



**Psychology Teaching Practicum  
University of Delaware**

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**Course learning goals**

This class is designed with two populations in mind: Current teaching fellows teaching their first class, and graduate students who are planning to teach their own classes in the future. [Teaching fellows are specially funded assistantships in which students are instructor of record for their first course. Fellows have been through this course once already, and participate only in the first hour of each week: See **Format.**]

In this course I hope to communicate to you that teaching well at the college level is worthwhile, challenging, and constantly evolving. We'll alternate between the practical, the philosophical, and the scholarly. By the end of the course I hope you will have:

1. acquired some useful, practical techniques to use in college teaching
2. begun planning your first college course (by preparing learning goals, a lesson plan, and an assessment plan)
3. learned a little about the enterprise of scholarly teaching and the scholarship of teaching
4. explored some of the many resources available for your development as a college teacher
5. learned how to integrate different aspects of teaching a course--such as goals, learning activities, assessments--in a meaningful way
6. initiated a philosophy of teaching
7. learned how to critically reflect on your successes and challenges in college teaching and use these reflections constructively.

**Required Texts:**

Goss Lucas, S., & Bernstein, D.A. (2005). *Teaching psychology: A step by step guide*. Mahway, NJ: Erlbaum.

McKeachie, W.L. (2005) *Teaching Tips* (12<sup>th</sup> Ed.) Houghton Mifflin College Publishers. (NOTE: any previous edition is fine. Note that chapter numbers are different in old editions).

Please subscribe to the TeachPsych listserv for the semester, and be prepared to discuss its content as relevant to our weekly topic.

Bookmark the website for the Society for the Teaching of Psychology (STP): [teachpsych.org](http://teachpsych.org). If you are serious about a career in teaching, consider joining STP as a student member.

You can access additional online readings and some other assignments via webCT: [www.udel.edu/mycourses](http://www.udel.edu/mycourses).

**Format:**

This is a three-credit, pass-fail course. We will meet once a week for three hours. The course is discussion based; I expect you to have read all of the assignments before class. The first 45 minutes (or so) will be devoted to teaching fellows. In a "fishbowl" discussion style, current teaching fellows will discuss their successes, challenges, and methods in the classroom, while other teaching practicum students listen in. After a break, we will split our time: half will be devoted to discussing the topic for the day, half will be devoted to student microteaching and reports (depending on the week). If you complete the assignments and participate actively in this course, you will pass.

**Assignments:**

All of the assignments in this class are designed to give you active learning experience with college teaching. The written work is designed to be useful to others in the class, who might want to adopt your microteaching technique or learn from your classroom observation. To be useful to others, your writing should, as relevant, focus on teaching *behaviors* that others might adopt; include references for further research; provide detailed handouts for possible classroom exercises.

*Teaching Fellow mentorship:* If you are a teaching fellow, we will discuss your progress weekly (see **Format**). As well, I will observe your teaching at least 2 times during the semester: Once during the first three weeks, and once or twice later on. We'll talk before I observe your class so I understand your goals and approaches for that day, and we'll meet afterwards to discuss how things went. These observations are developmental, not evaluative. Mid-semester, I'll ask you to survey students for feedback on how the course is going, and we will discuss their comments in class. In January, we will look at your course evaluations together and discuss them. I do this to make sure you have read your evals, and also to help you put them in context and use them effectively.

*Practicum students (taking this course for the first time)*

*Classroom observations.* You are required to observe at least three *experienced* faculty teaching one of their undergraduate classes. If it's not too intrusive on your target's time, I suggest that for each observation, you talk briefly with the faculty member to discuss their goals and techniques for the upcoming session, and also talk with the faculty member afterward to ask questions and discuss how the class went. At least one of these visitations should be from a class *outside* of the psychology field, and you should strive to observe a diverse array of class types (e.g., at least one large lecture class, one mid-level class, and one seminar). I urge you to visit the classes of one of the university faculty who are notoriously wonderful teachers. Please prepare a written reflection of your three class observations, noting some practical things (such as teaching behaviors) that you'd like to remember when you start teaching later on. We will discuss these practical outcomes in class. Please make enough copies for everybody.

*Draft of learning goals and syllabus skeleton.* Many teachers find that course planning is most coherent and effective when it centers on course learning goals. Therefore, for a course of your choice, I will ask you to draft the initial paragraphs of a course syllabus, in which you articulate your learning goals for that course. What do you want students to be able *to know and to do* when your course is over? (we will discuss learning goals more in class.) Then you should supplement your learning goals with a skeletal syllabus where you will mark placeholders for important syllabus information (assignments, texts, policies, a schedule). The goal here is to get you started in smart course planning, and to give you an opportunity to receive feedback. The more you include in your skeletal syllabus, the more feedback you can get. If you are teaching very soon (next winter or spring), I strongly encourage you to prepare an entire syllabus during this course—choose a text, readings, assignments, and plot out the order of events.

