



Teaching Essentials Course
AU TEACHING & LEARNING CENTER

Course Directive

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COURSE OVERVIEW

Course Description

As a core program of the Air University Teaching and Learning Center, the Teaching Essentials Course (TEC) prepares and supports instructors to effectively teach and promote learning. The TEC provides instructors with a foundation of knowledge, theories, skills, and methods required of all instructors regardless of what they teach. The course equips participants with evidence-based practices for planning, executing, and evaluating learning events, emphasizing practical application. The TEC encourages student-centered learning by promoting flexible instruction to serve the diverse community of adult learners.

The TEC's design offers various delivery options, including hybrid (face-to-face/online), synchronous and asynchronous lessons. TEC content is made available for use by any Air University school or program and may be adapted to meet faculty needs.

This course is designed for newly assigned and beginning instructors. Established, long-standing instructors and faculty are also welcomed to attend since the curriculum and experience emphasizes current teaching techniques and promotes professional learning communities with instructors across the campus.

Course Outcomes

The following course outcomes are supported by the TEC lessons. Upon completion of the full course, participants will be able to:

- 1. Teach**
Perform as an effective instructor capable of operating successfully in a teacher or student-centered learning environment with key communication skills and the ability to apply basic learning theories.
- 2. Create Instruction**
Design and implement instructional materials using proven learning theories and models that leverage appropriate teaching strategies, promote learner engagement and effectively advance learning goals.
- 3. Assess Learning**
Design, validate, and implement assessment strategies to measure learning and provide feedback to guide learners, inform methods, and improve teaching.
- 4. Professional Development**
Demonstrate scholarship and continuous professional development in academic areas such as teaching, research, collaboration, mentoring, presentations, and scholarly publications.

COURSE MODULES AND LESSONS

Module 1: Foundations of Instruction	Module 2: Theories of Teaching and Learning	Module 3: Teaching and Learning Strategies
<ol style="list-style-type: none"> 1. Role of the Instructor 2. Learning Environment 3. Professional Communication 4. Teaching Strategies Overview 5. Goals and Objectives 6. Role of Assessment 	<ol style="list-style-type: none"> 1. The Adult Learner 2. Learning Theories 	<ol style="list-style-type: none"> 1. Marzano's Nine High-Yield Teaching Strategies 2. Direct Instruction 3. Lecture 4. Gamification 5. Case Studies 6. Flipped Classrooms

Module 4: Educational Assessment	Module 5: Learning Technology	Module 6: The Profession of Teaching
<ol style="list-style-type: none"> 1. Formative Assessments 2. Summative Assessments 3. Rubrics 4. Effective Feedback 	<ol style="list-style-type: none"> 1. Overview of Technology 	<ol style="list-style-type: none"> 1. Professional Learning Communities

LESSON DESCRIPTIONS

Module 1: Foundations of Instructions

Role of the Instructor

Primary Facilitator: Dr. Ruth Busby, email: ruth.busby.ctr@au.af.edu

Description: This lesson provides an overview of roles, responsibilities, and expectations of an instructor in 21st century classrooms. Characteristics of effective instructors and ways in which instructors impact the lives of students will be explored.

Lesson Objectives:

- (Analyzing) Compare and contrast teaching and learning.
- (Analyzing) Classify teaching as an art, science, or both.
- (Remembering) Define the various roles of an instructor.
- (Applying) Identify characteristics of effective instructors.
- (Evaluating) Explain the impact of teachers on the lives of students.

Learning Environment

Primary Facilitator: Dr. Ruth Busby, email: ruth.busby.ctr@au.af.edu

Description: The Learning Environment lesson begins with a discussion of a successful learning environment and the importance of creating a learning environment that engages the learner and promotes academic achievement. Next, commonly cited elements of successful learning environments are discussed to lead to an understanding of what strategies contribute to a productive learning environment for students. The lesson concludes with a discussion of current research on creating a successful learning environment.

Lesson Objectives:

- (Understanding) Define the meaning of a successful learning environment.
- (Remembering) Describe strategies to develop a successful learning environment.

