

BUSI 6100 – Seminar in University Teaching for Business Administration

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Office Hours: Monday and Tuesday, 12:00 – 1:30 or by appointment

Course Description:

This seminar is intended to be a rigorous course that exposes doctoral students in business to an array of topics in teaching methodologies. The course will focus on those topics that provide doctoral students with practical teaching tips to help them become more effective teachers. Different learning styles are addressed and frameworks, theories, and teaching models are presented that help doctoral students continually improve their teaching throughout their career.

Course Objectives:

By the end of this course you should be able to:

- Express your teaching philosophy, both verbally and in a written statement
- Develop a lesson plan and supporting material for a course
- Design and present an effective lecture utilizing appropriate teaching technology
- Generate both multiple choice and short answer questions at both the rote and meaningful-integrated learning levels
- Design effective assessment tools for evaluating student learning
- Critically evaluate alternative instructional designs

Required Material:

Course Requirements and Grading:

This course will involve both discussion of theoretical issues related to university instruction as well as practical tips for translating the theory in to practice. To understand and integrate the material, you must come to class prepared each day and be an active participant in the class discussions.

Reflecting this, your grade in the class will be based on:

1. **Seminar Co-Leader (20%)** – In consultation with the instructor, you and a fellow student will develop and help lead a session of the course. You should identify 2-4 required readings and get them prepared for the class at least a week in advance. You should also identify additional readings on the topic for those students who would like to know more detail on the topic. You should prepare a summary of the articles, including integration of the material, for distribution in class. You will then

coordinate and help lead class discussion on the topic. It is your responsibility to ensure that both students participate equally in this entire process.

2. **Research Paper (25%)** – Each seminar participant will write a publishable-quality literature review addressing a timely and relevant issue in teaching and/or learning research. Please recognize that such a paper is a significant undertaking and should not be put off until the last minute. While the topic of the paper is up to you, I encourage you to talk with faculty in your area, peruse the various teaching/learning journals and spend time thinking about what you would like to examine. To ensure that you get started, you must submit your topic, with a brief description of the direction you plan to take, to me by May 31st.

The paper will be evaluated on clarity of writing, soundness of logic, scholarly research content, and organization. A consistent and appropriate style should be used throughout (see Preparation and Filing – dissertation guide University of North Texas for acceptable style manuals). The paper will be due on ??????

3. **Teaching module (15%)** – This assignment is a hands-on application and evaluation of your instructional skills. You will prepare a 20 minute lecture on a (pre-approved) topic in your discipline. The presentation should be professional in nature and include and materials necessary (e.g., PowerPoint, handouts, etc.) to effectively disseminate the content developed in your lecture.
4. **Classroom discussion and assignments (10%)** – You will be judged on the quality as well as the quantity of your classroom participation. In addition, their may be short exercises or homework assignments included as part of this component.
5. **Final Exam (25%)** – There will be a comprehensive final exam given at the end of the course. The exam will cover all of the material in the course. The exact nature of the exam will be discussed at a later date.

ADA COMPLIANCE

THE COLLEGE OF BUSINESS ADMINISTRATION COMPLIES WITH THE AMERICANS WITH DISABILITIES ACT IN MAKING REASONABLE ACCOMMODATION FOR QUALIFIED STUDENTS WITH DISABILITY.

IF YOU HAVE AN ESTABLISHED DISABILITY AS DEFINED IN THE AMERICANS WITH DISABILITIES ACT AND WOULD LIKE TO REQUEST ACCOMMODATION, PLEASE SEE ME AS SOON AS POSSIBLE. MY OFFICE HOURS AND OFFICE NUMBER ARE SHOWN ON THIS SYLLABUS.

SCHOLASTIC DISHONESTY POLICY:

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty.

Academic dishonesty includes cheating and plagiarism.

The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a faculty member or staff of the university.

The term “plagiarism” includes, but is not limited to, the use, by paragraph or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. (Source: Code of Conduct and Discipline at the University of North Texas.)

