

Summer 2020 Term 2  
30 June 2020 - Version 3.1



## PSYC 417A-951 (3): SEMINAR IN APPLIED PSYCHOLOGY OF TEACHING AND LEARNING

### 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).

**Prerequisites:** We will be reading primary source journal articles, so 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.

### COURSE INSTRUCTOR



**Dr. Catherine Rawn**  
Professor of Teaching

[cdrawn@psych.ubc.ca](mailto:cdrawn@psych.ubc.ca)  
[Website](#) Twitter [@cdrawn](#)

**Office Hours.** Please drop in before our Tuesday synchronous meetings, in Collaborate Ultra. I'll also stay late if I can. Please email to arrange a Zoom/phone appointment.

### TEACHING ASSISTANT

**Carolyn Baer**

[cebaer@psych.ubc.ca](mailto:cebaer@psych.ubc.ca)

**Office Hours** by appointment, using Zoom.

*Please see both our Zoom links in Canvas.*

### GETTING STARTED IN SUMMER 2020

We are striving to learn in the context of a global pandemic. This course has been modified so our learning experiences are fully online, but still rely on a mix of work I'll ask you to do independently and work we'll do together. I have designed a mix of asynchronous and synchronous experiences to replace each scheduled class. **As is always true in any of my courses, regular, active engagement is essential for success.** Please see <https://keeplearning.ubc.ca/> for strategies for setting up and learning effectively online, and reach out if you need extra support or accommodation.

**Materials:** [Canvas.ubc.ca](https://canvas.ubc.ca) is our home in this course. Please check your *Account >> Notifications* settings to ensure you receive announcements and other notices. Readings are free via [library.ubc.ca](https://library.ubc.ca) (with EzProxy and/or [VPN](#)). Access to a computer with reasonable internet connection will be important. A webcam/microphone are ideal, but not essential.

**Synchronous Learning Meetings:** Tuesdays and Thursdays **1-2pm PDT**, July 7 - August 13 (originally 12-2:30). We will engage in groupwork activities and discussion using Collaborate Ultra (within Canvas). If your time zone or personal responsibilities make it impossible for you to attend, there will always be an alternative way to engage and contribute.

**Asynchronous Learning Work:** Due 10am **PDT** before each class. There will be advance readings (as usual), as well as 1- 1.5 hours of online activities and discussion using Canvas Modules. After each class, you will be asked to post a closing summary/reflection. **Please read this syllabus and complete the opening Welcome Module *before* Synchronous Learning Meeting #1.**

**Correspondence:** Discussion boards will be our primary place for Q&A. If you have a question specific to your needs, please use your [UBC email account](#), or the "Inbox" on Canvas to reach me.

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## 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.
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.

## GUIDING THEORY

I am a social psychologist, and have long been interested in motivation and learning. Increasingly I draw on **Self Determination Theory** ([Ryan & Deci, 2000](#)) to inform my teaching practice. I strive to create conditions that support your experience of

autonomy, competence, and relatedness. *Where can you spot [applications](#) of this in this course design? What [additional ideas](#) do you have for how to apply this theory?* For more information, check out <https://selfdeterminationtheory.org>.

## WHAT DID STUDENTS SAY LAST YEAR?

All 10 students from the (face-to-face) Summer 2019 Pilot provided rich feedback throughout the course as well as in the Student Evaluations of Teaching at the end of the term (thank you, course alumni!). Students reported feeling challenged, in a positive way. For example:

*"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, and changes I made based on student evaluations.

## CLASS FORMAT AND DATES 2020

Instead of holding face-to-face classes during our previously scheduled block of 12pm-2:30pm on Tuesdays and Thursdays, we will meet synchronously from 1-2 (Vancouver Time) after working through asynchronous learning work. More formal assessments will be due Friday mornings. Assessment details, readings and topics are all listed later in this document. Success in this class depends on your active participation. **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.

