

Colloquium in Teaching Psychology

Summer I 2004

PSY 5101

MWF 10:00 – 11:50 English 310

Instructor: Erin E. Hardin, Ph.D.

Phone: 742-3711 x250

Office: PSY 313

E-mail: erin.hardin@ttu.edu (preferred)

Office Hours: MW, 1:00 – 2:30, and by appointment

Teaching Assistants:

Gaby Carrasco

Phone: 742-3711 x410 Office: PSY 207

E-mail: Gabriela.Carrasco@ttu.edu
(preferred)

Office Hours: TW 12:00 – 1:00, & by
app't.

Robert Mather (Bobby)

Phone: 742-3711 x438 Office: PSY B15

Email: Robert.D.Mather@ttu.edu
(preferred)

Office hours: M/Th 12:00p-1:00p

Required Textbook:

McKeachie, W. J. (2002). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers*. (11th Ed.) Boston: Houghton Mifflin Company. (ISBN: 0-618-116494-4)

Supplemental textbooks: (readings will be made available through the course web and in room 119):

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, Inc. (ISBN: 0-8058-3954-2)

Davis, B. G. (2001). *Tools for teaching*. New York: John Wiley. (ISBN: 1-55542-568-2)

Perlman, B., McCann, L. I., & McFadden, S. H. (Eds.). (1999). *Lessons Learned: Practical Advice for the Teaching of Psychology*. Washington, D.C.: American Psychological Society. (ISBN 0-9626884-2-8; available at <http://www.psychologicalscience.org/lessons/>)

Course description and objectives:

This 1-credit seminar is designed to provide an initial preparation for instructors who will be teaching at the college level. It focuses on both abstract and concrete concepts essential to successful college teaching, including preparing a course; facilitating and assessing student learning; evaluating instructor effectiveness; anticipating, preventing, and appropriately managing typical problems; and using technology. It is meant to complement the optional 2-credit course-specific Practicum in Teaching Psychology (PSY 5001). By the end of this course, students should:

- Be able to articulate a clear statement of their personal teaching philosophy
- Understand the challenges and opportunities provided in a diverse classroom and how to respond appropriately
- Feel confident in their ability to manage a variety of classroom problems
- Be able to prepare effective lectures that incorporate a variety of teaching methods
- Be able to write appropriate and effective test / quiz questions
- Be familiar with current technology available to assist and enhance teaching
- Experience increased efficacy and confidence in their teaching

Course Format

As some of you already know, teaching is an exciting and challenging endeavor that can be immensely rewarding. It is hoped that through this seminar, you will (re-)discover your own passion for and style of teaching. To facilitate this, you are expected to be an active participant in the seminar. Many of you

already have significant teaching experience to share with your colleagues, and all of you have decades of experience with a variety of teachers from which to draw. Therefore, class sessions will generally consist of discussions and activities, often led by you or your colleagues. Your instructor has designed the course, chosen the weekly topics and readings, and thought carefully about the types of assignments and format that would be best suited to the course goals. However, the primary responsibility for class discussions (and ultimately the “feel” of the course) rests with the students. The quality of the course will depend very much on the preparation and effort expended by all members of the seminar. Thus, you are expected to have completed all assigned readings prior to the class for which assigned and to come to class ready to participate fully. In addition to these discussions, we will occasionally have guest lectures, specialized training in the use of teaching-related technology, and brief mini-lecture presentations by students who are not enrolled in the 3-credit version of the course. In addition to the assigned readings, additional resources will be available through the course WebCT site: <http://www.webct.ttu.edu>. Important announcements, supplemental resources, and assignments will be available through WebCT. **Thus, all students are expected to have an active E-Raider account and to access WebCT at least once before each class session.**

Course Requirements:

