

**Course Syllabus Template**

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| <b>Department/Faculty:</b> Law School  |
| <b>Graduate Program:</b> Political and Economic Law  |
| <b>Degree</b><br><input checked="" type="checkbox"/> Academic Master's <input checked="" type="checkbox"/> Doctorate (PhD) <input type="checkbox"/> Professional Master's  |
| <b>Course Name:</b> Interactive and Learner-Centered Methodology for University Teaching   |
| <b>Professor(s):</b> Felipe Chiarello de Souza Pinto/ Richard L. Roe   |
| <b>Office hours:</b> 48 class hours  |
| <b>Course Overview</b><br><br><b>Course brief:</b><br>The course merges theory with best practices of experienced-based teaching methodology. It will be taught using the same interactive, learner-centered methodology it intends to develop with the participants. For class sessions 1-10, in the opening 2 hours participants will be presented with a series of interactive activities in which they will draw upon their existing knowledge and values, engage in discussion, negotiation and debate with their peers, and experience and share insights into exemplary learning objectives and methods to achieve and evaluate them. Because there are no predetermined answers to these activities, participants will develop their voices, opinions, and reasoning skills, which will be valued throughout the process. Participants will engage in a variety of novel, creative hypothetical scenarios of increasing complexity, requiring them to work collaboratively to construct meaning in a new learning framework. Participants will observe, reflect, and compare learning outcomes with diverse methods in the context of readings rich in learning theory and best practices. In the final hour of class, participants, in small groups, will apply the methodology to their own areas of interest to develop exemplary lesson ideas, which will be shared with the full class. For class sessions 11-12, participants will present exemplary lessons of their own design for analysis and discussion.<br><br><b>Conceptual brief:</b><br>Scientific Knowledge. Best teaching and learning practices. Curriculum and lesson development. Delimitation of objectives, methods and assessments. Lesson planning. Definition of methodology. Analysis methodology. Exposure methodology. |
| <b>Objectives:</b><br>As a result of this course, participants will demonstrate best practices and theoretical underpinnings of interactive, learner-centered teaching and learning in a variety of academic disciplines. They will demonstrate proficiency and creativity in developing high cognitive and expressive learning outcomes, methods and assessments that develop and measure learners' practical and theoretical knowledge, skills and motivation, ranging from basic knowledge, advanced comprehension, application of learning to practice, analysis of learning content and methods, synthesis of knowledge and principles, and evaluation of learning attainments in themselves and in the context of larger ideas and principles.   |



**Program content:**

1. Fundamentals of learning: learning as the construction of knowledge
2. Opinions: forming a view, developing a voice, sharing ideas
3. Beyond opinions: higher order cognitive and expressive skills. Fact-based thinking.
4. Educational outcomes and objectives: Bloom's Taxonomy of Educational Objectives
5. Comprehension and its components. Shifting from meaning receivers to meaning makers and from product to process. The process is the product.
6. Application: relating facts and ideas beyond their initial boundaries
7. Analysis: Identifying, separating, relating and associating an entity's component parts
8. Synthesis: building, integrating, creating, harmonizing parts into a whole.
9. Evaluation: using the full range of cognitive and expressive skills to assess the worth or value of a thing, concept, principle or idea. Diverse approaches to assessments.
10. Best practices of teaching and learning. Lesson planning with objectives, methods and assessments. Comparing these across the curriculum. Learning how to learn.

**Methodology:**

Interactive seminars; participatory methodology; discussion, reflection and application; integration of readings with experience; development of exemplary practices and lessons; reports and demonstrations.

**Evaluation criteria:**

Classroom participation, observations, discussions and reports

Reflective journals

Completed exemplary lesson in the form of final presentations

According to the General Regulation of *Stricto Sensu* Post-Graduation, Art. 98:

A - excellent: corresponds to grades in the interval between grades 9 and 10;

B - good: corresponds to grades in the interval between grades 8 and 8.9;

C - regular: corresponds to grades in the interval between grades 7 and 7.9;

R - disapproved: corresponds to grades in the interval between grades 0 and 6.9



**Bibliography:**

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| <b>SCHEDULE</b> |  |
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| <b>MEETING</b>  | <b>CLASS THEME(S)</b>  |
| 1st             | Meet and Greet. Overview of course and requirements. Introduction to learning as the construction of knowledge. Stating and assessing opinions. Valuing student speech.  |
| 2nd             | Beyond opinions: introduction to fact-based and rule-based activities; examining the meaning of comprehension. Drawing students' prior knowledge into the classroom. Being listened to and seen.   |
| 3rd             | Applying facts to rules. Applying principles to facts. Shifting the work of learning, the cognition and expression, to the learners. Developing objectives. Lesson planning and Bloom's Taxonomy of Educational Objectives. Competency-based learning. |
| 4th             | Promoting student questions. See, think, wonder. Roleplays and videos.   |
| 5th             | Increasing the complexity, exploring concepts deeply. Case studies. Uses and value of imagination.   |
| 6th             | Evidence-based reasoning. Interpreting and using data. Basics of systemic thinking.  |
| 7th             | Synthesizing principles from diverse experiences. Measuring competencies by rubrics. Creating rubrics and utilizing them for instruction and assessment.   |
| 8th             | Complex hypotheticals: their use, value and construction.  |
| 9th             | Assessing experiential, interactive, learn-centered learning. Looking more closely at other disciplines: social science, hard science, and mathematics.  |
| 10th            | Review, synthesis and valuation. Bringing loose threads together.  |
| 11              |  |
| 12              | Participant presentations, continued.<br>Wrap up and conclusions.  |