

University of Iowa

Observational Learning in Educational Settings in India

India Winterim 2017-2018

ABRD:3445, Sec. 0009

Pondicherry, India

Course duration: Wednesday, December 27, 2017 – Sunday, January 14, 2018

Instructors: Professor Mitchell J. Kelly, Clinical Professor (mitchell-kelly@uiowa.edu).
Dean Daniel Clay, Dean of the College of Education

Study Abroad advisors: Amy Bowes and Emily Gruis (india-winterim@uiowa.edu)

Course description: The majority of the learning for this course will take place in Pondicherry, India. Students will be under the tutelage of Professor Kelly and Dean Dan Clay and will be observing and directly working with students and teachers in their natural environments. Group meetings will take place daily following school visits to discuss experiences and the following topics.

Course objectives: Upon completion of this course, students will have expertise in the following areas:

1. Identifying educational leadership characteristics.
2. Teaching the first day of a course.
3. Introducing a lesson via anticipatory sets.
4. Designing lesson plans.
5. Developing cultural competency skills.
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. Understanding students with disabilities.
12. Using humor in the classroom.
13. Using technology in the classroom and in searching for an academic job .

Book: The following book is available on Amazon.com: Bright, Neil. (2013). *Those Who Can: Why Master Teachers Do What They Do*. Rowman & Littlefield Education, Lanham, Md. ISBN-978-14758-0145-3

Evaluation: Your grade in this course will be based on your interactions with faculty, peers, students and hosts (peer reviews will occur regarding your teamwork skills). In addition, a 30 minute case study presentation will occur at the end of the course. To pass the course students need to complete a 5 page teaching philosophy paper.

Pass/Nonpass: Students participating in programs of four weeks or less may not take courses on a Pass/Nonpass (P/N) basis.

Eligibility and prerequisites: Students must be in good academic and non-academic (disciplinary) standing in order to participate. Please see the Study Abroad website for further details.

Waitlist procedure: This course can accommodate no more than 25 students. If more than 25 students apply, admission to this course will be determined based on the time the complete application was submitted to Study Abroad with preference given to students who applied earlier than others, assuming all other eligibility criteria are met. Study Abroad will maintain a waitlist and notify any students who are waitlisted. Further information will be sent out to waitlisted students about next steps.

Contacting me: My office is N332 Lindquist Center (mailbox is in 361 LC), and my telephone number is 335-5573, and my e-mail address is mitchell-kelly@uiowa.edu.

Questions or concerns: If you have questions or concerns about this course, please bring them to my attention. If you remain concerned, you may contact Dr. Tim Ansley (335-5411), Chair of the Division of Psychological and Quantitative Foundations.

Students with disabilities: We would like to hear from anyone who has a disability that may require some modification of the seating, travel, or other class requirements so that appropriate arrangements can be made.

Respect for diversity: It is our 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 our 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.

Policy on sexual harassment: Any person on campus—faculty, staff, student, or campus visitor—who experiences or perceives discrimination and/or harassment is encouraged to promptly lodge a complaint, either formal or informal. Prompt reporting of complaints is vital to the University's ability to implement its policies. For further information, see www.uiowa.edu/~eod/policies/sexual-harassment-guide.

Course travel: Exact travel dates will be confirmed only once airline tickets have been purchased. Planned departure from the U.S. on Wednesday, December 27, 2017 and return to the U.S. on Sunday, January 14, 2018.

Program history: India Winterim is an intensive, three week field-based program that provides students with the opportunity to learn from and directly interact with leading social entrepreneurs, non-profit organizations, and academic institutions within India's diverse cultural, socioeconomic, and geographical mosaic. India Winterim was founded in 2006 by Professor Rajagopal of the University of Iowa's Department of Geographical and Sustainability Sciences. The program began with 24 students and has since grown to the largest single program offered by UI Study Abroad. India Winterim was the recipient of the 2016 Institute of International Education (IIE) Andrew Heiskell Award for Innovation in International Education.

Administrative home: International Programs, University College is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 111 Jessup Hall or see: <http://uc.uiowa.edu/academics>.

Study Abroad information: The priority application deadline is **Tuesday, August 1, 2017**, and the regular application deadline is **Wednesday, September 20, 2017**. The India Winterim program application is available on the Study Abroad website under the Application tab (<http://international.uiowa.edu/india-winterim>). University of Iowa students submit their applications through an online form to Study Abroad. Students from other colleges/universities should visit the website for application instructions.

Students may contact Study Abroad advisors Amy Bowes or Emily Gruis to discuss the application process, scholarships, and financial aid. To schedule an appointment, please call Study Abroad at 319-335-0353 (Monday through Friday, 8:00 AM – 5:00 PM) and the receptionist can help you set up an appointment in International Programs, 1111 University Capitol Centre. For information about Study Abroad scholarships and financial aid, please visit <http://international.uiowa.edu/study-abroad/funding>.

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 and *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 4-5 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.