

## **Psychology 890: The Teaching of Psychology and the Social Sciences**

Spring/Summer 2015

325 Psychology Building

8:45 – 10:45 on specific Mondays (see below)

### **Instructor:**

Dr. J. Kevin Ford

Professor

Department of Psychology

MSU

**Office Hours:** By Appt.

Please feel free to make appointments before or after class or by Email.

**Email** – Ask questions anytime.

[Fordjk@msu.edu](mailto:Fordjk@msu.edu)

Emails will typically be answered within a day of receipt.

### **Faculty Biographies**

J. Kevin Ford is a professor of psychology at Michigan State University. His major research interests involve improving workplace training effectiveness. He has published over 50 articles and chapters. Currently, he serves on the editorial boards of the Journal of Applied Psychology and Human Performance. He is a coauthor on the 4<sup>th</sup> edition of the textbook “Training in Organizations” and coauthor with Dr. Joel Cutcher-Gershenfeld of the book “Valuable disconnects in organizational learning systems: Integrating bold visions and harsh realities”. He is an active consultant with private industry and the public sector on training, leadership, and organizational change issues. Kevin is also an undergraduate honors advisor for the Department of Psychology and teaches a variety of undergraduate and graduate courses in Psychology. He is a Fellow of the American Psychological Association and the Society of Industrial and Organizational Psychology. He received his BS in psychology from the University of Maryland and his MA and Ph.D. in psychology from The Ohio State University. Further information about Kevin and his research and consulting activities can be found at <http://www.io.psy.msu.edu/jkf>

### **Why a Course on Teaching of Psychology?**

*... in lecture halls, seminar rooms, field settings, labs, and even electronic classrooms – the places where most people receive most of their formal education – teachers possess the power to create conditions that can help students learn a great deal – or keep them from learning much at all.*

*- Palmer, 1998; The courage to teach: Exploring the inner landscape of a teacher's life. San Francisco: Jossey-Bass.*

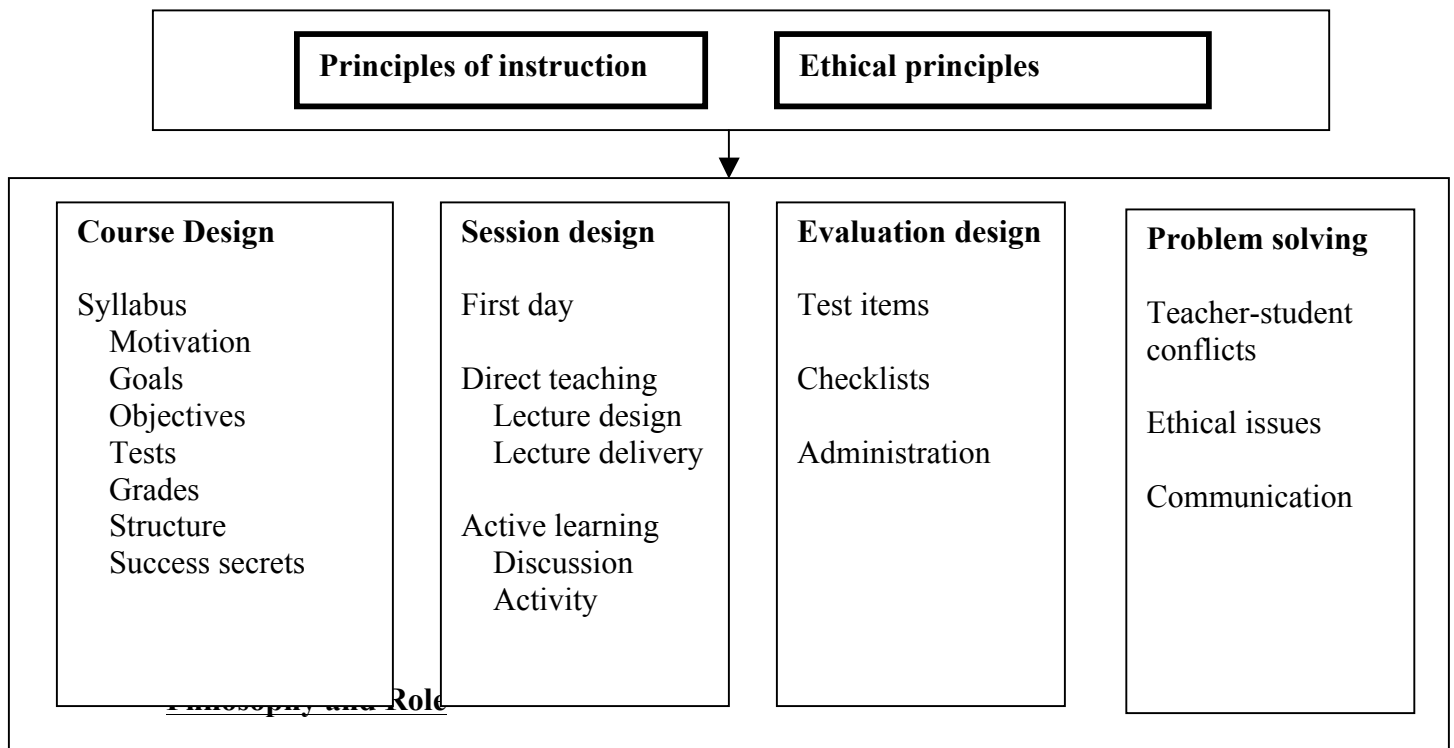
In my second year as a graduate student at The Ohio State University, I received my TA stipend by being one of a number of graduate instructors for the Introduction to Psychology course. Each of us was the sole instructor for two sections of 50 students each. The class met for fifty minutes four days a week. I was given no training on how to be an effective instructor in terms of creating an effective syllabus, how to deliver effective lectures, how to incorporate effective active learning strategies or how to design tests or provide feedback. Now that I have been teaching for 22 years and have come to appreciate strategies for effective teaching and instruction, it is scary to think about how

