



Prof. James B. Maas playing to a packed house at Cornell, where 1,600 students are in his introductory psychology course. Too large for a lecture hall, the class meets in a concert hall. Photograph by Kevin Rexel for The New York Times

**UNIVERSITY OF CALIFORNIA, BERKELEY**  
**Department of Psychology**

**Psychology 375**  
**Teaching Psychology**

**Fall Term, 2016**

Monday, 2:10-4:00 PM  
Tolman Hall 2308

<p><i>Instructor:</i> John F. Kihlstrom, Professor Tolman Hall, Room 3333 URL: <a href="http://socrates.berkeley.edu/~kihlstrm">http://socrates.berkeley.edu/~kihlstrm</a></p>	<p><i>Graduate Student Instructor (GSI):</i> Megan Norr (Clinical)</p>
<p>Messages for the Instructor or GSI can be left via bCourses mail.</p>	

*Course Website:*  
<https://bcourses.berkeley.edu/>

*GSI Teaching & Resource Center:*  
<http://www.grad.berkeley.edu/gsi/>

*Catalog Description:* This course will provide training in a variety of teaching techniques, will review relevant pedagogical issues, and will assist graduate students in mastering their initial teaching experiences

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This course is designed to prepare graduate students for the teaching of a wide variety of subjects in the social sciences. After having finished this course, you should have developed the ability to:

- Keep on top of the requirements of Graduate Student Instructors (GSIs) at Berkeley
- Create lesson plans
- Convey lecture information in a clear and engaging manner
- Find ways to present class information through a number of mediums
- Entice conversations and participation from students in order to help them in the learning process
- Grade papers and other work fairly and consistently
- Understand and use assessment tools to improve your teaching
- Understand potential career paths that people involved in teaching can take

NOTE: This course qualifies for the GSI Teaching and Resource Center's Certificate of Teaching and Learning in Higher Education.

In the first meeting, we'll be introducing the course, and giving you some assistance in managing your first day in class -- which will likely be happening later that week. We'll go around the class introducing ourselves to each other. But you should also write a brief introduction to yourself: where you are, what area you're in, what in particular you'll be studying, and -- last but not least -- what teaching experience, if any, you've already had.

**Required Reading:** Svinicki, M., & McKeachie, W. (2013). *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers* (14th Ed.). ISBN-13: 978-1133936794; ISBN-10: 1133936792. This is one of the most valuable books you can have on your professional bookshelf, but it's expensive -- Amazon is selling the paperback edition for more than \$90! (The e-book is cheaper.) We'll work through the entire book over the course of the semester, and you'll find links to the assigned chapters on the Assignments page. But I really do recommend that you purchase the book for your personal use.

**Demonstration Mini-Lecture::** Each student will make one presentation, lasting around 20 minutes, on any topic in psychology. Suggestion: take the class through a classic experiment in psychology, presenting its background, rationale, method, results, and implications as you would to an introductory psychology class; alternatively, you can try out a presentation you're going to make, as a GSI, later in the semester. These presentations will give everyone an opportunity to see a wide variety of teaching approaches, while also giving the presenters a chance to receive feedback from both me and their peers in the class. Presentations will begin at Week 3, with the scheduling of these presentations being handled during the first week of the semester. Note: these presentations cannot be research or job related. This is a teaching class, not a research class.

These minilectures will be recorded, and each student will be given a copy of the file to review in private. As aversive as this might seem, this requirement is non-negotiable. There is nothing more informative than to view a video of yourself teaching. Just to make things even: [here is a link to a video of me teaching a more-or-less arbitrarily selected lecture in the introductory psychology course \(recorded in Fall 2010, the last time I taught intro on-campus instead of online\) \(Links to an external site.\)](#).

**Class Discussion Facilitation:** In addition to weekly presentations, we will discuss a topic relating to the teaching. Each of these discussions will be linked to one or more chapters in the assigned text. Though all students are encouraged to participate in these discussions, students assigned to these weeks will be

in charge of facilitating these discussions (in addition to your instructor and GSI). The schedule for this will be determined during the first week of the semester.

