

Internship Seminar Syllabus

Fall 2007

ELPA 502 #23575
Thursdays from 11:30AM - 1:00PM
Rm 1252 Educational Sciences (1025 W. Johnson St.)

Classes meet 9/6, 9/13, 9/20, 9/27, 10/11, 10/25, 11/8, 11/15, 11/29, & 12/6

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The Internship Seminar is designed with three complementary ideas in mind.

- The first idea is that interns will develop a deeper understanding and become more proficient practitioners of Teaching-As-Research (TAR) by both talking about it (e.g. in the seminar) *and* by doing their project with their partner.
- The second idea is that a community of interns who are doing projects in diverse disciplines, in diverse venues, and with diverse goals will provide all interns with a richer internship experience.
- The third idea is that the internship experience can be a part of the participants' broader and ongoing teaching and learning professional development activities, which in turn complement their disciplinary research training.

In many ways this seminar is like the regular meetings of a research or lab group, and so should feel familiar to you. Some weeks we may talk about fundamental papers in the field. Other weeks each of you will discuss your Teaching-As-Research at a nuts-and-bolts level, in part to seek counsel and advice from your intern colleagues. And ultimately your findings will be communicated in writing, at least as the summary report for the internship experience. You will also create material for your teaching portfolio and possibly even develop a research presentation for a disciplinary meeting or write a journal paper.

Like many classes, this seminar is an ongoing experiment in which you are both participant and developer. For our part, we will model our own engagement in Teaching-As-Research in the seminar, with the hope that the course becomes another exploration of TAR for you. We'll also be weaving a discussion of the other Delta pillars, Learning-Through-Diversity and Learning Communities, throughout. And we will bring our own experiences to the table as we discuss what it means to be involved in an ongoing process of personal professional development around teaching and learning. Finally, this semester we will be trying to capture the process of the seminar – what it means to turn classroom-based understanding into practice – to write a handbook on Teaching-As-Research.

Some of the questions that **we** will be thinking about this semester include:

1. What do projects along the Teaching-As-Research continuum look like?
2. What does the process of doing Teaching-As-Research look like?
3. How do individuals turn classroom learning into effective practice (i.e. turn theory into practice)?
4. How can we take the products of *our* discussions and help others learn how to do Teaching-As-Research (i.e. turn practice into theory)?

An important component of the seminar, one intended to help make the experience more relevant to you, is having an agenda driven by your projects, interests, needs and the needs defined by the learning community that forms. As in any research group, interns will join the seminar at different stages in their projects and in their understanding of, and experience with, the Teaching-As-Research process. This means that individual needs will vary with time. To accommodate this, the syllabus is intentionally empty after the first several sessions. We will fill in topics as a group early in the semester.

Seminar goals:

- Make transparent to participants what are the processes of Teaching-As-Research;
- Build an intern Learning Community within Delta;
- Provide a forum for peer feedback on teaching, outreach, etc. activities;
- Explore the needs of diverse learners and investigate diverse teaching/presentation and assessment practices to enhance learning for all;
- Help participants translate their experiences and findings into their portfolio;
- Explore how the internship experience fits within the participant's broader professional development goals.

Learning experiences:

Interns will:

- Engage in a TAR project to improve participant learning;
 - Learn and use diverse teaching and assessment practices to improve their participants' learning;
- Be active and contributing members of a Learning Community of practitioners of TAR;
- Explore the potential of this community to be a rich source of knowledge and understanding that can enrich their own practice of TAR;
- Reflect on what they have learned through engaging in TAR as a tool and reiterative process for improving student learning.

Learning outcomes:

As a result of their experience, interns will develop a deeper understanding of TAR as a process for improving learning, and of the place of the internship experience in their own professional development. They will:

- Further develop their teaching and learning skills and interests by doing a Teaching-As-Research project.
- Gain practical experience applying the concepts of Teaching-As-Research, including an emphasis on Learning-Through-Diversity and Learning Communities.
- Develop a greater understanding of how to improve student learning through the use of Teaching-As-Research, including an emphasis on Learning-Through-Diversity and Learning Communities.
- Benefit from hearing about the diversity of projects and experiences of other interns.
- Continue to be involved in the Delta Learning Community and use Teaching-As-Research after the internship.

