EAD 871
Collegiate Contexts for Teaching and Learning
Spring Semester 2006
Mondays 4:10-7:00 p.m.
228 Erickson Hall

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Course Purpose:

EAD 871 is designed to provide multiple perspectives for examining the educational settings that influence teaching and learning in postsecondary education. In particular, the course provides a basis for class members to contemplate and assess the roles of Student Affairs professionals as educators.

Course Objectives:

There are two primary objectives of the course. First, the course provides a basic understanding of the various collegiate contexts in which teaching and learning occur. Although we often associate teaching and learning with the formal classroom, it is important to think about teaching and learning in its broadest sense. For example, college students develop understandings (learn) through interactions that take place in residence halls, at organizational meetings, at student demonstrations, on athletic fields, on-line, and in their roles as student employees. It is imperative that higher and adult lifelong educators understand the multiple contexts of teaching and learning, and apply these understandings to their work with students. Part of the challenge, then, is for us to think about what it means to be a “teacher” and a “learner.” What are the issues facing teachers and learners in myriad collegiate contexts in which they find themselves? What are the organizational challenges that affect teaching and learning, and what kinds of variables might be considered in assessing “effective” pedagogical practice?

The second objective of the course is for all of us to become better reflective practitioners who understand our role as educators, who are able to think critically about the kinds of learning experiences we desire for students, staffs, and colleagues, and the means by which we can facilitate these learning experiences. Each of us will analyze course readings in a careful and reflective manner. These reflections will serve as bases for small and large group discussions throughout the semester.
There are four required texts for the course and additional required reading accessible through the EAD 871 Angel site. The texts are:


**Course Requirements**

**Participation:** In any course where discussion of critical ideas is central, each member’s contribution to the overall group process is also key. Each member is expected to complete all reading assignments in a thorough and critical manner. This means taking notes while reading, writing down questions/points of disagreement or affirmation/issues to be explored further, and coming to class prepared to be an active participant in the group learning process. In our discussion, from the onset, we proceed from the assumption that we are explorers, inquisitors, and experts all - each with a set of questions, ideas, and experiences related to texts, to teaching and to learning. No question is irrelevant, no topic sacred, no point unquestionable. It is also fair to expect that all class members are willing to engage in informed discussion which includes not only a willingness to posit, try on ideas, etc., but also a desire to hear the views of others. As part of thoughtful dialogue, listening, contributing, and attending will be the expectation. If you will be absent from class, please notify Roger in advance. Preparation for class and active participation in class (both large and small group activities/discussion) constitutes 20% of the course grade. Absence from any face-to-face session will result in a deduction in your grade in this area, at a rate of 1 percentage point for any session missed in whole or in part. Please also note that attendance itself does not constitute earning "active participation" credit; attendance is a minimum requirement, with credit awarded for preparation and participation.

**Reflection Paper on Freire:** In this 3-4 page paper, reflect on your own undergraduate education and how Freire’s concepts may or may not have been present. How were these concepts used? Were banking methods prevalent? Were there problem-posing methods used in your classes, residence halls, student activities? How do you think these differing methods have impacted you as a learner? What is their long-term influence on your identity as a learner? This paper will constitute 5% of your grade.

**Critical Analysis Papers:** Each class member will write two critical analysis papers of 3-4 pages in length (double spaced); one on the section of the course on what it means to be an educator, and the second on the section of the course on what it means to be an educational community. The papers should address how this literature might be used as a guide for understanding and shaping collegiate environments/settings and the teaching-learning process. These papers should not be summaries of the readings. This is an opportunity for you to use the readings to expand your thinking about learning and teaching in different collegiate contexts. Drawing upon personal
experience is appropriate. The papers are due as noted on the syllabus. The first paper will constitute 10% of your course grade, and the second paper will constitute for 15% of your grade.

Problem-Based Learning and Group Facilitation: Early in the term, groups will be assigned to work together in a collaborative learning exercise to broaden our collective perspectives on a wide range of campus environment/learner issues. Each group will select a real educational problem or issue that exists outside of the traditional classroom (e.g., promoting student learning in residence halls, student activism as teaching and learning opportunities, etc). Team members will define and study the problem, develop a realistic solution to the problem, and prepare a 45 minute session on the topic for class members. Teams will describe the educational problem, discuss its causes, and explain the rationale behind the solution they propose. Teams can study their problem in a variety of ways including talking with current professionals, doing library research, and interviewing students. To support its in-class presentation, each team will submit the following in writing:

- A 5-6 page paper that addresses the following:
  - An explanation of the rationale supporting your team’s approach to the presentation. What did you hope to achieve and why did you select the techniques and methods you chose to employ?
  - The paper legitimizes and explains why your group included certain activities and methods in your presentation. For example, why was small group discussion used? Why were certain theories chosen and applied in your presentations?

