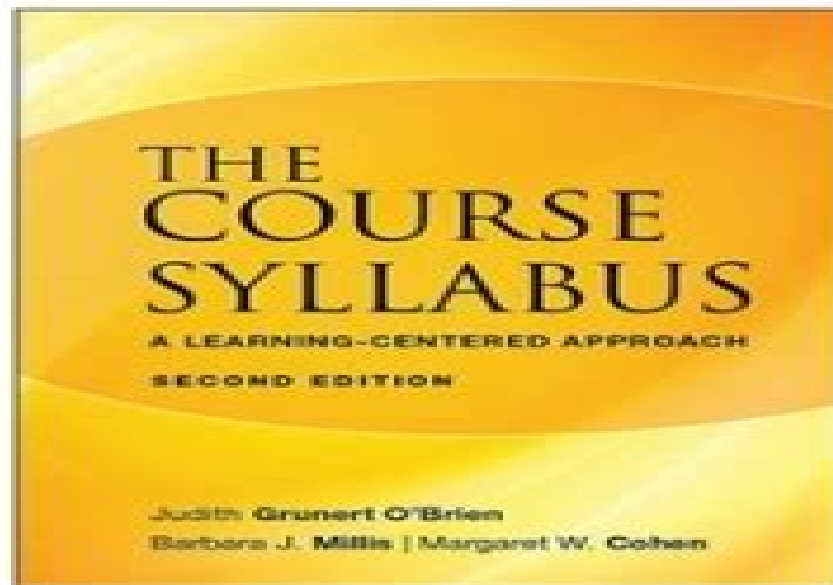


# The Course Syllabus: A Learning-Centered Approach



# The Course Syllabus A Learningcentered Approach

**Kathleen F. Gabriel**



## **The Course Syllabus A Learningcentered Approach:**

**The Course Syllabus** Judith Grunert O'Brien, Barbara J. Millis, Margaret W. Cohen, 2009-10-29 When it was first published in 1997 The Course Syllabus became the gold standard reference for both new and experienced college faculty Like the first edition this book is based on a learner centered approach Because faculty members are now deeply committed to engaging students in learning the syllabus has evolved into a useful if lengthy document Today s syllabus provides details about course objectives requirements and expectations and also includes information about teaching philosophies specific activities and the rationale for their use and tools essential to student success

**The Course Syllabus** Judith Grunert, Judith Grunert O'Brien, 1997-03-15 This best selling practical manual presents why and how to construct a syllabus that shifts from what you will cover the traditional syllabus to one that reflects what tools and information you can provide students to help them learn the learning centered syllabus The book s underlying assumption is that good teaching helps students understand how to actively acquire use and extend knowledge in an ongoing process of learning The book s goal is to assist anyone interested in designing a learning centered syllabus to plan and construct one

Using Quality Benchmarks for Assessing and Developing Undergraduate Programs Dana S. Dunn, Maureen A. McCarthy, Suzanne C. Baker, Jane S. Halonen, 2010-12-21 Praise for Using Quality Benchmarks for Assessing and Developing Undergraduate Programs This welcome volume provides discipline friendly carefully crafted frameworks for focusing faculty and staff on the dimensions that matter to student learning and institutional effectiveness George D Kuh Chancellor s Professor and director Indiana University Center for Postsecondary Research A welcome contrast to narrow mechanical views of assessment this volume provides a comprehensive model for academic program improvement Readers will find a powerful framework flexible tools and a human touch that brings the whole process to life Pat Hutchings former vice president The Carnegie Foundation for the Advancement of Teaching Comprehensive in its scope detailed in its research and analysis practical in its examples and recommendations this book provides a refreshingly developmental approach to program assessment and improvement

Timothy Riordan associate provost Alverno College

## **An Evidence-based Guide to College and University Teaching**

Aaron S. Richmond, Guy A. Boysen, Regan A. R. Gurung, 2016-06-10 What makes a good college teacher This book provides an evidence based answer to that question by presenting a set of model teaching characteristics that define what makes a good college teacher Based on six fundamental areas of teaching competency known as Model Teaching Characteristics outlined by The Society for the Teaching of Psychology STP this book describes how college faculty from all disciplines and at all levels of experience can use these characteristics to evaluate guide and improve their teaching Evidence based research supports the inclusion of each characteristic each of which is illustrated through example to help readers master the skills Readers learn to evaluate their teaching abilities by providing guidance on what to document and how to accumulate and organize the evidence Two introductory chapters outline the model teaching characteristics followed by six chapters each

