 1: Sept 2– 8: Introductions, overview of the course, and key course themes

Topics

- Perspectives on teaching and learning in postsecondary education
- An introduction to postsecondary education in Japan.
- An introduction to educational change.
- Reflecting upon identity within postsecondary education and how to talk about it.

Tasks

- Introduce yourself to your instructors and peers using designated D2L discussion forum.
- Complete welcome survey.
- Review overview of course and expectations
- Complete Teaching Perspectives Inventory ([TPI](#))

Required readings and resources to be completed before Sept. 8

- Svinicki & McKeachie, et al., Chapter 1: “Introduction” (From here on, this text is referred to simply as “McKeachie”)
 - Available at: [McKeachie's Teaching Tips: McKeachie, Wilbert, Svinicki, Marilla: 0001133936792](#)
 - Available at: <http://catalog.lib.msu.edu//search~S39?/XTeaching+tips&SORT=D/XTeaching+tips&SORT=D&search=Teaching+tips&SUBKEY=Teaching+tips/1%2C1898%2C1898%2CB/frameset&FF=XTeaching+tips&SORT=D&1%2C1%2C>
- Weimer, Chp 1, Learning centered teaching:Roots and origins
- Pratt & Collins (n.d.) [Summary of Five Perspectives on Good Teaching](#)
- Kim, T. (2016). Internationalization and development in East Asian higher education: An introduction. *Comparative Education*, 52(1), pp.1-7. DOI: [Internationalisation and development in East Asian higher education: an introduction](#) (7 pgs.)
- Sensoy, O. & DiAngelo, R. (2012). Appendix: How to Engage Constructively in Courses That Take a Critical Social Justice Approach, in *Is Everyone Really Equal?* an

introduction to key concepts in social justice education. New York, Teachers College Press. Pp. 165-179 (14 pgs.)

- Available at: [Sensoy & DiAngelo Appendix.pdf](#)
- Tatum, B. D. (2000). The complexity of identity: “Who am I?.” In Readings for diversity and social justice: An anthology on racism, sexism, anti-semitism, heterosexism, classism and ableism Adams, M., Blumenfeld, W. J., Hackman, H. W., Zuniga, X., Peters, M. L. (Eds.), pp. 9-14. New York, NY: Routledge (6 pgs.)
 - Available at: <https://uucsj.org/wp-content/uploads/2016/05/The-Complexity-of-Identity.pdf>

Recommended:

- Fullan, M. (2015). “A Brief History of Educational Change” in The New Meaning of Educational Change (5th Ed.), New York: Teacher’s College Press. pp. 3-18 (15 Pgs.)
- **Note: Please purchase or acquire the 2015 edition:** Available at: https://www.amazon.com/New-Meaning-Educational-Change-Fifth/dp/0807756806/ref=as_li_ss_tl?s=books&ie=UTF8&qid=1466099675&sr=1-1&keywords=michael+fullan+the+new+meaning+of+educational+change&linkCode=ll1&tag=motionle-20&linkId=dd4ba14382ec428389c12765c5f16324

SKIM: Varley, P. (2000). Chapter 11: Culture in the Present Age, pp. 304-361 in Japanese Culture (Fourth Edition, Updated and Expanded), Honolulu: University of Hawai’i Press. Available at: https://drive.google.com/file/d/1MNstIKvcC_ihTlo9dm-7pyDHk107TnGl/view?usp=drivesdk

- Kipp, R. S. (2000). Remapping Asian studies in Asia in the undergraduate curriculum: A case for Asian studies in the liberal arts curriculum. S. W. Barnett & V. J. Symons eds. Armonk, NY: M.E. Sharpe [East Gate Book], pp. 98-124. (26 pgs.)
 - Available at: <https://drive.google.com/file/d/1CCVjjhu9TVMuIF53tWlXl05Enraq-1Jv/view?usp=drivesdk>

Week 2: September 9 - 15: Strategies for the Study of Postsecondary Education; A Primer on Critical Anti-racist Approaches

Topics:

- Introduction to how to conduct interviews and other methodological basics.
- Teaching for critical thinking and transformation.
- An introduction to culturally sustaining pedagogy.
- Why do some Japanese universities teach in English?

