

PSYCHOLOGY TEACHING PRACTICUM
THE UNIVERSITY OF TOLEDO

WEBSITE

We will use Blackboard for our class materials with weekly meetings occurring in WebEx.

<https://utoledo.webex.com/utoledo/j.php?MTID=med917d597be12c4f559dde627eb127c6>

Our course syllabus, primary readings, and course calendar are in our Blackboard site. In addition to these main items, the website provides a great deal of additional information and teaching resources. This includes:

- Further recommended readings on each weekly topic (pdfs)
- Extra resources for each weekly topic (e.g., handouts, links, rubrics, teaching statements)
- Content specific to remote teaching for most weekly topics
- A list of terms to be familiar with by the end of the semester
- An example guide for evaluating your lectures (Project #5)
- A large list of useful pedagogical resources

*From time-to-time, course activities may occur through other online platforms/services, such as Zoom, Blackboard Collaborate, UT OneDrive, and email. It is the instructor's responsibility to notify you when such alternatives will be used.

READINGS AND MATERIALS

The weekly readings for our course are listed in the course schedule further on in this syllabus. The readings come for a variety of books, journals, and online sources. Electronic copies of all readings can be found in our Blackboard page in the weekly

STUDENT LEARNING OUTCOMES

that are most effective in that format. From time-to-time, we will also try out teaching exercises and demonstrations. For the other half of the course periods, we will have guest speakers. The guest speakers are experts who agreed to share their knowledge and time with our class so we can become better instructors. Some of the guest speakers are expert instructors from outside the university. Other guest speakers are directors of University of Toledo offices and programs such as Title IX and student conduct. The days with guest speakers will likely consist of a mixture of presentations, hands-on activities, and question and answer sessions. There are also seven mini teaching projects students will complete outside of class.

COURSE EXPECTATIONS

Students are expected to attend all class periods and to arrive to class on time. Absences (and late attendance) may result in a loss of participation/preparation points. Absences due to illnesses, professional meetings, or critical life events can be excused with proper documentation given to the instructor within two weeks of the absence. Each week students are expected to have completed the weekly readings prior to class, complete the weekly preparations, and be set to participate in the class discussion. Finally, students are expected to complete the seven mini teaching projects by the designated due dates.

**Absences due to COVID-19 quarantine or isolation requirements are*

participation/preparation will factor into your grade. To help you in preparing for each week, on the course schedule I indicate what to prepare for the following week. For the most part, this involves completing the primary readings and identifying/writing down issues to discuss and questions to ask. In terms of grading, participation/preparation for each of the 14 class periods is worth 25 points. The lowest two scores will be dropped, resulting in a maximum of 300 points.

A goal for our discussion is to foster a positive and constructive environment for open conversation about real issues we face in college teaching. This is the place to reflect on teaching, ask questions, and provide support to one another. If you have taught before, please consider telling the class about your experiences so everyone benefits from your

leaving the University of Toledo, due, April 21 (week 14). It will help to contextualize the materials for your future audience. Although this project is due near the end of the semester, we will work on identifying materials for your teaching portfolios throughout the term.

Project 7: Teaching Statement (100 points): Create a 2-page teaching statement (philosophy) based on the experiences you anticipate having when you complete your Ph.D. at UT. Due, April 28 (week 15).

Policy for missed class periods and late projects. As noted above, if students miss two class periods, the scores from those days can be dropped potentially without altering grades, as only the top 12 class period scores factor into grades. If students miss a third class, the points can be made up by completing a 2- next to it from the week they missed (please see the recommended readings folders). Additional course periods cannot be made up. For late projects, 5% will be subtracted for each day it is late (the 5% begins after noon on the designated due date). If students wish to make up points from one late project, they can complete a 2-page written summary of one of the recommended

COURSE SCHEDULE

JANUARY 20TH (WEEK 1): INTRODUCTION AND ORIENTATION

READINGS

Tips for new instructors: An interview with Melissa Beers (2018). *The Novice Professor Blog*. (pp. 1-3).

Kennison, S. M., Messer R. H., & Hornyik, C. D. (March, 2013). Tips for the first-time graduate student instructor. *APA Observer* (pp. 1-7).

Halonen, J. S. & Moye

professor. In T. M. Ober, E. Che, J. E. Brodsky, C. Raffaele, & P. J. Brooks (Eds.). *How We Teach Now: The GSTA Guide to Transformative Teaching* (pp. 17-27).

Western Washington Unive

What the Best College Teachers Do (Cambridge: Harvard University Press, 2004). (pp. 1-2).