If you engage in academic dishonesty related to this class, you will receive a failing grade on the test or assignment, and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action. This policy is intended to protect the honest student from unfair competition with unscrupulous individuals who might attempt to gain an advantage through cheating

Class #	Date	Topic Areas	Person Responsible - Readings/Assignments
1	May 15	Introduction and Overview	Miles
2	17	Thinking about Teaching Common Problems and Possible Solution	Miles
3	22	Learning Styles and Cognition	Lisa Russell
4	24	Lecture Method – Small and Large Classes	Byron Pike
	29	No Class – Memorial Day	
5	31	Case Method and Generating Discussion	Lawrence Chu
6	June 5	Mini Lectures 1	
7	7	Teaching Portfolios – Working for continuous improvement	Samantha Liu
8	12	Creating Course Objectives	Ram Ramakrishnan
9	14	Classroom Assessment	Oyku Alanbay
10	19	Mini Lectures 2	
11	21	Introduction to Test Creation	Ammr Kurdi
12	26	Course and Student Evaluations	Zhen Li
13	28	Teaching with Electronic Tools	David Bowman
14	July 3	Ethics and Diversity in the Teaching Profession Critical Thinking	Selcuk Ertekin Joshua Racca
15	5	Balancing Teaching and Research (nuts & bolts versus idealistic)	Mike Knipper

**BUSI 6100 – Reading List
Summer 2006**

Learning Styles and Cognition

Boring, E.G. (1950) *A History of Experimental Psychology* (2nd ed.). New York: Appelton-Century-Crofts.

Grasha, A. F. (1984) *Learning Styles: The Journey From Greenwich Observatory (1796) to the College Classroom* (1984). *Improving College & University Teaching*, 32(1): 46-53.

Mainemelis, C; Boyatzis, R.E., and Kolb, D.A. (2002) *Learning Styles and Adaptive Flexibility Testing Experiential Learning Theory*. *Management Learning*, 33(1).

Phillips, F. (1999) *Business Students' Learning Preferences and Associated Task Performance*. *Journal of Education for Business*, 27-32.

Piaget, J. (1952) *The Origins of Intelligence in Children*. New York: International University Press.

Additional Readings:

Benjamin, A.S., and Bjork, R.A. (2000) *On the Relationship Between Recognition Speed and Accuracy for Words Rehearsed Via Rote Versus Elaborative Rehearsal*. *Journal of Experimental Psychology*, 26(3): 638-648.

Glass, A.L., and Holyoak, K.J. (1986) *Cognition* (2nd ed.). (pp: 1-31). New York: Random House.

Heit, E., Briggs, J., and Bott, L. (2004) *Modeling the Effects of Prior Knowledge on Learning Incongruent Features of Category Members*. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 30(5): 1065-1081.

Kolb, D.A. (1981) *Experiential Learning Theory and The Learning Style Inventory: A Reply to Freedman and Stumpf*. *Academy of Management Review*, 6(2): 289-296.

Kolb, D.A. (1984) *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice Hall.

Kolb, D.A., Boyatis, R.E., Mainemelis, C. (1999) *Experiential Learning Theory: Previous Research and New Directions*. In R.J. Sternberg and L.F. Zhang (Eds.), *Perspectives on cognitive, learning, and thinking styles*. New Jersey: Lawrence Erlbaum, 2000.

Kolb, A.Y., and Kolb, D.A. *Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education*.

Kolb, A.Y., and Kolb, D.A. *Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education*. Working Paper 5/05, Department of Organizational Behavior, Weatherhead School of Management, Case Western Reserve University. A revised version will

appear in Sims, R., and Sims, S. (Eds.) (2006) Learning styles and learning: A key to meeting the accountability demands in education. Nova Publishers.

Learning Style Inventory Based on David Kolb's Model.
<http://www.cloudnet.com/~edrbsass/kolblearningstyle.html>

Research Library – Experience Based Learning Systems, Inc.
<http://www.learningfromexperience.com/research-library>

Reynolds, C.R., and Shum, D. Mental Measurements Yearbook (electronic search).

