



# **TEACHING MANAGEMENT**

## **DOCTORAL SEMINAR ON PEDAGOGY**

SYLLABUS

University of Virginia

The Darden Graduate School of Business Administration

Professor James G. Clawson

Fall Semester, 2006

**DOCTORAL SEMINAR ON PEDAGOGY**  
**SYLLABUS, 2006**

**COURSE OBJECTIVES**

The main objective of the course is to prepare participants for the teaching aspects of their careers in academia by

1. Exploring theories and practicalities of adult learning.
2. Practicing course design.
3. Studying and practicing a variety of teaching techniques and approaches.
4. Gaining a greater personal appreciation of the realities of managing careers in academe.
5. Gaining a greater appreciation of the challenges and complexities in managing an academic institution.
6. Clarifying one's values and assumptions regarding education and our roles as teachers.
7. Developing a variety of teaching skills including planning, preparing, asking questions, discussion management, thinking on our feet, observing, speaking, and analyzing.
8. Generating new teaching materials on teaching.
9. Having fun doing all of the above.

This syllabus is intended to help us do these things. It is a guide, however, and will be used flexibly depending on our direction and discussion. In anticipation of the first class, think about what objectives you'd like the seminar to address, and if they are different from the above, make notes here and bring them to class for discussion.

## REQUIREMENTS

### Grading Weight

### Criteria

- |     |  |
|-----|--|
| 20% | 1. Complete a detailed faculty version of a 15 session syllabus on a course of your choosing. In your cover introduction, note the level and size of your intended audience and any other assumptions you make as you prepare the syllabus. This should be a course you plan on teaching some day soon.                                      |
| 15% | 2. Complete a video-taped 15 minute or longer teaching exercise on a topic of your choosing. Use student and faculty feedback and your own review of the video tape to prepare a five page written evaluation of your performance including objectives for improvement. We will schedule several opportunities for doing this in the course. |
| 30% | 3. Complete a 15 page or less case on teaching. These cases should focus on teaching issues at the collegiate level. Each case should be accompanied by a complete teaching note.  |
| 20% | 4. Be an active contributor to your classmates' learning in class.   |
| 15% | 5. Submit copies of your developmental notes for each class session of the course including outlines of what went well and what needs improvement. See the bottom section of each class page of this syllabus.   |

Paper due dates will be announced in class.

### FACULTY

Professor James G. Clawson  
Course Secretary Barbara Richards

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Doctoral Seminar on Pedagogy  
**COURSE SCHEDULE**  
 Fall Semester, 2006

<u>Class</u>	<u>Day / Date</u>	<u>Time</u>	<u>Class Topic</u>
1	9/4		Introduction & Course Design / Syllabi (Dean Bruner)
2	9/4		Adult Learning (Dean Bruner)
3	9/11 – 18		Lectures and Lecturettes (Lynn Isabella)
4	9/25		Case Writing & Research
5	9/25		Teaching Notes and Teaching Meetings
6	9/18		Drama of the Classroom (Herb Crowder)
7	10/2		Case Method and Case Preparation
8	10/2		Case Class Discussion Management
9	10/9		Case Class Discussion Management
10	10/9		Case Class Discussion Management
11	10/16		Audio Visual Techniques
12	10/16		Group Techniques and Team Teaching
13	10/23		Experiential Techniques
14	10/23		Web-based and Distance Learning
15	10/30		Student Experience Insights
16	10/30		Grading, Counseling, Materials and Teacher Evaluation
17	11/6		Counseling Students
18	11/6		Executive Education
19	11/13		Mass Education / Media
20	11/13		Research Presentations
21	11/20		Selecting an Environment
22	11/20		Managing and Balancing Your Career
23	11/27		Conclusion

**MATERIALS****REQUIRED:**

1. *Teaching Management: a Field Guide for Professors, Consultants, and Corporate Trainers*, James G. Clawson and Mark Haskins, Cambridge University Press, 2006. (TM)
2. *Say It with a Presentations*, Gene Zelazny, McGraw-Hill, 2000. (SIWP)
3. *Teaching and the Case Method, Third Edition*, C. Roland Christensen, Harvard Division of Research, 1994. (T&CM)
4. *On Reserve: Mastering Management Education*, Charles M. Vance, Sage, Thousand Oaks, CA, 1993, Darden library. (MME)
5. Case Packet from DEMS (CP). All Materials will be available on-line on the course web site at <http://faculty.darden.virginia.edu/clawsonj/TeachingManagement.htm> .

**RECOMMENDED REFERENCES:**

*The Courage to Teach*, Parker J. Palmer, Jossey-Bass, San Francisco, 1998.

*Researchers Hooked on Teaching*, Rae Andre and Peter Frost, Sage, Thousand Oaks, CA, 1997. (RHOT)

*Managing as a Performing Art*, Peter Vaill, Jossey-Bass, San Francisco, 1989.

*The Aims of Education*, by Alfred North Whitehead, Free Press, New York, 1929.

*Preparing Instructional Objectives*, by Robert F. Mager, Fearon Publishers, Belmont, CA, 1962.

*Teaching as a Subversive Activity*, by Postman and Weingartner, Delacorte Press, New York, 1969.

*Theories of Learning*, by Hilgard and Bower, Prentice Hall, Englewood Cliffs, NJ, 1975.

*Adult Development and Learning*, Alan B. Knox, Jossey-Bass, San Francisco, 1977.

*The Modern Practice of Adult Education: From Pedagogy to Andragogy*, Malcolm S. Knowles, Association Press, Chicago, 1980.