Special Needs

We strive to be inclusive of anyone interested in participating in this course. If you have special circumstances that you believe may affect your performance in this class, or specific accessibility needs, please let one of the facilitators know so that we can make necessary accommodations that will enable you to fully participate. We will maintain complete confidentiality of any information you share with us.

Course Requirements and Grading

1. Active and informed participation.
2. Develop 4 or more PowerPoint slides that convey the essence of your Internship Project.
3. Write a DRAFT of your Final Reflection and Final Summative Report (optional)

1. Active and informed participation. We, and your peers, expect you to attend seminar meetings, have read and reflected on assigned materials, actively engage in discussions, and – most importantly – provide thoughtful contributions, feedback, and support to your colleagues as they pursue their Teaching-As-Research work.

2. Develop four or more PowerPoint slides that convey the essence of your Internship Project.

Slides should cover the following:

1. Statement of problem/hypothesis (plus photo of yourself; optional)
2. Approach (e.g. module, learning activity, technology)
3. Assessment & summary of project (TAR)
4. Journey (What kind of experiences have led you to the internship? Where do you hope to go?)

DRAFT slides due 10/25/07

Turn in slides – present to the group 11/29/07

Rationale for the assignment:

As you participate in Delta, each program, course or activity provides you with an opportunity to reflect on your experiences and your thinking about teaching and learning. The slides that you create will provide a summary of your internship project that you can use to do the following:

- Incorporate into your job talk or interview for a future position;
- Incorporate into your Delta Teaching and Learning portfolio as an artifact about the internship (your Final Reflection for the internship could be written as the accompanying reflection for this artifact);
- Provide your internship partner with a summary to use to tell others about your work together;
- Provide your degree research advisor material to use in presentations or proposal writing to address things like broader impact requirements;
- Provide others in Delta with a representation of your work that they can in turn use to highlight work of individuals like yourself in the Program.
- Last, these slides could become figures in your Final Summative Report for the internship.

See the Delta Portfolio Guidebook for more information on how to think about incorporating the material into your Delta Teaching and Learning Portfolio as an artifact with an accompanying reflection.

3. Write a DRAFT of your final Reflection and a DRAFT abstract and outline of your Summative Report.

Interns typically complete the final requirements for the internship, the final Reflection and Summative Report after they have completed the seminar, and often immediately preceding their completion of the Delta Certificate. Some have commented that it is challenging to complete these requirements outside of the seminar setting. To address this, ***interns will turn in a rough draft of their final Reflection and a DRAFT abstract and outline of their Summative Report during the seminar.*** A class period will be reserved for peer-feedback on these

documents. More details about each can be found in the Internship Guidebook or as a separate handout with this syllabus.

DRAFT final Reflection and Summative Report due 11/15/07

Grading. To be honest, you have reached a point in your professional career where a grade is far less important than your accomplishments and your ability to present them. Nonetheless, the seminar is for-credit and thus a letter grade is required. Your grade will be based on these three class requirements and our expectations as presented above.

Learn@UW

We will use Learn@UW as a forum to share project-related materials (e.g. literature references of general interest, etc.), continue conversations begun in class for which time ran short, and to provide feedback on posted materials (e.g. intern-created assessment instruments). This will also be a venue for creating and maintaining the classroom community, particularly during weeks later in the semester when we do not meet face-to-face.

Peer-support for interns and their projects

Sharing literature resources. As you consult the literature to inform what you do in your internship project, you may find resources that you feel would be relevant to others in the group. We would encourage you to post references (e.g. pdf of article, or relevant URL) to the university's [Learn@UW](#) site for this class to share with others. Include a brief synopsis of the article, chapter, etc. and highlight the content that you think will be of value to others in the seminar.

Getting feedback from the group. If you have something project-related (e.g. an assessment instrument, instructional material or approach, a reflection from your internship for your portfolio, etc.) and you would like feedback from the group, we encourage you to post it to [Learn@UW](#), or e-mail it directly to the group.

Be sure to include the following:

- 1) A brief description of what you are posting (e.g. the purpose of an assessment instrument, including the questions you want it to answer); and
- 2) What type of feedback you want from the group, and
- 3) By when you need the feedback.

