

IB 375: Integrative Biology Teaching Colloquium  
Fall 2019

Tuesdays 3:30-5:30  
2063 Valley Life Sciences Building

Professor: Kevin Padian  
5099 VLSB  
kpadian@berkeley.edu  
Office hours: by appt.

Supplementary text: *Teaching Guide for Graduate Students* (UC Berkeley GSI Resource Center – <http://gsi.berkeley.edu/teachingguide/tghome.html>). Another good resource: *Tools for Teaching*, by Barbara Gross Davis (Joss-Bassey). Barbara was head of the Office of Educational Development at UCB for many years. Most of her book is on the GSIRC website.

Key websites: <http://gsi.berkeley.edu/>; <http://teaching.berkeley.edu/>

### **Purpose of the Course**

The goal of this course is to provide Graduate Student Instructors with tools and resources that will improve their teaching skills, particularly in regard to teaching biology. The course will enhance professional development through discussions and hands-on experiences with course design and preparation of a teaching portfolio.

### **Course Overview**

During the first part of the course we will focus on the immediate needs of new GSIs – including organizing effective discussion and lab sections, how to evaluate your students and your own teaching and how to create an effective learning relationship with your students. Later in the semester, we will turn towards broader topics, such as developing a teaching style and philosophy, creating new courses, using technology in the classroom, and issues related to teaching science in particular.

### **Evaluation**

The course is two units, is pass/no pass, and is a requirement for Integrative Biology Graduate Students. To pass the course, you must:

1. Prepare for, attend and participate in class. Weekly attendance is mandatory; a limited number of absences can be excused with advance arrangement.
2. Turn in homework. Homework and all reading resources will be announced on the course bCourses site at [bcourses.berkeley.edu](http://bcourses.berkeley.edu).

3. Participate in the teaching feedback exercises. This means thoughtful comments on your peers' practice lessons.

4. Write a teaching philosophy, describing your teaching goals and approaches to education.

5. Design a course that you would teach as a professor at an academic institution. This course design will demonstrate your understanding of issues discussed in this class. It should include:

- Course rationale: a description of the purpose of the course, the level at which it will be taught, and an overall rationale behind the structure and content you have developed.
- Detailed syllabus: a syllabus that includes lecture topics, organization of topics within the course, and descriptions of student requirements and grading policy.
- Sample exam questions: a sample exam to evaluate student learning for one lecture in your class.

**Course Calendar**  
**Important Dates**

Course Design due Nov. 12  
Teaching philosophy due Nov. 21

<b>Date</b>	<b>Topic</b>
Sept. 3	Welcome and introduction to a GSI's world Who are your students? Establishing boundaries on the first day.
Sept. 10	Leading discussion sections, labs, and field courses - Classroom management, conflict, and accommodation –
Sept. 17	The learning environment: interactions with and among students - Grad Student Panel –
Sept. 24	Designing a course; preparing and delivering a lecture - Faculty guest stars: Becca Tarvin and Peter Sudmant –
Oct. 1	Evaluating student learning: exams, papers, and grading - Efficiency in rubrics and writing questions –
Oct. 8	Teaching conceptual and critical thinking: student developmental stages - More guest stars: Bob Full -
Oct. 15	Evaluating student learning: written assignments and expectations -Caroline Cole, Lecturer, College Writing Programs –
Oct. 22	Designing a course; Balancing life and work; or, why you became an academic - Faculty and grad student panel –  Jose Vazquez-Medina, Sara ElShafie, Lindsey Hendricks-Franco
Oct. 29	[Optional] Techniques and strategies for stimulating participation (Ana)
Nov. 5	Plagiarism and other student misconduct - Staff member from SCO & Grad Student Panel -
Nov. 12	Teaching philosophy, your teaching portfolio - Linda Von Hoene, GSI Teaching and Resource Center – <b>Course design due in class</b>
Nov. 19	Engaging all students: culturally responsive teaching, inclusivity, and accessibility
Nov. 26	Mentoring undergrads: setting expectations for you and for them
Dec. 3	Evaluating student progress and your own performance; Discussion of Syllabi and Statements of Philosophy <b>Statement of teaching philosophy due in class</b>