Professional Communication

Primary Facilitator: Dr. Kelly Glasscock, email: kelly.glasscock.ctr@au.af.edu

Description: The lesson focuses on defining and describing verbal, non-verbal, written, and visual communication components, while also identifying practices for an instructor to use in the classroom. Learners evaluate their own verbal and non-verbal communication habits, and then reflect on how these practices affect their teaching and ability to connect with students.

Lesson Objectives:

- (Understanding) Identify the various types of components used within instructor communication.
- (Understanding) Identify important verbal and nonverbal skills for instructors to use when teaching and talking with students.
- (Understanding) Identify important writing skills for instructors to use when communicating with students in written form.
- (Understanding) Identify important visual skills for instructors to use when sharing information with students.

Teaching Strategies Overview

Primary Facilitator: Dr. Ruth Busby, email: ruth.busby.ctr@au.af.edu

Description: This lesson provides an overview of teaching strategies. Students will have opportunities to select appropriate teaching strategies for specific purposes to broaden their repertoire and application in the classroom.

Lesson Objectives:

- (Applying) Identify factors to consider in selecting teaching strategies.
- (Evaluating) Select various teaching strategies that align with lesson objectives and assessments.

Goals and Objectives

Primary Facilitator: Dr. Susan Slear, email: susan.slear.ctr@au.af.edu

Description: Instructional success starts with solid goals and objectives. This lesson discusses the generation of course goals and objectives specifically. The learner will be introduced to the relationship between instructional goals, generalized statements, and objectives. The learner will be able to differentiate goals from objectives and identify lesson objectives that clearly state learning intentions.

Lesson Objectives:

- (Understanding) When provided examples, differentiate lesson goals from lesson objectives.
- (Applying) Given examples of lesson objectives, select the elements of a well written objective.
- (Creating) Create objectives that best describe a student's intended performance clearly enough to avoid misinterpretation.

Role of Assessment

Primary Facilitator: Dr. Susan Slear, email: susan.slear.ctr@au.af.edu

Description: This lesson provides an overview of assessments including two main types, purposes of each, and criteria to determine the effectiveness of assessments used in the classroom to enhance teaching and learning. Activities include selecting appropriate assessment strategies for various lesson objectives and using assessment data to make educational decisions.

Lesson Objectives:

- (Remembering) Define the different types of assessments.
- (Understanding) Explain the purpose of assessment in education at the individual and program/course levels.
- (Understanding) Explain criteria used to determine effectiveness of assessment.
- (Analyzing) Select an assessment strategy that aligns with lesson objective and instructional strategy.
- (Analyzing) Recommend how to use assessment data to make educational decisions.

Module 2: Theories of Teaching and Learning

The Adult Learner

Primary Facilitator: Dr. Ruth Busby, email: ruth.busby.ctr@au.af.edu

Description: This lesson provides an overview of two prominent adult learning theories: andragogy and transformative learning. Characteristics of adult learners as well as theory-to-practice implications for classroom instruction will be explored.

Lesson Objectives:

- (Applying) Identify characteristics of adult learners.
- (Creating) Discuss core concepts of the adult learning theories of andragogy and transformative learning.
- (Applying) Select strategies and techniques for teaching that integrate adult learning theories.

Learning Theories

Primary Facilitator: Dr. Ruth Busby, email: ruth.busby.ctr@au.af.edu

Description: The Learning Theory lesson is an introduction to various theories and their contributions to support adult learning. An overview discusses the substantial contributions of different theorists. The class requires students to think about the definition of learning and how adult learners attach emotions to learning. A short discussion of Empiricism and Rationalism leads to the introduction of three primary theories: Behaviorism, Cognitivism, and Constructivism. The class ends with applying the theories to teaching and/or instructional design.

Lesson Objectives:

- (Knowing) Identify several educational theorists.
- (Understanding) Describe the contributions of various educational theories.
- (Applying) When given a scenario, select the appropriate learning theory based on learner needs.

Module 3: Teaching and Learning Strategies

Marzano's Nine High-Yield Teaching Strategies

Primary Facilitator: Dr. Ruth Busby, email: ruth.busby.ctr@au.af.edu

Description: This lesson provides an overview of Marzano's nine high-yield teaching strategies supported by his meta-analysis studies. Students will identify these strategies.

