Summer 2020 Term 2
Version 1: August 2019

PSYC 4XX (3): SEMINAR IN APPLIED PSYCHOLOGY OF TEACHING AND LEARNING

GETTING STARTED

Attendance and participation (in class and on Canvas) are essential for success.

Meetings: This course meets 12-3pm, typically on Tuesdays and Thursdays in July and August (Summer Term 2), plus one Wednesday. Please see the schedule for specific dates. **Location:** Henry Angus Building, Room 235.

Materials to bring: Scheduled readings (electronic and/or printed), pen and paper (including paper suitable to hand in), access to a laptop will be helpful for some class activities.

Key Resources: library.ubc.ca (with EzProxy and/or VPN), canvas.ubc.ca, Canvas student app

Correspondence: Please set up and use your UBC alumni email account, or the "Inbox" on Canvas.

COURSE INSTRUCTOR

Dr. Catherine Rawn
Professor of Teaching

cdrawn@psych.ubc.ca
www.psych.ubc.ca/~cdrawn
@cdrawn

Office Hours may be held in person or by phone. Please email me to schedule an appointment. In-person meetings will occur in my office (Kenny Building Room 2523) unless otherwise arranged.

TEACHING ASSISTANT
Name *details to come.*
Email Address *details to come.*
Office Hours *details to come.*
[Note: likely partial TA if funding permits, ~40h]

COURSE OVERVIEW

This course is designed as an intensive, active seminar to help you apply your understanding of psychological science to help other people learn, while developing professional skills relevant to teaching. You may begin to shift your identity from a student to a member of a teaching team.

If you enjoy this course, you might consider applying to become an Undergraduate Teaching Assistant in the Psychology Department or elsewhere. This course will help you strengthen that application. Yet this course is designed as a springboard for many future work or study endeavours (e.g., course/curriculum design, instructional design, management, teaching at any level, human resources/training, graduate school, group facilitation, academic advising).

PRACTICAL PREPARATIONS

Introduce Yourself! Please go to *Canvas >> Account >> Profile* to add a photo of yourself and brief bio to introduce yourself to our class. Check *Account >> Notifications* to ensure you receive announcements and other notices. Please read this entire syllabus and complete the readings before Class #1 (see "Preparing for Class" below).

Prerequisites: Because we will be reading primary source journal articles, this course requires PSYC 217 (Research Methods) and PSYC 218 (Analysis of Behavioural Data). If you have not taken these courses, please see me for strategies.

Considering Withdrawing? This is a demanding course. If you find yourself unable to handle this course at this time, I encourage you to talk to me. Check these dates to find out whether/when withdrawing will affect your transcript.

LEARNING OUTCOMES

By the end of this course, you should be able to:
1. find, interpret, discuss, and apply research in psychology to help support others' learning (and your own!).
2. use psychological principles to design and lead peers in learning experiences (e.g., mini-lesson).
3. evaluate learning materials and experiences using psychological and related research.
4. collaboratively develop and independently use rubrics to evaluate your own and others' day-to-day participation, pieces of writing, and oral communication.
5. recognize opportunities to make teaching and learning decisions (e.g., in grading, lesson planning, study advice, use of technology), and identify research as well as contextual factors relevant to those decisions.
6. discuss course-related technologies, processes, and policies from the Teaching Team perspective.
7. demonstrate professional conduct and communication in all course-related engagement.

LEARNING ASSESSMENTS

These assessments are designed to help you achieve the learning outcomes—and to help me measure that learning.

Participation (15%, throughout the course). LOs 1, 3, 4, 5, 6, 7

- 10%: in-class/online discussion participation. Rubric to be developed in first week by the class based on group guidelines, agreements, and professionalism.

- 5%: approximately 8-10 mini assignments typically completed in class (e.g., online introduction, develop a grades file to synthesize peer reviews; critique a textbook feature; use the Scantron machine; interpret Scantron data; create a multiple choice question; do/facilitate a mini two-stage exam). Evaluation for each: 0 (missing), 1 (satisfactory), 2 (exemplary).

