



OTRP *online*

office of teaching resources in PSYCHOLOGY

Teaching of Psychology (PSYC 680)

Fall 2014

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Office: SBSB 3214 (760-750-4157)

Office hours: MW 3:00 – 4:00 pm and by appointment

Class meetings

W 10:00-11:50 am	PSYC 680 with Marie Thomas (SBSB 4119)
TBD	PSYC 100 discussion with Dustin Calvillo (dcalvill@csusm.edu ; 760-750-8577)
F 10:00-10:50 am	Assigned breakout sessions

“Good teaching is the creating of those circumstances that lead to significant learning in others.”
(Finkel, 2000, p. 8)

“Despite the challenges of teaching, it’s hard not to like a job where you can start over every September, shredding the previous year’s failures and tossing them out the window like so much confetti” (Parini, 2005, p. 6).

Course overview

What are the characteristics of a great college teacher? You’ve had enough different professors during your educational journey to have some sense of what works and what doesn’t work in the classroom. In PSYC 680, we will discuss your experiences and connect them to the literature on teaching. This course will provide you with an introduction to pedagogical theories, styles, and strategies as they apply to college teaching of psychology. You will explore a range of options available to a college instructor in the presentation of course material, learning assessment tools, test construction, and grading. You will be an instructor for one weekly (50 minute) section of PSYC 100 (Introduction to Psychology), and will be responsible for lecturing, leading discussion, and grading.

This course meets the following program student learning outcome: PSLO #4 Identify and evaluate the appropriate use of pedagogical techniques and skills, and apply them to the teaching of psychology.

In this course you will:

- develop an understanding of, gain some comfort level with, and demonstrate different teaching techniques, including lecturing, leading discussions, and facilitating hands-on exercises
- develop skills for how to teach and grade basic scientific writing
- gain firsthand experience writing tests and quizzes and evaluating their effectiveness
- create active-learning exercises that facilitate learning
- develop an understanding of the ethics involved in college teaching
- discuss and practice strategies for how to cope with challenges in the college classroom

This is how I envision the structure of each PSYC 680 class session. We will spend part of the meeting discussing the assigned reading material, trying out active learning exercises and different teaching techniques, etc. You will also do presentations, when scheduled. I will reserve some time each week for us to discuss what you will present in your Friday section, provide feedback to each other about classroom issues, and talk about anything else related to teaching that might be on your mind. Finally, you will have a separate meeting with Dustin each week to

discuss the specifics of the following week's breakout session as well as any changes to the current week's class.

Note: This 3-credit course is required of all second year graduate students. Fifteen units of successfully completed graduate coursework are required to take this course. No student will be admitted who has not met this prerequisite.

My responsibilities

- **Teaching of Psychology sessions:** My primary responsibilities are to plan PSYC 680 sessions that are informative, useful, and interesting, and to provide prompt feedback on assignments and observations. I will model a variety of teaching techniques and provide advice about how to make your classroom experience successful for your students and rewarding for you.
- **Observations:** I will observe your class during the semester to provide you with feedback on your breakout section material, class organization, and overall teaching style. Observations begin in Week 3 of the semester.

Your responsibilities

- **Teaching of Psychology sessions:** Please come to each 680 session prepared to discuss the material to be covered that day. Although the course is graded credit/no credit, this in no way implies that assignments are optional. I expect you to complete each assignment by the assigned date. Credit in the course will be determined by participation in PSYC 680 discussions, presentations, in and out-of-class written assignments, and by performance as a teaching assistant. Your performance, for the most part, will not be graded; however, you will receive extensive feedback on your work. We expect everyone to earn credit for this course; you will have ample warning if you are in danger of not passing the class.
- **Weekly breakout section:** Your biggest academic responsibility this semester is to the students you have in your Friday breakout section – yes, even greater than your responsibility for your thesis, lab work, grad stat, or the proseminar. Just as you will want your students to come to class prepared and ready to learn, your students will expect you to be prepared with interesting and thought-provoking material and assignments. For some sessions you will be given specific content to present; for other sessions you will be provided with learning objectives and you will be expected to design your class so that students learn the material. You are to attend every Friday breakout session listed on the syllabus, without exception. If a serious health problem or other event makes it impossible for you to attend, you are responsible for ensuring that your class is covered by a regular faculty member from the department or, with Dustin's or my explicit permission, by another qualified instructor. Leaving your Friday session uncovered will be grounds for not receiving credit for the class. In addition, you are expected to attend each breakout section preparatory meeting. We will provide you with breakout section material well in advance of the presentation date (if at all possible – one thing you'll learn quickly as an instructor is that flexibility will save you from much anxiety and frustration!).