Required Readings and Resources:

- Ambrose et al, Introduction: Bridging learning research and teaching practice
- Weimer, Appendix 1: “Syllabus and Learning Log”
- Schwartz, Introduction, Chp 1
- Rose, H. & McKinley, J. (2017). Japan’s English-medium instruction initiatives and the globalization of higher education, Higher Education 75, pp. 111-129. DOI: 10.1007/s10734-017-0125-1 (18 pgs.).

- Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93–97. <https://doi.org/10.3102/0013189X12441244>
- Dirkx, J.M. (1998). Transformative Learning in the Practice of Adult Education, *PAACE Journal of Lifelong Learning*, 7(1), pp. 1-14 (14 pgs.)
- Charmaz, K., & Belgrave, L. (2018). Thinking about data with grounded theory. *Qualitative Inquiry*. <http://journals.sagepub.com/doi/10.1177/1077800418809455> (10 pgs.)
- [SKIM] Bernard, H. R. (2011). Interviewing I: Unstructured and Semistructured. in *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Altamira Press. (30 pgs.)

Optional readings

- Lukianoff, G. & Haidt, J. (2015, September). “The Coddling of the American Mind,” *The Atlantic*. Accessed: 12 June, 2020, Available at: <https://www.theatlantic.com/magazine/archive/2015/09/the-coddling-of-the-american-mind/399356/>
- Weiss, R. S. (1994). Interviewing. In *Learning from strangers: The art and method of qualitative interview studies* (pp. 61–120). Simon and Schuster.

Module 2: Sept 16 – 30

Concepts of Teaching, Technology, and Change in the US and Japan

Week 3: Sept. 16th - 22nd: Change and Meaning-Making with Technology

Topics:

- Online teaching and teaching with multimedia, critically.
- How technology use changes, especially in context of Covid-19.
- Course modalities and deconstructing whiteness.
- Understanding technology’s role in postsecondary education and learning as a transformative lever.

Tasks:

- Scholarly Identity Snapshot: Please submit in D2L by 22 September 17:00 (EST), a brief (~500 words) snapshot of your scholarly identity, your interests, desired research trajectory, a reflection upon the values you bring into this class.
- One-time Synchronous introductions to ICU.
- COIL Activity: Complete Pre-Collaboration BEVI Intervention. ~60 mins.
- Instructors will form teams for COIL project, based on surveys and scholarly identity snapshots.

Required Readings and Resources:

- Brookfield, Chapters 1 & 2: “The essence of powerful teaching;” “Teaching for Critical Thinking”
- Hodges, C. B., Moore, S., Lockee, B. B., Trust, T., and Bond, M. A. (2020, March 27). The Difference Between Emergency Remote Teaching and Online Learning, *EDUCAUSE Review*. Accessed 12 June, 2020, Available at: [The Difference Between Emergency Remote Teaching and Online Learning](#)
- Chickering, A. W. & Ehrmann, S. C. (1996). Implementing the Seven Principles: Technology as Lever, *American Association for Higher Education*, Accessed 3 June, 2020, Available at: [Implementing the Seven Principles: Technology as Lever](#)
- Fullan, M. (2015). “The Meaning of Educational Change” in *The New Meaning of Educational Change* (5th Ed.), New York: Teacher’s College Press. pp. 18-39 (21 Pgs.)
- Venkatesh, V., Morris, M. G., Davis, G. B., & Davis, F. D. (2003). User acceptance of information technology: Toward a unified view. *MIS Quarterly*, 27(3), 425–478. [User Acceptance of Information Technology: Toward a Unified View](#)
- Matias, C. E. & Grosland, T. J. (2016). Digital Storytelling as Racial Justice: Digital Hopes for Deconstructing Whiteness in Teacher Education, *Journal of Teacher Education*, 67(2), pp. 152-164. [Digital Storytelling as Racial Justice: Digital Hopes for Deconstructing Whiteness in Teacher Education - Cheryl E. Matias, Tanetha J. Grosland, 2016](#)