**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.

*Please see the next page for our weekly schedule as well as my best estimate of the weekly work distribution.*

| <b>Asynchronous Learning<br/>Work due Tuesday 10am<br/>AND Thursday 10am</b>  | <b>Tuesday 1-2pm<br/>Synchronous Learning<br/>Meeting</b>                                  | <b>Thursday 1-2pm<br/>Synchronous Learning<br/>Meeting</b>                                      | <b>Fridays 10am<br/>Assessments due</b>   |
|---|--|---|---|
| For each:<br>1. Begin Lesson on Canvas, attending to learning objectives.<br>2. Read assigned article(s) listed below (approximately 15-30 pages)<br>3. Complete remaining asynchronous learning work, as appears in Lesson (approximately 1-1.5 hours).<br><br>*No assigned readings for Lessons 8, 9, 12 to accommodate additional project work<br><br>At the end of each Lesson: Return to Canvas to complete closing activity/ reflection (approximately 20 minutes). | <b>Lesson #1. July 7</b><br>Getting started in this course and as teaching team members    | <b>Lesson #2 July 9</b><br>Bridging research methods to classroom applications: Grading rubrics | Scholarly Reading Reflection #1   |
|   | <b>Lesson #3. July 14</b><br>Bridging basic (cognitive) research to classroom applications | <b>Lesson #4. July 16</b><br>Applying social psychology to help people learn                    | Scholarly Reading Reflection #2   |
|   | <b>Lesson #5. July 21</b><br>Using psychology to evaluate learning resources               | <b>Lesson #6. July 23</b><br>Revisiting grading and feedback                                    | Scholarly Reading Reflection #3<br><br><b>Proposal Due</b>                                |
|   | <b>Lesson #7. July 28</b><br>Multiple-choice tests and managing grades files               | <b>Lesson #8. July 30</b><br>*Technology skill building   | Scholarly Reading Reflection <i>Peer Reviews</i>  |
|   | <b>Lesson #9. Aug 4</b><br><b>*Project Presentation Due</b>                                | <b>Lesson #10. Aug 6</b><br>Understanding, detecting, and avoiding plagiarism                   | Scholarly Reading Reflection #4   |
|   | <b>Lesson #11. Aug 11</b><br>Ethics and professionalism                                    | <b>Lesson #12. Aug 13</b><br>*Course synthesis and reflection                                   | Scholarly Reading Reflection #5<br><br><i>Sunday August 16</i><br>Final Paper Due 11:59pm |

Here is another way I'm thinking about the work distribution in this course. I'm aiming for about 11-14 hours/week (reduced because of condensed Summer Session; otherwise 7-10 hours/week x 13 weeks).

| <b>Activity</b>               | <b>Week 1</b>  | <b>Week 2</b>   | <b>Week 3</b>             | <b>Week 4</b>          | <b>Week 5</b>                                   | <b>Week 6</b>   |
|-------------------------------|----------------|-----------------|---------------------------|------------------------|---|-----------------|
| Assigned Readings             | 2 hours x 2    | 2 hours x 2     | 2 hours x 1<br>1 hour x 1 | 1 hour x 1             | 2 hours   | 2 hours         |
| Asynchronous Learning Work    | 1-1.5h x 2     | 1-1.5h x 2      | 1-1.5h x 2                | 1-1.5h x 2             | 2.5h (watch & evaluate presentations)<br>1-1.5h | 1-1.5h x 2      |
| Synchronous Learning Meetings | 1 hour x 2     | 1 hour x 2      | 1 hour x 2                | 1 hour x 2             | 1 hour  | 1 hour x 2      |
| Synchronous follow-ups        | 30 mins x 2    | 30 mins x 2     | 30 mins x 2               | 30 mins x 2            | 30 mins x 2                                     | 30 mins x 2     |
| Scholarly Reading Reflection  | 1 hour (write) | 1 hour (write)  | 1 hour (write)            | 1 hour (peer evaluate) | 1 hour (write)                                  | 1 hour (write)  |
| Major Project Work            |                | 1 hour          | 2 hours (proposal)        | 5-7 hours (both)       | 3 hours (presentation)                          | 5 hours (paper) |
| <b>Estimated Total</b>        | <b>11 hrs</b>  | <b>12 hours</b> | <b>12 hours</b>           | <b>13-15 hrs</b>       | <b>12 hours</b>                                 | <b>14 hours</b> |

## LEARNING ASSESSMENTS

These assessments are designed to help you achieve the learning outcomes—and to help me measure that learning. In line with [Self-Determination Theory](#), assessments are structured to support your experience of *autonomy* (e.g., through choice of topics and formats), *competence* (e.g., variable weighting of reading reflections, mini-assignments for practice, project proposal), and *relatedness* (e.g., Learning Community engagement, collaborative major project option).

