

Psychology 681-01: Instructor Development Program Fall, 2004

Professor: Steven Meyers, Ph.D., ABPP

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Seminar Meetings: Auditorium Building: Tuesdays, 10:00 am – 12:00 pm.

Office Hours: Tuesdays, 12:15 – 1:00; Wednesdays, 5:30 – 6:15; Thursdays, 10:00 – 11:00

Required Texts: Davis, B. G. (1993). *Tools for teaching*. San Francisco: Jossey-Bass.

Keith-Spiegel, P., Whitley, B. E., Jr., Balogh, D. W., Perkins, D. V., & Wittig, A. F. (2002). *The ethics of teaching: A casebook* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.

In addition, you will be provided with a packet containing hand-outs, chapters, and articles at our first meeting.

Program Description:

The Instructor Development Program (IDP) in the School of Psychology at Roosevelt University offers part-time faculty and doctoral students a unique opportunity to refine their teaching skills. The IDP provides a multifaceted learning experience including a practical seminar series, expert supervision and consultation, helpful readings on college teaching, and hands-on learning activities. Participants:

- Learn essential teaching techniques during an interactive seminar series
- Engage in experiential activities to hone their teaching skills
- Rehearse a wide range of teaching methods
- Reflect on their teaching during videotaped consultation
- Prepare a teaching portfolio that documents their teaching expertise

Program Requirements:

Your grade in PSYC 681 is based on the following criteria. In addition, your participation in the program will be documented with a certificate of successful completion if you fulfill the program requirements.

1. Regular attendance and participation in the IDP seminar meetings

There will be 14 seminar meetings during the semester. Topics include developing course goals and syllabi, lecturing, facilitating discussion, using active learning strategies, developing tests, grading, and managing classroom conflicts. Experiential activities including microteaching, role-plays, and application-oriented exercises will be used extensively. For instance, you will critique a collection of course syllabi, develop sample course activities, and write sample examination questions. Helpful readings have also been assigned to expand on each subject.

Participation is required and will be evaluated on a credit vs. no credit basis each session. Your overall participation score is calculated by dividing the number of sessions that you attended by the total number of class meetings. This score accounts for 35% of your final grade for the course.

2. Weekly journal submissions

To gain a greater awareness of your relative strengths and weaknesses as a college instructor, you will maintain a teaching journal throughout the semester. Journal entries are a forum to record problems and successes from class, document strategies for improvement, and note reminders for subsequent semesters. You will submit a double spaced, typewritten 650- to 750-word journal entry at most seminar meetings. Specific topics for each session are provided in the Calendar and Reading List below.

If you are teaching this semester, two of your journal entries will feature the videotaped analysis of your performance in your classroom. More specifically, you will be videotaped on two occasions during the semester while teaching your class. The first videotaping should be conducted by October 5; the second should be conducted by November 23.

To arrange for videotaping, you must order a video camera from the ETRC website <http://www.roosevelt.edu/etrc/forms/equip-request.htm> *two weeks in advance of the desired date*. Provide them with the name and number of the course that you are teaching. Bring a blank VCR cassette for the technician on each occasion that you are videotaped. You will analyze each videotape and critique your own teaching skills (see the Calendar and Reading List below for more details). In addition, these videotaped teaching samples will be useful during consultation sessions with me.

If you will be teaching in an upcoming semester, many of your journal entries will focus on answering the discussion questions posed in the Keith-Spiegel text. Each chapter in this book includes several thought-provoking questions; you will choose two or three to answer in detail. Note that the journal entry for each week will be between 650 and 750 words. Thus, your answers should be detailed and thorough. You may choose any particular questions that you like *within that set of weekly readings* from the Keith-Spiegel book. Please indicate the page number and discussion question number as well. I also recommend that you (a) choose those scenarios or issues that are likely to be the most relevant for your own teaching; (b) clearly articulate your decision-making process and how you would approach the issue; and (c) specifically state what you would do or advise for the scenario.

All journal entries are graded on a 10-point scale and account for 25% of your final course grade. Late journals will be penalized at a rate of 1 point per day. They must be e-mailed to me at smeyers@roosevelt.edu (either as a MS Word attachment saved in Rich Text Format or pasted into the e-mail message itself). If you email me a late journal, I will send you an email in return providing receipt confirmation. This is your only assurance that the document was successfully transmitted.

