

Poli599: Undergraduate Teaching and Learning in Political Science Fall 2013

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Meeting times: Fridays, 2 – 4 p.m.
Meeting room: SSB #353
Office hours: After class; Mondays, 11:30 – 1:30; and
by appt.

The role of graduate student teaching assistant will likely be one of the most demanding, rewarding and, at times, challenging, in your graduate student experience. Especially at large research universities like UCSD, your role is critically important in promoting a positive learning environment for undergraduates and enhancing the overall quality of undergraduate education. In addition, the experience is intended to deepen disciplinary knowledge, provide an introduction to the scholarship of teaching and learning, and prepare graduate students for their future roles as faculty who teach, mentor, and advise, as well as conduct research.

This seminar/workshop has been developed to assist and support you through your first year(s) as graduate teaching assistants and as advanced graduate students in preparing your own courses and teaching portfolios for the job market. The objects of the workshop are three-fold: (1) to introduce new TAs and instructors to evidence-based research on undergraduate teaching and learning, with an emphasis on practical application of theoretical principles; (2) to provide a forum to explore issues that arise in working with undergraduates and provide resources to support you through this process; and (3) to support the development of skills needed to succeed as teaching assistants and as future faculty members.

Because the workshop is designed to be participatory, please come to sessions prepared to discuss the topics outlined below, as well as with questions, concerns, and/or challenges that may arise from your teaching experiences. Theoretical readings will be paired with practicum assignments –concrete learning activities that can be introduced into discussion sections or larger classes to promote student learning. Those who register for the course will have their participation officially listed on their transcript and receive two graduate course credits (S/U). The experience of other R1 departments that have offered this type of course has been that it can enhance job prospects, perhaps because so few R1s currently provide this type of training as part of their graduate programs. If you are unable to register for the course for credit due to conflicts, etc., please feel free to attend sessions that are relevant to you. If you decide to attend a session, and are not registered for the course, please send a quick confirming e-mail to me and come prepared to discuss assigned readings for the session.

Course Requirements:

1. Participation in 8 of 10 workshop meetings. We will decide on a division of labor for each week's readings one week in advance and post short outlines/summaries to the course TED site by 8 p.m. on Thursdays prior to Friday meetings. Meetings will be conducted seminar style, with each of us presenting and facilitating discussion on designated topics.
2. Weekly short assignments: Most weeks we will also each prepare a short classroom exercise that provides a practical application of theoretical principles for that week's session. These can be as brief as an outline or short paragraph explaining a classroom application.
3. Final course project: Prepare a teaching portfolio, or relevant portion of one, depending on your year in the department and your personal and professional goals. For example, if you are leading discussion sections, you may submit a developed lesson plan that illustrates principles and theories addressed in the course. If you are preparing to teach a course at UCSD, you may submit a course syllabus. If you are planning on going on the job market, you may submit a full portfolio, including a teaching statement, syllabi, sample lesson plans, etc. Projects are due no later than midnight on Wednesday of week 8 (11/20), and will be presented and discussed in seminar on Friday, 11/22 (and Friday 12/5, if we need additional time). Our focus will be constructive feedback to strengthen everyone's materials, and building a "repertoire" of materials for all to share.

Resource Texts:

The following three texts are classic reference books for undergraduate teaching and learning. I will bring copies to our first session to help you decide if you'd like to purchase any/all of these. None are required for the course. (All seminar/workshop readings are posted on e-reserves. Password is: **mf599** (not case sensitive). Copies of all books are also on print reserves at Geisel.