**Attendance/Participation:** Just as you will inevitably yearn for participation and regular attendance from your students, we will expect the same from you in this class. Any student who misses a critical number of classes, fails to participate in class discussions, or continually comes to class unprepared, risks receiving a relatively low grade for the course.

**Grading Policy:** Because there are no exams or papers required in the course, your grade will be based on completion of the required course activities. Completion of these requirements will earn you a “Satisfactory” grade in the class. If you do not provide an adequate presentation and/or you do not participate in a sufficient number of class discussions and activities, you will receive an “Unsatisfactory” grade in the class -- and you'll have to repeat it before you can be appointed a GSI.

**Academic Honesty:** Though it is *highly* unlikely to be an issue in this course, both the University and your instructor take academic honesty very seriously. Anyone caught plagiarizing on their presentations will automatically fail the class. Their behavior will also be brought to the attention of the psychology department and University. Afterward, further actions might then be taken by both units.

### Required Readings

- McKeachie, W.J., & Hofer, B.K. (2014). *Teaching tips: Strategies, research, and theory for college and university teachers*. 14<sup>th</sup> Ed. Belmont, Ca.: Wadsworth. Latest edition of the pedagogical classic. But it's expensive, especially for a paperback. *So don't buy it until after the first day of class.*

Prior to class, students enrolled in the course for credit should post at least one comment or question based on the assigned readings to the “Discussions” section of the course website on bCourses (see below for more information). URL: <https://bcourses.berkeley.edu>.

### Recommended Readings

- Kerr, C. (2001). *The uses of the university*. 5<sup>th</sup> Ed. Cambridge, Ma.: Harvard University Press. The classic definition of the “multiversity”, by the chancellor and president who, more than anyone else, made UC, and Berkeley, what they are today. I'll talk about this book on the last day of class, but it's well worth reading. Kerr was one of the last visionary college presidents
- Zanna, M.P., Roediger, H.L., & Darley, J.M. (Eds.). (2003). *The compleat academic: A practical guide for the beginning social scientist*. 2<sup>nd</sup> Ed. Washington, D.C.: American Psychological Association. The “rules of the game”, written and edited by masters of the game, the best guide yet for how to make it in academia. Complete revision of the 1987 1<sup>st</sup> edition – but, unfortunately, not revised since then to keep up with changing conditions in the graduate-student market. Still, buy this book on the used-book and keep it by your bedside for the next 11 years, or until you've got tenure, whichever comes first; and give a copy to each of your graduate students.
- Perlman, B., McCann, L.I., & McFadden, S.H. (Eds.). (Vol. 1, 1999; Vol 2, 2004). *Lessons Learned: Practical advice for the teaching of psychology*. Washington, D.C.: American Psychological Society. The subtitle says it all. Reprints articles from the monthly “Teaching Tips” column of the *APS Observer* (many later articles are available on the course website).

### General Issues in Teaching

- Bain, K. (2004). *What the best college teachers do*. Cambridge, Ma.: Harvard University Press. “The short answer is – it's not what teachers do, it's what they understand. Lesson plans and lecture notes matter less than the special way teachers comprehend the subject and value human learning....”

The best teachers know their subjects inside and out.... Most of all, they believe... that teaching matters and that students can learn” (from the publisher’s announcement).

- Bruner, J. (1997). *The culture of education*. Cambridge, Ma.: Harvard University Press.
- Sarkasian, E. (1990). *Teaching American students: A guide for international faculty and teaching fellows*. Cambridge, Ma.: Danforth Center for Teaching and Learning, Harvard University

### **Pedagogical Aids Specifically for Psychology:**

- McGovern, T.V. (Ed.). (1993). *Handbook for enhancing undergraduate education in psychology*. Washington, D.C.: American Psychological Association. Proceedings of the National Conference on Enhancing the Quality of Undergraduate Education in Psychology, sponsored by Division 2 (Teaching of Psychology) of APA.
- Sternberg, R.J. (Ed.). (1997). *Teaching introductory psychology: Survival tips from the experts*. Washington, D.C.: American Psychological Association.

