PSYC 5399-001: Teaching of Psychology Seminar

Instructor

Dr. Lauren Kirby

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Virtual Office Hours

1-2pm Wednesdays

Check These Daily:

- Patriot email
- Canvas announcements
- Canvas modules
- Canvas calendar

Assignments and Grading at a Glance

- Sample lesson (20%)
- Workshop attendance (20%)
- Mid-term feedback (20%)
- Peer observation (20%)
- Teaching Portfolio (20%)
- Extra Credit (1% max)

I do not round grades.

Course Overview

This course is designed to allow psychology PhD students to develop professionally in a supervised instructor of record (IOR) assignment for a UT Tyler psychology course. It covers some basic pedagogical principles and is aimed at fostering a spirit of continuous teaching reflection and improvement. Prerequsite: at least 18 hours of Master's-level coursework in psychology.

Course Format and Expectations

- Hybrid: meets on Zoom Weds 9:30-10:45 am
- Out-of-class content is the IOR assignment
- Discussions focus on light reading and primarily IOR experiences
- Attend at least one professional development workshop
- Solicit and reflect on mid-term feedback from students
- Seek observation of and feedback on your course
- Bundle all previous assignments into a portfolio with a final reflection

Required Resources

McKeachie, W. & Svinicki, M. (2012). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers. (14th ed.).* Wadsworth. ISBN 13: 978-1133936794

- Microsoft Office Products (free at https://www.uttyler.edu/it/office365/365-proplus-students.php)
- Zoom
- Earphones and microphone

Learning Outcomes

Content:

- characteristics of strong lectures, discussions, and assessments
- principles of testing
- student characteristics: motivation, diversity, and more
- challenges of large courses
- encouraging self-reflection and critical thinking

Skills:

- **Discuss** teaching experiences and dilemmas
- **Create** a portfolio to showcase teaching effectiveness and reflection

Course Calendar

Date	Week	Topic	Reading	Assignment
01/11	1	Icebreaking and Lectures	Ch 3, 6	
01/18	2	Assessment and Ethics	Ch 7, 22	
01/25	3	Testing	Ch 8	Sample Lesson and Assessment
02/01	4	Texts	Ch 4	Sample Lesson and Assessment
02/08	5	Discussion	Ch 5	
02/15	6	Motivation	Ch 11	
02/22	7	Diversity	Ch 12	
03/01	8	Challenges	Ch 13	Mid-Term Feedback Reflection

Date	Week	Topic	Reading	Assignment
03/08		Spring Break		
03/15	9	Group Learning	Ch 14	
03/22	10	Experiential Learning	Ch 15	
03/29	11	Assigning and Assessing Writing	Ch 16	
04/05	12	Large Classes	Ch 18	
04/12	13	Teaching Self-Regulation of Learning	Ch 20	
04/19	14	Teaching Thinking	Ch 21	
04/26	15	Finals Week		Teaching Portfolio

Note: The timing of the peer observation and professional development workshops will vary.
Readings refer to chapters in McKeachie and Svinicki (2012).

Course Policies

Late or Missing Work

If you experience significant barriers to submitting anything on time, please contact me as soon as possible about it. If it is close to or after the due time and you cannot reach me, feel free to submit it anyway and I can evaluate whether and how to award credit. I do NOT ask for documentation for medical, family emergency, religious, or other excuses; however, I may ask for screenshots in the case of electronic submission errors to help troubleshoot.

Contacting Me

- Email at any time (I respond during business days). I answer most messages 6:30-7 am, around lunch, or during afternoon office hours. I do not check email on the weekend, holidays, or evenings.
- Zoom office hours (no notice needed; just drop in)
- Zoom meetings by request if you're not available during office hours
- Telephone: My posted Google Voice phone number is unreliable at times and I have no control over this. Many students have called and texted me with no problems. Others find it does not work for them.
    - Calls work best during office hours (when I have the ringer on); you can text to ask for a call at a different time
    - You can text at any time. You will not disturb me if you message late, but you may have to wait until the morning if it's after 8:30pm as I go to bed and wake up very early.
- GroupMe (link posted to Canvas): This is a good option if your calls or texts tell you my phone number is invalid. I get notifications here just like texts. You can private message me here or post a course-wide message.

Note: I typically work 7am-4pm and respond best during those times if I am not in another meeting.

Diversity Statement

Embrace the diversity among course-takers. In this course, you will be part of a community of learners that benefits from the exchange of diverse perspectives and experiences. We expect that all course-takers are respectful of these differences. We all come to the table with differing experiences and viewpoints, which means that we have so much to learn from each other! In order to get the most out of this opportunity, it is important that we don't shy away from differences. Rather, we should show respect for differences by seeking to understand, asking questions, clarifying our understanding, and/or respectfully explaining our own perspective. This way, everybody comes away with new perspectives on the issue and respecting others with different values or beliefs. If someone says something that

bothers you for any reason, assume that your peer did not mean to be offensive and ask your peer to clarify what he or she meant. Then explain the impact it had on you. If your classmates tell you that something you said or wrote bothered them, assume that they are not attacking you, but rather that they are sharing something that might be important for you to know.

