



**University of Colorado Denver**  
**Psychology 8200: Teaching Skills Workshop**  
**Maymester 2016**

**Monday - Thursday 8:30 AM - 12:20 PM**  
**North Classroom 1311**

**INSTRUCTOR**

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Office Hours: After class and by appointment

Dear Students:

I am really looking forward to participating in this course! Helping students learn—and especially learning how to teach—is an important part of my professional identity. I have spent lots of time thinking about (a) teaching and learning, (b) my own strengths and weaknesses (oh, the weaknesses...), and (c) how to continue to improve. As I get older, I realize that just as I get pretty good at something as a teacher, things change—students change, I change, technology changes—and I need to reassess where I am and where I'm going. The process of reassessment, whether it leads to minor tweaks or major overhauls, makes teaching fresh, challenging, and fun.

Here's an example: It was 7 years ago when Dr. Allison Bashe and I designed and co-taught this very course. That experience inspired me to take three new steps in my professional development: (a) I substantially redesigned my Intro course to make it consistent with the values and principles I had just taught in Psyc 8200. I took out *all* my remaining lectures and spent every class period facilitating learning in more active ways. That experience has informed everything I've done since. (b) I designed and taught a First-Year Seminar for the first time in my 30+ years of teaching. I'm still trying to get that course right! (c) I taught a graduate ethics course after a hiatus of nine years. (Most of you can tell me where I am with that one....)

In this course I not only have the thrill of helping students learn, but the added privilege of helping students *learn how to help students*. In fact, a major motivation to teach this course is *for the benefit of your future students*. Of course, I am also committed to helping you, the graduate program, and CU-Denver. What a privilege for me to spend my time in such a fulfilling way!

In such a small workshop atmosphere, you have a lot of influence on how the course goes and how much you gain from the experience. I'm looking forward to working with you in what promises to be a productive, challenging, and enjoyable few weeks!



## **COURSE ATMOSPHERE**

In this course I invite you to take risks—to share your confusion, uncertainty, and untested ideas as well as your strengths and successes. Here are some guidelines/rules that we (all of us) will follow to create the best learning environment:

1. We will emphasize, and reward, **personal reflection on professional growth**. This course is a chance to explore your **hopes and fears**, your strengths and weaknesses.
2. Our classroom will be a **safe place** to explore. Your grades will be based not only (or primarily) on how much you succeed, but how much you try, how reflective you are, and how much you help and support others in our learning process.
3. We will take a **positive approach**. Although we certainly will be talking about weaknesses, the mission is to help you become the strongest teachers you can be. Thus, we will focus a lot on strengths and improvements.
4. We will **avoid orthodoxy**. There are few absolutes in teaching (although some involve ethical issues!). Thus, we will explore many suggestions but fewer rules, and we will avoid extreme positions (e.g., “Lecturing is NEVER.... Clickers are ALWAYS...”), especially about implementation of principles.
5. At the same time, there are **good reasons** to help us decide what we do as teachers. Personal preferences are informed and supplemented by good **data** and **principles** on which to base our judgments. Thus, we will move beyond “I’ve always done (or experienced) it this way,” “It’s what I do best,” and other limited justifications.
6. **I will make every effort to practice what I preach**. It is a scary thing to presume to teach teachers how to teach. Thus, I will be taking risks as well. And I will share my thinking with you, about both successes and failures. My goal is to be transparent—without being invisible! To help us do this, Dr. Bashe and I developed what we call...
7. **The “reflective time-out” (or “RTO”) rule**: At any time during the class, any of you can call an RTO and ask me why I’m doing what I’m doing. We can explore my reasons.

## **REQUIRED READING/VIEWING (Everything but the text is on Canvas)**

### **Text:**

- Svinicki, M., & McKeachie, W. (2014). *McKeachie’s Teaching tips: Strategies, research, and theory for college and university teachers* (14th ed.). Belmont, CA: Wadsworth, Cengage Learning. (The 13th edition is just fine.)