### **Anthologies of Articles from the APA (Division 2) Journal, *Teaching of Psychology***

- Hartley, J., & McKeachie, W.J. (Eds.). (1990). *Teaching psychology: A handbook*. Hillsdale, N.J.: Erlbaum.
- Benjamin, L.T., Daniel, R.S., & Brewer, C.L. (1985). *Handbook for teaching introductory psychology*. Mahwah, N.J.: Erlbaum
- Hebl, M.R., Brewer, C.L., & Benjamin, L.T. (2000). *Handbook for teaching introductory psychology. Vol. 2*. Mahwah, N.J.: Erlbaum.
- Ware, M.E., & Johnson, D.E. (Eds.). (1999). *Handbook of demonstrations and activities in the teaching of psychology. 2<sup>nd</sup> Ed. Vol. 1: Introductory, statistics, research methods, and history*. Mahwah, N.J.: Erlbaum.
- Ware, M.E., & Johnson, D.E. (Eds.). (1999). *Handbook of demonstrations and activities in the teaching of psychology. 2<sup>nd</sup> Ed. Vol. 2: Physiological-comparative, perception, learning, cognitive, and developmental*. Mahwah, N.J.; Erlbaum.
- Ware, M.E., & Johnson, D.E. (Eds.). (1999). *Handbook of demonstrations and activities in the teaching of psychology. 2<sup>nd</sup> Ed. Vol. 3: Personality, abnormal, clinical-counseling, and social*. Mahwah, N.J.: Erlbaum.
- Ware, M.E., & Brewer, C.L. (Eds.). (1999). *Handbook for teaching statistics and research methods. 2<sup>nd</sup> Ed.* Mahwah, N.J.: Erlbaum.

### **The University and the Place of Teaching in It**

- Boyer, E.L. (1997). *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, N.J.: Carnegie Foundation for the Advancement for Teaching. Critical analysis of the incentives that draw faculty away from teaching and toward research. Proposes that the “scholarship of teaching” – keeping up with developments outside their narrow research specialization, devising improved methods for teaching and learning, conducting research teaching methods, etc. -- is every bit as important as the “scholarship of discovery”. I would only add that developing and delivering lectures that represent a teacher’s own perspective on course material, instead of simply relying on a textbook, is itself an aspect of the “scholarship of discovery”.
- Duderstadt, J.J. (2000). *A University for the 21<sup>st</sup> Century*. Ann Arbor: University of Michigan Press. A view from Michigan.
- Giamatti, A.B. (1988). *A Free and Ordered Space: The Real World of the University*. New York: Norton. A view from Yale.
- Kennedy, D. (1997). *Academic Duty*. Cambridge, Ma.: Harvard University Press. A view from Stanford.

- Kerr, C. (2001). *The Gold and the Blue: A Personal Memoir of the University of California, 1949-1967. Volume 1: Academic Triumphs*. Clark Kerr's memoirs, offering a personal view of the more abstract argument in *The Uses of the University*. Volume 2, *Political Turmoil*, was published in 2003.
- Newman, J.H. (1852/1947). *The Idea of a University*. New York: Longmans, Green [and many other editions]. Based on Newman's inaugural lecture for the new Catholic University (now University College), Dublin: a picture of the ideal 19<sup>th</sup>-century British-style liberal arts university, drawn on the eve of the rise of new institutions based on German science and American practicality. Kerr's book is specifically a riposte to Newman.
- O'Brien, G.D. (2002). *The Idea of A Catholic University*. Teaching in a college or university expressly affiliated with a religious group can pose some challenges for free speech in the classroom, as well as more general issues such as academic freedom and methodological skepticism. By and large, Roman Catholic institutions (especially those controlled by the Jesuits) have confronted these problems most rigorously and successfully. O'Brien offers a compelling analysis of the issues, and argues that there is no incompatibility between the concepts of "university" and "Catholicism", and his arguments pertain to other religious-based universities as well.
- Pelikan, J. (1992). *The Idea of the University: A Reexamination*. New Haven, Ct.: Yale University Press. Another view from Yale, revisits Newman in the modern context, but perhaps somewhat more sympathetically than Kerr did.
- Rhodes, F.H.T. (2001). *The Creation of the Future: The Role of the American University*. A view from Cornell.
- Rosovsky, H. (1990). *The University: An Owner's Manual*. New York: Norton. Like Kerr's book, but by the long-time Dean at the Faculty of Arts and Sciences at Harvard (and performance-car enthusiast).

