

**DAVID ECCLES SCHOOL OF BUSINESS  
DEPARTMENT OF MANAGEMENT  
MGT 7300: EFFECTIVE TEACHING PRACTICES AND THEORIES  
ROOM: BUC 108; DATES: MAY 11 TO 15 2009**

---

Kathryn A. Cañas, Ph.D.  
Associate Professor, Lecturer  
Email: [kate.canas@business.utah.edu](mailto:kate.canas@business.utah.edu)  
Web site: [www.business.utah.edu/~mgtkc](http://www.business.utah.edu/~mgtkc)

Phone: (w) 801.581.4739; (c) 801.244.9342  
Office: BuC 33  
Dates: May 11-15  
Time: 9:00am-3:00pm

### **COURSE DESCRIPTION**

This course represents the practical application of pedagogical theory to the business curriculum for the apprentice college instructor. Through an examination of cases, journal articles, and diverse teaching approaches, the course provides an introduction to pedagogical learning. Students will learn how to: develop and execute lectures and discussions; implement class policies; manage interpersonal interactions; negotiate issues of diversity in the classroom; and create and integrate effective teaching tools.

### **COURSE OBJECTIVE**

To enhance classroom learning by increasing the teaching effectiveness of the instructor as judged by the successful completion of the behavioral objectives below.

### **BEHAVIORAL OBJECTIVES**

1. To improve delivery skills judged from first taped input to final taping by preparing and presenting microteaching assignments.
2. To recognize personal nonverbal habits and understand the role of that behavior in the classroom.
3. To recognize interpersonal behaviors which help/hinder the learning process.
4. To understand the significance of the first class meeting.
5. To develop criteria for concise, clear assignments.
6. To compare and contrast the advantages and disadvantages of various teaching methods, (e.g., lecture, discussion) in specific situations.
7. To develop an understanding about how to motivate a diverse group of students, using a student-centered perspective.
8. To learn how to use technology as an effective teaching tool in the classroom.

## READINGS

- Effective Teaching Reading Packet.
- McKeachie, Wilbert J. *Teaching Tips: Strategies, Research, and Theory for College and University Teachers 12<sup>th</sup> Edition*. New York: Houghton Mifflin, 2002.

## PEDAGOGICAL PHILOSOPHY

My pedagogical philosophy is based on the significance of dialogue in the classroom. In other words, through dialogue knowledge is created. I want to make you aware that some of the information we discuss during the semester may make you feel uncomfortable. Also, I want to emphasize that even if your opinion differs from my perspective, please feel free to express it—without such freedom it is impossible to create a learning community.

Throughout the semester, I will incorporate a variety of teaching tools: film clips, discussion, role plays, activities, guest speakers, etc. Being absent and/or late to class will negatively affect your grade. In addition, in order to pass the course, students must turn in all assignments. During the semester, if you believe that you have been graded unfairly, I invite you to discuss your concerns with me. My policy for this is for you to write a petition (one or two paragraphs) for why you deserve a higher grade.

## UNIVERSITY OF UTAH POLICIES

### *Americans with Disability Act*

The University of Utah David Eccles School of Business seeks to provide equal access to its programs, services, and activities to people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services ([disability.utah.edu](http://disability.utah.edu)) 160 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

### *Student Absences*

Excused Absences: Students absent from class to participate in officially sanctioned University activity (e.g., band, debate, student government, intercollegiate athletics) or religious obligation, or with instructor's approval, shall be permitted to make up both assignments and examinations. The University expects its departments and programs that take students away from class meetings to schedule such events in a way that will minimize hindrance of the student's orderly completion of course requirements. Such units must provide a written statement to the students describing the activity and stating as precisely as possible the dates of the required absence. The involved students must deliver this documentation to their instructors, preferably before the absence but in no event later than one week after the absence (PPM 9-7 Sec 15).