*Adults as Learners*, Patricia K. Cross, Jossey-Bass, San Francisco, 1981.

*The Art and Craft of Teaching*, Margaret Morganroth Gullette, Harvard-Danforth Center for Teaching and Learning.

*Managing as a Performing Art*, Peter Vaill, Jossey-Bass

*Superlearning*, Sheila Ostrander and Lynn Schroeder, Dell, 1979

**DOCTORAL SEMINAR ON PEDAGOGY**  
Daily Assignments

**1. INTRODUCTION and COURSE DESIGN**

Today's Quote to Note: Our plans miscarry because they have no aim. When a man does not know what harbor he is making for, no wind is the right wind. --Seneca (4 B.C.-A.D. 65)

Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young. The greatest thing in life is to keep your mind young. --Henry Ford

The object of education is to prepare the young to educate themselves throughout their lives. --R.M. Hutchins

<i>Topic:</i>	<b>INTRODUCTION and COURSE DESIGN</b>
<i>Readings:</i>	"Why this Book," (TM) <b>Dean Bruner</b> "Fundamental Elements in Teaching" (TM) "Planning a Course" (TM) "The Modest Achievements of Stephen A. Robbins" (UVA-OB-0732)
<i>Assignment:</i>	1. Be prepared to introduce yourself, your objectives for the course, for the class, and why you want to be a teacher. 2. What do you find most interesting about Professor Robbins' career? What were his core teaching principles? 3. What elements should be included in your final syllabus (see requirements above)?
<i>Objectives:</i>	1. Establish a starting point, our teaching principles at the moment. 2. Introduce and become acquainted with each other. 3. Learn from Stephen Robbins' experience. 4. Establish the schedule
<i>Time Needed:</i>	90 minutes
<i>Learning Team:</i>	None
<i>Handouts:</i>	
<i>Audio Visual:</i>	Robbins CD and projector
<i>Tentative Teaching Outline:</i>	1. Introductions and Personal Objectives 2. Core teaching principles from Stephen Robbins 3. Introduce fundamental elements model. 4. Discuss calendar and syllabus. 5. Discuss requirements and written assignments.
<i>Developmental Notes/Needs:</i>	<b>THINGS TO DO FOR NEXT TIME!!!!!!!!!!!!</b>
<i>Transitions and Bridges:</i>	
<i>Survey Text:</i>	Introduction and Course Design

- Only the material ABOVE the dark line goes into the assignments for participants. The material below the dark line is for administrative and faculty planning.

## 2. ADULT LEARNING

Today's Quote to Note:

To teach is to learn.

--Japanese Proverb

We teach what we tolerate.

Marietta Frey

<i>Topic:</i>	<b>ADULT LEARNING</b>
<i>Readings:</i>	Complete the <i>Learning Style Inventory (CP)</i> . Dean Bruner AFTER taking the LSI, read "Adult Learning Theory" (TM) "Personal Thoughts on Teaching and Learning," Carl Rogers (T&CM, 129) "Contingencies Beyond Reason," Anthony Athos (CP) "Teaching Smart People to Learn," Chris Argyris, (CP, HBR 91301.) Skim <a href="http://en.wikipedia.org/wiki/Neuro-linguistic_programming">http://en.wikipedia.org/wiki/Neuro-linguistic_programming</a>
<i>Assignment:</i>	<ol style="list-style-type: none"> <li>How do adults learn? Come prepared to present your personal theory. Consider all of your life's experiences to date and what they have taught you about your core teaching principles. Write down these principles. That is, what is your current mental model about what it takes to be an effective teacher? Be prepared to hand these 1-2 pages in. Do not use one word principles, expand them into a phrase or sentence, and if necessary, add a single paragraph of explanation.</li> <li>What is your reaction to Tony Athos' principles of preparing to teach and to Carl Rogers' insights, and how do they compare to yours?</li> <li>What is NLP?</li> <li>What are the implications of adult learning theory for teaching?</li> </ol>
<i>Objectives:</i>	<ol style="list-style-type: none"> <li>To explore learning styles and theory.</li> <li>To explore the relationship between learning and teaching.</li> <li>To explore our own assumptions about teaching and learning.</li> <li>Introduce VABEs and habits.</li> <li>Introduce NLP.</li> </ol>
<i>Time Needed:</i>	90 minutes
<i>Learning Team:</i>	None
<i>Handouts:</i>	None
<i>Audio Visual:</i>	None
<i>Tentative Teaching Outline:</i>	<ol style="list-style-type: none"> <li>Explain Kolb's LSI model. How is it similar or different from your own model?</li> <li>What is your personal model of adult learning?</li> <li>Introduce VABEs and habits.</li> <li>What does adult learning theory imply for your teaching?</li> <li>What are the links and contradictions among the authors we read?</li> </ol>
<i>Developmental Notes/Needs:</i>	
<i>Transitions and Bridges:</i>	TBD
<i>Survey Text:</i>	Adult Learning Theory

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**3. LECTURES AND LECTURETTES**

Today's Quote to Note: We can think about three times faster than we can talk.