*Microteaching:* You are required to plan and execute one microteaching unit for the psychology class that you are most likely to teach in the future. Articulate at least one learning goal (ideally, this will be a subgoal of your major learning goals in the syllabus skeleton). Prepare a 15 to 30 minute lesson plan that is intended to help students reach that learning goal. The lesson plan can include lecture, active learning, or discussion—choose a method that you think will be most effective. You will present your microteaching episode to the other Practicum students, and we will give you feedback. In addition to presenting your microteaching episode, please also prepare a handout (for all of us) that lists your learning goal for that lesson, as well as one or two possible exam questions or assessment strategies to see if students have learned what you wanted them to learn. Finally, to encourage you to reflect on your teaching, you will prepare a paragraph about how your microteaching episode went, and what you might change about it when you do it “for real.” You'll write this after you microteach in our class.

*Teaching portfolio (including a teaching philosophy).* At the end of the course you will be preparing an *initial* teaching portfolio and teaching philosophy. There will be some text about your teaching philosophy, some placeholders for other content, and a c.v. The point is to get you started on what you will need for the modern academic job market.

**Other suggested resources for teaching and academic career development :**

Benjamin, L.T., Nodine, B.F., Ernst, R.M., & Broeker, C.B. (1999). *Activities handbook for the teaching of psychology (Vols 1-4)*. Washington, DC: American Psychological Association.

Boice, R. (2000). *Advice for new faculty members: Nihil nimis*. New York: Allyn and Bacon.

Buskist, W., & Davis, S. F. (2006). *Handbook of the teaching of psychology*. Malden, MA: Blackwell Publishing.

Darley, J.M., Zanna, M.P., Roediger, H.L. (Eds.) (2003). *The compleat academic: A career guide* (2<sup>nd</sup> Ed.). Washington, DC: APA Books.

Dunn, D.S., Smith, R.A., & Beins, B.C. (Eds.) (2007). *Best practices for teaching statistics and research methods in the behavioral sciences*. Mahwah, NJ: Lawrence Erlbaum Associates.

### Schedule of Topics

Week/Date	Topic	Reading Assignment (most are linked via WebCT, and hyperlinks are active in electronic versions of this syllabus)	Other activity /assignment
<b>THINKING ABOUT TEACHING AND LEARNING, GETTING INSPIRED</b>			
August 31	Course introduction: Initial philosophies of teaching, goals for this course		
Sept 7	Core elements of good teaching	<p>Goss Lucas &amp; Bernstein, Ch 1 and Ch 4 (scan Ch 4, but read in full pp 55-58)</p> <p>Read at least 3 online autobiographies of teachers from Vol. 1 or Vol. 2 of this E-Book:            Benson, T., Burke, C., Amstadter, A, Sidey, R., Hevern, V., Beins, B., &amp; Buskist, B. (2005 and 2006). <i>The teaching of psychology in autobiography: Perspectives from exemplary psychology teachers (Vols 1 and 2)</i>. Society for the Teaching of Psychology.            Retrieve from <a href="http://teachpsych.org/resources/e-books/e-books.php">http://teachpsych.org/resources/e-books/e-books.php</a></p>	Start your classroom observations
Sept 14		No Class	
<b>CORE SKILLS, METHODS, AND RESOURCES</b>			
Sept 21	Practical issues in planning your first course	<p>McKeachie, Ch 2, 3, 7, 8, 9</p> <p>Goss Lucas &amp; Bernstein, Chs 2, 3, Note 5 for future use</p> <p>Fink, L.D. (2004). <i>A self-directed guide to designing courses for significant learning</i>. Unpublished manuscript, University of Oklahoma. (link on WebCT)</p>	
Sept 28	Matching teaching strategies to learning goals: Critical thinking, lecturing.	<p>Van Gelder, T. (2005). Teaching critical thinking: Some lessons from cognitive science. <i>College Teaching</i>, 53 (1), 41-46. (link on WebCT)</p> <p><a href="#">Barr, R.B., &amp; Tagg, J. (1995, November/December). From teaching to learning: A new paradigm for undergraduate education. <i>Change</i>, 13-25.</a></p> <p>McKeachie, Ch. 24            McKeachie, Ch. 6 (Lectures)            Goss Lucas &amp; Bernstein, pp 59-72</p> <p>Nevid, J.S. (2006). In pursuit of the perfect lecture. <i>APS Observer</i>. Retrieve from <a href="http://www.psychologicalscience.org/observer/getArticle.cfm?id=1933">http://www.psychologicalscience.org/observer/getArticle.cfm?id=1933</a></p>	

