



TEACHING OF PSYCHOLOGY

What is this Course About?

Psychology is a fascinating and diverse discipline. Teaching it to others can be a rewarding and enlightening—albeit often challenging—opportunity. The purpose of this course is to empower you to effectively help others learn, while making well-informed, thoughtful decisions as you do so. Together we will explore perspectives on good teaching, lesson planning and class management, course design, evaluation of learning, and effective use of technology. You will be invited to practice teaching in a small group setting, to give and receive feedback on teaching, to develop a syllabus and a teaching portfolio, and to build a foundation of reflective practice. In this course, we will use the lens of teaching undergraduate students who are taking psychology courses at post-secondary institutions. Yet you will be able to apply the principles and practice to a broad array of teaching and learning endeavours.

Quick Facts: Where? When?

Classes are held

in

Attendance is expected and is necessary for success. Please notify the instructor as soon as possible if you are required to miss class (e.g., for a conference).

Inside This Syllabus

Course Goals: Where are we going?	2
Materials: What do you need?	2
Learning Appraisals	2
Expectations	3
Additional Resources	3
Ethical Conduct: Practices and Policies	4
Our Course Plan	5

Meet your Leaders in Learning

INSTRUCTOR Dr. Catherine Rawn

Office: Kenny 2523

Welcome to my drop-in office hours:

Tues 3-4, Wed 2-3, Fri 4-5

Appointments can be made if needed.

Email: cdrawn@psych.ubc.ca

Web: www.psych.ubc.ca/~cdrawn, **Twitter:** @cdrawn

Catherine in ≤ 25 words: Ontario-born; vegetarian; happily married; two-time marathon finisher; studied self-control; enjoys teaching & learning, Big Bang Theory (TV), chocolate, coffee, wine; dislikes horror movies, cheating.

Teaching Experience: Six years as instructor of various undergraduate courses, including introductory psychology, research methods, statistics, social and personality psychology. Class size range: 20-500. Previous experience (2003-2007) included Teaching Fellow and Teaching Assistant in our psychology department. Facilitator at UBC's Centre for Teaching, Learning, and Technology since 2006.



TEACHING ASSISTANTS

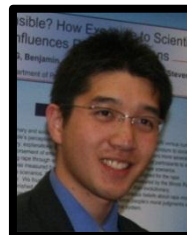
Ben Cheung

Email: bycheung@psych.ubc.ca

Office: Kenny 1007; Office hr:

Ben in ≤ 25 words: Hockey fan; ancient history buff; multilingual but wants to learn more; likes to pretend he can cook; has a Tiger Mom; loves to eat

Teaching Experience: Three and a half years as a a) Teaching Assistant in cultural psychology; and b) Teaching Fellow in research methods and statistics courses for psychology undergraduate students at UBC. A year and a half as a Teaching Assistant in courses on cultural psychology, introductory psychology, abnormal psychology, psychotherapy, and statistics.



Alyssa Croft

Email: acroft@psych.ubc.ca

Office: Kenny 3526; Office hr:

Alyssa in ≤ 25 words: Social psych PhD student; enjoys playing cards/games & general socializing; dog person; Joss Whedon fanatic; dessert lover – especially ice cream; excited about teaching psych!

Teaching Experience: Four years as a TA and Teaching Fellow at both Arizona and UBC. Classes include: Social psych, research methods, intro psych, psych of prejudice.



Course Goals: Where are We Going?



I designed this course with specific goals in mind. Overall, the purpose of this course is to empower you to effectively help others learn while making well-informed, thoughtful decisions as you do so. To this end, by the end of this course, you should be able to...

1. identify and explain the basic principles of good teaching (e.g., preparation, organization, class management, fairness, communication, reflective practice);
2. design and teach a lesson that includes appropriate learning objectives and appraisals of whether that learning occurred;
3. thoughtfully design a syllabus for a course you might teach, including defensible policies, a sequence of readings and topics, and a learning assessment plan;
4. articulate your views about teaching and learning in a teaching statement;
5. find and evaluate scholarly and experience-based advice about teaching and learning issues;
6. communicate explicitly, both verbally and in writing, your rationale behind your teaching and learning decisions;
7. review others' teaching practice;
8. use peer reviews and self-evaluation of your teaching to improve it;
9. discuss issues of teaching and learning with colleagues in a thoughtful way.