When you plan your Friday sessions, keep the following in mind. Unless you are instructed otherwise, or a student asks you ahead of time to go over specific material, you are not to lecture during the Friday class. The purpose of the breakout section is to help student take what they learned through the MW lectures and apply, analyze, synthesize, or evaluate the material. Such learning objectives are best achieved through activities.

Assignments

1. **Syllabus:** Create a "syllabus" for your PSYC 100 section, and bring it to the first meeting of PSYC 680. It should contain information about your office hours, how to contact you, a statement about academic integrity, an ADA statement, and a listing of topics by date. Also indicate that assignments will be given throughout the semester. Don't be afraid to inject some personality into the syllabus! Make it welcoming for your students.

2. **Outline for weekly breakout section:** For the first month, bring to the Wednesday class a tentative outline (typed, double-spaced) of what you plan to do in the Friday breakout session. Since you are just starting out, it should demonstrate some details about what you are doing as well as the “flow” of the class – what you plan to do at the beginning, in the middle, and at the end of the session.
3. **Weekly journal entries:** Your journal entries are to be submitted to me on Monday by 4 pm (you may leave them in the box outside my office or email them to me). Except for the first and last entries (see below), the content of each journal entry should reflect your previous week’s teaching experience (so you don’t need to hand in a journal entry after administering an exam). Journal entries should be approximately 1 – 2 typed pages (double-spaced), and should address both what you did in your section (and how it went) as well as cover material you are learning in PSYC 680. The exact format will vary from week to week, but you may comment on the topic covered that week in 680 or issues that arise in your breakout section, seek advice on how to best handle student problems, tell funny stories about students, or even brag about the success of one of your teaching techniques. Weekly writing assignments should also integrate information from readings where appropriate. Remember that your journal entries are one of the ways that I can assess how much *you are learning* about teaching psychology, so each journal must cover more than just what you did in class.

- The initial journal entry (due 9/1) will have two parts. First, you will write a critique of the initial class session of an undergraduate course (any discipline) that you attend. You should comment on such topics as what is covered in the first class, the professor’s behavior and attitudes towards students, the students’ behavior and attitudes towards the professor and class, the environment created, etc. In your entry, do not specify the instructor name or the course beyond reporting discipline and whether it is a lower- or upper-division class. Be sure you introduce yourself to the instructor as a graduate student doing an observation for the Teaching of Psychology class, and explain that the instructor name and the specific class will not appear in your written account.

Second, you will comment on your first Friday breakout session. How did you feel before, during, and after class? What initial impressions did you have about your students? What went well and what could be improved? Write this journal entry so that you’ll be able to use it at the end of the semester to see how much you’ve grown as an instructor.

- Your final journal entry should describe your growth over the course of the semester. What have you learned in 680 and through teaching your breakout section? How will you continue to develop as an instructor? What improvements would you still like to make?
4. **Active learning exercise to be presented to the class:** You will design an activity for one of the following PSYC 100 topics: development, sensation and perception, learning, memory, thinking/intelligence, personality, and psychological disorders (some will be done in pairs). You will present your exercise the week before in Psych 680; everyone will try it in the next week’s Friday breakout session and will report what worked, what could be changed, etc. (this could be your journal entry for the week). The presentation in will be conducted as if you were doing the activity in your classroom so that we can provide feedback on instructions, methodology, etc. You will also provide me and your classmates with a written handout containing the following information:
 - learning outcomes for the activity;
 - description of activity with detailed instructions;
 - how the activity is connected to what students are learning in the PSYC 100 lecture and how it fits into the “big picture” (you will need to consult with Dustin about this);
 - how you will know how well the activity works (assessment technique).
 5. **PSYC 680 discussion:** By noon each Tuesday, please email me one discussion question on the reading material assigned for that week. In addition, once during the semester you will be responsible for leading a discussion about a controversial teaching issue (this will be done in

pairs). Discussions should be planned for approximately 20 minutes. Keep in mind that on some of those days there are other scheduled activities, so make sure you factor this into your plans. The topics are:

- Class participation – should be it graded?
- Online education/MOOCs;
- Role of technology in the classroom;
- Is there still a place for lecturing and other “traditional” teaching techniques?
- Career readiness – is it a faculty responsibility to prepare students for jobs?
- What is the faculty’s responsibility for motivating and providing direction to students? (e.g., should we supply study guides?)

By Wednesday 9/17, each pair will provide me with one article relevant to your topic. When I approve it, I'll post it on Cougar Courses so that it will be available to your classmates to read before your discussion. By the Friday before your discussion, you will provide two questions that will help your classmates engage in a productive, interesting discussion.

6. *Test questions for Exams 2 and 3*: We will discuss the principles of test construction and you will write multiple-choice items that we will critique in class. These items will be included on PSYC 100 Exams 2 and 3; after both exams we will have the opportunity to see how your items performed.
7. *Statement of Teaching Purpose/Philosophy (due 12/10)*. This will be a two page statement that addresses what is important to you as a teacher (and want you want to be in the future). Throughout the semester we will discuss what makes a great teacher. There are many different techniques and styles and my goal is for you to reflect on who *you* are as a teacher. What kind of teacher you want to be? What is most important to you? Here's a helpful resource: <http://teachpsych.org/Resources/Documents/ebooks/guide2010.pdf>
8. Please join the Teaching of Psychology listserv (PSYCHTEACHER). You can do this online by going to <http://list.kennesaw.edu/listserv/wa?SUBED1=PSYCHTEACHER&A=1>. Select one of the digest options so you only get one or two e-mails per day from the list. Also, check out the website for the Society for the Teaching of Psychology. Many resources are available including a series of e-books: <http://teachpsych.org/resources/e-books/index.php>

Required readings

- Barkley, E. F. (2010). *Student engagement techniques: A handbook for college faculty*. San Francisco, CA: John Wiley & Sons.
- Filene, P. (2005). *The joy of teaching: A practical guide for new college instructors*. Chapel Hill, NC: University of North Carolina Press.
- Lucas, S. G., & Bernstein, D. A. (2015). *Teaching psychology: A step by step guide*, 2nd ed. New York: Psychology Press.
- Svinicki, M. & McKeachie, W. J. (2014). *McKeachie’s teaching tips: Strategies, research, and theory for college and university teachers* (14th ed.). Belmont, CA: Wadsworth.

Suggested resources (these are available from me, in the department library, from the CSUSM library or Circuit)

- Afful, S., Good, J. J., Keeley, J., Leder, S., & Stiegler-Balfour, J. J. (Eds.) (2013). *Introductory psychology teaching primer: A guide for new teachers of psychology*. Society for the Teaching of Psychology E-Book. <http://teachpsych.org/ebooks/intro2013/index.php>
- Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques* (2nd ed.). San Francisco: Jossey-Bass. *You will need to look at this book for one of your assignments.
- APA *Activities handbooks for the teaching of psychology* (4 volumes). Washington, DC: American Psychological Association.
- Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
- Berk, R. A. (2003). *Professors are from Mars®, students are from Snickers®: How to write and deliver humor in the classroom and in professional presentations*. Sterling, VA: Stylus.
- Berk, R. A. (2002). *Humor as an instructional defibrillator: Evidence-based techniques in teaching and assessment*. Sterling, VA: Stylus.

