

Advanced Topics Seminar: Teaching of Psychology

Catalog Description: Seminar course featuring selected advanced topics in psychology. Restricted to junior and senior majors by permission of the instructor. The specific topic, scheduling format, and course prerequisites will vary by instructor. The topics, with specific prerequisites, will be listed each semester and can be obtained for the academic year from the department chairperson.

Course Description: Prerequisites: Junior or senior standing; psychology major or minor; minimum cumulative GPA of 3.25; and permission of instructor. This seminar is designed for psychology students who are or will be serving as teaching assistants (TAs) and registering for the Student/Faculty Teaching Mentorship Program. The seminar will canvass the essentials of teaching on the college level and will prepare students for completing a teaching assistantship in psychology.

Class Schedule: Seven class meetings on Tuesday evenings from 5:30 to 7:30 pm in AMH 204; dinner and discussion starting at 5:15.

Student Learning Objectives:

By the completion of the course, students will:

1. demonstrate their **knowledge of essential teaching methods** (including ethics in teaching, facilitating class discussion, lecturing effectively, examining problem-based learning, and assigning grades) as evidenced by satisfactory completion of quizzes, papers, and group discussions.
2. prepare themselves to **serve as teaching assistants** as evidenced by mastery of course content and completion of a videotaped in-class micro-teaching to be reviewed by their faculty mentor.
3. demonstrate their **knowledge of educational assessment techniques** by satisfactory construction of multiple-choice items and evaluation of item analyses, graded by the course instructors.
4. develop the **habit of teaching self-analysis** as evidenced by completion of an assessment plan and a self-analysis paper on their “lessons learned” as a result of participation in the seminar.

Faculty Information:

Faculty: Drs. Christie P. Karpiak, John C. Norcross, Patrick T. Orr, & Jill A. Warker
Coordinator: John C. Norcross, Ph.D.
Contact numbers: 570-941-7638; norcross@scranton.edu
Office hours: M 8:30 - 9:50, Tu 9:30 - 11:30, Th 10:00 -11:00, and by appointment

Required Text:

Svinicki, M., & McKeachie, W. J. (2014). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (14th edition). Belmont CA: Wadsworth.

Handouts Adapted From:

Buskist, W., & Benassi, V. A. (Eds.). (2012). *Effective college and university teaching*. Los Angeles, CA: Sage.

Duch, B. J., et al. (Eds.). (2001). *The power of problem-based learning*. Sterling, VA: Stylus.

Hogan, T. P. (2018). *Psychological testing: A practical introduction* (4th ed.). New York: Wiley.

Keith-Spiegel, P., et al. (2002). *The ethics of teaching* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.

Scholarship of Learning & Teaching in Psychology (APA journal)

Teaching of Psychology (journal of the Society for the Teaching of Psychology)

Teaching Tips (a regular column in APS's *Observer*)

Evaluation Process: Your course grade will be determined by your performance on 5 in-class assessments (quizzes), class participation, and 7 brief assignments. The multiple-choice quizzes and brief writing will be given at the beginning of the designated class periods. The criteria by which you will be evaluated on class participation are: faithful attendance; familiarity with assigned material; content mastery; contribution to the class discussions; ability to disagree constructively; and synthesis/integration of the material.

Assignments are due at the beginning of the class for which they are listed on the course calendar and should be submitted with your royal ID number typed on the top instead of your name. The penalty for unexcused late submission of assignments is ½ point per day. General guidelines for completing these assignments are provided below; detailed instructions will be presented in class.

The grading rubric for each brief assignment (except microteaching) is:

10, 9	Excellent, outstanding work	6 points	Passing but well below satisfactory
8 points	Good work	5 points	Below minimum acceptable standards
7 points	Satisfactory work	0 points	Not completed and/or submitted

A total of 150 points are available for the entire course: 50 for quizzes, 60 for brief assignments, 20 for the microteaching assignment, and 20 for class participation. Thus, the approximate percentages entering into your course grade are 34% for quizzes, 40% assignments, 13% for microteaching, and 13% class participation.

Attendance: Regular class attendance is essential for mastery of the subject matter, particularly since we will be meeting only seven times. If absent from a class meeting, you are responsible for the material covered. You are also responsible for all announcements made in class.

Other Policies: You are encouraged to participate fully and civilly in class. In order to develop new teaching behaviors and to share our problematic experiences, we will all need to create a supportive atmosphere. Each of us is responsible for fostering an environment conducive to learning.

Come hungry for each class period. Both intellectual food and physical food will be supplied on each of the seven evenings.

University Policies:

Academic Honesty: www.scranton.edu/academics/wml/acad-integ/index.shtml

A student found cheating or engaging in another form of academic dishonesty in this seminar will receive an F for the course, and the Dean's office will be notified.