<i>Topic:</i>	<b>LECTURES AND LECTURETTES</b>
<i>Readings:</i>	"Levels of Learning" (TM) Lynn Isabella "Lecturing" (TM) "Saying it with Presentations," (SIWP) "Leading Discussion in a Lecture Course" (T&CM, p 312)
<i>Assignment:</i>	Prepare and be ready to give a 3-5 minute "aside" or lecturette on a topic of your choosing that relates to the course you are preparing a syllabus for. Assume our present class as your audience. Incorporate some PowerPoint slides in your presentation. Make it memorable.
<i>Objectives:</i>	<ol style="list-style-type: none"> <li>1. To consider the value of lectures in a case course.</li> <li>2. To practice preparing and giving lecturettes.</li> <li>3. To consider the principles of effective PowerPoint presentations.</li> <li>4. To practice giving PPT presentations.</li> </ol>
<i>Time Needed:</i>	90 minutes
<i>Learning Team:</i>	None
<i>Handouts:</i>	None
<i>Audio Visual:</i>	Projector and laptop. Students use flash sticks.
<i>Tentative Teaching Outline:</i>	<ol style="list-style-type: none"> <li>1. What are the strengths and weaknesses of lectures/lecturettes? What impact do they have on learning?</li> <li>2. What does a good lecture look like?</li> <li>3. Student lecturette. Debrief.</li> <li>4. Repeat.</li> <li>5. Discussion.</li> </ol>
<i>Developmental Notes/Needs:</i>	
<i>Transitions and Bridges:</i>	TBD
<i>Survey Text:</i>	Lectures and Lecturettes

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**4. CASE WRITING and RESEARCH**

Today's Quote to Note: "New business problems demand cases. You can't learn these skills by reading a textbook."  
--Charles Hickman, AACSB

<i>Topic:</i>	<b>CASE WRITING and RESEARCH</b>
<i>Readings:</i>	"Case Writing" (TM) "Next Steps: Writing Cases for Your Own Teaching Seminars" p. 285 (T&CM) "Because Wisdom Can't Be Told" (CP)
<i>Assignment:</i>	<ol style="list-style-type: none"> <li>1. What are the pros and cons of teaching with cases?</li> <li>2. What different kinds of cases are there?</li> <li>3. What makes a good case?</li> <li>4. In what ways is case writing research or not research?</li> <li>5. In which area of the course would you like to write your case? Be prepared to select an area for your case writing effort as we will have discussed.</li> </ol>
<i>Objectives:</i>	<ol style="list-style-type: none"> <li>1. To consider variations in case types and objectives.</li> <li>2. To consider the qualities of good cases.</li> <li>3. To consider the case writing process and research.</li> <li>4. To identify the areas in which we will write the case requirement.</li> <li>5. To explore the relationship between teaching and research.</li> </ol>
<i>Time Needed:</i>	90 minutes
<i>Learning Team:</i>	None
<i>Handouts:</i>	
<i>Audio Visual:</i>	
<i>Tentative Teaching Outline:</i>	<ol style="list-style-type: none"> <li>1. Why cases?</li> <li>2. What different kinds of cases are there?</li> <li>3. What makes a good case?</li> <li>4. What area would you each like to write on?</li> <li>5. How is case writing research or not research?</li> <li>6. How do the authors' thoughts affect your thoughts?</li> </ol>
<i>Developmental Notes/Needs:</i>	
<i>Transitions and Bridges:</i>	TBD
<i>Survey Text:</i>	Case Writing

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**5. TEACHING NOTES and TEACHING MEETINGS**

Today's Quote to Note: "We are born for cooperation, as are the feet, the hands, the eyelids, and the upper and lower jaws."  
--Marcus Aurelius

<i>Topic:</i>	<b>TEACHING NOTES and TEACHING MEETINGS</b>
<i>Readings:</i>	"Teaching Notes," (TM) "Planning a Class," (TM) "Teaching Note for "Ed Norris and the Baltimore Police Department" (CP, UVA-OB-0776TN) "Mind Mapping," (CP) "Mapping Case Pedagogy" (CP, PHA-035)
<i>Assignment:</i>	<ol style="list-style-type: none"> <li>1. How do you plan to teach a class? Of what value are teaching notes? What should be in them?</li> <li>2. What is your assessment of the "Ed Norris and the Baltimore Police Department" teaching note?</li> <li>3. How does Mind Mapping affect your thinking about developing teaching notes?</li> <li>4. Of what value are teaching meetings? What should be in them? What makes an effective teaching meeting?</li> </ol>
<i>Objectives:</i>	<ol style="list-style-type: none"> <li>1. Develop skills in writing teaching notes.</li> <li>2. Discuss the values of notes and meetings.</li> <li>3. Develop skills in preparing teaching meeting agendas.</li> </ol>
<i>Time Needed:</i>	90 minutes
<i>Learning Team:</i>	None
<i>Handouts:</i>	None
<i>Audio Visual:</i>	None
<i>Tentative Teaching Outline:</i>	<ol style="list-style-type: none"> <li>1. What should be in a teaching note? Why?</li> <li>2. What should be in a teaching meeting? Why?</li> </ol>
<i>Developmental Notes/Needs:</i>	
<i>Transitions and Bridges:</i>	TBD
<i>Survey Text:</i>	Teaching Meetings and Teaching Notes

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**6. DRAMA OF THE CLASSROOM**

Today's Quote to Note: "I wish the stage were as narrow as the wire of a tightrope dancer, so that no incompetent would dare step upon it." Johann Wolfgang von Goethe (1749-1832) *Wilhelm Meisters Lehrjahre* (b. 4, ch. 2)