**Engagement** (15%, throughout the course). LOs 1, 2, 3, 4, 5, 6, 7

- 10%: Learning Community (LC) discussion participation. As part of your asynchronous learning work, you will be invited to post and respond to others' posts regarding the readings and topic of the session. Rubric to be developed in first week by the class based on group guidelines, agreements, and professionalism. Scored by fellow Learning Community members, as well as TA/Instructor. (For a summary of evidence on the efficacy of discussion, see [Sibold, 2017](#))
- 5%: brief mini-assignments completed as part of asynchronous work or during synchronous learning meetings (or after those meetings if you cannot attend). Mix of individual and Learning Community (group) submissions. Examples include: your online self-introduction; develop a grades file to synthesize peer reviews; critique a textbook feature; interpret quiz response data; create a multiple choice question. Evaluation for each is on a two-point scale: 0 (insufficient) or 1 (excellent).

**5 Scholarly Reading Reflections** (35% total: 1@3%, 3@6% 1@9%; plus 5% quality of peer reviews in Week 4). 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.
- The full rubric will be provided in class and used by the Instructor and TA to evaluate Reflections #1, 4, and 5. Reflections 2 and 3 will be peer evaluated using the same rubric during Week 4. During Week 4, everyone will be asked to peer review 4 reflections; your peer assessments of others' work during Week 4 will also be evaluated. Our Teaching Assistant or Instructor will review peer assessments and finalize all reading reflection grades.

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

- The overall goal is to ground pedagogical decision-making in scholarly evidence. Your task is to find an existing (potentially) evidence-supported study strategy or learning resource that we have *not* explored together in this course, and to evaluate it in light of relevant psychological research and theory. How could it (fail to) support people in their learning? Would using it in a particular way mean it aligns with psychological principles, such as motivation or memory, in a way that helps people learn? Or is it designed/used in such a way that learning won't likely be successful?
- There will be an option to complete this project in pairs, beginning with a collaborative work contract. Details to come.
- **Prepare your Proposal (5%).** Use the template provided on Canvas.
  - **Choose a strategy or resource.** 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://ctl.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 in a particular way. 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. Video record your presentation and upload it to [CLAS](#), using the link provided in Canvas.
  - **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 weightings are provided in bold after each component.)
    - **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)**
    - **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)**
    - **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)**
    - **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)**

- References (in APA style) **(5 points)**. Figures and Appendices (as relevant)

Proposal (5%) due after Class #5 (Week 3 Friday). Instructor evaluation and feedback.

Presentation (15%) due Class #9 (Week 5 Tuesday). Peer, TA, Instructor evaluation and feedback.

Paper (30%) due after classes are over (Week 6, Sunday at 11:59pm). TA, Instructor evaluation.

## BUILDING OUR COMMUNITY: SUPPORTS, SAFETY NETS, AND POLICIES

### ***Be kind. Be calm. Be safe.***

– Dr. Bonnie Henry, Provincial Health Officer, British Columbia, Canada

We are living in a time of global pandemic. Some of our classmates are joining us from around the world. Any of our circumstances may change at any time. I invite you to join me in taking inspiration from Dr. Henry as we begin to engage together.

Please see <https://keeplearning.ubc.ca/> for strategies for setting up and learning effectively online.

*In this section, you will find...*

- Supporting you (and me) through Personal Emergencies and Challenges
- Support through Peer Learning Communities
- Supporting Each other in our Shared Online Space
- Supporting Learning with Academic Integrity
- Supporting Your Success and Well-Being with Safety Nets and Built-in Flexibility
- Psychology Department Policies

### **Supporting you (and me) through Personal Emergencies and Challenges**

If you experience a personal emergency during this time, please seek the resources and support you need to cope with that emergency. Check <https://students.ubc.ca/health>, and reach out if you don't know how or which resources to access. I'll help as best I can.

Take care of yourself first. Then, reach out to me to check in about the course. I will bring patience, flexibility, and compassion as we work on a solution. You don't need to tell me what has happened. But at this point we can figure out if the built-in safety nets (see below) are sufficient accommodation; otherwise, I'll ask that you review the in-term concession criteria [available here](#), and complete the Self-Declaration form if applicable. In more complex or longer-term affecting situations, please seek [Arts Academic Advising](#).