3. Reading question sets

At the beginning of each class session, you will need to turn in two type-written thought-provoking question sets or comments based on the assigned readings for that day. A question set refers to a *series* of questions that address the reading and will be about one paragraph in length. Each week you will be writing two question sets (i.e., two separate series of questions) that will total about 200 words in length.

Your question sets should not only show that you have read the material, but also that you have thought about it with care. This assignment is designed to encourage critical thinking about the readings, and to encourage you to be prepared before class. Note that these questions are not the same as “quiz questions” that you may have written for other classes -- answers to your reading questions are not found neatly in the readings, but build upon them. Question sets will be collected at the beginning of class sessions. Note that your question sets will also become the foundation for class discussions.

Each question set submission will be graded as very good (1.0 point), adequate (0.8 point), or inadequate/not turned in (0 points). The grade reflects not only the length of your question sets, but the depth of your questions (see criteria below). Question sets will account for 15% of your final course grade. Here is an example of one good question set and one to avoid:

	<i>Description</i>	<i>Example</i>
<i>Poor</i>	Questions that can be answered in simple terms or that have one right answer. Questions that focus predominantly on the recall of information. They are also often significantly shorter than one paragraph in length.	“What are the advantages and disadvantages of distributing lecture outlines to my students when I teach?”
<i>Good</i>	Questions that require answers which encourage the synthesis, analysis, or evaluation of information. Questions that are generally longer (i.e., at least one paragraph in length), may have several parts to them, and cut across different areas. They will almost always be a full paragraph in length.	“What are the advantages and disadvantages of distributing lecture outlines to my students when I teach? I am concerned that students will attend class less often or will not take notes if I hand them an outline. On the other hand, I think that my lecture outlines can help them organize the material that I am presenting in each session. Are there other ways of providing students with an organizational structure each day that would still require their effort and attention in class?”

Late question sets will be penalized at a rate of 0.5 point per day. They must be e-mailed to me at smeyers@roosevelt.edu (either as a MS Word attachment saved in Rich Text Format or pasted into the e-mail message itself). I will send you an email in return providing receipt confirmation. This is your only assurance that the document was successfully transmitted.

4. Microteaching

Microteaching is a training activity in which you will teach a brief 15 minute lesson and analyze your performance. It isolates a single teaching skill or task, such as lecturing, using active learning skills, or leading discussion. On each of the three dates listed on the syllabus, you will prepare and present a 15 minute lesson demonstrating the requested skill to your peers in the seminar. The topic of the lesson may either reflect the course that you currently teach, plan to teach, or an issue in higher education pedagogy (i.e., one of the topics that we are addressing in our seminar). After the initial presentation, your peers and I will provide you with feedback. In addition, you will be involved in your own critiquing process. Microteaching lessons will be

videotaped to promote your own awareness of your teaching style and you will be able to review your performance. Importantly, microteaching is a supportive exercise that will include encouragement and allows you to build on your strengths.

The three microteaching exercises will be scored on a 10-point scale and will account for 15% of your grade in the course. Each microteaching exercise is evaluated on the extent to which your microteaching adhered to the recommendations provided in the readings and class for the particular target skill (i.e., lecturing, discussion, or active learning) as well as your level of proficiency in demonstrating the target skill. Feel free to consult with me as you plan your microteaching lessons.

5. Teaching portfolio

At the end of the semester (December 14), you will submit a teaching portfolio that represents the culmination of your work in the IDP. Your teaching portfolio reflects your teaching philosophy, summarizes your teaching experiences, and documents your effectiveness. Constructing a teaching portfolio presents an opportunity to contemplate your professional development and is a useful way to document your expertise for later job searches. Buy a loose-leaf binder to organize the following materials effectively. Separate the different sections using dividers or tabs; you may also want to include a table of contents. Text should be typewritten and double-spaced.

a. *Description of your teaching responsibilities.*

Describe the courses that you have taught. In your narrative, include the course title, the enrollment, the course level (i.e., introductory, intermediate, or advanced undergraduate), as well as a summary of the course content. If you have taught more than one course, include information on each. This section will be at least one page in length; it will be longer if you have taught several courses.