Optional readings

- Barbaro, M. (2020, 5 May). Bursting the College Bubble, *The Daily, The New York Times*, Accessed 5 May 2020, Available at: [The Daily: Bursting the College Bubble on Apple Podcasts](#)
- Due: Assignment 1: Scholarly Identity Snapshot: Due 22 September 17:00 (EST).
- **Due: Learning log 1 for Weeks 1 - 3**

Week 4: Sept. 23rd -30th: What’s in a name: “Diversity, Equity, and Inclusion [DEI]”

Topics:

- What does it mean to be “critical” and center race and gender in analysis?
- What is the difference between “diversity, equity & inclusion [DEI],” “social justice,” and “anti-racist teaching?”
- Why does understanding whiteness matter when teaching in postsecondary education?
- Addressing issues of systemic racism and anti-Blackness in education, which we regard as essential to how we approach our cross-contextual (“international”) collaborations, as a reflective practice.

Tasks

- Begin to meet with your COIL research team, develop your proposal.

Required Readings and Resources:

- hooks, b. (1994). Introduction and Chapter 1: Engaged Pedagogy, in *Teaching to Transgress: Education as the Practice of Freedom*, New York: Routledge.
- Paris, D. & Alim, S. H. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward, *Harvard Educational Review*, (84)1, pp. 85-100. (15 pgs.)
- Appleby, R. (2014). White Western male teachers constructing academic identities in Japanese higher education. *Gender and Education*, 26(7), pp. 776-793. DOI: 10.1080/09540253.2014.968530 (27 pgs.)
- Jessop, B. (2016). Putting higher education in its place in (East Asian) political economy, *Comparative Education*, 52(1), pp. 8-25, DOI: <https://doi.org/10.1080/03050068.2015.1128659> (17 pgs.)

Recommended reading

- Matias, C. E. (2016). “Whiteness as Surveillance: Policing Brown Bodies in Education,” in Matias, C. E., *Feeling White: Whiteness, Emotionality, and Education., Cultural Pluralism Democracy, socio-environmental justice & education Volume 2.* (Carr, P. R. & Thésée, G., Eds.). Rotterdam: Sense Publishers. Pp. 115-127. (12 pgs.)

Module 3: Sept. 30th - Nov. 3rd

Technology, Innovation, and Educators’ Pedagogical Approaches.

Week 5 Sept. 30th - Oct. 6th: COIL and the Experience of [Online] Learning.

Topics

- What is COIL? How is it being used? (Hint: it’s actually embedded in all the topical areas of this module.)
- What do we mean by “experience” and “reflection”?
- How does this framework facilitate educational change?
- How do we consider learning online as a humanizing process?

Tasks

- Begin COIL Project data collection
- Team meetings.

Required Readings and Resources:

- Ambrose et al, Chps 1 - 4
- Brookfield, Chps 3 - 5

- Kolb, D. A. (1984). “The Process of Experiential Learning” in *Experiential learning: experience as the source of learning and development*, Englewood Cliffs, NJ: Prentice Hall. Pp. 31-61. (30 pgs.)
- Mehta, R., Aguilera, R. (2020). A critical approach to humanizing pedagogies in online teaching and learning, *The International Journal of Information and Learning Technology*, 37(3), 109-120, <https://doi.org/10.1108/IJILT-10-2019-0099> (11 pgs).
- Flowers, S., Kelsen, B. & Cvitkovic, B. (2019). Learner autonomy versus guided reflection: How different methodologies affect intercultural development in online intercultural exchange, *ReCALL*, 31(3), pp. 221-237. doi:10.1017/S0958344019000016 (16 pgs.)

Readings related to COIL

- de Castro, A.B., Dyba, N., Cortez, E.D., Pe Benito, G.G. (2019). Collaborative Online International Learning to prepare students for multicultural work environments, *Nurse Education*, 44(4), pp. E1-E5. DOI: 10.1097/NNE.0000000000000609 (4 pgs.)
- Guimarães, F.F., Mendes, A.R.M, Rodrigues, L.M., Paiva, R.S.D.S., Finardi, K.R.. (2019). Internationalization at home, COIL and intercomprehension: For more inclusive activities in the Global South, *SFU Educational Review*, 12(3), pp. 90-109. DOI: <https://doi.org/10.21810/sfuer.v12i3.1019> (19 pgs.)

