

**The Ohio State University
School of Allied Medical Professions
AM 885.02
Teaching Practicum**

Overview and Purpose

The teaching practica involves observation, mentoring, participation in classroom teaching, and planning/teaching one course section. Students and their advisors/mentors will develop contracts that identify individualized learning outcomes of the practica. The student will participate in teaching a course within Allied Health with a graduate faculty member advising and mentoring him/her in the role. The teaching practica will include the student teaching part of a course, developing learning activities, and student assignments, evaluating student performance, and evaluating their own teaching performance.

Objectives and Student Outcomes

Below is a table outlining examples of the course structure and expected competencies.

Examples of Learning Activities and Expected Competencies

Week	Learning Activities	Expected Student Competencies
Week 1-2 Focus on course design	Observation of classroom teaching.	Students will: 1-Explain and discuss the course design, objectives and learning activities. 2-Analyze how course design and learning experiences relate to course objectives. 3-Explain how course objectives link to curricular goals and program standards.
Week 3-4 Focus on teaching methods and styles. Design student assignments.	Observation and analysis of teacher's methods, classroom structure, format, style, learning strategies, and student responses. Design a student learning activity consistent with the course objectives.	4-Analyze how teaching methods meet course objectives. 5-Evaluate teaching styles as it relates to course content and objectives. 6-Analyze student response to a variety of teaching methods and learning activities.
Week 5-6 Focus on testing methods, examination writing.	Literature review of student evaluation methods. Participation in test items based on a table of specifications.	7-Describe testing theories and testing designs. 8-Write testing items based on a table of specifications using course objectives. 9-Analyze the relationship of testing items to course content and learning objectives.

Week 7-8 Focus on classroom instruction using lecture and discussion.	Preparation for and presentation of four lectures (one unit) according to course content and objectives.	10-Prepare a teaching plan that specifically covers the unit materials at the level of student knowledge. 11-Present classroom instruction that meets the course objectives, engages students, and elicits student participation.
Week 9-10 Focus on evaluation of teaching	Self evaluation of teaching. Participation in examination development. Participation in evaluation of course.	12- Self assess teaching competence. 13-Write test items using a table of specifications to evaluate student learning. 14-Develop a plan for improving own teaching competence.

Required Reading

Teaching at the Ohio State University: A handbook
<http://ucat.osu.edu/read/teaching/toc.html>

Other Resources:

Portfolios

http://ucat.osu.edu/selected_links/teaching_portfolio/teaching_port.html

Student Evaluations

www.ureg.ohio-state.edu/ourweb/scansurvey/sei/SEI_handbook.pdf

Course Evaluation

The course is graded S/U based on completion of assignments. Each assignment is weight is listed below:

Analysis of course design related to curriculum	20%
Analysis of teaching style	10%
Development of learning activity	10%
Test items and test analysis	20%
Teaching performance	20%
Self evaluation/plan for teaching development	20%

During the portion of the course for which the student is responsible, he/she will plan and present the lectures and assume responsibility for communication with students. The adviser/mentor will check the lecture plans, critique the syllabus, recommend teaching methods, observe at least 75% of the lectures and offer evaluative feedback, review examination for the course section, and provide support, feedback and advice. These learning experiences will be designed such that initially support and supervision is intense and frequent and then as the quarter progresses is faded according to the PhD's student's performance.

The teaching competencies expected of the student at the end of two practica experiences are that:

Students will have entry level proficiency to:

1-Design courses that meet program curricular goals and accreditation standards for professions.

2-Design and implement learning experiences and teaching methods that relate to student objectives.

3-Analyze how various teaching methods promote learning and how different teaching methods are required to meet a hierarchy of student competencies.

4-Demonstrate presentation skills that explicitly communicate course content.

5-Develop and implement a range of teaching strategies to meet student learning needs-i.e., power point presentation, lead discussion and invite interaction, planned group activities, interactive web materials.

6-Design and write an objective examination based on a table of specifications from course objectives and content.

7-Critique and analyze own teaching style, presentation and methods.

8-Identify goals for further development of teaching competency and style that includes a plan for ongoing assessment of progress in reaching those goals.

Course Credit

This course is repeatable to **nine** credits.