<i>Topic:</i>	<b>DRAMA OF THE CLASSROOM</b>
<i>Readings:</i>	<p>"Role Playing" (TM) <b>Herb Crowder</b></p> <p>"The Reality of Doing" and "The Pinch and the Ouch," Sanford Meisner <i>On Acting</i></p> <p>"Hausser Foods" (CP)</p> <p><u>Optional Reading:</u> <i>Managing as a Performing Art</i>, Peter Vaill, Jossey-Bass, San Francisco, 1989 <i>Teaching and Performing: Ideas for Energizing Your Classes</i> by William M. Timpson and Suzanne Burgoyne</p>
<i>Assignment:</i>	<ol style="list-style-type: none"> <li>1. How is the classroom like a stage?</li> <li>2. What role does "performing" have in the classroom?</li> <li>3. Assume Ms. Cooper has discovered what's going on in Florida. If you were in her position, what would you do?</li> </ol>
<i>Objectives:</i>	<ol style="list-style-type: none"> <li>1. To explore personal presentation style in the classroom.</li> <li>2. To develop a "dramatic" flair while teaching.</li> <li>3. To practice presentation in the classroom.</li> </ol>
<i>Time Needed:</i>	90 minutes
<i>Learning Team:</i>	None
<i>Handouts:</i>	None
<i>Audio Visual:</i>	None
<i>Tentative Teaching Outline:</i>	<ol style="list-style-type: none"> <li>1. Discussion of the case: role play Cooper and Boyar.</li> <li>2. Discuss elements of dramatic presentation.</li> <li>3. Extemporaneous vignettes</li> </ol>
<i>Developmental Notes/Needs:</i>	
<i>Transitions and Bridges:</i>	TBD
<i>Survey Text:</i>	Drama of the Classroom: Acting techniques useful to teachers/Role Playing

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**7. CASE METHOD and CASE PREPARATION**Today's Quote to Note:

On a large billboard by a long, straight freeway in Southeastern Idaho:  
**ARE YOU LOST?** (Keep going. You're making good time!)

<i>Topic:</i>	<b>CASE METHOD and CASE PREPARATION</b>
<i>Readings:</i>	"Case Method," (TM) "The Role of the Instructor in the Case Method," C. R. Christensen, (CP) "Odyssey" (UVA-OB-0788) <b>SEAN CARR</b>
<i>Assignment:</i>	<ol style="list-style-type: none"> <li>1. What is case method? What kinds of ways might cases be used?</li> <li>2. How should one prepare for teaching cases?</li> <li>3. What is the role of the instructor in "case method?"</li> <li>4. How would you teach the Odyssey case? Prepare your teaching plan.</li> </ol>
<i>Objectives:</i>	<ol style="list-style-type: none"> <li>1. To explore alternative methods of preparing cases for teaching.</li> <li>2. To build a conceptual map about the case method.</li> <li>3. To practice preparing a case for teaching.</li> </ol>
<i>Time Needed:</i>	2-3 hours, we'll use 90 minutes (!)
<i>Learning Team:</i>	No
<i>Handouts:</i>	No
<i>Audio Visual:</i>	No
<i>Tentative Teaching Outline:</i>	<ol style="list-style-type: none"> <li>1. What is the case method?</li> <li>2. How should a case teacher prepare for class? What steps are involved? What routines?</li> </ol>
<i>Developmental Notes/Needs:</i>	
<i>Transitions and Bridges:</i>	TBD
<i>Survey Text:</i>	Case Method and Case Preparation

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**8. CASE CLASS DISCUSSION MANAGEMENT**Today's Quotes to Note:

Go with the flow--assertively.

--Mike McCaskey

A good question is worth a thousand answers.

--James G. Clawson

<i>Topic:</i>	<b>CASE CLASS DISCUSSION MANAGEMENT</b>
<i>Readings:</i>	"First Year Vignettes" (CP: UVA-PHA-022) <b>GEOFF ARCHER</b> <i>Teaching and the Case Method (T&amp;CM)</i> Pick one case from the book you'd like to teach.
<i>Assignment:</i>	1. Pick a vignette from the case or a case from <i>T&amp;CM</i> (avoiding those listed later in the syllabus) that you'd like to teach and prepare to teach it in 10 minutes or less.
<i>Objectives:</i>	<ol style="list-style-type: none"> <li>1. To introduce awareness of variations in the "Case Method."</li> <li>2. To have students observe and debrief part of a case class.</li> <li>3. To discuss the strengths and weaknesses of the case method.</li> </ol>
<i>Time Needed:</i>	2-3 hours: two or three sessions?
<i>Learning Team:</i>	
<i>Handouts:</i>	<i>Level Three Questions</i> Mss
<i>Audio Visual:</i>	Paper Chase?
<i>Tentative Teaching Outline:</i>	<ol style="list-style-type: none"> <li>1. One student teaches a case. Debrief.</li> <li>2. Discuss the opening of a class.</li> <li>3. Continue the cycle.</li> <li>4. How do you start a class?</li> <li>5. Show "The Paper Chase" clip (?) Discuss video clips on laptops. Imtoo ripper.</li> </ol>
<i>Developmental Notes/Needs:</i>	<ol style="list-style-type: none"> <li>1. Need to video tape a new class beginning.</li> <li>2. How to start a class?</li> </ol>
<i>Transitions and Bridges:</i>	TBD
<i>Survey Text:</i>	Introduction to Case Class Management with Student Instructors

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**9. Case Class Discussion Management**