b. *Teaching philosophy.*

Describe your teaching philosophy. Your well-organized statement will express the overarching goals that guide your teaching. Each paragraph should begin with a statement of a particular teaching value, and will be supported by concrete illustrations of how you have accomplished this objective in your course(s). Thus, broad statements are followed by specifics. This section will be about three pages in length. I would be happy to provide you with early feedback and suggestions for improving your teaching philosophy if you submit it to me about two weeks before it is due.

c. *Effectiveness data.*

First, provide the quantitative and qualitative assessments of your teaching (i.e., student ratings and comments) that you have gathered throughout the semester. If you have taught courses in past semesters, provide a summary (or copies) of the university data that you received. Second, write a self-assessment of your teaching skills. Highlight your strengths and how you have developed your teaching skills. Describe specifically how you intend to improve your teaching in the future. This narrative should be about two pages in length.

d. *Supporting materials.*

Include a copy of the following materials. If you have taught more than one course, you may want to organize some of this information in a course-by-course fashion: (1) course syllabi; (2)

sample lecture notes and hand-outs; (3) representative class assignments, such as tests, papers, and projects; and (4) sample student work, such as graded essay assignments or term papers.

If you will be teaching during an upcoming semester, your teaching portfolio will consist of your teaching philosophy and materials that you have designed in advance for the course that you are planning to teach (i.e., points “b” and “d” listed above, but not “a” and “c”). I will evaluate your teaching portfolio on a 10-point scale and it will account for 10% of your final course grade.

Computation of Grades:

Weighted scores from each component of the class (participation, journals, reading questions, microteaching exercises, and the teaching portfolio) will be added together. Numerical grades will be converted to letter grades according to the following scale. Please note that there will be absolutely no “rounding” of final scores under any circumstance. For example, a final score of 89.99 will translate into a “B” for the course.

Grade	Total Points
A	90.00 - 100
B	80.00 - 89.99
C	70.00 - 79.99
D	60.00 - 69.99
F	59.99 and below

I also want to inform you that I strictly follow the Registrar’s policy for assigning Incompletes for this course. That is, a grade of **I** will only be assigned when a small portion of the total semester’s work has to be completed and the student has a compelling reason why the work cannot be completed within the regular timeframe.

Make Up Work Policy:

In the absence of a documented, legitimate reason for missing an assignment, a grade of **F** will be assigned for that work. Credit for participation cannot be made up, due to the nature of this particular element of the course.

Academic Dishonesty:

All students will be held to the University's standards on academic dishonesty, as described in the student handbook and planner and on the University's website. Ignorance of standards will not be accepted as an excuse. Students found guilty of academic dishonesty will receive an **F** for the course, and their names will be forwarded to the Student Services office.

Religious Holidays:

Roosevelt University respects the rights of students to observe major religious holidays and will make accommodations, upon request, for such observances. Students who wish to observe religious holidays must inform their instructors in writing *within the first two weeks* of each semester of their intent to observe the holiday so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity. Students who make such arrangements by the deadline will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed work and examinations. However, all work missed for such absences, including papers and examinations, must be made up. Students who do not arrange for excused absences by the deadline are not entitled to such accommodations.

Additional Readings:

If you want to read more about college teaching, I would encourage you to examine the following three journals: *College Teaching*, *Teaching of Psychology*, and *New Directions for Teaching and Learning*. We also have a collection of books and videos on this topic at our library. These are indexed under the link marked “TQE Grant Collection” at the following website: <http://www2.roosevelt.edu/library/default.asp>.

The following books are some of my favorites.