Materials: What Do You Need?

1. REQUIRED TEXTBOOK Goss Lucas, S., & Bernstein, D. A. (2005). *Teaching psychology: A step by step guide*. New York, NY: Psychology Press (Taylor & Francis Group).

PURCHASE OPTIONS: A hard copy of the text is available to buy from the UBC bookstore. Although I recommend having a hard copy to easily refer to in class and in the future, you also can buy access to the electronic version using Google Books, or other applications via Amazon.ca (e.g., Kindle).

2. REQUIRED CONNECT COURSE WEBSITE Our course website is <http://elearning.ubc.ca/connect/>. Log in using your CWL. Download notes and resources, view announcements, discuss course material with your classmates, and more! You are responsible for checking this site frequently. Because this is a course about teaching, you will each be receiving "Build" or "Instructor" level access so you can explore behind-the-scenes. To maintain your privacy, grades will not be posted on Connect.

Learning Appraisals: How Will We Know If We Have Met Our Goals?

PARTICIPATION (20%) Top marks will reflect consistent, thoughtful contributions throughout the course that integrate readings with personal teaching and learning experiences and to other course material. Twelve meetings will be weighted 1.5 points per meeting (total: 18%), for which a score of .5 reflects simple attendance, 1 reflects coming to class prepared and engaged, and 1.5 reflects an outstanding contribution that enhances the quality of that class period. The remaining 2% will reflect an overall assessment of quality of your contributions toward the success of the course (i.e., to what extent have you helped your peers' professional development in teaching).

PORTFOLIO (80%) Throughout the term, you will be required to submit portions and/or drafts of portfolio elements. In addition to paper copies, you are welcome to create an online portfolio to showcase your development (e.g., using UBC blogs, <http://blogs.ubc.ca/>). Evaluation will take a mastery (rather than comparative) orientation. Specific criteria will be explained and developed throughout the course, with input from the class. See the Course Plan at the end of this document for deadlines.

1. Teaching statement (initial and revised) (15%)
2. Summary of teaching experience (-5% if missing)
3. All previous Student Evaluations of Teaching, both qualitative and quantitative (-5% if missing)
4. Formative lesson plan, feedback, and self-evaluation (-5% if missing)
5. Summative lesson plan, feedback, self-evaluation, learning appraisals (e.g., exam questions, rubrics) (20%)
6. Syllabus with rationale (25%)
7. Summary and Goals (Including evaluation of what you have learned about yourself as a teacher this term, and where are you headed next as a teacher and psychologist) (20%)



What We Expect from You

PARTICIPATION This course is designed to be experiential, involving demonstrations, discussions, class activities and writing, and regular feedback. Much class time will be based on discussion, reflection, and practicing teaching skills. Success in this class depends upon your active participation.

ATTENDANCE Please come to every class prepared to participate in your learning. Bring a pen and some paper (in addition to a laptop, if you choose to bring one), and an open mind. *If you must miss class*, you must notify the instructor as soon as possible before that class period. You are responsible for obtaining missed notes and important announcements. You will not be able to regain participation points for unexcused missed classes.

RESPECTFUL & ETHICAL CONDUCT You are expected to treat all your classmates, the Teaching Team, and yourself with respect at all times, both in and out of the classroom, face-to-face and in writing (e.g., on email). This includes arriving to class prepared and on time, staying on task, and minimizing distractions for other students.

ON TIME ASSIGNMENTS You are responsible for ensuring your assignments are handed in on time. The typical late deduction will be 10% of the maximum points for the assignment per day it is late; however, some reasonable accommodations may be made in special cases. If you are unable to meet a deadline, please contact your instructor as soon as possible.

FEEDBACK AND ONGOING DIALOGUE Especially in a course about teaching, we encourage you to consider and question all aspects of the course. We invite you to share your thoughts and suggestions with us and be open to working together to make this course a positive and worthwhile experience for all of us.

