Instructor
Dr. Andrea Ruppar
Assistant Professor of Special Education
Rehabilitation Psychology and Special Education

Office: RPSE 1000 Bascom Mall, Room 440
Email: ruppar@wisc.edu
Office Phone: (608) 263-5791
Office hours: By appointment

Meeting Times and Location
12:00-2:00 PM, Education 445

January 13
January 27 (Education Room 245)
February 3
March 6
April 3
May 1
May 15

Course Description
The teaching internship is designed as an opportunity for doctoral students at different stages of their programs to build and/or refine their higher education teaching through a differentiated teaching internship. Doctoral students will engage in readings, discussions, and learning activities that will engage in technical, critical, and contextual elements of teaching and learning.

• Technical aspects include course design, planning, assessment, and feedback.
• Contextual aspects include building community and student engagement across different learning contexts (i.e., person-to-person vs. online) and students.
• Critical aspects include a demonstrated commitment to disrupting historical inequities and supporting diverse learners through course development and instructional interactions. We will meet throughout the semester to discuss readings, share work, and
learn from each other as a community of practice committed to developing and engaging in high quality instruction.

**Required Reading**

Additional PDFs and hyperlinks will be used and available on the Learn@UW course site. Additional “Recommended Readings” will be provided but are not required.

**Learning Goals**

- Recognize and discuss elements of syllabus design.
- Synthesize elements of course planning and design from the readings and faculty interviews.
- Evaluate and apply revisions to the previous course syllabus.
- Evaluate whether the modules accurately monitor and assess students learning.
- Synthesize and apply methods for student assessment into course modules.
- Synthesize strategies for increasing active learning.
- Create an online active learning resource to increase active learning.
- Demonstrate a strategy for increasing active learning through an online learning module.
- Explain how an instructor needs to prepare for an online class differently than an in-person class.
- Develop a system for creating course presence.
- Understand different ways historically marginalized groups experience the higher education classrooms (e.g., inclusive; safe; hostile; microaggressions).
- Evaluate how the presented aspects of exclusionary or inclusionary practices will impact inclusive learning in your practice.
- Synthesize a principle of learning and determine how you could apply it to your teaching practice.
- Evaluate and refine your own instruction using the Quality Matters Rubric.
- Determine areas of focus for personal teaching practice and determine which additional readings will support that area of focus.
Session 1: Friday January 13
Preparing to Teach

**Read:** McKeachie, Chapter 17

**Assignment:** Online Class Review and Planning

The purposes of this assignment are to a) familiarize students with all of the modules, b) to prepare students for teaching the online module they will lead, and c) to generate ideas for improving the modules. Students will be provided access to the online modules for all class members.

Prior to the meeting, students will:

1. Be familiar the materials, syllabi, and assessments or assignments in each class.
2. Closely examine the course materials for your own online course in relationship to McKeachie’s recommendations for engaging learners, assessment, and grading.
3. Come to class prepared to discuss the materials, strategies for student engagement, and assignments in relationship to McKeachie’s recommendations, including an informal brainstormed list of ideas for improvement (not to be turned in).
4. As a class, we will discuss potential improvements to the online courses.

Students will be graded according to their preparation for the class discussion.

*Community of Practice Work Session:* Import your course into Canvas.
Session 2: Friday January 27
Online and Hybrid Instruction

**Attend:**
Required:
  Getting Started in Canvas, January 25, 9AM -12PM [https://at.doit.wisc.edu/event/getting-started-with-canvas-8/](https://at.doit.wisc.edu/event/getting-started-with-canvas-8/)
Optional:
  Canvas Demonstration, January 24, 10-11 AM [https://at.doit.wisc.edu/event/canvas-demonstration-what-is-canvas-9/](https://at.doit.wisc.edu/event/canvas-demonstration-what-is-canvas-9/)
  Managing Grades in Canvas, January 26, 10-11:30 AM [https://at.doit.wisc.edu/event/managing-grades-in-canvas-4/](https://at.doit.wisc.edu/event/managing-grades-in-canvas-4/)

**Read:**
Ragan, L. C. (no date). 10 principles of effective online teaching: Best practices in distance education. *Faculty Focus.*

**Assignment:**
Create Systems for the Module (‘Patterns of Activity’)

The purpose of this assignment is to give you the opportunity to proactively think about what sort of pace and patterns of activity you will set for your students (e.g., assignments are always due on this date, major assignments are listed on the syllabus in this way, how and when you respond to student questions, joining a discussion board).

1. Read Ragan (no date) and think about what patterns of activity you would like to establish in your module.
2. What sort of system can you establish so that students can anticipate the way things work in the module?
3. What sorts of patterns will help students to feel your presence? You do not need to turn this assignment in, but come ready to share and discuss.

Students will be graded according to their preparation for the class discussion.

**Community of Practice Work Session:** Make course revisions based on today’s discussion.
Session 3: Friday February 3  
Final Online Course Preparations

**Assignment:** Quality Matters Rubric Self-Assessment  
The purpose of this assignment is to give students an opportunity to self-assess the online learning space they created using the Quality Matters rubric, which is used to assess online and hybrid courses.  
• Review the 8 sections (standards) of the Quality Matters rubric.  
• Log into the module you are teaching and self-assess your course.  
• As you write comments for each section, note questions you have regarding how to address certain standards in an online setting.  
• Come to class with your completed rubric and notes. You will not need to share your rubric with your classmates, but please be ready to discuss what this tool helped you learn and think more about.  

