

PSYC 6383.001: TEACHING OF PSYCHOLOGY
SPRING 2025
Syllabus

Class information:

Class time: Wednesdays 11:00 AM – 1:45
Classroom: HPR 235

Instructor: Dr. Amy Hayes, Associate Professor of Psychology

Office: BEP 253
Email: ahayes@uttyler.edu
Office Phone: 903-565-5753
Office hours: TBA

Readings: Posted on Canvas

Course Overview:

Supervised teaching experience in psychology. Students will prepare to serve as the instructor of record for undergraduate psychology classes, receive feedback on teaching methods, and understand various pedagogical approaches to effective teaching. This class emphasizes skills development, reflection, and modeling as means to improve teaching abilities.

Evaluation:

This class is graded on a Credit/No Credit Basis. Thus, the assignments given throughout the semester are an opportunity for feedback on artifacts that will be critical for your teaching and academic career. To receive credit for the class, you will need to complete all assignments and participate satisfactorily in our class sessions.

Create a Course Syllabus

Design a complete course syllabus for a class that you would like to teach during your time here in the doctoral program. This is an opportunity for you to apply theories and concepts from our readings to think through a complete course design. The syllabus should include a course description, learning objectives, assessment methods and brief descriptions, grade breakdown, and course calendar with topics mapped out by week.

Guest Lecture

You will work with me to identify an instructor and course that would be appropriate for you to give a guest lecture in. Before the lecture, you will meet with the instructor to talk about upcoming topics and course objectives and jointly decide on a date and topic that works best for

the class. Then, you will work to create 45 minutes of lecture content to deliver to the class. This must be completed 1 time by the end of the semester. Your grade for the guest lecture will incorporate feedback from me as well as the course instructor. Feedback will include comments about the delivery of the content, the content itself, and student engagement and involvement in the lecture.

Professional Development Reflection

You will work with me to identify one teaching professional development opportunity to attend during the course of the semester. UT Tyler offers several university-sponsored opportunities each month for learning about teaching, pedagogy, classroom technology, and student learning. We will learn about using the professional development calendar to identify and sign up for these workshops and seminars. Additionally, you will complete a brief reflection assignment after the session you attend (either written in Canvas or reported back orally to the class).

Teaching Philosophy Statement

Your capstone assignment for the class will be to create a cohesive teaching philosophy statement about your own teaching beliefs and goals. This is a common document that is required when you are applying for academic jobs, and this assignment will allow you to write and get feedback on your statement. We will work on this statement in parts over the semester as we learn about different approaches and philosophies of university teaching. You will be asked to submit a draft mid-semester, and then an edited version at the end of the course.

PSYCHOLOGY 6383: COURSE OUTLINE

| DATE | TOPIC | READINGS |
|--------|--|---|
| Jan 14 | Introduction to the Class (Why is learning about teaching Important?) | The Graduate Training Trade-off Myth Tips for Teaching for the First Time |
| Jan 21 | What is great teaching? Assessing our own beliefs and experiences | “What Today’s College Students Need” |
| Jan 28 | How do students learn | “How College Students Say they Learn Best” Mattern (2005) Goal Orientation and Achievement |
| Feb 4 | Teacher Presence in the Classroom; Student Issues | Teacher Presence Tips |
| Feb 11 | Instructional Methods | Read Resources for First Day of Class Ideas Creating Memorable Lectures |
| Feb 18 | Instructional Methods | Promoting Intrinsic Motivation Resources for Online Teaching |
| Feb 25 | Assessing Student Learning | Review Bloom’s Taxonomy Tips for Writing exams |
| Mar 4 | Student Issues and Challenges | Teaching Tips Ch. 14 Disability Inclusion on College Campuses |
| Mar 11 | Selecting Readings and Designing a Syllabus; Writing a Teaching Philosophy | Guide to Writing a Teaching Statement |
| Mar 18 | Spring Break (No Class) | |
| Mar 25 | Ethics and Cheating | “The Questionable Ethics of College Students” “Ethical AI for Teaching and Learning” |
| Apr 1 | Fostering Discussion and Group Work | Teaching Tips Ch. 5 Facilitating Online Discussions |
| Apr 8 | Break Week: Attend PD and Guest lectures | |

| | | |
|--------|---|---|
| Apr 15 | Teaching Writing and Oral Presentation Skills | Teaching Tips Ch. 15 “ Oral Communication as a Learning Tool ” |
| Apr 22 | Finals week, no class, finish up assignments | |