



OTRP *online*

office of teaching resources in PSYCHOLOGY

PSY 685, Seminar in Teaching Psychology
Shore, Fall 2007
212 PSYC, 529-2401, shorec@muohio.edu
Office hours TBA
course website: <http://www.users.muohio.edu/shorec/685/685.htm>

Course description

Welcome to Teaching Seminar! This is a seminar/practicum on teaching psychology to undergraduate students. This course is required to be taken concurrently with or prior to the first teaching assignment for which there is grade book and/or syllabus responsibility (e.g., PSY 293 or 294 labs, IOR for any other course). The purpose of the course is to orient graduate students to basic, practical issues related to college teaching.

Your goals as participants should include:

1. to discuss theory and research relevant to the diverse aspects of college teaching,
2. to demonstrate familiarity with the numerous resources available pertaining to college teaching,
3. to make progress on improving your teaching skills, and
4. to give and receive constructive feedback on teaching skills.

My role as instructor will be to provide resources and background, to propose avenues of thought, to help you evaluate your development in the above areas, and to make myself available on an individual basis for whatever concerns you may have about course content or structure.

Preparation for this course

Prior to this course, I will send you information relevant to course design and syllabus preparation. You should also have consulted the lead teacher for the specific course you will be teaching (e.g., the instructor for the 293 lecture section if you will be teaching 293 lab). The lead teacher should have reviewed your teaching plan and syllabus.

Text

Forsyth, D. (2003). *The professor's guide to teaching: Psychological principles and practices*. Washington DC: American Psychological Assn.

Additional readings to be assigned.

Grading and assignments

Grading for the seminar/practicum will be Pass/Fail. To receive a pass grade, you must show ongoing active preparation and participation in the course (including completion of assignments) and minimally acceptable performance as a teacher. I will provide a detailed written critique to be shared with you, the lead teacher for the course you are teaching, and your faculty advisor. In the case of a fail grade, I will make a report to the department chair and graduate coordinator so that the graduate assistantship assignment can be adjusted.

1. Preparation. To make our class time together productive, it is important that you each do the weekly reading assignments and come to seminar meetings prepared to share your views. Prior to class periods when there have been readings assigned, submit an "agenda post" via Miami's Blackboard system (details below) with one or more comments, questions, or issues for discussion that were raised by your readings. For example, indicate why certain points impressed you favorably or unfavorably, discuss points that you thought were unclear, or share your thoughts about

applications. These will serve as “agenda items” for our class discussion. They will also provide tangible evidence that you have thought seriously about the readings. **These will be due at a date to be specified by the class.**

To submit the agenda posts, you must go to the Blackboard site of this course via www.mymiami.muohio.edu. Sign on using your Miami unique ID. The password is your MUnet / Novell password (the one you use to log into the network initially on campus, or when you dial into Miami's modem pool). To submit the agenda posts, click on the button that says “Discussion Board”, then find the forum for the upcoming week, and click "add new thread".

2. Participation. We need everyone to plan to attend all seminar sessions and to participate actively in discussions. Our learning is facilitated by a group attitude of cooperation and mutual respect. Each of us will benefit from the active involvement of others. This involvement will require considerable preparation and willingness to engage ourselves thoughtfully with ideas presented both in the readings and by other class members. Everyone must share in the leadership of the group and work to create an atmosphere that encourages critical thought while maintaining an openness and respect for the differing views of others. **Feedback about your participation will be provided in a format to be agreed upon by the class.**