Discussion and practice exercises will provide methods for direct application in the classroom.

Lesson Objectives:

- (Applying) Identify Marzano's nine teaching strategies that have a high probability of enhancing student achievement.
- (Creating) Discuss specific applications of Marzano's nine teaching strategies.
- (Applying) Select high-yield strategies for teaching in given scenarios.

Direct Instruction

Primary Facilitator: Dr. Kelly Glasscock, email: kelly.glasscock.ctr@au.af.edu

Description: The lesson provides a general understanding of using direct instruction in your classroom as an effective teaching strategy to enhance student learning and engagement. A review of the key steps an instructor should follow when teaching the lesson is provided along with a breakdown of using demonstration and modeling in your lessons.

Lesson Objectives:

- (Remembering) Define direct instruction.
- (Remembering) Associate steps of implementing direct instruction to course material.
- (Analyzing) Break down a teachable skill into a step-by-step demonstration or model.

Lecture

Primary Facilitator: Dr. Kelly Glasscock, email: kelly.glasscock.ctr@au.af.edu

Description: This lesson will use cooperative learning and active learning during an informal lecture to demonstrate how to lead a classroom lecture, when to use it, and how it will improve student learning.

Lesson Objectives:

- (Understanding) Describe the usefulness and appropriateness of teaching through lectures.
- (Understanding) Describe the guidelines for using a lecture in the classroom.

Gamification

Primary Facilitator: Dr. Kelly Glasscock, email: kelly.glasscock.ctr@au.af.edu

Description: The lesson reviews the definition and types of gamification an instructor can incorporate into their classroom to increase student engagement. An overview of simple gamification examples, like Jeopardy, encourages instructors to start small. The lesson ends with a review of more complex gamification, like virtual reality, which allows instructors to immerse students into the learning experience.

Lesson Objectives:

- (Remembering) Define gamification.
- (Understanding) Associate examples of gamification with topics within their lessons
- (Applying) Identify the “rules” of gamification within various types of games.

Case Studies

Primary Facilitator: Dr. Kelly Glasscock, email: kelly.glasscock.ctr@au.af.edu

Description: The case method is a participatory, discussion-based way of learning where students gain skills in critical thinking, communication, and group dynamics. It is an advanced active learning method to increase student engagement and retention.

Lesson Objectives:

- (Remembering) Define the case study method of teaching.
- (Analyze) Distinguish how and when to use the case study method in a lesson.
- (Understanding) Demonstrate how to effectively apply decision-making methods when using a case study in the classroom.
- (Understanding) Know how to present the findings in a group setting.

Flipped Classrooms

Primary Facilitator: Dr. Susan Slear, email: susan.slear.ctr@au.af.edu

Description: This lesson presents an overview of the flipped classroom learning environment and how it can be used to teach and reinforce material, help students attain course objectives, and free up lecture time. After students have a basic understanding of the flipped classroom approach, the lesson will explore different examples and how to incorporate them into a class.

Lesson Objectives:

- (Understanding) Describe the concept of a flipped lesson.
- (Understanding) Explain how to use common activities in a flipped lesson.
- (Understanding) Explain when to use a flipped lesson.
- (Applying) Identify the goals of a flipped lesson.

Module 4: Educational Assessment

Formative Assessments

Primary Facilitator: Dr. Susan Slear, email: susan.slear.ctr@au.af.edu

Description: This lesson will highlight the purpose of formative assessments and discuss various formative assessment strategies and how they are used throughout the teaching and learning process. Students will explore how to select formative assessment strategies.

Lesson Objectives:

- (Remembering) Explain the purpose of formative assessments.
- (Understanding) List the different types of formative assessments.
- (Understanding) Explain how formative assessments are used throughout the teaching and learning process.
- (Understanding) Select at least two formative assessment strategies to implement within a lesson.

Summative Assessments

Primary Facilitator: Dr. Susan Slear, email: susan.slear.ctr@au.af.edu

Description: This lesson highlights the purpose of summative assessments and identifies various types. Students will discuss advantages and disadvantages of different summative assessment strategies. Finally, students will justify the use of summative assessment strategies for different lessons.

