

PSYCHOLOGY TEACHING PRACTICUM

**THE UNIVERSITY OF TOLEDO
DEPARTMENT OF PSYCHOLOGY
COLLEGES OF ARTS AND LETTERS
25833 – PSY 7040 – 901**

Instructor: Dr. Andrew Geers

Office: University Hall, 6524

Phone: 419.530.8530

Email: Andrew.geers@utoledo.edu

Office Hours: Virtual office hours, Wed
from 1:30 to 3pm, or by appointment

Course Website: [Blackboard Learn](#)

Credit Hours: 3

Offered: Spring, 2021

Class Location: On-line course

Course Time: Noon to 1:30pm, Wednesdays

CATALOG COURSE DESCRIPTION

Supervised experience in the teaching of psychology.

COURSE OVERVIEW

This practicum is designed for psychology graduate students preparing to teach undergraduate psychology courses as instructor of record at the University of Toledo. This course is intended to familiarize you with University of Toledo policies and expectations for instructors. It is also designed to provide a foundation for effective college teaching skills. Psychology 7040 will build awareness of strategies, research, and resources relevant to college teaching. We will spend time considering course materials, learning contexts, assessing learning outcomes, and developing learning activities. We will also cover professional development-related topics such as teaching statements, teaching portfolios, undergraduate mentoring, and faculty careers.

SPECIAL NOTE

It's important to note that based on the unpredictability of the COVID-19 virus things can change at any time so please be patience and understanding as we move through the semester. I also ask that you keep me informed of concerns you may have about class, completing course work/assignments timely and/or health concerns related to COVID.

PREREQUISITES AND RESTRICTIONS

Students must be enrolled at the graduate level.

MEETING TIMES/DAYS

This is an on-line course, with synchronous class meetings on Wednesdays between noon and 1:30pm through WebEx. To complete Project #5, each student will also contact the instructor to schedule an individualized synchronous meeting, between week February 17th and March 31st (described below). Finally, the instructor will remain in our WebEx room for 30 minutes after each class to answer questions and for further discussion.

WEBSITE

We will use Blackboard for our class materials with weekly meetings occurring in WebEx.

<https://utoledo.webex.com/utoledo/j.php?MTID=med917d597be12c4f559dde627eb127c6>

Our course syllabus, primary readings, and course calendar are in our Blackboard site. In addition to these main items, the website provides a great deal of additional information and teaching resources. This includes:

- Further recommended readings on each weekly topic (pdfs)
- Extra resources for each weekly topic (e.g., handouts, links, rubrics, teaching statements)
- Content specific to remote teaching for most weekly topics
- A list of terms to be familiar with by the end of the semester
- An example guide for evaluating your lectures (Project #5)
- A large list of useful pedagogical resources

*From time-to-time, course activities may occur through other online platforms/services, such as Zoom, Blackboard Collaborate, UT OneDrive, and email. It is the instructor's responsibility to notify you when such alternatives will be used.

READINGS AND MATERIALS

- The weekly readings for our course are listed in the course schedule further on in this syllabus. The readings come for a variety of books, journals, and online sources. Electronic copies of all readings can be found in our Blackboard page in the weekly folders titled, "Primary Readings". I tried to keep the amount of reading down. We have an average of 36 pages of text per week this semester.
- If you are interested in going *beyond* the primary readings, I provide supplementary materials for each topic. These extra readings can be found in the weekly folders titled, "Recommended Readings". Additional resources for each topic (e.g., demonstrations, example teaching statements) can be found in the "Extra Resources" folders for each week. Finally, for most weeks there are further readings specific to remote instruction.

COURSE OBJECTIVES

Goals for this course include students leaving with:

- Basic knowledge and skills for serving as the instructor of record of an undergraduate course in psychology at the University of Toledo.
- An awareness of relevant learning, communication, and teaching practices and the ability to apply them to aid college student learning.
- Basic knowledge on expectations for and duties of faculty positions involving college-level teaching as well as skills to increase success in such positions.

STUDENT LEARNING OUTCOMES

At the end of the semester, students should be able to:

- Display knowledge of UT policies and expectations for instructors of record.
- Prepare course materials with attention to the appropriate academic level, learning context, and established best practices.
- Identify strategies to teach with attention to diversity, inclusion of multiple perspectives, and demographics to increase every students' opportunity to learn.
- Apply theories of learning, retention, and critical thinking to course design and instruction.
- Employ presentation skills that increasing positive engagement with students.
- Write a teaching statement.
- Explain the components of a teaching portfolio.
- Discuss common college-level teaching techniques.
- Display knowledge of the expectations and duties of early career faculty positions involving teaching.