Week 6 Oct. 7th - Oct. 13th: Innovation and Institutionalization

Topics

- How does change “stick” in education?
- What are the challenges to big structural change?
- What is diffusion theory?

Tasks

- COIL Project data collection
- Team meetings.

Required Readings and Resources:

- Weimar, Chps 8 - 9
- Ambrose et al, Chps 5 - 7
- Han, S. H. (2017). Institutionalization of lifelong learning in Europe and East Asia: from the Complexity Systems perspective, *Asia Pacific Educational Review*, 18, pp. 281-294. DOI: 10.1007/s12564-017-9490-9 (13 pgs.)
- Rogers (2003) *Diffusion of Innovations* (5th Ed.) Ch. 1
- Palmer Chapter 2. “Culture of Fear: Education and the Disconnected Life”
- Brookfield Chapter 2. “Teaching for Critical Thinking”.
- Due: Learning log 1 for Weeks 1 - 3

- **Due: Learning log 2 for Weeks 4 - 6**

Week 7 Oct. 14th - Oct. 20th: Pedagogical approaches as modelling change:

Topics:

- What pedagogical commitments are visible in rankings?
- How is power communicated in the classroom?

Tasks

- COIL Project data collection
- Begin analysis, write up.
- Team meetings.

Required Readings and Resources:

- Brookfield
 - Ch. 6 Teaching about Power;
 - Chp 7, Teaching using the creative arts;
 - Chp 8, Negotiating the emotions of powerful teaching
- Weimer, Chps 3 - 6
- Ambrose et al, Conclusion
- Barr, R.B. and Tagg, J. "From Teaching to Learning: A New Paradigm for Undergraduate Education," pgs. 697-710. (13 Pgs.)
- Goodman, R. & Oka, C. (2018). The invention, gaming, and persistence of the hensachi ('standardized rank score') in Japanese education, *Oxford Review of Education*, 44(5), pp. 581-598. DOI: <https://doi.org/10.1080/03054985.2018.1492375> (7 pgs.)

Week 8 Oct. 21st - Oct. 27th: What does educational change look like moving forward?

Topics

- Why has centering race and gender been so hard in education?
- What are the [ongoing] challenges to big structural change?
- Are we developing, cultivating, co-conspiring, or in community with students?

Tasks:

- COIL Project data analysis, writing.
- Prepare for online presentations of preliminary findings.
- Team meetings.

Required Readings and Resources:

- Ambrose, Chapter 1
- Weimer, Chapter 9: "Taking a Developmental Approach"
- Ch. 13: Fullan, M. (2015). "The Future of Educational Change" in *The New Meaning of Educational Change* (5th Ed.), New York: Teacher's College Press. Pp. 208-215 (7 Pgs.)
- Ladson-Billings, G. & Tate, W. (1995). Toward a critical race theory of education, *Teachers College Record*, 97, 47-68

Module 4 (Oct. 28 - Nov. 17): Instructional Strategies, Learning Environments, and Lesson Planning

Week 9 Oct. 28th - Nov. 3rd.: Syllabi and planning for teaching and students' thinking.

Topics:

- How does one be “strategic” in teaching?
- How do we know what ‘effective’ or ‘high-impact’ teaching is? Where does it come from?
- What does ‘high-impact’ teaching look like? How do you plan for it?

Tasks:

- COIL Project data analysis, writing.
- Team meetings.

- Post online presentations [pre-recorded asynchronous multimedia format] of preliminary findings and opportunity for instructor team feedback.

