Practicum in Teaching Psychology (PSY5105) – Fall 2015

Wednesdays 12:30pm to 1:20pm, UAC 206

**Instructor:** Natalie Ceballos, Ph.D.

**Office:** UAC 253A

**E-mail:** nc18@txstate.edu (*This is my preferred means of communication*.)

**Phone:** 512-245-2526 (*If you need to leave a phone message, please leave one with a human being at the reception desk at the 5-2526 number rather than using my personal voicemail*).

**Office Hours:** I am available in person (in my office) on Mondays from 1 to 3pm. In addition, I will be available by email on Tuesdays from 10am until 1pm. During this day/time, emails will be answered in the order they are received, so my response may not be immediate. Of course, you may email me with questions on any other day/time, but I may take up to 48 hours to respond to you in some cases, so please budget your time accordingly.

**Course Description/Objectives**: The purpose of this course is to provide information and support for graduate students in the Department of Psychology who are instructional assistants for undergraduate and graduate courses.

**Course Requirements and Grading:** This is a 1 credit-hour course. The grading is Pass/Fail, and passing (“Cr” for “credit”) will be based on students’ attendance at meetings, participation in class discussion, and completion of assignments.

**Tuition Reimbursement:** The University will reimburse tuition for this course, but you need to complete the tuition reimbursement form (at orientation or on the first day of class). **If you don’t complete the form prior to the 12th class day, then you will not be reimbursed.**

**This semester, some of you will be first-time GIAs, while others will be returning graduate students with more a year of experience.** To accommodate both groups, the course will be broken into two parts (everyone must attend BOTH parts).

* **Part 1 (Weeks 1 through 5):** The first part of the course will be a review of GIA duties, including issues such as communication and time management. It is my hope that the experienced students will act as mentors to the new students as they embark on their GIA journey. Second year students will be assigned a mentee (you will be able to list this experience on your CV – relevant to mentoring junior colleagues if you choose to pursue a faculty position – and I will be happy to vouch for your mentoring skills in recommendation letters, as needed). First year students will be able to go to their second year mentor if they have questions about their GIA experience. Also during the first weeks of class, second year students will sign up to give creative team presentations on various topics (see schedule & assignments sections). Throughout weeks 1 through 5, I will be taking notes on our discussions and activities and using these to make revisions and updates to the “Survival Guide” from fall 2014.
* **Part 2 (Weeks 6 through 15):** For the second part of the course, the theme will be **“Promoting and Diagnosing Student Learning!!”**. By the end of the semester, you will be familiar with the teacher-centered versus learner-centered approaches to education, as well as various different assessment types and grading styles that may be used in the collegiate environment. You will create example assessments and grading schemes for use in your own areas of interest (typically, but not necessarily, the course for which you are serving as GIA). This exercise will provide fodder for your work in PSY 5105 spring 2016 when you will assemble or improve your teaching portfolio. Also during the second half of the course, the new GIAs will be giving their Active Learning Activity Presentations and the second year GIAs will be providing feedback.

