
CIE

General Pedagogy for Future College Professors Part 1

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Overview

The Center for Instructional Effectiveness General Pedagogy Training is designed for graduate students who hope to teach at the college level at GSU or after graduation. This training does not replace departmental training, where available, but is designed to provide training for students who do not have access to discipline specific training. Students who complete the training will have a strong foundation in college-level pedagogy and will receive a letter of completion from the Center for Instructional Effectiveness that can be added to a vita or that can serve as proof of pedagogy training for the Certificate of Excellence in College Teaching.

Goals

In this training series, students will:

- develop foundational knowledge of a variety of pedagogical practices
- pull from instruction and readings to develop a coherent, thoughtful philosophy of teaching
- evaluate the teaching of others to improve understanding of presentation and learning styles.
- create informed, thoughtful lessons and assignments designed to fulfill specific learning outcomes
- design basic assessment models including learning outcomes and rubrics
- plan an course that reflects their scholarship and their teaching ambitions

Requirements

To receive the letter of completion, students must:

- Attend General Pedagogy Workshops 1 and 2
- Attend 5 one-hour workshops
- Observe two classes
- Construct a teaching philosophy, sample syllabus, and sample rubric

Materials

Materials will be posted in iCollege

Evaluation

Students will be evaluated on the basis of completion. Students may complete the training at their own pace, but should be sure to post projects in the CIE iCollege classroom.

Agenda

9:00-9:30: Introductions and discussion of prior knowledge quiz

9:30-11:00: Fundamentals of Pedagogy: What made you love that professor so much?

- *How do students learn?*
- *Are there different ways to teach?*
- *Who do students listen to and why?*
- *How do I know if I'm doing it right?*

11:00-12:00: Designing a Teaching Philosophy: Does anyone really know what “student-centered learning” means?

- *What is a Philosophy of Teaching?*
- *Who is my audience?*
- *What's all that jargon about?*
- *How do I know what I believe?*

12:00-12:30: Lunch and Philosophy Brain storming session

12:30-1:30: Creating a Syllabus: They're not going to really read it, are they?

- *Where do I start?*
- *Is all that information really necessary?*
- *How can I make sure that I cover all the material and stay true to my philosophy?*

1:30-1:50: Observing a class: Isn't this like spying?

- *How do I set up an observation, and whom should I ask?*
- *What should I do while I'm there?*
- *What can I learn from this?*

1:50-2:00: Closing and Preparation for Part II workshop