**Check out these support resources *before* an emergency.** See <https://students.ubc.ca/health> and especially <https://students.ubc.ca/covid19/mental-health-during-covid-19-outbreak> for ways to care



for yourself during the pandemic and beyond. See also the Arts Student Support portal for wellness, academic, and broader support: <https://www.arts.ubc.ca/student-support/>.

**What will happen your course Instructor experiences a personal emergency?** It is possible that I or our TA will experience a personal emergency during this course. I will communicate with you immediately and as often as I can, using the Announcements feature in Canvas. We will invite you to continue as much as possible with the scheduled learning activities, and we will communicate with you any modifications (e.g., to availability, timeliness of feedback) that are impacted. We will ask for your patience, flexibility, and compassion, as well as continued dedication to your and our classmate's learning during that time.

**Support for Students with Accessibility Needs.** "The Centre for Accessibility facilitates disability-related accommodations and programming initiatives designed to remove barriers for students with disabilities and ongoing medical conditions." If you have ongoing need for accommodation, please contact UBC's [Centre for Accessibility](#). I'll be happy to work with you on accommodations.

### Support through Peer Learning Communities

It is my hope and intention that you and every single student in our class will feel a sense of belonging (thereby supporting your experience of *relatedness*). We will engage as a "large" group, with discussion threads and activities aimed at connecting all of us as we learn.

Additionally, we will divide into an even number of **Learning Community (LC) groups** (likely 4 groups of about 6 people). Your LC will be your primary go-to group for ideas, discussion, feedback, and mini-assignments, thereby supporting your *competence* and *relatedness* as we build our community. Your LC will appear in your *Groups* tab on Canvas, and will have its own space for discussion, wikis, and collaboration. For each LC, we will create virtual space in Collaborate Ultra for synchronous audio/visual conversation, if possible.

I have carefully considered whether to assign groups. Self-chosen groups support autonomy but *only among those students who are previously connected to other students*. Fully randomly assigned groups may miss chances to connect people who share a time zone. Thus, I will ask you to report your time zone in the Welcome module, and will form groups randomly after time zone is considered.

Option: If you would like an online space within Canvas for an additional self-chosen group, we can help you set that up. But I will still expect your LC to be your primary group.

### Supporting Each Other in our Shared Online Space

Although we may be spread around the world, we are coming together to do this work of learning. Our Canvas home, including any links we add that connect in or out, is the space we hold for each other for this purpose of learning. This shared learning space is governed by and shaped by all of us.

I've been holding space for learning in physical classrooms for about 15 years; this is the first time I will be leading an entire course in a completely online space. This might be your first time learning in a completely online space—or maybe you have done this before. Let's all be patient and figure this out together.

One of the first things we will do together is set class engagement guidelines (supporting your experience of *autonomy* and *relatedness*). This [classroom guidelines](#) resource, as well as the UBC Values statement below, help us prepare for how we may want to engage together. Think about how you want us to engage respectfully together, and what that looks like.

### **I endorse UBC's Values Statement, and invite you to do the same:**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. **UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated** nor is suppression of academic freedom. UBC provides **appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty** and students are **expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions**. Details of the policies and how to access support are available here: <https://senate.ubc.ca/policies-resources-support-student-success>. (from [Senate Policy: V-130](#); emphasis added)

### **Supporting Learning with Academic Integrity**

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 our own and 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.**

Make sure you understand UBC's definitions of [academic misconduct](#), [consequences](#), and expectation that students must clarify how [academic honesty](#) applies for a given assignment. *Please ask if you're not sure.* (While you're checking out the calendar, you might want to check out the "[Student Declaration and Responsibility](#)" statement you agreed to when you registered.)

**What does academic integrity look like in this course?** Independent work should be done independently, and collaborative work should be agreed on by all collaboration parties in advance. All work should occur without unauthorized assistance. *Not sure if a certain type of assistance is authorized? Please ask.*

Being up front about where our ideas come from will be a big component. Citing our sources in both formal and informal ways will be essential, and appropriate, depending on the assignment. For example, much of the way I think and write about academic integrity has been influenced by the work of Dr. Laurie McNeill, including [her excellent wiki](#) that curated all of the above links.