3. Facilitation. Each of you will take a turn leading a class period. Shared leadership should allow us to go into more depth on topics that the class interested in, and will also give you some experience in leading discussion with graduate students (in addition to the practice you get with undergrads in your own course!) Look ahead to the chapters from Forsyth that have been assigned for that week, and locate supplementary readings that you think the group will be interested in. The references in Forsyth are some suggestions--I can make other recommendations. Bring it to me in advance (at least 2 weeks before your scheduled class period) for copying and distribution. “Facilitating” means: assigning the additional readings, reading the agenda posts and deciding how to organize the class session (which may include asking Cecilia to do a mini-lecture if needed), planning discussion questions to address the topic of the week (which may include breaking into smaller groups), giving people an agenda/preview, making sure that everyone has a fair chance to contribute and that the discussion stays productive, and integrating/summarizing the session. You do not have to submit an agenda card yourself and you are not expected to present the articles to the class. **Feedback will be given in a format to be decided by the class.**



3. Practicum. This is the core of the course: supporting your first teaching experiences, and providing feedback to help you develop your teaching skills. There are several elements of the practicum, which involve ongoing peer partnerships and faculty mentoring focused on teaching materials and classroom performance.

a) Teaching materials: Teachers typically create several products that are intended to facilitate student learning, such as lesson plans, exams, and assignments. As you construct these materials for your course, they will serve as projects for this course (see below) which will be reviewed by a peer partner and which will also receive feedback from me. You will review materials created by your learning partner. **These reviews will be given in a format to be decided by the class.**

b) Classroom performance: You will get feedback about your classroom performance through a number of channels: class visits, videotape analysis, student evaluations and consultation with your lead teacher. Since feedback from peers is a core element, it is important that these relationships be supportive and helpful. We all share a significant responsibility for fostering the professional development of all members of the seminar. Thus, our feedback and criticism of one another must be thoughtful, critical and constructive. Take care to avoid actions which foster an

atmosphere of competition or evaluation apprehension. I will evaluate the class visits and videotape assignments on the basis of skills evidenced in the class session, and on the basis of the critique. One copy of the critique will be given to me, the other to the member whose work you are critiquing--AFTER we have discussed them. Further details will be provided.

- I will visit your class twice, once early and one late in the semester, to give you written feedback about your classroom skills. Your peer partner will also visit your class. In turn, you will do the same for your peer partner.
- In addition, you should arrange to provide a videotaped sample of your teaching to be critiqued by yourself and others. Watching yourself on video is probably the hardest, but most valuable, thing I will ask you to do all semester.
- The department expects you to conduct midterm and final student evaluations. You can do the midterm by means of your own form, the department's teaching evaluation form, or Small Groups Instructional Diagnosis (similar to focus groups). The results of this should be discussed with your advisor or teaching mentor. In general, instructors are expected to use the departmental form for the end-of-term evaluation; the results are viewed by the chair before being returned to you. Details about administration will be provided in class.
- Finally, I will consult the lead teacher for the course you are teaching at midterm and at the end of term.

4. Projects. Materials that you generate in your work as a teacher will serve as 3 written projects for this course. In addition, you will have the choice of a 4th project. Further details will be provided.

- a sample syllabus
- a lesson plan for a class session,
- a quiz/exam, OR a sample of grading and feedback on a student paper.
- a self-chosen project.

5. Lilly Conference on College Teaching. Thursday through Sunday Nov. 15-18, the Lilly Conference on College Teaching will be held here at Miami University in the Marcum Center. In lieu of readings/class meeting for one week, you will be expected to attend about 5 hours of the conference and be prepared to report to other members of the class about your reactions to the conference. If there is some personal or professional obligation of a compelling nature, which conflicts with the dates of the Lilly Conference, please tell me as soon as possible.

The class will decide how to weight each of the grade components.

Assignments for non-teachers

Although I expect that most students taking this course are concurrently teaching a course, there may be some who are taking this course prior to their first teaching experience. For those students who are not currently teaching, some modifications in assignments are appropriate, and should be discussed with the instructor.

Late Policy

Because agenda posts and practicum critiques are intended to lay the groundwork for discussion, they will NOT be accepted late. Obviously, missing work will be considered in evaluating whether you have met the criterion of "ongoing participation" in the course.