<b>Class #/Topic</b>	Case Class Discussion Management
<b>Read:</b>	"Where do I go from here? A" (PHA-0026) (DEAN KREHMEYER) "The Discussion that just fell apart," (T&CM) (BOBBY PARMAR) "We're Just Wasting Our Time," (T&CM) (BILL FORSTER)
<b>Study Questions:</b>	TBD
<b>Objectives:</b>	To practice discussion management technique.
<b>Handouts:</b>	
<b>Audio Visual:</b> <i>Films, overheads, etc.</i>	
<b>Tentative Teaching Plan:</b>	
<b>Notes and Developmental Needs:</b>	
<b>Transitions and Bridges:</b>	
<b>Survey Text</b>	Case Class Management with Student Instructors

**10. Case Class Discussion Management**

<b>Class #/Topic</b>	Case Class Discussion Management
Read:	Students pick three cases from either Darden PHA series or T&CM "The Offended Colonel" from TCM, page 149 – 150 (SUSAN RABERN)
Study Questions:	TBD
Objectives:	To practice discussion management technique.
Handouts:	
Audio Visual: <i>Films, overheads, etc.</i>	
Tentative Teaching Plan:	Teach debrief / recycle
Notes and Developmental Needs:	Get student access to G: drive and / or Siebel Storefront
Transitions and Bridges:	
Survey Text:	Case Class Management with Student Instructors

**11. AUDIO VISUAL TECHNIQUES**

Today's Quote to Note: A picture is worth a thousand words.

<i>Topic:</i>	<b>AUDIO VISUAL TECHNIQUES</b>
<i>Readings:</i>	<p>"Audio Visual Tools and Techniques" (TM)  "Brubaker: A Guide for Viewing," (UVA-OB-354)  Search the web for Imtoo dvd ripper – so far the only program I know that will allow you to cut clips from dvds.</p> <p>Optional: "Simulations, Video, and High-Tech Applications," (MME, Section III, chapters 8, 9, and 10 on reserve)</p>
<i>Assignment:</i>	<ol style="list-style-type: none"> <li>1. Select one clip from your movie/film experience and develop a short plan for how it might be used in a class you would some day teach. Come prepared to show and tell if you can, but at least to "tell."</li> <li>2. What is the best video tape or clip you are aware of for teaching in your disciplinary area? What is good about it? What other videos are you aware of? What kind of visual materials would you LIKE to see available? Where can you find them? How could you make them? (and sell them?)</li> <li>3. After reading the "Brubaker" guide, how could you imagine using your film/clips in class?</li> </ol>
<i>Objectives:</i>	<ol style="list-style-type: none"> <li>1. Observe and evaluate AV materials.</li> <li>2. Discuss ways and means of using AV materials to further learning.</li> <li>3. Explain DAZZLE, IMTOO and related technologies.</li> </ol>
<i>Time Needed:</i>	90 mins
<i>Learning Team:</i>	No
<i>Handouts:</i>	None
<i>Audio Visual:</i>	<p>Get Computer Projector and speakers set up  <b>"FISH!"</b>  " As Good as it Gets", "The Paper Chase", "Annie Hall", "Brubaker"  Show Polar Bears, Penguins, Fish, Books on Film and Management</p>
<i>Tentative Teaching Outline:</i>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Show FISH!</li> <li>3. How would you use it?</li> <li>4. What AV materials could you use in your (writing-a-syllabus) course? How?</li> <li>5. Show Paper Chase, Annie Hall, Brubaker as time permits.</li> </ol>
<i>Developmental Notes/Needs:</i>	
<i>Transitions and Bridges:</i>	
<i>Survey Text:</i>	Audio Visual Techniques: FISH! Film and other clips.

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**12. GROUP TECHNIQUES and TEAM TEACHING**

<i>Topic:</i>	<b>GROUP TECHNIQUES and TEAM TEACHING</b>
<i>Readings:</i>	“Project Based Learning” (TM) #1: “John Ormand’s Group Project” (CP, UVA-PHA-031) Jim Clawson #2: “Learning Teams: Shrinking to Fit A,” (CP, UVA-OB-0839) Simone deColle and Jeff York
<i>Assignment:</i>	1. Four student instructors pick a partner and team teach two cases. Each two person team will need to meet x times before the class to prepare their teaching plan. 2. What kinds of group techniques have you experienced during the course of your education? How did they work and not work? 3. What summary conclusions do you draw about using group work in the classroom?
<i>Objectives:</i>	1. Explore the use of groups in teaching and learning. 2. Develop some conclusions about how and when to use group techniques
<i>Time Needed:</i>	90 minutes
<i>Learning Team:</i>	None
<i>Handouts:</i>	Learning Teams Shrinking to Fit B
<i>Audio Visual:</i>	
<i>Tentative Teaching Outline:</i>	1. What different kinds of group techniques are there? 2. Which ones have you experienced? What was your experience with them? 3. What summary conclusions do you draw about using groups? 4. Two Student instructors teach John Ormand and other case. 5. What was your experience working together?
<i>Developmental Notes/Needs:</i>	
<i>Transitions and Bridges:</i>	
<i>Survey Text:</i>	Group Instruction and Learning: Team Teaching cases

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**13. EXPERIENTIAL TECHNIQUES**

Today's Quote to Note: People learn best by doing.