COMPUTER SKILLS, TECHNOLOGY REQUIREMENTS, AND PRIVACY POLICIES

All students should be comfortable and able to navigate on-line. Because the course occurs online, a basic level of computer skills is a prerequisite. If you have never taken an on-line course before I highly recommend visiting http://www.dl.utoledo.edu/help_desk/help.htm to learn how to work with an on-line course. For more information about the technology aspect of the course, please see the following University of Toledo webpage. This page provides information on technical skills needed, general technology requirements, and technology privacy policies: <https://www.utoledo.edu/dl/students/required-info-online-learners.html#CT>

*It is expected that students in the course will have reliable computer and internet access. If this is not the case, please let the instructor know the first week of the semester. If you experience computer or internet difficulties during the semester, please alert the instructor immediately.

ACCESSIBILITY OF COURSE TECHNOLOGIES

Please view the following webpage for information regarding the accessibility of Blackboard and other technologies used in this course: <https://www.utoledo.edu/dl/students/required-info-online-learners.html#ACCESS>

CLASS STRUCTURE

Each week we will meet to discuss the central teaching topics related to our readings. For approximately half of the class periods, this will involve the instructor and students discussing the content and projects in an informal conversational format. The goal will be for us to share ideas and perspectives on teaching. It is expected that everyone will complete the weekly readings prior to class and actively contribute to the conversation every week. Class time will be flexible and also used to discuss topics and challenges relevant to your current instructor roles. As most classes are currently taught remotely, we will spend time considering teaching strategies

that are most effective in that format. From time-to-time, we will also try out teaching exercises and demonstrations. For the other half of the course periods, we will have guest speakers. The guest speakers are experts who agreed to share their knowledge and time with our class so we can become better instructors. Some of the guest speakers are expert instructors from outside the university. Other guest speakers are directors of University of Toledo offices and programs such as Title IX and student conduct. The days with guest speakers will likely consist of a mixture of presentations, hands-on activities, and question and answer sessions. There are also seven mini teaching projects students will complete outside of class.

COURSE EXPECTATIONS

Students are expected to attend all class periods and to arrive to class on time. Absences (and late attendance) may result in a loss of participation/preparation points. Absences due to illnesses, professional meetings, or critical life events can be excused with proper documentation given to the instructor within two weeks of the absence. Each week students are expected to have completed the weekly readings prior to class, complete the weekly preparations, and be set to participate in the class discussion. Finally, students are expected to complete the seven mini teaching projects by the designated due dates.

**Absences due to COVID-19 quarantine or isolation requirements are considered excused absences.* Students should notify the instructor and these absences do not require written notice.

GRADING

Points are awarded in the class as follows:

| Graded Activities | Possible Points |
|---|------------------------|
| Weekly Course Preparation and Participation | 300 points |
| Seven Mini Teaching Projects | 700 points |
| Total | 1000 points |

- **Grade Options:** **1000 – 800 points = pass** **799 – 0 points = fail**

As indicated above, there are two primary components to this course:

1. Class Participation/Preparation (30% of course grade). We are all here to increase our understanding of the teaching of psychology. No one is born an excellent instructor—it comes through learning. Learning about teaching will be greatly enhanced in this course if everyone contributes to the discussions. With this in mind, I ask everyone to complete the weekly readings *in advance* of the discussion days so that you will be able to improve our scholarly exchanges. I believe that each of you has something important to say and will add significantly to class progress. To this end, the quantity and, more importantly, the quality of your class

participation/preparation will factor into your grade. To help you in preparing for each week, on the course schedule I indicate what to prepare for the following week. For the most part, this involves completing the primary readings and identifying/writing down issues to discuss and questions to ask. In terms of grading, participation/preparation for each of the 14 class periods is worth 25 points. The lowest two scores will be dropped, resulting in a maximum of 300 points.

A goal for our discussion is to foster a positive and constructive environment for open conversation about real issues we face in college teaching. This is the place to reflect on teaching, ask questions, and provide support to one another. If you have taught before, please consider telling the class about your experiences so everyone benefits from your observations. I will do the same. With teaching, sharing ideas and approaches is crucial to success: There are rarely universal quick fixes or sure-fire recipes for excellent teaching, only boundless ways to strengthen your teaching skill set.