*(See what I just did there? In informal writing, such as discussion posts, we can use links and embed references to our fellow humans who informed our thinking. They're my ideas and written in my own words, but I'd be thinking differently if it weren't for my encounter with Dr. McNeill's scholarly work. When we write more formally, such as for the major project essay in this course, we psychologists use APA style conventions to cite and reference.)*



Visit the Learning Commons' guide to academic integrity to help you organize your writing as well as understand how to prevent unintentional plagiarism. Visit <http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>. An example tip: Do not copy and paste text from other sources, including other people's work, even in a draft. It's easy to unintentionally misrepresent those words as your own in a later draft (which would still qualify as plagiarism). *Please feel free to ask (have I said that enough?).*

## Supporting Your Success and Well-Being with Safety Nets and Built-in Flexibility

I trust that when you *can* make deadlines on time you *will* make deadlines on time. Several safety nets are built in to the course for everyone to use without question, explanation or appeal, thereby supporting your experience of *autonomy* and privacy.

- **There is no penalty for missing synchronous learning work (e.g., because of caregiving or time zones) if it is made up in another way.** For every synchronous learning meeting, I will strive to make recordings and activities available for those who need this accommodation. For example, if Learning Communities create a mini-presentation during synchronous time, I will offer an extended deadline for a Learning Community anchored in a vastly different time zone, or a chance to draft a mini-presentation independently and receive equivalent feedback. *If you have other ideas about how I can best support you, please let me know.*
- **Flexible weighting for Scholarly Reading Reflections.** Your best will count for 9%, your second best three will count for 6% each, and your least successful will count for 3%.
- **Late Scholarly Reading Reflections or any part of the Major Project:** You will receive THREE 1-Day-Late Passes. Use them all at once (3 days for one assignment), or separate (e.g., 1 day for 3 assignments). After those three days have been used, standard 10% per day deductions will apply (except in emergency circumstances).
- **Mini-Assignments, discussion posts:** If you miss routine asynchronous or synchronous work, please catch up as soon as you can. If the missed work was time-sensitive and doesn't make sense to catch up, the alternative assignment is this: Submit to me a brief synthesis of your Learning Community's discussion on that week's topic, along with a brief reflection on how you have made progress on that Lesson's learning objectives (posted at the start of the Lesson).
- **If you need more support beyond this, please reach out. I will offer patience, flexibility, and compassion, and I expect honesty and flexibility in return.**

## Psychology Department Policies

### Grading

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

### 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>).



## 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](http://www.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 computer 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 EACH LESSON: 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.

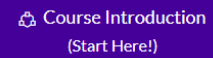
Every Lesson, expect a variety of activities designed to help you learn how to apply psychology for teaching contexts. Activities will include but not be limited to: active peer-to-peer and group discussion that builds on the assigned readings, one or more activities that results in a mini-presentation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

*Read on for topic-by-topic details.*

*Note that articles per week are listed in the recommended reading order, which is not necessarily alphabetical order (by author).*

## Preparing for our Course: Course Introduction Module

You will receive access to our Canvas course (titled PSYC 417A 951 2020S Special Topics in Psychology) the day the Term officially begins. When you enter the course, take a moment to orient to the landing page. Then complete the Course Introduction module, which is accessible either through the Modules area on the left, or linked directly from the purple **Course Introduction (Start here!)** box (see screenshot). Please complete that module (as well as the readings for Lesson #1) before our first Synchronous Learning Meeting.



## Preparing for Lesson #1: Getting Started in this Course and as Teaching Team Members

We will begin by exploring how our course can help you develop skills relevant to an undergraduate teaching assistantship and other future professional activities. We will also start considering how we can leverage our prior knowledge of psychology.

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/about/job-opportunities/> for information about Teaching Assistantships in our Psychology Department.

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/>

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>

Want to learn more? Check out these optional sources...

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>

Landrum, R. E. (2018, January). What can you do with a bachelor's degree in psychology? Like this title, the actual answer is complicated [Blog post]. Retrieved from <https://www.apa.org/ed/precollege/psn/2018/01/bachelors-degree>

Levere, D., & Gooderham, G. K. (Hosts). (2020, March 23). *After the Psychology degree with Dr. Eric Landrum* (No. 3.14) [Audio podcast episode]. In *BrainBuzz*. <https://www.brainbuzzpodcast.com/episodes/2020/3/23/dr-eric-landrum>

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 Lesson #2: Bridging Research Methods to Classroom Applications: Grading Rubrics

