Instructor: Loreto R. Prieto, PhD (lprieto@iastate.edu; 294-2455)

Office Hours: W218 Lagomarcino Hall; T-TH 10:00 AM – 11:00 AM; and, by appointment.

Required Text/Readings:
1) McKeachie’s Teaching Tips (13th Edition) by M. Svinicki and W.J. McKeachie
2) Other readings as assigned on Blackboard.

Course Objectives: In this course, you will learn about basic concepts and techniques associated with professional teaching (and student learning) within the discipline of psychology in higher education. A single, one-semester course cannot cover all the facts and skills you will need to adequately instruct students in the classroom. Becoming a good classroom instructor is an on-going, career-long endeavor. The purpose of this course is to introduce you to the various aspects involved in teaching and to begin building your skills in particular pedagogical elements (e.g., creating a syllabus, building positive relationships with students, relaying content to foster effective learning, evaluating student learning). A second objective is to foster your awareness that teaching is an empirically-driven science as well as a type of professional practice in psychology, with its own a body of scholarship and research (SoTTL), ethics, and professional standards. A final, more minor objective of the course is to give you a basic idea of the elements and process involved with acquiring a professional academic position in psychology.

Statement on attendance/participation. You are expected to attend class, have completed all assigned readings, be prepared to discuss daily topics and relate these topics to the readings, and to actively participate in class sessions and activities. An open and collegial environment will be observed in class and classroom interactions will proceed in a manner that is respectful of others. Particularly when peer evaluations are issued or group discussions undertaken, even though critical feedback is essential, consideration of others perspectives is important.

Because discussion and sharing of ideas is critical and the class is a small seminar style venue, students who accrue more than two unexcused absences from class will be considered as not having received full instruction for the 3 credit hours of the class and will need to make arrangements agreeable to the instructor for completing missed class time in a timely manner or run the risk of being issued a mark of Incomplete or lower letter grade. If students are absent during required class presentations, an exam or a day when an assignment is due, they will incur point penalties. Personal vacations or other elective events that students may engage in that result in absences from class are not University recognized excused absences.

Course Assignments

A. Observation of, and written reflections for, two different undergraduate lectures (10 points; 5 apiece)
1. See Schedule of Courses for days/times/rooms
2. Get permission to observe from professor at least a week before class session; notify me once times are secured.
3. Avoid exam sessions or those with activities that substantially reduces professor-student interactions.
4. If observing a small size class (x > 25), no more than two (2) 633 students should observe any single class.
5. Arrive on time (or early) and leave after class is over (not before). If you take notes/use computer, do so quietly.
6. During observations, do not interact with students or professor unless invited to do so and it is necessary.
7. Check course calendar for due date of written summaries of observations. Each summary should be two pages, APA style, and informed by the Instructor Observation Guide. When complete, convert to .pdf file and email to me (Dr. Prieto)

Potential instructors to observe; note time of semester restrictions if present: Carpenter (Psych 313 Learning & Memory); Cross (Psych 101 Intro - middle 5 weeks); Gentile (Psych 101 Intro - last 5 weeks); Scheel (Psych 314, Motivation); (Psych 346, Psychology of Women); and, (Psych 401, History of Psychology); Wells (Psych 280 Social); Wade (Psych 348 Religion)
B. Preparation of a teaching philosophy statement (10 points)
Using the teaching philosophy rubric by Kaplan et al (http://www.crlt.umich.edu/sites/default/files/resource_files/TeachingPhilosophyRubric.pdf) as a guide, students will construct their own teaching philosophy statement. The statement should be no longer than 2 pages and formatted according to APA style. Check course calendar for due date of teaching philosophy statements.

C. Preparation of a content unit plan and a corresponding exam/evaluation tool (15 points)
Informed by the Scoring Guidelines for Content Unit Plan and Exam/Evaluation, other relevant readings in class, and resources uncovered by students pertinent to their content area, each student will prepare a unit of content instruction for delivery to undergraduate students and also create a test/evaluation tool over the content material. The unit should be sufficiently long to adequately cover the material (in terms of number of lectures and material -- usually a book chapter or major construct). For example, if a student were to design a unit covering content on the basics of hypothesis testing in psychological research, s/he will need to afford enough time, material, and activities to help students grasp the fundamentals of the hypothetico-deductive method. Coverage might vary depending on the audience and purpose of the learning (e.g., first-year students in an introductory psychology course will need a different amount of time and approach to teaching this topic than sophomores in a research methods course, or seniors in a capstone research project course getting a refresher or more advanced knowledge). In it, you will want to describe the instructional objectives for this unit; the writing and reading assignments; what you plan to do each period, including creating instructional materials (e.g., PPs). Briefly explain of the purpose of each segment, and how it addresses each learning objective. Finally, you will need a short exam/test that assesses student learning of the unit. This unit plan will form the foundation of what you will use to present a lecture later to an undergraduate audience.