Scholarly Reading Reflections (35% total: 5 x 6%; plus 5% quality of peer reviews). LOs 1, 3, 7

- Two-page thought papers demonstrate accurate understanding of the readings, ability to apply concepts from the reading to understand a past experience or future decision, ability to connect ideas across readings as relevant. See the Assignment area on Canvas for more information.

- Reflection #0 is due on Day 2 of the course, and will be evaluated for feedback only (not grades).

- The full rubric will be provided in class and used by the instructor to evaluate Reflection #0. Subsequent Reflections will be peer evaluated using the same rubric. Your peer assessments of others' work are due two days after the submission deadline. Our Teaching Assistant or Instructor will review peer assessments and finalize grades.

Major Project (50% total: 5% proposal; 15% presentation; 30% paper). LOs 1, 2, 3, 4, 7

- Find an existing (potentially) evidence-supported study strategy or learning resource that we have *not* explored together in this course. For examples of resources, you might consider technologies such as personal response systems (clickers), Peerwise, PeerScholar (check out websites such as https://isit.arts.ubc.ca/teaching-and-learning/, https://ctlt.ubc.ca/learning-technologies/ for more ideas). Alternatively, you might consider a specific study strategy such as flash cards, concept maps, SQ3R (check out websites such as https://learningcommons.ubc.ca/student-toolkits/preparing-for-exams/ for more ideas).

- ***Develop some hypotheses.*** Think about how that strategy or resource could be used in practice. What is happening in the mind of the learner? How might this strategy or resource help someone learn? Are there particular courses, class sizes, or content/material that might be more or less appropriate for this technique? Why?

- ***Search the literature.*** What evidence is there that this resource or strategy could work to help people learn? Use databases such as *PsycINFO*, *ERIC*, and *Academic Search Premier* to conduct a peer-reviewed literature search that evaluates this resource. Draw from quantitative psychological research and theory (e.g., on how memory works or how motivation works), as well as any relevant classroom-based applied research on that particular method (or similar ones).

- ***Prepare your Presentation (15%)***. Design your presentation to convince students and/or professors to use this study strategy or resource. Be explicit about who your target audience is and what your target learning context is (e.g., a particular course or type of material). Be sure to demonstrate the strategy or resource so people can get a sense of how it can be used, and incorporate scholarly evidence to bolster your argument. If you are finding much research evidence that this strategy or resource should *not* be used, feel free to make that case as an alternative.

- ***Write your Review Paper (30%)***. Use the following prompts to guide your paper structure. Additional information and evaluation details will be provided in class. (Approximate weighting of criteria are provided in bold after each component.)

    o **Executive Summary** (1 page max): *Write this last after writing the rest of the paper.* Create a single page summary of the most important information in your paper. This page should be suitable to give a peer or a professor, to help them understand what the strategy or resource is, where to find it, how they might use it, what supporting research evidence there is, and any limitations or cautions. **(5 points)**

    o **Introduction** (about 2-3 pages): Describe the strategy or resource, and how one might use it to help learn in undergraduate courses. Consider referring to Figures (e.g., screenshots) to help the reader understand. Include links to relevant websites. **(5 points)**

    o **Literature Review** (about 5-7 pages): The literature review should answer the key question, "*What evidence is there that this resource or strategy could work to help people learn?*" Summarize the relevant basic psychological research/theory, and the relevant applied classroom-based research, that helps you answer this question. If you encounter research that suggests this strategy or resource is *not* effective or has only *limited* efficacy, then include that too. Elaborate on studies and theories that are most useful for answering the key question. For example, if you find an experiment with a large sample size that really demonstrated the strategy/resource's efficacy, you might take a whole paragraph or two to describe the study design and results in detail. Conclude with a brief summary paragraph that answers the key question. **(10 points)**

    o **Discussion** (about 3 pages): Based on your literature review, would you endorse the use of this strategy/resource? In what circumstances might it be most suitable (and why)? Are there any practical downsides/limitations or alternatives to keep in mind when considering this strategy/resource? What are the biggest methodological limitations of the relevant research you reviewed earlier? Explain how big of a problem they are (i.e., do they completely shake our confidence in this strategy? Or are they minor enough to consider trying it out anyway?). Set a course for future research: What is not yet known about this strategy or resource? What is the next study that should be conducted (why)? **(5 points)**

        o   References (in APA style) **(5 points)**

        o   Figures and Appendices (as relevant)

Proposal (5%) due after Class #5 (Week 3). Instructor evaluation.
Presentation (15%) due Class #9 (Week 5). Peer, TA, Instructor evaluation and feedback.
Paper (30%) due after classes are over (Week 6, Sunday at 11:59pm). TA, Instructor evaluation.