*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. These readings help us bridge our understanding of measurement principles to this important task.*

Greenberg, K. P. (2012). A reliable and valid weighted scoring instrument for use in grading APA-Style empirical research report. *Teaching of Psychology, 39*, 17-23. DOI: 10.1177/0098628311430643

Panadero, E., Romero, M., & Strijbos, J.-W. (2013). The impact of a rubric and friendship on peer assessment: Effects on construct validity, performance, and perceptions of fairness and comfort. *Studies in Educational Evaluation, 39*, 195-203. <https://doi.org/10.1016/j.stueduc.2013.10.005>

Learning Design and Technology Program. (2018). Sample discussion board rubric LDT. *Purdue University Repository for Online Teaching and Learning*. Retrieved from [https://www.purdue.edu/innovativelearning/supporting-instruction/portal/files/8.2\\_Sample\\_Discussion\\_Board\\_Rubric\\_LDT.pdf](https://www.purdue.edu/innovativelearning/supporting-instruction/portal/files/8.2_Sample_Discussion_Board_Rubric_LDT.pdf)

Want to learn more? Check out these optional sources...

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.

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>

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/>

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/>

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 Lesson #3: Bridging Basic (Cognitive) Research to Classroom Applications

*These readings build from cognitive psychological principles of learning and memory to test (Ariel & Karpicke, Cromley & Kunze) 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>

Cromley, J. G., & Kunze, A. J. (2020). Metacognition in Education: Translational Research. *Translational Issues in Psychological Science*, 6, 15-20. <http://dx.doi.org/10.1037/tps0000218>

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>

Want to learn more? Check out these optional sources...

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>

Bodie, G. D., Powers, W. G., & Fitch-Hauser, M. (2006). Chunking, priming and active learning: Toward an innovative and blended approach to teaching communication-related skills. *Interactive Learning Environments*, 14, 119-135. <http://dx.doi.org/10.1080/10494820600800182>

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>

Kirk-Johnson, A. Galla, B. M., & Fraundorf, S. H. (2019). Perceiving effort as poor learning: The misinterpreted-effort hypothesis of how experienced effort and perceived learning relate to study strategy choice. *Cognitive Psychology*, 115, 101237. <https://doi.org/10.1016/j.cogpsych.2019.101237>

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 21<sup>st</sup> 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 Lesson #4: Applying Social Psychology to Help People Learn

*The first study applies social psychological theory of motivation to understand academic procrastination. The second article – a theory paper – challenges us to consider how group identity, including race and socioeconomic background, influences the extent to which students may feel differently at ease in higher education contexts, and what we as teaching team members can do ensure all students are welcomed. Concepts and applications explored in these articles can help inform an evidence-based approach to recommending study and academic engagement strategies to fellow peers, and may also inspire your major project.*

Start here for a brief overview of Self-Determination Theory, which is referenced in both of the target articles: <https://selfdeterminationtheory.org/application-education/>

Burnam, A., Komarraju, M., Hamel, R., & Nadler, D. R. (2014). Do adaptive perfectionism and self-determined motivation reduce academic procrastination? *Learning and Individual Differences*, 36, 165-172. <https://doi.org/10.1016/j.lindif.2014.10.009>

Aday, A., & Schmader, T. (2019). Seeking authenticity in diverse contexts: How identities and environments constrain “free” choice. *Social and Personality Psychology Compass*, 13, e12450. <https://doi.org/10.1111/spc3.12450>

Want to learn more? Check out these optional sources...

- 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](https://doi.org/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>
- Kachanoff, F. J., Wohl, M. J. A., Koestner, R., & Taylor, D. M. (2020) Them, us, and I: How group contexts influence basic psychological needs. *Current Directions in Psychological Science*, 29, 47-54. <https://doi.org/10.1177/0963721419884318>

- McCabe, J. A., Kane-Gerard, S., & Friedman-Wheeler, D. G. (2020). Examining the utility of growth-mindset interventions in undergraduates: A longitudinal study of retention and academic success in a first-year cohort. *Translational Issues in Psychological Science*, *6*, 132–146.  
<https://doi.org/10.1037/tps0000228>
- Ryan, R. M., & Deci, E. L. (in press/2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- 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>
- Smith, T. F., & Capuzzi, G. (2019). Using a mindset intervention to reduce anxiety in the statistics classroom. *Psychology Learning & Teaching*, *18*, 326–336. <https://doi.org/10.1177/1475725719836641>
- Stephens, N. M., Fryberg, S. A., Markus, H. R., Johnson, C. S., & Covarrubias, R. (2012). Unseen disadvantage: How American universities' focus on independence undermines the academic performance of first-generation college students. *Journal of Personality and Social Psychology*, *102*, 1178–1197. <https://doi.org/10.1037/a0027143>
- 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 Lesson #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](https://doi.org/10.1177/1475725714565288)

Want to learn more? Check out these optional sources...