Of especially serious concern are projects, class visit feedback, and teaching materials feedback. Because your peers are counting on you, and often need your work in order to do theirs, these assignments will be given ONLY a 24-hour grace period to allow for printer disasters etc. If you exceed the grace period more than once, it will be reported to your lead teacher and faculty adviser. If you exceed it repeatedly, such uncollegial behavior may, in consultation with your lead teacher and faculty adviser, warrant a fail grade for the course.

Tentative Course Calendar

DAY	Topic	Readings	Assignments Due
Aug 23	Orientation Student intellectual development	Baxter-Magolda Ch2 (in your box)	Complete the sample agenda post on Blackboard. Report any problems to me.
Sep 1	Prepping	Ch 1	Agenda post Syllabus project Arrange to visit your buddy's class
Sep 6	Lecturing	Ch 2	Agenda post Feedback on syllabus project
Sep 13	Guiding	Ch 3	Agenda post Lesson plan
Sep 20	Writing and homework	TBA	Agenda post Feedback on lesson plan
Sep 27	Testing	Ch 4	Agenda post Peer classroom visit critique Lilly Registration deadline Oct 1 http://www.units.muohio.edu/lillycon/ Deadline for instructor classroom visit
Oct 4	Grading	Ch5	Agenda post Instructor will consult with lead teachers Quiz/exam/student writing project
Oct 11	Managing: Ethics and Diversity	Ch 6	Agenda post Feedback on quiz/exam/student writing project Deadline for midterm evaluation
Oct 18	Innovating	Ch7	Agenda post Proposal for final project Discuss midterm with advisor/mentor
Oct 25	No Class		Videotape of your teaching due
Nov 1	Evaluating and documenting	Ch 8, 9	Agenda post Get ahead on critiques
Nov 8	Your choice	**	Agenda post Get ahead on critiques Don't forget to work on final project!
Nov 15-18	Lilly Conference	http://www.units.muohio.edu/lillycon/	Get ahead on critiques There may be an opportunity to share your video with Joe Lowman, who is very experienced at giving supportive feedback about teaching videos
Nov 22	No class, holiday		Get ahead on critiques
Nov 29	Practicum		Video critiques due Deadline for instructor class visit. Don't forget final student evaluation
Dec 6	Projects Wrap up		Project presentation and reflection due Instructor will consult with lead teachers

SYLLABUS PROJECT

Please hand in **two (2)** copies of the following:

1. A syllabus for your course, containing information such as the course description, assignments and grading, policies on make-up exams, etc., text, topics and order of coverage, and anything else it is important for them to know about you or the course
2. A 1-2 page paper which explains and justifies decisions you have made about how to design your course, and how you have communicated it to students. You may want to discuss ways you might do it differently in the future. Your comments should show thoughtful reflection on issues raised by your readings.

FEEDBACK ON SYLLABUS PROJECT

In a 1-2 page paper, share with your learning partner your thoughts about the following issues:

1. The extent to which the syllabus covers the major elements it should
2. The clarity, organization and tone of the syllabus
3. The extent to which the course design is appropriate to the level of the students, departmental objectives, and the stated goals of the course
4. The extent to which the instructor has reflected on the strengths and weaknesses of the present syllabus
5. Any other issues raised by the readings or that you think are important.

Please hand in **two (2)** copies of your feedback.

LESSON PLAN PROJECT

Please submit **two (2)** copies of the following:

1. A lesson plan for activities which you conducted in your class on a recent day
2. A list of any materials needed or any handout/transparency masters, and/or questions or activities to stimulate discussions. If you did a movie, provide a description of it.
3. A 1-2 page paper describing the objective of the day's activities (in terms of content and process) and relate it to the goals and content of the course. You should also reflect on "how it went" in terms of content and process, and what, if any, changes you would make in the future. Your comments should show thoughtful reflection on issues raised by your readings on discussions, lectures and media.