### ***Scholastic Behavior***

All students are expected to uphold standards of academic honesty. Failure to do so (plagiarism, cheating, etc.) may result in: failure of the assignment, failure of or expulsion from the class, or expulsion from the University. According to the “Code of Student Rights and Responsibilities,” Section 1 General Provisions and Definitions, “Academic misconduct” includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

- “Cheating” involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student’s examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one’s work after the work has been returned and before resubmitting it, or violating any rules relating to academic conduct of a course or program.
- “Misrepresenting one’s work” includes, but is not limited to, representing material prepared by another as one’s own work, or submitting the same work in more than one course without prior permission of both faculty members.
- “Plagiarism” means the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one’s own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.
- “Fabrication” or “falsification” includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results.

### **GRADING POLICY**

#### ***A - Excellent Performance/Superior Achievement***

An A student is one who understands the content and learning objectives thoroughly, completely, and accurately, and can demonstrate that understanding in a number of ways. Such a student will have done exceptionally well on assignments, exams, and class projects, and will have participated extensively in class discussion by asking good questions and contributing constructive thoughts. An A student will also have demonstrated a strong interest in the learning process by contributing to a constructive class environment and to the learning success of his or her fellow students.

***B - Good Performance/Substantial Achievement***

A B student is one who has demonstrated a relatively high level of mastery of the content and learning objectives of the course. A B student will have done very well on assignments, exams, and class projects, and will have participated constructively in class discussion. A B student will have demonstrated a positive attitude toward the learning process and made a positive contribution to the learning environment of the class.

***C - Standard Performance and Achievement***

A C student will have demonstrated a reasonable level of mastery of the content and learning objectives of the course. A C student will have completed assignments and demonstrated a reasonable grasp of requisite knowledge on exams and class projects. A C student will have demonstrated a reasonable level of commitment to the learning process and made a positive contribution to the learning environment of the class.

***D - Substandard Performance/Marginal Achievement***

A D student will have demonstrated some level of mastery of the content and learning objectives of the course, but less than that desired to serve as a basis for future endeavor. A D student will not have completed all assignments in a satisfactory manner, nor demonstrated more than a partial grasp of requisite knowledge on exams and class projects. A D student will have demonstrated only some commitment to the learning process and made only a marginal contribution to the learning environment of the class.

***E - Unsatisfactory Performance and Achievement***

An E student has failed to demonstrate any significant mastery of the content and learning objectives of the course. An E student will not have completed all assignments in a satisfactory manner, nor demonstrated any significant grasp of the requisite knowledge on exams and class projects. An E student will have failed to demonstrate any significant level of commitment to the learning process, nor made any positive contribution to the learning environment of the class.

**REQUIREMENTS**

Microteaching Assign. #1: The First Day of Class	10
Microteaching Assign. #2: Give an Assignment	10
Microteaching Assign. #3: Design and Implement a Lecture	15
Microteaching Assign. #4: Leading a Facilitation	15
Teaching Skills Self Assessment	30
Attendance and Participation	20

---

100

## MGT7300: CALENDAR/MAY 2009

### I. DAY ONE: MONDAY, MAY 11

**Introduction/Activity:** What is your field of study; what course will you teach first; what course would you like to teach; what do you view as your greatest strengths and areas of opportunity in the classroom; what do you perceive as an effective pedagogical approach and what would this look like in the classroom?

**Discussion of McKeachie:** Chapter 1: "Introduction"; Chapter 2: "Countdown for Course Preparation"; Chapter 3: "Meeting a Class for the First Time"; Chapter 5: "Facilitating Discussion: Posing Problems, Listening, Questioning"

#### **Break**

**EEOC Presentation:** Discussion of Managing Diversity in the Classroom – A Legal Perspective

**Facilitations:** (1) Paul/Chris Ward; (2) Tyler Stockstill

[Facilitation Readings: (1) McGlynn, "Classroom and Course Management"; (2) McKeachie, Ch. 5]