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/10.1177/0098628318779266>

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>

## Preparing for Lesson #6: Revisiting Grading and Feedback

*In this Lesson, we will revisit the topic of grading and feedback. We will examine and refine our rubrics in this course, engage in a self-assessment of participation so far, and prepare to evaluate and give feedback on peers' written work. You will also be invited to provide some mid-term course feedback.*

Dawson, P., Henderson, M., Mahoney, P., Phillips, M., Ryan, T., Boud, D., & Molloy, E. (2019). What makes for effective feedback: Staff and student perspectives. *Assessment & Evaluation in Higher Education, 44*, 25-36. <https://doi.org/10.1080/02602938.2018.1467877>

Want to learn more? Check out these optional sources...

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>

Henderson, M., Ryan, T., & Phillips, M. (2019). The challenges of feedback in higher education. *Assessment & Evaluation in Higher Education, 44*, 1237-1252. <https://doi.org/10.1080/02602938.2019.1599815>

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>

## Preparing for Lesson #7: 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>

Want to learn more? Check out these optional sources...

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 & Evaluation 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.

**Design Proposal (1-page) due tomorrow. Use the template provided on Canvas. Submit on Canvas by 10:00am Vancouver Time.**

### Preparing for Class #8: Technology Skill Building

*This week will involve hands-on demonstrations of key learning technology software used at UBC, including Canvas Quizzes (used for administering and marking multiple choice questions), Speedgrader (used for grading with a rubric in Canvas), Turnitin (used for plagiarism detection), CLAS (Collaborative Learning Annotation System, to be used for presentations next week) and possibly others.*

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/canvas/>
- <https://isit.arts.ubc.ca/turnitin/>
- <https://isit.arts.ubc.ca/collaborative-learning-annotation-system-clas/>
- <https://isit.arts.ubc.ca/teaching-and-learning/>

Want to learn more? Check out these optional sources...

[UBC Centre for Teaching, Learning, and Technology Remote Teaching Institute Archive](https://keeplearning.ubc.ca/)  
<https://keeplearning.ubc.ca/> and <https://keeplearning.ubc.ca/>

### Preparing for Lesson #9: Project Presentations

*To prepare for today, complete your major project presentation as a recording, and upload it to CLAS (detailed instructions to come). You will have a limited amount of time to present your work (exact time to be determined once we know class size). Instead of a synchronous class meeting, we will watch, evaluate, and give feedback on classmates' presentations.*

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

*Building off your introduction to Turnitin software, as well as the Academic Integrity section in this syllabus, 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.*

#### Section in this syllabus: **Supporting Learning with Academic Integrity**

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>

Want to learn more? Check out these optional sources...

<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 Lesson #11: Ethics and Professionalism

*Articles in this Lesson 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>

Please browse: <https://inclusiveteaching.ctlt.ubc.ca/> and <https://inclusiveteaching.ctlt.ubc.ca/resources/resources-for-faculty/>  
<https://www.universityaffairs.ca/career-advice/careers-cafe/we-will-still-be-emergency-teaching-in-fall-2020/>

Want to learn more? Check out these optional sources...

- 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 Lesson #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

This course was designed at UBC-Vancouver, on the traditional, ancestral, and unceded territory of the [Musqueam people](#). The original design of this course was inspired by an undergraduate Teaching Assistant course designed by Dr. Joe Kim (McMaster University). Feedback from Dr. Sunaina Assanand and Dr. Victoria Savalei were also helpful in the design and content included in 2019's pilot course. Thanks to Abigail Yuen for interpreting a list of about 50 potential readings, looking up precise reference details, and converting them to APA style. Special thanks to the students and Teaching Assistant Kyle Gooderham from the pilot offering of this course in 2019. Your participation and feedback throughout the pilot has been tremendously helpful.



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