Lesson Objectives:

- (Remembering) Explain the purpose of summative assessments.
- (Understanding) List different types of summative assessment strategies.
- (Understanding) Describe the advantages and disadvantages of different summative assessments.
- (Analyzing) Justify the use of a summative assessment strategy used in a lesson.

Rubrics

Primary Facilitator: Dr. Susan Slear, email: susan.slear.ctr@au.af.edu

Description: This lesson presents an overview of how rubrics can be used to measure student learning. The parts of a rubric will be discussed, including development and calibration.

Lesson Objectives:

- (Remembering) Define a rubric and its use.
- (Analyzing) Distinguish how and when to use a rubric.
- (Understanding) Demonstrate how to effectively use rubrics as an assessment tool to grade an assignment.

Effective Feedback

Primary Facilitator: Dr. Susan Slear, email: susan.slear.ctr@au.af.edu

Description: This lesson focuses on elements of effective feedback and explains how effective feedback supports the teaching and learning process. Students will identify and discuss examples of written and oral feedback to improve performance in future lessons and assignments. Finally, students will have an opportunity to provide effective feedback using samples of student work.

Lesson Objectives:

- (Remembering) Recall characteristics of effective feedback.
- (Understanding) Explain how effective feedback supports the teaching and learning process.
- (Applying) Identify examples of written and oral feedback that could be used for future lessons and assignments.
- (Creating) Provide effective feedback using samples of student work.

Module 5: Learning Technology

Overview of Technology

Primary Facilitator: Dr. Kelly Glasscock, email: kelly.glasscock.ctr@au.af.edu

Description: This lesson will explore how technology in the classroom can enhance the learning experience, both in person and remotely. First, we will define digital learning and technology. Next, we will look at how technology can be utilized in the classroom both online and face-to-face. Finally, we will identify some of the advantages and disadvantages of using technology in the classroom.

Lesson Objectives:

- (Understanding) Define digital learning and discuss how technology can be used in your course.
- (Understanding) Discuss advantages/disadvantages of using technology in both face to face and online/hybrid classroom settings.
- (Analyzing) Distinguish how and when to use technology in your course.

Module 6: Profession of Teaching

Professional Learning Communities

Primary Facilitator: Dr. Ruth Busby, email: ruth.busby.ctr@au.af.edu

Description: This lesson will provide participants with an overview of the purpose of professional learning communities (PLC) for continuous growth as an educator. Strategies for effective mentoring and networking within a PLC will be examined. Participants will engage in activities that enhance self-efficacy including participation in a group mentoring session with AU leaders. *NOTE: The group mentoring session can be customized to meet needs of participants.*

Lesson Objectives:

- (Analyzing) Participate in a community of practice.
- (Applying) Identify strategies for effective mentoring and networking.
- (Creating) Discuss ways a community of practice supports the professional development of instructors.
- (Analyzing) Analyze the impact of relationships at each stage of the mentoring process.
- (Analyzing) Assume the role of a mentee in a group mentoring session with AF Leaders.

EVALUATION

Students are assessed using criteria based on alignment with lesson objectives. Pre- and post- assessments are administered with questions designed to measure the knowledge gained from active participation. The pre-assessment serves as a baseline for students' starting content knowledge. The same questions will be administered at the end as evidence of knowledge gained. Submission of the post-assessment serves as documentation to receive credit.

Earning a Certification of Completion requires participation in the full course.

DELIVERY OPTIONS

The TEC curriculum introduces instructors and faculty to “teaching as a profession.” The course is designed to emphasize the student-centered learning environment regardless of whether it is offered as traditional face-to-face lessons or self-paced lessons online. Students will have the opportunity to engage in small and large group discussions and collegial inquiry and to reflect on their professional growth. Students are expected to actively participate by asking questions, contributing to discussions, and engaging in learning activities. The following delivery methods are offered to provide scheduling flexibility and meet organizational needs. Advanced registration is required.