CLASS DATES AND DEADLINES 2020

Classes held 12pm-3pm. Readings and topics are listed later in this document.

Tuesday Class		Thursday Class	
#1. July 7		#2. July 9 **Scholarly Reading Reflection #0 due**	
#3. July 14 **Scholarly Reading Reflection #1 due**		#4. July 16 **Scholarly Reading Reflection #2 due**	
#5. July 21 **Scholarly Reading Reflection #3 due**	Wednesday July 22 **Design Proposal (1-page) due** on Canvas by 4pm. Use template provided.	#6. July 23	
#7. July 28 **Class Meeting** *Online*		#8. July 30 **Skill Building Workshop**	
#9. August 4 **Project Presentations**		#10. August 6 **Scholarly Reading Reflection #4 due**	
#11. August 11 **Scholarly Reading Reflection #5 due**	Wednesday August 12 Special paper workshop*	#12. August 13	**Sunday August 16 Final Paper Due 11:59pm**

*Special paper workshop: ***If you have a schedule conflict, please let me know.*** *This session is an informal question-and-answer period to help you work on and troubleshoot aspects of your final paper. Come prepared with questions/challenges.*

WHAT DID STUDENTS SAY LAST YEAR?

All 10 students from the Pilot course in Summer 2019 provided rich feedback throughout the course as well as in the Student Evaluations of Teaching at the end of the term. Students reported feeling challenged, in a positive way!

> "Dr. Rawn's high expectations of us and bid to push us out of our comfort zones made certain parts challenging but it was welcome, given the standing of the course and the objectives it sets out towards. Really well designed for students who might be considering become TAs or instructors themselves in the future."

Check out my blog post for more feedback, as well as two key changes I made to this course based on student evaluations: http://blogs.ubc.ca/catherinerawn/2019/08/13/pilot-seminar/

EXPECTATIONS AND POLICIES

Participate

Success in this class depends on your active participation. Come ready. **I will ask you to do only those activities that I believe will help you learn.** You are welcome to ask for supporting references at any time. *If you must miss class,* you are responsible for making up missed work. Please contact me to check in. You will not be able to regain participation points for missed classes, except in exceptional circumstances.

Submit assignments on Canvas on time

Submit on Canvas in the relevant Assignment link on the due date at the time specified on Canvas. You may be asked to bring hard copies of Reading Reflections to class. Typically, late work will be accepted up to 3 days late (including weekends), but 10% per day will be deducted.

If you need accommodation due to exceptional circumstances please seek help

Despite our best efforts, sometimes events and circumstances outside of our control severely and negatively impact our work. If something is going on and you will be absent or need a small extension, please contact me as soon as you can. In more complex or deeply affecting situations, please see Arts Academic Advising. If you have ongoing need for accommodation, please contact Centre for Accessibility.

Psychology Department Grading Policy

Note for this Seminar: Because of our small class size, our class average score can deviate from usual Departmental grading policy. It's reasonable to expect the class mean to be around 75%, with a standard deviation around 11-12%.

Standard policy: "In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. According to departmental norms, the average grade in a 100- and 200-level Psychology courses are 67 for an exceptionally strong class, 65 for an average class, and 63 for a weak class, with a standard deviation of 14. The corresponding figures for 300- and 400-level classes are 70, 68, and 66, with a standard deviation of 13. Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department. Grades are not official until they appear on a student's academic record. You will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

A+	90-100%	C+	64-67%
A	85-89%	C	60-63%
A-	80-84%	C-	55-59%
B+	76-79%	D	50-54%
B	72-75%	F	0-49%
B-	68-71%		

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

The consequences for unethical conduct are more severe than you may think: you may 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 originality that flag instances of matching text suggesting possible 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. APA style gives us a formal way to indicate where our ideas end and where others' begin. **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 in this course? **First, recognize that all graded work in this course, unless otherwise specified, is to be original work done independently by individuals.**

Visit the Learning Commons' guide to academic integrity
UBC offers an online guide to preventing unintentional plagiarism and organizing your writing. Visit http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/

Do not copy and paste text from other sources, including other people's work, even in a draft, as you might unintentionally misrepresent those words as your own in a later draft (which would still qualify as plagiarism).