D. In class practice of a presentation for an undergraduate class (10 points)
Each student will take a portion of the content from their unit plan they have devised in Assignment "C" and prepare a discrete 15-minute lecture for an undergraduate psychology class. Use whatever materials appropriate to make the mini-lecture teach a concept in an understandable way. Also, provide test/evaluation items for the construct/content in your mini-lecture to show how you would assess learning. You will present this mini-lecture to your colleagues in this class. After, you will receive peer evaluation on several aspects of your presentation and delivery as well as feedback from the instructor. Following this, you will make changes to the materials and other tangibles as indicated by feedback, and also write a one or two page statement about conceptual/style/technique changes you will implement in the future, also as indicated by feedback.

E. Videotaped mini-lecture to undergraduates and a written reaction to the video (10 points)
Each student will take her/his revised mini-lecture (from Assignment E) and will deliver it to an audience of undergraduate students, and videotaping the presentation. Students may either: 1) approach and coordinate with their advisors an opportunity to go to one of their advisors' current courses and give a guest "mini-lecture" on a topic agreed on by the student and advisor; or, 2) I will assemble a group of undergraduates to whom doctoral students can present "mini" lectures. Because of the logistics involved with my setting up an undergraduate audience, I will need confirmation within the first week of class as to whether or not students can work with their advisors on this assignment. We also need to coordinate the use of a shared video camera, so please iron out details by the end of the first week of class as to when you might need the camera. The undergraduate students who hear the mini lecture will provide brief evaluation and feedback to the doctoral student instructor, and the doctoral student instructor will also be responsible for reviewing the videotape of their mini-lecture on their own. After these processes, the doctoral student will write a 2 pg (APA style format) critique and reaction to their review of the video, and incorporate the feedback of the undergraduate students into that critique. This summary will be submitted to me (Dr. Prieto). Following my review of the video and students' self critique evaluation, I will meet with each student for closure feedback and any necessary remaining reflection.

F. Preparation of a course syllabus (20 points)
Using the rubric and guide prepared by Dr. Anne Marie VanDerZaden, Director, ISU CELT, as well as conceptual and practical ideas related to course development in Whetten (2007), students will draft an original syllabus for an undergraduate course. The course area will be assigned by the instructor, but will be relevant to the specialty area of students. Although similarities or common features of syllabi for a certain course may exist, each student's syllabus may not duplicate an existing ISU syllabus or one from any other source. Syllabi should contain all necessary
components (e.g. learning objectives, readings, grading scheme, calendar) to adequately address relevant issues for the course in question.

**G. Attend one CELT workshop and report to the class (5 points)**
Each student will attend one CELT workshop and make a short (10-15 minutes) report to the class discussing the topics addressed and how you anticipate utilizing what you learned as a classroom instructor. In addition, provide to your colleagues any materials that were distributed during the workshop (be sure to get enough copies at the workshop or provide URLs for web-based materials). CELT entities are prevalent at US universities and are excellent resources for SoTL-based information. No more than 2 students may present information from the same CELT session/topic. Students need to notify me of when they are going to attend a workshop (so I can keep track of how many go to which workshop) and I will expect a report to the class within two weeks after their attendance.

**H. Course exams (20 points; 10 piece)**
There will be two exams in the class, each worth 10 points. The exams can cover any aspect of the readings on Blackboard, class discussions, or other materials introduced by the instructor. The exam format may, at the discretion of the instructor, contain either objective or essay items of any kind. The instructor must be alerted before your absence in order to have a make-up exam. Only a University sanctioned excuse will be considered as valid in requesting a make up exam for full credit. If you will miss an exam for a personal reason, you must make yourself available to take the exam before the official exam date if you wish to receive full credit for the exam. Students missing exams without a University sanctioned excuse or who fail to make arrangements with me to take the exam early, will face a minimum 5-point penalty when they do complete the exam.

**Grading**: Final grades will be calculated as follows: 100-90 (A); 89-80 (B); 79-70 (C), etc. I do not employ the +/- system in grading. There is no extra credit available in this course.

**General notes**

All cell phones/personal electronic devices must be turned OFF during class. No student should leave or disrupt class in order to make or take a personal call, text message, or in any way handle personal communications. Violations of this rule will be handled according to the ISU policy covering disruptive student behavior in class.

Although students are free to use computers to take notes, please note that no electronic devices whatsoever will be allowed during examinations. Students may not tape record (audio or visual) the lectures or class.

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor as soon as possible. Please request that a Disability Resources staff send a SAAR form verifying your disability and specifying the accommodation you are requesting. The Disability Resources office is located on the main floor of the Students Services Building, Room 1076, 294-7220; disabilityservices@iastate.edu.

Should you need assistance with academic study skills, reading, writing or the use of media, the ISU Academic Success Center is available for consultation. They are located in the Hixton-Lied Student Success Center (phone: 294-6624; success@iastate.edu)

Please consult the ISU Policy Library for all policies relevant to academic conduct (http://policy.iastate.edu/) Any instances of suspected or known academic misconduct, dishonesty, plagiarism, cheating, or other violation of ISU policy will be duly followed up on through the prescribed procedures.