### **Graduate Student Instructor (GSI) Teaching and Resource Center**

The GSI Teaching and Resource Center is an office within the UCB Graduate Division that provides pedagogical support and guidance for GSIs. The Center also offers a series of pedagogical and faculty-led workshops, a course improvement grant program, consultation services, a language proficiency program for international GSIs, a library, and an awards program. Center website:

<http://gsi.berkeley.edu>

New GSIs *must* attend their orientation conference, held **August 18-19** in **Dwinelle Hall**. For further information see John Schindel or consult the GSI T&RC website:

<http://gsi.berkeley.edu/programs-services/conference/>

### **Grading Policy**

Final grades will be based on attendance and participation, including timely posting of required comments or questions on the readings.

## Beyond Teaching and Research: Service

Faculty life stands on three legs: teaching, research, and *service* -- in fact, E.G. Boyer has also proposed a “scholarship of service” in addition to a “scholarship of teaching”. The “service” component includes both intramural service to the university (at department, division, college, and university levels) and extramural service, to other universities (e.g., departmental, tenure, and promotion reviews), to governmental agencies (e.g., serving on NIH or NSF review panels), and to the public at large (e.g., presentations to community groups, consulting with nonprofit organizations). Wherever they are located, they tend to take the form of committee work. Serving on a committee, much less leading one, is an acquired professional skill, but there is little opportunity for prospective faculty to get formal training in this aspect of their profession. Fortunately, there is a corrective:

- Smelser, N.J. (1993). *Effective committee service*. Vol. 7 in the series, *Survival Skills for Scholars*. Newbury Park, Ca.: Sage. By the long-time UCB sociology professor and Director of the Center for Advanced Study in the Behavioral Sciences.

Actually, the whole series is pretty good, and highly recommended (a few volumes are, unfortunately, out of print). Some volumes that pertain particularly to teaching are:

1. *Improving Your Classroom Teaching*
4. *Tips for Improving Testing and Grading*
5. *Coping with Faculty Stress*
6. *Confronting Diversity Issues on Campus*
12. *Teaching from a Multicultural Perspective*
19. *Teaching Large Classes: Tools and Strategies*

## Course Website

This seminar has a “bCourses” website based on the Canvas learning management system (LMS). All students formally enrolled in the course have automatic access to this website. Other students should ask the instructor to add them to the roster.

URL: <https://bcourses.berkeley.edu>

The website contains links to the assigned readings, pages of information about teaching resources, a Discussion board for required postings (see above), and a “Queries and Comments” students to post their required and a bulletin board for students, GSI, and the instructor to exchange information during the semester. Students whose comments and questions are not addressed during seminar can post them to the bulletin board, and the instructor and GSI will try to respond (other students may feel free to chime in, too!).

## Intellectual Property Notice

In this class, you may share any notes you take with other members of this class. You may also record the class, if you wish, as long as that recording is only for use by you and other members of this class. You may not post notes, recordings, class materials, etc., anywhere except on our class websites. Any commercial use of materials from this class is forbidden by University policy and California state law.



## UCB Honor Code

The student community at UC Berkeley has adopted the following Honor Code:

“As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others.”

The hope and expectation is that you will adhere to this code.

**Collaboration and Independence:** Reviewing lecture and reading materials and studying for exams can be enjoyable and enriching things to do with fellow students. This is recommended. However, unless otherwise instructed, homework assignments are to be completed independently and materials submitted as homework should be the result of one’s own independent work.

**Cheating:** A good lifetime strategy is always to act in such a way that no one would ever imagine that you would even consider cheating. Anyone caught cheating on a quiz or exam in this course will receive a failing grade in the course and will also be reported to the University Center for Student Conduct. In order to guarantee that you are not suspected of cheating, please keep your eyes on your own materials and do not converse with others during the quizzes and exams.