<i>Topic:</i>	<b>EXPERIENTIAL TECHNIQUES</b>
<i>Readings:</i>	"Experiential Methods" (TM)
<i>Assignment:</i>	1. What experiential exercises have you participated in in the past? 2. <b>Identify</b> and be prepared to describe an experiential exercise that could be used in a course in your major field. You may search the web or printed materials for this.
<i>Objectives:</i>	1. To experience an experiential exercise. 2. To discuss the merits and weaknesses of experiential classes.
<i>Time Needed:</i>	90 minutes
<i>Learning Team:</i>	No
<i>Handouts:</i>	No
<i>Audio Visual:</i>	Bring Experiential Handbook to class.
<i>Tentative Teaching Outline:</i>	1. Koosh Ball, Helium Pole and Nuclear Waste with Susan 2. Debrief 3. Discuss EXP methods and exercises.
<i>Developmental Notes/Needs:</i>	
<i>Transitions and Bridges:</i>	
<i>Survey Text:</i>	Experiential Methods Class: Koosh Ball, Helium Pole, etc.

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**14. WEB BASED and DISTANCE LEARNING**

Today's Quote to Note: Technology is essential to building and sustaining learning in today's large and complex organizations. Marc Rosenberg

<i>Topic:</i>	<b>WEB BASED and DISTANCE LEARNING</b>
<i>Readings:</i>	<ol style="list-style-type: none"> <li>1. Find an educational web-site that you find powerful, engaging, and instructive. Be prepared to show this in class and describe why it's so good.</li> <li>2. "The Real and Appropriate Role of Technology in Creating a Learning Culture," by Marc J. Rosenberg, <i>Creating a Learning Culture</i>, by Marcia Conner and James Clawson, Cambridge University Press, 2004 (CP)</li> <li>3. "Using Technology Support," (TM)</li> </ol>
<i>Assignment:</i>	1. What issues and problems do you anticipate with web-based instruction? When will it work? With whom? Why and how? Would you teach an on-line course? If so, what are the key principles you'd want to keep in mind?
<i>Objectives:</i>	1. To have students explore and examine skills and techniques for developing web-based instruction.
<i>Time Needed:</i>	90 minutes
<i>Learning Team:</i>	No
<i>Handouts:</i>	None
<i>Audio Visual:</i>	Set up computer projector and link in classroom
<i>Tentative Teaching Outline:</i>	<ol style="list-style-type: none"> <li>1. Discuss quotes</li> <li>2. Show SACD book and CareerNextStep site, report Universitas 21 experience.</li> <li>3. What web-based courses, if any, have you taken?</li> <li>4. What sites did you find? Why good and not so good?</li> <li>5. What can we learn about developing web-based courses?</li> </ol>
<i>Developmental Notes/Needs:</i>	
<i>Transitions and Bridges:</i>	
<i>Survey Text:</i>	Web based, distance learning

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**15. STUDENT EXPERIENCE INSIGHTS**

<i>Topic:</i>	Learning from our Experiences
<i>Readings:</i>	TBA “Teaching Leadership through Aikido,” Jim Clawson and Jon Doner, <i>Journal of Management Education</i> , (CP) <b>Request:</b> Would the following two students please prepare a 30 minute class using whatever teaching techniques you wish to convey your life’s insights about the following two topics:  Bobby Parmar, “What I learned about teaching from taekwondo” Ji-Ren Li and Hiroshi Ogasawara, “The Differences in Teaching Americans and Asians” Jared Harris, “Is the Student a Consumer?”
<i>Assignment:</i>	TBA
<i>Objectives:</i>	Learn from students from their experiences Practice teaching and debriefing
<i>Time Needed:</i>	90 minutes
<i>Learning Team:</i>	No
<i>Handouts:</i>	?
<i>Audio Visual:</i>	?
<i>Tentative Teaching Outline:</i>	5 mins Intro 30 mins Class #1 10 mins Debrief 30 mins Class #2 10 mins Debrief
<i>Developmental Notes/Needs:</i>	
<i>Transitions and Bridges:</i>	
<i>Survey Text:</i>	Student Experiences with Taekwondo and Intercultural Teaching

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**16. MATERIALS GRADING AND TEACHER EVALUATION**Today's Quote to Note:

Let us train our minds to desire what the situation demands. --Seneca.

Our duty is to believe that for which we have sufficient evidence, and to suspend our judgment when we have not. --John Lubbock (1803-1865)

Where performance is measured, performance improves. Where there is accountability for performance, the rate of improvement increases. --Thomas Monson

<i>Topic:</i>	<b>MATERIALS GRADING AND TEACHER EVALUATION</b>
<i>Readings:</i>	"Evaluating Students" (TM) "Evaluating Teachers," (TM) "Bob Nelson A," (CP: PHA-015) (Jim Clawson) "Ron Gaines," (CP: UVA-PHS-025) (Jim Clawson) "To Fight or Switch," (CP: UVA-PHA-006) (Jim Clawson)
<i>Assignment:</i>	<ol style="list-style-type: none"> <li>1. How would you find out what your students thought of your selection of course materials?</li> <li>2. Get study questions from student instructors.</li> <li>3. What is the purpose of grading? What different methods are you aware of?</li> <li>4. What do you need to know in order to grade?</li> <li>5. How should you grade? What about class participation?</li> <li>6. Prepare the cases above.</li> </ol>
<i>Objectives:</i>	<ol style="list-style-type: none"> <li>1. To consider the elements of teacher observation/evaluation.</li> <li>2. To consider how we might evaluate ourselves.</li> <li>3. To wrestle with these issues.</li> <li>4. To practice.</li> </ol>
<i>Time Needed:</i>	90 minutes
<i>Learning Team:</i>	No
<i>Handouts:</i>	? (B cases? Students need to take care of this...)
<i>Audio Visual:</i>	? Ditto
<i>Tentative Teaching Outline:</i>	<ol style="list-style-type: none"> <li>1. Design a faculty observation evaluation form. Be prepared to share it with the class. What elements would you include on an evaluation form?</li> <li>2. What kind of information would you like to receive if you were teaching and had a colleague sit in to observe you?</li> </ol>
<i>Developmental Notes/Needs:</i>	Make copies of latest spreadsheet and participation approach.
<i>Transitions and Bridges:</i>	
<i>Survey Text:</i>	Materials, Teaching, and Student evaluations