devoted to one of the characteristics training instructional methods course content assessment syllabus construction and student evaluations The book Features in each chapter self evaluation surveys that help readers identify gaps between the model characteristics and their own teaching case studies that illustrate common teaching problems discussion questions that encourage critical thinking and additional readings for further exploration Discusses the need to master teaching skills such as collaborative learning listening and using technology as well as discipline specific knowledge Advocates for the use of student learning outcomes to help teachers better evaluate student performance based on their achievement of specific learning goals Argues for the development of learning objectives that reflect the core of the discipline s theories and applications strengthen basic liberal arts skills and infuse ethical and diversity issues Discusses how to solicit student feedback and utilize these evaluations to improve teaching Intended for professional development or teacher training courses offered in masters and doctoral programs in colleges and universities this book is also an invaluable resource for faculty development centers college and university administrators and college teachers of all levels and disciplines from novice to the most experienced interested in becoming more effective teachers      *Making Learning-Centered Teaching Work* Phyllis Blumberg, 2023-07-03 This is a substantially expanded and enhanced revision of Phyllis Blumberg s acclaimed and bestselling book *Developing Learner Centered Teaching A Practical Guide for Faculty* Jossey Bass 2009 This easy to follow how to guide provides faculty with both a thorough introduction to this evidence based approach to teaching and practical guidance on how to progressively implement it to strengthen the impact of their teaching It demonstrates how they can integrate learning centered teaching into their classroom practice without sacrificing content and rigor and how to positively engage students in the process by demonstrating its impact on their mastery and recall of key concepts and knowledge An added outcome given that learning centered teaching is correlated with improved student learning is the resulting assessment data that it provides faculty with the measures to meet the increased demands by accreditors legislators and society for evidence of improved teaching and learning outcomes Phyllis Blumberg demonstrates how to use rubrics to not only satisfy outside requirements and accreditation self studies but more importantly for faculty to use for the purposes of self improvement or their teaching portfolios She provides examples of how the rubrics can be used to ascertain whether college wide strategic plans for teaching excellence are being met for program review and to determine the effectiveness of faculty development efforts The book includes the following features Boxes with easy to implement and adaptable examples covering applications across disciplines and course types Worksheets that foster easy implementation of concepts Rubrics for self assessment and peer assessment of learning centered teaching Detailed directions on how to use the rubrics as a teaching assessment tool for individuals courses and programs List of examples of use classified by discipline and type of course Phyllis Blumberg offers *Making Learning Centered Teaching Course Design* Institutes and workshops on this and other teaching and assessment topics Half day to multiple day modules For more information or questions contact [blumbergphyllis@gmail.com](mailto:blumbergphyllis@gmail.com) or

IntegrateEd.com      **Handbook of Research on Transnational Higher Education** Mukerji, Siran, 2013-08-31 The integration of new technology and global collaboration has undoubtedly transformed learning in higher education from the traditional classroom setting into a domain of support services academic programs and educational products which are made available to learners The Handbook of Research on Transnational Higher Education is a unique compilation of the most recent research done by higher education professionals in the areas of policy governance technology marketing and leadership development This publication succeeds in highlighting the most important strategies and policies for professionals policymakers administrators and researchers interested in higher education management      **Life beyond Grades ,**

**Teaching Unprepared Students** Kathleen F. Gabriel, 2023-07-03 As societal expectations about attending college have grown professors report increasing numbers of students who are unprepared for the rigors of postsecondary education not just more students with learning disabilities whose numbers have more than tripled but students with and without special admission status who are academically at risk because of inadequate reading writing and study skills This book provides professors and their graduate teaching assistants those at the front line of interactions with students with techniques and approaches they can use in class to help at risk students raise their skills so that they can successfully complete their studies The author shares proven practices that will not only engage all students in a class but also create the conditions while maintaining high standards and high expectations to enable at risk and under prepared students to develop academically and graduate with good grades The author also explains how to work effectively with academic support units on campus Within the framework of identifying those students who need help establishing a rapport with them adopting inclusive teaching strategies and offering appropriate guidance the book presents the theory teachers will need and effective classroom strategies The author covers teaching philosophy and goals issues of discipline and behavior motivation and making expectations explicit classroom climate and learning styles developing time management and study skills as well as the application of universal design strategies The ideas presented here that the author has successfully employed over many years can be easily integrated into any class      **Teaching Psychology** Douglas A. Bernstein, Sue Frantz, Stephen L. Chew, 2019-11-08 This thoroughly revised third edition of Teaching Psychology synthesizes the latest pedagogical research on effective teaching and translates it into recommendations for classroom application It also takes into account the many changes in the teaching landscape that have taken place in recent years Covering key topics such as planning a course choosing teaching methods assimilating technology and the integration of teaching into the rest of your academic life this book also includes an abundance of supportive supplementary content to guide and inform new teachers This content will also benefit seasoned teachers who wish to reevaluate their current teaching practices and explore new teaching ideas and techniques Presenting a comprehensive and cutting edge teaching guide for psychology teachers this book is a vital resource for those who are training psychology instructors or undertaking a teaching psychology course It is also a useful text for

