

Psychology 7990
Teaching of Psychology
212 Audubon Hall
9:00-11:50 M

Instructor: Emily Elliott, Ph.D.

Office Hours: T 1:30-2:30; by appointment either online or in person

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Course Objectives

- To have instructors develop a fuller grasp of “hands-on” aspects of teaching including, but not limited to, assigning and grading papers, writing exams, and asking and answering questions in class.
- To help instructors begin to incorporate new elements into their classes, particularly concerning critical thinking, diversity, equity, and inclusion, and self-regulated learning/participation.
- To encourage instructors to identify and continue to develop their own personal style in the classroom.

Course Activities

- ✓ You will choose a course that is “your own” to prep.
- ✓ You will develop learning goals for your course.
- ✓ You will build a syllabus based upon these learning goals and will create a plan to implement your own teaching strategies.
- ✓ You will complete course readings and participate in discussion.
- ✓ You will begin to develop your own assessment tools, including creating an exam.
- ✓ You will identify your teaching philosophy, and begin to create your teaching portfolio.

Grading

Attendance is expected and class participation is an essential component of the final grade (*25 points*). Participation may be assessed through web-based assignments, short writing activities or in-class quizzes. In addition, there are several required pieces of work:

1. Develop and refine your syllabus (*first draft, 20 points*).
2. Develop a lecture/activity hybrid for your course (*30 points*). Your ‘class’ will be 30 minutes long, so you must prepare material that would cover the entire class period. You will present to the 7990 students. You cannot exceed 30 minutes. You will sign up for this on the Moodle page for the course.

3. Participate in peer review to evaluate presentations in #2 (15 points). A rubric will be provided. You may “drop” one peer review with no penalty. You will upload a copy of your completed rubric to Moodle.
4. Lead class discussion of the readings/topic of the day for one 7990 class period (25 points). You will sign up for this on the Moodle page for this course.
5. Prepare an exam for your “class”, including a key, that covers at least some of the content that you presented in your class lecture/hybrid (25 points).
6. Participate in peer review to evaluate an exam written by a classmate. A rubric will be provided (10 points).
7. Develop and refine your philosophy of teaching. You must consider your future role in teaching, and how you will continue to update and refine your techniques in your philosophy statement (first draft, 10 points).
8. Observe an undergraduate class. Contact the instructor for permission first and ask to review a copy of their syllabus. Upload the syllabus and your written observations to Moodle (15 points).
9. Complete a first version of your teaching portfolio including a table of contents, your revised syllabus, revised philosophy of teaching, and your exam. It must include a current copy of your CV, and a cover letter to your proposed ‘application site’. (50 points).

Therefore, there are 225 total points in the class. The grading scale is detailed below (90.00% is the lowest A-, etc...).

<u>Grading Scale</u>	
A+	97-100%
A	93-96.99%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D+	67-69.99%
D	63-66.99%
D-	60-62.99%
F	59.99% & under

Student Absences and Late Work

If you contact me, in advance, excused absences will be assigned for University-approved absences, such as illness, physician appointments, and other events ([PS-22](#)). If you are unable to contact me in advance, you must contact me within 48 hours of the class period missed, or 48 hours from the due date for assignments. Without an excused absence or some form of documentation, 25% of the value of the assignment will be deducted per day that it is late.

Diversity Statement

“We believe diversity, equity, and inclusion enrich the educational experience of our students, faculty, and staff, and are necessary to prepare all people to thrive personally and professionally in a global society. Therefore, LSU is firmly committed to an environment that affords respect to all members of our community. We will work to eliminate barriers that any members of our community experience.

To make LSU a place where that can happen, we must recognize and reflect on the inglorious aspects of our history. We now acknowledge the need to confront the ways racism, sexism, ableism, ageism, classism, LGBTQ+ phobia, intolerance based on religion or on national origin, and all forms of bias and exploitation have shaped our everyday lives.

We accept personal and professional responsibility to eliminate bias and oppression wherever they are found. We understand our obligation to speak up when we see bias whether it be in our teaching, study, or daily work. Our community will educate themselves proactively and continuously about how to intervene and bring bias to the attention of others with commitment and compassion.

We will hold ourselves accountable for our actions and inactions, and for maintaining intentional, measurable, and meaningful efforts to enhance diversity, equity, and inclusion, including through ongoing evaluation of our policies, practices, and procedures.”

For more information, visit the LSU Office of Diversity and Inclusion’s website [here](#).

For more information regarding the department’s efforts to increase diversity, please visit the webpage for the Committee on Diversity and Outreach in Psychology, [CDOP](#).

Special Needs

Please let me know as soon as possible if you have any special needs for class or for testing. It is your responsibility to let me know. Come see me privately after class so that your needs can be addressed. If you need information, contact the Office of Disability Services, 112 Johnston Hall, Phone: (225)578-5919, TDD: (225)578-2600, E-mail: disability@lsu.edu.

Academic Integrity

All students are responsible for observing the highest standards of academic and personal integrity. You are bound by the LSU code of Student Conduct, which can be accessed at [LSU Code of Student Conduct](#).