Keep up to date with course material and prepare well.
Avoid putting yourself in panic mode come exam and deadline time. Treat every assignment and exam as a test of *your* knowledge, without any unauthorized aids of any kind.

If you have any questions about how to complete work without crossing the plagiarism boundary, please ask before handing in your assignment.

ABOUT READINGS IN THIS COURSE

This course is not a traditional survey of topics and issues as one might find in a textbook. Instead, we will be reading approximately one assigned research article per week, beginning with Week 1. It is essential to come prepared, having reviewed the readings.

For the most part, we will be reading primary source research articles in this course, in order to develop skills in reading articles, extracting information from them, critiquing, synthesizing, and applying what we have learned.

Resources for Strategic Reading

Maximize learning and minimize stress by spending some time reviewing these resources.

- Strategies for Reading Academic Articles (prepared by the Writing Centre at George Mason University)
- How to Summarize a Research Article (a .pdf prepared by the Writing Centre at University of Connecticut)
- APA Style Workshop (by the OWL at Purdue)
- Need a refresher on research methods? Consider revisiting your PSYC 217 textbook (e.g., Chapters 4, 12-14): Cozby, P. C. & Rawn, C. D. (2016). *Methods in Behavioural Research*, 2nd Canadian Edition. McGraw-Hill Ryerson: Toronto.

Finding Readings

*Do **not** pay money to access any of the readings. Use the library.ubc.ca website and resources.* I had hoped to curate all of the assigned readings in pdf format on the course Canvas site, but I didn't because (a) I ran out of time, and (b) it's actually better for you in the long run if you know how to find your own articles… because after this course I won't be available to hunt them down for you!

You'll need:

- A laptop or desktop with internet access
- http://www.library.ubc.ca/
- The reading list (see below)
- To find additional articles for your paper, consider using databases such as PsycINFO, ERIC, and Academic Search Premier.

BOOK RECOMMENDATION

For a 400-level psychology seminar course, it makes the most sense to focus on the science directly, rather than in pre-packaged form. *But* I was tempted to assign this excellent book instead! If you are interested in the application of psychological principles to classrooms, I highly recommend this book:

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, C., & Norman, M. K. (Eds.). (2010). *How Learning Works: Seven Research Based Principles for Smart Teaching.* San Francisco: Jossey-Bass.

PREPARING FOR CLASS: READINGS AND TOPICS

The topics and readings selected here serve to anchor our primary task: learning how to apply our knowledge of psychology to a teaching support role such as undergraduate teaching assistant. Topics reflect the major tasks of this role: holding office hours and offering effective advice for students, grading and evaluating work, detecting and dealing with plagiarism, acting ethically and professionally with sensitive issues.

Every class, expect a variety of activities designed to help you learn how to apply psychology for teaching contexts. Activities will include but not be limited to: active peer-to-peer and large group discussion that builds on the assigned readings, one or more activities that results in a mini-presentation or written product to hand in (see *Participation*), feedback on the written or oral presentations of others.

Read on for class-by-class details…

Preparing for Class #1

Please read this entire syllabus, as well as the two blog posts below. Come prepared to discuss how our course is designed to help you develop skills relevant to undergraduate teaching assistantship and other future professional activities. Please also bring to class a copy of Hard, Lovett, & Brady (2019).