Stumpf, S.A., and Freedman, R.D. (1981) The Learning Style Inventory: Still Less than Meets the Eye. *Academy of Management Review*, 6(2): 297- 299.

Lecture Method – Small and Large Classes

Cooper, J.L. and Robinson, P.: 2000, 'The Argument for Making Large Classes Seem Small', *New Directions for Teaching and Learning* (Jossey-Bass Publishing) (81), pp. 5-16.

Cooper, J.L. and Robinson, P.: 2000, 'Getting Started: Informal Small-Group Strategies in Large Classes', *New Directions for Teaching and Learning* (Jossey-Bass Publishing) (81), pp. 17-24.

Cooper, M.M.: 1995, 'Cooperative Learning', *Journal of Chemical Education* (72), pp.162-167.

Wagner, J.A. and Van Dyne, L.: 1999, 'The Large Introductory Class as an Exercise in Organization Design', *Journal of Management Education* (23), pp. 123-142.

Case Method and Generating Discussion

Kunselman, J. C., and Johnson, K. A.: 2004, 'Using the Case Method to Facilitate Learning', *College Teaching* Vol. 52 No. 3

Hassler, R. H.: 1949, 'The Case Method of Teaching Accounting', *This paper was presented at the annual meeting of the American Accounting Association at Ann Arbor on September 8, 1949.

Dallimore, E. J., Heterenstein, J. H., and Marjorie, B.: 2004, 'Classroom Participation and Discussion Effectiveness: Student-Generated Strategies', *Communication Education* Vol. 53 No. 1

Wilén, W. W.: 2004, 'Refuting Misconceptions about Classroom Discussion', *The Social Studies*

Teaching Portfolios

Babin, L., T. Shaffer and A. Tomas, 2002. Teaching portfolios: uses and development. Journal of Marketing Education: 24, 1, pg. 35

Calegari, M., G. Geisle and E. Larkins, 1999. Implementing teaching portfolios and peer reviews in tax courses. The Journal of the American Taxation Association: 21, 2, pg. 95

Stewart, I, 2004. Using portfolios to improve teaching quality: the case of a small business school. Journal of Education for Business: 80, 2, pg. 75

A guidebook for preparing a teaching portfolio by UT Austin

Creating Course Objectives

Lewis, K. G. (????), "Why Write Objectives?," Center for Teaching Effectiveness The University of Texas at Austin

Veronin, M. A. and Party, R (2002), "Instructional Objectives: What they are, What they aren't," Pharmacy Education, (1), 207-213.

Harden, R. M. (2002), "Learning Outcomes and Instructional Objectives: Is There a Difference?" Medical Teacher, (24)2, 151-155

DeWitt, S. W. and Freie, C. (2005), "Focusing Methods on Goals: Problems and Possibilities," The Social Studies, 241-245.

Classroom Assessment

Required

Brookhart, S. M., (2004), "Assessment Theory for College Classrooms", New Directions for Teaching & Learning, Issue 100, pp.5-14.

Eisenbach, R., V. Golich and R. Curry, (1998), "Classroom Assessment Across the Disciplines", New Directions for Teaching & Learning, Issue 75, pp.59-66.

Stiggins, R. and J. Chappuis, (2005), "Using Student-Involved Classroom Assessment to Close Achievement Gaps", Theory Into Practice, Vol.44, No.1, pp.11-18.

Optional

Robbins, L., (2001), "Self-Observation in Teaching: What to Look For", Business Communication Quarterly, Vol.64, No.1, pp.19-37.

Introduction to Test Creation

Bridge, P. D., Musial, J., Frank, R., Joe, T., & Sawilowsky, S. (2003). Measurement practices: methods for developing content-valid student examinations. *Medical Teacher*, 414-421.

Criswell, J. R., & Criswell, S. J. (2004). Asking essay questions: answering contemporary needs. *Education*, 510-516.

Josephsen, S. A. (2000). Design Your Tests to Teach, Not Just Test. *The Education Digest*, 65-67.

