

Trying to Teach Psychology (Methods of Teaching Psychology) Syllabus Fall 2012

Credits: 2.0

Course information: PSY-401

Prerequisites:

Instructors: Nina Bagdasarova, PhD, nina.bagdasarova@gmail.com

Class meets: Thursday 10.50-12:05 a.m. in Room 1/311

Office hours: By appointment, at least 2 days before in advance via e-mail or in person

Course Description

This course is devoted to an art of teaching Psychology. “Art” is a right word for teaching especially for teaching Psychological courses. Using the word “art” doesn’t mean that teacher doesn’t have any skills or instruments for working in the classroom. Only one who is good equipped by these instruments may provide a real inspiration or improvisation during routine classes.

To get better understanding of teachers’ work we will try to acquire the following skills:

- Develop and regularly reflect your own Philosophy of teaching
- Understand how your personality and different teaching styles are shaping your goals and objectives within the teaching process
- Understand how a course might be elaborated
- Get a basic understanding of what does it mean to teach Psychology
- Get the basic skills for courses development

Course Organization

The course is organized in two major streams: (1) acquiring of theoretical approaches to teaching methods and (2) application of theories to practice including writing syllabi and doing work within the classroom

Methods

We are going to employ the following learning methods:

- participating in seminar discussion (listening and talking);
- independent reading and research;
- searching for relevant materials for your own course development;
- preparing and conducting presentation;
- group analysis in seminars and individual cross-evaluation;
- preparing and drafting research one course description and teaching portfolio for ir

Seminar Discussion

It is essential that all students complete their examples/presentations before class in order to participate fully in seminar discussion. Everyone is expected to take part in discussions, which will be based on an attentive listening and friendly criticism. Seminars also provide you with an opportunity to ask questions about things that you don’t understand. Your participation in seminars is a crucial part of your own and others’ learning, and is an important transferable skill. Seminars require the full participation of all students in order to make them effective learning environments.

Literature

Korn, J. H., & Sikorski, J. (2010). *A Guide for Beginning Teachers of Psychology*. Retrieved from the Society for the Teaching of Psychology Web site: <http://teachpsych.org/resources/e-books/guide2010/index.php>

Essays from E-xcellence in Teaching: <http://teachpsych.org/resources/e-books/index.php>

Topics and schedule

	Topics	Required readings, homework and assignments
Week 1	Introduction to the course. What does it mean to have your own Philosophy of Teaching	
Thu, 06/09	Developing Your Philosophy of Teaching. You and your teaching style	<i>A Guide for Beginning Teachers</i> , p. 15-39
Week 2	Discussion and practice	
Thu, 13/09	Individual presentations and classroom discussion: <i>The courses on Psychology what makes the differences in teaching</i>	To prepare a first draft of your teaching philosophy Write a short reflection in order to relate your teaching style to your philosophy.
Week 3	The practice on course development	
Thu, 20/09	Students' presentations on chosen topics	Choose a course, develop a vision for your ideal course and link that vision to your philosophy, draft your first syllabus including these reflections
Week 4	The practice on course development	
Thu, 27/09	Classroom discussion on cross evaluations	Write a cross evaluation on your classmate's syllabus
Week 5	The art to be a lecturer	
Thu, 04/10	Individual presentations and classroom discussion	<i>A Guide for Beginning Teachers</i> , p. 73-94 Prepare a short lecture plan, examples, illustrations and jokes
Week 6	Managing Class Discussions	
Thu, 11/10	Classroom discussion on reading materials	<i>A Guide for Beginning Teachers</i> , p. 95 -113
Week 7	Managing Class Discussions	
Thu, 18/10	Practice on organizing a class discussion	Develop a plan for a class discussion. Apply your plan to practice.
Week 8	The active learning techniques and resources	
Thu,	Classroom discussion on reading materials	<i>A Guide for Beginning</i>

25/10		<i>Teachers</i> , p. 114-127
	FALL BREAK. NO CLASSES (MON, 17/10 - FRI,21/10)	
Week 10	The active learning techniques and resources	
Thu, 01/11	Practice on classroom work	Prepare a classroom presentation
Week 11	The active learning techniques and resources	
Thu, 08/11	Practice on classroom work	Prepare a classroom presentation
Week 12	Assessment and Grading	
Thu, 15/11	Classroom discussion on reading materials	<i>A Guide for Beginning Teachers</i> , p. 128 -144
Week 13	Thanksgiving Day. No classes.	
Thu, 22/11		
Week 14	Values and Ethics	
Thu, 29/11	Classroom discussion on reading materials	<i>A Guide for Beginning Teachers</i> , p. 166-188
Week 15	Developing a Teaching Portfolio	
Thu, 06/12	Classroom discussion on reading materials	<i>A Guide for Beginning Teachers</i> , p. 189-212
Week 16	Developing a Teaching Portfolio	
Thu, 13/12	Individual presentations and classroom discussion	Prepare materials for your teaching portfolio
Week 17	Landing a Teaching Job	
Thu, 20/12		<i>A Guide for Beginning Teachers</i> , p. 213-225
Week 18	FINAL EXAM. Developed course with Syllabus and teaching portfolio	

Requirements and Evaluation

We will try to make classes interactive and practical for all of us. It will be possible if you come prepared to all classes, lectures and seminars, having read the required material. Productive work will also be possible if you attend classes regularly, come to class on time. Excessive disruptions, from whatever source or whatever reasons will not be tolerated.

Grading system (scores)

Participation in seminar discussions	100
Individual presentations/demonstrations	80
Assignments	50
Final exam	170
Total	400

Assessment scale

A	91 and above	C+	66-70
A-	86-90	C	61-65
B+	81-85	C-	56-60
B	76-80	D	51-55
B-	71-75	F	50 and less

Note! Grade 'X' – an administrative drop – is initiated only by instructor, which means a student cannot request it.

Grading Guidelines for Seminar discussion

A student comes to class with prepared assignment and ready to give a feed-back other students. The questions should demonstrate student's critical and analytical skills. A student should actively participate in the discussion. Active participant should be ready to support his/her ideas by evidences. A student should be respectful to the opinions of others.

Grading Guidelines for presentation/demonstration

Presentations/demonstrations should be creative well-structured and designed, with Students should be capable to answer to others' critique with clear and convincing arguments.

Note! If you don't attend classes for conducting the presentation you should submit a doctor's confirmation or other evidences explaining your absence otherwise you'll get 'F' for this presentation.

Grading Guidelines for Final exam

The final exam consists of fully developed and completed Syllabus and 2 assignments (presentation, scenarios for group discussion, tasks for homework, essay etc.) that you yourselves consider as the most successful works during the semester. The Syllabus should be creative, well-structured and designed and contain the list of literature and all necessary attachments.

Course Deadline: Week 18, 24th of December, 2012, by 5:00 PM

Materials turned in after deadline will have 5 points deducted for each day it's late. There will be no rewrites. Please keep (hard and electronic) copies of your papers for your own records.

Academic Integrity

According AUCA policy the educational activity is free of fraud and deception. No cheating, plagiarism, fabrication of information and citations is acceptable. The facilitating acts of academic dishonesty by others, submitting work of another person or work previously used without informing the instructor, tampering with the academic work of another student, and lying to the instructor are unallowable. Please refer to the University's Undergraduate Catalog 2008-2010 for additional information on Honor Code, which is also available on AUCA website.

Anyone found to be academically dishonest is subject to receiving an "F" for the course.

Note! This syllabus is subject to change at discretion of the lecturers to accommodate instructional and/or student needs. You are responsible for any changes announced during lectures/seminars even though you are absent.