- **Hybrid.** The multi-day hybrid course includes lessons with synchronous sessions in the morning and asynchronous lessons each afternoon to allow for scheduling flexibility for busy adult learners. The synchronous sessions emphasize the development of professional learning communities by using a cohort model to encourage collaboration with other instructors. Participants are expected to collaborate for online activities as well. The online component is conducted via Canvas. Online tutorials will be available for those unfamiliar with Canvas.
- **Synchronous.** The synchronous online option allows organizations to choose any lesson or micro-lesson for a customized approach to faculty development. Lessons are conducted via Teams. Regular lessons are 60 minutes long except for Marzano’s Nine High-Yield Teaching Strategies and Professional Learning Communities. Micro-lessons are less than 30 minutes and focus on one aspect of a lesson emphasizing practical application. Activities include breakout rooms, live chats, and live-streamed lectures for more personalized interaction. No registration is required and links will be provided.
- **Asynchronous.** The asynchronous self-paced option is conducted online via Canvas and allows students to choose which lessons to take. Online tutorials will be available for those unfamiliar with Canvas. This option does not require real-time interaction and affords students the opportunity to access the course when it best fits their schedules. Self-guided modules, pre-recorded video content, lecture notes, and discussion boards allow students to complete assignments at their own pace without set deadlines. Instructors will monitor progress and be available for assistance throughout the course.

COURSE ENROLLMENT PROCEDURES

Course information is provided via AU email, social media, and AUTLC newsletters. Invitations for participation in sessions are distributed via Teams. Information can be obtained from AUTLC by emailing: autlc@us.af.mil or calling (334) 953-5454.

- Synchronous options are available upon request.
- Hybrid options are available. Contact TLC for current offering dates.
- Asynchronous option is open for continuous enrollment beginning 30 August 2021.

FACULTY

TEC faculty comprise numerous years of higher education teaching, faculty development experience, and faculty leadership experience. TEC faculty members are selected based on performance record, experience, academic achievement, and teaching ability.



Ruth Busby, Ed.D.

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Dr. Busby has been an educator for more than 30 years. She has served in various capacities including teacher, professor, department chair, and executive director of academics and research. She holds a master's degree in Educational Leadership and a doctorate in Curriculum and Instruction with an emphasis in Teaching and Learning.



Kelly Jewell-Glasscock, Ph.D.

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Dr. Kelly Jewell-Glasscock has worked in the field of higher education for over 12 years. She completed her doctoral studies at the University of Washington in Seattle, Washington. In her previous positions, she was a program coordinator and assistant professor. Dr. Jewell-Glasscock brings a variety of experiences and expertise around incorporating technology into the classroom.



Susan Slear, Ph.D.

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Dr. Slear has been an educator for about 20 years. After 15 years in K-12 and moving to higher education, Dr. Slear remained focused on curriculum and instruction. She earned her master's degree and doctorate in Educational Leadership from Auburn University. Her research interests include cohort development and online learning.

APPENDIX

Sample Schedule for Synchronous Micro-Sessions

Lesson Title	Micro-session Title	Objective
Experiential Learning	Using Experiential Learning Strategies Online	<i>(Understanding)</i> Describe how to use at least three strategies to include experiential learning in the face-to-face or virtual classroom.
Simple Technologies	Using <i>Interactive Technology</i> for Online Engagement	<i>(Understanding)</i> Identify interactive technologies, both simple and complex, that can increase engagement and stimulate learning.
Flipped Classrooms	Activities for Flipped Lessons	<i>(Understanding)</i> Explain how to use common activities in a flipped lesson.
Professional Communication	Visual Communication Skills for Instructors	<i>(Understanding)</i> Identify important visual skills for instructors to use when sharing information with students.
Role of Assessment	Assessment Strategies	<i>(Analyzing)</i> Select an assessment strategy that aligns with lesson objective and instructional strategy.
Simple Technologies	Using <i>Data Collection Technology</i> for Online Engagement	<i>(Understanding)</i> Connect the characteristics of collection technology with applications an instructor can use in their course.
Effective Feedback	Effective Feedback	<i>(Creating)</i> Provide effective feedback using samples of student work.
Simple Technologies	Using <i>Demonstration Technology</i> for Online Engagement	<i>(Understanding)</i> Recognize uses for demonstration technology within a course.
Simple Technologies	Using Online Material to Engage Adult Learners	<i>(Remembering)</i> Identify online material instructors can use while teaching.