

**Seminar and Practicum on the Teaching of Psychology
A Futures Initiative Course**

PSYC 79900 CRN 35452
Spring 2017
CUNY Graduate Center Room 6496
365 5th Ave, New York, NY 10016
Wednesdays 4:15-6:15 pm

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Futures ToP Site: <http://futuresinitiative.org/teachingpsychology/>
Embedded Fellow: Michelle Morales, mmorales@gradcenter.cuny.edu

Course Description:

An important goal of the PhD program in Psychology is to prepare graduate students to teach psychology in university settings. This team-taught course will emphasize professional development and the use of innovative *student-centered* pedagogical methods for undergraduate teaching that focus on *active learning*. You will read, discuss, and apply research on the science of teaching and learning. You will use a collaborative model of teacher preparation in which you will share your knowledge and resources with peers.

Learning Outcomes:

By the end of the course, you will be able to:

1. Design and teach a course using a student-centered teaching approach based on the five APA learning outcomes for undergraduate education: Content knowledge; Scientific inquiry and critical thinking; Ethical and social responsibility in a diverse world; Communication; and Professional development.
2. Design active learning exercises, lesson plans, and a course syllabus that build crucial skills in students, as outlined by the APA (above).
3. Develop activities that capitalize on the diverse experiences that CUNY students bring to the classroom while using universal design to support their learning.
4. Demonstrate a commitment to apply evidence-based pedagogy (teaching methods that yield measurable gains) in one's teaching by engaging in assessment of learning outcomes.
5. Demonstrate a commitment to stay current in the Scholarship of Teaching and Learning by seeking mentorship, attending teaching conferences and workshops, and teaching collaboratively with other instructors.

Grading:

In-class: workshops	10%
In-class: mini-lessons x 2	25%
Online: Futures post to disseminate mini-lesson	20%
Online: Blackboard discussion board	10%
Online: Futures blog post about professional development event	15%
Collaborative final syllabus	20%

Assignments:

- In-class: workshops: We expect you to be **active** in all aspects of the class - completing the workshop assignments, responding to the readings (using Blackboard's discussion board), taking the role of an undergraduate student during the mini-lessons, and providing unbiased, constructive feedback to peers.
- In-class: mini-lessons x 2: You (in conjunction with a partner) will **teach** two brief (10-12 minute) **interactive mini-lessons** that pertain to the course for which you are developing a group syllabus. Please use the resources we describe below to make sure that this is an active learning experience for your students. Each mini-lesson should have at least one well-articulated learning outcome (content-based, skill-based or both). At least one of the mini-lessons must be in the first half of the semester and one in the second half. This will allow you to demonstrate that you have learned from experience over the course of the class.
- Online: Futures post to disseminate and showcase your mini-lessons: By the end of the semester (upload by May 10 at the latest), each student will post a full description of one of their mini-lessons, the source from which it came, any PPT slides and other materials (such as links to videos), an associated lesson plan to embed the mini-lesson within a course, and rubrics (if any). Your uploaded mini-lesson should incorporate any feedback and improvements suggested by classmates and instructors.
<http://futuresinitiative.org/teachingpsychology/>
- Online: Blackboard discussion board: We will ask you to **post** to Blackboard Discussion Boards in response to readings (~four times, see class calendar for specific weeks). We will vary the format of the Discussion Board to allow us to discuss how this tool can be used to promote learning.
- Online: Futures blog about professional development event: You are required to attend at least one professional development event through the Futures Initiative, the Teaching and Learning Center (TLC) at the Graduate Center, or other Pedagogy-focused campus programming (see last page of syllabus for some possibilities). After attending, please post a blog about your experience to our Futures ToP Site **within one week of attending the event**: <http://futuresinitiative.org/teachingpsychology/>
- Collaborative final syllabus: You will work in small groups to design (or adapt) a learner-centered **course syllabus** at a CUNY campus. **ONE SYLLABUS PER GROUP, NO EXCEPTIONS**. You will include a 14-week calendar using the Fall 2017 CUNY calendar for dates. Every week should describe in general the topics and activities for each class (see CSI Intro syllabus for model). The interactive mini-lessons and associated lesson plans that you prepare should fit into your proposed course syllabus (provide links to our Futures ToP Site, where appropriate). Make sure to include the official campus course description and any prerequisites from college/dept, and ask for sample syllabi from dept to see if there are "official" learning objectives. Use in-class assignments rather than "attendance" grades. Make sure assignments are well-defined (no free choice). There should be weekly HW (other than reading) to support the development of larger projects (these can be low-stakes with minimal feedback/grading).