- A list of 6-10 annotated references that relate to the topic

Required of each team member is a two-page personal reflection paper on the group activity as a context for learning and creative problem solving. How did your in-group activities help or hinder your learning? What were the advantages and disadvantages of trying to learn and problem solve in this group situation?

So that no group is disadvantaged by the schedule, the hard copy requirements of the facilitation (team and individual papers) will be due from each group on April 17th. The group facilitation is worth 30% of the grade.

Educator Identity Paper: At the end of the term, each member will be asked to reflect on their own professional identity as an educator in a reflection paper of 10-12 pages (double spaced). Questions such as (but by no means limited to) the following may be helpful in writing the paper: In thinking about my career (present and/or future), how am I involved as an educator (role and context)? How am I involved as a learner (role and context)? How do I approach these various roles? What are the teaching and learning context issues I face? What theories or research related to teaching and learning may be most helpful in the work I do/will be doing? How might I use knowledge about teaching and learning in my work with students? An initial outline of the paper is due March 20th. A final version of the paper is due on April 24th and is worth 20% of the course grade.
Two copies of each writing assignment should be turned in on time in hard copy. Grades for assignments handed in past the deadline will automatically be reduced by .25 points. An additional .25 points per week will be deducted from the assignment’s grade for each week the assignment is late. For example, if you hand in a written assignment one week late, the highest grade you could receive on that specific paper is 3.75.

CLASS SESSIONS TOPICS, READINGS, AND ASSIGNMENTS

Note:  [K-M] = Kingston-Mann book
        [A] = scanned article on ANGEL course website.

January 9, 2004  Course Introduction

Section 1: What It Means to be an Educated Person

January 16, 2004  Martin Luther King Jr. Day – No Class
January 23, 2004  Freire, Chapters 1 and 2
January 30, 2004  Freire, Chapters 3 & 4
Baxter Magolda Chapters 1 - 3
Group project formation

Section 2: What It Means to be an Educator

February 6, 2004  The Nature of Faculty/Academic Life
Trower, Austin, & Sorcinelli, Paradise lost
O’Brien, Tenure is a necessary condition of academic freedom [A]
O’Brien, The faculty is the university [A]
Tierney & Bensimon, The tenure and promotion years [A]

1st Reaction paper due

February 13, 2004  Diverse Faculty Roles
Amey, Faculty culture and college life [A]
Audi, The ethics of graduate teaching [A]
Baldwin, Technology’s impact on faculty life and work [A]
Amey, Evaluating outreach performance [A]
Chronister & Baldwin –Marginal or mainstream: Full-time faculty off the tenure track [A]
February 20, 2004  
*Complexities of Work in the Academic Community*

Kiang, Teaching, tenure, and institutional transformation [K-M]  
Rudnick, Teaching American dreams/American realities… [K-M]  
Disch, Gender trouble in the gender course [K-M]  
Savery, Odd man out [K-M]  
O’Brien, Teaching is the primary task of higher education [A]  

February 27, 2004  
*Working with Diverse Students*

Sands, Coming out and leading out [K-M]  
Kingston-Mann, Three steps forward, one step back [K-M]  
Sieber, Learning to listen to students and oneself [K-M]  
Turner, Racial problems in society and in the classroom [K-M]  
Zamel, Teaching (as) composing [K-M]  
Katz, White faculty struggling with the effects of racism [A]  

March 6, 2004  
Spring Break—No Class  

Section 3: *What It Means to be an Educational Community*

March 13, 2004  
*Types of Educational Communities*

Tierney, Educational mirrors: The Deep Springs experience [A]  
Kezar, The diverse campus: Broadening our ideal…. [A]  
Sperber, Part 2  
**There will be additional reading posted for this date**

2nd Reaction Paper Due

March 20, 2004  
*Using Educational Communities*

Group presentation  

Ortiz, The student affairs establishment and the institutionalization of the collegiate ideal [A]  
Ortiz, Expressing cultural identity in the learning community [A]  
Rhoads, Democratic citizenship and service learning [A]  
Baxter Magolda, Ch 7 & 8  

Outline of Educator Identity Paper Due
Section 4: Issues and Problems in the Educational Community

Numerous issues abound that affect the campus communities in which teaching and learning occur. Some that immediately come to mind include service learning, technology and on-line instruction, student activism, study abroad and cross-cultural competence, the changing nature of graduate education, academic integrity

March 27, 2004  Group presentations
April 3, 2004  Group presentations

3rd Reaction Paper Due

April 10, 2004  Group presentations
April 17, 2004  Future Trends & Hot Topics

Horvath & Shaw, Redefining campus: Urban universities and the idea of place [A]
Chickering & Kytle, The collegiate ideal in the twenty-first century [A]
**Hot topics and relevant readings will be identified collaboratively in class discussions this semester.**

PBL group write-up and individual reaction due

April 24, 2004  Course wrap-up

Educator Identity paper due