- McKeachie, W. J. (1999). *Teaching tips: Strategies, research, and theory for college and university teachers* (10th ed.). Boston: Houghton Mifflin.
- Lowman, J. (1995). *Mastering the techniques of teaching* (2nd ed.). San Francisco: Jossey-Bass.
- Ware, M. E., & Johnson, D. E. (Eds.). (1996). *Handbook of demonstrations and activities in the teaching of psychology*. Mahwah, NJ: Erlbaum.
- Meyers, C., & Jones, T. B. (1993). *Promoting active learning: Strategies for the college classroom*. San Francisco: Jossey-Bass.
- Mager, R. F. (1997). *Preparing instructional objectives* (3rd ed.). Atlanta, GA: Center for Effective Performance.
- Nilson, L. B. (1998). *Teaching at its best: A research-based resource for college instructors*. Bolton, MA: Anker.
- Walvoord, B. E., & Anderson, V. J. (1998). *Effective grading: A tool for learning and assessment*. San Francisco: Jossey-Bass.
- Bronstein, P., & Quina, K. (2003). *Teaching gender and multicultural awareness*. Washington, DC: American Psychological Association.

General Notes:

I am committed to the education of each student in this course. If there is a problem that is negatively affecting your course performance, *contact me immediately* so that we can develop an appropriate plan to help you succeed in this class. I urge you not to wait until the end of the semester or until after an assignment is due to speak with me. I encourage you to attend my office hours or contact me by telephone, voice mail, or e-mail.

There are other important university resources that you can access if you feel they will be helpful. These include the Tutoring Center and Writing Lab (HCC 310, 341-3818), the Academic Success Center (HCC 310, 341-3810), and the Counseling Center (AUD 854, 341-3548). Students with disabilities are encouraged to identify themselves at the Academic Success Center at the start of the semester to receive suitable services and academic accommodations.

Finally, people characterized by a variety of backgrounds, ages, experiences, abilities, and other differences contribute to the community of learners in our classroom. We can all learn from these different perspectives, and everyone should be respected and appreciated.

Calendar and Reading List

Tuesday, August 31, 2004

Topic: PROGRAM ORIENTATION AND SETTING COURSE GOALS

Tuesday, September 14, 2004

Topic: CLASSROOM ENVIRONMENT AND SYLLABUS CONSTRUCTION

Readings: Davis, Section I.

Hammons, J. O., & Shock, J. R. (1994). The course syllabus reexamined. *Journal of Staff, Program, and Organization Development*, 12, 5-17.

Keith-Spiegel et al., Chapters 1 and 2.

Journal: Think back upon all the college instructors that you have had. Select the person who you believed was the most effective. Describe that instructor's teaching behaviors. Why was this person an effective instructor? What do you think the goals for this class were, and why was the class successful in meeting these goals?

Note: *If you are teaching this semester,*
Turn in a copy of the syllabus for your class. Make any needed changes so that it incorporates those points that are discussed in the readings.

Tuesday, September 21, 2004

Topic: LECTURING EFFECTIVELY

Readings: Davis, Section IV and Chapters 35 to 38.

Svinicki, M. D. (1991). Practical implications of cognitive theories. In R. J. Menges & M. D. Svinicki (Eds.), *College teaching: From theory to practice* (pp. 27-37). San Francisco: Jossey-Bass.

"Thoughts on the lecture method." *FYC* #6.

Keith-Spiegel et al., Chapter 3.

Journal: *If you are teaching this semester,*
Read the "Teaching Self-Evaluation Form" and reflect upon the 14 questions that are asked. Write a journal entry that integrates your responses to these questions.

If you will be teaching during an upcoming semester,
Choose two or three discussion questions from Keith-Spiegel et al., Chapters 1-3 to answer for your journal entry this week.

Note: *If you are teaching this semester,* schedule videotaping for your class.

Tuesday, September 28, 2004

- Topic: MICROTEACHING I
- Readings: No readings for today.
- Journal: No journal entry for today.
- Note: Prepare a 15-minute **lecture** to microteach.

Tuesday, October 5, 2004

- Topic: USING ACTIVE LEARNING TECHNIQUES
- Readings: Davis, Section V.
- Johnson, D. W., Johnson, R. T., & Smith, K. A. (1991). *Active learning: Cooperation in the college classroom*. Edina, MN: Interaction Book Company. (Selected chapters)
- Meyers, S. A. (1997). Increasing student participation and productivity in small-group activities for psychology classes. *Teaching of Psychology*, 24, 105-115.
- Keith-Spiegel et al., Chapter 4.
- Journal: *If you are teaching this semester,*
You will be administering **two** forms to your class this week. One is called the “Student Rating Form.” You have to make copies of this beforehand and distribute them to your class. The other is the “Early Feedback Exercise,” which presents students with instructions for providing narrative feedback.
- After your students have completed these two feedback forms, write a journal entry that summarizes your students’ ratings and comments. Hand in the actual forms completed by your students with your journal entry.
- If you will be teaching during an upcoming semester,*
Choose two or three discussion questions from Keith-Spiegel et al., Chapter 4 to answer for your journal entry this week.
- Note: *If you are teaching this semester,*
Class videotaping completed.