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**17. COUNSELING**

<i>Topic:</i>	Counseling Students
<i>Readings:</i>	“Counseling Students” (TM)
<i>Assignment:</i>	Be prepared to present the most difficult personal counseling experience you’ve had/participated in. We’ll talk about how to manage them.  <b>Optional Reading and for your Library:</b> <i>A New Guide to Rational Living</i> , Albert Ellis, <i>Shadow Syndromes</i> , John Ratey
<i>Objectives:</i>	To anticipate and prepare for student counseling sessions.
<i>Time Needed:</i>	90 minutes
<i>Learning Team:</i>	No
<i>Handouts:</i>	
<i>Audio Visual:</i>	
<i>Tentative Teaching Outline:</i>	
<i>Developmental Notes/Needs:</i>	
<i>Transitions and Bridges:</i>	
<i>Survey Text:</i>	Counseling Students

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**18. EXECUTIVE EDUCATION**Today's Quote to Note:

There is nothing so practical as a good theory. --Kurt Lewin

Those who can, do; those who can't, teach. --Bernard Shaw

(And those who can't teach, teach the teachers.) --Laurence J. Peter

<i>Topic:</i>	<b>EXECUTIVE EDUCATION</b>
<i>Readings:</i>	"Executive Education," (TM) "Learning at the Darden School" (CP) "Howard Wilson A" (CP: UVA-PHA-018)
<i>Assignment:</i>	What if any differences do you see in teaching MBAs and practicing managers? How, if at all, would you conduct class differently?
<i>Objectives:</i>	To discuss the differences between teaching MBAs and executives.
<i>Time Needed:</i>	90 minutes
<i>Learning Team:</i>	No
<i>Handouts:</i>	Howard Wilson B, C, and D.
<i>Audio Visual:</i>	
<i>Tentative Teaching Outline:</i>	1. Discussion of articles, DGSB faculty comments, and questions.
<i>Developmental Notes/Needs:</i>	<b>Include faculty visitors.</b> (Frey, Bruner, Carraway, James?)
<i>Transitions and Bridges:</i>	
<i>Survey Text:</i>	Executive Education

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**19. MASS EDUCATION**

Today's Quotes to Note: Power breeds isolation. Isolation leads to the capricious use of power. In turn, the capricious use of power breaks down the normal channels of communication between the leader and the people whom he leads. This ultimately means the deterioration of power and with it the capacity to sustain unity in our society. This is the problem we face today. --George Reedy

<i>Topic:</i>	<b>MASS EDUCATION</b>
<i>Readings:</i>	<ol style="list-style-type: none"> <li>1. Go on line and review <i>Business Week's</i> rating of business schools</li> <li>2. "Dealing with the Press," (TM)</li> </ol>
<i>Assignment:</i>	<ol style="list-style-type: none"> <li>1. Assume that a business reporter for <u>Fortune</u> or <u>Business Week</u> has called and wants to talk to you about the quality of business education in America today in particular how business schools are affecting it. Be prepared to call him or her back and talk on the phone with the understanding that you are going to be quoted in an article.</li> <li>2. Switching roles, be prepared also to ask questions for "your" article, as if you were the reporter. Come with your list of five most important questions <i>written down</i> to ask deans and members of business school faculty.</li> <li>3. Who is your audience as a teacher?</li> <li>4. How can you best leverage your knowledge?</li> <li>5. What is your responsibility to society?</li> <li>6. What are the various media avenues you have to the rest of the world? How can you manage them?</li> </ol>
<i>Objectives:</i>	<p>To consider means and responsibilities to teach outside the classroom setting.          To practice and anticipate the unexpected role of press interviewee.          To get students into the studio and meet the AV crew /staff.</p>
<i>Time Needed:</i>	90 minutes
<i>Learning Team:</i>	No
<i>Handouts:</i>	No
<i>Audio Visual:</i>	No
<i>Tentative Teaching Outline:</i>	<ol style="list-style-type: none"> <li>1. Who is your audience as a teacher?</li> <li>2. What are the various media avenues available to you?</li> <li>3. How can you best leverage your responsibility to society?</li> <li>4. How would you answer this reporter's questions?</li> </ol>
<i>Developmental Notes/Needs:</i>	<ol style="list-style-type: none"> <li>1. Contact newspaper or radio reporter in advance to ask questions.</li> <li>2. Set up studio with Brian and Kris</li> </ol>
<i>Transitions and Bridges:</i>	
<i>Survey Text:</i>	Mass Education and the Press Conference Experience

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**20. RESEARCH PRESENTATIONS**

Today's Quote to Note: I have never been able to understand why it is that just because I am unintelligible nobody understands me. --Milton Mayer