more experienced faculty looking to update their current teaching practices      **Critical Thinking Across Disciplines, Vol. 2** Robert J. Sternberg, Weihua Niu, 2025-05-20 This edited collection takes a multidisciplinary approach to critical thinking drawing together leading experts to examine its application to contemporary societal issues including AI misinformation and health communication Where Volume 1 initiated a dialogue between disciplines to enable a deeper understanding of critical thinking Volume 2 considers how we might best apply critical thinking skills to meet challenges in our everyday lives Drawing together leading experts from disciplines including psychology philosophy education and creativity studies the book's authors consider topics ranging from conspiracy beliefs and bio ethics to multiculturalism and social justice This compelling work offers fresh insights for students scholars and those with a general interest in the application and development of critical thinking skills      **Hybrid-Context Instructional Model** Udemé T. Ndon, 2010-10-01 This book is a product of a dissertation project that was completed in December 2006 This project investigated teachers' experiences in relation to teaching and learning using the hybrid context instructional model The dissertation itself has been noted as one of the best in providing practical tips for teachers in this area The study methodology is included as appendix B To answer the questions raised during the interviews the findings of the study have been supplemented and supported with extensive literature review of empirical studies to provide theoretical and practical solutions The literature review draws from total Internet blended and hybrid instruction studies The literature on the total Internet instruction has relevance in that the Internet piece of the hybrid context course shares the same course management systems and requires the same approaches and principles as do total Internet instruction The book discusses the conceptual and descriptive presentations of the hybrid context model media applicable teaching philosophies strategies best accomplished in each medium various ways of linking the face to face and the Internet activities the why and how the study participants transitioned into teaching hybrid context courses teachers' expectations etc The discussion on labor of love is the core of this book as the discussion has captured the surprises the study participants met in a way that is not reflected in the current literature Built into this discussion are the amounts of things teachers had to learn in order to function well as hybrid context model teachers The contents of this book will aid teachers who teach in any way using the Internet Therefore any establishment individual using the Internet for teaching and learning will benefit from the contents of this book Also the administrators will find this book a selling point to encourage more participation in the adoption of the hybrid context instructional model as well as realizing what the teachers would need to successfully implement this phenomenon      *Quick Hits for Adjunct Faculty and Lecturers* Robin K. Morgan, Kimberly T. Olivares, Jon Becker, 2015-10-15 Valuable practical advice for managing classrooms workloads and careers Non-tenure track lecturers and adjunct instructors face particular challenges at US colleges including heavy teaching loads lack of office space little control over the selection of course topics or textbooks and long commutes between jobs at two or more schools *Quick Hits for Adjunct Faculty and Lecturers* contains short practice oriented articles by experienced instructors that offer valuable

teaching and career tips for balancing competing demands addressing student issues managing classrooms and enhancing professional development      **Teaching Communication** Anita L. Vangelisti, John A. Daly, Gustav W. Friedrich, 2013-11-05

The field of communication was founded in part because of a need to make people better communicators. That meant teaching them how to communicate more effectively whether it be in public settings or in private. Most of that teaching has happened within the classroom and many professionals have spent their lives instructing others on various aspects of communication. Inside this second edition the editors have assembled a fully comprehensive and contemporary discussion of topics and issues concerning the teaching of communication. The chapters contained herein contributed by key voices throughout the communication discipline address conceptual as well as practical issues related to communication instruction. The contents of this new edition reflect the dramatic changes that have occurred in communication education since the publication of the first edition in 1990. This book focuses initially on the goals of communication education then delves into the preparation of specific communication courses. It includes assistance for instructors in organizing instructional content and discusses the use of instructional strategies and tools as well as offering ideas on evaluating the processes and products of instruction. The volume also covers unique teaching assignments that may be encountered from the basic course to continuing education and addresses 2 year college teaching directing forensic programs distance education and consulting. It concludes with important professional issues faced by both new and experienced communication instructors including ethics and political issues within classrooms and departments. This volume is a necessity for anyone starting out a career as a communication instructor. Veteran educators who know that learning to teach is a continual growth experience will find useful and invaluable information within the book's pages. Whatever background and level of experience all communication educators will find this new edition to be an essential resource for their work.      *Engaged Learning in the Academy* D.

