Psychology 590 ♦ Teaching Psychology
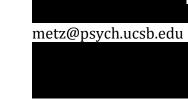## 2012-2013
Tuesdays 6-8pm, Psych 1523

Faculty Coordinators	Dr. Shelly Gable	███████
	Dr. Michael Miller	
4ᵗʰ Year Lead Panelist	Molly Metz	metz@psych.ucsb.edu
5ᵗʰ Year Panelist	███████	███████
3ʳᵈ Year Panelist		
2ⁿᵈ Year Panelist		

Course Website
http://gauchospace.ucsb.edu, Search "TAAP"

Course Goals
- Provide incoming graduate students with the tools and strategies required for successfully working in a supervisory role with undergraduates
- Provide a forum in which to mindfully consider the role of teaching in students' own graduate training
- Assist each student in developing their own teaching philosophy and style
- Cultivate a community of peers dealing with similar challenges related to teaching, research, and surviving and thriving in graduate school

Course Components
- **Department TA Orientation + 9 Interactive Sessions**
- **Campus TA Orientation**
  - Tuesday, September 25, 2012 / Campbell Hall / 9am – 1pm
- **TA Observation**
  - In the *Fall*, students will observe the section of an advanced TA in the department and complete a peer observation form, to be submitted to GauchoSpace. A list of TAs and section times will be made available.
- **TA Workshop in Instructional Development**
  - In either *Fall* or *Winter*, students will attend an ID-sponsored TA workshop of their own choosing and submit a brief reflection on the workshop to GauchoSpace.
- **Lecture and Video Consultation**
  - In the *Spring*, students will deliver a mini-lecture on an introductory psychology topic, to be followed by peer feedback and discussion. In addition, this presentation will be videotaped, for a private consultation with a member of the panel.
  - Note: This does *not* count for the CCUT Video Consultation requirement.
- **Teaching Philosophy Statement**
  - In the *Spring*, students will compose a brief essay reflecting on understanding about how students learn, how instruction can best assist that learning, and actions that can be taken to enact such instruction.

Course Expectations

- **Participation and Attendance**
  - o Feel free to arrive any time after 5:30pm to decompress, socialize, and eat. Class will start promptly at 6:00pm.
  - o Enthusiastic and creative participation is encouraged and <u>attendance is required</u>.
  - o If you have an important reason for missing a meeting (illness or attending a conference), please consult with the faculty advisor in order to obtain an excused absence. More than one unexcused absence during the year will result in a non-passing grade.
- **Grades**
  - o The Lead TA and Faculty Coordinator will assign a grade of satisfactory/ unsatisfactory based on whether or not the student fulfills each of the course requirements.
  - o The TAAP program is required by the psychology department for graduation with a PhD, and each student is required to enroll in the class during their first year of graduate school. Failure to successfully complete the class in the first year may jeopardize possible TA appointments, and, consequently, funding.

The People

TAAP is conducted by the Faculty Coordinator and a four member Teaching Assistant Advisory Panel. When a student is chosen to join the TAAP team, they commit to a full four years as a leader assisting fellow classmates with teaching responsibilities. Each new member starts out during their 2nd year and continues to be a member of the TAAP team until they finish their 5th year of graduate school. Although the Lead TA assumes a lot of the responsibility for the design of the class, the class is a collaboration between all members.

- **2nd year member:** becoming familiar with the components of the class and learning how the panel operates; managing administrative duties of the class.
- **3rd year member:** more responsibility designing and teaching the class; becomes a Lead TA in-training
- **4th year member:** Lead TA primary student in charge of designing the class materials and seeking input from the other TAAP members
- **5th year member:** advisory role to the Lead TA

Feedback

At the end of each training session, participants complete written evaluations of the quality of the session and suggest possible improvements. A cumulative evaluation is also conducted at the end of the year. As indicated through the evaluations, the training program is a valued resource for graduate students, and we continue to use the feedback we receive to improve the program.

The topic areas covered in the TA training program have been adapted over the years to continue to best serve the needs of the participants. We continue to cover topics that relate to basic instruction skills, such as leading discussion, writing exams, grading, effective lecturing, as well as addressing TA issues and challenges. We have also expanded our program to include more advanced topics, such as education and technology, philosophy of teaching, designing a course, and developing course-related web sites.

Class	Date	Content	Page
Orientation	9/20/12	Syllabus	
		What is TAAP?	
		Policy on Grad-Undergrad Relations	
		TAships in the Psych Department	
		Types of TA Assignments	
		UCSB Undergrads	
		Overview of Undergrad Curriculum	
		UCSB Student Demographics	
		Undergrads as Students	
		Undergrads as Participants	
		Services and Resources	
		Your First Class	
		Prep Work	
		Leading a Discussion Section	
		Sample Psych 1 Lecture	
		Offices and Resources on Campus	
		The Alternative	
		ParScore	

		Poster Printing Options
		Office of Instructional Development
		Reserving Rooms on Campus
		GauchoSpace
		Working with Undergrads in the Lab
		Research Assistantships

		Hiring and Orienting
		        Sample Application
		        Sample Contract

		Potential Issues
		Surviving and Thriving at UCSB
		Life in Santa Barbara
		Life as a Grad Student
		Fall Quarter
Class 1	10/2/2012	Assessment
		Constructing Exams
		Review Sessions
		Grading Papers Sample Rubric
		Academic Dishonesty
Class 2	10/23/2012	Guest Lecture: The Art & Science of Lecturing, *Aaron Ettenberg*
		Developing Your Own Style

Class 3	11/6/2012	Making the Most of Sections
		Active Learning Techniques
		Covering Sensitive Topics
Class 4	11/27/2012	Education and Media
		Instructional Technology
		Teaching Resources
		Winter Quarter
Class 5	2/5/2012	Check In
		Sticky Situations
		Conflict Resolution
		Recognizing Students in Need
		Spring Quarter
Class 6	4/2/2012	Being a Teacher
		Developing a Teaching Philosophy Statement
		Learning Outcomes
Class 7	4/23/2012	Teaching Associate Panel
Class 8	5/7/2012	Practice Lectures Peer Feedback Form
Class 9	5/14/2012	Practice Lectures