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Fall 2015

PSYC 7010

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University of New Orleans

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Psyc 7010 – Psychology of Teaching

Monday 10-12; Room 2041
Fall 2015

Course instructor: Connie Lamm, Ph.D.
Telephone: 504-280-6870

Office: GP 2034
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Office hours: 9:00 – 11:00 Tuesday, Wednesday, and Thursday, or by appointment.

Prerequisites: Master's degree and consent of department.

Course description: Supervised experience in teaching an undergraduate lecture class in psychology. Provides didactic and practical experience in designing a coherent course structure, developing a syllabus, using innovative teaching methods, designing effective exams, evaluating teaching effectiveness, and being sensitive to ethical issues involved in teaching and interacting with students.

Required material: Course textbook, i-clicker, laptop for teaching, laser pointer, slide advancer method (so that you can walk around the classroom), speakers

Student Learning Outcomes.

By the end of this course, you will be able to:

1. Independently design and teach an undergraduate introductory psychology course
2. Be prepared to teach related courses in psychology
3. Articulate clearly your teaching philosophy
4. Evaluate your own teaching and its effectiveness
5. Incorporate a variety of creative teaching techniques into your class lectures
6. Use technology as part of the teaching and learning process

In order to reach these objectives you will need to:

1. Fulfill your requirements as an instructor
2. Accept and implement feedback from the instructor on your teaching
3. Attend all class meetings
4. Pay attention to and participate in class discussions
5. Read class material when it is assigned
6. Complete all assignments thoughtfully, accurately, and on time

Course Format

Our weekly class meetings serve several functions. First, they are a forum for sharing information and ideas for successful teaching. Second, they are a resource for the group to solve problems that may arise when teaching your course. Third, they provide time to discuss the assigned readings. Fourth, they are a time to practice lectures, try out new ideas, and receive feedback from instructor and other students.

Course Requirements.

Practice lectures: You will be required to do two practice lectures. The first one will be before your first lecture and will provide you with a forum to practice your lecture and receive feedback from your colleagues. The second practice lecture will be later in the term and will provide you with an opportunity to try out new strategies, resources, etc. and to receive feedback from your colleagues. Remember, a good lecture includes discussion, visual or auditory aids, and opportunities for critical thinking. A good lecture is well timed and paced at a speed that avoids boredom but also does not overwhelm students. Work on body language, presentation speed, and ongoing evaluation of student comprehension.

Cover letter: When applying for teaching or research positions, one needs to write a cover letter that briefly highlights what makes you exceptional. We will apply to a fictitious teaching position. You will receive examples closer to the due date.

Teaching philosophy statement: When applying to a teaching or a research position, one needs to write a philosophy of teaching statement. Many of these positions limit the statement to two pages. Therefore, your document cannot be longer than two pages (use any margins, any spacing, but no less than 11 font). I am looking for quality and will be very critical. Think about your teaching experiences and the professors you have had and pick roughly 4 meta topics that speak to what you value to be important aspects of quality teaching. One example might be instructor flexibility. Outline why these meta topics are important and provide examples of how you have or might show these skills. Do not worry about if I agree or not. Focus on really evaluating what you think are they key aspects of high quality teaching and clearly communicating these ideas to me. This is an exercise in critical thinking.

Lecture self-evaluation: For each lecture that I videotape and observe, please provide a two page (max) overview of what you think worked and what did not work for that lecture. Please be explicit and communicate ideas clearly. I do not want a long list. I want you to choose a few issues/events and discuss why these were good or bad, and how you could improve on them. Please have these ready before we meet to discuss your lecture.

Lecture evaluation: After I have videotaped and observed a lecture, we will meet to discuss the lecture. We will discuss both the lecture and your evaluation of it. Please be prepared to critically evaluate your performance highlighting both what you think were your strengths and your weaknesses, and how you might improve on the lecture in the future.

Resource compilation: When I teach, I use a lot of TED talks and instructional animations (e.g., how a synapse works) and other such resources. These days there are a lot of great resources out there. For this assignment, I want you to compile a list of all the resources you found that were useful or might have been useful (but you did not have enough time use them). These resources should include videos and animations (include web links for each), but also questionnaires and other psychological instruments (include actual documents and briefly how to use). This compilation does not have to be a work of

art, just a document or folder or whatever format works for you of all the resources. Please provide a brief caption about why each resource is useful. This compilation will save you time in the future (believe me, it truly does). You might want to consider sharing these with each other (though I do not want to receive 3 identical products).