2. *Mini teaching projects (70% of course grade)*. Throughout the term there are seven mini teaching projects. Each project aligns with a topic we cover and was selected to help achieve our specific course objectives. The projects are staggered throughout the term to provide you sufficient time to complete them. All projects are due at the beginning of the class period (noon) on the designated due date. Here are the seven projects:

- **Project 1: Peer Observation (100 points)**: Select 1 class period to attend taught by a faculty member. Observe the class and write a 1-3 page summary of your observations regarding teaching. Email copies to the instructor and me, due Feb 17 (week 5). I can assist you in locating a class to observe.
- **Project 2: Course Objectives (50 points)**: Develop two course objectives for an undergraduate psychology course of your choosing. Create clear learning outcomes for both course objectives, due February 3 (week 3).
- **Project 3: Syllabus Creation (100 points)**: Develop a syllabus for the undergraduate psychology course you selected for Project 2. In this syllabus, incorporate the two course objectives and associated learning outcomes from Project 2, due March 3 (week 7).
- **Project 4: Assessment (50 points)**: Create and describe one formative and one summative assignment for one of your learning outcomes from Project 2; due March 17 (week 9).
- **Project 5: Self-Observation (200 points)**: Record yourself lecturing in a class of undergraduate students. The time to be recorded should be between 30 and 50 mins. Watch the recording. Watch the recording again. Evaluate the lecture following some of the guidelines given by Davis (1993) found in the course Blackboard folder “Instructions for Watching Your Lecture”. Write up and send me your thoughts (2-4 pages) *with* the recording of your lecture (sent via OneDrive). It is your responsibility to schedule a 30-minute meeting with me to discuss your lecture, all parts due March 31 (week 11).
- **Project 6: Teaching Portfolio (100 points)**: Develop and structure a realistic list of materials you want to have in a teaching portfolio upon

leaving the University of Toledo, due, April 21 (week 14). It will help to contextualize the materials for your future audience. Although this project is due near the end of the semester, we will work on identifying materials for your teaching portfolios throughout the term.

- **Project 7: Teaching Statement (100 points)**: Create a 2-page teaching statement (philosophy) based on the experiences you anticipate having when you complete your Ph.D. at UT. Due, April 28 (week 15).

Policy for missed class periods and late projects. As noted above, if students miss two class periods, the scores from those days can be dropped potentially without altering grades, as only the top 12 class period scores factor into grades. If students miss a third class, the points can be made up by completing a 2-page written summary of the recommended readings with an “*” next to it from the week they missed (please see the recommended readings folders). Additional course periods cannot be made up. For late projects, 5% will be subtracted for each day it is late (the 5% begins after noon on the designated due date). If students wish to make up points from one late project, they can complete a 2-page written summary of one of the recommended readings with an “*” next to it (please see the recommended readings folders).

COURSE SCHEDULE

JANUARY 20TH (WEEK 1): INTRODUCTION AND ORIENTATION

READINGS

- Tips for new instructors: An interview with Melissa Beers (2018). *The Novice Professor Blog*. (pp. 1-3).
- Kennison, S. M., Messer R. H., & Hornyik, C. D. (March, 2013). Tips for the first-time graduate student instructor. *APA Observer* (pp. 1-7).
- Halonen, J. S. & Moyer, G. (2020). A first timer’s guide to being a high impact undergraduate professor. In T. M. Ober, E. Che, J. E. Brodsky, C. Raffaele, & P. J. Brooks (Eds.). *How We Teach Now: The GSTA Guide to Transformative Teaching* (pp. 17-27).
- Western Washington University’s “Tools and techniques for course improvement” teacher’s manual on Bain’s book, *What the Best College Teachers Do* (Cambridge: Harvard University Press, 2004). (pp. 1-2).
- Prentice-Dunn, S. (2012). Teaching in the context of professional development and work-private life balance. In W. Buskist & V. A. Benassi (Eds.), *Effective college and university teaching: Strategies and tactics for the new professoriate* (pp. 39-47). Thousand Oaks, CA: Sage.