**Plagiarism:** To copy text or ideas from another source without appropriate reference is plagiarism and will result in a failing grade for your assignment and usually further disciplinary action. For additional information on plagiarism and how to avoid it, see, for example:

<http://www.lib.berkeley.edu/instruct/guides/citations.html#Plagiarism>

<http://gsi.berkeley.edu/teachingguide/misconduct/prevent-plag.html>

**Academic Integrity and Ethics:** Cheating on exams and plagiarism are two common examples of dishonest, unethical behavior. Honesty and integrity are of great importance in all facets of life. They help to build a sense of self-confidence, and are key to building trust within relationships, whether personal or professional. There is no tolerance for dishonesty in the academic world, for it undermines what we are dedicated to doing – furthering knowledge for the benefit of humanity.

Your experience as a student at UC Berkeley is hopefully fueled by passion for learning and replete with fulfilling activities. And we also appreciate that being a student can be stressful. There may be times when there is temptation to engage in some kind of cheating in order to improve a grade or otherwise advance your career. This could be as blatant as having someone else sit for you in an exam, or submitting a written assignment that has been copied from another source. And it could be as subtle as glancing at a fellow student’s exam when you are unsure of an answer to a question and are looking for some confirmation. One might do any of these things and potentially not get caught. However, if you cheat, no matter how much you may have learned in this class, you have failed to learn perhaps the most important lesson of all.

In accordance with this new Honor Code, students are asked to sign the following UC Berkeley Honor Pledge prior to examinations:

*“On my honor, I have neither given nor received assistance in the taking of this exam.”*

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SYLLABUS

In the schedule that follows, the readings from the texts will form the basis of that week's discussion.

**August 29: Introduction**

*Teaching Tips* (PDFs posted to course website)

Chapter 1 ("Introduction")

Chapter 2 ("Countdown for Course Preparation")

Chapter 3 ("Meeting a Class for the First Time")

"Six Roles of Teachers" from *Teaching Tips*, 8<sup>th</sup> Ed. (1986), on course website

**September 5: No Class: Labor Day Holiday**

**September 12: Preparing for Class**

*Teaching Tips*

Chapter 5 ("Facilitating Discussion")

Chapter 6 ("How to Make Lectures More Effective")

Chapter 17 ("Technology and Teaching")

**September 19: Using the Scantron; The Inside Scoop**

No Readings.

We'll demonstrate how to grade exams using the Department's Scantron machine, and then hold a panel discussion of GSI life with some of the Department's most experienced GSIs

**September 26: Testing and Grading; Micro-Teaching, Team 1**

*Teaching Tips*

Chapter 7 ("Assessing, Testing, and Evaluating: Grading is Not the Most Important Function")

Chapter 8 ("Testing: The Details")

Chapter 10 ("Assigning Grades: What Do They Mean?")



**October 3: Reading, Writing, and Learning; Micro-Teaching, Team 2**

*Teaching Tips*

- Chapter 4 (“Reading as Active Learning”)
- Chapter 16 (“Using High-Stakes and Low-Stakes Writing to Enhance Learning”)
- Chapter 9 (“Good Designs for Written Feedback for Students”)

**October 10: Diversity and Other Challenges; Micro-Teaching, Team 3**

*Teaching Tips*

- Chapter 11 (“Motivation in the College Classroom”)
- Chapter 12 (“Teaching Culturally Diverse Students”)
- Chapter 13 (“Different Students, Different Challenges”)

Heller, N. (2016). The big uneasy: What's roiling the liberal-arts campus? *New Yorker*, May 30.

**October 17: Experiential Learning; Micro-Teaching, Team 4**

*Teaching Tips*

- Chapter 14 (“Active Learning: Group-Based Learning”)
- Chapter 15 (“Experiential Learning: Case-Based, Problem-Based, and Reality-Based”)

**October 24: Laboratory Instruction; Micro-Teaching, Team 5**

*Teaching Tips*

- Chapter 19 (“Laboratory Instruction: Insuring an Active Learning Experience”)

**October 31: Large and Online Classes; Micro-Teaching, Team 6**

*Teaching Tips*

- Chapter 18 (“Teaching Large Classes (You Can Still Get Active Learning!”)