- 1. Attendance and participation.** This is an intensive 4-week course. This, combined with the nature and structure of the course make consistent attendance and preparation vital to your learning. Thus, you are expected to attend all class sessions, to read critically all assigned readings prior to each class, and to come prepared to discuss the readings. If you are unable to attend a session for a legitimate reason, please inform me as soon as possible, but no later than 24 hours after the scheduled class session you miss. If you have three absences, regardless of the reason, you will have missed a significant amount of the course and will thus earn a “Fail” grade. If you miss any session without informing me in a timely manner, this will be considered irresponsible and unacceptable behavior for a teacher, and will result in a “Fail” grade.
- 2. Discussion leadership.** You will participate in presentation / discussion facilitation on one set of assigned readings, to be determined in class. You should try to move beyond a simple review of the material and stimulate discussion about the ideas raised in the articles, activities to apply them, etc. The instructor can provide ideas and additional resources for your presentation, on request.
- 3. Discussion questions.** Students are expected to submit a set of 1-2 questions or comments per reading, with no fewer than 2 and no more than 5 questions, by 8:00am the day of the seminar via WebCT. So, if there are four chapters from the McKeachie book assigned, you must submit 4 or 5 questions; if there is one chapter assigned, you must submit 2 questions. These should consist of questions that arose as you did the reading, or things you are wondering about or would like to discuss in class, as well as general reactions or comments sparked by the readings. They can focus on anything from application to theory, from broad to very specific issues. Although I will make an effort to have your questions addressed in class, you should also take the initiative to share your thoughts and ask your question(s) in class. You will not submit questions for the day you are assigned as a discussion leader. You should submit questions for 10 of the remaining 11 classes for which there are assigned readings.
- 4. Lecture presentation.** Students not enrolled in PSY 5001 will be required to make one brief (10-minute) lecture presentation to the class. Presentation times will be scheduled during the first few class meetings. You may present on any lecture content you choose. The purpose of the presentation is to provide an opportunity to receive feedback from your peers and instructors on your lecturing style, including clarity of explanation, pace, pitch, engagement, etc. Thus, the bulk of your presentation time should involve you lecturing, as opposed to leading a discussion or other participatory activity. If you are unable to present on the day you are scheduled, it is your responsibility to find someone willing to switch times with you.

5. **Reaction to lecture presentation.** Your lecture presentations will be videotaped. You are to watch your videotape after your presentations and write a brief (1-2 page) reaction paper. Please read Davis, Ch. 42 (“Watching yourself on videotape;” pp. 355 – 361, available under “Assignments” in WebCT or in room 119), which outlines areas to focus on in your review of the tape and in your written reaction paper. **Due: at the beginning of the class following your presentation.**

6. **Exam questions.** You are to write 3 multiple-choice questions and one short-answer / essay question. Topics to be covered in your questions will be assigned in class. The multiple-choice questions should have 4 answer choices. The essay question should require a minimum of ½ page to answer (~1 paragraph). You should also prepare a description of how you will grade the essay answer. Please bring **four copies** of your questions with you to class on **June 28**. Note that these are to be original questions – while you are welcome to consult colleagues’ old tests or existing test banks, the purpose of this exercise is to gain experience writing original test questions. It is not acceptable to simply bring someone else’s test questions.

7. **Statement of Teaching Philosophy.** As you will hopefully learn in this seminar, good teaching requires careful forethought and planning and a keen awareness of what your specific goals for your students are. A statement of teaching philosophy is often used to summarize these goals, the philosophy from which they derive, and one’s strategies for meeting them. Many prospective academic employers require applicants to submit a teaching statement. In addition, the practice of writing a teaching statement is one of the best ways to clarify your philosophy of teaching for yourself. Therefore, your task is to write a 1 - 4 page (double-spaced) statement of your teaching philosophy. What do you believe in as a teacher? What do you hope to accomplish in the classroom? What do you want students to leave your course(s) with? How do you try to accomplish these goals? The following reading (available under “Assignments” in WebCT or in room 119) should be helpful in this endeavor: “Developing a Personal Vision of Teaching” (pp. 15 – 28) in Brookfield, S. D. (1990). *The skillful teacher: On technique, trust, and responsiveness in the classroom*. San Francisco: Jossey-Bass Publishers. Teaching philosophies evolve over time and ideally are continually revised. It is understood that for many of you, your statement will be a first attempt at thinking about and articulating your philosophy of teaching. **Due: June 30, 2004.**

Evaluation

The course is graded as “Pass” or “Fail.” A grade of “Pass” is not automatic. Those who do not satisfactorily meet all course expectations will receive a grade of “Fail.” Satisfactorily meeting course expectations means two things: (1) Turning in all assignments on-time. **Failure to turn in any assignment will be considered irresponsible and unacceptable behavior for a teacher, and will result in a “Fail” grade.** (2) Completing each assignment satisfactorily (i.e., following instructions and demonstrating appropriate effort). A total score of 80 points or above out of 100 points needs to be earned for you to earn a grade of “Pass” (58 out of 73 points for those enrolled in the three-credit version of the course). Points will be distributed as follows:

| For Students enrolled in PSY 5101 only | | For Students also enrolled in PSY 5001 | |
|---|------------|---|-----------|
| Attendance and participation | 13 | Attendance and participation | 13 |
| Discussion Leadership | 20 | Discussion Leadership | 20 |
| Discussion questions | 10 | Discussion questions | 10 |
| Lecture Presentation | 17 | Lecture Presentation | -- |
| Reaction to Lecture Presentation | 10 | Reaction to Lecture Presentation | -- |
| Test questions | 10 | Test questions | 10 |
| Statement of teaching philosophy | 20 | Statement of teaching philosophy | 20 |
| TOTAL: | 100 | TOTAL: | 73 |