IN CLASS ACTIVITIES

- Welcome and introductions
- Orientation to course format and goals
- Discussion of week 1 readings

PREPARATION FOR NEXT WEEK

- From the readings, formulate 3 questions/thoughts about course design for week 2

PROJECT 1 ANNOUNCED

- Peer observation: Select 1 class to attend taught by a faculty member. Observe the class. Write a 1-3 page summary of your observations, email copies to the instructor & me, due Feb 17 (week 5)

JANUARY 27TH (WEEK 2): COURSE DESIGN

READINGS

- Davis, B. G. (1993). Preparing or revising a course. *Tools for Teaching*. (pp. 3-12).
- McKeachie, W. J. & Svinicki (2006). Countdown for course preparation. *Teaching tips: strategies, research, and theory for college and university professors*. (pp. 9-20).
- Bowen, R. S., (2017). Understanding by design: Elements of backwards design. Vanderbilt University Center for Teaching (pp.1-4).
- Strashnaya, R. & Dow, E. A. (2017). Purposeful pedagogy through backward course design. In R. Obeid, A. Schartz, C. Shane-Simpson, & P. J. Brooks (Eds.) *How We Teach Now: The GSTA Guide to Student-Centered Teaching*. (pp. 83-90).
- Developing learning objectives handout (2 pps).
- Bloom's taxonomy of learning handout (2 pps).

IN CLASS ACTIVITIES

- GUEST SPEAKER: Amy Hillard, Ph.D., Adrian College
- Discuss and practice backward course design; discuss scholarship of teaching and learning
- Questions and answer session

PREPARATION FOR NEXT WEEK

- Prepare to discuss 3 things you learned in the week 3 readings, 2 things you found interesting, and 1 question you have about the content. Review any syllabi you create in reference to our weekly readings.

PROJECT 2 ANNOUNCED

- Develop two course objectives for an undergraduate psychology course of your choosing and create associated learning outcomes; due February 3 (week 3)

FEBRUARY 3RD (WEEK 3): SYLLABUS CREATION, POLICIES, AND THE FIRST DAY OF A CLASS

READINGS

- Davis, B. G. (1993). The course syllabus. *Tools for Teaching*. (pp 14-26).
- Slattery, J. M., & Carlson, J. F. (2005). Preparing an effective syllabus: Current best practices. *College Teaching*, 53, 159-164.
- Harnis, R. J. et al. (January, 2011). Creating the foundation for a warm classroom climate: Best practices in syllabus tone. *APS Observer*, 24, 23-27.
- McKeachie, W. J. & Svinicki (2006). Meeting a class for the first time. *Teaching tips: strategies, research, and theory for college and university professors*. (pp. 22-28).

IN CLASS ACTIVITIES

- Discussion of readings; practice syllabus creation; discussion of Projects 1 and 2
- Questions and answer session

PREPARATION FOR NEXT WEEK

- Based on the readings, formulate 3 questions/thoughts about assessment for week 4

PROJECT 3 ANNOUNCED

- Develop a syllabus for an undergraduate psychology course of your choosing, incorporating the two course objectives and associated learning outcomes from Project 2, due March 3 (week 7)

***** PROJECT 2 DUE TODAY*****

FEBRUARY 10TH (WEEK 4): ASSESSING LEARNING OUTCOMES AND GRADING

READINGS

- McKeachie, W. J. & Svinicki (2006). Assessing, testing, and evaluating: Grading is not the most important function. *Teaching tips: strategies, research, and theory for college and university professors*. (pp. 74-85).
- McKeachie, W. J. & Svinicki (2006). Testing: The details. *Teaching tips: strategies, research, and theory for college and university professors*. (pp. 87-103).
- APA working group on assessing student knowledge and skills in psychology (2018). *Assessment guide for psychology teachers*. American Psychological Association (pp. 4-32).

IN CLASS ACTIVITIES

- GUEST SPEAKER: Melissa Beers, Ph.D., Ohio State University
- Discuss and practice preparing assessment of learning outcomes
- Questions and answer session

PREPARATION FOR NEXT WEEK

- Prepare to discuss 3 things you learned in the week 5 readings, 2 things you found interesting, and 1 question you have about the content

PROJECT 4 ANNOUNCED

- Create one formative and one summative assignment for one of your learning outcomes from Project 2; due March 17 (week 9)

FEBRUARY 17TH (WEEK 5): LECTURING, RAPPORT, AND STUDENT ENGAGEMENT

READINGS

- Davis, B. G. (1993). Preparing to teach the large lecture course. *Tools for Teaching* (pp 99-106).
- Davis, B. G. (1993). Delivering a lecture. *Tools for Teaching*. (pp 111-118).
- Davis, B. G. (1993). Explaining clearly. *Tools for Teaching*. (pp 120-123).
- Harrington, C., & Zakrajsek, T. D. (2017). The lecture as a teaching strategy. *Dynamic lecturing: Research-based strategies to enhance learning effectiveness* (pp. 3-15).
- Buskist, W., & Saville, B. K. (2001). Rapport building: Creating positive emotional contexts for enhancing teaching and learning. *APS Observer*, 19, 1-4.