Appleby, D. C. (2019, January 21). Should you become an undergraduate teaching assistant? [Blog post]. Retrieved from http://psychlearningcurve.org/should-you-become-an-undergraduate-teaching-assistant/

See also https://psych.ubc.ca/job-opportunities/teaching-assistantships-in-psychology-winter-2019-20/

Stamm, K. (2019, March 4). Degree + skills: How to get a job with a bachelor's degree in psychology [Blog post]. Retrieved from http://psychlearningcurve.org/degree-skills-how-to-get-a-job-with-a-bachelors-degree-in-psychology/

Bring to Class #1 (Read if you can, but ok to just bring for today)

Hard, B. M., Lovett, J. M., & Brady, S. T. (2019). What do students remember about introductory psychology, years later? *Scholarship of Teaching and Learning in Psychology, 5*, 61-74. http://dx.doi.org/10.1037/stl0000136

You also might be interested in these (optional) articles…

Cranney, J. (2013). Towards psychological literacy: A snapshot of evidence-based learning and teaching. *Australian Journal of Psychology, 65*, 1-4. https://doi.org/10.1111/ajpy.12013

Hunter, A. S., & Lloyd, M. E. (2018). Faculty discuss study strategies, but not the best ones: A survey of suggested exam preparation techniques for difficult courses across disciplines. *Scholarship of Teaching and Learning in Psychology, 4*, 105-114. http://dx.doi.org/10.1037/stl0000107

Pfund, R. A., Norcross, J. C., Hailstorks, R., Stamm, K. E., & Christidis, P. (2018). Introduction to psychology: Course purposes, learning outcomes, and assessment practices. *Teaching of Psychology, 45*, 213-219. https://doi.org/10.1177/0098628318779257.

Preparing for Class #2: Using (and Developing) Rubrics to Evaluate Others' Work

One of the most important, time-consuming, and challenging tasks of being a teaching assistant is evaluating the work of others. These skills aren't limited to teaching, however. Any type of job that has a managerial component will likely involve evaluating performance (your own and/or others') according to some sort of standard.

Jeffery, D., Krassimir, Y., Crerar, A., & Ritchie, K. (2016). How to achieve accurate peer assessment for high value written assignments in a senior undergraduate course. *Assessment & Evaluation in Higher Education, 41*, 127-140. https://doi.org/10.1080/02602938.2014.987721

Stellmack, M. A., Konheim-Kalkstein, Y. L., Manor, J. E., Massey, A. R., & Schmitz, J. A. P. (2009). An assessment of reliability and validity of a rubric for grading APA-style introductions. *Teaching of Psychology, 26*, 102-107. https://doi.org/10.1080/00986280902739776

Note the full rubric is available here: http://stellmack.psych.umn.edu/

You also might be interested in these (optional) articles…

Croft, A., & Schmader, T. (2012). The feedback withholding bias: Minority students do not receive critical feedback from evaluators concerned about appearing racist. *Journal of Experimental Social Psychology, 48*, 1139-1144. https://doi.org/10.1016/j.jesp.2012.04.010

García-Ros, R. (2011). Analysis and validation of a rubric to assess oral presentation skills in university contexts. *Electronic Journal of Research in Educational Psychology, 9*, 2043-1061.

Nicol, D., Thomson, A., & Breslin, C. (2014). Rethinking feedback practices in higher education: a peer review perspective. *Assessment & Evaluation in Higher Education, 39*, 102-122. https://doi.org/10.1080/02602938.2013.795518

Rawn, C. D. (October 19, 2018). Presenting on peer assessment at the STP conference [Blog post]. Retrieved from http://blogs.ubc.ca/catherinerawn/2018/10/19/presenting-on-peer-assessment-at-the-stp-conference/

Rawn, C. D. (November 7, 2018). Conference follow-up questions on peer assessment [Blog post]. http://blogs.ubc.ca/catherinerawn/2018/11/07/1607/

Timmerman, B. E. C., Strickland, D. C., Johnson, R. L., & Payne, J. R. (2011). Development of a 'universal' rubric for assessing undergraduates' scientific reasoning skills using scientific writing. *Assessment & Evaluation in Higher Education, 36*, 509-547.

Preparing for Class #3: Bridging Basic (Cognitive) Research to Classroom Applications

These two readings build from cognitive psychological principles of learning and memory to test (Ariel & Karpicke) and recommend (Dunn et al.) evidence based strategies to help people learn. Concepts and applications explored in these articles can help inform an evidence-based approach to recommending study strategies to fellow peers. Discussion of these readings will prepare us to launch the major project in this course.