Depending upon the topics covered, there may be times when all class members post material to share and receive feedback.

Evaluation

Evaluation of participants helps us continue to improve Delta and the Internship Program. We will be asking you to take part in several different types of evaluation during the semester. We will be talking about these exercises in the context of making our own Teaching-As-Research more transparent.

Reminder – Final requirements for the Delta Internship

The Delta Internship Seminar is but one part of the Internship experience. Once you complete the seminar and your project you will still need to do three activities to officially complete the internship. Those activities include:

1. Writing a final **Reflective Statement** that addresses the following question: *“How has your internship experience influenced your understanding of Teaching-As-Research, Learning-Through-Diversity and Learning Communities?”* This reflection could be written to accompany the PowerPoint slides (e.g. artifact) in your portfolio.
2. Writing a **Final Summative Report** that is intended to summarize your experience in a useful format so that your partner can incorporate your innovations into her/his own future teaching, informal science education or outreach activities. Think of this report as a record of your teaching and learning activities that others can build upon, similar to a research paper in your discipline. You may substitute a paper about your experience that you plan to submit for publication.
3. Filling out an end-of Internship **on-line survey**. You will be given more information about this once you turn in your final Reflective Statement and Summative Report.

Additional information about each of these requirements can be found in the Internship Program Guidebook or by contacting the program at internship@delta.wisc.edu.

Note: All of the requirements of the Internship Program must be completed before a student can seek to have his/her Delta Certificate review.

Advice from past seminar participants

Participants were asked, “What advice can you offer to next semester's participants so that they get the most out of taking the seminar concurrent with their internship?” Here are their responses...

“Choose a semester to do it in which [you] definitely have time to be thoughtful and reflective. Also, start small and then expand. Think about it as learning a process, rather than attempting to answer questions about teaching. (I'm not sure a semester is long enough to do that; however, it is long enough to learn about the process.... and to see how understanding of it will be continually deepened.)”

“Get to know everyone else's projects right away (trade abstracts and discuss them). This will help facilitate discussions that will most likely be useful for the remainder of everyone's internship practice.”

“I would strongly recommend keeping a journal throughout the experience both for reflection and for documentation of contacts made, meetings, resources explored, etc. It solidifies the lessons learned and the questions pondered, and makes it a lot easier to come up with reflection pieces for your portfolio afterwards.”

“To do this well, you need to give it more attention than its 1-credit portrays. The things you do and create will be useful, maybe not right then, but things will come together in the end and you'll have a deeper appreciation for being pushed through it all.”

“You get out of it what you put into it.”

Agenda

WEEK 1

As we talked about our goals and the activities for the first seminar class, we decided that an effective approach would be to use a backward design process (see Wiggins & McTighe (1998) *Understanding by Design*. Alexandria: Assoc. for Supervision and Curriculum Development, pp 7-19.) Using that approach, we've identified our goals for this session, what evidence we'll have at the end of the class that the goals have/not been met, and the specific activities we'll do to meet our goals:

Goals	Evidence	Activities
<ul style="list-style-type: none"> • Community building • Co-create seminar structure and goals • Explore intern thinking about TAR 	<ul style="list-style-type: none"> • Facilitator notes • Ideas for seminar structure and activities • Pre-semester survey 	<ul style="list-style-type: none"> • Introductions, review of course design and expectations, reminder about Delta activities • Discussion about seminar structure and goals; • Pre-semester survey

Activities:

Introductions - share something about:

- Yourself
- What was the most exciting thing that you did over the summer?
- Spend a few minutes talking about your project (**brief**)
 - What question are you addressing?
 - Where are you in the whole process?
 - How's it going?

Class information

- Discuss syllabus, including:
 - Co-create goals for seminar
 - Expectations of participants – active participation, slides capturing your project and DRAFT reflection and Summative report
 - Schedule for semester
 - Discuss Portfolio workshop on Tuesday, October 6, 2007
Part II: Understanding, designing and creating teaching portfolios –
Time: 9:00am - 12:00pm
Location: Tong Auditorium, 1003 Engineering Centers Building (1550 Engineering Drive)
- IRB
 - Sign informed consent forms
 - Collect Certification
- Any remaining outstanding application materials
 - Signatures page
- Your Delta Certificate plans – any fall 2007 or spring 2008 reviews?
- Community agreements
 - SNACKS (Pass around sign-up sheet)
 - PROMPTNESS and TIME
 - ATTENDANCE – How many need to meet to hold class?
 - RESPECT and CONVERSATIONAL COURTESIES
 - CONFIDENTIALITY

Pre-semester survey – answer in class (final 30-40 min.)