- Buskist, W. & Davis, S. F. (2006). *Handbook of the teaching of psychology*. Malden, MA: Blackwell.
- Cizek, G. J. (1999). *Cheating on tests: How to do it, detect it, and prevent it*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Davis, B. G. (2009). *Tools for teaching*, 2nd ed. San Francisco: Jossey-Bass.
- Davis, S. F. & Buskist, W. (Eds.) (2002). *The teaching of psychology: Essays in honor of Wilbert J. McKeachie and Charles L. Brewer*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Finkel, D. (2000). *Teaching with your mouth shut*. Portsmouth, NH: Boynton/Cook Publishers, Inc.
- Forsyth, D. R. (2002). *The professors guide to teaching: Psychological principles and practices*. Washington, DC: APA.
- Griggs, R. A., & Jackson, S. L. (2011). *Teaching introductory psychology: Tips from TOP*. Society for the Teaching of Psychology E-Book. <http://teachpsych.org/ebooks/tips2011/index.php>
- Griggs, R. (Ed.) (2001). *Handbook for teaching introductory psychology: With an emphasis on assessment* (Vol. III). Mahwah, NJ: Lawrence Erlbaum Associates.
- Kallet, M. & Morgan, A. (Eds.) (2005). *The art of college teaching: 28 takes*. Knoxville, TN: University of Tennessee Press.
- Kansas State University IDEA Center: www.idea.k-state.edu/research-and-papers -- a wonderful resource! Check out the IDEA papers, POD-IDEA Center Notes, and POD-IDEA Center Learning Notes.
- Korn, J. H. & Sikorski, J. (2010). *A guide for beginning teachers of psychology*. Society for the Teaching of Psychology E-Book. <http://teachpsych.org/ebooks/guide2010/index.php>
- Light, R. J. (2001). *Making the most of college: Students speak their minds*. London, England: Harvard University Press.
- Miller, R. L., Amsel, E., Kowalewski, B. M., Beins, B. C., Keith, K. D., & Peden, B. F. (Eds.) (2011). *Promoting student engagement Volume 1: Programs, techniques and opportunities*. Society for the Teaching of Psychology E-Book. <http://teachpsych.org/ebooks/pse2011/vol1/index.php>.
- Miller, R. L., Balcetis, E., Burns, S. R., Daniel, D. B., Saville, B. K., Woody, W. D. (Eds.) (2011). *Promoting student engagement Volume 2: Activities, exercises and demonstrations for psychology courses*. Society for the Teaching of Psychology E-Book. <http://teachpsych.org/ebooks/pse2011/vol2/index.php>
- Parini, J. (2005). *The art of teaching*. New York: Oxford University Press.
- Perlman, B, McCann, L. I., & McFadden, S. H. (Eds.). (1999, 2004). *Lessons Learned: Practical Advice for the Teaching of Psychology* (Vol. 1 & 2). Washington, DC: The American Psychological Society.
- Sternberg, R. J. (1997). *Teaching Introductory Psychology: Survival Tips from the Experts*. Wash. DC: APA.
- Walvoord, B. E., & Anderson, V. J. (1998). *Effective grading: A tool for learning and assessment*. San Francisco: Jossey-Bass.
- Weimer, M. (1996). *Improving your classroom teaching*. Newbury Park, CA: Sage.
- Whitely, B. E., & Keith-Spiegel, P. (2002). *Academic dishonesty: An educator's guide*. Mahwah, NJ: Lawrence Erlbaum.

Academic Integrity (this statement is not meant for you as much as to serve as an example for your syllabus)

You are expected to adhere to standards of academic honesty and integrity, as outlined in the CSUSM Student Academic Honesty Policy. Academic dishonesty will not be tolerated in this class. Such dishonesty includes the following: (1) cheating (using or attempting to use unauthorized materials, information, or study aids in any academic exercise), (2) fabrication (falsification or invention of any information or citation in an academic exercise), (3) facilitating academic dishonesty (intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty), and (4) plagiarism (intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise). If you believe someone in the class has committed an act of academic dishonesty, please bring it to my attention. I reserve the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

ADA Statement

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to insure confidentiality.