1. Curzan, Anne and Lisa Damour. 2011. *First Day to Final Grade: A Graduate Student's Guide to Teaching*, Ann Arbor: University of Michigan Press. [Amazon link](#). (Any edition is fine. Used editions start at .01 –wow!)
2. Davis, Barbara Gross. *Tools for Teaching*. 2009 (2nd ed.) San Francisco: Jossey-Bass. [Amazon link](#). (New: \$34.35; Used: \$29.24) (e-book available via Roger.)
3. McKeachie, Wilbert J. and Marilla Svinicki. 2011 (13th ed.). *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, Wadsworth Press. [Amazon link](#). (New: \$55; Used: \$38)

Additional Recommended Texts:

Three additional classic texts (also on reserve) from which we will be reading excerpts include:

1. Bain, Ken. 2004. *What the Best College Teachers Do*. Cambridge: Harvard University Press.
2. National Research Council. 2000. *How People Learn: Brain, Mind Experience and School*. National Academy Press, Washington D.C. (e-version also available from Roger)
3. Ambrose, Susan A., et al. 2010. *How Learning Works: 7 Research-Based Principles for Smart Teaching*. San Francisco, CA: Jossey-Bass. (available via e-reserves on Roger)

Two Peer-Reviewed Political Science Journals to Consult on Pedagogy:

1. [PS: Political Science and Politics](#) (APSA publication. See section: "The Teacher.")
2. [Journal of Political Science Education](#) (Sponsored by Political Science Education Section of APSA)

Some Helpful Websites with Teaching and Learning Resources:

1. [Center for Teaching Development \(CTD\), UCSD](#)
2. [Derek Bok Center for Teaching and Learning, Harvard](#)
3. [Center for Teaching and Learning, Stanford](#)
4. [Carl Wieman Science Education Initiative, UBC](#)
5. [Carnegie Mellon, Eberly Center for Teaching Excellence](#)
6. [Berkeley Teaching and Learning](#)
7. [MERLOT ELIXR, CSU](#)

Summary of Scheduled Meetings and Topics:

Week 0: [Rescheduled for Wed., 25 Sept., 2 – 4 p.m.]

- Rights, roles, responsibilities of new TAs; work/life balance
- Ideas for first week of sections.

Week 1: Friday, 4 Oct.

- Excellence in teaching: ideas and strategies for encouraging participation
- Diversity and equity in the classroom

Week 2: Friday, 11 Oct.

- How do we learn? Introduction to theories of human cognition/student learning
- Practical teaching strategies to engage student learning

Week 3: Friday, 18 Oct.

- Strategies for effective, efficient and equitable grading
- How to provide effective feedback

Week 4: Friday, 25 Oct.

- Designing course syllabi: Establishing learning goals, structuring assignments and assessments
- Formative vs. summative assessments

Week 5: Friday, 1 Nov.

- Teaching writing: writing to learn
- Teaching, learning and technology

Week 6: Friday, 8 Nov.

- Strategies and styles of teaching; effective lecturing and active learning/Peer Instruction

Week 7: Friday, 15 Nov.

- Developing teaching portfolios for the job market

Week 8: Friday, 22 Nov.

- Presentation and discussion of final projects.

Week 9: Friday, 29 Nov. No class. Thanksgiving Holiday

Week 10: Friday, 6 Dec.

- Wrap up: Review of teaching ethics, best practices, learning goals and outcomes.
- Transition to professor as teacher, mentor, advisor.

Structure of Meetings:

We'll begin each meeting with a brief discussion of issues, challenges, and successes from our week's teaching experiences, or any pressing concerns for the week to follow. We will then move to a substantive discussion of designated topics for the week, focusing both on research findings and practical applications.

Schedule of Readings and Resources for Workshop Meetings:

Week 0: Wednesday, 25 September

Discussion

1. Rights, Roles and Responsibilities of TAs; Work/Life Balance
2. Ideas for First Week of Discussion Sections

Readings

A. Rights, Roles and Responsibilities of TAs and Work/Life Balance

1. [UCSD's TA Handbook](#): pp. 1 – 21 (skim).
2. Work-Life Balance:
 - [Curzan and Damour](#), *First Day to Final Grade*, Ch. 11 “The Balance of School and Teaching,” pp. 227 – 231 (5 pgs). (Available via e-reserve.)