Moore, 2013-03-20 Moore asks the question of whether and under what conditions experience constitutes a legitimate source of knowledge and learning in higher education. Drawing on theory and research the book addresses three types of challenges and opportunities facing experiential educators: the epistemological, the pedagogical, and the institutional.      **Redesigning**

**Educational Leadership Preparation for Equity** Michelle D. Young, Ann O'Doherty, Kathleen M.W.

Cunningham, 2021-09-28 Delivering equity for PK-12 learners is an essential aim for educational leadership preparation programs. This book serves as a resource for equity-focused design and redesign, thorough innovation, improvement, and impact. Based on direct experience while also drawing from innovative exemplars and unpacking a decade of program improvement practice, this book explores how to foster partnerships and pipelines, recruit and select candidates, map the curriculum, develop powerful learning experiences, create field experiences, design program evaluation, and support faculty learning. Chapters open with a vignette that presents scenarios in which many faculty members find themselves particularly when programs are in need of improvement. Drawing on years of experience facilitating redesign, the authors offer both

processes and resources to assist faculty including diagnostic tools sample agendas templates guiding questions and suggested protocols Whether facing new accreditation requirements state program approval changes institutional redesign challenges or as part of a grant funded redesign this book is a critical resource for educational leadership faculty and program coordinators looking to garner the appropriate resources ask the right questions and follow reliable processes in program design and continuous improvement toward equity Chapter resources and templates available for download online at <https://www.routledge.com/9780367673543> on the tab that is entitled Support Material Please also join Redesign Improve Innovate an online forum focused on preparation and practice improvement found here [www.RedesignImproveInnovate.org](http://www.RedesignImproveInnovate.org)

**Exhibits in Libraries** Mary E. Brown, Rebecca Power, 2014-12-09 Library exhibits are more than entertainment for patrons They can inspire and educate stimulate an interest that can be explored in a book or attract visitors who otherwise wouldn't stop by Displays are also an opportunity for a library to put its creative foot forward or help patrons navigate the facility itself This comprehensive how to includes everything a librarian or staff member needs to know to put on an exhibit from hatching ideas to evaluating the end result Illustrations and photographs show practical methods of planning labeling and displaying An introduction discusses the history and rationale of exhibits and what librarians need to know to be responsible for them Most of the book's pages however are dedicated to the hands on process of creating an exhibit The first part is a ten step process for beginners The second part includes everything a librarian or staff member might want to consider when creating an exhibit the beginning idea theme goals location the development and design layout labeling and related concerns the fabrication materials and installation and the exhibit from installation to removal maintenance care of volunteers evaluation Related issues include safety administration funding contracts public relations and other practical topics Another section looks at special projects such as traveling displays and hands on exhibits Finally the authors provide syllabi for continued study in a workshop or college course along with a self study guide

**Inspired College Teaching** Maryellen Weimer, 2010-02-22 Praise for Inspired College Teaching The thoughtfulness personalization and consideration Maryellen Weimer demonstrates in discussing the experience of faculty members her ability to identify issues that are shared and solvable and her suggestions and solutions to commonly experienced stressors and difficulties in college teaching are major strengths of this volume In addition her personal and professional reflections on her long career as a faculty member writer and faculty developer expose tantalizing research questions that young education researchers might want to examine The originality of this volume is its exploration of and reflection on a faculty member's career from a long term perspective The focus on iterative self and course renewal is personal and thus practical In a way it is a workshop between book covers or perhaps several workshops Laura L B Border director Graduate Teacher Program and Collaborative Preparing Future Faculty Network University of Colorado at Boulder A book by Maryellen Weimer always displays her wonderful grasp of the literature on college teaching and learning her ability to tell good stories and her wit and wisdom This one is no exception