Ariel, R., & Karpicke, J. D. (2018). Improving self-regulated learning with a retrieval practice intervention. *Journal of Experimental Psychology: Applied, 24*, 43-56. http://dx.doi.org/10.1037/xap0000133

Dunn, D. S., Saville, B. K., Baker, S. C., & Marek, P. (2013). Evidence-based teaching: Tools and techniques that promote learning in the psychology classroom. *Australian Journal of Psychology, 65*, 5-13. http://dx.doi.org/10.1111/ajpy.12004

You also might be interested in these (optional) articles…

Agarwal, P. K. (2019). Retrieval practice & Bloom's taxonomy: Do students need fact knowledge before higher order learning? *Journal of Education Psychology, 111*, 189-209. https://dx.doi.org/10.1037/edu0000282

Dunlosky, J. (2013). Strengthening the student toolbox: Study strategies to boost learning. *American Educator, 37*, 12-21. Retrieved from https://www.aft.org/sites/default/files/periodicals/dunlosky.pdf

Dunlosky, J., & Rawson, K. A. (2015). Practice tests, spaced practice, and successive relearning: Tips for classroom use and for guiding students' learning. *Scholarship of Teaching and Learning in Psychology, 1*, 72-78. http://dx.doi.org/10.1037/stl0000024

Golding, C. (2011). Educating for critical thinking: Thought-encouraging questions in a community of inquiry. *Higher Education Research & Development, 30*, 357-370. https://doi.org/10.1080/07294360.2010.499144

Lachner, A., Ly, K.-T., & Nückles, M. (2018). Providing written or oral explanations? Differential effects of the modality of explaining on students' conceptual learning and transfer. *The Journal of Experimental Education, 86*, 344-361. https://doi.org/10.1080/00220973.2017.1363691

Morehead, K., Dunlosky, J., & Rawson, K. A. (2019). How much mightier is the pen than the keyboard for note-taking? A replication and extension of Mueller and Oppenheimer (2014). *Education Psychology Review*. https://doi.org/10.1007/s10648-019-09468-2

Morehead, K., Dunlosky, J., Rawson, K. A., Blasiman, R., & Hollis, R. B. (2019). Note-taking habits of 21st century college students: implications for student learning, memory, and achievement. *Memory*. https://doi.org/10.1080/09658211.2019.1569694

Roediger, H. L., III, & Karpicke, J. D. (2018). Reflections on the resurgence of interest in the testing effect. *Perspectives on Psychological Science, 13*, 236-241. https://doi.org/10.1177%2F1745691617718873

Tullis, J. G., Finley, J. R., & Benjamin, A. S. (2013). Metacognition of the testing effect: Guiding learners to predict the benefits of retrieval. *Memory & Cognition, 41*, 429-442.

Preparing for Class #4: Applying Social Psychology to Help People Learn

These two studies apply social psychological principles of mindset and goals to enhance academic performance. Concepts and applications explored in these articles can help inform an evidence-based approach to recommending study strategies to fellow peers, and may also inspire your major project.

Bostwick, K. C., & Becker-Blease, K. A. (2018). Quick, easy mindset intervention can boost academic achievement in large introductory psychology classes. *Psychology Learning & Teaching, 17*, 177-193. 10.1177/1475725718766426

Seo, E., Patall, E. A., Henderson, M. D., & Steingut, R. R. (2018). The effects of goal origin and implementation intentions on goal commitment, effort, and performance. *The Journal of Experimental Education, 86*, 386-401. http://dx.doi.org/10.1080/00220973.2016.1277334

You also might be interested in these (optional) articles…

Arnold, E. G., Burroughs, E. A., & Deshler, J. M. (2019). Investigating classroom implementation of research-based interventions for reducing stereotype threat in calculus. *International Journal of Research & Method in Education*. DOI: 10.1080/1743727X.2019.1575352

Blasiman, R. N., Dunlosky, J., & Rawson, K. A. (2017). The what, how much, and when of study strategies: Comparing intended versus actual study behaviour. *Memory, 25*, 784-792. https://doi.org/10.1080/09658211.2016.1221974

Buzinski, S. G., Clark, J., Cohen, M., Buck, B., & Roberts, S. P. (2018). Insidious assumptions: How pluralistic ignorance of studying behaviour relates to exam performance. *Teaching of Psychology, 45*, 333-339. https://doi.org/10.1177%2F0098628318796919