FEEDBACK ON LESSON PLAN PROJECT

In a 1-2 page paper, share with your learning partner your thoughts on the following issues:

1. Appropriateness of the process/content goals of course
2. Appropriateness of activity to process/content goals for the day
3. Appropriateness of materials/media/discussion questions
4. Apparent interest/involvement of students
5. Extent to which the instructor has reflected on strengths and weaknesses of the lesson plan
6. Any other issues raised by the readings or that you think are important.

Please submit **two (2)** copies of your feedback.

TEST CONSTRUCTION

Please hand in **two (2)** copies of the following:

1. A copy of a test or quiz you have used in your class. If your questions are open-ended, please give some description of what you are looking for in the answers.
2. Commentary about the test in terms of issues like: coverage, length, level of questions (e.g., Bloom's taxonomy), wording of questions, order of questions. Make margin notes on the exam to comment on particular items, and write notes about more general issues. Your commentary should show reflection on issues raised by the readings as well as strengths and weaknesses of the exam.

If you do not give quizzes or exams in your class, please discuss this with me.

FEEDBACK ON TEST PROJECT

In a 1-2 page paper, share with your learning partner your thoughts about the following issues:

1. The test's coverage, length, difficulty, match between point values and importance of material
2. Identification of level of questions (e.g., Bloom's taxonomy) and appropriateness of these to the level/goals of course
3. Clarity of instructions to students
4. Appropriateness of format (TF, multiple choice, essay...) to course/goals
5. Ordering and wording of questions
6. The extent to which the commentary explains the test and reflects on its strengths and weaknesses in light of issues raised by the readings
7. Any other issues raised by the readings or that you think are important.

Please hand in **two (2)** copies of your paper.

PROJECT ON EVALUATING STUDENT WRITING

Please submit **two (2)** copies of the following:

1. A writing assignment you have given your class
2. A student's paper (with identifying info removed)
3. Your grade and comments to the student about the paper
4. A short reflection (1-2 pages) about the assignment itself and why you gave the grade and comments that you did, and what you think about that (strengths and weaknesses) in the light of the readings you did on evaluating student writing.

If you do not have writing assignments in your class, please see me.

FEEDBACK ON STUDENT WRITING PROJECT

In a 1-2 page paper, share with your peer partner your thoughts about the following issues:

1. The appropriateness of the assignment given the goals of the course
2. The clarity and completeness of the assignment itself
3. The extent to which the instructor has explained/justified the grade to the student
4. The extent to which the instructor has given the student the tools to be his/her own editor
5. The tone of the instructor's comments
6. The way the instructor has dealt with mechanical errors
7. Extent to which the instructor has reflected on strengths and weaknesses of his/her assignment, grading and comments
8. Any other issues raised by the readings or that you think are important

Submit **two (2)** copies of your feedback.

CRITIQUES OF CLASSROOM VISITS AND VIDEO TEACHING SAMPLE

Critiques of classroom visits and video teaching samples are the central component of the practicum and must be taken seriously. For feedback to be effective, it must be critical and constructive. We are all adults and should be able to give feedback sensitively and receive it graciously. This is not a setting for mutual backslapping (or backstabbing!) Point out the strengths and weaknesses you observe. Try to relate to specific behaviors. For example, instead of saying, "Great rapport with students!" it is more informative to say, "I was impressed that you knew students' names. This probably helps with rapport." When giving critical feedback, it is especially helpful to couple the criticism with suggestions for improvement or alternative approaches. For example, instead of saying, "You were inaudible" you might say, "Try speaking up, as though you were talking directly to a student in the back row." When I visit a class or review a tape, I find it helpful to divide my page into 4 sections:

- Content/organization/clarity
- Nonverbal communication
- Media
- Student involvement and rapport

Some sample critiques are available to give you an idea of how to proceed. Bring **two (2)** copies of your critique to class.