Course Policies

- 1. Late assignments:** All assignments are due at the beginning of class. Late assignments will not be accepted; thus, in the absence of pre-existing arrangements, failure to turn in any assignment on time will result in earning a “fail” grade. Please note that an excused absence from class the day an assignment is due does not necessarily mean you have a valid excuse for not turning in the assignment on time. If you must miss class the day an assignment is due, you are expected to have someone else turn your assignment in for you or to submit your paper electronically on time. If for some reason this is not possible, you must contact me immediately (preferably in advance) to explain the situation. I will determine whether a late assignment will be accepted.
- 2. Classroom behavior:** You are expected to actively participate in class and to share your relevant comments, questions, and ideas. It is my expectation that your behavior at all times will be respectful -- of your colleagues, yourself, and me. Language that is disrespectful based on race/ethnicity, sexual orientation, age, gender, religion, ability, social class, or size will not be tolerated. I will always end and begin class on time. Please arrive on time and be attentive throughout the entire class – do NOT begin packing up your belongings before class is dismissed or engage in private conversations during class, both of which are very distracting. Finally, please be sure to turn off your cell phones, pagers, etc. before class. It is my hope that if we all adhere to these minimal guidelines we will be able to engage in fun, thoughtful discussions and activities.
- 3. Academic Integrity:** The uncited use of others’ teaching ideas for use in one’s own teaching is perhaps the one area of academic life where stealing is not only allowed, but encouraged. Therefore, you are welcome to borrow others’ ideas for use in your leading of class discussions or lecture presentations. However, you are expected to complete all written assignments independently. Copying portions of a colleague’s statement of teaching philosophy for use in your own statement of teaching philosophy, or submitting an unaltered published test question (e.g., from a test bank) as one of your own will be considered plagiarism. **Evidence of such will result in a failing grade for the course.**

NOTE: Any student who, because of a disability, may require special arrangements in order to meet course requirements should contact the instructor as soon as possible to make any necessary accommodations. Student should present appropriate verification from AccessTECH. No requirement exists that accommodations be made prior to completion of this approved university procedure.

Course Schedule and Readings

All readings are to be completed *prior to* the class for which assigned. Aside from the readings from the required McKeachie text, other readings are available through WebCT or in room 119.

| Date | Topic / Readings |
|---|--|
| W 6/2 | What is a good teacher? The first day |
| <u>Before you Teach: Preparing a Course and Course Policies</u> | |
| F 6/4 | How traditional? Considering the inverted classroom and technology to support it Guest Lecturer: Tony Rando, Instructional Technology Consultant, Teaching, Learning & Technology Center (TLTC) Reading: Lage, M. J., G. J. Platt, and M. Treglia. (2000). Inverting the classroom: A gateway to creating an inclusive learning environment. <i>Journal of Economic Education</i> , 31, 30–43. CLASS WILL MEET IN THE TLTC, ROOM 153 |
| M 6/7 | Variations on the inverted classroom; Class policies to encourage learning and discourage problems Guest Speaker: Ken Gassiot, Assistant Director, Student Judicial Services Readings: McKeachie, Ch. 7; also, browse Erin’s H1300 WebCT site |
| W 6/9 | Discouraging problems, cont’d: preparing for the “problem” student; Formulating learning objectives Readings: McKeachie, Ch. 11 & 12; Ch. 2 (pp. 9-12) |
| F 6/11 | Choosing readings and designing a syllabus Readings: McKeachie, Ch. 2 (pp. 12 – 20) Appleby, D. C. (1999). How to improve your teaching with the course syllabus. In B. Perlman, L. I. McCann, & S. H. McFadden (Eds.). <i>Lessons learned: Practical advice for the teaching of psychology</i> (pp. 19 – 24). Washington, D.C.: American Psychological Society. Banyard, P. & Grayson, A. (1999). Teaching with original sources. In B. Perlman, L. I. McCann, & S. H. McFadden (Eds.). <i>Lessons learned: Practical advice for the teaching of psychology</i> (pp. 29 - 35). Washington, D.C.: American Psychological Society. Dewey, R. A. (1999). Finding the right introductory psychology textbook. In B. Perlman, L. I. McCann, & S. H. McFadden (Eds.). <i>Lessons learned: Practical advice for the teaching of psychology</i> (pp. 25 - 28). Washington, D.C.: American Psychological Society. |
| <u>Essentials of Course Delivery: Philosophical</u> | |
| M 6/14 | Ethical teaching and creating an accessible, diversity affirming classroom environment Guest speaker: Michelle Kiser, M.S., Senior Counselor, AccessTECH, Disability Support Program Readings: McKeachie, Ch. 10 & 26 |
| W 6/16 | Motivating students and teaching them how to think and learn Readings: McKeachie Ch. 9, 14, 23, 24 Halpern, D. F. (2002). Teaching for critical thinking: A four-part model to enhance thinking skills. In S. F. Davis & W. Buskist (Eds.). <i>The teaching of psychology: Essays in honor of Wilbert J. McKeachie and Charles L. Brewer</i> . (pp. 91 – 105). Mahwah, NJ: Lawrence Erlbaum Associates, Inc. |