PSYC 680 Date	PSYC 680 Topic/Assignment (W 10:00 – 11:50 am)	PSYC 100 Topic (MW 10:00 – 10:50 am)	PSYC 100 Friday Breakout Section (F 10:00 – 10:50 am)
Week 1 (8/27)	<ul style="list-style-type: none"> • Getting started in the classroom; finding your voice; developing your teaching style <ul style="list-style-type: none"> • Filene Ch. 1-4 • McKeachie Ch. 1-3 • L&B Ch. 1 & 3 • <i>Check out this website!</i> http://www.cmu.edu/teaching/designteach/teach/firstday.html • <i>Outline for Friday section (each week for first month)</i> • <i>Choose an icebreaker for your first class and be prepared to describe it</i> 	<ul style="list-style-type: none"> • Course introduction • Introduction to psychology 	<ul style="list-style-type: none"> • Quiz 1 on HPP • You will be provided with brief content-related material to cover in class. You will use the remainder of the time to explain ground rules, do icebreakers, and get to know students. • Include a short segment on how to study for college classes.
Week 2 (9/3)	<ul style="list-style-type: none"> • Technology and teaching <ul style="list-style-type: none"> • McKeachie Ch. 17 • Guest instructor: Barbara Taylor from Instructional Development Services • <i>Read about student rights under FERPA</i> 	<ul style="list-style-type: none"> • Introduction to psychology 	<ul style="list-style-type: none"> • Quiz 2 • You will be provided with a research methods activity. • Do a short segment on how to take notes.
Week 3 (9/10)	<ul style="list-style-type: none"> • Lecturing <ul style="list-style-type: none"> • McKeachie Ch. 6 • Filene Ch. 5 • L&B pp. 58-66 • <i>Take the Teaching Goals Inventory and bring your results to class</i> 	<ul style="list-style-type: none"> • Biology and behavior 	<ul style="list-style-type: none"> • Quiz 3 • You will do a review of the neuron • Do a short segment on how to read academic material (such as textbooks)
Week 4 (9/17)	<ul style="list-style-type: none"> • Active learning; classroom assessment techniques <ul style="list-style-type: none"> • McKeachie Ch. 4, 14, 18 • Filene Ch. 7 • Barkley Ch. 1-3 • <i>Find a CAT in Angelo and Cross (1993) that you could have used to assess student learning for the neuron activity</i> • <i>Presentation of Exercise 1 (development: stage theories)</i> • <i>Teaching controversy article due</i> 	<ul style="list-style-type: none"> • Consciousness 	<ul style="list-style-type: none"> • EXAM 1 (have students bring red scantron and use their 4 digit id)

PSYC 680 Date	PSYC 680 Topic/Assignment (W 10:00 – 11:50 am)	PSYC 100 Topic (MW 10:00 – 10:50 am)	PSYC 100 Friday Breakout Section (F 10:00 – 10:50 am)
Week 5 (9/24)	<ul style="list-style-type: none"> • Leading an effective discussion <ul style="list-style-type: none"> • McKeachie Ch. 5 • Filene Ch 6 • Teaching controversy: Is there still a place for lecturing and other “traditional” techniques? • <i>Presentation of Exercise 2 (sensation & perception: detection threshold? Visual perception?)</i> 	<ul style="list-style-type: none"> • Development 	<ul style="list-style-type: none"> • Quiz 4 • Lecture on development topic • Exercise 1: stage theories of development • Instructions for Homework 1 • Return Exam 1
Week 6 (10/1)	<ul style="list-style-type: none"> • Designing effective exams <ul style="list-style-type: none"> • McKeachie Ch. 7, 8 • L&B 103-116 • <i>Presentation of Exercise 3 (learning: classical conditioning)</i> 	<ul style="list-style-type: none"> • Sensation & perception 	<ul style="list-style-type: none"> • Quiz 5 • Brief discussion on sensation & perception topic • Exercise 2: sensation & perception • Students will hand in Homework 1
Week 7 (10/8)	<ul style="list-style-type: none"> • Midsemester evaluations • Writing strategies and student learning; how to grade writing <ul style="list-style-type: none"> • McKeachie Ch. 9, 16 • Filene Ch. 8 (especially pp. 109-112) • <i>Grade several student papers using the supplied rubric. Bring in one paper you’re confident about and one you’re not sure of.</i> 	<ul style="list-style-type: none"> • Sensation & perception • Learning 	<ul style="list-style-type: none"> • Quiz 6 • Exercise 3 on classical conditioning • Do a midsemester evaluation of your class • Return Homework 1
Week 8 (10/15)	<ul style="list-style-type: none"> • Designing effective exams (2) • <i>Submit 5 multiple choice items for material to be covered in Exam 2. Put your two best items on PowerPoint; we will review the items in class. After making the suggested edits, review and edit your other items and give all 5 to Dustin by the end of the day.</i> • <i>Presentation of Exercise 4 (memory: memory errors? False memories? Eyewitness memory?)</i> 	<ul style="list-style-type: none"> • Learning 	<ul style="list-style-type: none"> • EXAM 2
Week 9 (10/22)	<ul style="list-style-type: none"> • Teaching controversies <ul style="list-style-type: none"> • Online education/MOOCs • Role of technology in the classroom • <i>Presentation of Exercise 5 (thinking and intelligence: problem solving? Multiple intelligences?)</i> 	<ul style="list-style-type: none"> • Memory 	<ul style="list-style-type: none"> • Quiz 7 • Exercise 4: memory • Return Exam 2 • Instructions for Homework 2