### **Articles:**

- “Essential Learning Outcomes,” from AAC&U.
- Handelsman, M. M. (2012). Course evaluation for fun and profit: Student management teams. In J. Holmes, S.C. Baker, & J. R. Stowell (Eds.), *Essays from excellence in teaching* (Vol. 11, pp. 8-11). Retrieved from the Society for the Teaching of Psychology Web site: <http://teachpsych.org/ebooks/eit2011/index.php>.
- Harnish, R. J., McElwee, R. O., Slattery, J. M., Frantz, S., Haney, M. R., Shore, C. M., & Penley, J. (2011, January). Creating the foundation for a warm classroom climate: Best practices in syllabus tone. *APS Observer*, 24(1), 23-27.

- Wolf, K., & Stevens, E. (2007). The role of rubrics in advancing and assessing student learning. *The Journal of Effective Teaching*, 7(1), 3-14.

**Videos:**

- Handelsman, M. M. (2011a, February). [Positive ethics and positive teaching](http://www.youtube.com/watch?v=xw9J68b5S_Q). Invited workshop presented at the University of Texas at San Antonio. Available at [http://www.youtube.com/watch?v=xw9J68b5S\\_Q](http://www.youtube.com/watch?v=xw9J68b5S_Q).
- Handelsman, M. M. (2011b, February). [Teaching philosophies](http://www.youtube.com/watch?v=JeKWxInKTek). Invited workshop presented at the University of Texas at San Antonio. Available at <http://www.youtube.com/watch?v=JeKWxInKTek>.

## **OTHER SOURCES**

**Readings:**

You will be reading articles and book chapters of your choice, to augment the text and in preparation for your presentations to the class. I have a bunch of books in my office that you can use. In addition, here are three sources of very useful and concise articles (all of which are in the External Links section of Canvas):

- Korn, J. H., & Sikorski, J. (2010). *A Guide for Beginning Teachers of Psychology*. Retrieved from the [Society for the Teaching of Psychology Web site](http://teachpsych.org/ebooks/guide2010/index.php): <http://teachpsych.org/ebooks/guide2010/index.php>
- *Introductory Psychology Teaching Primer: A Guide for New Teachers of Psych 101*. Free e-book: <http://teachpsych.org/ebooks/intro2013/index.php>
- [Essays from E-xcellence in Teaching](http://teachpsych.org/ebooks/eit.php), at <http://teachpsych.org/ebooks/eit.php>
- [Tomorrow's Professor](http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/postings.php): <http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/postings.php>

**Recommended texts:**

- Buskist, W., & Davis, S. F. (Eds.). (2006). *Handbook of the teaching of psychology*. Boston, MA: Blackwell.
- Davis, S. F., & Buskist, W. (Eds.). (2002). *The teaching of psychology: Essays in honor of Wilbert J. McKeachie and Charles L. Brewer*. Mahwah, NJ: Erlbaum.

**Recommended listservs:**

- [PSYCHTEACHER](http://teachpsych.org/news/psychteacher.php) (<http://teachpsych.org/news/psychteacher.php>)
- [TOMORROW'S PROFESSOR](https://mailman.stanford.edu/mailman/listinfo/tomorrows-professor) (<https://mailman.stanford.edu/mailman/listinfo/tomorrows-professor>)

## **COURSE DESCRIPTION**

Students will learn basic principles and strategies of good teaching and reflect on their own development as teachers. We will explore research, theory, and practical applications for teaching at the college level.

