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PSYX 501.01: Teaching of Psychology

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Psychology 501 Syllabus
Teaching of Psychology: Fall 2013

Instructor: Dr. Luke Conway
Office: 239 Skaggs; ext. 4821 (e-mail is preferable, by which I mean: don't bother calling!)
E-mail: luke.conway@umontana.edu
Text: B. G. Davis, *Tools for Teaching* (optional)
Readings: To be distributed
Requirements: One 4 SD Card (at least 4 Gigs).
Office hours: TBA

I. NOTES

A. Accommodation of Students with Disabilities: In accordance with the University of Montana's mission to provide equal educational opportunities for all students, I am willing to provide necessary accommodations for students with disabilities. If you require any accommodations, please make these known to me, and I will work with the office of Disability Services in adapting this course.

B. Academic Misconduct: You are expected to adhere to the university's student conduct code with regard to academic integrity. Academic misconduct in this course will result in an academic penalty commensurate with the offense as well as possible disciplinary action by the university.

C. Incompletes: Departmental and university policies regarding incompletes do not allow changing "incomplete" grades after one year has passed since the "I" was granted.

D. Pass/No Pass: This is a pass/no pass (or "credit/no-credit") course.

E. Pre-requisite: Consent of instructor.

F. All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VP/SA/index.cfm/page/1321>.

II. Course Goals:

This course is based on the philosophy that good teaching practices can be taught and learned. Obviously I will not attempt to impart to you *everything* that makes a great teacher in one week. For example, part of being a good teacher is simply having sound knowledge of the area you are teaching: But it is not the goal of this class to teach you everything about psychology. Similarly, part of being a good teacher is becoming an active scholar who is interested and capable of producing new knowledge through research: But it is not the goal of the class to teach you how to do that, either. You will learn both of these other things throughout your life here in our department. However, part of being a good teacher is learning the actual skills involved in standing up in front of people and lecturing, interacting with students, designing syllabi, writing effective tests, and so on. These can in part be learned: And THAT is the primary goal of this class. Specifically, I hope you:

- acquire some knowledge of the various philosophies, skills, and practices of good teaching
- become familiar with resources available to enhance teaching
- learn how to prepare and deliver your own lectures
- learn how to manage a classroom full of sometimes unruly students
- develop your own personal philosophy of teaching effectiveness which you can articulate to future employers

III. Course method:

Simply put, the best way to learn about teaching is to practice it, to hear what others say about your teaching, and to learn from what they say. So a lot of this course will be hands-on experience where you do exactly that. Further, although I'll personally be lecturing a lot, I want to encourage lots of discussion and dialogue during our times together. I expect you to read the assigned readings and come to class prepared to discuss them.

IV. Grades:

This is a Cr/No-Cr course. Its success will depend in large measure on the quality of the in-class interactions. Its success will also depend largely on your own motivation to become a better teacher. Your own grade will be determined by (1) classroom attendance (mandatory – you may not miss any days), (2) classroom participation, and (3) completing all assignments by the designated time period.