Zhang, S., Schmader, T., & Hall, W. M. (2013). L'eggo my ego: Reducing the gender gap in math by unlinking the self from performance. *Self and Identity, 12*, 400-412. https://doi.org/10.1080/15298868.2012.687012

Preparing for Class #5: Using Psychology to Evaluate Learning Resources

Your major project involves applying psychology to design a study strategy or resource to help other people learn, and evaluating others' designs. These articles model these tasks. The first article (Fleck et al.) offers an example of how a new strategy can build from past research, and be evaluated in a classroom intervention. The second article takes pre-existing learning tools and evaluates them using student performance and feedback.

Fleck, B., Richmond, A. S., Rauer, H. M., Beckman, L., & Lee, A. (2017). Active reading questions as a strategy to support college students' textbook reading. *Scholarship of Teaching and Learning in Psychology, 3,* 220-232. http://dx.doi.org/10.1037/stl0000090

Gurung, R. A. R. (2015). Three investigations of the utility of textbook technology supplements. *Psychology Learning & Teaching, 14*, 26-35. 10.1177/1475725714565288

> You also might be interested in these (optional) articles…
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> Seifried, E., Eckert, C., & Spinath, B. (2018). Optional learning opportunities: Who seizes them and what are the learning outcomes? *Teaching of Psychology, 45*, 246-250. https://doi.org/10.1177%2F0098628318779266
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> Sommers, S. R., Shin, L. M., Greenebaum, S. L., Merker, J., & Sanders, A. S. (2018). Quasi-experimental and experimental assessment of electronic textbook experiences: Student perceptions and test performance. *Scholarship of Teaching and Learning in Psychology*. https://psycnet.apa.org/doi/10.1037/stl0000129

Design Proposal (1-page) due tomorrow. Use the template provided on Canvas. Submit on Canvas by 4:00pm.

Preparing for Class #6: Multiple-Choice Tests and Managing Grades Files

In addition to summarizing research relevant to creating (and evaluating) good multiple choice questions, today's article raises many issues related to invigilation and grading that are of key relevance in the TA role. We will also take this chance to consider how to manage a grades file.

Xu, X., Kauer, S., & Tupy, S. (2016). Multiple-choice questions: Tips for optimizing assessment in-seat and online. *Scholarship of Teaching and Learning in Psychology, 2*, 147-158. http://dx.doi.org/10.1037/stl0000062

> You also might be interested in these (optional) articles…
>
> Gierl, M. J., Bulut, O., Guo, Q., & Zhang, X. (2017). Developing, analyzing, and using distractors for multiple-choice tests in education: A comprehensive review. *Review of Education Research, 87*, 1082-1116. https://doi.org/10.3102%2F0034654317726529
>
> Potter, K., Lewandowski, L., & Spenceley, L. (2016). The influence of a response format test accommodation for college students with and without disabilities. *Assessment & Evolution in Higher Education, 41*, 996-1007. https://doi.org/10.1080/02602938.2015.1052368
>
> Rawn, C. D., Ives, J., & Gilley, B. (2019). Two-Stage exams increase learning and laughter on exam day in classes of any size. In J. Golding, C. D. Rawn, & K. Kern (Eds.). *Strategies for Effectively Teaching Large Classes in Higher Education.* San Diego, CA: Cognella Academic Publishing.

Preparing for Class #7: Online Discussion

*There will NOT be in-person class meeting today, but **will** meet on Canvas using the discussion board. Topics will include: outstanding issues and questions from last class, mid-term participation self-assessment, feedback on the course so far, preparations for presentations. Details to come.*

Preparing for Class #8: Skill Building Workshop: Using Scantron, Turnitin, and Canvas

Today's class will be led by a Teaching Assistant, who will lead you through hands-on demonstrations of the Scantron Machine (used for marking multiple choice questions quickly), Turnitin (used for plagiarism detection), and Canvas (UBC's current Learning Management System).

Browse these websites to prepare. As you're browsing, think about how you might use each technology from the perspective of the *teacher/TA* rather than student.