IMPORTANT DATE:

May 10: Collaborative final syllabus DUE. Showcased mini-lesson and lesson plan should already be uploaded to our Futures ToP Site by this date.

Special Needs: To request accommodations please contact the Office of the Vice President for Student Affairs (Room 7301 Graduate Center; (212) 817-7400). Information about accommodations can be found in the Graduate Center Student Handbook 05-06, pp. 51-52).

Academic Honesty:

The Graduate Center of The City University of New York is committed to the highest standards of academic honesty. Acts of academic dishonesty include—but are not limited to—plagiarism, (in drafts, outlines, and examinations, as well as final papers), cheating, bribery, academic fraud, sabotage of research materials, the sale of academic papers, and the falsification of records. An individual who engages in these or related activities or who knowingly aids another who engages in them is acting in an academically dishonest manner and will be subject to disciplinary action in accordance with the bylaws and procedures of The Graduate Center and the Board of Trustees of The City University of New York.

Each member of the academic community is expected to give full, fair, and formal credit to any and all sources that have contributed to the formulation of ideas, methods, interpretations, and findings. The absence of such formal credit is an affirmation representing that the work is fully the writer's. The term "sources" includes, but is not limited to, published or unpublished materials, lectures and lecture notes, computer programs, mathematical and other symbolic formulations, course papers, examinations, theses, dissertations, and comments offered in class or informal discussions, and includes electronic media. The representation that such work of another person is the writer's own is plagiarism.

Care must be taken to document the source of any ideas or arguments. If the actual words of a source are used, they must appear within quotation marks. In cases that are unclear, the writer must take due care to avoid plagiarism.

The source should be cited whenever:

- (a) a text is quoted verbatim
- (b) data gathered by another are presented in diagrams or tables
- (c) the results of a study done by another are used
- (d) the work or intellectual effort of another is paraphrased by the writer

Because the intent to deceive is not a necessary element in plagiarism, careful note taking and record keeping are essential in order to avoid unintentional plagiarism.

For additional information, please consult "Avoiding and Detecting Plagiarism," available at http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Publications/AvoidingPlagiarism.pdf

Class calendar and readings

	Date	Topic	In-class workshops	Readings (* means resource for in-class activity)
1	Feb 1	<i>What is student-centered learning?</i>	<p>Introductions</p> <p>Syllabus groups (wiki demo)</p> <p>Interactive mini-lessons demo and signup</p>	
2	Feb 8	<i>Essentials of course design</i>	<p>Intro to using the Futures ToP Site</p> <p>Writing effective APA learning outcomes*</p> <p>Lesson planning</p> <p>Supporting diverse learners through Universal Design</p>	<p>*American Psychological Association. (2013). <i>APA guidelines for the undergraduate psychology major</i>. Washington, DC: Author. Retrieved from http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf</p> <p>Grose-Fifer, J., Brooks, P., & O'Connor, M., & (In preparation). Designing a course based on learning objectives. <i>Teaching of Psychology: An evidence-based approach</i>. Hoboken, NJ: Wiley & Sons.</p>
	Feb 15	NO CLASS - MONDAY SCHEDULE AT CUNY		
3	Feb 27	<i>Connecting Psychology to life</i>	Difficult discussions	Tatum, B. D. (1992). Talking about race, learning about racism: The application of racial identity development theory in the classroom. <i>Harvard Educational Review</i> , 62(1), 1-25.
4	Mar 1	<i>Critical thinking</i>	Developing lesson plans to encourage critical thinking	Grose-Fifer, J., Brooks, P., & O'Connor, M., & (In preparation). Activity, discovery, and higher order thinking. <i>Teaching of Psychology: An evidence-based approach</i> . Hoboken, NJ: Wiley & Sons.
5	Mar 8	<i>Collaborative Learning</i>	Role-play and collaboration*	<p>Grose-Fifer, J., Brooks, P., & O'Connor, M., & (In preparation). Group work. <i>Teaching of Psychology: An evidence-based approach</i>. Hoboken, NJ: Wiley & Sons.</p> <p>*Grose-Fifer, J. (in press). Using role play to enhance critical thinking about ethics in psychology. In R. Obeid, A. M. Schwartz, C. Shane-Simpson, & P. J. Brooks (Eds.) <i>How we teach now: The GSTA guide to student-centered teaching</i>. Society for the Teaching of Psychology.</p> <p>*Thomas, S.B., & Quinn, S.C. (1991). The Tuskegee Syphilis Study, 1932-1972: Implications for HIV education and AIDS risk education programs in the black community. <i>American Journal of Public Health</i>, 81, 1498-1505.</p>
6	Mar 15	<i>Critical Reading and Writing</i>	How to read and summarize a primary source research report	Grose-Fifer, J., Brooks, P., & O'Connor, M., & (In preparation). Writing in the Psychology Classroom. <i>Teaching of Psychology: An evidence-based approach</i> . Hoboken, NJ: Wiley & Sons.
7	Mar 22	<i>Project-based Teaching</i>	PSYCH+Feminism on Wikipedia*	*Brooks, P. J., Che, E. S., Walters, S., & Shane-Simpson, C. (in press). Launching PSYCH+Feminism to engage undergraduates in Wikipedia editing. In R. Obeid, A. M. Schwartz, C. Shane-Simpson, & P. J. Brooks (Eds.) <i>How</i>

