EDH 6946, Doctoral Internship in Higher Education

Faculty
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Meeting dates and time
TBA

Office Hours
TBA

Course Description
Traditionally most doctoral students do not get any advice on how to be good teachers. It is as if along with a successful completion of the dissertation and its concomitant title 'doctor' other qualifications were assumed (e.g., leader, teacher, etc.). Thus, the liner equation doctorate=teacher. This formula is not only wrong but has come under scrutiny and criticism by many who in recent years have called for a revamping of the American doctorate (Golde & Walker, 2006; Walker, Golde, Jones & Conlin, 2008). To this effect, this course will provide support to maximize the benefits of the faculty teaching internship experience.

Goals
- To familiarize the doctoral student teacher with basic teaching methods and strategies
- To familiarize the doctoral student teacher with the teaching needs of college-level students
- To discuss the transition from doctoral student teacher to faculty at different sectors of Higher Education (e.g., research university, community college, etc.)

Required Reading
The Carnegie Initiative on the Doctorate, Project Overview 2006

http://honolulu.hawaii.edu/intranet/committees/FacDevCom/index.htm
HCC Faculty Development
Click on Teaching Tips Index
UCF Faculty Center
Teaching and Learning Resources

Tasks

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<td>Session 1</td>
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<td>- Discuss and coordinate Site Visits</td>
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| Session 2 | TBA | - Conduct scheduled formal observation #1 (See Guide to Observation below)  
- Provide feedback and develop improvement plan, if necessary |
| Session 3 | TBA | - Conduct scheduled formal observation #2  
- Provide feedback |
| Session 4 | TBA | - Write a reflection essay on the experience  
- Write a critique on Dr. Cintron's teaching  
- Provide student with a letter of recommendation to a potential employer, if requested by student |

References
GUIDE TO OBSERVATION
Adapted by Dr. Cintron from
www.lhup.edu/jyoho/participation/participator%20guide.doc

I. Efficient Use of Instructional Time

The student teacher had all of the physical objects/materials needed to teach the lesson ready and organized before the lesson began.

The student teacher had clearly thought through the entire lesson and had carefully/purposefully developed a plan to enable the learners to achieve the objectives.

The lesson was well paced.

Was able to monitor the entire class and attend to more than one activity/group at a time.

Praise and encouragement were used when deserved.

Inappropriate behavior was recognized, not ignored, and dealt with effectively.

A clear management plan was in place with students knowing both the rewards and consequences of their behaviors.

II. Instruction

A short strategy was used to gain the students' attention at the beginning of the lesson.

Strategies were used to make all students want to achieve.

The examples that the student teacher used were easy for the students to understand.

The lesson progressed logically towards achieving the objectives of the lesson.

All of the students were actively engaged in the learning throughout the lesson.

Active listening strategies were used that required all of the students to think and respond periodically as information was presented.
Students were encouraged to understand, question, and interpret ideas from diverse perspectives.

Higher order thinking skills were utilized (Bloom's Taxonomy: to comprehend, apply, analyze, synthesize, and evaluate ideas).

Evaluation of student comprehension occurred throughout the lesson (The student teacher made the students aware of misconceptions when they occurred and how to correct these).

A variety of teaching methods/instructional strategies were used to reach different types of learners.

- styles and performance modes to use their strengths as the basis for growth.

  Different cognitive processes associated with different kinds of learning:
  - critical and creative thinking
  - invention
  - memorization
  - problem structuring and problem solving
  - recall

Teaching Methods/Instructional Strategies:
- direct instruction
- case studies
- dramatizations
- experiments
- games
- independent study
- individualized learning
- interdisciplinary instruction
- paired students
- presentations
- problem solving strategies
- reports
- role playing
- small cooperative learning groups
- students are the teachers
- utilizing technology
- whole group discussion

Different types of learners:
- All three basic types of learners were accommodated: auditory, visual, kinesthetic.
- All three Domains of Learning were used: seeing, hearing, and doing.

The lesson ended with closure/review that focused on the main objectives of the lesson. The students were able to summarize the learning rather than the student teacher having to do this for them.

The interrelatedness of learning was emphasized by using skills and/or knowledge from other subject areas in the lesson.

III. Personal and Professional Characteristics

    A. Displayed Enthusiasm.
    B. Exhibited Confidence.
    C. Displayed empathy.
    D. Spoke and acted in a professional manner.