The penalties for academic dishonesty are severe and ignorance is NOT an acceptable excuse. I will refer all suspected cases of alleged academic dishonesty to the Office of the Dean of Students. Academic dishonesty includes any act that violates the academic integrity of the university.

Time Expectations

LSU policy states that for each credit hour, students should plan to spend at least two hours working on course related activities outside of class. Since this course is for three credit hours, you should expect to spend **a minimum of six hours outside of class each week** working on assignments for this course. More information on this expectation can be found [here](#).

[LSU Academic Calendars](#) are your friend! As an instructor of record, and as a student, it's good to reference these regularly.

Suggested topics and readings*:

Date	Topic	Reading	Assignment
Jan. 23	Introduction and Goals	Review “resources” section of Course Moodle page to familiarize yourself with the contents.	Prepare to pick your “class”; Complete Teaching Goals Inventory, and personal goals journal prompt.
Jan. 30	Nuts and Bolts/Designing a course	Bowen & Watson Introduction, Ch. 1-2; Biwer et al. 2020	What is the culture of LSU? What are the learning goals for your course?
Feb. 6	Current state of college education/ Developing a syllabus	<i>Teaching Change</i> Ch. 1 Bowen; Intro and Ch. 1 of <i>Small Teaching</i>	<i>Assessment techniques activity due.</i>
Feb. 13	Syllabus continued/Developing learning outcomes	Miyatsu et al., 2018; Ch. 2 of <i>Small Teaching</i>	<i>Textbook selection activity due.</i>
Feb. 20	NO CLASS	MARDI GRAS HOLIDAY	

Feb. 27	Departmental Policies; Testing, Grades, & Cheating	Trumbo et al., 2020; Ch. 4 Bowen & Watson	Continue Reading; Familiarize yourself with University policy on cheating.
Mar. 6	What do the students expect?/Testing continued	Ch. 3 of <i>Small Teaching</i> ; Many Classes article	<i>Turn in draft of your syllabus</i>
March 13th	NO CLASS	SPRING BREAK	Continue Reading
Mar. 20	Lectures/ "active learning"	Ch 5-6 of Bowen & Watson; Ch. 4 of <i>Small Teaching</i>	Continue Reading and working on your exam
Mar. 27	Teaching Portfolios	See Moodle	<i>Turn in your exam and answer key;</i> Begin writing a draft of your teaching philosophy
Apr. 3	Student Preparation/Discussion/Writing Assignments	Ch. 7- 9 Bowen & Watson; Ch. 7 of <i>Small Teaching</i>	Work on your teaching philosophy
Apr. 10	Accessibility/Diversity, Equity, and Inclusion	Ch. 7 Nilson & Goodson	<i>Turn in your peer review of the exam.</i>
Apr. 17	Evaluations	Kornell, 2020; Carpenter et al. 2020	<i>Turn in draft of teaching philosophy</i>
Apr. 24	Teaching Online/Hybrid Courses	Nilson & Goodson Ch. 1-2; resources on Moodle	<i>Observation must be done by April 22nd.</i>
May 1	Grad school and beyond; Things I Wish I had Known	Ch. 8 and 9 of <i>Small Teaching</i> ; Ch. 6 <i>Teaching Change</i>	Continue working on your portfolio
May 8	FINALS WEEK		<i>Turn in Teaching Portfolios</i>

*I reserve the right to add or make changes to these readings. You will be notified in advance.

References:

Biwer, F., de Bruin, A. B., Schreurs, S., & oude Egbrink, M. G. (2020). Future steps in

teaching desirably difficult learning strategies: Reflections from the Study Smart program. *Journal of Applied Research in Memory and Cognition*, 9(4), 439-446.

Bowen, J. A. (2021). *Teaching Change: How to Develop Independent Thinkers Using Relationships, Resilience, and Reflection*. JHU Press.

Bowen, J. A. & Watson, C. E. (2017). *Teaching Naked Techniques*. San Francisco: Jossey-Bass.

Fyfe ER, de Leeuw JR, Carvalho PF, et al. (2021) ManyClasses 1: Assessing the generalizable effect of immediate feedback versus delayed feedback across many college classes. *Advances in Methods and Practices in Psychological Science*, 4(3). doi:10.1177/25152459211027575

Lang, J. M. (2021). *Small teaching: Everyday lessons from the science of learning*. John Wiley & Sons.

Miyatsu, T., Nguyen, K., & McDaniel, M. A. (2018). Five popular study strategies: Their pitfalls and optimal implementations. *Perspectives on Psychological Science*, 13, 390-407. doi: 10.1177/1745691617710510

Nilson, L. B., & Goodson, L. A. (2018). *Online teaching at its best: Merging instructional design with teaching and learning design*. San Francisco: Jossey-Bass.

Trumbo, M., McDaniel, M. A., Hodge, G. K., Jones, A. P., Matzen, L. E., Kittinger, L. I., ... & Clark, V. P. (2021). Is the testing effect ready to be put to work? Evidence from the laboratory to the classroom. *Translational Issues in Psychological Science*, 7(3), 332.