Required Readings and Resources:

- McKeachie
 - Chapter 5, Facilitating discussion: Posing problems, listening, questioning
 - Chapter 6, How to make lectures more effective
 - Chapter 20, “Teaching Students How to Become More Strategic and Self-Regulated Learners”
 - Chapter 21: “Teaching Thinking”
- Brookfield, Chp 3, Using discussion methods
- Ch. 4, 5: Fullan, M. (2015). “Initiation, Implementation, and Continuation” and “Planning, Doing, and Coping with Change” in *The New Meaning of Educational Change* (5th Ed.), New York: Teacher’s College Press. Pp. 54-87 (33 Pgs.)
- Kuh, G. D. (2008). High-impact educational practices, *AAC&U*, <https://www.aacu.org/node/4084>. (2 pgs.)
- Fink, L. D., "Integrated Course Design," Instructional Development Program, University of Oklahoma. (IDEA Paper #42, March 2005). PDF/Adobe Acrobat. Description of Fink's model of integrated course design.
- Course Design Tip-Sheet (Harvard University, Derek Bok Center for Teaching and Learning). Multiple questions designed to take you through the process of planning a course and syllabus.

Optional readings

- Kuh, G. D. (2009). What student affairs professionals need to know about student engagement, *Journal of College Student Development*, 50(6), 683-706, <https://doi.org/10.1353/csd.0.0099>

Due: Learning log 3 for Weeks 6 - 9

Week 10: Nov. 4 - 9: Overview of Curriculum and Selection of Content (move to lesson planning) Insert instructional strategies

Topics:

- What belongs in curriculum? Who gets to say?
- How do you design it?

Tasks:

- COIL Project data analysis, writing.
- Team meetings.
- **Consult faculty, graduate assistants, and fellows for support as you finalize your COIL project paper drafts. (ICU's last content week).**
- **[Extra credit:] Learning Log 5 Due. (Special Topic: How has the U.S. Presidential Election affected you? Your thinking?)**

Required Readings and Resources:

- McKeachie:

Week 11: Nov. 10 - 16: COIL Paper work week.

Tasks:

- **Consult instructors for support as you finalize your COIL project paper drafts.**
- **Learning community self- assessments due.**

Required Readings and Resources:

None.

ICU has a 'dead week' before their final exams. This week will be protected writing time.

Module 5:

Implementing & Evaluating Teaching & Learning (Nov 17 – Dec 4)

Week 12: Nov. 17 – 23: Active Learning in Large Classes and Small Groups.

Topics:

- What is active learning?
- Active learning v. Engaged learning. An example from theatre games.

Tasks:

- **Submit COIL Paper to D2L, and consider journals for publication. See assignment sheet for further details.**
- Synchronous debrief with ICU students.
- BEVI 2

Required Readings and Resources:

- Suoto-Manning, M. (2011). Playing with Power and Privilege: Theatre Games in Teacher Education. *Teaching and Teacher Education*, 27(1), 997-1007, <https://doi.org/10.1016/j.tate.2011.04.005>

Assignment 2: COIL Project due 17 Nov. by 17:00 EST (MSU Time).

Assignment 3: Syllabus project due 23 Nov. 17:00 EST

Week 13: Nov. 24 – Nov 30: Assessing and Evaluating Learning.

**University is closed 26 - 27 November.*

Module 4 Learning Log due November 24

Required Readings and Resources:

Week 14: Dec. 1 - 7: What are “best practices”? And who are they working for?

Topics:

- What are commonly known best practices in teaching?
- How did they become criterion? Who says they are?
- What practices work best for you?

Required Readings and Resources:

- “A Brief Summary of the Best Practices in Teaching,” Tom Drummond (North Seattle Community College). This article offers lots of suggestions for encouraging active learning and discussion, even in large classes

Week 15: Dec. 8 – 11: Revisiting your commitments as an educator.

**Classes end 11 December.*

Topics:

- What do the strategies, concepts, and approaches from this course mean for YOUR teaching?
- Theory and practice, how do we connect them?
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- Active learning v. Engaged learning. An example from theatre games.

Tasks:

- Complete learning logs.
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- **Module 5 Learning Log Due 11 December.**

Required Readings and Resources:

- Garza, A. (2016). Ally or Co-Conspirator? What it means to act #InSolidarity. *Move to End Violence*. <https://movetoendviolence.org/blog/ally-co-conspirator-means-act-insolidarity/>

Assignment 4 due Dec. 11: Complete ALL Learning Log Activities

Week 16: FINAL EXAM PERIOD: 14 December -18 December.

Assignment 5: due 17 Dec.: Revise your scholarly snapshot papers (*A reflective paper and statement of your teaching philosophy as you know it now.)