PSYC 680 Date	PSYC 680 Topic/Assignment (W 10:00 - 11:50 am)	PSYC 100 Topic (MW 10:00 - 10:50 am)	PSYC 100 Friday Breakout Section (F 10:00 - 10:50 am)
Week 10 (10/29)	<ul style="list-style-type: none"> Evaluating the effectiveness of exams Teaching controversy: Career readiness - is it a faculty responsibility to prepare students for jobs? <i>Using the item writing skills you learned earlier, write and submit three items to Dustin by Friday for possible inclusion in Exam 3. Bring one that you aren't sure of to class (on PowerPoint)</i> 	<ul style="list-style-type: none"> Thinking and intelligence 	<ul style="list-style-type: none"> Quiz 8 Exercise 5: thinking and intelligence Students will hand in Homework 2
Week 11 (11/5)	<ul style="list-style-type: none"> Grading; choosing a textbook <ul style="list-style-type: none"> McKeachie, Ch. 10 L&B pp. 21-36 Teaching controversy: Class participation - should it be graded? <i>Presentation of Exercise 6 (personality: trait approaches)</i> 	<ul style="list-style-type: none"> Social psychology 	<ul style="list-style-type: none"> EXAM 3
Week 12 (11/12)	<ul style="list-style-type: none"> Academic dishonesty; problems in the classroom <ul style="list-style-type: none"> McKeachie Ch. 13, pp. 97-101, 228-229 <i>Presentation of Exercise 7 (psychological disorders: diagnosis of disorders of emotion and thought)</i> 	<ul style="list-style-type: none"> Personality 	<ul style="list-style-type: none"> Quiz 9 Exercise 6: trait approaches to personality Return Exam 3 Return Homework 2 Instructions for Homework 3
Week 13 (11/19)	<ul style="list-style-type: none"> Motivating students; teaching thinking <ul style="list-style-type: none"> McKeachie Ch. 11, 20, 21 Teaching controversy: What is the faculty's responsibility for motivating and providing direction to students? 	<ul style="list-style-type: none"> Psychological disorders 	<ul style="list-style-type: none"> Quiz 10 Exercise 7: diagnosis of psychological disorders Students will hand in Homework 3
Week 14 (11/26)	<ul style="list-style-type: none"> Teaching culturally diverse students; relating to students <ul style="list-style-type: none"> McKeachie Ch 12 Filene Ch. 9 	<ul style="list-style-type: none"> Psychological disorders Psychological treatments 	<ul style="list-style-type: none"> THANKSGIVING HOLIDAY - NO CLASS
Week 15 (12/3)	<ul style="list-style-type: none"> Ethics in teaching; looking backwards and forwards! <ul style="list-style-type: none"> McKeachie Ch. 22, 23 Filene Ch 10 	<ul style="list-style-type: none"> Psychological treatments 	<ul style="list-style-type: none"> EXAM 4 Return Homework 3
Week 16 (12/10)	<ul style="list-style-type: none"> Teaching philosophy statement due Grading for PSYC 100 		

