

# **Biology 440: Honors Teaching Practicum** Winter 2001

Instructor: Kelly Myer Polacek  
e-mail: kpolacek@csub.edu  
Phone: 664-3341  
Office: Science 213  
Office hours: Wed. 1:30 – 2:30 p.m.  
Thurs. 11:30 am – 12:30 pm.

## **The students**

You have been invited to enroll in this course because of your excellence in academics and your potential as a future educator. During the quarter, you will collaborate with a faculty from the Biology department, typically as an assistant in a lower-division laboratory course. The extent and specifics of your collaboration will be decided upon by you and the faculty whom you assist. Throughout the quarter, we will meet as a group to discuss your experiences as a Teaching Assistant. These meetings are your opportunity to share any challenges you have faced, ideas you've considered, and teaching techniques you have tried. In addition, we will discuss pedagogical issues including inquiry-based learning and classroom assessment. Furthermore, we will discuss innovations and trends in college teaching by reviewing recent teaching publications.

## **Tentative Schedule**

<u>Meeting Date</u>	<u>Topic for Discussion</u>
Jan 12	How students learn
Jan 19	Inquiry-based learning
Jan 26	Identifying and teaching to the objective
Feb 2	Assessment
Feb 9	TBA
Feb 16	Article review (Journal Club)
Feb 23	Lesson Design
Mar 2	Article review (Journal Club)
Mar 9	TBA

## **Assignments and other information**

I will frequently communicate with you via e-mail, occasionally to assign a project, occasionally to provide suggestions to assist you on current projects. Please check your e-mail frequently and be in contact with me if you have any questions.

## **Grading**

Your grade in this course will be based on 1) participation in weekly discussions; 2) leading discussions of your journal articles; 3) written article reviews; 4) written evaluation of the course you assisted, and 5) other course activities as they arise. More specific information regarding points will be available later in the course.

## **Covering Ground**

One of the most pernicious problems in teaching is the teacher's desire to "cover ground." Many teachers feel that they do not have time to discover and remedy their pupils' lack of information and skill because they would never be able to "cover" the material called for in the course. So, they plunge ahead from a starting point that many of their students have never reached and they proceed to teach the unknown by the incomprehensible. The result is that the student cannot learn effectively and ends the course about where he started.

Pressey, S.L., et al. 1959. *Psychology in Education*. New York: Harper & Brothers