

UNIT	WEEK and DATES	TOPIC	REQUIRED READINGS (Read before class each week)	DUE DATES & WORKSHOP SCHEDULE	Interview Project	Teaching Statement
What the Teacher Brings to the Learning Experience	1 Sept. 1, 2, 3	Introduction to Teaching	Syllabus on course Canvas site	Asynchronous module (teaching philosophy questions) – Due Sunday, Sept. 5 at 11:59pm <i>Drafting Teaching Statement Workshop opens (closes Week 4)</i>		Teaching philosophy questions
	2 Sept. 9, 10, 15	Discourse & Effective Questioning	Blosser, P. E., & National Science Teachers Association. (2000). How to ask the right questions. Washington, DC: National Science Teachers Association.	Asynchronous module	Decision Tree	Teaching Statement First Draft

	3 Sept. 16, 17, 22	Argumentation & Facilitating Cooperative Learning	Johnson, D. W., Johnson, R. T., & Smith, K. (2007). The State of Cooperative Learning in Postsecondary and Professional Settings, <i>Educ. Psychol. Rev.</i> , 19, 15-29.	<p>Interview Project Decision Tree:</p> <ul style="list-style-type: none"> Thursday & Friday Sections - Due Sunday, Sept. 19 at 11:59 pm Wednesday Sections - Due Sunday, Sept. 26 at 11:59 pm <p>Asynchronous module</p>		
What the Student Brings to the	4 Sept. 23, 24, 29	Mental Models & Conceptual Change	<p>Redish E. F. (1994). Implications of Cognitive Studies for Teaching Physics, <i>Am. J. Phys.</i>, 62(9), 796-803.</p> <p>Video & PlayPosit</p>	<p>Unit Quiz (Weeks 1-3)</p> <p>Asynchronous module</p>	Protocol	

Learning Experience	5 Sept. 30, Oct. 1 & 6	Sense-making & Critical Thinking	<p>Excerpts from criticalthinking.org (Links to an external site.)</p> <p>Sousa, D. (2006). How the brain learns. Thousand Oaks, CA: Corwin Press, 250 - 267 (Ch. 7). download</p>	<p>Teaching Statement First Draft due for Peer Review:</p> <ul style="list-style-type: none"> Thursday & Friday Sections - Due Sunday, Oct. 4 at 11:59 pm Wednesday Sections - Due Sunday, Oct. 9 at 11:59 pm <p>Asynchronous module</p> <p><i>Teaching Statement Revision Workshop opens</i></p>	
	6 Oct. 7, 8, 13	Transfer	<p>Ormrod, J.E., Anderman, E.M., & Anderman, L.H. (2017). Educational Psychology: Developing Learners. Hoboken, NJ: Pearson. 225 - 330 download</p>	<p>Interview Protocol:</p> <ul style="list-style-type: none"> Thursday & Friday Sections - Due Sunday, Oct. 10 at 11:59 pm Wednesday Sections - Due Sunday, Oct. 17 at 11:59 pm 	Second Draft

				Asynchronous module		
What the Student Brings to the Learning Experience	7 Oct. 14, 15, 20	Metacognition	Tanner, K.D. (2012). <i>Promoting Student Metacognition</i> . CBE Life Science Education 11 (2) 113-120.	<p>Asynchronous module</p> <p>Teaching Statement Peer Review:</p> <ul style="list-style-type: none"> Thursday & Friday Sections - Due Sunday, Oct. 17 at 11:59 pm Wednesday Sections - Due Sunday, Oct. 24 at 11:59 pm <p><i>Reminder: try to complete your interview with at least one week left to do the analysis</i></p>	Interview & Analysis	

	8 Oct. 21, 22, 27	Affect & Self- Efficacy	<p>McLeod, D. B. (1992). Research on Affect in Mathematics Education: A Reconceptualization. In: Grows, D.A., Ed., Handbook of Research on Mathematics Teaching and Learning. Macmillian Publishing Company, NY, 575-596</p> <p>Sawtelle, V., Brewe, E., Goertzen, R., & Kramer, L. (2012). Identifying Events that Impact Self-Efficacy in Physics Learning. Physical Review Special Topics - Physics Education Research, 8(2), 020111-1-020111-5.</p>	<p>Teaching Statement Second Draft:</p> <ul style="list-style-type: none"> Thursday & Friday Sections - Due Sunday, Oct. 24 at 11:59 pm Wednesday Sections - Due Sunday, Oct. 31 at 11:59 pm <p>Asynchronous module</p>		
	9 Oct. 28, 29 & Nov. 3	Motivation	<p>Jones, B.D. (2009) Motivating Students to Engage in Learning: The MUSIC Model of Academic Motivation. <i>International Journal of Teaching and Learning in Higher Education</i>, 21(2), 272-285.</p>	<p>Interview Video & Analysis:</p> <ul style="list-style-type: none"> Thursday & Friday Sections - Due Sunday, Oct. 31 at 11:59 pm Wednesday Sections - Due Sunday, Nov. 7 at 11:59 pm <p>Asynchronous module</p>	Analysis	Feedback Sessions

				Preparation Workshop for Unit 2 Quiz and Teaching Statement Feedback Session Workshop open		
	10 Nov. 4, 5, 10	Instructor Choice	No asynchronous module	Unit Quiz 2 (Weeks 4 - 9)	Lesson Plan	
What the Community Brings to the Learning Experience	11 Nov. 11, 12, 17	Universal Design for Learning (UDL) & Accessibility	UDL Guidelines on https://udlguidelines.cast.org/ (links to an external site.) Videos in asynchronous module	<p>Interview Project Lesson Plan:</p> <ul style="list-style-type: none"> Thursday & Friday Sections - Due Sunday, Nov. 14 at 11:59 pm Wednesday Sections - Due 		

				<p>Sunday, Nov. 21 at 11:59 pm</p> <p>Asynchronous module</p>	
12 Nov. 18, 19, 29	Inclusive Classroom Environments	<p>Brahmia, S. (2017). Reducing the DFW rate by design in calculus-based physics [PowerPoint slides].</p> <p>Adams, M., & Zuniga, X. (2016). "Chapter 4: Core Concepts for Social Justice Education" in Teaching for Diversity and Social Justice, 3rd ed. Routledge, (pp 95-105.)</p>	<p>Lesson Plan Accessibility Review:</p> <ul style="list-style-type: none"> Thursday & Friday Sections - Due Sunday, Nov. 21 at 11:59 pm Wednesday Sections - Due Sunday, Dec. 4 	<p>Teaching Video & Analysis</p> <p>Asynchronous module</p>	

	13 Dec. 1, 2, 3	Attitudes Towards Education	Readings TBD by prior class discussions	Teaching Statement (Final Draft) Due Sunday, Dec. 5 at 11:59 pm Asynchronous module <i>Reminder: try to complete your video with at least one week left to do the analysis</i>		
	14 Dec. 8, 9, 10	Evaluations & Reflective Writing	No readings for this week	Lesson Plan Video & Analysis - Due Sunday, December 12 at 11:59 pm Asynchronous module	Analysis	
	15 Dec. 14, 15	Reading Days & Final Exams - no assignments				