## **COURSE OBJECTIVES**

As you think about your educational experiences from kindergarten through graduate school, you probably have your own ideas about what makes a great teacher. In this course, we will explore many aspects of teaching in more depth: from the characteristics of great teachers to pragmatic issues such as preparing a syllabus. Naturally, these objectives are not mutually exclusive. For

example, most of the skills reflect combinations of virtues. Course objectives include:

### Knowledge

1. Pedagogical principles and strategies of teaching
2. Teaching techniques (e.g., discussion, writing, grading)
3. Diversity of student backgrounds and experience
4. Ethical issues in teaching
5. Assessment of students' work

### Skills

6. Integration: Connecting experience with theory and research on college teaching
7. Self-Reflection: Integrating your experiences (e.g., as a student, TA) with the knowledge above to develop and assess your own teaching practices
8. Organization and preparation
9. Oral Communication
10. Written Communication, including revision and critiques
11. Pedagogy (practicing teaching techniques)
12. Risk taking: Trying and assessing new teaching behaviors
13. Ethical choice making

### Virtues, Values, and Attitudes

14. Humility: E.g., understanding both your strengths and weaknesses as you develop into a great teacher
15. Respectfulness and compassion: E.g., student-oriented application of knowledge; fairness in relating to students
16. Prudence: E.g., continual self-assessment and professional development
17. Integrity: E.g., consistent application of pedagogical principles, ethics, personal virtues
18. Accountability: E.g., meeting deadlines, following directions, upholding commitments to fellow students
19. Courage: E.g., taking risks, honest self-assessment

## **COURSE REQUIREMENTS**

Maymester is a very concentrated course; you will be investing the same amount of effort (and number of hours) in these three weeks as you would in a regular 16-week semester. You need to submit all written work via Canvas, and it needs to be in Word or pdf format, double-spaced, with one-inch margins, in 12-point Times New Roman font. In addition, you need to bring four hard copies (stapled) to class—plus one for yourself.

1. **Attendance:** Attendance is mandatory, because you need to be *active* participants in this course. Discussions and class exercises may be the most valuable part of your learning.
2. **Assigned Reading and Viewing:** You are responsible for reading or viewing the assigned materials, in their entirety, *prior to* the class for which they are assigned. *For each assignment, come to class ready to teach us something you've learned from the assignment (see MTOs below), and with at least a couple sentences or passages that you'd like to*

*discuss*. If everyone is prepared it will be easier for you to participate actively and comfortably in class, which will affect your participation grade. Read the text very carefully and aim for a good *conceptual and practical* understanding. In addition to the chapters assigned in the course schedule, you will choose other materials to read, especially as you prepare to teach the rest of us (see Requirement #7).

3. **Class Participation:** This class is a workshop, not a series of lectures or demonstrations. Therefore, we will spend class time discussing readings and participating in (and leading) class exercises. Class participation also includes **MTO's—mini-teaching experiences**, sharing your reactions to the readings, asking questions, and formulating concerns or reflecting on issues that you find important given your own identity as a teacher. Regardless of what professional role(s) you adopt in the future, it will be important for you to communicate your ideas, knowledge (and confusions) to students and colleagues. Participation is a skill set that you can learn and develop, whether you come by it naturally or not. In this course we all share the responsibility for making discussions and exercises useful. Because class participation is the backbone of a good teaching course, I weigh it heavily in determining your grade. Although grading class participation is subjective, it is not arbitrary. Please refer to “Class Participation Skills” (posted on Canvas) to examine the kinds of things I will be considering when assigning participation grades.
4. **Teaching Values/Principles Paper:** As a first step in developing a teaching philosophy, you will prepare a **2-page** statement of the *three most important values and/or principles* that will govern your teaching. These values/principles should be broad enough to guide *all* your teaching, including classroom teaching, mentoring, advising, and informal interactions with students. You can begin by reflecting upon your own experiences as a student. In your paper you will define each of the three values/principles and demonstrate their centrality by showing how they will apply in a variety of teaching activities. It will help to have a few specific examples. These value/principles will be the foundation of your philosophy.
5. **Critiques:** To help you perfect your feedback, writing, and revising skills, you will be critiquing draft philosophy statements of your colleagues.
6. **The “Course Portfolio”:** The following are elements of your **course portfolio**, which you will submit at the end of the course. Think of the portfolio as part of your application for a teaching position. You will be working on drafts of the major documents—your philosophy statement and syllabus—during the course.
  - a. **Teaching Philosophy:** This statement (**4 pages max**) will be an in-depth exploration. You can find reference materials and examples of teaching philosophies on Canvas. Your colleagues and I will critique a draft of your teaching philosophy.
  - b. **Syllabus:** You will prepare a syllabus for one course you plan on (or dream of) teaching. You probably already know some things you'd like to see or not see in course syllabi; in addition, you can find the CLAS syllabus guidelines on Canvas.
  - c. **Materials from your Experiential Teaching Opportunity (see Requirement #7):** These will vary depending upon the kind of teaching you do, but will probably include an outline of your session, copies of any audio-visual materials, and handouts.
  - d. **Self-Assessment:** The self-assessment is a critical part of the course portfolio. You