**Course Schedule (may be subject to minor changes)**

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| **Week**  | **Date** | **Proposed Topic (may be subject to change)** |
|  | Orientation New GIAs, Aug 21 (10:30am, UAC 275) | Introductions, forms, overview, questions |
| 1 | Wed, Aug 26 | Introductions, forms, overview, GIA mentors/mentees, assignment of presentations, GIA pre-test |
| 2 | Wed, Sep 2 | Communicating with others (students, professors, etc.)Guest Speaker: Dr. Israel Najera, TX State Counseling Center |
| 3 | Wed, Sep 9 | Using TRACS for all sorts of things**(Second Year Student Team Presentation)** |
| 4 | Wed, Sep 16 | Grading, APA Style and the Honor Code(**Second Year Student Team Presentation**) |
| 5 | Wed, Sep 23 | Time Management(**Second Year Student Team Presentation**)  |
| 6 | Wed, Sep 30 | Some different teaching approaches… |
| 7 | Wed, Oct 7 | Active learning presentations **(2 new GIAs; 20+ min each)** |
| 8 | Wed, Oct 14 | Active learning presentations **(2 new GIAs; 20+ min each)** |
| 9 | Wed, Oct 21  | NO MEETING THIS WEEK |
| 10 | Wed, Oct 28 | Active learning presentations **(2 new GIAs; 20+ min each)** |
| 11 | Wed, Nov 4 | Active learning presentations **(2 new GIAs; 20+ min each)** |
| 12 | Wed, Nov 11 | Some different grading approaches…day 1  |
| 13 | Wed, Nov 18 | Some different grading approaches…day 2 **(All GIAs, bring work to class and be ready to discuss)** |
| 14 | Wed, Nov 25 | NO MEETING THIS WEEK |
| 15 | Wed, Dec 2 | Wrapping things up; Post-test |

**Assignments:**

* **Weeks 3 through 5:**
	+ **Second Year GIAs –** You will be organized into two-person teams and asked to do a ~30 minute creative(!) team presentation dealing with the assigned topic (see schedule above). The presentation can include lecture/background information, online resources, hypothetical scenarios, video clips, active learning exercises, and relevant group activities…basically anything you can think of within the 30 minute time limit. You can use any of the resources from PSY 5105 fall 2014 if you want including the slide presentations (ask me if you need a new copy). The idea is to thoroughly cover the topic from your perspective in a way that will be most useful to the incoming GIAs.
* **Weeks 7 through 11:**
	+ **First Year GIAs –** You will design an active learning activity (approximately 20 minutes in duration) for the course for which you are a GIA. An active learning activity is one that actively engages students in the classroom. According to Faust and Paulson (1998), “Active learning is, in short, any learning activity engaged in by students…other than listening passively to an instructor’s lecture.” Ideally, this is something our class could actually participate in as a demonstration of the activity (i.e., imagine our 5105 group is the group/class who will be doing the activity). We will discuss this assignment in more detail in one of our early classes (and a handout/grading rubric will be provided), but you can begin thinking about this assignment early on.
* **Weeks 13 through 15:**
	+ **All GIAs –** in our Nov 11 meeting, we will discuss different types of grading methods for various types of assessments. By the end of class on Nov 11, you should have the background to formulate an assignment plus grading scheme for a topic relevant to the class for which you serve as GIA. **Your task is to write down that assignment and grading scheme, put it in your TRACS dropbox by 11:59pm on November 17 and bring it to class with you on Nov 18 (and be ready to discuss).**
	+ **All GIAs** – in our Dec 2 meeting, we will be wrapping things up and also taking the GIA post-test.

**Course Policies:**

1. **Academic Honesty:** In accordance with Texas State University policies, academic dishonesty/plagiarism and cheating are unacceptable. Please take note of and abide by the Texas State policy: “Violation of the Honor Code includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion and the abuse of resource materials.” (UPPS 7.10.01) Academic dishonesty includes copying off another’s person on an exam, signing another student’s name on an attendance record, or in written work, paraphrasing from a reference source without an appropriate citation or not using direct quotes and a citation for more than four words taken from an outside source. Appropriate penalties in accordance with university and department policy will be enforced for academic dishonesty.
2. **Students with Disabilities:** Students with special needs (as documented by the Office of Disability Services) should identify themselves to me at the beginning of the semester. Texas State is dedicated to providing these students with necessary academic adjustments and auxiliary aids to facilitate their participation and performance in the classroom.
3. **Assessment:** The Department of Psychology has adopted expected student learning outcomes for the undergraduate major, the graduate major, and for Psy 1300, a general education course meeting a requirement for the social and behavioral science component. These expected student learning outcomes are available for your review at the following website:

<http://www.psych.txstate.edu/about/assessment.html>