Teaching of Psychology
PSYCH 633; 289 Lagomarcino Hall
12:40PM - 2:00PM T-TH

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 (14th 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 skills associated with professional teaching within the discipline of psychology in higher education. A single, one-semester course simply cannot cover all the information and skills you will need to become a fully knowledgeable instructor of students in the collegiate classroom. Becoming an effective and scholarly classroom instructor is an ongoing, career-long endeavor. Rather, the chief objective of this course is to introduce you to the various aspects involved in teaching and to begin building your skills in particular pedagogical domains (e.g., structuring a course, building positive relationships with students, relaying content in a way that fosters effective learning, evaluating student learning). A second objective is to foster your awareness that teaching is an theory-driven science as well as a form of professional practice in psychology, with its own a body of ethics, scholarship and research. 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 the readings to the topics, and to actively participate in class discussions 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 engage in that result in absences from class are not University recognized excused absences that I can recognize.
Course Assignments

A. Observation of, and written reflections for, two (2) different undergraduate lectures (10 points; 5 apiece). No more than two (2) 633 students may observe any single class session.

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 observation 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 > 30), only one 633 student 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 by the instructor.
7. Check course calendar for due date of written summaries of observations. Each summary should be no more than two pages long and informed by the Instructor Observation Guide. When complete, convert to .pdf file and email to me (Dr. Prieto)

Classes & Instructors to observe (note time of semester restrictions if present): Acerbo (Psych 315, Drugs & Behavior); Carpenter (Psych 313; Learning & Memory); Chan (Psych 316, Cognitive Processes; Psych 302, Research Methods); Hessling (Psych 101, Intro - middle 5 weeks; Psych 280, Social – last half); Gentile (Psych 101 Intro - last 5 weeks); Scheel (Psych 314, Motivation; Psych 346, Psychology of Women; Psych 401, History of Psychology); Wade (Psych 348 Religion); and, Wells (Psych 280; Social – first half).

B. Preparation of a teaching philosophy statement (10 points). Using the teaching philosophy rubric by Kaplan et al. present on Blackboard, 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.

C. Preparation of a content unit plan and a corresponding exam/evaluation items (10 points). Informed by the Scoring Guidelines for Content Unit Plan and Exam/Evaluation present on Blackboard, and resources uncovered by students pertinent to their content area, each student will prepare a unit of content instruction for delivery to undergraduate students. You will also create a brief test/evaluation tool over the content material that offers items designed to tap student learning at three different learning levels (e.g., see Bloom’s Taxonomy; Anderson et al., 2000)

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 validity/reliability, s/he
will need to afford enough time, material, and activities to help students grasp the 
fundamentals of the construct. 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 carrying out a 
research project). In this assignment, 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., PPTs). Briefly explain of the 
purpose of each segment, and how it addresses each learning objective. Finally, you will 
need exam/test items 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 (633) practice of a presentation of proposed mini-lecture (10 points) 
Each student will take a portion of the lecture/classroom content from their unit plan they 
have devised in Assignment "C" above and prepare a discrete 30-minute lecture for an 
undergraduate psychology class. Use whatever materials appropriate to instruct on the 
mini-lecture concept in an understandable way. Also, provide evaluation items to your 
colleagues for the construct 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 also write a one or two page statement about changes you will 
implement for your upcoming “real” mini lecture to class of undergraduates, 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 D) and will 
deliver it to an audience of undergraduate students, and videotape 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) consult and work with another professor with whom 
that can find an agreeable topic to lecture on. I will need confirmation within the first two 
weeks 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 two weeks of class as to when you will lecture and 
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 the actual mini-lecture, the doctoral student will view their 
video and write a 2 pg (APA style format) summary critique and reaction to their review 
of the video, and incorporate the feedback of the undergraduate students into that 
critique.

NOTE: A copy of the video taped mini-lecture and critique summary will be submitted to 
me (Dr. Prieto). Following my own review of the video and students' self critique 
evaluation, if necessary, I will meet with students for closure feedback and any necessary
remaining reflection. In the event of an unsatisfactory performance on the creation, the in class (633) presentation, or the actual mini-lecture to undergraduate students, any 633 student may, at the discretion of the instructor, be required to revise materials and/or deliver a second presentation of the mini-lecture to a group of students.

F. Preparation of a course syllabus (10 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 either: 1) 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; or, 2) review and evaluate the existing syllabus for a course they are likely to teach during the summer of 2014 or beyond.

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 two CELT workshop and report to the class (10 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 in advance of when they are going to attend a workshop (so I can keep track of how many go to each workshop); attendance will work on a “first come, first serve” basis.

Please note that all students will view the ISU CELT workshop on “Cheating” and discuss in class what you learned and will utilize as a classroom instructor http://panopto.its.iastate.edu/Panopto/Pages/Viewer/Default.aspx?id=26fc7621-2520-46cc-988d-b91bdf2ad5bb

H. Course exams (30 points; 15 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 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 10-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. Unless an emergency situation arises, 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. As well, students should not use electronic devices to engage in activities other than class activities. So, for example, checking email, handling issues for other courses or duties, utilizing social networks or gaming are all inappropriate uses of personal electronic devices. 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.