V. Assignments (we will discuss these in more detail during class):

1. Micro-Teach (**Due August 22-23**): This will occur the Thursday and Friday of the first week of class. Each student is responsible for bringing an (at least 4 GIG) SD card to class the day of their presentation. You will prepare a 10 minute lecture on a psychology 100 topic of your choice and deliver the lecture to the rest of the class. You will then be critiqued by everyone in the class and myself.
2. Classroom observation assignment (**Due October 30**): In teams of two, videotape and critique a fellow student's lecture or a faculty member's lecture. A form for doing so is attached. *Make a copy of the form – give one to the person you observe, and one to Luke.*
3. Guest lecture (**Due October 30**): Students who are not on teaching assignments are to deliver a guest lecture in psychology 100 (or a 200-level psychology course), and have it critiqued by at least 1 (and preferably 2) fellow students (by Oct. 30). You must clear the topic and lecture outline with the instructor of the course. Further, you must turn in the outline of your lecture notes for that day to me. *You do not need to produce any additional notes but the ones you actually used for the lecture. I'm not "grading" them, just glancing at them to make sure they look "normal" (so to speak). If you just used a basic outline, turn that in. If you used more comprehensive notes, turn that in.*
4. Self-Critique of your own video (**Due November 15**). Watch a video of yourself teaching and critique it.
4. Syllabus assignment (**Due November 15**). Prepare an assessment of a syllabus for any of our undergraduate classes *other than* psychology 100.
5. Lecture outlines (**Due November 30**): Prepare outlines for a 5-lecture series on any topic. A reminder that your lecture outlines are due on November 30. I realize in reviewing my own syllabus for the class that instructions in regard to this last assignment are pretty thin. So, just to clarify what I'm looking for: I want you to produce whatever you would normally produce to teach the class. If this includes notes typed in word, then I want those. If this just includes powerpoints, then I want those. If it includes both, then I want both. Basically the idea is that you should produce enough materials that you yourself would actually need to give a 5-day lecture series. I'm not going to give the lectures out loud myself to be sure that it covers 5 full days, but I do expect a good-faith effort at 5 days of good material. I'm absolutely not going to "grade" the quality of it – I'm mostly going to glance over it to be sure you tried to do it. So please don't stress about it, just make a good-faith effort to do the assignment. Part of the point here – in fact, a large part of the point – is to get you some material together for a class you might conceivably teach someday, so I'd focus on some topic that fits that category. Psych 100 TAs: You do not need to prepare a lecture set that is different than something you are teaching for psych 100. Just send me 5 continuous lectures that you are already doing or have done this term.

Note: We will also do some in-class assignments. You do not need to prepare for these, but you will be expected to fully participate in them.

VI. Calendar (Note: Chapters refer to the Davis book; we will not discuss these in class – they are optional for your own benefit, if you want to read them)

Day	Chapters	Topics	<i>Readings</i>
M-19	21-23	What makes a good teacher? What makes students learn? Lecture preparation	
T-20	8-17, 21-22	Lecture prep/Lecture delivery Classroom management	<i>Weaver & Cottrell, Jenkins, Terenzini & Pascarella, Dialogue discussion</i>
W-21	5, 28-34, 41-43	Test-writing/grading Teacher evals Professional Ethics Broader Educational Issues	<i>Stewart, Willingham, Fernald, Appleby, Wesp & Miele</i>
Th-22		Micro-Teach	
F-23	41-43,48	Micro-Teach Wrap-up	

Micro-Teach Assignment

Objectives: (1) See yourself as others see you in a teaching context, (2) obtain a visually-rich, long-lasting image of yourself as a teacher, (3) obtain constructive feedback from colleagues, and (4) gain experience in performing lectures in front of a critical audience.

Directions:

(1) Prepare a 10 minute lecture on a topic that is suitable for a psychology 100 audience (it needs to be EXACTLY 10 minutes – I will be timing it). The particular topic is your choice, but if in doubt prepare something relevant to your own field of study.

(2) In this mini-lecture, you should clearly state the topic and purpose, have a good organizational structure, ask at least one question to engage your “students” in a discussion, and use at least one concrete example that dazzles and interests your audience (story, cartoon, demonstration, visual aid).

(3) You will have to bring an SD CARD (at least 4 GIGs) in order to tape yourself.

You will be evaluated by everybody in part using the following feedback form:

Please respond to each statement by writing the number that most closely represents your observation, where

4 = very adequate

3 = adequate

2 = somewhat adequate

1 = not adequate

n/a = not applicable/don't know

- ____ 1. Demonstrates skill in organizing material.
- ____ 2. Specifies purpose of session.
- ____ 3. Uses interesting, relevant examples to illustrate main ideas.
- ____ 4. Ties examples clearly to focal idea(s).
- ____ 5. Uses appropriate transitions between sections/points.
- ____ 6. Speaks at a suitable pace.
- ____ 7. Varies rate, pitch, force or voice for emphasis.
- ____ 8. Establishes and maintains eye contact with students.
- ____ 9. Establishes rapport with students.
- ____ 10. Asks well-planned question(s) of students.

Comments:

Classroom Observation (Due October 30)

Objective: To improve your skills in analyzing a learning environment and to improve your teaching skills by observation.

Assignment: Using the following observation form, you are to observe one class taught by a classmate, TA, or professor. Permission to observe the class must be requested by you and granted by the TA/professor. You must also check out a video camera from the front office and videotape the person's lecture that you are observing.