				<p><i>we teach now: The GSTA guide to student-centered teaching.</i> Society for the Teaching of Psychology.</p> <p>Shane-Simpson, C., Brooks, P. J., Hotez, E., Sawyer, J. & Dow, E. A. A. (2015). Web-enhanced collaborative learning in undergraduate psychology courses: Examples using the ASD Video Glossary, CHILDES, and Wikipedia. In R. V. Nata (Ed.), <i>Progress in Education</i>, Vol 36 (pp. 25-47). Hauppauge, NY: NOVA Science Publishers.</p>
8	Mar 29	<i>Syllabus design</i>	Building a syllabus and lesson plans	<p>Slattery, J. M., & Carlson, J. F. (n.d.). Guidelines for preparing exemplary syllabi. Retrieved from http://teachpsych.org/Resources/Documents/otrp/syllabi/exemplary_syllabi.pdf</p>
9	Apr 5	<i>Preparing to teach online</i>	Workshop on online teaching: Guest Dr. Marina Sorochinski	<p>Powers, K., Brooks, P. J., McCloskey, D., Sekerina, I. A. & Cohen, F. Hybrid teaching of psychology. (2013). In M. Hamada (Ed.) <i>E-Learning: New Technology, Applications and Future Trends</i> (pp. 147-166). Hauppauge, NY: NOVA Science Publishers.</p>
	Apr 12	NO CLASS (SPRING BREAK)		
10	Apr 19	<i>Mining your students' strengths</i>	Blog, PAR	<p>Kreniske, P. & Todorova, R. (in press). Using blogs to engage first-generation college students. In R. Obeid, A. M. Schwartz, C. Shane-Simpson, & P. J. Brooks (Eds.) <i>How we teach now: The GSTA guide to student-centered teaching.</i> Society for the Teaching of Psychology.</p> <p>Reardon, K. M. (1998). Participatory Action Research as service learning. <i>New Directions for Teaching and Learning</i>, 73, 57-64.</p>
11	Apr 26	<i>Teaching with Technology</i>	Interactive Review using Clickers and Jeopardy Game	<p>Grose-Fifer, J., Brooks, P., & O'Connor, M., & (In preparation). <i>Teaching with Technology. Teaching of Psychology: An evidence-based approach.</i> Hoboken, NJ: Wiley & Sons.</p> <p>How to create a podcast: https://youtu.be/QSkMIz34qP4</p>
12	May 3	<i>Assessment and grading</i>	How to tweak it along the way	<p>Richmond, A. S., Boysen, G., & Gurung, R. A. R. (2016). <i>An evidence-based guide to college and university teaching: Developing the model teacher.</i> New York, NY: Routledge. (Chapters 6 and 8)</p>
13	May 10	<i>Empowering students and instructors</i>	Q and A	<p>Halpern, D. F. & Desrochers, S. (2005). Social psychology in the classroom: Applying what we teach as we teach it. <i>Journal of Social and Clinical Psychology</i>, 24(1), 51-61.</p> <p>Yeager, D. S., & Walton, G. M. (2011). Social-psychological interventions in education: They're not magic. <i>Review of Educational Research</i>, 81(2), 267-301.</p>
14	May 17	<i>Teaching Reflection</i>		

Resources for assignments (all resources are free)

GENERAL:

Society for the Teaching of Psychology Website:

The Society for the Teaching of Psychology (STP) also known as APA Division 2 has a website with a wealth of free resources to support your teaching and future development as an educator.

