



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 Thursdays, 2-5pm, January 8 to April 16
In

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

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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 also will be available.

Email: cdrawn@psych.ubc.ca

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

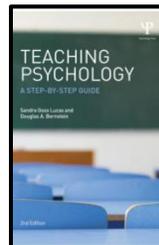
Catherine in ≤ 25 words: Ontario-born; vegetarian; happily married; half-marathon runner; textbook author; studied self-control; enjoys teaching, learning, Mindy Project, chocolate, coffee, wine, Vancouver; dislikes horror movies, cheating, non-participation.

Teaching Experience: Eight years as instructor of various undergraduate courses, including introductory psychology, research methods, statistics, social and personality psychology. Undergraduate class size range: 20-500. Taught 5 graduate students in this course in 2012/2013; they may be available for advice. 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.



Materials: What Do You Need?

1. TEXTBOOK Goss Lucas, S., & Bernstein, D. A. (2014). *Teaching psychology: A step by step guide, 2nd Edition*. New York, NY: Psychology Press (Taylor & Francis Group).



PURCHASE OPTIONS: A hard copy of the text is available to buy from the UBC bookstore, and electronic access is available (\$43) from Google Books for Kindle via Amazon.ca. Although I recommend having a hard copy to easily refer to throughout this term and in the future, past students report this book is a useful reference for now and in the future, but was not essential for success in this class.

2. CONNECT COURSE WEBSITE Our course website is <http://elearning.ubc.ca/connect/>. Log in using your CWL, and find our course in your list of courses. Download PowerPoint slides after class as well as some additional readings, 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, we will also be creating a “sandbox” course where everyone will receive “Build” or “Instructor” level access. You will be able to explore and tinker behind-the-scenes.

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 course you might teach, including a syllabus with 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. consult and collaborate with colleagues regarding issues of teaching and learning;
10. reflect on your teaching and learning experiences using discussion, informal writing, and formal writing.

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. *Feedback from the last cohort indicated that they went on to use much of these materials again, including re-watching their mini-lessons.*

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 I 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 me 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 me as soon as possible.

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

What You Can Expect from Me

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

OPEN CLASSROOMS FOR VISITING As developing teachers, it can be extremely useful to attend others' lessons. I am 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, I can help you arrange that.

PARTICIPATION I 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. **I will ask you to do only those activities that we believe will help you learn.** To help document active learning, I may take some **PHOTOGRAPHS** throughout the term. Please see me within the first two weeks of the course if you have serious concerns about this.

FEEDBACK I will endeavour to provide you with feedback on learning appraisals (e.g., lessons, writing drafts) as promptly and as with as much detail as possible to facilitate your learning. *Feedback from the last cohort indicated this was an area of growth for me. Therefore, I have included personal deadlines as well as time for one-to-one feedback meetings in the Course Plan.*

RESPECTFUL & ETHICAL CONDUCT At all times, I 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 any member of our class, I invite you to talk to me 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 me 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 19, 2015. If you wish to withdraw from this course with only a withdrawal standing of "W" on your transcript, you must do so before February 13, 2015.



Additional Resources

CENTRE FOR TEACHING, LEARNING, AND TECHNOLOGY This is UBC's campus-wide resource for professional development. See <http://ctlit.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, free 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 *Learning Commons Writing Resources* UBC Library and Writing Centre offer online guides to preventing unintentional plagiarism and organizing writing. Visit <http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>

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

If you have any questions about what sources to use or how to cite them without plagiarizing, please see me 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	Class Date	This Week's Topic	This Week's Readings to Prepare for Class	Portfolio Product Development
1	Jan 8	Syllabus What is good teaching?	Ch 1: Introduction	<i>Bring:</i> Teaching Perspectives Inventory, List of your teaching experiences so far
2	Jan 15	The <i>How</i> of Teaching Part 1: Building Lessons	Ch 4: Developing your Teaching Style	Teaching Statement draft 1
3	Jan 22	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)	<i>Teaching Statement draft: feedback returned</i>
4	Jan 29	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.
5	Feb 5	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)
6	Feb 12	Course Design	Chapter 2: Preparing your Courses Fink (2004): Integrated Course Design	
	Feb 19	Reading Break <i>One-to-One Course Design Consultation and Mini-Lesson Feedback Meetings.</i>		
7	Feb 26	Course Design Workshop		<i>Course Design Work Period led by Psyc 508 Alumni. Bring your materials.</i>
8	Mar 5	Course Design and Syllabus Design, continued		Syllabus with rationale
9	Mar 12	Faculty-Student Relationships	Chapter 6: Faculty-Student Relationships	If you have not yet done so, visit a class before your next mini-lesson.
10	Mar 19	Capitalizing on Technology in Class and Behind-the-Scenes	Chapter 7: Teaching with Technology	
11	Mar 26	Building a Reflective Practice by Assessing and Improving your Teaching	Chapter 8: Assessing and Improving your Teaching	Gather all previous Student Evaluations of Teaching
12	Apr 2	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 9	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>)
14	Apr 16	<i>Course Wrap-up</i>		<i>Catch-up, address outstanding questions, revisit incomplete topics, one-to-one/peer consultations</i>
By Thursday April 23: Hand in complete Portfolio as specified in "Learning Appraisals" on Page 2 of this syllabus.				

ACKNOWLEDGEMENTS Thank you to the first cohort of students in Psyc 508, whose ongoing feedback has been tremendously helpful. 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.