Your goal is to identify specific behaviors and teaching strategies that add to, or detract from, the learning environment. This observation session is designed to give you the opportunity to focus, in general, on teaching and learning in the classroom, rather than having to concentrate on content. However, content is an essential aspect of teaching effectively in any discipline; therefore, you are also required to reflect on the content of the instructor's lecture.

Note: After you complete the assignment, please make one copy of your written comments. Give the copy to the person you observe, and the original to Luke.

Guest Lecture (Due October 30)

Objective: To improve your teaching skills by giving a lecture and receiving critical feedback on that lecture.

Assignment: Arrange to guest lecture in one of the TAs psych 100 classes, and arrange for at least one (and preferably two) observers from the class to be there. BRING AN SD CARD of at least 4 GIGs. The observers will video your presentation and give you the SD drive afterward.

Note: The expectation here is that each person will give a guest lecture at which there are roughly two observers (see FAQ for more information). So while one person fulfills their guest lecturing assignment, two other people fulfill their observation assignment.

Note#2: Psych 100 TAs do not have to do the guest lecturing assignment because they are already lecturing almost every day. But TAs in classes where they do not lecture DO need to do the assignment.

Self-Critique of Lecture (Due November 15)

Objective: To improve your teaching skills by observation of yourself teaching.

Assignment: Using the self-critique form, you are to watch one video of yourself teaching and write comments about it. You turn in those comments to Luke.

Note: Ideally, you would use the videotaped guest lecture (or full lecture where you were observed) for this purpose. However, if for some reason you did not get a videotaped lecture, you may use your videotaped micro-teach for this assignment.

Syllabus assignment (Due November 15)

Goal: Prepare an assessment of a syllabus (described below) for any of our undergraduate classes *other than* psychology 100.

Objective: This exercise is to strengthen your abilities to prepare a syllabus by analyzing an existing syllabus and defending it as a clear and thorough explanation of the course and the requirements of the course.

Required: Choose a syllabus, either from a class you are teaching or have taught, or one from another course in psychology that you have had in the past, or another undergraduate psychology course in the department, and:

- (1) Rewrite some portion of it. You may choose the section, but it should be at least a substantial paragraph in length.
- (2) Explain why you have changed that section.
- (3) Defend the final syllabus as a clear and thorough explanation of the course and its requirements.
- (4) Hand in the original syllabus, revised syllabus, and your comments.

Classroom Observation Assignment Feedback Form (to be turned in to Luke; make one copy to give to the person you observe)

Lecturer: _____ Course Title: _____

Permission for observation granted: yes no Signature of lecturer _____

Date: _____ Time: _____ Room: _____ Approximate Class Size: _____

Video tape completed? Yes _____ No _____ If no, then explain: _____

Observation

Comments: _____

Notes from post-class meeting:

Over-all impression: _____

Please respond to each statement by writing the number that most closely represents your observation, where

4 = very adequate

3 = adequate

2 = somewhat adequate

1 = not adequate

n/a = not applicable/don't know

- _____ 1. Demonstrates skill in organizing material.
- _____ 2. Specifies purpose of session.
- _____ 3. Uses interesting, relevant examples to illustrate main ideas.
- _____ 4. Ties examples clearly to focal idea(s).
- _____ 5. Uses appropriate transitions between sections.
- _____ 6. Speaks at a suitable pace.
- _____ 7. Varies rate, pitch, force or voice for emphasis.
- _____ 8. Establishes and maintains eye contact with students.
- _____ 9. Establishes rapport with students.
- _____ 10. Asks well-planned questions of students.
- _____ 11. Students were quiet and well-behaved, speaking only when appropriate.

Submitted by (please print your name): _____

Signature: _____

Self-Critique of Video
Fill out and Turn In To Luke After Watching Video Of Yourself Teaching

Lecturer: _____ Course Title: _____

Date: _____ Time: _____ Room: _____ Approximate Class Size: _____

In the space below, write your own comments after watching the teaching video of yourself:

Comments: _____

Rate yourself by responding to each statement by writing the number that most closely represents your observation, where

4 = very adequate

3 = adequate

2 = somewhat adequate

1 = not adequate

n/a = not applicable/don't know

- _____ 1. Demonstrates skill in organizing material.
- _____ 2. Specifies purpose of session.
- _____ 3. Uses interesting, relevant examples to illustrate main ideas.
- _____ 4. Ties examples clearly to focal idea(s).
- _____ 5. Uses appropriate transitions between sections.
- _____ 6. Speaks at a suitable pace.
- _____ 7. Varies rate, pitch, force or voice for emphasis.
- _____ 8. Establishes and maintains eye contact with students.
- _____ 9. Establishes rapport with students.
- _____ 10. Asks well-planned questions of students.
- _____ 11. Students were quiet and well-behaved, speaking only when appropriate.