Conduct. As a university student you are expected to treat your classmates, your instructor, and yourself with respect at all times. This includes respecting that others may have a different opinion about a topic than you do. This not only applies in the classroom, but also includes office hours and communication through email or written material. Being respectful includes arriving to class on time and if you are late, minimizing distraction to other students. Being loud or disruptive or talking excessively during class will not be permitted. The use of cell phones (talking or texting), playing computer games, or getting on social media sites is also not permitted during class. Students engaged in this type of behavior will be asked to leave the class. Turn your cell phone ringer off before class; if you get an important call please leave the classroom. Cheating or plagiarism will not be tolerated in the course. For further information please see the Academic Dishonesty statement below.

Academic Integrity. Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Academic Dishonesty Policy for further information. The Policy is available online at <http://www.uno.edu/student-affairs-enrollment-management/student-accountability-advocacy.aspx>.

Disability Accommodations. It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to <http://www.ods.uno.edu>.

Attendance Policy. All students must attend all classes and complete all assignments. Late assignments will be docked marks. Students may only miss classes if formal documentation is presented. Otherwise, they will be docked marks.

Final grades will be based on the following points scale:

- A = 90-100%
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- F = below 60%

Course assignments.

Cover letter for teaching position:	10%
Teaching philosophy statement:	25%
Practice lectures (2):	10% each; 20% total
Lecture evaluation (2):	10% each; 20% total
Lecture self-evaluation (2):	10% each; 20% total
Resource compilation:	5%
Total:	100
Excellent evaluation bonus	

****Dates for Observation #1:**

PSYC 1000-001 (Diana): Week of September 21st
 PSYC 1000-002 (Andrea): Week of September 21st
 PSYC 1500 (Jessica): Week of September 21st

****Dates for Observation #2:**

PSYC 1000-001 (Diana): Week of November 2nd
 PSYC 1000-002 (Andrea): Week of November 2nd
 PSYC 1500 (Jessica): Week of November 2nd

Course grade breakdown (dates indicate week):

August 10: Technology day lasting 5 hours (Moodle, i-clicker, publishers)

August 17 (Monday): Finalize syllabus, review technology, go over Moodle exam format, inspect classroom, prepare required aids, and discuss first day anxieties.

August 17 (Thursday): Lecture 1 practice and class feedback

August 24: Discuss problems and readings. Please have read and be prepared to discuss the following articles (on Moodle): Cheating-Prevention and Dealing with Academic Dishonesty; Dealing with Problem Students in the Classroom; In Pursuit of the Perfect Lecture; Rapport-Building-Creating Positive Emotional Contexts for Enhancing Teaching and Learning.

August 31: Preparing first exam (have questions ready in correct format and we will go over how to upload everything to Moodle)

September 7: Labor Day – no class

September 14: Lecture 2 practice and class feedback

September 21: Videotape lecture (first one) and prepare self-evaluation of lecture

September 28: Individual meetings

October 5: Discuss problems and readings. Please have read and be prepared to discuss the following articles (on Moodle): Acting Lessons for Teachers Using Performance Skills in the Classroom; Hitting a Nerve-When Touchy Subjects Come Up in Class; Teaching Psychology through Film, Video; Bloom's Taxonomy; Bloom's Taxonomy Revised; also see link to wiki site in folder: http://epltt.coe.uga.edu/index.php?title=Bloom%27s_Taxonomy.

October 12: Discussion of meta topics for philosophy of teaching statement (come prepared with ideas for meta topics)

October 19: Discuss problems and readings. Please have read and be prepared to discuss the following articles (on Moodle): Encouraging Student Attendance; Grading for Optimal Student Learning; Sample Teaching Philosophy Statements.

October 26: Individual meetings if needed

November 2: Videotape lecture (second one) and prepare self-evaluation of lecture

November 9: Individual meetings

November 16: Discussion of meta topics for philosophy of teaching statement refined (come prepared with ideas for meta topics)

November 23: Discuss problems and readings. Submission of philosophy of teaching statement and cover letter. To be returned to student with comments.

November 30: Individual meetings to discuss course evaluation (good, bad, and how made better). Submission of resource compilation.

Final Note:

Teaching your first university course will be a rewarding and exciting experience that nonetheless will have its share of frustrations (and moments of terror). Please consider me a resource person who can help with any problems that may arise during the semester. Feel free to contact me anytime about any problem you are facing, no matter how small. Don't forget to share your positive experiences of teaching as well!