should reflect on your written work (e.g., philosophy, syllabus). Along what dimensions did you critique your own work and the work of others? What principles and knowledge did you use to revise your drafts? What specific revisions did you make? You should discuss your strengths, weaknesses, and areas about which you would like to get more feedback. You should also reflect upon your experiential teaching opportunity and MTOs, including a frank and thorough discussion of the strengths and weaknesses of your class presentations and your reactions to the feedback you received.

- 7. Experiential Teaching Opportunity (ETO):** You will get a chance to demonstrate that you (a) have explored a teaching strategy or technique in depth, (b) can develop an implementation of your new pedagogical knowledge, (c) can receive and respond to feedback about your teaching, and (d) have formed a good conceptual and experiential understanding of some course material.
- a. You will prepare and teach a 45-60 minute session to help us learn about a particular teaching strategy or technique—by both hearing about it and *experiencing it*. Of course, you can incorporate a variety of teaching techniques (e.g., lecture, discussion, exercises, food), but you should strive for consistency between what and how you are teaching. Your presentation will be informed by the articles and/or chapters that you choose.
  - b. Presentations start May 31; we will arrange dates during the first week of class.
  - c. Your fellow students and I will be your students for your presentation. Following your presentation, we will discuss the presentation and provide feedback. You may also want to prepare an evaluation of your presentation for your “students” to complete at the conclusion of your “class.”
  - d. Grading: This teaching opportunity is part of class participation. I will look at your engagement in the process, including risk-taking, critical self-reflection, openness to feedback, identifying strengths, and how all of this influenced your learning and your journey towards excellence. (In other words, you don’t get points off for not sticking to your script or having the wrong size fonts on PowerPoint slides!) An important part of this assignment is your *thinking*, which you will include in your self-assessment.

## GRADING

You can earn a total of 1000 points:

- Class Participation: 300 points
- Value/Principles paper: 50
- Critiques: 100
- Self-assessment: 200
- Philosophy: 150
- Syllabus: 150
- ETO materials 50

I will assign course grades based on the following point totals:

A	920-1000	C	720-779
A-	900-919	C-	700-719
B+	880-899	D+	680-699
B	820-879	D	620-679

*The point cutoffs are firm. This means that an 899 is a B+ and a 900 is an A-.*

B-	800-819	D-	600-619
C+	780-799	F	< 600

## COURSE POLICIES

1. **Late Papers/Missed Assignments Policy:** All written work (except the portfolio) is due at 8:30 am (the beginning of class) on the due date—submitted via Canvas and with four hard copies required in class (plus one for yourself) . If you turn in drafts late, you run the risk of not getting feedback in addition to losing 50 points. There is no way to make up the experiential teaching opportunity (although some last-minute switching might be possible if you notify us in advance).
2. **Closure Policy:** In the event that the campus is closed, you must still complete and submit all assignments. That means that you should do that class’s assignments AND the assignments for the following class.
3. **CLAS Academic Dishonesty Policy:** “Students are required to know, understand, and comply with the CU Denver Academic Dishonesty Policy as detailed in the Catalog and on the CLAS website. Academic dishonesty consists of plagiarism, cheating, fabrication and falsification, multiple submission of the same work, misuse of academic materials, and complicity in academic dishonesty. If you are not familiar with the definitions of these offenses, go to our policy on [Academic Dishonesty](http://www.ucdenver.edu/academics/colleges/CLAS/faculty-staff/policies/HandlingAcademicDishonesty/Pages/Definition-of-Academic-Dishonesty.aspx) (<http://www.ucdenver.edu/academics/colleges/CLAS/faculty-staff/policies/HandlingAcademicDishonesty/Pages/Definition-of-Academic-Dishonesty.aspx>). This course assumes your knowledge of these policies and definitions. Failure to adhere to them can result in possible penalties ranging from failure of this course to dismissal from the University; so, be informed and be careful.” If this is unclear to you, ask me.
4. **CLAS Policy on Incompletes:** ”Incomplete grades are NOT granted for low academic performance. To be eligible for an Incomplete grade, students MUST (1) successfully complete 75 percent of the course, (2) have special circumstances (verification may be required) that preclude the student from attending class and completing graded assignments, and (3) make arrangements to complete missing assignments with the original instructor. Verification of special circumstances is required. Completion of a CLAS Course Completion Agreement is strongly suggested. Incompletes cannot be awarded that stipulate (1) a student may repeat the entire course, (2) repeat or replace existing grades, (3) allow the student an indeterminate period of time to complete a course, or (4) allow the student to repeat the course with a different instructor. The CLAS Course Completion Agreement is available from the CLAS Advising Office.”
5. **Different Abilities:** If you have a physical, psychiatric, medical, or learning disability that will make it difficult for you to carry out assigned course work or that will require extra time on examinations, you need to contact and be registered with the Office of Disability Resources and Services (NC 2514, 303-556-3450, 303-556-4766 TDD). They will review your concerns and determine with you what accommodations are necessary and appropriate. If you choose not to accept the accommodations set forth by the DRS, you MUST complete all assignments and do all coursework in the same manner as all other students. No exceptions or alternate forms of evaluation can be used except those mandated by the DRS. University policy does not allow us to give any form of aid unless it is formally mandated by the DRS. All information and documentation of disability will

be kept confidential.

## **COURSE SCHEDULE AND ASSIGNMENTS**

As this class is designed for you to be active participants, it may not be possible or desirable to stick rigidly to the schedule that is outlined below. As such, the following schedule is subject to change. However, I will consult with you and give adequate notice of any major changes.

<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Readings and Assignments</u></b>
M 5/16	Introductions	1. Syllabus 2. Introspection Exercise – complete and bring to class
Tu 5/17	A Call to Teach: Getting Started	1. Svinicki & McKeachie, Chs. 1-3 2. Harnish et al., 2011 3. View Handelsman, 2011b – “Teaching Philosophies” – at least the first half 4. “Essential Learning Outcomes” 5. Prepare a very short and informal MTO on some reading/viewing for today, <i>and for each class period.</i>
W 5/18	Basic Skills	1. Svinicki & McKeachie, Chs. 4-6
Th 5/19	Assessment and Grading	1. Svinicki & McKeachie, Chs. 7-10 2. Wolf & Stevens, 2007 <b>3. TEACHING VALUES/PRINCIPLES PAPER DUE</b>
M 5/23	Understanding students	1. Svinicki & McKeachie, Chs. 11-13 2. <b>DRAFT SYLLABUS DUE</b> (4 copies to class)
T 5/24	Active Learning	1. Svinicki & McKeachie, Chs. 14-17
W 5/25	Skills, skills, and more skills • Student Presentation #1	1. Svinicki & McKeachie, Chs. 18-19 2. Handelsman (2012) SMT essay 3. Print out and bring “SMT HANDOUT” to class
Th 5/26	Teaching for higher-level goals • Student Presentation #2	1. Svinicki & McKeachie, Chs. 20-21 2. <b>DRAFT TEACHING PHILOSOPHY DUE</b> (4 copies in class)
M 5/30	<b>MEMORIAL DAY: NO CLASS</b>	
Tu 5/31	Ethics (you knew this was coming...) • Student Presentation #1	1. Svinicki & McKeachie, Ch. 22 2. View Handelsman, 2011a – “Positive Ethics” 3. <b>CRITIQUES DUE</b> (4 copies in class)
W 6/1	More skills, more learning • Student Presentations #2 and 3	1. Svinicki & McKeachie, Ch. 23