### II. DAY TWO: TUESDAY, MAY 12

**Discussion of McKeachie:** Chapter 6: "How to Make Lectures More Effective"; Chapter 7: "Assessing, Testing, and Evaluating: Grading is Not the Most Important Function"; Chapter 8: "Testing: The Details"; Chapter 9: "Tests from the Students' Perspective"; Chapter 18: "Teaching and Technology"; Chapter 25: "The Ethics of Teaching and the Teaching of Ethics"

**Taping of Microteaching Assignment #1: "The First Day of Class"**

#### **Break**

**Facilitations:** (3) Carlos Sousa; (4) Chad Rosamond; (5) Jessica Rixom

[Facilitation Readings: (3) McKeachie, Ch. 25; (4) McKeachie, Ch. 18; (5) Proserpio & Gioia, "Teaching the Virtual Generation"]

### III. DAY THREE: WEDNESDAY, MAY 13

*Discussion of McKeachie:* Chapter 10: “What to Do About Cheating”; Chapter 11: “The ABC’s of Assigning Grades”; Chapter 12: “Motivation in the College Classroom”; Chapter 14: “Dealing with Student Problems and Problem Students (There’s Almost Always at Least One!)”

*Watch video:* Primetime Live—Cheating Crisis in America’s Schools

**Taping of Microteaching Assignment #2: “Give an Assignment”**

**Break**

*Facilitations:* (6) Brett Rixom; (7) Chong Oh; (8) Leif Lundmark

[Facilitation Readings: (6) McGlynn, “Promoting Student Participation and Motivation”; (7) McGlynn, “Dealing with Incivility in the Classroom”; (8) McKeachie, Ch. 14]

### IV. DAY FOUR: THURSDAY, MAY 14

*Discussion of McKeachie:* Chapter 13: “Teaching Culturally Diverse Students”; Chapter 16: “Active Learning: Cooperative, Collaborative, and Peer Learning”; Chapter 17: “Problem-based Learning: Teaching with Cases, Simulations, and Games”

**Taping of Microteaching Assignment #3: “Design and Implement a Lecture”**

**Break**

*Facilitations:* (9) Dongyoung Lee; (10) Nguyen-Nga Ho-Dac; (11) Joseph Halford

[Facilitation Readings: (9) McKeachie, Ch. 13; (10) hooks, “Introduction” & “Engaged Pedagogy”; (11) hooks, “Confronting Class in the Classroom”]

### V. DAY FIVE: FRIDAY, MAY 15

*University of Utah Professors:* “Personal Pedagogical Philosophies and Strategies—How to Create A Successful Learning Environment in the Classroom”

**Break**

*Facilitations:* (12) Francois Girard-Carrier; (13) Chim Liong Chin

[Facilitation Readings: (12) Bell, et. al., “Knowing Ourselves as Instructors”; (13) McKeachie, Ch. 26]

Summary and Concluding Thoughts

## DESCRIPTION OF MICROTEACHING ASSIGNMENTS

---

### ***Microteaching Assignment #1—“The First Day of Class” (5 min.)***

Your task is to prepare a five minute presentation on how you plan to begin your first day of class. Remember that the impression you make on that day will remain for the entire semester. For more information about first day of class, see Chapter Three of McKeachie’s *Teaching Tips*. On the first day of class, you should cover the following topics:

- A personal introduction
- A brief discussion of your teaching philosophy
- An activity that “breaks the ice” with your students
- A general review of the course assignments and expectations

Note: Because you have only five minutes to complete this microteaching assignment, carefully choose what you’d like to cover.

### ***Microteaching Assignment #2—“Give an Assignment” (5 min.)***

Your task is to give your class an assignment. To facilitate this exercise, give an assignment from the first course that you will teach as a Ph.D. student. This assignment can range in form and difficulty; in addition, try to make the assignment challenging yet appealing. Be sure to:

- Use a handout (or use PowerPoint) to help you describe the assignment
- Discuss the significance of the assignment (WIIFM)
- Review every element of the assignment and frequently ask the students if they have any questions

### ***Microteaching Assignment #3—“Design and Implement a Lecture” (7 min.)***

Your task is to develop a lecture—on an area of your expertise—and deliver it to the class. Please work on both content and delivery. Try to deliver your lecture in an interesting way while presenting yourself as confident, knowledgeable, and innovative. For more information about designing and implementing a lecture, see Chapter Six of McKeachie’s *Teaching Tips*.