USEFUL FEEDBACK IS:

1. *descriptive* rather than judgmental. This helps prevent defensive responses.
2. *specific* rather than general.
3. focused on *behavior* rather than the person.
4. focused on *helping* rather than hurting.
5. focused on behavior that the teacher *can do something about*.
6. *actively sought* by the teacher.
7. an amount of information that *does not overload* the teacher.
8. focuses on "*what*" or "*how*" (observed behavior) *not "why"* (why involves inference and motives that can bring resentment rather than learning).
9. *clearly communicated* and can be rephrased by the receiver. Easy-to-understand language is used.
10. shared *within 3-7 days* of the observation.
11. provided with *opportunities for further discussion*.
12. provided with *clear suggestions about improvement* that can be generated by the teacher based on questions by the observer.
13. based on observations, so that any constructive criticism is justifiable.
14. an opportunity to learn!

http://www1.umn.edu/ohr/teachlearn/peer_review/feedback.html

VIDEO TEACHING SAMPLE: NUTS AND BOLTS

The review and critiques of teaching videotapes are scheduled for the last few weeks of class. Therefore all PSY 685 students will need to prepare a short videotape of their teaching by mid-semester (see date in syllabus calendar).

Don't worry or obsess over getting "the right" or "a good" video sample of your teaching. We all make mistakes and the important thing is to learn from them. What's needed is an hour-long sample of your teaching to give us practice in observing classroom behavior. REMEMBER! In addition to preparing written critiques of your peers' tapes, you are to also critique your own teaching!

You will need to make your own arrangements to obtain videotaping equipment. You may call MCIS to schedule use of their equipment. You may already have a camcorder of your own. You

will need to get a friend (or another 685 student) to operate the equipment (a tripod is possible, but almost always unsatisfactory). You will also need a STANDARD videotape (60 minutes). Be sure you allow plenty of time before class to get the equipment set up. Occasional problems with equipment (or its use) have occurred, necessitating rescheduling of taping sessions. Be sure your tape is of satisfactory audio and video quality to allow the rest of us to review and critique your work.

To review and critique the tape, you will need access to a VCR. If you do not own one, there are several available in the department, and I have a couple. Recognize that there are a large number of us who must have access to the tapes in order to review them. As a result, do not borrow a tape unless you will be reviewing it immediately and be sure to return it expeditiously. Do not, for example, take all the tapes home for the weekend! Please treat the tapes as confidential material.

Bring **two (2)** copies of your critiques to class prepared to discuss.

FINAL SELF-SELECTED TEACHING PROJECT

The final project for the course is to be in an area in which you would like to grow as a teacher. You should plan on spending about 6-10 hours on the project. The following examples are provided just to get you started thinking:

- summaries of several videos which might be useful for your course, with handouts to guide students' viewing
- a website you constructed for your class
- read and summarize other books on college teaching (see instructor for suggestions)
- develop a set of case materials or sample data for use in student projects
- develop one or more computer simulations to serve as course demonstrations
- implement and evaluate some instructional innovation, such as having students give feedback to each other on rough drafts of projects
- design a teaching/workshop for the general public (e.g., PTA) on your area of expertise (e.g., communicating with your teenager, eating disorders)
- the beginnings of a teaching portfolio which could be useful to you in seeking an academic job
- visiting a non-doctoral campus. To help you learn about the ways in which faculty responsibilities are affected by institutional context, you can visit our PFF partner campuses. While you are there, we hope that you will shadow a faculty member and meet with undergraduates.

Your project should be something that will be of help to you either in this semester's teaching, or in the future. It should result in some kind of tangible product, plus a one or two page reflection by you on the strengths and weaknesses of this project.

A brief (paragraph or two) proposal for the project will be due early in the semester (see syllabus for date). In the proposal, describe what you would like to do, about how long you think it will take, and what kind of product will result--a paper describing the project, a website, a computer program, etc.

At the end of the semester, you will hand in your product and reflections. Be prepared to share your project with the rest of the class, in a 15-minute presentation (which may or may not include a demonstration).

Criteria for evaluation will vary with the nature of the project.