What You Can Expect from Us

AVAILABLE We are here to help you and your classmates in your choice to succeed. Visiting the Teaching Team in person is typically more effective than email for clearing up questions and discussing the course and teaching in depth.

As developing teachers, it can be extremely useful to attend others' lessons. Your instructor is teaching Introduction to Psychology MWF 12-1 in Buchanan A101, as well as Special Topics Psyc 208 Section 002 TTh 11-12:30 in Buchanan A201. You are always welcome to drop by to any lesson; advance notice (and a chance for a feedback/debrief discussion) would be appreciated but is not required. If you would like to visit other faculty member's classes at any point during the term, we can help you arrange that.

PARTICIPATION We will make every effort to keep you interested in class by mixing things up and getting you involved in learning activities designed to help you learn. **We will ask you to do only those activities that we believe will help you learn.** To help document active learning, we may take some **PHOTOGRAPHS** throughout the term. Please see your instructor within the first two weeks of the course if you have serious concerns about this.

FEEDBACK We will endeavour to provide you with feedback on learning appraisals (e.g., essays, exams) as promptly and as with as much detail as possible to facilitate your learning.

RESPECTFUL & ETHICAL CONDUCT At all times, we aim to treat each of you with respect, and to make all course decisions with the highest standard of ethics in mind. If you feel you are being treated unfairly or disrespected by us or a classmate, we invite you to talk to us so we can sort out the issue together. To be clear: such a discussion would not impact your grade.

A NOTE ON WITHDRAWING FROM THIS COURSE

Sometimes people find that they are unable or unwilling to handle the demands of a course. If you find yourself in this situation, I encourage you to talk to one of your Leaders in Learning (me or a TA) for advice. If you wish to withdraw from this course without any record of the course on your transcript, you must do so before January 14. If you wish to withdraw from this course with only a withdrawal standing of "W" on your transcript, you must do so before February 8.



Additional Resources

CENTRE FOR TEACHING, LEARNING, AND TECHNOLOGY This is UBC's campus-wide resource for professional development. See <http://ctl.ubc.ca/> for copious online resources and workshop offerings.

SOCIETY FOR THE TEACHING OF PSYCHOLOGY Division 2 of the APA. Student memberships are just \$25 and include a subscription to the journal *Teaching of Psychology*. Their website <http://teachpsych.org/> hosts a variety of resources, including the *Office of Teaching Resources in Psychology (OTRP)*. Find peer-reviewed syllabi, award-winning materials, e-books on teaching topics, and much more.

Ethical Conduct: Practices and Policies

Don't Cheat. Don't Plagiarize. It's Not Worth It.

Read on For Key Definitions, Consequences, and Ways to Act Ethically

Note: What follows is the full version of this statement I have framed for my undergraduate students' attention. It is just as relevant for graduate students, and offers a perspective you may not have considered before. –CR

Don't try it, don't do it. The consequences are more severe than you may think: you will fail the assignment or test, you may fail the course, you may be expelled from University, and unable to attend any other post-secondary institution in the future. Think about the long-term implications of that outcome in your life.

Psychology Department's Position on Academic Misconduct

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to *TurnItIn* — a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be compared to over 5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several, sensitive measures of plagiarism; instructors receive copies of these reports for every student in their classes.

During exams, the instructor and invigilators reserve the right to move students in their seating arrangement with no explanation provided.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>).

Why is Academic Misconduct Treated So Harshly?

Some people don't feel like cheating on a test or taking a sentence or two from someone else's paper without citing it is a big deal. Here's a bit of insight into why we care so much. In the academic community—a community of which you are now a part—**we deal in ideas**. That's our currency, our way of advancing knowledge. By representing others ideas in an honest way, we are (1) respecting the rules of this academic community, and (2) showcasing how our own novel ideas are distinct from but relate to their ideas. **Welcome to the academic community. You are expected to act honestly and ethically, just like the rest of us.**

Participating in the Academic Community Ethically

What can you do to ensure you are acting ethically? First, recognize that all graded work in this course, unless otherwise specified, is to be original work done independently by individuals.