- You have only seven minutes, so choose a specific aspect of your overall lecture to discuss
- Open with an interesting story or question that gets the audience thinking
- Organize your main points clearly
- If necessary, use a visual—Power Point or the board—to clarify difficult points

### ***Microteaching Assignment #4—“Facilitation: Leading a Discussion” (20 min.)***

Your task is to lead a discussion on the reading due for that day in class. You will act as the main facilitator, introduce the reading and its main points, and ask probing questions that will energize your audience. The specific readings that students will facilitate are found in the reading packet. For more information about leading discussions, see Chapter Five of McKeachie’s *Teaching Tips*.

## FACILITATION READING ASSIGNMENTS

---

### FACILITATION ONE (Paul/Chris Ward)

- Angela McGlynn, "Classroom and Course Management: The Nuts and Bolts of Successful Beginnings," *Successful Beginnings for College Teaching: Engaging Your Students From the First Day*.

### FACILITATION TWO (Tyler Stockstill)

- Wilbert J. McKeachie, "Chapter 5: Facilitating Discussion: Posing Problems, Listening, Questions," *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers 12<sup>th</sup> Edition*, Houghton Mifflin: 2006.

### FACILITATION THREE (Carlos Sousa)

- Wilbert J. McKeachie, "Chapter 25: The Ethics of Teaching and the Teaching of Ethics," *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers 12<sup>th</sup> Edition*, Houghton Mifflin: 2006.

### FACILITATION FOUR (Chad Rosamond)

- Wilbert J. McKeachie, "Chapter 18: Technology and Teaching," *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers 12<sup>th</sup> Edition*, Houghton Mifflin: 2006.

### FACILITATION FIVE (Jessica Rixom)

- Luigi Proserpio and Dennis A. Gioia (March 2007) "Teaching the Virtual Generation," *Academy of Management Learning & Education*, 6 (1), 69-80.

### FACILITATION SIX (Brett Rixom)

- Angela McGlynn, "Promoting Student Participation and Motivation" *Successful Beginnings for College Teaching: Engaging Your Students From the First Day*.

### FACILITATION SEVEN (Chong Oh)

- Angela McGlynn, "Dealing with Incivility in the Classroom," *Successful Beginnings for College Teaching: Engaging Your Students From the First Day*.

### FACILITATION EIGHT (Leif Lundmark)

- Wilbert J. McKeachie and Marilla Svinicki, "Chapter 14: Dealing with Student Problems and Problem Students (There's Almost Always at Least One!)," *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers 12<sup>th</sup> Edition*, Houghton Mifflin: 2006.

### FACILITATION NINE (Dongyoung Lee)

- Wilbert J. McKeachie and Marilla Svinicki, "Chapter 13: Teaching Culturally Diverse Students," *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers 12<sup>th</sup> Edition*, Houghton Mifflin: 2006.

### FACILITATION TEN (Nguyen-Nga Ho-Dac)

- bell hooks, "Introduction" and "Engaged Pedagogy," *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.



FACILITATION ELEVEN (Joseph Halford)

- bell hooks, "Confronting Class in the Classroom" *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.

FACILITATION TWELVE (Francois Giraud-Carrier)

- Lee Anne Bell, Sharon Washington, Gerald Weinstein, Barbara Love, "Knowing Ourselves as Instructors," *The Critical Pedagogy Reader*.

FACILITATION THIRTEEN (Chim Liong Chin)

- Wilbert J. McKeachie and Marilla Svinicki, "Chapter 26: Vitality and Growth Throughout Your Teaching Career," *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers 12<sup>th</sup> Edition*, Houghton Mifflin: 2006.