Students will be graded according to their preparation for the class discussion.

**Community of Practice Work Session:** Make revisions to your course based on Quality Matters, and make final adjustments to your course in preparation for the first day.  

**Online courses open on February 6**
Session 4: Monday March 6
Course and Syllabus Design

Read: McKeachie, Chapters 1 – 3

Optional:

The Andrew W. Mellon Teaching and Learning Institute at Bryn Mawr College (no date). What Students Hope For in a Syllabus

Assignment: Syllabus Review and Faculty Interview

Students will purposefully select two faculty members to interview regarding their class planning and syllabus design for one course. Students may choose any two faculty members to interview based on their own interests; however, faculty should represent two different perspectives. For example, a student might choose to interview a faculty member teaching an undergraduate class, and another faculty member teaching a graduate class. Or, a student might choose to interview a faculty member in two different departments. Prior to the interview, the student will request a course syllabus from a faculty member and review it.

The purpose of the interview is to learn about how the faculty member goes about planning a course and designing a syllabus. Some example questions are provided below; however, students are encouraged to develop interview protocols based on their own interests and tailored to the individual faculty member and class.

Example interview questions:

1. In what ways is your teaching statement reflected in your course syllabus or course design?
2. In what ways do issues of equity and/or diversity shape your course design and preparation?
3. How did you choose the textbook for this course?
4. What are your goals for this course?
5. How did you determine the scope of what you will cover in this course?
6. How did you determine the sequence of this course?
7. How did you decide how what assignments to give? What is the purpose of the assignments?
8. What is your rationale behind the course policy for … (lateness, technology, etc.)

Following the interviews, students will summarize their findings in a 30-minute class presentation. Rather than simply reporting the interview responses verbatim, students will integrate the findings of the two interviews to identify 3-5 key pieces of advice, with
corresponding examples, to share with the class. Because we are a small group, the presentation need not be provided via PowerPoint. Students will be graded based on the quality of the presentation and the completion of all portions of the assignment.
Session 5: Monday April 3

Inclusive Learning

Read:
[Each student will be assigned one of the following articles to closely read]


Recommended:

Assignment: Inclusive Instruction Discussion
The purpose of this assignment is to allow you to dig deeply into an aspect of marginalization many students experience. This assignment will give you experience using teaching tools and techniques to create a more inclusive teaching practice.

- Read one of the three articles assigned to you.
- Prepare an oral summary of the article to present to your classmates. Include connections you made to your own experience or understanding, how any key constructs may be useful tools for instructors, examples of how marginalization can occur in the classroom, and strategies for creating more inclusive classrooms. You do not need to turn this assignment in, but come ready to share and discuss.

Students will be graded for completeness and alignment with the learning goal.
Session 6: Monday May 1
Lecturing and Active Learning

**Read:**
Browse through [www.pedagogyunbound.com](http://www.pedagogyunbound.com)


Weirsma, A. (2012). *Crafting an Engaging Lecture*


“Leading Discussions”

“Activities That Inspire Discussion”

“Forming Teams or Discussion Groups”

**Assignment Options:**

**Option 1: Active Learning Microteaching**

The purpose of this assignment is to give students an opportunity to practice leading a short activity on a topic of interest during an actual class session. Students will contact a faculty member in charge of a course, and request a meeting to discuss the syllabus and course structure. Together with the faculty member, the student will identify a class session in which they will facilitate an activity to reinforce a course concept. The length of time and type of activity should be determined with the course instructors for RPSE 930 and the course of interest, but generally the activity should be 15-20 minutes in length. The activity will be video recorded and shared with the class.

Following the activity, the student will write a 2-3 page reflection on the process: What went well? What could be improved? What would you change next time? The student will also create a peer evaluation rubric (on a 10-point scale). Peers will watch the video and rate the student according to the rubric, and the peer and instructors’ ratings will be considered in the student’s grade for the assignment. Additionally, completeness and alignment with the learning goal will be considered.

Students who choose this option might find this resource helpful, although it is not required reading until the next class session:

Links to various examples of rubrics:
[http://fod.msu.edu/oir/rubrics](http://fod.msu.edu/oir/rubrics)
OR

Option 2: Online Active Learning Resource

The purpose of this assignment is to give students an opportunity to create an online active learning resource (e.g., Canvas, Design Thinking, Piazza, TopHat, Games for Learning) to integrate into their module. This assignment will give students experience using teaching tools and techniques to engage students more effectively in an online environment.

- View upcoming and archived sessions at https://teachingacademy.wisc.edu/events/active-teaching-lab/.
- Select and integrate one active learning resource into your online module (recognizing that this resource will be used in future semesters).
- Share your active learning resource with the class, providing the following information:
  a) Provide an overview of the active learning resource you selected?
  b) Why did you choose this active learning resource?
  c) How does the active learning tool connect to and support the learning goal?
  d) What were your reactions to the process of integrating this resource?
  e) In what ways might this tool shift your students’ learning experience?
  f) In what other ways might this tool be used to create more active learning online?
- During class students will provide constructive feedback on the active learning resources and share how they might use the resource in their own practice.