Visit *Student to Scholar Research and Writing Tool* UBC Library and Writing Centre offer an online guide to preventing unintentional plagiarism and organizing writing. Visit http://www.library.ubc.ca/hss/instruction/sts/Whole_page.htm

Use the Library's resources, including any of the indexes and databases listed under Indexes and Databases, Subject Resources, OneSearch or Metasearch on the Library's website at <http://www.library.ubc.ca>. (Not sure which index to use? Click HELP on the library homepage at www.library.ubc.ca or try Subject Resources.) When instructed to do so, you may use sources such as Google/Yahoo/MSN Search/etc. to find articles for assignments in this course, particularly Google Scholar.

Be careful and critical of what you read and choose to cite. Reference all material using APA style; if you cannot find a proper reference, question whether that source is appropriate. **Do not** copy and paste text from other sources, even in a draft, as you might unintentionally misrepresent those words as your own in a later draft (which would still qualify as plagiarism).

If you have any questions about what sources to use or how to cite them without plagiarizing, please see your Instructor or TA before handing in your assignment.

Our Course Plan

This plan is subject to change. Changes will be announced in class and posted on the Connect course website.

Wk	Week of...	This Week's Topic	This Week's Readings to Prepare for Class	Portfolio Product Development
1	Jan 2	Syllabus		
2	Jan 7	What is good teaching?	Ch 1: Introduction	Teaching Statement draft 1 Teaching Perspectives Inventory List of your teaching experiences so far
3	Jan 14	The <i>How</i> of Teaching Part 1: Building Lessons	Ch 4: Developing your Teaching Style	
4	Jan 21	The <i>How</i> of Teaching Part 2: In the Classroom	Ch 3: The First Few Days of Class + Pages 129-135 (<i>managing the classroom climate</i> part of Ch 6)	
5	Jan 28	Teaching Practice: Mini-lessons with formative evaluation		Each student gives 10 minute mini-lesson on any topic (academic or not) <i>except</i> your own research; self-evaluation and peer feedback.
6	Feb 4	Assessing Learning: Did we Accomplish our Objectives?	Chapter 5: Evaluating Student Learning	(Hand in last week's lesson plan, self-evaluation, feedback, video of lesson)
7	Feb 11	Course Design and Syllabus Design	Chapter 2: Preparing your Courses Fink (2004): Integrated Course Design	
	Feb 18	Reading Break <i>Course Design consultation with your instructor available by appointment.</i>		
8	Feb 25	Course Design and Syllabus Design, continued		Syllabus with rationale
9	Mar 4	Faculty-Student Relationships	Chapter 6: Faculty-Student Relationships	
10	Mar 11	Building a Reflective Practice by Assessing and Improving your Teaching	Chapter 8: Assessing and Improving your Teaching	Gather all previous Student Evaluations of Teaching
11	Mar 18	Capitalizing on Technology in Front of and Behind-the-Scenes	Chapter 7: Using Teaching Technology	
12	Mar 25	Teaching Practice: Mini-lessons with summative evaluation		Each student gives 10 minute mini-lesson on a topic related to your own research; self-evaluation and peer feedback.
13	Apr 1	Moving Forward: Career Planning and Goal Setting	Chapter 9: Integrating Teaching into Your Academic Life	(Hand in last week's lesson plan, self-evaluation, feedback, video of lesson, <i>and learning appraisal plan</i>)
By Monday April 22: Hand in complete Portfolio as specified in "Learning Appraisals" on Page 2 of this syllabus.				

ACKNOWLEDGEMENTS This course design was greatly informed by similar courses designed by W. Buskist (Auburn University) and C. Shore (Miami University), whose peer-reviewed syllabi are available the *Society for the Teaching of Psychology's Office of Teaching Resources in Psychology* website (<http://teachpsych.org/otrp/syllabi/syllabi.php>). Thanks to J. Lymburner (Kwantlen Polytechnic University) for inspiration for this syllabus design.