IN CLASS ACTIVITIES

- Discussion of readings; review active learning techniques; discussion of Projects 1, 3, and 4
- Questions and answer session

PREPARATION FOR NEXT WEEK

- Based on the readings, formulate 3 questions/thoughts about class participation for week 6. Also, complete discussion question worksheet prior to class (in week 6 primary readings folder).

PROJECT 5 ANNOUNCED

- Self-observation: Record yourself lecturing in a class of undergraduate students. The time to be recorded should be between 20 and 50 mins. Watch the recording. Watch the recording again, evaluating it using the guidelines given by Davis (1993) found in the course Blackboard folder, “Instructions for Watching Your Lecture”. Write up and send me your thoughts (2-4 pages) *with* the recording of your lecture. Schedule a 30-minute meeting with me to discuss your lecture, due March 31 (week 11)

****** PROJECT 1 DUE TODAY******

FEBRUARY 24TH (WEEK 6): ACTIVE LEARNING AND PARTICIPATION IN THE CLASSROOM

READINGS

- Davis, B. G. (1993). Asking questions. *Tools for Teaching*. (pp 82-89).
- Panjwani, A. A., & Cipollina, R. (2017). The elephant in the room: Fostering participation in large classes. In R. Obeid, A. Schartz, C. Shane-Simpson, & P. J. Brooks (Eds.) *How We Teach Now: The GSTA Guide to Student-Centered Teaching* (pp. 123-133).
- Ertmer, P. A., Sadaf, A., & Ertmer, D. J. (2011). Student-content interactions in online courses: The role of question prompts in facilitating higher-level engagement with course content. *Journal of Computing in Higher Education*, 23, 157-186.
- Aloni, M., & Harrington, C. (2018). Research based practices for improving the effectiveness of asynchronous online discussion boards. *Scholarship of Teaching and Learning in Psychology*, 4, 271-289.

IN CLASS ACTIVITIES

- GUEST SPEAKER: Maya Aloni, Ph.D., Western Connecticut State University
- Work on discussion question worksheet for in-class, remote synchronous, and discussion boards
- Discussion active student participation; Questions and answer session

PREPARATION FOR NEXT WEEK

- Prepare to discuss 3 things you learned in the week 7 readings, 2 things you found interesting, and 1 question you have about the content

MARCH 3RD (WEEK 7): MOTIVATION, LEARNING, AND STUDYING

READINGS

- Gurung, R. A. (2017). Key aspects of motivation in learning. In R. Obeid, A. Schartz, C. Shane-Simpson, & P. J. Brooks (Eds.) *How We Teach Now: The GSTA Guide to Student-Centered Teaching* (pp. 54-65).
- Yue, C. L. (2020). Improving learner metacognition and self-regulation. In T. M. Ober, E. Che, J. E. Brodsky, C. Raffaele, & P. J. Brooks (Eds.). *How We Teach Now: The GSTA Guide to Transformative Teaching* (pp. 95-101).
- Gurung, R.A., & McCann, L. I. (April, 2011). How should students study?: Tips, advice, and pitfalls. *APS Observer* (pp. 1-4).
- Dunlosky, J., & Rawson, K. A. (2015). Practice tests, spaced practice, and successive relearning: Tips for classroom use and for guiding students' learning. *Scholarship of Teaching and Learning in Psychology, 1*, 72-78.
- Buskist, W., & Howard, C. (December, 2009). Helping failing students. *APS Observer* (pp. 1-5).

IN CLASS ACTIVITIES

- Discussion of readings; review reading and study techniques; discussion of Project 5
- Questions and answer session

***** PROJECT 3 DUE TODAY*****

MARCH 10TH (WEEK 8): FOUNDATIONAL SKILLS

*****no class meeting--holiday (a good week to complete Project 5!)* ****

READINGS

- Davis, B. G. (1993). Designing effective writing assignments. *Tools for Teaching*. (pp. 213-220).
- Freis, S. D., Belding, J. N., Patton, K. M., & Beers, M. J. (2018). Meaningfully integrating psychology and writing: Lessons learned from a second-level writing course. In T. L. Kuther (Ed.), *Integrating Writing into the College Classroom: Strategies for Promoting Student Skills*. (pp. 18-25).
- McKeachie, W. J. & Svinicki (2006). Teaching thinking. *Teaching tips: strategies, research, and theory for college and university professors*. (pp. 318-323).
- van Gelder, T. (2005). Teaching critical thinking: Some lessons from cognitive science. *College Teaching, 1*, 41-46.
- Cairocco, N. J., & Strohmetz, D. B. (2020). Psychology for the workforce: Using the classroom to help students develop and market their employable skills. In T. M. Ober, E. Che, J. E. Brodsky, C. Raffaele, & P. J. Brooks (Eds.). *How We Teach Now: The GSTA Guide to Transformative Teaching* (pp. 286-293).