<http://teachpsych.org>

E-Books and other e-readings:

Benassi, V. A., Overson, C. E., & Hakala, C. M. (Eds.) (2014). *Applying science of learning in education: Infusing psychological science into the curriculum*. Retrieved from

<http://teachpsych.org/ebooks/asle2014/index.php>

Busler, J.N., Beins, B. C., & Buskist, W. (Eds.) (2014). *Preparing the New Psychology Professoriate: Helping Graduate Students Become Competent Teachers*, 2nd edition Retrieved from <http://teachpsych.org/page-1862898/>

CUNY Office of Academic Affairs (2012). Best Teaching Practices. Retrieved from

http://www.cuny.edu/news/publications/best_teach_practice.pdf

Saunders, S., & Kardia, D. (2008). Creating inclusive college classrooms. *University of Michigan Center for Research on Learning and Teaching*. Retrieved from http://www.crlt.umich.edu/gsis/p3_1

SYLLABUS:

Project Syllabus

Project Syllabus will be a particularly helpful resource for your syllabus assignment.

<http://teachpsych.org/otrp/syllabi/index.php>

INTERACTIVE MINI-LESSONS

Miller, R. L., Balcetis, E., Burns, S. R., Daniel, D. B., Saville, B. K., Woody, W. D. (2011). Promoting student engagement (Vol 2): Activities exercises and demonstrations for psychology courses. Retrieved from the Society for the Teaching of Psychology Web site: <http://teachpsych.org/ebooks/pse2011/index>.

Fleck, B., Heath, T., Lyons, K., Panjwani, A., Peters, J., Powers, K., Richmond, A., & Ropp, A. (2016). In RAR Gurung & A. Richmond, Eds. *Discover Psychology: A brief introductory text*. Instructor Manual. Noba Textbook Series: Psychology. Champaign, IL: DEF. Publishers. DOI: nobaproject.com. Retrieved from: <http://nobaproject.com/resources/instructor-manual>

PHILOSOPHY OF TEACHING STATEMENT

Kearns, K. D., & Sullivan, C. S. (2011). Resources and practices to help graduate students and postdoctoral fellows write statements of teaching philosophy. *Advances in Physiology Education*, 35(2), 136-145.

Teaching Philosophy Template

http://www1.umn.edu/ohr/prod/groups/ohr/@pub/@ohr/documents/asset/ohr_78221.pdf

Prompts for Starting Your Teaching Philosophy

<http://www1.umn.edu/ohr/teachlearn/tutorials/philosophy/start/prompts/index.html>

University of Minnesota Self-Paced Tutorial for Writing Your Teaching Philosophy

<http://www1.umn.edu/ohr/teachlearn/tutorials/philosophy/>

Schedule of Professional Development Events at CUNY (to be expanded as events are announced

- Check the calendar on our Futures ToP website at https://futuresinitiative.org/teachingpsychology/professional-development/#action=calp_month&calp_month_offset=1)

Date	Event	Campus
Thurs Feb. 2, 1:40pm	Faculty Post-election Teach-in	John Jay, TLC 335T
Wed. Feb. 8, 1pm	Improv for Academics	Graduate Center, Room 9206
Wed. Feb. 8, 2pm	Design, Mobility, and Access (Futures Initiative)	Graduate Center, Skylight Room
Wed. Feb. 22, 1pm	Teaching as an International Student	Graduate Center, Room 9206
Wed. Feb. 22, 7pm	NYC as Classroom: Pedagogies of Close Looking at the Frick	Frick Collection, 1 East 70 th St.
Wed. Mar. 1, 6:30pm	NYC as Classroom: Place-based Assignments	Graduate Center, Room 9207
Mon. Mar. 6, 2pm	Global Perspectives on the Fight for Higher Education (Futures Initiative)	Graduate Center, Room 9100
Wed. Mar. 8, 1pm	Undergraduate Research Opportunities	Graduate Center, C204
Wed. Mar. 8, 1pm	Demystifying Ed Tech	Graduate Center, Room 9206
Mon. Mar. 20, 6:30pm	Hybrid/Online Courses	Graduate Center, Room TBA
Fri. Mar. 24, 9:30-1pm	Digital Demo Day	John Jay, Room TBA
Fri. Mar. 24, 11:30am	Fostering the Development of Writing Skills Across the Psychology Curriculum	Graduate Center, 6304.01
Wed. Mar 29, 1pm	Social Reading / Social Writing	Graduate Center, Room 9206
Mon. Apr. 3, 10-5	Futures Initiative Year-End Symposium	Graduate Center, Skylight Room
Wed. Apr. 5, 6pm	Teaching the Humanities at Two-Year Institutions: Perspectives and Practices	Graduate Center, Room 9207
Wed. Apr. 26, 1pm	Teach your Research: Translating Specialized Knowledge for the Humanities Classroom	Graduate Center, Room 9206
Mon. May 8, 9:30-4	TEACH@CUNY Day	Graduate Center, Concourse
Fri. May 12, 9-4	John Jay Online Education Conference	John Jay, L63 Conference Room