Submitted by (please print your name): _____

Signature: _____

FAQ about the Observation/Guest Lecturing

Q: I will be observing someone from the 501 class teach. Can I use that to fulfill the assignment or do I need to observe another TA or faculty member that is not in 501?

A: The idea is that you only need to observe someone else once. So, you do not need to observe another TA or faculty member; anyone in the 501 class will do.

Q: When I do the observation, do I need to videotape it? If so, from where do we obtain the video camera?

A: Yes -- you do need to videotape it. Work with the person giving the lecture -- it is the presenter's responsibility to bring the SD CARD as before, but I think it would be helpful if the observers would take care of the camera (I mean, the lecturers have enough to do that day as it is). You can check out the video camera by (1) going to the office in 143 and getting the key to the room that's at the back of 246 (I think it's 254 -- but the office folks know which room the video camera is in); and (2) signing the video camera and tri-pod out from that room (there is a sign-out sheet for each piece of equipment in there). Only check out the equipment immediately before the class period, and be SURE to return the equipment and the key immediately after the class period. Allow 10 minutes to get the thing set up.

Q: I am a TA in a class, and someone is guest lecturing for 501 in my class. Should I be one of the people doing the observing, or should it be two other people?

A: I don't care. I think it makes sense for the TAs to observe in their own class if they are available that day (I know some of you are scheduling guest lectures for when you are not there), because, I mean, it's your class anyway and I think it helps to introduce the person and maybe help with class management if necessary. So if you do show up, then yes, by all means, use that as your observation day. But it's not necessary.

Q: After I lecture and others have videotaped me, what do I do with the actual video?

A: Watch it once, fill out the self-critique form (which you turn in to me), and then...do whatever you want with it (burn it, frame it, throw darts at it...whatever you want). But don't turn it in to me; it's only for your benefit. The main thing is learn something from it -- I think that may be the single most valuable thing you get out of the class, so please do watch it once (no matter how painful you may think it's going to be).

Q: What if I can't get two people to show up as "observers" the day I'm supposed to quest lecture?

A: No worries. Just *try* to get two people to observe you, ok? If you can't, then one is fine. I'm kinda expecting all of you to talk amongst yourselves and work this out individually and as a group. If you can't get anybody, you may have to go back to the drawing board. I haven't done the math, but for all I know it may be impossible for everyone to get 2 observers. In the past it has all worked out ok, but please don't stress too much about the technicalities here. The idea is for you to get the experience (1) lecturing, (2) being observed, (3) being videotaped and watching yourself on tape, and (4) observing someone else. As long as you eventually get all those things, I don't care about the actual "number" of people at each session.

Q: What if the video camera doesn't work the day I try to set it up for my lecture?

A: Just go thru with the lecture and call it good. As long as you make a good-faith effort to get the camera set up, I'll be happy. Odds are, it's going to take a little longer than you think to get set up, etc., and that's ok, too. I should add, though, that I think the videotaped lecture is the single most important thing you get out of the class, so please do try to videotape yourself and watch that tape at least once. It'll be eye-opening!

Instructions for using the new video camera:

- (1) You sign the camera out from the front office – check in advance to be sure it will be there, and reserve it for the time period you need it.
- (2) You will also likely want to check out a tripod (unless you want to hold the camera or set it on a desk or something) – the office can give you the key for doing this (it's in 254).
- (3) If you don't have your own SD card, you can potentially check out my card. Let me know.
- (4) Operating the camera:
 - a. You must put in an SD card before you start recording. More in this in a second. But it won't record without one – it does not have its own hard drive. It works on a 1 Gig per 20 minute ratio. So to get a full 50 minute lecture, you'll need 2.5 Gigs of space on the SD card.
 - i. Tip: If using a tripod, put the SD card in first. You cannot put the SD card in after the tripod is attached to the camera.
 - b. I would find a place you can plug it in while you are taping – the battery may have gone dead from sitting for a while, and may not be charged. But you can run the camera regardless if it is plugged in.
 - c. Having used the camera myself for recording lectures, I would note that its ability to record sound is not very good. So I would also try to get it as close as possible to the front, and get as much of the area where the person will be standing as you can (but err on the side of missing a little bit of the visual area to get it closer, so the sound comes thru).
 - d. The power button is hard to find. Don't panic. It really, honestly, DOES have a power button. It is near the back on the "strap" side (the right side if you are looking down with the lens at the front). It is usually covered by a little "cap" and sometimes hidden by the strap. If you can't find it, find the red button at the back and then go to the right a little to the strap side and you'll see it.
 - e. Open up the screen. The screen should be showing the view thru the lens. If not, hit the button with the little camera and play button (henceforth, the "camera" button) that is below the screen.
 - f. There is a red button on the back of the camera – when you are ready to record, push it. It should now have a red "marker" on the video screen saying that it is recording.
- (5) Getting your information off the camera: Using your own card.
 - a. If you put the speaker's own SD card into the camera, then this is easy. When you are finished recording, you take it out and...give it to him/her.
- (6) Getting your information off of the camera: Using someone else's card.
 - a. If it isn't your card, you have two options, both of which involve using another computer. You can either dump it directly to your own laptop, or you can dump it to another computer and then put it on a USB drive from there. I'm assuming you know how to do the last thing (dump the file from a computer to a USB drive), so I'm only going to talk about the first part.
 - b. The steps:
 - i. I would first check to see if your presentation is on the SD drive (it should be), thru the camera. To do this, you first need to stop the recording (if you haven't done so already). Then hit the "camera" button. This should bring up the view with all the presentations in little squares. See if you can find yours. You will likely have to use the little joystick to the left of the screen to scroll if there are a lot. (You can "select" things on the screen if you need to by pushing the joystick itself in – the joystick is marked "set"). Then, and this will be important in a minute, NOTE THE NAME OF THE FILE! (It names them with numbers, but on my computer it did not bring up the picture when I tried to dump it, only the filename – so I had to remember which filename was which presentation from this screen).
 - ii. Then, PLUG IN THE USB cable (it's white) that is in the bag with the camera. Once it is connected to both the camera and the computer, a screen automatically comes up ON THE CAMERA asking if this is a PC or something else (I forget the something else – I think it's "TV"). You need to use the little joystick to move it to the "PC" option and then press select by pressing the joystick down.
 - iii. After you click PC on the camera, your computer should recognize the camera as a device. On some computers it will automatically open something that will let you open

the files – click on that. Or you can go to “my computer” (or whatever equivalent on your computer) and navigate to the camera’s SD card directly.

- iv. Then, operating through your computer, you find the file name on the SD card. It will be in a folder marked with an unusual name – I think it has “s” and then some numbers. But if not, nose around and find the movie files.
 - v. Copy the file you want. There will be two files with your number/name – you can copy both, but you only need the video file (it will be the larger one in terms of size).
 - vi. Paste the file where you want it on your computer’s hard drive (or, possibly, directly to your USB drive, if your computer will allow that).
 - vii. Then, double check that you can play it on your computer.
 - viii. If it works, you’re done! All this sounds complicated, but it actually does not take long at all, once you know what buttons to press.
- (7) Checking out the SD card: I think this will be easier for you if each speaker buys his or her own 4 gig SD card. However, if this is a hardship for you, I will put an SD card on loan this term JUST FOR THIS CLASS. HOWEVER, to do this, you are going to have to DELETE your presentation from the SD card while it is still in the camera. You need to do this RIGHT AFTER you have dumped it to your own computer and tested to be sure it works. Otherwise, the card will run out of space for the next person.
- (8) Which reminds me: If you use the shared card – you’re going to need to dump this off from the camera pretty soon after your presentation, or it will eventually get deleted by someone else.
- (9) HAVING SAID ALL THAT, the easiest way for this to work is for you to BUY YOUR OWN SD CARD! So I’d prefer you to do that unless you really can’t afford it.