

PSY 494: Techniques for Teaching and Tutoring in Psychology (2units)
San Diego State University
Spring 2011

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PSY 301 LECTURE: T/Th 8:00am-9:15am; GMCS-428

WEEKLY MEETING: TBD

*“Teaching is the highest form of understanding”
~Aristotle~*

COURSE OVERVIEW: In this special study course, you will be learning about the various aspects of the teaching of psychology. You will read current articles and/or chapters about the techniques of teaching, including preparation, strategies, and classroom management. These will help you create an in-class activity for the students as well as write an APA-style report highlighting what you have learned and how you applied them to your assignment.

LEARNING OUTCOMES:

By the end of this special study course you will know how to:

1. **Review theoretical and practical aspects of teaching**, including
 - a. Preparation,
 - b. Approaches and strategies, and
 - c. Classroom management.
2. **Create an in-class student activity or homework assignment**, which will
 - a. Demonstrate knowledge of the literature, and
 - b. Evaluate student learning on a specific topic.
3. **Write an APA-style paper documenting this process**, that
 - a. Accurately employs APA-style, and
 - b. Addresses the effectiveness of the activity/homework.

ATTENDANCE & POLICIES:

Per the PSY 494 contract, you are required to...

- **Attendance:** attend all PSY 301 lectures.
- **Weekly Meetings:** meet weekly with the instructor.
- **Discussion/Review Sessions:** assist with in-class discussion and review sessions.
- **Readings:** read selected articles and/or chapters on the teaching of psychology.
- **Project:** create an in-class activity for the students with the help of the selected readings.
- **APA-style paper:** write an APA-style paper describing the creation and evaluation of the activity.

- **Grading:** This class is graded Credit/No Credit.
- **Students with disabilities:** ADA/Accommodations: San Diego State University seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Student Disability Services (SDS), 619.594.6473 or online at <http://www.sa.sdsu.edu/sds>. SDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the SDS.
- **Academic dishonesty:** The Student Code of Conduct is online at <http://www.sa.sdsu.edu/srr/conduct1.html>. The academic dishonesty code specifies actions for behaviors such as cheating on tests, plagiarism, and/or inappropriately collaborating with others. I will enforce the code in the course; cheating or other violations will result in appropriate penalties, including a failing grade on the assignment or in the course, and the reporting of that incident to the Office of Student Rights and Responsibilities. Students have the right to appeal such action in accord with the due process.

READING LIST:

Selected chapters from:

Handbook of the Teaching of Psychology. (2006). W. Buskist & S.F. Davis (Eds.) Malden, MA: Blackwell Publishing.

- Introduction to the Teaching of Psychology
 - Chapter 1: What teachers need to know about teaching and learning (Davis & Buskist)
 - Chapter 3: Psychology curricula and the new liberal arts (McGovern)
- Preparing for Teaching
 - Chapter 7: The first day of class and the rest of the semester (Goss Lucas)
- Techniques of Teaching: Approaches and Strategies
 - Chapter 8: The Classroom lecture (Hobbs)
 - Chapter 9: Writing in psychology (R.K. Morgan & D.L. Morgan)
 - Chapter 11: Collaborative learning: Maximizing students' potential for success (Vazin & Reile)
 - Chapter 12: Problem-based learning (Connor-Greene)
 - Chapter 13: Understanding human thought: Educating students as critical thinkers (Riggio & Halpern)
 - Chapter 14: Leading discussions and asking questions (Zinn & Saville)
 - Chapter 15: Building a repertoire of effective classroom demonstrations (Berstein)
- Classroom Management
 - Chapter 38: Ethical teaching (Douglas Woody)
 - Chapter 39: Establishing classroom etiquette: General rules of classroom conduct (Damour)
 - Chapter 40: Problematic college students: Preparing and repairing (Wilson & Hackney)
 - Chapter 41: Preventing, detecting, and addressing academic dishonesty (Cizek)
- Evaluating Student Learning
 - Chapter 45: Group work (Price)
- Assessment of Teaching
 - Chapter 47: Using student evaluations to improve teaching (Benassi & Seidel)
 - Chapter 48: In-class learning assessment strategies (Guring)