Maylone, N. (2000, January 2004). Test Think. *PHI DELTA KAPPAN*, pp. 383-387.

Course and Student Evaluations

Required

Seiler, M. J., Seiler, V. L. & Chiang, D. (1999). Professor, student, and course attributes that contribute to successful teaching evaluations. *Financial Practice & Education*, 9 (2): 91-99

Centra, J.A. (2003). Will teachers receive higher student evaluations by giving higher grades and less course work? *Research in Higher Education*, 41(5):495-517

Baldwin, T. & Blattner, N. (2003) Guarding against potential bias in student evaluations, *College Teaching*, 51(1): 27-32

Optional

Tucker, B., Jones, S., Straker, L. & Cole, J. (2003) Course evaluation on the Web: facilitating student and teacher reflection to improve learning. *New Directions for Teaching and Learning*, 93: 81 – 93

Teaching With Electronic Tools

Alavi, M., & Gallupe, R. B. (2003). Using Information Technology in Learning: Case Studies in Business and Management Education Programs. *Academy of Management Learning & Education*, 2(2), 139-153.

Bigelow, J. D. (1999). The Web as an organizational behavior learning medium. *Journal of Management Education*, 23(6), 635.

Brower, H. H. (2003). On Emulating Classroom Discussion in a Distance-Delivered OBHR Course: Creating an On-Line Learning Community. *Academy of Management Learning & Education*, 2(1), 22-36.

Cohen, D. J., & Lippert, S. K. (1999). The lure of technology: Panacea or pariah? *Journal of Management Education*, 23(6), 743.

Ethics and Diversity in the Teaching Profession

Tompson, H. B., and Tompson, G. H. (1996), Confronting Diversity Issues in the Classroom With Strategies to Improve Satisfaction and Retention of International Students, *Journal of Education for Business*, 72,1, p.53

Ogilby, S. M. (1995), The Ethics of Academic Behavior: Will It Affect Professional Behavior?, *Journal of Education for Business*, Vol. 71, Iss. 2, p.5

Cole, B. C., and Smith, D. L. (1995), Effects of Ethics Instruction on the Ethical Perceptions of College Business Students, *Journal of Education for Business*, Vol.70, Iss. 6, p. 351

Suggested Readings:

McCreight, C. (1999), Ethics and Gender Diversity in School Management: Viewpoint, Opinion Papers, p.13

Hurtado, S. (2001), Linking Diversity and Educational Purpose: How Diversity Affects the Classroom Environment and Student Development, Harvard Publishing Group, p.187-203

Levels of Learning

Paul, Richard W. (1985) *Bloom's Taxonomy and Critical Thinking Instruction*, Educational Leadership. 39-43.

McBride, Hugh, Stephen Hannon, and Barbara Burns. (2005) *Developing Critical Thinking Abilities in Business and Accounting Graduates*, The Irish Accounting Review. 12(2) 23-45.

Eddy, Albert R. and H. Gene Swanson. (1996) *A Hierarchy of Skills Approach to Teaching Accounting Present Value*, *Journal of Accounting Education*. 14(1) 123-131.

Balancing Teaching and Research

Required

Polonsky, M.J., Juric, B., and G. Mankelow. 2003. Attitudes about Work Practices, Time Allocation, and Publication Output: Profiles of U.S. Marketing Academics. *Journal of Marketing Education*. 25(3): 218-230.

Loyd, D. L., Kern, M. C., and L. Thompson. 2005. Classroom Research: Bridging the Ivory Divide. *Academy of Management Learning & Education*. 4(1): 8-21.

Whitman, M. E., Hendrickson, A. R., and A. M. Townsend. 1999. Research Commentary. Academic Rewards for Teaching, Research, and Service: Data and Discourse. *Information Systems Research*. 10(2): 99-109.

Optional

K.S. Rogers. 1998. Acquiring Balance: Teaching, Research, and Reflection in the Life of a Practical Man. *Journal of Management Inquiry*. 7(2): 101-108.