PREPARATION FOR NEXT WEEK

- Based on the readings, formulate 3 questions/thoughts about student disabilities and Title IX requirements for week 9 with our guest speakers

MARCH 17TH (WEEK 9): SUPPORTING STUDENTS, ACCOMMODATIONS, AND UT POLICIES

READINGS

- Masland, L. C., Chambers, J. M., Latimer, F., Wingfield, L., & Carrol, T. (2020). When they should, but they don't: Scaffolding our students into transformational learning. In T. M. Ober, E. Che, J. E. Brodsky, C. Raffaele, & P. J. Brooks (Eds.). *How We Teach Now: The GSTA Guide to Transformative Teaching* (pp. 68-83).
- College, resources, and economic class (pp. 1-4).
- Davis, B. G. (1993). Reentry students. *Tools for Teaching*. (pp 52-54).
- Davis, B. G. (1993). Teaching academically diverse students. *Tools for Teaching*. (pp 55-59).
- Twenge, J. M. (2013). Teaching generation me. *Teaching of Psychology*, 40, 66-69.

IN CLASS ACTIVITIES

- GUEST SPEAKER: Vicky Kulicke, Director, Title IX and Compliance and Title IX Coordinator, University of Toledo; Enjie Hall, Director of Campus Accessibility and Student Disability Services, University of Toledo
- Discussion and implementation of student disability services and Title IX
- Questions and answer session

PREPARATION FOR NEXT WEEK

- Prepare to discuss 3 things you learned in the week 10 readings, 2 things you found interesting, and 1 question you have about the content. Bring a list of material you currently have to put in a teaching portfolio

***** PROJECT 4 DUE TODAY*****

MARCH 24TH (WEEK 10): TEACHING PHILOSOPHY AND TEACHING PORTFOLIOS

READINGS

- What is a teaching portfolio? (pp. 1-3)
- Preparing a teaching portfolio guide (pp. 2-9)
- A guide to teaching portfolios (pp. 1-9)
- Writing your teaching philosophy (pp. 1-4).
- Writing your teaching philosophy statement (pp. 1-5).
- Writing a teaching philosophy statement (pp. 1-6).

IN CLASS ACTIVITIES

- Discussion of readings; brainstorming teaching philosophy and portfolio concepts and strategies
- Questions and answer session

PREPARATION FOR NEXT WEEK

- Based on the readings, formulate 3 questions/thoughts about student conduct and problems for week 11 with our guest speaker

PROJECT 6 ANNOUNCED

- Develop and structure a realistic and detailed list of materials you want to have in a teaching portfolio upon leaving the University of Toledo. Due, April 14 (week 13). It helps to justify the materials you include.

PROJECT 7 ANNOUNCED

- Create a 2-page teaching statement based on the experiences you anticipate having when you complete your Ph.D. at UT and are on the job market. Due, April 28 (week 15).

MARCH 31ST (WEEK 11): STUDENT INTERACTIONS AND CONDUCT

READINGS

- University of Toledo faculty and staff behavior response guide: Dealing with disruptive, distressed, or threatening behavior (4 pages).
- McBurney, D. H. (1999). Cheating: Preventing and dealing with academic dishonest. In B. Perlman, L. I. McCann, & S. H. McFadden (Eds.), *Lessons learned: Practical advice for the teaching of psychology* (pp. 213-217). Washington: American Psychological Society.
- McKeachie, W. J. & Svinicki (2006). What to do about cheating? *Teaching tips: strategies, research, and theory for college and university professors*. (pp. 113-121).
- McKeachie, W. J. & Svinicki (2006). Dealing with student problems and problem students. *Teaching tips: Strategies, research, and theory for college and university professors*. (pp. 172-189).
- *Difficult dialogue* (2018). From Vanderbilt University Center of Teaching (pp. 1-3).

