

**165:197 International Development**  
**Section # 004: Strategies in Teacher Training and Observation**  
Instructor: Dr. Mitchell Kelly, Clinical Associate Professor  
Program Coordinator: Prof. R. Rajagopal ([r-rajagopal@uiowa.edu](mailto:r-rajagopal@uiowa.edu))

**SYLLABUS**

**Introduction:** This course is designed primarily for University of Iowa and Indian students planning to teach in their professional career. Classroom time will be spent on instruction involving techniques and strategies for teaching K-12 and adult learners. Many discussions will be led by students. This seminar course will explore the application of selected principles of educational psychology, cognitive and social development, theories of learning, and motivation to training teachers at all levels of education (K-12) and adults. Additionally, discussions of the classroom issues seminar students have faced in the past or are currently facing will take place each day. The main objectives of this course are to:

1. Prepare students for the practical issues they will face on a day-to-day basis in teaching children and adult learners.
2. Provide a supportive environment to analyze current and past teaching experiences.

**Goals:** Students who successfully complete this course will demonstrate knowledge and expertise in the following areas:

1. Knowing how to prepare for teaching a course.
2. Teaching the first day of a course.
3. Introducing a lesson.
4. Designing lesson plans.
5. Dealing with incivility in the classroom.
6. Motivating students throughout a semester.
7. Evaluating students and reducing test anxiety.
8. Understanding diversity issues in the classroom.
9. Leading a classroom discussion.
10. Developing a personal grading philosophy.
11. Keeping motivated as a teacher throughout the school year.
12. Developing strategies that allow for continued growth as a teacher.
13. Using technology in the classroom and in searching for a teaching position.

**About the Instructor:** Mitchell Kelly is a Clinical Associate Professor (Ph.D., 1995, The University of Iowa) of Education at the UI. He has three degrees from the University of Iowa, BA in Psychology, MS in Social Work, and a Ph.D. in Educational Psychology. He currently teaches two sections of the course “Educational Psychology and Measurement” each semester and three sections of Seminar in College Teaching. He received the University of Iowa’s James N. Murray Teaching Award in 2000, which is given each year to a faculty member in recognition of outstanding teaching and assistance to students. In 2001, Dr. Kelly was also selected to give the keynote address at the December, 2001 Teacher Certification Ceremony at The University of Iowa. He is currently a Clinical Associate Professor in Educational Psychology and has taught at the UI since 1992. Dr. Kelly was recently appointed as the Coordinator for the Office of Graduate Teaching Excellence in the UI College of Education. In 2003, Dr. Kelly was selected by the Council on Teaching as the University of Iowa Carnegie Foundation Professor of the Year. He received a 2006 UI Faculty of the Year Award presented by the fraternity and sorority communities. In 2007, Dr. Kelly received the Collegiate Teaching Award. In 2009, he received the University Housing Academic Excellence Award for his dedication to undergraduate

students. Also in 2009, Dr. Kelly was selected in a UI student vote to give the University “Last Lecture” to the graduating senior class. Most recently, he was selected as a distinguished member of the National Society of Collegiate Scholars.

**The Audience:** This 3 Semester Hour seminar course is offered to UI students interested in teaching at the K-12 levels and interested Indian students.

**UI Participants:** This is a 3 S. H. credit seminar course for UI undergraduate and graduate students, and Iowa/US teachers with interest in K-12 education, both in national and international contexts. All participants will be under the supervision of Professor Kelly for the entire duration, from December 27, 2011 to January 16, 2012. The requirements for receiving 3 semester hours of credit would include readings, journal entries, discussions, classroom observations and seminar participation in India, a mini-presentation in India and participation in a seminar at the UI on return during Jan/February of 2011.

**Partner Organizations in India:** A total of 6-7 K-12 Schools, including 3-4 of the Mahatma Schools in Madurai will participate to implement this course. The co-founder Mrs. Premalatha Sreenivasan and several of her principals will guide and mentor the Iowa team for a successful implementation of the course. During September 6-15, 2011, Mrs. Premalatha and three of her principals plan to be in Iowa City attending an International School Leadership Summit.

### **Mahatma Schools of Madurai**



**Written Assignment:** You are asked to write a personal teaching philosophy paper. Details and suggestions relating to this assignment can be found at the end of this syllabus. The statement is due on the last day of class.

**Contacting me:** My office at the University of Iowa is N332 Lindquist Center, Iowa City, Iowa, 52242. My e-mail address is [mitchell-kelly@uiowa.edu](mailto:mitchell-kelly@uiowa.edu).

**Students with disabilities:** I would like to hear from anyone who has a disability that may require some modification of the seating, testing, or other class requirements so that appropriate arrangements can be made. Please see me after class or during my office hours.