- https://isit.arts.ubc.ca/scantron/
- https://isit.arts.ubc.ca/turnitin/
- https://isit.arts.ubc.ca/canvas/

Preparing for Class #9: Project Presentations

You will present your major project resource to the class today, and so will everyone else. You will have a limited amount of time to present your work (exact time to be determined once we know class size). You will need to collect feedback from your peers using the standard feedback form—which also means you'll be expected to provide feedback to your peers as well.

Preparing for Class #10: Understanding, Detecting and Avoiding Plagiarism

Building off your introduction to Turnitin software, we will use these articles to consider how we can deal with plagiarism and related issues of academic integrity. We will also bridge to our next topic: ethics and professionalism.

Obeid, R., & Hill, D. B. (2017). An intervention designed to reduce plagiarism in a research methods classroom. *Teaching of Psychology*, *44*, 155-159. https://doi.org/10.1177/0098628317692620

Zaza, C., & McKenzie, A. (2018). Turnitin® use at a Canadian University. *The Canadian Journal for the Scholarship of Teaching and Learning, 9*(2), 236-249. https://doi.org/10.5206/cjsotl-rcacea.2018.2.4

> You also might be interested in these (optional) articles…
> https://learningcommons.ubc.ca/academic-integrity/
>
> Chew, E., Ding, S. L., & Rowell, G. (2015). Changing attitudes in learning and assessment: cast-off 'plagiarism detection' and cast-on self-service assessment for learning. *Innovations in Education and Teaching International, 52*, 454-463. https://doi.org/10.1080/14703297.2013.832633
>
> Curtis, G. J., Gouldthorp, B., Thomas, E. F., O'Brien, G. M., & Correia, H. M. (2013). Online academic-integrity mastery training may improve students' awareness of, and attitudes toward, plagiarism. *Psychology Learning & Teaching, 12*, 282-289. https://doi.org/10.2304/plat.2013.12.3.282
>
> Schwabl, K., Rossiter, M., & Abbott, M. (2013). University students' and instructors' paraphrasing and citation knowledge and practices. *Alberta Journal of Educational Research, 59*, 401-419.

Seifried, E., Lenhard, W., & Spinath, B. (2015). Plagiarism detection: A comparison of teaching assistants and a software tool in identifying cheating in a psychology course. *Psychology Learning & Teaching, 14*, 236-249. https://doi.org/10.1177/1475725715617114

Preparing for Class #11: Ethics and Professionalism

Today's articles will help prompt a discussion of confidentiality, professional conduct, and dealing with challenging situations with students (and the course instructor).

Dukewich, K. R., & Wood, S. C. (2016). "Can I have a grade bump?" The contextual variables and ethical ideologies that inform everyday dilemmas in teaching. *Collected Essays on Learning and Teaching, 9*, 97-109. https://doi.org/10.22329/celt.v9i0.4451

Deckoff-Jones, A., & Duell, M. N. (2018). Perceptions of appropriateness of accommodations for university students: Does disability type matter? *Rehabilitation Psychology, 63*, 68-76. http://dx.doi.org/10.1037/rep0000213

You also might be interested in these (optional) articles…

Condra, M., Dineen, M., Gautier, S., Gills, H., Jack-Davies, A., & Condra, E. (2015). Academic accommodations for postsecondary students with mental health disabilities in Ontario, Canada: A review of the literature and reflections on emerging issues. *Journal of Postsecondary Education and Disability, 28*, 277-291.

Schreuer, N., & Sachs, D. (2014). Efficacy of accommodations for students with disabilities in higher education. *Journal of Vocational Rehabilitation, 40*, 27-40. DOI:10.3233/JVR-130665

Stark, C. (2011). The application of the Canadian code of ethics for psychologists to teaching: Mandatory self-disclosure and alternatives in psychology courses. *Canadian Psychology, 52*, 192-197.

Preparing for Class #12: Course Synthesis and Reflection

Today we will reflect on the topics and issues we have explored across the whole term, and discuss outstanding topics and issues from throughout the term. I will invite you to evaluate your progress toward Course Learning Objectives, and to complete the Student Evaluations of Teaching.

ACKNOWLEDGEMENTS AND COPYRIGHT