

PSY 3940-034 Teaching of Psychology – Tuesday 3:30 – 4:30 p.m., UH6400

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Office hours Tuesdays 2:30-3:30, other times by appointment, UH 5008

Course Goals:

- Develop an understanding of some philosophical issues in teaching
- Develop an understanding of practical issues in teaching
- Consolidate your understanding of psychological concepts relevant to teaching
- Gain experience in teaching, giving presentations, grading assignments, and conducting small-group study sessions
- Help other students learn concepts, controversies in, and applications of psychology
- Refine your presentation skills (honors contracts available for students who wish to prepare guest lectures)
- Develop professional relationships with faculty and graduate students that can lead to meaningful recommendations for graduate school

Week 1: Welcome!

Introduction to course & expectations of Undergraduate Teaching Assistants (UTAs)

Reading/discussion assignments are in Blackboard

Email etiquette (good grammar, diplomacy, and formal writing; save *all* emails)

Ideas for classroom engagement and study sessions (five files in Blackboard)

Ideas for student social support

Ethical behavior:

Code of Conduct (Based on Laurier University, Waterloo. This was written for a business course, but the concepts are similar. See if you can come up with other ethical guidelines.)

Week 2: Perfect Practice Makes Perfect (10% of grade)

Read the first three articles (available on Blackboard) and be prepared to lead a discussion on each. At the beginning of class you will be assigned one of the articles on which to lead a discussion; you will have a partner to help and a few minutes to coordinate. **For each article bring a one-paragraph summary, a list of ideas how the information can be applied to Introductory Psych, and some points to spark a discussion.**

Karpicke & Roediger, 2008. The critical importance of retrieval for learning. *Science*, 319, 966-968.

Karpicke & Blunt, 2001. Retrieval practice produces more learning than elaborative studying with concept mapping. *Science*, 331, 772-776.

Prince, 2004. Does active learning work? A review of the research. *Journal of Engineering Education*, 223-231.

Lindsey & Nagel, 2015. Do students know what they know? *Physical Review Special Topics*, 11, 020103.

Read this article and be prepared to discuss it but you will not have to lead a discussion.

Greer, March 2005. Students overestimate their future recall. *Monitor on Psychology*, p. 16.

Week 3: To Teach (10% of grade)

Read the articles below:

Buchholz & Ullman, 2004. 12 commandments for PowerPoint. *The Teaching Professor*, p. 4.
Buskist, 2000. Common mistakes made by graduate teaching assistants and suggestions for correcting them. *Teaching of Psychology*, 27, 280-282.
"Guiding" students to learning, 2000. *The Teaching Professor*, 1-2.
Poole, 1994. The syndrome. Available in blackboard and online: <http://bit.ly/1BuV3II>

Assignment:

Browse through *Teaching of Psychology* or *Journal of College Science Teaching* (available on OhioLink) to find one additional article that you think provides some good ideas for PSY 1010. Be prepared to present the ideas to the group for discussion. For the article you choose, bring to class a set of handouts that includes the full citation info, abstract, and several questions for group discussion.

Also bring two powerpoint slides that you have printed. One should be an example of a poor slide that violates several of the 12 Commandments, the other should be a revision of the poor slide that violates none of the Commandments. The topic can be either the article you found on teaching or a topic covered in Introductory Psych that you might use in a lecture.

Week 4: Grading & Participation (10% of grade)

Read and be prepared to discuss the following articles. How can we help students learn important concepts in psychology and apply them? To foster discussion, make a list for each article of points that either surprised you or that you think might be particularly important to apply. You can refer to these in class.

Rojstaczer & Healy, 2012. Where 'A' is ordinary. *Teachers College Record*, 1-23.
Connor-Greene, 2005. Fostering meaningful classroom discussion: Student-generated questions, quotations, and talking points. *Teaching of Psychology*, 173-174.
Chapnick, 2009. Creating a class participation rubric. Available online: <http://bit.ly/1s1x7ob>

Finals Week: Reflections (room to be determined, probably UH6400)

Meet and discuss your experiences and any suggestions for future semesters.

Working with Your Supervising Instructor (70% of grade)

Each instructor will have different expectations, but he or she will assign the remainder of your grade based on responsibilities such as:

- Keeping up with the class readings in the text and viewing any assignments in MyPsychLab
- Attending class
- Holding office hours and review sessions
- Taking roll and contacting students who are absent
- Informing the instructor as soon as you see problems of *any* sort developing
- Reading students' online discussion posts (if assigned) and providing feedback
- Encouraging students to come to you and helping those who do
- Providing lecture summaries to post in Blackboard to help guide student studying
- Innovative ideas
- Reliability
- Potential mini-lecture(s)