Prentice-Dunn, S. (2012). Teaching in the context of professional development and work-private life balance. In W. Buskist & V. A. Benassi (Eds.), *Effective college and university teaching: Strategies and tactics for the new professoriate* (pp. 39-47). Thousand Oaks, CA: Sage.

IN CLASS ACTIVITIES

Welcome and introductions

Orientation to course format and goals

Discussion of week 1 readings

PREPARATION FOR NEXT WEEK

From the readings, formulate 3 questions/thoughts about course design for week 2

PROJECT 1 ANNOUNCED

Peer observation: Select 1 class to attend taught by a faculty member. Observe the class. Write a 1-3 page summary of your observations, email copies to the instructor & me, due Feb 17 (week 5)

JANUARY 27TH (WEEK 2): COURSE DESIGN

READINGS

Davis, B. G. (1993). Preparing or revising a course. *Tools for Teaching*. (pp. 3-12).

McKeachie, W. J. & Svinicki (2006). Countdown for course preparation. *Teaching tips: strategies, research, and theory for college and university professors*. (pp. 9-20).

Bowen, R. S., (2017). Understanding by design: Elements of backwards design. Vanderbilt University Center for Teaching (pp.1-4).

Strashnaya, R. & Dow, E. A. (2017). Purposeful pedagogy through backward cogyn and theory f(cogy (ng by d)11(

PREPARATION FOR NEXT WEEK

Based on the readings, formulate 3 questions/thoughts about assessment for week 4

PROJECT 3 ANNOUNCED

Develop a syllabus for an undergraduate psychology course of your choosing, incorporating the two course objectives and associated learning outcomes from Project 2, due March 3 (week 7)

IN CLASS ACTIVITIES

Discussion of readings; review active learning techniques; discussion of Projects 1, 3, and 4
Questions and answer session

PREPARATION FOR NEXT WEEK

Based on the readings, formulate 3 questions/thoughts about class participation for week 6. Also, complete discussion question worksheet prior to class (in week 6 primary readings folder).

PROJECT 5 ANNOUNCED

Self-observation

MARCH 3

MARCH 17TH (WEEK 9): *SUPPORTING S*

PROJECT 6 ANNOUNCED

Develop and structure a realistic and detailed list of materials you want to have in a teaching portfolio upon leaving the University of Toledo. Due, April 14 (week 13). It helps to justify the materials you include.

PROJECT 7 ANNOUNCED

Create a 2-page teaching statement based on the experiences you anticipate having when you complete your Ph.D. at UT and are on the job market.

Gross-Fifer, J. (2020). Teaching in a flipped classroom. In T. M. Ober, E. Che, J. E. Brodsky, C. Raffaele, & P. J. Brooks (Eds.). *How We Teach Now: The GSTA Guide to Transformative Teaching* (pp. 42-49).

Duncan, R. O. & Stallard, C. J. (2020). An introduction to designing game-based learning experiences. In T. M. Ober, E. Che, J. E. Brodsky, C. Raffaele, & P. J. Brooks (Eds.). *How We Teach Now: The GSTA Guide to Transformative Teaching* (pp. 269-280).

COLLEGIATE POLICIES

We will adhere to the following Collegiate Policies set out by the University of Toledo:

Academic integrity: <http://www.utoledo.edu/dl/students/dishonesty.html>

Undergraduate policies: <http://www.utoledo.edu/policies/academic/undergraduate/>

Policy Statement on Non Discrimination on the Basis of Disability (ADA)

The University is an equal opportunity educational institution. Please read [_____](#)
[Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance](#). Students can find this policy along with other university policies listed by audience on the [University Policy webpage](#) (<http://www.utoledo.edu/policies/audience.html/#students>).

Academic Accommodations

The University of Toledo embraces the inclusion of students with disabilities. We are committed to ensuring equal opportunity and seamless access for full participation in all courses. For students who have an accommodations memo from Student Disability Services, I invite you to correspond with me as soon as possible so that we can communicate confidentially about implementing accommodations in this course. For students who have not established affiliation

Resource Related to Sexual or Gender-based Violence and Harassment

The University of Toledo cares greatly about the health and well-being of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. If you have experienced sexual assault, sexual harassment, intimate partner violence, and/or stalking and want a confidential place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419.530.2497 during regular business hours and 419.530.3431 for 24-hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty and staff. The YWCA H.O.P.E. Center also can be accessed as an off-campus confidential resource at 419.241.7273. Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. You may call 419.530.3152 to file a complaint or visit the following website for more information and resources: <http://www.utoledo.edu/title-ix/>. Policies relating to Title IX can be found at: <http://www.utoledo.edu/title-ix/policies.html>.