Students’ active learning resources will be graded for completeness and alignment with the learning goal.
Session 7: Monday, May 15
Assessment and Student Feedback

*Read:* McKeachie, Chapters 4-10

*Recommended:*

Bain, K. (2011). *What the best college teachers do.* Harvard University Press. [Chapter 7 - How Do They Evaluate Their Students and Themselves?]


Warner, (2014). “It’s Impossible to Teach What I Want My Students to Learn”

Carnegie Mellon Elberly Center for Teaching Excellence (no date). *Whys & Hows of Assessment*

Links to various examples of rubrics: [http://fod.msu.edu/oir/rubrics](http://fod.msu.edu/oir/rubrics)

*Assignment:* Bring a sample of student work for in-class activity.
Class Policies

**Formatting of Assignments.** All written assignments (except for those written in class) must be typed, double-spaced, in 12-point Times New Roman font, and with 1-inch margins. Headings should be single-spaced and no more than three lines total. Failure to adhere to these guidelines will result in a deduction of points.

**Students with Special Needs.** The Department of Rehabilitation Psychology and Special Education is committed to a quality education for all students. This requires that we provide reasonable accommodation to students with disability. Federal law is clear on this matter and applies to all students with disabilities. Students with disabilities or special circumstances who require accommodations (e.g. special seating, interpreter, note-taker, etc.) should inform the instructor as soon as possible so that we can work together to ensure your success in this course. You will need to provide the instructor with a copy of your VISA from the UW-Madison McBurney Disability Resource Center). Students with disabilities or circumstances requiring special accommodation should register with the UW-Madison McBurney Disability Resource Center to document need for accommodations and obtain necessary support services. The McBurney Disability Resource Center is located at 702 West Johnson, Suite 2104 and can also be reached by telephone (608-263-2741), email (mcburney@wisc.studentlife.edu), fax (608-265-2998), voice, 711 Relay, or text (608-225-7956). See the McBurney Disability Resource Center website for more information: www.mcburney.wisc.edu.

**Incompletes.** The instructor is not obliged to give students an incomplete (I), and the following criteria have to be met: (a) Quality of work in class until near end of semester is ≥C-and student has been prevented from completing some portion of the coursework due to illness or some other documented reason beyond his or her control, (b) In the absence of documentation of such difficulty, the grade will be F. Even with proof, if the instructor is not convinced by the student’s work that the student can pass, the grade will be an F, and (c) The deadline for completion of an incomplete is by the end of the fourth week of the following semester.

**Academic Honesty.** Students in this class have the right to expect that their fellow students are upholding the academic integrity of this University. Academic dishonesty is a serious offense at the University because it undermines the bonds of trust and honesty between members of the community and defrauds those who may eventually depend upon our knowledge and integrity. Such dishonesty consists of cheating, fabrication, facilitating academic dishonesty, and plagiarism. The University of Wisconsin-Madison has established a range of penalties for students guilty of plagiarism or academic dishonesty. Appropriate penalties include suspension or expulsion from the university, a failing grade for a course, a failing grade for the assignment,

**Changes to Syllabus.** The instructor reserves the right to change the class structure, activities, assignments, or readings to render the course more responsive to the needs of the class. Changes will be announced in class. It is your responsibility to be aware of any policy changes and adjust plans accordingly.

**Late assignments.** ALL assignments must be completed and turned in when DUE. Whenever possible, I will remind students of coming deadlines. However, it is entirely the student’s
responsibility to ensure timely completion and submission of course requirements and assignments. Assignments turned in late are subject to a penalty of a full letter grade (approximately 20%) for each day they are late. For instance, if you turn in an assignment one day late, the highest grade you can receive on that assignment is a "B". Exceptions due to illness or other extenuating circumstances will be made on an individual basis and will require you to notify me in writing prior to the assignment deadline. Technological difficulties on the due date will not be considered an extenuating circumstance, so please plan the completion of your assignments accordingly.

**Course Evaluations.** I will obtain your feedback throughout the course using weekly feedback sheets at the end of each class. Additionally, you will be given the opportunity to complete a course evaluation in the last week of the course. I will not to be present during the evaluation and evaluations are confidential until after course grades have been submitted. Your responses will remain anonymous according to UW-Madison policy.

**Grading**

Syllabus or Teaching Statement Review and Faculty Interview: 10 points  
Online Class Review and Planning: 10 points  
Microteaching OR Active Learning Tool Application and Presentation: 20 points  
Create Systems for Module: 10 points  
Inclusive Instruction: 10 points  
Quality Matters Rubric Self-Assessment: 10 points  
Workshop Collaboration: 10 points  
Satisfactory Completion of Online Module Teaching Assignment: 20 points  
Bring a sample of student work: 10 points  

Total: 110 points

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<th>Letter Grade</th>
<th>Percentage</th>
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<tr>
<td>A (excellent)</td>
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