**November 7: Learning and Thinking; Micro-Teaching, Team 7**

*Teaching Tips*

- Chapter 20 (“Teaching Students How to Become More Strategic and Self-Regulated Learners”)
- Chapter 21 (“Teaching Thinking”)

**November 14: Ethical Issues; Micro-Teaching, Team 8**

*Teaching Tips*

- Chapter 22 (“The Ethics of Teaching”)

## **November 21: Course Evaluations; Micro-Teaching, Team**

### *Teaching Tips*

Chapter 23 (Vitality and Growth Throughout Your Teaching Career")

Greenwald, A.G. (1997). Validity concerns and usefulness of student ratings of instruction. *American Psychologist* 52.11 (Nov 1997): 1182-1186.

Marsh, H.W., & Roche, L.A. (1997). Making students' evaluations of teaching effectiveness effective: The critical issues of validity, bias, and utility. *American Psychologist* 52.11 (Nov 1997): 1187-1197.

d'Apollonia, S., & Abrami, P.C. (1997). Navigating student ratings of instruction. *American Psychologist* 52.11 (Nov 1997): 1198-1208.

Greenwald, A.G., & Gillmore, G.M. (1997). Grading leniency is a removable contaminant of student ratings. *American Psychologist* 52.11 (Nov 1997): 1209-1217.

McKeachie, W.J. (1997). Student ratings: The validity of use. *American Psychologist* 52.11 (Nov 1997): 1218-1225.

## **November 28: The Bigger Picture**

Norcross, John C.; Hailstorks, Robin; Aiken, Leona S.; Pfund, Rory A.; Stamm, Karen E.; et al. (2016). Undergraduate study in psychology: Curriculum and assessment. *American Psychologist* 71.2 (Feb-Mar 2016): 89-101.

American Psychological Association. (2016). Guidelines for the undergraduate psychology major: Version 2.0. *American Psychologist* 71.2 (Feb-Mar 2016): 102-111.

Gurung, Regan A. R.; Hackathorn, Jana; Enns, Carolyn; Frantz, Susan; Cacioppo, John T.; et al. (2016). Strengthening introductory psychology: A new model for teaching the introductory course. *American Psychologist* 71.2 (Feb-Mar 2016): 112-124.

Mitchell, Karen; Lewis, Richard S.; Satterfield, Jason; Hong, Barry A. (2016). The new Medical College Admission Test: Implications for teaching psychology. *American Psychologist* 71.2 (Feb-Mar 2016): 125-135.

Takooshian, Harold; Gielen, Uwe P.; Plous, Scott; Rich, Grant J.; Velayo, Richard S. Internationalizing undergraduate psychology education: Trends, techniques, and technologies. *American Psychologist* 71.2 (Feb-Mar 2016): 136-147.

**University of California, Berkeley  
Department of Psychology**

**Psychology 375 Micro-Teaching Feedback**

**Microteacher:** \_\_\_\_\_ **Topic:** \_\_\_\_\_

*Please provide feedback on each of the following aspects of the presentation.  
In the space provided, please explain your feedback.*

	<u>Needs Work</u>	<u>Well Done</u>
1. Clarity of the information presented	1-----2-----3-----4-----5	
2. Clarity of the purpose of the presentation (Was the goal of the activity clear?)	1-----2-----3-----4-----5	
3. Effectiveness of the presentation (Did the presentation achieve the intended goal?)	1-----2-----3-----4-----5	
4. Usefulness of visual aids (Did the visual aids help clarify points?)	1-----2-----3-----4-----5	
5. Skill level at which the information was provided (Was the level appropriate?)	1-----2-----3-----4-----5	
6. Speed at which the information was provided (Too fast? Too slow?)	1-----2-----3-----4-----5	
7. Enthusiasm and energy level of the micro-teacher	1-----2-----3-----4-----5	

<i>Additional feedback requested by the micro-teacher</i>	<u>Needs Work</u>	<u>Well Done</u>
8.	1-----2-----3-----4-----5	
9.	1-----2-----3-----4-----5	
10.	1-----2-----3-----4-----5	
11.	1-----2-----3-----4-----5	

12. What was the *best* aspect of the micro-teaching?

13. What aspect of the micro-teaching needed the most work?

14. Do you have any additional comments or suggestions?

*Thank You.*