Course information
Instructor: Caroline Marvin
Day: Wednesday
Office: 317 Schermerhorn
Time: 2:10-4pm
Office hours: Thursdays 2-4pm
Location: 200C Sch
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Course Description: The Practicum is designed with two complementary purposes in mind: to foster the development of graduate students as future teachers of psychology and to enhance their efforts as teaching assistants for our undergraduate program. The course draws on empirical research in our field – from social psychology, cognitive psychology, and neuroscience – to address such topics as: teaching goals and strategies, giving effective lectures in large classes, facilitating productive class discussions, creating and grading student assessments, fostering inclusive classroom environments, and reflective teaching. The Practicum emphasizes the practice of scientific teaching, approaching pedagogy with the methods and rigor of scientific research.

Role in the Psychology Department Curriculum: This class is open to all graduate students in the Psychology Department, and is strongly recommended for both first- and second-year graduate students. Graduate students are expected to participate in the Practicum to fulfill the M.A. requirement.

Senior graduate students – even those who have already completed the Practicum – may also join the course as a “refresher” as they develop their own courses and prepare their applications for teaching scholar awards and academic positions. Graduate students may also attend selected sessions of the course without registering. Psychology Department faculty and postdocs and representatives of other key groups across the university, including the Center for Teaching and Learning and the Writing Center, will be invited to participate in selected sessions.

Schedule: The schedule below is tentative and subject to change based on student interests and the schedules of guest discussants. Readings will comprise empirical and review articles and book chapters; all will be posted on CourseWorks. Please note that if a reading or assignment appears next to a given date/topic, it means you should have completed that reading or assignment before coming to class. Supplemental readings are included for those who would like to explore a topic in greater depth.

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>Week 1</td>
<td><strong>Why am I in this class?</strong></td>
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<td>Introduction and discussion of</td>
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### Week 2

**What is scientific teaching?**
Researching and evaluating best practices in pedagogy

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**Supplemental**

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### Week 3

**What are my teaching goals?**
What kind of teacher do I want to be?
Writing a teaching philosophy statement

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<td>Week 4</td>
<td><strong>Who are my students and how do I support their learning?</strong>&lt;br&gt;Fostering inclusive environments and supporting the learning of all students&lt;br&gt;Guest discussant: Representative from Purdie-Vaughns lab?</td>
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Layous, K., Davis, E. M., Garcia, J., Purdie-Vaughns, V., Cook, |
| Week 5 | **How do students learn best?**  
How learning, memory, and motivation research can inform teaching practice  
Guest discussant: Representative from Metcalfe lab? |
|---|---|
*Supplemental*  
| Week 6 | **How do students learn best?**  
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<th>Week 7</th>
<th>How do I assess student learning? Writing effective test questions</th>
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| Week 10 | **How do I teach a small class?**  
Leading productive seminar discussions and lab sections  
Guest discussant: Psychology faculty member? | **Giving effective lectures and promoting active learning in large groups**  
Guest discussant: Carl Hart? |
|---|---|
*Supplemental*  

**Supplemental**


| Week 11 | **How do I improve my teaching?**  
**Supplemental**

| Week 12 | **What have we learned?**  
Teaching demonstrations and feedback |
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<th>Week 13</th>
<th><strong>Where do we go from here?</strong></th>
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<td>Teaching demonstrations and feedback continued. Wrap-up.</td>
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**Supplemental**


**Course Components:**
The goal for this course is really to give graduate students – especially students in their first year – the chance to get together as a group and share experiences. Our focus will be scientific teaching, of course, but the goal will be to get to know each other and members of our department and to get acquainted with some of the research being done in our department and how it can be applied to education. Readings are designed to facilitate thoughtful class discussions, and assignments are structured to provide you with the opportunity to practice your teaching in a supportive setting.

**Class preparation and participation:** The assigned readings are designed to expand your knowledge of scientific teaching and to ask you to think critically about your own teaching process. The topics we’ll discuss this semester will be important to your work as Teaching Assistants in graduate school and to any teaching-related activities you pursue outside or after graduate school. Your strong preparation will enable us to have thought-provoking discussions. I do understand that for some people participating regularly in class discussions can be difficult. Those students who might be concerned about their ability to contribute to class discussions should see me. In such cases, we might be able to work out a way for you to participate thoughtfully through reading responses. I don’t want this course to be overly burdensome in terms of time commitment, so you will be asked to read only two-three short articles each week; additional readings will be entirely optional.

**Leading discussions:** You’ll be responsible for presenting an article and leading the class discussion for at least two class meetings. The goal of this exercise is to give you practice in leading discussions and lab sections of your own. You’ll briefly lead us through one of the
assigned articles, describing methods and results, highlighting any strengths and weaknesses of the study design, and giving your thoughts on the meaning and importance of the findings. But the focus will really be on leading a discussion among your peers, so you’ll want to prepare discussion questions, in-class activities, or other ways of engaging your “students.”

Teaching demonstrations: A primary goal of the Practicum is to prepare you to teach. Toward that end, you will have several opportunities to demonstrate your teaching and to receive feedback from your peers. Throughout the course, we’ll have “ten-minute teaching” opportunities, during which you’ll have a chance to teach us anything you’d like in seven minutes, with three minutes for discussion. The last three sessions of the course will be devoted to more in-depth teaching, in which you’ll have a longer time period in which to teach us about your own research or an important concept in your field. These are opportunities to practice your teaching in front of a friendly and supportive audience.

Teaching observations: Ongoing feedback is essential to the practice of scientific teaching. You’ll be asked to provide structured feedback to your peers on their teaching demonstrations throughout the course. We’ll first ask the person giving the demonstration what they’d like feedback on, and then we’ll write up short evaluations focusing on those particular areas and more broadly on things like clarity, organization, engagement, etc. Peer observations are designed to be supportive, low-stress and low-stakes opportunities to work together with colleagues on your teaching practice.

Class policies:
Academic integrity: As members of this academic community, we are responsible for maintaining the highest level of personal and academic integrity: “[E]ach one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity.... The exchange of ideas relies upon a mutual trust that sources, opinions, facts, and insights will be properly noted and carefully credited. In practical terms, this means that, as students, you must be responsible for the full citations of others’ ideas in all of your research papers and projects... [and] you must always submit your own work and not that of another student, scholar, or internet agent” (from the Columbia University Faculty Statement on Academic Integrity: https://www.college.columbia.edu/faculty/resourcesforinstructors/academicintegrity/statem ent).

Attendance: Class participation is the foundation of this course. Of course, there are times when life gets in the way of things, but more than one absence will be detrimental to your learning.

Class Etiquette: Research shows that many of us think we’re good multi-taskers. Research also shows that most of us are not. If you typically take notes or read papers on a laptop, you can, of course, use the laptop in class. But, out of respect for your classmates and in the interest of your own learning and ability to actively participate in class discussions, please refrain from using your laptop inappropriately.
Students with Disabilities: Students with special needs who may require classroom/assignment accommodations should make an appointment with me before or during the first week of class. You should also contact the Office of Disability Services (ODS) in Lerner Hall before the start of the course to register for these accommodations. The procedures for registering with ODS can be found at http://health.columbia.edu/services/ods or by calling (212) 854-2388.

Syllabus is subject to revision. Updates will be posted on CourseWorks.