little I knew at the time of being that instructor for that Introduction to Psychology course – and I feel a little bit sorry for those poor students who sat in the classroom and endured my learning experience.

The class of “Teaching of Psychology” is a systematic attempt by the Psychology Department to take a more proactive step in facilitating your goal of being an effective instructor of a psychology course this summer. Everyone who is attending this course can be an effective (or more effective) instructor. I have enjoyed my teaching role at MSU and look forward to guiding you on this journey towards being the best instructor that you can be.

### **Course Description**

This course provides grounding in the key elements of effective instruction for classroom learning. We present practical processes and issues involved in the teaching of Psychology and other social science courses. The course consists of an introduction and six formal sessions on a variety of topics. The subjects range from specific teaching tasks (e.g., how to create a syllabus) to more general teaching issues such as teaching ethics. Here is the course structure.



I am here to help you begin to become fine college teachers. I trust your intelligence and your devotion to teaching, so we expect you to be diligent and inquisitive.

## Prerequisites

This course is primarily for you, graduate students assigned to teach a face-to-face course for the summer session. The course is most appropriate for novice instructors. You should have experience and coursework in the subject you are to be teaching.

## Context

This course is hopefully the start of systematic learning about teaching based on experience, research and principle. I hope you will follow up by taking workshops and seminars offered by MSU and by consulting with peers and experienced teachers.

## Goals of this Course (Real world performance)

As college teachers, when conducting your own classes, you will be able to

1. Write a syllabus including the appropriate style and the needed elements to inform your students how to proceed through your course and succeed.
2. Start your course in a way that shows your students that you are prepared to teach well and that you care about your subject, your students, and the job of teaching.
3. Design and deliver expository (direct instruction) lessons so that your students are able to recall, understand and use what they have learned.
4. Design and facilitate discussions about appropriate topics and activities in an efficient manner so that your students gain the information/practice they need.
4. Write test questions and checklists to assess students' attainment so your students see the evaluations as valid and fair.
6. Respond to teacher student conflicts and daily interactions with students in an ethical and legal manner.