Oct 5	Working with students in small groups: Cooperative learning, PBL, and discussions	Goss Lucas & Bernstein, pp. 73-80 McKeachie, Ch. 16 and 17  Felder, R.M., & Brent, R. (1996). Navigating the bumpy road to student-centered instruction. <i>College Teaching</i> , 44 (2), 43-47.  Small group discussion tasks. (2006, August-September). <i>The Teaching Professor</i> . Retrieved 8/20/2007 from <a href="http://www.magnapubs.com/issues/magnapubs_tp/20_7/news/599126-1.html">http://www.magnapubs.com/issues/magnapubs_tp/20_7/news/599126-1.html</a> (only available on webct)  Skim: Auster, C.J., & MacRone, M. (1994). The classroom as a negotiated social setting: An empirical study of the effects of faculty members' behavior on students' participation. <i>Teaching Sociology</i> , 22, 289-300.	Practicum students share classroom observations (written report due)
Oct 12	Technology	McKeachie, Ch 18 (Technology) Goss Lucas & Bernstein, Ch 7  Brothen, T., Daniel, D.B., & Finley, D.L. (2004). <a href="#">Best principles in the use of on-line quizzing</a> . Retrieve online from <a href="http://teachpsych.org/resources/pedagogy/pedagogy.php">http://teachpsych.org/resources/pedagogy/pedagogy.php</a>  Ludwig, T.E., Daniel, D.B., Froman, R., & Mathie, V. A.(2004). <a href="#">Using multimedia in classroom presentations: Best principles</a> Retrieve from <a href="http://teachpsych.org/resources/pedagogy/pedagogy.php">http://teachpsych.org/resources/pedagogy/pedagogy.php</a>	Practicum students share classroom observations (written report due)  Learning goals and syllabus skeletons are due
Oct 19	Teaching Writing	McKeachie, Ch 15 (Writing)  Elbow, P. (1997). High stakes and low stakes in assigning and responding to writing. <i>New Directions for Teaching and Learning</i> , 69, 5-13.	Teaching fellows: Collect mid-semester evaluations  Microteaching presentation
Oct 26	Fall Break		
Nov 2	Student ratings of instruction	McKeachie, Ch 26 Goss Lucas & Bernstein, Ch 8  Ory, J.C., & Migotsky, C.P. (2006). <a href="#">Getting the most out of your student ratings of instruction</a> . <i>APS Observer</i> , 19 (7), 26-27.	Teaching fellows: Discuss mid-semester evaluations  Microteaching presentation
Nov 9	Academic honesty and relationships with students	McKeachie, Ch 10 (Cheating) Goss Lucas & Bernstein, Ch. 6  Case studies from Holli Harvey  Lipson, A. & Reindl, S.M. (2003, July-August). The responsible plagiarist: Understanding students who misuse sources. <i>About Campus</i> , 7-14. (handed out in class)	Visitor: Holli Harvey, Judicial Affairs  Microteaching presentation

YOUR TEACHING CAREER			
Nov 16	Preparing for the job market; Teaching portfolios	<p>Montell, G. (2003). What's your philosophy of teaching, and does it matter? <i>Chronicle of Higher Education</i>. Retrieve from <a href="http://chronicle.com/jobs/2003/03/2003032701c.htm">http://chronicle.com/jobs/2003/03/2003032701c.htm</a>.</p> <p>Haugen, L. (1998). <a href="#">Writing a teaching philosophy statement</a>.</p> <p>U. of Washington Center for Instructional Development and Research (n.d.). <a href="#">Writing tips to help you get started on a teaching philosophy</a>.</p> <p>You might also browse excerpts of Peter Seldin's book on teaching portfolios.</p>	<p>Prepare a draft philosophy of teaching statement and a vita</p> <p>Mircoteaching presentation</p>
Nov 30	Job hunting, balancing teaching with research, evaluating teaching, getting tenure at different kinds of places	<p>Goss Lucas &amp; Bernstein, Ch 9</p> <p>Scan articles in <a href="#">the Chronicle of Higher Education Careers website</a> as a future resource for information, humor, and advice</p> <p>Read articles in Section 3 of this online book:            Buskist, W., Beins, B.C., &amp; Hevern, V.W. (2004). Preparing the new psychology professoriate: Helping graduate students become competent teachers. Society for the Teaching of Psychology. Retrieve from: <a href="http://teachpsych.org/resources/e-books/e-books.php">http://teachpsych.org/resources/e-books/e-books.php</a></p>	<p>Mircoteaching presentation</p>