Reminder about upcoming Delta Program activities

- *Delta Open House*
Thursday September 20th from 3:30-5:00 pm
The Science House

- *Delta Teaching Portfolio Workshop Series* – ***REGISTER ON-LINE!***
 - Part I: Writing teaching and learning philosophies - Tuesday, September 25, 2007, Time: 9:00am - 12:00pm, Location: Tong Auditorium, 1003 Engineering Centers Building (1550 Engineering Drive)
 - Part II: Understanding, designing and creating teaching portfolios - Tuesday, October 6, 2007, Time: 9:00am - 12:00pm, Location: Tong Auditorium, 1003 Engineering Centers Building (1550 Engineering Drive)

- Writing NSF Broader Impact Statements for the Graduate Research Fellowship Proposals
Date: Annually in October

- Roundtable dinners - Fall Dates
Tripp Commons Memorial Union 6:00-7:15pm
 - September 19th
David Shaffer (Educational Psychology)
TOPIC: University of Play
 - Virtual worlds. October 17th
 - November 14th

Preparation for next week

We will have a few past interns join us next week – come with your questions about the internship experience.

Closing thoughts/questions?

Tentative schedule for the semester:

Classes meet 9/6, 9/13, 9/20, 9/27, 10/11, 10/25, 11/8, 11/15, 11/29, & 12/6

date	topic of discussion	notes
Late August		Invite past interns to discuss internship and projects at 9/13 mtg
9/6	<p>Introductions, review changes to seminar based on feedback from past participants; co-create course design and goals, review expectations, reminder about upcoming Delta activities. Discuss how to share feedback on each other's projects (which means sharing materials they already have and as they develop them).</p> <p>PICK A RT DINNER TO ATTEND WITH PARTNERS</p> <p>Pre-semester survey</p>	<p>Bring:</p> <ul style="list-style-type: none"> Name tents and markers Treats (DGD/MRC) Copies of syllabus & PwrPt examples Treats sign-up IRB informed consent forms to sign Pre-semester survey <p>Collect:</p> <ul style="list-style-type: none"> Application materials Signatures page IRB certification
9/13	Past interns to discuss internship and projects	Discuss relevant questions from pre-survey.
9/20		
9/27		
10/4	NO SCHEDULED CLASS	Delta Portfolio workshop Part II: Understanding, designing and creating teaching portfolios Tuesday, October 6, 2007, 9:00am - 12:00pm, Tong Auditorium, 1003 Engineering Centers Building (1550 Engineering Drive)
10/11		
10/18	NO SCHEDULED CLASS	
10/25	DRAFT of PwrPT slides due	
11/1	NO SCHEDULED CLASS	Mid-semester check-in via Learn@UW
11/8		
11/15	DRAFT of your final Reflection and Summative Report due. Peer review of materials.	
11/22	NO SCHEDULED CLASS Thanksgiving	
11/29	TURN IN & REVIEW SLIDES AS A GROUP	
12/6	Wrap-up Post- seminar survey	Bring post- seminar survey
After the seminar	Final Reflection Summative Report On-line survey	

Community Agreements

(Adapted from CCRE Community Agreements)

SNACKS: we'll have snacks with a rotating snack role each week going in order down the list of participants you received.

PROMPTNESS and TIME: we'll start and end on time each week

ATTENDANCE: If you will miss a meeting, please let the whole group know.

How many need to attend to hold class?

RESPECT and CONVERSATIONAL COURTESIES: we discussed the need to allow people time to finish what they are saying, but also checking ourselves to make sure we're not taking up too much air time.

CONFIDENTIALITY: we will discuss ideas or situations, but not individuals – unless agreed ahead of time. What is discussed in the room stays in the room.