Course Schedule and Readings, cont'd

| Date | Topic / Readings |
|---|---|
| <hr/> Essentials of Course Delivery: Practical <hr/> | |
| F 6/18 | Preparing each class, identifying learning goals, writing lecture notes Readings: McKeachie, Ch. 5 Ch. 14 from Davis, B. G. (2001). <i>Tools for teaching</i> . New York: John Wiley. |
| M 6/21 | Technology revisited: using PowerPoint and other media to enhance lectures Reading: McKeachie, Ch. 17 CLASS WILL MEET IN THE TLTC, ROOM 153 |
| W 6/23 | Delivering effective lectures and leading productive discussions Readings: McKeachie, Ch. 4 Benjamin, L. T. (2002). Lecturing. In S. F. Davis & W. Buskist (Eds.). <i>The teaching of psychology: Essays in honor of Wilbert J. McKeachie and Charles L. Brewer</i> . (pp. 57 - 67). Mahwah, NJ: Lawrence Erlbaum Associates, Inc. Ch. 13 from Davis, B. G. (2001). <i>Tools for teaching</i> . New York: John Wiley. |
| F 6/25 | Other ways to teach: active learning and problem-based learning Guest Speaker: Ginny Felstehausen, Ph.D., Professor, Family and Consumer Sciences Education; Faculty Fellow, TLTC Readings: McKeachie, Ch. 15 & 16 |
| M 6/28 | Assessing learning: testing, other assignments, and grading Readings: McKeachie, Ch. 6, 8, & 13 EXAM QUESTIONS DUE |
| W 6/30 | Evaluating teaching and professional development Readings: McKeachie, Ch. 27 Korn, J. H. (2002). Beyond tenure: The teaching portfolio for reflection and change. In S. F. Davis & W. Buskist (Eds.). <i>The teaching of psychology: Essays in honor of Wilbert J. McKeachie and Charles L. Brewer</i> . (pp. 203 - 213). Mahwah, NJ: Lawrence Erlbaum Associates, Inc. STATEMENT OF TEACHING PHILOSOPHY DUE |

Appendix

Psychology 5101: Colloquium in Teaching Psychology **Psychology 5001: Practicum in Teaching Psychology**

Before graduate students are allowed to be the instructors of record for a course in our department, we require them to take the 1-credit Colloquium in Teaching Psychology (PSY 5101) that meets 3 days a week in the summer before they begin teaching. Students enrolled in this course have the option of enrolling in an additional 2-credit seminar, Practicum in Teaching Psychology, that meets during the same semester on the remaining 2 days per week. Often, students with prior teaching experience enroll in only the 1-credit seminar, while those with little to no teaching experience or those with higher anxiety about teaching choose to enroll in both seminars. These 2 courses could also be offered as separate courses, with the colloquium meeting during the first summer session, and the practicum meeting during the entire summer (preferred) or only during the second summer session.

In general, graduate students teach General Psychology as their first course, so the Practicum tends to focus exclusively on this course content. However, we have offered the practicum to students who plan to teach a different course, which requires the instructor and student to work out a more individualized plan (e.g., the student only attends the first part of the class hour, when the sample lectures are presented, and then meets with one of the instructors in office hours to discuss the specific content of his or her course.)

We try to have at least 2 instructors for the Practicum, so that the class may be divided into two small groups for the lecture presentations and feedback. This allows more presentations to be made, and makes the feedback groups smaller, and therefore less intimidating. Students especially appreciate having experienced graduate students serve as the instructors of the practicum, because they find this environment even less threatening, and thus report feeling they are able to take more risks and make greater gains in confidence and self-efficacy.

These courses are modeled on Psychology 851 (Seminar on Teaching) and 852 (Practicum on Teaching), offered at the Ohio State University, and developed by Dr. Bob Arkin, in collaboration with Lori Bica (now at University of Wisconsin – Eau Claire) and Erin Hardin (now at Texas Tech University). In addition, portions of the syllabus policies and format were taken with permission from the syllabus for Dr. Li Tang's Educational Policy and Leadership-851: College Teaching seminar (the Ohio State University, Spring 1998) and the syllabus for Dr. Darcy Reich's Seminar in Social Psychology: Automaticity and Control in Social Behavior (Texas Tech University, Spring 2002).