Assignment and Grading Details

Sample Lesson and Assessment

Deliver a 20-minute lecture or other teaching activity during one course meeting and provide a sample assessment (quiz), worth 200 points.

Mid-Term Student Evaluation of Teaching

Solicit anonymous mid-term feedback from your students using a feedback instrument of your choice. Predict some strengths and areas for improvement. Once you receive the feedback, reflect on it: did it meet your expectations? What would you change to address areas for improvement in the future? Worth 200 pts.

Professional Development Workshops

Attend at least one professional development event put on by the UT Tyler Center for Excellence in Teaching and Learning (CETL) sometime throughout the semester. Reflect on it and think about how you can incorporate what you learned into future teaching. Worth 200 pts.

Teaching Observation

Solicit observation of your teaching by the CETL (contact Julie Delello at jdelello@uttyler.edu). You need to have some pre-observation communication (possibly a meeting, but emails will be fine; let Julie know what main issues you want her to look out for), get someone (set up by Julie) to observe a module of your choice from your online course content, and have a post-observation communication of some kind, preferably a meeting). Write a reflection on the experience and how you will use the feedback moving forward. Worth 200 pts.

Portfolio

Bundle all the previous documents together into a single pdf. Your teaching portfolio should include the sample lesson (slides and/or link to YouTube video) and assessment, the mid-term student feedback (your pre-feedback thoughts, the students' ratings and words, and your reflection on it), evidence of your attendance to a professional development workshop and your reflection on it, your teaching observation (the pre-observation thoughts and some reflection and takeaways on the observation process itself), and a final reflection on the whole IOR experience this semester. Worth 200 pts.

Extra Credit

You may earn extra credit by writing response papers to research articles (2 pts/paper), writing response papers to podcasts (2 pts/paper), attending extra professional development workshops (2 pts/workshop and reflection), or for other extracurricular work at my discretion. I will provide details for each of these options on Canvas. You can perform any combination of any of these methods. You may earn a maximum of 10 points of extra credit and the deadline to earn any points is the final exam day.

Grading Policy

I do not round up grades for any reason. You will end the semester with a percentage based on your total earned points divided by 1000, even if that leaves you right on a threshold between letter grades. At any time if you feel something has been graded in error, contact me. The grading scale for this course is as follows:

A = Excellent, ≥ 900+ points
B = Good, ≥ 800, < 900 points (the lowest possible passing grade)

C = Fair, ≥ 700, < 800 points
D = Poor, ≥ 600, < 700 points
F = Fail, < 600 points

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edy/about/campus-carry/index.php

UT Tyler is a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessaion programs, please visit www.uttyler.edu/tobacco-free.

Student Rights and Responsibilities

To know and understand the policies that affect your right and responsibilities as a student at UT Tyler, please follow this link: http://www2.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or http://www.uttyler.edu.registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for any forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refund for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (session changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions for waivers through Financial Aid.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must

be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The **Student Accessibility and Resources** (SAR) office will contact you when your application has been submitted and an appointment with an Accessibility Case Manager. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least 2 weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be imitated against any students who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

- Copying from another students' test paper;
- Using during a test, materials not authorized by the person giving the test;
- Failure to comply with instructions given by the person administering the test;
- Possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes." The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- Using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- Collaborating with or seeking aid from another student during a test or other assignment without authority;
- Discussing the contents of an examination with another student who will take the examination;

- Divulging the contents of an examination, for the purpose of preserving questions for us by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- Paying or offering money or other valuable things to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- Falsifying research data, laboratory reports, and/or other academic work offered for credit;
- Taking, keeping misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know than an unfair academic advantage would be gained by such conduct; and,
- Misrepresenting facts, including providing false grades or resumés, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignment offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by plagiarism software.

College of Education and Psychology Vision and Mission and Program Standards

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021. This is the open-access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

Note: this document is subject to change at the discretion of the instructor. Changes will be announced.

Important Covid-19 Information for Classrooms and Laboratories

Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by Procedures for Fall 2020 Return to Normal Operations. The UT Tyler community of Patriots views adoption of these practices consistent with its Honor Code and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are

also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

*Dr. Kirby's note: our class is fully online, so the mask policy does not apply.

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

*Dr. Kirby's note: our class is fully asynchronous, meaning there are no scheduled class sessions. I will use only pre-recorded video lectures and will not use Zoom to record any content with students in it.