## Objectives of this Course (Description of the "test")

To move toward the achievement of the goals stated, by the end of this short course, you will be able to

1. Write a **syllabus** using to the style noted and the elements that apply to your course in *The Best Syllabus Ever Checklist*.
2. Write a plan for your **first day** of class according to the *First Day Tasks Checklist* and explain orally the reasoning for your plan.

3. Conduct a real, observed class session that includes an **enhanced lecture** component according to the *Expository Lesson Checklist* and the *Discussion Conduct Checklist*.
4. Write **test questions and/or criterion checklists** for either one exam or one project according to the *Test Item Checklists* and explain orally to one of the instructors how the test or project is consistent with the objectives the information and the practice of the segment.
5. Write or state orally how you would respond to a given **teacher-student conflict** or a teaching problem, according to the *BHAFF Ethical Principles*, the *MSU Code of Teaching Responsibility*, *The MSU Students' Rights and Responsibilities Document* and the *Conflict Resolution Protocol*.

### Grades

You can sign up for 890 in spring or summer for 1 to 3 credits of Psychology 890 if you would like objective acknowledgement that you have been through these workshops. You may want to do this if thinking about a teaching certification from MSU. Because this course is a pass-fail seminar, you will receive a pass in the course if you meet the preponderance of the standards for all five tasks listed under objectives. Due dates for each objective will reflect the joint discussion by the facilitators and each participant in the class.

### Attendance

Although there is no attendance requirement I strongly recommend being in the seminar to get the benefit of the experience of the facilitators, the exchange with your classmates and the practice of essential skills. Being in class, doing the readings and exercises, asking questions, and communicating with the instructors are the best ways of making the most of this experience.

### Academic Integrity

Academic integrity does not only relate to cheating and plagiarizing. It refers to honest communications between teacher and student. I trust your character.

### Course Operation

The overall goal is that each session will be an engaging exploration of the topic with real world outcomes such as strategies and products for effective instruction. The class sessions will usually be divided into various portions.

1. Before class you will be asked to read some short, very useful articles or to view some short videos. You may also be asked to bring in drafts of your syllabus, first day agenda or possible test items for your class.

2. In class your instructor will present short lectures about the topic for the session. The lectures will guide group discussions related to the information in the lecture, readings, or videos.
3. Demonstrate effective techniques relevant to the topic.
5. Provide active practice of a teaching skill

### **Course Readings and Videos**

Rationale: I have chosen readings and videos that are essential, short, clear and quite practical. Every college teacher should know what these authors/presenters have to say.

There are many resources out there to help you think about and deliver instruction. For example, this web site is a collection of links showing activities to use in economics courses:

<http://ecedweb.unomaha.edu/teach-ec.cfm>

For example, here is an active learning activity about supply and demand:

[http://ecedweb.unomaha.edu/Dem\\_Sup/demand.htm](http://ecedweb.unomaha.edu/Dem_Sup/demand.htm)

The International Review of Economics Education – electronic version available from MSU library

### **Instructor and Student Roles and Responsibilities (March 23rd)**

Cronin, T. (1992). On the importance of teaching excellence. The Journal on Excellence in College Teaching.

Murray, B. (2000). Professors' most grating habits. Monitor on Psychology.

Polick, A., Cullen, K., & Buskist (2010). How teaching makes a difference in student lives. APS Observer.

### **Structuring the Class: The Course Syllabus, Organizing the Course and Conducting the First Day (March 30th)**

Tips for first time graduate student instructor

<http://www.psychologicalscience.org/index.php/publications/observer/2013/march-13/tips-for-the-first-time-graduate-student-instructor.html>

Appleby, D.C. (1999). How to improve your teaching with the course syllabus. In B. Perlman, L. McCann, & S. McFadden (Eds). Lessons learned: Practical Advice for the Teaching of Psychology. Washington, D.C.: American Psychological Society.

Perlman, B., & McCann, L. (2004). The first day of class. In B. Perlman, L. McCann, & S. McFadden (Eds). Lessons learned: Practical Advice for the Teaching of Psychology. Volume 2. Washington, D.C.: American Psychological Society.

