

PUBHEPI 8899.02 – Doctoral Seminar: Teaching Methods
2 credits – Autumn 2025
Tuesdays / 12:00-2:00 / 387 Journalism Building

Course Instructor

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Instructor's Office Hours

Thursdays 1:10-2:00pm

Faculty Feedback & Response Time:

The following gives you an idea of my intended availability during the course:

- **Grading:** You can generally expect feedback within 10 days.
- **E-mail:** I will reply to e-mails within 48 hours on school days. I may inadvertently miss an email. If you have not had a reply in 3 days, please resend your email.

Course Description

This course is designed for PhD students in the College of Public Health. The overall objective of the course is to provide doctoral students with a forum for discussing the goals of teaching, the role of the instructor, teaching strategies, learning styles, course organization, assessment of instruction, and providing feedback. This course is graded S/U.

Prerequisites

Enrollment in PhD program in College of Public Health

Course Learning Objectives

1. Understand how to use backward design to create a course which includes the broad goals of a course, the learning objectives, assessment, and course content
2. Understand the role of the instructor in creating an environment where students have access to learning, are motivated, and are respected
3. Become comfortable with the mechanics of teaching in a range of contexts
4. Prepare a course syllabus
5. Identify types of assessments to measure student learning (including exams and rubrics)
6. Create a range of teaching materials including activities, assignments, and lectures
7. Describe how to facilitate a classroom discussion
8. Describe how to improve access to learning for persons with a range of identities and learning styles, including creating a classroom environment that centers respect, civility, and compassion

Competencies

PhD Cross-Cutting Core Competencies

#6 Communicate in writing and orally a research study's purpose, methods, results, limitations, conclusions and public health relevance to both informed and lay audiences.

A complete list of College of Public Health Competencies is located on the College of Public Health website: <https://cph.osu.edu/students/competencies>.

Text/Readings

Svinicki and McKeachie. McKeachie's Teaching Tips: Strategies, Research and Theory for College and University Teachers (14th Edition). Belmont: Wadsworth Cengage Learning, 2014. Other readings will be posted on the Carmen course site.

Carmen

There is a Carmen site for this course: <https://carmen.osu.edu>. All course materials are available via Carmen.

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (<https://admin.resources.osu.edu/buckeyepass/adding-a-device>)
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (<https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application>) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Class Format: How this course works

- **Mode of delivery:** This course is 100% in person and class sessions will include lectures, discussion, and in-class exercises to accommodate diverse learning styles. Lecturers will include the instructor and guest speakers with expertise.
- **Credit hours and work expectations:** This is a **2-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), for a 2-credit course, students should expect around 2 hours per week on direct instruction (instructor content and Carmen activities, for example) in addition to 4 hours of homework (reading and assignment preparation, for example).
- **Attendance and participation requirements:** Your engagement with the material (or lack-there-of) affects the experience of other students in the course. You are expected to be an active and prepared participant in class. Many times throughout the semester we will have in-class exercises that will provide opportunities for you to get feedback on components of a teaching portfolio as well as provide feedback to others; your attendance is critical.

For planning purposes, and as a courtesy, please send me an e-mail if you know in advance that you will be missing class. If you miss class, it is your responsibility to make arrangements with another student to be filled in on what you missed. I will do my best to provide a class environment that is conducive to learning. I encourage you to speak with me if there is any aspect of the course or class environment that is counter-productive to your learning.

Course Technology

Technology skills needed for this course

- Basic computer and web-browsing skills

- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- **Computer:** current Mac (Mac OSX) or PC (Windows 10+) with high-speed internet connection
- **Calculator:** Students should have access to a scientific calculator that can perform basic arithmetic, square roots, logarithms, and exponentiation.
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Optional equipment (for participation in optional live office hours and/or review sessions)

- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

Required software

- **Microsoft 365 Copilot (formerly Office 365)**

All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions can be found at go.osu.edu/office365help.

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://it.osu.edu/help>
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu

Assignments/Assessments

There are five categories of assignments for this course. Due dates of assignments are shown on the syllabus and in modules. In order to have active discussions, please read and view materials before the class period in which we will discuss them. This will allow us to fully engage on topics through meaningful discussion.

Readings/viewings: All assigned readings and viewings are included in the Module for the week in the Carmen course site. You are expected to review materials before class. You are responsible for understanding what is covered in assigned readings as well as material presented or discussed in class.

Faculty Observation: Students will develop a list of three faculty members whom you would like to observe in the classroom (does not have to be College of Public Health faculty). Students will reach out to these faculty to find a mutually agreeable time for the observation. After the observation: Write 1-2 pages of notes on your meeting and observation of an instructor. Share with the class what you found interesting, important, different, noteworthy. We will use these notes as the basis for a group discussion. This doesn't need to be a formal paper but show respect for your classmates by taking the time to organize and edit.

Syllabus development and reflection: Please create a syllabus for a class you could envision teaching in the future. You may modify from the example syllabi provided, or you may create a new course syllabus. Please include all components that a syllabus should have. Students will also write a short reflection about 1) how you employed the backward design strategy; 2) which techniques you employed from Teaching in No Time; 3) which aspects of your syllabus you are the most excited about; 4) which elements you are most uncertain about.

Teaching demonstration: Students will lead one class session, on a topic of their choosing. Students will review literature and content related to their topic to provide reading materials to the class. Presenting

students are encouraged to use varied methods in their teaching demonstration (e.g., lecture, videos, discussion, etc.) and students are encouraged to develop an assessment for the class. In addition to the presentation, students should submit supporting materials (e.g., lesson plans, notes, readings that were informative for their topic, etc.).