Nancy Van Note Chism professor Indiana University School of Education Indiana University Purdue University Indianapolis Although I work at a faculty teaching center and encounter many books on teaching I have seen very few that span the full arc of the teaching career and what steps can be taken at each stage in order to retain vitality all the way through the way that this book does I look forward to getting my own copy and using it as a resource in the faculty development activities of my center It will have a wide readership Mano Singham University Center for Innovation in Teaching and Education Case Western Reserve University *The Chicago Handbook for Teachers, Second Edition* Alan Brinkley, 2011-06-15 Representing teachers at all stages of their careers authors offer practical advice for almost any situation a new teacher might face from preparing a syllabus to managing classroom dynamics From publisher description

**Technology and Tools in Engineering Education** Prathamesh P. Churi, Vishal Kumar, Utku Kose, N. T. Rao, 2021-10-27 This book explores the innovative and research methods of the teaching learning process in Engineering field It focuses on the use of technology in the field of education It also provides a platform to academicians and educationalists to share their ideas and best practices The book includes specific pedagogy used in engineering education It offers case studies and classroom practices which also include those used in distance mode and during the COVID 19 pandemic It provides comparisons of national and international accreditation bodies directions on cost effective technology and it discusses advanced technologies such as VR and augmented reality used in education This book is intended for research scholars who are pursuing their masters and doctoral studies in the engineering education field as well as teachers who teach undergraduate and postgraduate courses to engineering students

**Faculty Mentoring** Susan L. Phillips, Susan T. Dennison, 2023-07-03 Faculty mentoring programs greatly benefit the institutions that have instituted them and are effective in attracting and retaining good faculty Prospective faculty members commonly ask about mentoring at on campus interviews and indicate that it is a consideration when choosing a position Mentoring programs also increase the retention rate of junior faculty greatly reducing recruitment costs and particularly help integrate women minority and international faculty members into the institution while providing all new hires with an orientation to the culture mission and identity of the college or university The book provides step by step guidelines for setting up planning and facilitating mentoring programs for new faculty members whether one on one or using a successful group model developed and refined over twenty five years by the authors While it offers detailed guidance on instituting such programs at the departmental level it also makes the case for establishing school or institutional level programs and delineates the considerable benefits and economies of scale these can achieve The authors provide guidance for mentors and mentees on developing group mentoring and individual mentor prot g relationships the corresponding chapters being available online for separate purchase as well as detailed outlines and advice to department chairs administrators and facilitators on how to establish and conduct institution wide group mentoring programs and apply or modify the material to meet their specific needs For training and faculty development purposes we also offer two chapters as

individual e booklets Each respectively provides a succinct summary of the roles and expectations of the roles of Mentor and Mentee Faculty Mentoring Mentor GuideFaculty Mentoring Mentee GuideThe booklets are affordably priced and intended for individual purchase by mentors and mentees and are only available through our Web site

The book delves into The Course Syllabus A Learningcentered Approach. The Course Syllabus A Learningcentered Approach is an essential topic that needs to be grasped by everyone, ranging from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into The Course Syllabus A Learningcentered Approach, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:
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    - Chapter 2: Essential Elements of The Course Syllabus A Learningcentered Approach
    - Chapter 3: The Course Syllabus A Learningcentered Approach in Everyday Life
    - Chapter 4: The Course Syllabus A Learningcentered Approach in Specific Contexts
    - Chapter 5: Conclusion
  2. In chapter 1, the author will provide an overview of The Course Syllabus A Learningcentered Approach. The first chapter will explore what The Course Syllabus A Learningcentered Approach is, why The Course Syllabus A Learningcentered Approach is vital, and how to effectively learn about The Course Syllabus A Learningcentered Approach.
  3. In chapter 2, this book will delve into the foundational concepts of The Course Syllabus A Learningcentered Approach. The second chapter will elucidate the essential principles that must be understood to grasp The Course Syllabus A Learningcentered Approach in its entirety.
  4. In chapter 3, this book will examine the practical applications of The Course Syllabus A Learningcentered Approach in daily life. The third chapter will showcase real-world examples of how The Course Syllabus A Learningcentered Approach can be effectively utilized in everyday scenarios.
  5. In chapter 4, this book will scrutinize the relevance of The Course Syllabus A Learningcentered Approach in specific contexts. The fourth chapter will explore how The Course Syllabus A Learningcentered Approach is applied in specialized fields, such as education, business, and technology.
  6. In chapter 5, this book will draw a conclusion about The Course Syllabus A Learningcentered Approach. This chapter will summarize the key points that have been discussed throughout the book.
- This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of The Course Syllabus A Learningcentered Approach.

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### **The Course Syllabus A Learningcentered Approach Introduction**

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