IN CLASS ACTIVITIES

- GUEST SPEAKER: Alex Lewin, Director, Office of Student Conduct & Community Standards, University of Toledo
- Discussion of student conduct, problems, procedures, instructor responsibilities, and legal issues
- Questions and answer session

PREPARATION FOR NEXT WEEK:

- Prepare to discuss 3 things you learned in the week 10 readings, 2 things you found interesting, and 1 question you have about the content

***** PROJECT 5 IS DUE TODAY*****

APRIL 7TH (WEEK 12): DIVERSITY AND INCLUSION

READINGS

- Corrington, A., et al. (2020). Being mindful of diversity and discrimination: Eight lessons that can improve your teaching. In T. M. Ober, E. Che, J. E. Brodsky, C. Raffaele, & P. J. Brooks (Eds.). *How We Teach Now: The GSTA Guide to Transformative Teaching*. (pp. 154-161).
- Keith, K. D. (2020). Culture and teaching: A psychology of all people. In T. M. Ober, E. Che, J. E. Brodsky, C. Raffaele, & P. J. Brooks (Eds.). *How We Teach Now: The GSTA Guide to Transformative*. (pp. 193-203).

- Saunders, S., & Kardia, D. (1997). *Creating inclusive college classrooms*. University of Michigan Center for Research and Learning and Teaching. (pp. 1-11).
- Harbin, B. (2020). *Teaching beyond the gender binary in the university classroom*. Vanderbilt University Teaching Center (pp. 1-9).

IN CLASS ACTIVITIES

- GUEST SPEAKER: Michele Soliz, Ph.D., Associate Vice President for Student Success and Inclusion, University of Toledo (30-minute presentation)
- Discussion of readings; brainstorm diversity and inclusion strategies; questions and answer session (1 hour)

PREPARATION FOR NEXT WEEK

- Based on the readings, formulate 3 questions/thoughts about undergraduate research for week 13

APRIL 14TH (WEEK 13): ADVISING AND UNDERGRADUATE RESEARCH MENTORING

READINGS

- Davis, B. G. (1993). Academic advising and mentoring undergraduates. *Tools for Teaching*. (pp. 374-382).
- Parada, J. C., & Birkett, M. A. (2020). In defense of labs: Maximizing academic, cognitive, and interpersonal skills through the teaching of psychology labs. In T. M. Ober, E. Che, J. E. Brodsky, C. Raffaele, & P. J. Brooks (Eds.). *How We Teach Now: The GSTA Guide to Transformative Teaching*. (pp. 413-423).
- Grahe, J. E., et al. (2020). Open science promotes diverse, just, and sustainable research and educational outcomes. *Psychology Learning & Teaching*, 19, 5-20.
- Stefanucci, J. K. (2019). Publish with undergraduates or perish?: Strategies for preserving faculty time in undergraduate research supervision at large universities and liberal arts colleges. *Frontiers in Psychology*, 10, 1-3.

IN CLASS ACTIVITIES

- GUEST SPEAKER: John Grahe, Ph.D., Pacific Lutheran University
- Discussion of approaches to successful undergraduate mentoring and authentic research
- Questions and answer session

PREPARATION FOR NEXT WEEK

- Prepare to discuss 3 things you learned in the week 10 readings, 2 things you found interesting, and 1 question you have about the content

APRIL 21ST (WEEK 14): ADVANCED INSTRUCTIONAL STRATEGIES

READINGS

- McKeachie, W. J. & Svinicki (2006). Active learning: Cooperative, collaborative, and peer learning. *Teaching tips: Strategies, research, and theory for college and university professors*. (pp. 213-219).

- Gross-Fifer, J. (2020). Teaching in a flipped classroom. In T. M. Ober, E. Che, J. E. Brodsky, C. Raffaele, & P. J. Brooks (Eds.). *How We Teach Now: The GSTA Guide to Transformative Teaching* (pp. 42-49).
- Duncan, R. O. & Stallard, C. J. (2020). An introduction to designing game-based learning experiences. In T. M. Ober, E. Che, J. E. Brodsky, C. Raffaele, & P. J. Brooks (Eds.). *How We Teach Now: The GSTA Guide to Transformative Teaching* (pp. 269-280).
- Madson, L. (n.d.). Fire up your classroom with team-based learning. *Noba Psychology –Teaching Topics Essay. The noba project.* (pp. 1-12).

