

## **Psychology 5001.001: Practicum in Teaching Psychology**

Summer I 2004

T/Th 10:00a-11:50a English 310 and 105

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

**Pre-requisite:** Simultaneous enrollment in PSY 5101, Colloquium in Teaching Psychology.

### **Course description and objectives:**

This 2-credit seminar, which complements Psychology 5101: Colloquium in Teaching Psychology, is designed to provide opportunities to practice teaching skills and prepare for the actual course that will be taught by the student in the future, which is usually General Psychology (PSY 1300). It focuses on the practice of teaching, and as such is hands-on and experiential. Students will spend approximately half of the class time in small groups delivering and observing practice lectures, with the remaining class time spent as a large group discussing content-specific information and teaching ideas. By the end of the course, students should have:

- Prepared a significant portion of their lectures for the course to be taught
- Consolidated important lecturing skills
- Acquired basic knowledge of the course content to be taught
- Gained an increased sense of confidence in and enthusiasm for teaching

### **Course Requirements:**

**1. Attendance:** This is an intensive 4-week course. This, combined with the nature and structure of the course, makes consistent attendance and participation vital to your learning. Thus, you are expected to attend all class sessions. If you are unable to attend a session for a legitimate reason, please inform one of us as soon as possible, but no later than 24 hours after the scheduled class session you miss. If you have 3 absences, you will have missed a significant amount of the course and will thus earn a “Fail” grade. If you miss any session without informing us in a timely manner, this will be considered irresponsible and unacceptable behavior for a teacher, and will result in a “Fail.”

**2. Lecture preparation.** You are expected to prepare lectures for **4** of the assigned chapters from the textbook for the course that you will be teaching this fall (for PSY1300, this is Kassin, S. (2004). *Psychology* (4th ed.). Custom Edition for Texas Tech University. Upper Saddle River, New Jersey: Pearson Education, Inc. ISBN # 0-536-74984-1. You will be provided with a free desk copy of this book during the first week of class.) This represents approximately 20-25% of the material you will be covering in your course. You will be

writing notes for one chapter per week, which is approximately how much material will be covered during a typical semester. In addition to giving you the opportunity to prepare a substantial portion of the course in advance, this will also give you the opportunity to experience trying to prepare this much material at a time (i.e., what it would be like to try to write your lecture notes as you go during the semester). Your lecture notes will be evaluated based on their completeness and accuracy. Feedback will also be given on style, inclusion of active learning, examples, etc.

**3. Lecture presentations.** You will present **3** sample lectures during the term -- one 10-minute lecture presentation and two 20-minute presentations. You will present on any of the content you have prepared or are preparing at the time. The purpose of the presentation is to practice your lecturing skills and “try out” your lecture notes, as well as 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 activities. 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. Lecture presentations will be evaluated on issues of style (e.g., voice, mannerisms) and preparation. The longer lectures will also be evaluated on transitions, use of media, and content. They will also be evaluated based on whether or not you have made an attempt to incorporate feedback given for prior lectures.

**4. 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 Ch. 42 (“Watching yourself on videotape,” pp.355-361) from Davis, B. G. (2001). *Tools for teaching*. New York: John Wiley. (ISBN: 1-55542-568-2), which outlines areas to focus on in your review of the tape and in your written reaction paper. This chapter is available in room 119 or under “Assignments” in the PSY 5101 WebCT course. Due: at the beginning of the class following your presentation.

### **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. Assignments are due at the beginning of class. Late assignments will not be accepted. 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 more out of 100 points needs to be earned for you to earn a grade of “Pass.” Points will be distributed as follows:

	<b>Each</b>	<b>Total</b>
Lecture preparation	15	60
10-minute presentation	7	7
20-minute presentation	12	24
Reaction papers	3	9
<b>TOTAL:</b>		<b>100</b>

**NOTE:** Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact one of the instructors as soon as possible so that the necessary accommodations can be made.

## Course Schedule

<b>Date</b>	<b>Topics/Readings</b>
Th June 3	Overview of course content; How to write lecture notes; discuss teaching ideas for first day of class and methods.
T June 8	2(4) 10-minute presentations; Discuss teaching ideas for behavioral neuroscience
Th June 10	2(4) 10-minute presentations; Discuss teaching ideas for Sensation and Perception; Learning <b>*Notes for “Introducing Psychology and its Methods” due</b>
T June 15	2(4) 20-minute presentations; Finish discussing teaching ideas for Learning
Th June 17	2(4) 20-minute presentations; Discuss teaching ideas for Memory <b>*Notes for “Behavioral Neuroscience” due</b>
T June 22	2(4) 20-minute presentations; Discuss teaching ideas for Thought & Language and Motivation chapters
Th June 24	2(4) 20-minute presentations; Discuss teaching ideas for Motivation and Emotion chapters <b>*Notes for Sensation &amp; Perception due</b>
T June 29	1(2) 20-minute presentations; Discuss teaching ideas for Developmental
Th July 1	Discuss ideas for other chapters; Review presentation styles and communication techniques <b>*Notes for Learning due</b>

## **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).