Tuesday, October 12, 2004

- Topic: MICROTEACHING II
- Readings: No reading for today.
- Journal: No journal entry for today.
- Note: Prepare a 15-minute lesson featuring **active learning** to microteach.

Tuesday, October 19, 2004

Topic: FACILITATING DISCUSSIONS

Readings: Davis, Section III.

“The guided discussion.” *FYC* #12.

King, A. (1995). Inquiring minds really do want to know: Using questioning to teach critical thinking. *Teaching of Psychology*, 22, 13-17.

Nilson, L. B. (1998). *Teaching at its best: A research-based resource for college instructors*. Bolton, MA: Anker. Chapter 16.

Keith-Spiegel et al., Chapters 19 and 20.

Journal: *If you are teaching this semester,*
Carefully watch the videotape of your teaching and then complete the form, “Getting the Most From Your Videotape.” In narrative form, summarize your strengths and weaknesses as an instructor based on your analysis of the videotape. In addition, develop a set of teaching goals/objectives to address the teaching areas that you want to improve most. Hand in your videotape, the “Getting the Most From Your Videotape” form, a written summary of the content and goals of your lecture (or a copy of your lecture notes), and any handouts distributed in class with your journal entry.

If you will be teaching during an upcoming semester,
Choose two or three discussion questions from Keith-Spiegel et al., Chapters 19 and 20 to answer for your journal entry this week.

Tuesday, October 26, 2004

Topic: MICROTEACHING III

Readings: No readings for today.

Journal: No journal entry for today.

Note: Prepare a 15-minute lesson featuring **discussion** to microteach.

Tuesday, November 2, 2004

Topic: STUDENT EVALUATION: QUIZ AND TEST CONSTRUCTION

Readings: Davis, Chapters 28 to 31.

Ory, J. C., & Ryan, K. E. (1993). *Tips for improving grading and testing*. Newbury Park, CA: Sage. Chapter 1.

“Improving multiple choice questions.” *FYC* #8.

Tuesday, November 2, 2004-- continued

Keith-Spiegel et al., Chapter 5.

Journal: *If you are teaching this semester,*
What is the best way (or ways) to evaluate students' understanding of course material? Why? How does your response match up with the means of student evaluation that you are currently using for the course that you are teaching?

If you will be teaching during an upcoming semester,
Choose two or three discussion questions from Keith-Spiegel et al., Chapter 5 to answer for your journal entry this week.

Note: *If you are teaching this semester,*
Bring in actual copies of tests and quizzes that you have developed for your class.

Tuesday, November 9, 2004

Topic: STUDENT EVALUATION: WRITTEN WORK AND FINAL GRADES

Readings: Davis, Section VII and Chapters 32 and 33.

Ory, J. C., & Ryan, K. E. (1993). *Tips for improving grading and testing*. Newbury Park, CA: Sage. Chapters 7 and 8.

"Evaluating student projects." *FYC* #9.

"Grading systems." *FYC* #10.

Svinicki, M. D. (1998). Helping students understand grades. *College Teaching*, 46, 101-105.

Keith-Spiegel et al., Chapters 6, 7, and 8.

Journal: *If you are teaching this semester,*
List the three main goals for your course. Underneath each goal, list the different student evaluation techniques that you are using (e.g., tests, essays) and explain how each technique assesses whether the goal has been accomplished. In addition, please choose one or two discussion questions from Keith-Spiegel et al., Chapters 6-8 to answer for your journal entry this week.

If you will be teaching during an upcoming semester,
Choose two or three discussion questions from Keith-Spiegel et al., Chapters 6-8 to answer for your journal entry this week.

Notes: *If you are teaching this semester,*
Bring in copies of written assignments or essays that you have developed for the class that you are teaching. Also, bring in another copy of your syllabus.