Yelon, S., & Reznich, C. (1992). Visible models of course organization. *Performance and Instruction*.

### **Design and Delivery of Instruction (April 6th)**

Brown, G., & Manogue, M. (2001). AMEE Medical education guide no. 22: Refreshing lecturing: A guide for lecturers. Medical Teacher, 23, 231-244.

Galliano, G. (2003). Enhancing student learning through exemplary examples. In B. Perlman, L. McCann, & S. McFadden (Eds). Lessons learned: Practical Advice for the Teaching of Psychology. Washington, D.C.: American Psychological Society.

### **Teaching Ethically and Handling Instructor-Student Interactions (April 13th)**

Yelon, S., & Soffin, S. (2005). A strategy for resolving teacher-student conflicts.

Goss, S. (1999). Dealing with problem students in the classroom. In B. Perlman, L. McCann, & S. McFadden (Eds). Lessons learned: Practical Advice for the Teaching of Psychology. Washington, D.C.: American Psychological Society.

Schroeder, J. & Robertson, H. (2008) Civility in the college classroom. *Teaching Tips, Observer*

Homework: What situations/scenarios are you most concerned about while teaching this course? What strategies make sense to apply to each of those situations?

Handouts in class: Guidelines for handling difficult students; Difficult and Disruptive students handout; Test Handout – Cheating, Test inquiries (complaints)

#### **Special Guest: Dr. Robert Caldwell – Ombudsman**

Ombudsperson's website

<https://www.msu.edu/unit/ombud/index.html>

### **Facilitating Discussion and Incorporating Active Learning Strategies (April 20th)**

Miserandino, M. (1999). Those who can do: Implementing active learning. In B. Perlman, L. McCann, & S. McFadden (Eds). Lessons learned: Practical Advice for the Teaching of Psychology. Washington, D.C.: American Psychological Society.

Kramer, T., & Korn, J. (1999). Class discussions: Promoting participation and preventing problems. In B. Perlman, L. McCann, & S. McFadden (Eds). Lessons learned: Practical Advice for the Teaching of Psychology. Washington, D.C.: American Psychological Society.

Segrist, D. (2008). I'd like to use active learning... but what can I do? Teaching Tips.

Economics Students see : <http://www.marietta.edu/~delemeeg/games/>

**Special Guest: Melissa McDaniel, Graduate School Teaching Assistantship Program**

<http://grad.msu.edu/tap/Default.aspx>

**Using Evaluation to Enhance Learning: Testing (April 27th)**

Sechrest, L., Kihlstrom, J., & Bottzin, R. (1999). How to develop multiple choice tests. In B. Perlman, L. McCann, & S. McFadden (Eds). Lessons learned: Practical Advice for the Teaching of Psychology. Washington, D.C.: American Psychological Society.

Zlovovich, M. (2004). Grading for optimal learning. In B. Perlman, L. McCann, & S. McFadden (Eds). Lessons learned: Practical Advice for the Teaching of Psychology. Volume 2. Washington, D.C.: American Psychological Society.

Buskist, W., & Howard, C. (2009). Helping failing students. Teaching TIPS APS Observer.

**Teacher Observation and Feedback**

In addition to the class sessions, you can request to give a practice talk (about 10 minutes or so) on a topic in your class and receive feedback from Dr. Ford (schedule a time during the last two weeks of April). Dr. Ford will also observe one of your class sessions during the summer (psychology grads). Kevin will then set a feedback and action planning session with you.. Those in other areas of social science will need to contact faculty in charge of monitoring teaching their department to do the observations. If a faculty member is willing to do the observations, I will work with them regarding how the observation and feedback process works.

**Optional Peer Observation**

Although it is not required, we recommend observing the teaching of at least one of your peers and giving him/her feedback. Observing a peer will also give you a view of another style of teaching.

**Need for accommodation**

If you have a disability that requires accommodation, please register with the Research Center for Persons with Disabilities (<http://www.rcpd.msu.edu/Home/>) and then let me know. Thanks. .