Teaching statement: A teaching statement is a typical component of job applications for tenure-track and teaching positions. You will write a statement that best describes your approach to course design, teaching development, assessment, and teaching experience.

Expectations for group work: Public Health is a collaborative discipline. You are encouraged to work together and to help each other understand the material. Peer review of assignments is encouraged. For assignments, you may work together, but the work you turn in must be your own. If you have any questions about interpreting this policy please seek clarification from me.

Grading

Grading (S/U) will be based on attendance, class participation, and completion of assignments. Students must complete all assignments to receive a passing grade.

Class Policies

Respect for Diversity

It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is our intent to present materials and activities that are respectful of diversity. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Class participation and academic decorum

Attendance and active participation are key factors in this class. Students will be expected to read all the assigned readings and be prepared to discuss them in class. Your engagement with the material (or lack-there-of) affects the experience of other students in the course. You are expected to be an active and prepared participant in class. Many times throughout the semester we will have in-class exercises that will provide opportunities for you to get feedback on components of a teaching portfolio as well as provide feedback to others; your attendance is critical.

Classroom code of conduct

I expect that mutual respect and civility will prevail to ensure that every student has the optimum opportunity to learn and that all instructors have the best opportunity to teach.

Use of Electronic Devices

The use of cell phones, pagers, and other text messaging devices will not be allowed in class. If you need to keep your pager or cell phone on vibrate during class, due to a clinical practice or another emergency issue, please let the instructor know before class.

Late Policy

If you will need an extension, please email the instructor as early as possible. All assignments that are not for peer-review will receive full credit if turned in by 3 days after the due date. Assignments that will undergo peer-review in class must be submitted on the due date for full credit. Without an extension, assignments turned in within 2 weeks of the due date will receive 50% credit. Without an extension, assignments turned in more than 2 weeks after the due date will receive no credit.

Copyright Statement

This syllabus and all course materials (e.g., homework assignments, solution keys, course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission.

Generative AI Policy

Intellectual honesty is vital to an academic community and for our fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software except when explicitly assigned to do so.

Office of Student Life: Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Beliefs or Practices Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious

beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in [Faculty Rule 3335-8-23](#), the [CPH Graduate Student Handbook](#), and the [CPH Undergraduate Student Handbook](#). Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and

sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,
Call 614-247-5838 or TTY 614-688-8605,
Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Week	Date	Topic	In class activities	Readings and assignments to be completed by the <i>following class</i> meeting
0	08/26/2025	Introductions	Introductions	
1	09/02/2025	Overview of course	Watch Backward Design Video Discuss Bloom's Taxonomy Choose a course to work on	- Review example syllabi - Chapters 1 & 2 McKeachie - Watch parts 1 & 2 NCFDD Teaching in No Time: #1 choosing course topics #2 planning class sessions
2	09/09/2025	Preparing to teach	Lesson planning Nuts & Bolts	- Chapter 3 McKeachie - Read "How To Prepare for Class Without Overpreparing" (Lang) - Watch parts 3 & 4 NCFDD Teaching in No Time: #3 selecting assignments #4 grading
3	09/16/2025	Syllabus development	Group discussion of syllabi Create rubric for syllabi Discuss NCFDD webinars	- Chapters 14-16 McKeachie - Read "Its Not About the Evidence Anymore" (Supiano) - Submit the materials you developed while watching the NCFDD course - Prepare draft syllabi to discuss in class on 9/23
4	09/23/2025	Active learning	Workshop the writing of your syllabi Develop an evaluation for the faculty observation Discuss faculty you would like to observe	- Syllabus reflection - Watch NCFDD: "Creating an Inclusive Classroom: students with disabilities" - Read Naming Racism in the Public Health Classroom (Abduelezam)
5	9/30/2025	Inclusive teaching	Discussion of inclusivity and intellectual diversity, including 'The Four Cs: Virtues of Civil Discourse' Create rubric for faculty observation report	- Chapters 4-6 McKeachie & assignment Small Changes in Teaching: The First 5 Minutes of Class - Complete faculty observation report
6	10/07/2025	Lecturing & discussion	Discussion of faculty observations	- Chapters 11 & 13 McKeachie & assignment - Read From Safe Spaces to Brave Spaces (Arao & Clemens)

7	10/14/2025	Motivating students & challenging situations	De-stressing learning for students Surprises and conflicts in the classroom	• Chapters 7 & 8 McKeachie & assignment • Chapters 9 & 10 McKeachie & assignment • Grades Can Hinder Learning: What Should Professors Use Instead? • Why to use ungrading when you teach writing
8	10/21/2025	Writing exams and grading		• More Students Want Virtual-Learning Options (Roberts-Grmela)
9	10/28/2025	Online/distance learning	How and why to flip a classroom Create rubric for teaching demonstration	• Prepare materials for your demo teaching
10	11/04/2025	Demo teaching 1, 2		
11	11/11/2025	NO CLASS – Veterans Day Holiday		• Prepare materials for your demo teaching
12	11/18/2025	Demo teaching 3, 4		
13	11/25/2025	NO CLASS – THANKSGIVING WEEK		• Prepare materials for your demo teaching
14	12/02/2025	Teaching statements	Create rubric for teaching statements	• Draft teaching statement
15	12/09/2025	Demo teaching 5, 6		

Alignment of Competencies with Assessments

[Instructions: List the competencies that the course assesses in the rows, and your assessments/assignments in the columns. Mark an “x” or similar in the appropriate column for each competency to indicate where it is assessed.]

Competencies	Assessment 1 (e.g., exams)	Assessment 2 (e.g., quizzes)	Assessment 3 (e.g., reflections)	Assessment 4 (e.g., research paper)