If you are teaching this semester, schedule videotaping for your class.

Tuesday, November 16, 2004

Topic: RESOURCES FOR ROOSEVELT FACULTY AND STUDENTS

Readings: Davis, Chapter 39.

Yandell, L. (2002). Web-based resources. In S. F. Davis & W. Buskist (Eds.), *The teaching of psychology: Essays in honor of Wilbert J. McKeachie and Charles L. Brewer* (pp. 295-305). Mahwah, NJ: Erlbaum.

Beins, B. C. (2002). Technology in the classroom: Traditions in psychology. In S. F. Davis & W. Buskist (Eds.), *The teaching of psychology: Essays in honor of Wilbert J. McKeachie and Charles L. Brewer* (pp. 307-321). Mahwah, NJ: Erlbaum.

Keith-Spiegel et al., Chapters 13 and 18.

Journal: Find 10 sites on the internet that are highly related to your course and that your students would find helpful. List each URL and describe the content of each site in at least two complete sentences. In addition, please choose two discussion questions from Keith-Spiegel et al., Chapters 13 and 18 to answer for your journal entry this week.

Note: We will begin today's session in our regular room, but we will then be moving throughout the building. Be very prompt.

Tuesday, November 23, 2004

Topic: DIVERSE STUDENTS. CONFLICT SITUATIONS

Readings: Davis, Section II, Chapters 21, 23, and 34.

Bronstein, P. A., & Quina, K. (Eds.). (1988). *Teaching a psychology of people: Resources for gender and sociocultural awareness*. Washington, DC: American Psychological Association. Chapters 1 and 26.

Nilson, L. B. (1998). *Teaching at its best: A research-based resource for college instructors*. Bolton, MA: Anker. Chapter 12.

Keith-Spiegel et al., Chapters 9, 10, 16, and 17.

Journal: *If you are teaching this semester,*
Describe an incident in which you had a conflict with one of the students enrolled in your class. Describe how you handled the situation and ways that you wished you had dealt with the situation (or will manage similar conflicts in the future).

If you will be teaching during an upcoming semester,
Choose two or three discussion questions from Keith-Spiegel et al., Chapters 9, 10, 16, and 17 to answer for your journal entry this week.

Note: *If you are teaching this semester,*
Second class videotaping completed.

Tuesday, November 30, 2004

Topic: FACULTY GUEST PANEL

Readings: Levine, A. (1997). How the academic profession is changing. *Daedalus*, 126(4), 1-20.

Brewer, C. L. (2002). Reflections on an academic career: From which side of the looking glass? In S. F. Davis & W. Buskist (Eds.), *The teaching of psychology: Essays in honor of Wilbert J. McKeachie and Charles L. Brewer* (pp. 499-507). Mahwah, NJ: Erlbaum.

Miles, W. F. S. (1998). Tenure, promotion, and pig-killing. *Change*, 30(5), 30-32.

Journal: Develop at least six questions to pose to full-time faculty members from the School of Psychology. These questions should be related to their teaching experiences and their careers in academia.

Tuesday, December 7, 2004

Topic: REFLECTING ON YOUR EFFECTIVENESS AS AN INSTRUCTOR

Readings: Davis, Section XII and Chapters 41 and 43.

Keith-Spiegel et al., Chapters 11 and 12.

Journal: *If you are teaching this semester,*
Carefully watch the second videotape of your teaching and then complete the form, "Getting the Most From Your Videotape." In narrative form, write about your strengths and areas that you would like to improve, comment on significant differences that you noticed from your first videotaping. How has your teaching style changed over the course of the semester? Hand in your videotape, the "Getting the Most From Your Videotape" form, a written summary of the content and goals of your lecture (or a copy of your lecture notes), and any handouts distributed in class as well as your journal entry.

If you will be teaching during an upcoming semester,
Choose two or three discussion questions from Keith-Spiegel et al., Chapters 11 and 12 to answer for your journal entry this week.

Tuesday, December 14, 2004

Note: *Finals Week.* No meeting today. Please submit your teaching portfolio and the "Program Evaluation Form" to the Secretary's office of the School of Psychology (18th floor).