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 9:00 AM – 11:00 AM, and by appointment.

**Required Text/Readings:**  
1) McKeachie’s Teaching Tips (2013; 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 in higher education, within the discipline of  
psychology A single, one-semester course *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 on-going,  
career-long endeavor. Instead, the *chief* objective of this course is to introduce you to the  
various elements involved in teaching and to begin building your skills in basic  
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 a 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 associated with acquiring and working within a  
professional academic position.

**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.

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 and I will not recognize them as excused.
Course Assignments

A. Observation of, and written reflections for, two (2) different observations of undergraduate lectures (10 points total; 5 apiece). No more than two (2) 633 students may observe any single large class session (N > 20). No more than three (3) 633 students may observe any one instructor across the semester.

1. See Schedule of Courses for days/times/rooms
2. Get permission to observe directly from professor at least two weeks before class session; notify me once observation times are agreed upon and secured.
3. Avoid exam sessions or those with activities that substantially reduce professor-student interactions.
4. Only one 633 student at a time should observe any single small size class (N < 20).
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 310, Brain & Behavior; Psych 315, Drugs & Behavior);
Carpenter (Psych 313; Learning & Memory);
Chan (Psych 316, Cognitive Processes; Psych 302, Research Methods);
Cross (Psych 488, Cultural Psychology)
Dark (Psych 318, Thinking & Decision Making)
Gentile (Psych 101, Intro Psych – middle 5 weeks)
Hessling (Psych 280, Social Psych – last 8 weeks; Psych 360, Personality Psychology);
Phillips (Psych 101, Intro Psych - last 5 weeks)
Madon (Psych 383, Psych & Law);
Scheel (Psych 314, Motivation; Psych 346, Psych of Women; Psych 401, History of Psych); and,
Wade (Psych 348 Psych of Religion)

B. Preparation of a teaching philosophy statement (10 points). Using as a guide the teaching philosophy rubric by Kaplan et al. present on Blackboard, students will construct their own teaching philosophy statement. The statement should be no longer than 2 pages and formatted according to APA style. The philosophy must address the three major elements of: a) your theory or sense of how it is that students truly learn material; b) your approach to teaching that instills that learning; and, c) your ideas on the kind of personal relations and class environment an instructor needs to create in order for such teaching and learning to occur.

C. Preparation of a content unit plan and corresponding exam 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 brief unit of content instruction for delivery to undergraduate students.

The unit should be sufficiently long to adequately cover a specific and circumscribed topic (e.g., attribution errors; expectancy theory; obsessive-compulsive disorder; vocational counseling; short term memory; hemispheric lateralization).

Students will need to account for sufficient time, depth of learning, material, and activities to help students grasp the fundamentals of the construct or topic covered. Depth of 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 approach to teaching a topic than will seniors in a capstone or 400 level course).

*In this assignment, you will need to describe:* 1) the learning objectives for this unit; 2) the writing and reading assignments for the unit; 3) what you plan to cover about the topic of the unit (including creating instructional materials for content, e.g., Powerpoints); 4) develop a planned active learning or other in/out of class activity designed to foster student learning of the topic (this will not be a part of the presented mini-lecture); and, 5) incorporate one relevant empirical article from a refereed teaching journal that supports either the approach to the topic or the use of your in/out of class activity with this topic.

Briefly explain of the purpose of each of the above elements, and how each addresses each learning objective.

Finally, you will need exam/test items that assesses student learning of the topic. You will create a short series of test items over the content material that: a) utilizes three different item formats; and, 2) offers items designed to tap student learning at three different learning levels (e.g., see Bloom’s Taxonomy; Anderson et al., 2000)

This unit plan will form the foundation of what you will use to present a mini-lecture later to an undergraduate audience.

**D. In class (633) practice of proposed mini-lecture (10 points).** Each student will use the unit plan they have devised in Assignment "C" above and prepare a 30-minute lecture for an undergraduate psychology audience. Use whatever materials appropriate to instruct on the mini-lecture concept in an understandable way. Also, provide evaluation items during your class for the construct to show how you would assess learning. You will present this mini-lecture to your colleagues in our 633 class. Afterwards, 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 a class of undergraduates.
E. Delivery of mini-lecture to undergraduates and a written reaction to your videotape of the lecture (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 when you will need the camera.

The undergraduate students who hear the mini-lecture will provide brief evaluation and feedback to the 633 student, and each 633 student instructor will also be responsible for reviewing the videotape of their mini-lecture on their own. After the actual mini-lecture and review of the video, the doctoral student will write a 2 pg (1” margin; 12 point font; double spaced) summary critique of, and reaction to, their teaching performance.

NOTE: A copy of the video taped mini-lecture and critique summary will be submitted to the instructor (Dr. Prieto). Based on undergraduate student feedback and my reading of each 633 student’s self-evaluation reaction, 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 or execution of the in class (633) mini-lecture, or the actual mini-lecture given to undergraduate students, any 633 student may, at the discretion of the instructor, be required to revise materials and/or deliver additional presentations of the mini-lecture in order to meet acceptable skill thresholds to serve as an instructor for the department.

F. Evaluation 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 review and evaluate an existing ISU Department of Psychology syllabus for a course they are likely to teach during future summers or professionally.

Students will, on the original syllabus, using ‘track change’ commentary and edits, make changes in order to ensure all necessary key elements (see VanDerZaden & Whetten) are in place and are optimally conceptualized and written. As well as evaluating the syllabus against the criteria provided by VanDerZaden & Whetten, students will:

1. Consider which of the courses in the ISU psychology curriculum are appropriate as pre-requisites for the course laid out in the syllabus. If pre-requisites are included in the current syllabus (or listed in the ISU catalogue), explain why these are (or are not) good and relevant choices as scaffolding for the course.
2. Suggest one alternative textbook for the course and compare the pros and cons of the alternative book with the book currently chosen for the ISU class. Provide publisher’s information on the text as well as a TOC and at least three sources of pricing.

3. Suggest one active learning activity to be conducted in the class surrounding one of the course topics. Cite and provide one relevant empirical article from a refereed teaching journal that supports the use of your chosen class activity with this topic.

**G. Attend one CELT workshop/webinar and report to the class (10 points)**

Each student will subscribe and stay current with the CELT ‘Teaching Tip’ emails (send an email to: celt@iastate.edu to subscribe to the Tips email feed), as well as the CELT upcoming event feed (see: http://feeds.feedburner.com/CELTprograms) during the Spring semester.

Students will attend one CELT workshop/webinar and make a short (5 minutes) oral report to the class discussing the topics addressed at that CELT event 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). Only one student may present information from any given CELT session/topic. Students need to notify me in advance of when they are going to attend a workshop (so I can keep track); attendance will work on a “first come, first serve” basis. Whoever signs up at CELT and notifies me will have secured that particular option. Close calls will be settled via email time stamps sent to me. CELT entities are prevalent at US universities and are excellent resources for SoTL-based information.

**ALL** students will read and review the ISU CELT PPT deck on “Cheating” and discuss in class what you learned and will utilize as a classroom instructor. Should you wish to hear the recorded workshop the link is: http://panopto.its.iastate.edu/Panopto/Pages/Viewer/Default.aspx?id=26fc7621-2520-46cc-988d-b91bdf2ad5bb

Information from this recorded session will be on the exam.

**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 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.