IN CLASS ACTIVITIES

- Discussion of readings; compare and contrast advanced strategies; when to use them
- Questions and answer session

PREPARATION FOR NEXT WEEK

- Based on the readings, formulate 3 questions/thoughts about faculty careers and instruction for our week 15 guest speaker

***** PROJECT 6 IS DUE TODAY*****

APRIL 28TH (WEEK 15): TEACHING CAREERS AND FACULTY POSITIONS

READINGS

- Troisi, J. D., Christopher, A. N., & Batsell, W. R. (2014). Ten suggestions for securing a faculty position at a selective liberal arts school. In J. N. Busler, B. C. Beins, & B. Buskist (Eds.) *Preparing the New Psychology Professoriate: Helping Graduate Students Become Competent Teachers, 2nd ed.* (pp. 177-183).
- Sikorski, J. F., & Bruce, E. K. (2014). Successful job applicants at large state universities. *Preparing the new psychology professoriate: Helping graduate students become competent teachers, 2nd ed.* (pp. 185-189).
- Good, J. (2014). Transitioning into the role of assistant professor. *Preparing the New Psychology Professoriate: Helping Graduate Students Become Competent Teachers, 2nd ed.* (pp. 209-213).
- Afful, S. E., & Wilson, K. (2014). Transitioning from graduate school to the academy: Redefining our roles as researcher and teacher. *Preparing the New Psychology Professoriate: Helping Graduate Students Become Competent Teachers, 2nd ed.* (pp. 214-218).
- Stiegler-Balour, J. J. (2014). Turning your foundation into a launching pad. *Preparing the New Psychology Professoriate: Helping Graduate Students Become Competent Teachers, 2nd ed.* (pp. 220-224).

IN CLASS ACTIVITIES

- GUEST SPEAKER: Bruce Carlson, Ph.D. (15+ years as a Psychology Department chair), Ohio University
- Discussion of applicant and faculty evaluation; pitfalls and keys to junior faculty success; teaching – research balance; Questions and answer session

***** PROJECT 7 IS DUE TODAY*****

*Please note that the schedule and procedures in this course are subject to change in the event of extenuating circumstances and when the instructor needs to do so.

COLLEGIATE POLICIES

We will adhere to the following Collegiate Policies set out by the University of Toledo:

Academic integrity: <http://www.utoledo.edu/dl/students/dishonesty.html>

Undergraduate policies: <http://www.utoledo.edu/policies/academic/undergraduate/>

Policy Statement on Non-Discrimination on the Basis of Disability (ADA)

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance](#). Students can find this policy along with other university policies listed by audience on the [University Policy webpage](#) (<http://www.utoledo.edu/policies/audience.html/#students>).

Academic Accommodations

The University of Toledo embraces the inclusion of students with disabilities. We are committed to ensuring equal opportunity and seamless access for full participation in all courses. For students who have an accommodations memo from Student Disability Services, I invite you to correspond with me as soon as possible so that we can communicate confidentially about implementing accommodations in this course. For students who have not established affiliation with Student Disability Services and are experiencing disability access barriers or are interested in a referral to healthcare resources for a potential disability or would like information regarding eligibility for academic accommodations, please contact the [Student Disability Services Office](#) (<http://www.utoledo.edu/offices/student-disability-services/>) by phone: 419.530.4981 or email at StudentDisability@utoledo.edu.

Academic and Support Services

Please follow this link to view a comprehensive list of [Student Academic and Support Services](#) (<http://www.utoledo.edu/studentaffairs/departments.html>) available to you as a student.

Safety and Health Services and UT Students

Please use the following link to view a comprehensive list of [Campus Health and Safety Services](#) available to you as a student.

Inclusive Classroom Statement

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity/expression, socioeconomic background, and a myriad of other social identities and life experiences. We will encourage and appreciate expressions of different ideas, opinions, and beliefs so that conversations and interactions that could potentially be divisive turn, instead, into opportunities for intellectual and personal development.

Resource Related to Sexual or Gender-based Violence and Harassment

The University of Toledo cares greatly about the health and well-being of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. If you have experienced sexual assault, sexual harassment, intimate partner violence, and/or stalking and want a confidential place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419.530.2497 during regular business hours and 419.530.3431 for 24-hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty and staff. The YWCA H.O.P.E. Center also can be accessed as an off-campus confidential resource at 419.241.7273. Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. You may call 419.530.3152 to file a complaint or visit the following website for more information and resources: <http://www.utoledo.edu/title-ix/>. Policies relating to Title IX can be found at: <http://www.utoledo.edu/title-ix/policies.html>.