

PSYC 6383.001: TEACHING OF PSYCHOLOGY
SPRING 2025
Syllabus

Class information:

Class time: Wednesdays 11:00 AM – 1:45
Classroom: HPR 235

Instructor: Dr. Amy Hayes, Associate Professor of Psychology

Office: BEP 253
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Office Phone: 903-565-5753
Office hours: Mondays 10-11, Tuesdays 8-10 and by appointment

Text: Richmond, Boysen, & Gurung (2021). An Evidence-based guide to college and university teaching: Developing the model teacher (2nd Ed). ISBN-13: 978-0367629847

Course Overview:

Supervised teaching experience in psychology. Students will prepare to serve as the instructor of record for undergraduate psychology classes, receive feedback on teaching methods, and understand various pedagogical approaches to effective teaching. This class emphasizes skills development, reflection, and modeling as means to improve teaching abilities.

Evaluation and Grading:

Assessment Assignments (20%)

Over the course of the semester, you will create instructions and rubrics for two separate assessment methods. These should be two different types of assessment: 1 exam and 1 applied assignment (can be either a paper, presentation, or other type of reflection assignment). You will need to create both a set of detailed instructions that you would give to students as well as a sample grading rubric. The assignments can be designed for the same class or for different classes.

Create a Course Syllabus (15%)

Design a complete course syllabus for a class that you would like to teach during your time here in the doctoral program. This is an opportunity for you to apply theories and concepts from our readings to think through a complete course design. The syllabus should include a course

description, learning objectives, assessment methods and brief descriptions, grade breakdown, and course calendar with topics mapped out by week.

Guest Lecture (25%)

You will work with me to identify an instructor and course that would be appropriate for you to give a guest lecture in. Before the lecture, you will meet with the instructor to talk about upcoming topics and course objectives and jointly decide on a date and topic that works best for the class. Then, you will work to create 45 minutes of lecture content to deliver to the class. This must be completed 1 time by the end of the semester. Your grade for the guest lecture will incorporate feedback from me as well as the course instructor. Feedback will include comments about the delivery of the content, the content itself, and student engagement and involvement in the lecture.

Professional Development Reflections (20%)

You will work with me to identify two teaching professional development opportunities to attend during the course of the semester. UT Tyler offers several university-sponsored opportunities each month for learning about teaching, pedagogy, classroom technology, and student learning. We will learn about using the professional development calendar to identify and sign up for these workshops and seminars. Additionally, you will complete a brief reflection assignment after each of the two sessions you attend.

Teaching Philosophy Statement (20%)

Your capstone assignment for the class will be to create a cohesive teaching philosophy statement about your own teaching beliefs and goals. This is a common document that is required when you are applying for academic jobs, and this assignment will allow you to write and get feedback on your statement. We will work on this statement in parts over the semester as we learn about different approaches and philosophies of university teaching. You will be asked to submit a draft mid-semester, and then an edited version at the end of the course.

Class Grade Breakdown:

<u>Assignment</u>	<u>Percentage of Grade</u>
Assessment Assignments	20%
Course Syllabus	15%
Guest Lecture	25%
Prof Dev Reflection	20%
Teaching Philosophy	20%
Total points	100%

PSYCHOLOGY 6383: COURSE OUTLINE

DATE	TOPIC	READINGS
Jan 15	Introduction to the Class (Why is learning about teaching Important?)	Ch.1 The Graduate Training Trade-off Myth Tips for Teaching for the First Time
Jan 22	What is great teaching? Assessing our own beliefs and experiences	Ch. 2 “What Today’s College Students Need”
Jan 29	How do students learn	Chs. 3 & 4 “How College Students Say they Learn Best” Mattern (2005) Goal Orientation and Achievement
Feb 5	Teacher Presence in the Classroom; Student Issues	Ch. 5 Teacher Presence Tips
Feb 12	Instructional Methods	Ch. 6 Read Resources for First Day of Class Ideas Creating Memorable Lectures
Feb 19	Instructional Methods	Promoting Intrinsic Motivation Resources for Online Teaching
Feb 26	Assessing Student Learning	Ch. 5 Review Bloom’s Taxonomy Tips for Writing exams
Mar 5	Student Issues and Challenges	Teaching Tips Ch. 14 Disability Inclusion on College Campuses
Mar 12	Selecting Readings and Designing a Syllabus; Writing a Teaching Philosophy	Ch. 7 Guide to Writing a Teaching Statement
Mar 19	Spring Break (No Class)	
Mar 26	Ethics and Cheating	“The Questionable Ethics of College Students” “Ethical AI for Teaching and Learning”

Apr 2	Fostering Discussion and Group Work	Teaching Tips Ch. 5 Facilitating Online Discussions
Apr 9	Break Week: Attend PD and Guest lectures	
Apr 16	Teaching Writing and Oral Presentation Skills	Teaching Tips Ch. 15 “ Oral Communication as a Learning Tool ”
Apr 23		