Th 6/2	Wrap-Up <ul style="list-style-type: none"><li>• Student Presentation #4</li></ul>	<ol style="list-style-type: none"><li>1. <b>Bring your Introspection Exercise from Day 1 to class</b></li><li>2. <b>COURSE PORTFOLIO (philosophy, syllabus, ETO materials, self-assessment) DUE by noon on June 3.</b></li></ol>
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## **MAYMESTER 2016 CLAS ACADEMIC POLICIES & DEADLINES**

The following policies, procedures, and deadlines pertain to all students taking classes in the College of Liberal Arts and Sciences (CLAS). They are aligned with the [Official University Academic Calendar](http://www.ucdenver.edu/student-services/resources/Registrar-dev/CourseListings/Pages/AcademicCalendar.aspx):

<http://www.ucdenver.edu/student-services/resources/Registrar-dev/CourseListings/Pages/AcademicCalendar.aspx>

- **Schedule verification:** It is each student's responsibility to verify that their official registration and schedule of classes is correct in their CU Denver PassportID portal before classes begin and by the university census date. Failure to verify schedule accuracy is not sufficient reason to justify late adds or drops. Access to a course through Canvas is not evidence of official enrollment.
- **E-mail:** Students must activate and regularly check their official CU Denver e-mail account for university related messages.
- **Administrative Drops:** Students may be administratively dropped from a class if they never attended or stopped attending, if the course syllabus indicates that the instructor will do this. Students may be administratively dropped if they do not meet the prerequisites for the course as detailed in course descriptions.
- **Late adds and late withdrawals** require a written petition, verifiable documentation, and dean's approval. CLAS undergraduate students should visit the CLAS Advising Office (NC1030) and graduate students should visit the Graduate School (12<sup>th</sup> floor LSC) to learn more about the petition process and what they need to do to qualify for dean's approval. No Late Withdrawal petitions will be accepted once finals week begins. Students will be referred to CLAS Academic Standards Committee retroactive petition process.

### **Important Dates and Deadlines-**

- **May 16, 2016:** First day of Maymester classes.
- **May 17, 2016: CENSUS DATE.** Last day to add via CU Denver PassportID portal. Last day to drop a course(s) with a financial adjustment and course(s) will not appear on transcript. After this date, late additions require a written petition, verifiable documentation, and dean's approval. Contact CLAS Advising (NC 1030 – 303-556-2555).
- **May 19, 2016, 5:00pm:** Last day to withdraw from a Maymester course or all courses with instructor signature(s) on schedule adjustment form and course(s) will appear on your transcript with a grade of 'W' and no tuition adjustment will be made. A complete withdrawal (withdrawing from all classes) from the term will require the signature of the dean. Contact CLAS Advising (NC 1030 – 303-556-2555).
  - **May 19, 2016, 5:00pm:** After this date, late withdrawals require petition, verifiable documentation, and dean's approval. Contact CLAS Advising (NC 1030 – 303-556-2555).
- **May 30, 2016:** Memorial Day Holiday – Campus closed.
- **June 2, 2016:** Maymester ends.
- **August 8, 2016:** Final grades available on CU Denver PassportID portal and transcripts. Students may see grades before this date.