<i>Topic:</i>	<b>RESEARCH PRESENTATIONS</b>
<i>Readings:</i>	"Research Presentations" (TM)
<i>Assignment:</i>	Be prepared to deliver a 3-5 minute (MAX) presentation (including PPT slides) about your research proposal / thesis project. Five minutes MAX! <b>Remember:</b> clarity, memorability, authenticity, and respect for the audience.
<i>Objectives:</i>	<ol style="list-style-type: none"> <li>1. To practice giving research presentations.</li> <li>2. To develop a "stump speech" about your research.</li> </ol>
<i>Time Needed:</i>	90 minutes
<i>Learning Team:</i>	No
<i>Handouts:</i>	?
<i>Audio Visual:</i>	Projector and screen
<i>Tentative Teaching Outline:</i>	<ol style="list-style-type: none"> <li>1. Student Presentation.</li> <li>2. Discussion and Critique.</li> <li>3. Student Presentation</li> <li>4. Discussion and Critique.</li> </ol>
<i>Developmental Notes/Needs:</i>	
<i>Transitions and Bridges:</i>	
<i>Survey Text:</i>	Research Presentations

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**21. SELECTING AN ENVIRONMENT**Today's Quote to Note:

Love thy neighbor as thyself, but choose the neighborhood. --Louise Beal

<i>Topic:</i>	<b>SELECTING AN ENVIRONMENT</b>
<i>Readings:</i>	"Martha Pollock," (CP: UVA-PHA-021) (Student Instructor)
<i>Assignment:</i>	<ol style="list-style-type: none"> <li>1. What do you need to know before you accept an offer? Write down your questions.</li> <li>2. How will you get that information?</li> <li>3. Student assignment questions?</li> </ol>
<i>Objectives:</i>	<ol style="list-style-type: none"> <li>1. To consider the dimensions upon which to judge fit between candidate and applicant.</li> <li>2. To consider managing the choice to fit.</li> </ol>
<i>Time Needed:</i>	90 minutes
<i>Learning Team:</i>	No
<i>Handouts:</i>	No
<i>Audio Visual:</i>	CareerNextStep.com and career/job analysis worksheet
<i>Tentative Teaching Outline:</i>	<ol style="list-style-type: none"> <li>1. What do you need to know before saying "yes?"</li> <li>2. How will you get that information?</li> </ol>
<i>Developmental Notes/Needs:</i>	
<i>Transitions and Bridges:</i>	
<i>Survey Text:</i>	Selecting a Professional Home

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**22. MANAGING AND BALANCING YOUR CAREER****BALANCING AND MANAGING YOUR LIFE AND CAREER**

Today's Quote to Note: ". . .we must never become too busy to sharpen the saw. This means regularly exercise and tuning the three instruments we have to do our work--our bodies, our minds, and our spirits."  
--Steve Covey

<i>Topic:</i>	<b>MANAGING AND BALANCING YOUR CAREER</b>
<i>Readings:</i>	"Professor Jim Gordon's Week" (CP: UVA-PHA-024) (Jim Clawson) "Managing Academic Careers," (TM) "Balancing Your Life" (CP: UVA-OB-323) Use the <b>Balancing Your Life Excel spreadsheet</b> on the course web site to complete your own exercise.
<i>Assignment:</i>	<ol style="list-style-type: none"> <li>1. Select and interview an active university professor, preferably from a management school (Darden, McIntire, etc.) about how they manage their life balancing work, family, health, and time for professional productivity and intellectual growth. You may offer anonymity. Be prepared to outline a typical day and to describe what you learned from them about managing professional careers in academe. Be prepared to hand in your interview schedule and a one page summary of learnings. When do they read? When do they write? How do they parent? When do they exercise if at all? How do they manage their health? Etc?</li> <li>2. What are the stresses you will likely experience as a result of your choice to be a professor?</li> <li>3. How will you cope with them? (Write this down.)</li> </ol>
<i>Objectives:</i>	<ol style="list-style-type: none"> <li>0. To consider the lifestyle implications of careers in academe.</li> <li>2. To anticipate means of coping with them.</li> </ol>
<i>Time Needed:</i>	90 minutes
<i>Learning Team:</i>	No
<i>Handouts:</i>	None
<i>Audio Visual:</i>	Balance Wheel Excel Spreadsheet, Developmental Exercise on CareerNextStep.com
<i>Tentative Teaching Outline:</i>	<ol style="list-style-type: none"> <li>1. What stresses will you experience?</li> <li>2. How will you cope with them?</li> </ol>
<i>Developmental Notes/Needs:</i>	
<i>Transitions and Bridges:</i>	
<i>Survey Text:</i>	Managing and Balancing Your Career

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**23. CONCLUSION**

Today's Quote to Note: There is only one success--to be able to spend your life in your own way.  
--Christopher Morley

<i>Topic:</i>	<b>CONCLUSION</b>
<i>Readings:</i>	"Professional Portfolios," (TM) "Conclusion," (TM)
<i>Assignment:</i>	1. How does one close / conclude a course? 2. Devise a closing statement for the course you're writing a syllabus for. What would be your last statement to students you'd expect never to see again. Include slides as appropriate. Make this a 5 minute or less summary.
<i>Objectives:</i>	1. To begin practicing disconnecting/"disorienting" from students and a course. How do you end?
<i>Time Needed:</i>	90 minutes
<i>Learning Team:</i>	No
<i>Handouts:</i>	No
<i>Audio Visual:</i>	No
<i>Tentative Teaching Outline:</i>	1. Student Report and Discussion 2. Student Report and Discussion 3. Conclusion and Course Evaluations on-line
<i>Developmental Notes/Needs:</i>	
<i>Transitions and Bridges:</i>	
<i>Survey Text:</i>	Conclusion

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**ODDS AND ENDS**  
**Additional References We Didn't Use This Year**

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