**Respect for diversity:** It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource,

strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

**Finally:** Course requirements include readings, discussions, field work, a final presentation in India and a return presentation at the UI (for UI students). Within six weeks of their return to the United States, all UI students and faculty will actively participate in a forum allowing participants to share their experiences in India with the UI community. Please keep in mind that in our travel, access to reliable computers may be limited.

### **COURSE SCHEDULE**

***Dates:*** December 26, 2011 – January 15/16, 2012

#### **Topics**

- Introduction to Course
- Preparing to Teach
- The Most Important Day
- Starting a Class
- Designing Lesson Plans
- Dealing with Incivility
- Keeping Students Motivated
- Diversity in the Classroom
- Evaluation/Assessment/Test Anxiety
- Addressing Classroom Cheating
- Classroom Discussions
- Grading Philosophy
- Teacher Motivation and Development
- Technology in the classroom (ePortfolio)
- ***Teaching Philosophy papers due.***

### **Teaching Philosophy Statement**

**From The Ohio State University's Center for the Advancement of Teaching:**

A philosophy of teaching statement is a narrative that includes:

- your conception of teaching and learning
- a description of how you teach
- justification for why you teach that way

The statement can:

- demonstrate that you have been reflective and purposeful about your teaching

- communicate your goals as an instructor and your corresponding actions in the classroom
- provide an opportunity to point to and tie together the other sections of your portfolio

### **What is the Purpose of Developing a Philosophy of Teaching?**

Faculty and graduate teaching assistants are increasingly being asked to articulate their philosophy of teaching. This request may be in conjunction with the submission of a teaching portfolio for seeking academic positions, or as a regular component of the portfolio or dossier for promotion and tenure. Philosophy of teaching statements are also requested of candidates for teaching awards or grant applications.

Why do teachers need to articulate their philosophy of teaching? What purposes does a philosophy of teaching serve? It has been recognized by many teachers that the process of identifying a personal philosophy of teaching and continuously examining, testifying, and verifying this philosophy through teaching can lead to change of teaching behaviors and ultimately foster professional and personal growth.

In his book *The Skillful Teacher* (1990), Stephen Brookfield points out that the development of a teaching philosophy can be used for several purposes:

Personal purpose: ". . . a distinctive organizing vision—a clear picture of why you are doing what you are doing that you can call up at points of crisis—is crucial to your personal sanity and morale." (p. 16)

Pedagogical purpose: "Teaching is about making some kind of dent in the world so that the world is different than it was before you practiced your craft. Knowing clearly what kind of dent you want to make in the world means that you must continually ask yourself the most fundamental evaluative questions of all—What effect am I having on students and on their learning?" (pp. 18-19)

Gail Goodyear and Douglas Allchin, in their study of the functions of a statement of teaching philosophy (Goodyear and Allchin, 1998), identify another purpose:

"In preparing a statement of teaching philosophy, professors assess and examine themselves to articulate the goals they wish to achieve in teaching. . . . A clear vision of a teaching philosophy provides stability, continuity, and long-term guidance. . . . A well-defined philosophy can help them remain focused on their teaching goals and to appreciate the personal and professional rewards of teaching." (pp. 106–7)

### **General Formatting Suggestions**

**There is no required content or set format.** There is no right or wrong way to write a philosophy statement, which is why it is so challenging for most people to write one. You may decide to write in prose, use famous quotes, create visuals, use a question/answer format, etc.

**It is generally 1–2 pages in length.** For some purposes, an extended description is appropriate, but length should suit the context.

**Use present tense, in most cases.** Writing in first-person is most common and is the easiest for your audience to read.

**Most statements avoid technical terms** and favor language and concepts that can be broadly appreciated. A general rule is that the statement should be written with the audience in mind. It may be helpful to have someone from your field read your statement and give you some guidance on any discipline-specific jargon and issues to include or exclude.

**Include teaching strategies and methods to help people "see" you in the classroom.** It is not possible in many cases for your reader to come to your class to actually watch you teach. By including very specific examples of teaching strategies, assignments, discussions, etc., you are able to let your reader take a mental "peek" into your classroom. Help them to visualize what you do in the classroom and the exchange between you and your students. For example, can your readers picture in their minds the learning environment you create for your students?

**Make it memorable and unique.** If you are submitting this document as part of a job application, remember that your readers on the search committee are seeing many of these documents. What is going to set you apart? What about you are they going to remember? What brings a teaching philosophy to life is the extent to which it creates a vivid portrait of a person who is intentional about teaching practices and committed to his/her career.

**"Own" your philosophy.** The use of declarative statements (such as, "students don't learn through lecture," or "the only way to teach is to use class discussion") could be potentially detrimental if you are submitting this document to a search committee. You do not want to appear as if you have all of the answers, and you don't want to offend your readers. By writing about *your* experiences and *your* beliefs, you "own" those statements and appear more open to new and different ideas about teaching. Even in your own experience, you make choices as to the best teaching methods for different courses and content: sometimes lecture is most appropriate; other times you may use service-learning, for example.