Students with Disabilities: www.scranton.edu/disabilities

Writing Center Services: www.scranton.edu/academics/ctle/writing/index.shtml

Sexual Harassment & and Sexual Misconduct: www.scranton.edu/diversity

Other University Policies: www.scranton.edu/studentlife/studentaffairs/student-conduct/university-policies.shtml and www.scranton.edu/academics/provost/academic_policies.shtml

Guidelines for the Brief Assignments: Please word process (double-space) the assignments using 1" margins. The expected length of each written assignment is between 500 and 700 words. Bring a hard copy to class; do not e-mail (except for the multiple-choice items). Place your royal ID number on the top of the paper to allow for "blind" grading of the assignment. Early drafts of papers will *not* be reviewed by the respective professors. Some assignments do *not* require a paper.

Ethics vignette. You will be assigned two ethics vignettes in class. Select one of the vignettes and write a brief paper on the ethical considerations involved in that vignette. Kindly address the following three questions: What ethical principles or responsibilities (as outlined in Chapter 22) are involved? What would you do as a professor or TA in this instance? What are pedagogical alternatives?

Multiple-choice items. Read the textbook chapters and the handout on constructing multiple-choice items. Then, kindly prepare 4 beautiful multiple-choice items on the McKeachie chapters (two questions on each chapter) assigned to you in class. See separate handout on format for the items.

Assessment plan. You are going to teach the Introduction to Psychology course. You have authority to design the course as you see fit. Design the ideal assessment plan for this course. Consider the following matters: How frequently will you test? How long will each exam be? What will be the structure of each exam, for example, mix of multiple-choice and essays items? What other graded experiences will there be, for example, term paper, group projects, or class participation? What weights will you assign to each component in determining final grades? What is your estimated final grade distribution? Will you use any ungraded assessment techniques that will serve only to provide feedback to you and/or students?

Item analysis. You will receive an item analysis report from an actual exam. Based on what you learned in class about item analysis data, comment on the items in this test. Are some items too difficult? Are some too easy? What items might be eliminated based on item discrimination indexes? Are any distractors inappropriate? Be sure to examine the actual content of items when commenting on these matters. Your paper should not exceed 2.5 pages double-spaced.

PPT-based presentation. Prepare 8 to 12 PPT slides for a class presentation, using suggestions given in the seminar. The PPT may be used directly in your microteaching (see next entry) or may be used in some other presentation.

Microteaching. Speak to your faculty mentor and arrange to teach a portion of a psychology class this semester. We expect that the content of your microteaching will be a collaborative endeavor with a faculty member. Then, videotape yourself teaching for 15 minutes and watch it with your faculty collaborator. Each instructor/TA combo is encouraged to do at least one (maybe more) *non-graded, non-videoed* in-class presentation prior to the graded/videoed presentation.

Self-analysis. You have learned a lot about teaching and serving as a TA throughout this seminar. Now is the time to self-reflect as a budding teacher of psychology. Please prepare a self-analysis paper that summarizes three lasting lessons as a future teacher that you take from this seminar. Identify each lasting lesson and amplify the reasons for it based on the readings, discussion, or assignments you completed this semester. Then, write two paragraphs on how you would go about evaluating the seminar -- not your personal evaluation of it and not solely the evaluation of student performance -- but the recommended methods for evaluating the TA seminar.



Course Calendar and Assignments:

<i>Class Date</i>	<i>Topic</i>	<i>Faculty</i>	<i>Reading</i>	<i>Quiz/Assignment</i>
1 Aug 27	Welcome to this Seminar Getting Started as a TA	All Norcross	Preface, Ch1	
2 Sep 3	Becoming an Ethical Teacher and TA Preparing and Structuring the Course	Norcross Norcross	Ch 22, handouts Chs 2 & 3	Quiz 1 (chs 1, 2, 3, 22) Ethics vignettes
3 Sep 10	Assessing Learning and Constructing Exams Conducting Item Analyses	Orr Orr & Norcross	Chs 7 & 8 Handouts	Quiz 2 (chs 7, 8, handouts) Assessment plan
4 Sep 17	Using Problem-Based Learning, Other Active Learning Strategies	Karpiak Karpiak	Ch 13, 14, 15 pp. 280-282, handouts	Quiz 3 (chs 13, 14, 15) Item analysis
5 Sep 24	Facilitating Discussion Lecturing Effectively & Engendering Interest	Warker Warker	Chs 5 & 6	Quiz 4 (chs 5, 6) Multiple-choice items
6 Oct 1	Dealing with Difficult Students Instructing Laboratories	Karpiak Orr	Ch. 13 Ch. 19	Microteaching* PPT
7 Oct 8	Assigning Grades, Detecting Cheating Lifelong Learning for the Teacher Wrap-up, Good-Bye	Norcross Norcross All	Ch 10, 23, pp. 97-101 handouts	Quiz 5 (10, 19, 23, 97-101, Code) Self-analysis

*Microteaching can be performed at any time during the seminar, but the assignment is due on this date.

Education is not about filling buckets. It is about starting fires.

- W. B. Yeats

A teacher affects eternity; he can never tell where his influence stops.

- Henry Brooks Adams

By learning you will teach; by teaching you will learn.

- Latin proverb

Education is the most powerful weapon to change the world.

- Nelson Mandela