B. Ideas for First Week of Sections

1. Derek A. Webb, “Twelve Easy Steps to Becoming an Effective Teaching Assistance,” [PS: Political Science and Politics](#), 2005, vol. 38, issue 4, pp. 757 – 761.
2. [Davis, Tools for Teaching](#) (Available via e-reserve):
 - Part I, Ch. 3: “The First Days of Class,” pp. 37 – 47 (11 pgs).
 - Part III, Ch. 9: “Leading a Discussion,” pp. 97 – 105 (9 pgs.)
 - Part III, Ch. 10: “Encouraging Student Participation in Discussion,” pp. 106 – 111 (6 pgs.)
 - Part III, Ch. 11: “Online Discussions,” pp. 112 – 117 (6 pgs.).
 - Part XI, Ch. 55: “Holding Office Hours,” pp. 491 – 496 (6 pgs.)
 - Part XI, Ch. 56: “E-mail, Text Messaging, IM,” pp. 497 – 502 (vs. diss. boards)
3. [Curzan and Damour](#), *First Day to Final Grade*. (Available via e-reserve):
 - Ch. 1 “Becoming a Teacher,” pp. 1 – 6 (6 pgs).
 - Ch. 2 “The First Day of the Term,” pp. 7 – 29 (23 pgs).

C. Additional Resources/Handouts

1. [TA UAW/ASE Union Contract](#)
2. [UCSD Principles of Community](#)
3. Excerpt from UCSD TA Handbook (Duties and Responsibilities of TAs) (PDF)
4. CTD Handout: Top Ten TA Tips (PDF)
5. Role of Teaching Assistant (PDF)
6. Guide to Teaching Assistant Responsibilities (PDF)
7. “Appendix D” form: Description of Duties (PDF)
8. Derek A. Webb, “Twelve Easy Steps to Becoming an Effective Teaching Assistance,” [PS: Political Science and Politics](#), 2005, vol. 38, issue 4, pp. 757 – 761.
9. Departmental Student TA Evaluation form (PDF)
10. Departmental Faculty TA Evaluation form (PDF) (in progress- will ask for your feedback on this)
11. [University student evaluations \(CAPE\)](#)

D. Additional Readings

- Curzan and Damour, 2003, *First Day to Final Grade*, Ch. 3. “Weekly Class Prep,” pp. 29 – 40.

Week 1: Friday, 4 October: * Please review the syllabus and we’ll discuss any topics or readings we might want to revise, depending on individual and group interests.

Discussion

1. Excellence in Teaching: Ideas and Strategies for Encouraging Participation
2. Diversity and Equity in the Classroom; Classroom Management

Readings

A. Excellence in Teaching: Ideas and Strategies for Encouraging Participation

1. [Ken Bain, What the Best College Teachers Do](#), Ch. 1: “Introduction: Defining the Best,” pp. 1 – 21. (Available via e-reserves.)
2. UCSD’s TA Handbook (PDF on TED): quick review, pp. 23 – 29; read: pp. 29 – 34
3. [Davis, Tools for Teaching](#):
 - Part III, Ch. 12: “Asking Questions,” pp. 118 – 125.
 - Part III, Ch. 13, “Fielding Students’ Questions,” pp. 127 – 131.

B. Diversity and Equity in the Classroom; Classroom Management

1. UCSD’s TA Handbook (PDF on TED):
 - Establishing Positive Conditions for Learning; Diversity: pp. 53 – 55 (skim).
 - Classroom Management: pp. 55 – 58 (skim).
2. [Davis, Tools for Teaching](#), Part II: Responding to a Changing Student Body, pp. 57 – 93.
 - Ch. 5: “Diversity and Inclusion in the Classroom,” pp. 57 – 68 (12 pgs).
 - Ch. 7: “Reentry and Transfer Students,” pp. 85 – 88 (4 pgs.).
 - Ch. 8: “Teaching Academically Diverse Students,” pp. 90 – 93 (4 pgs.)
 - (Skim for relevance) Ch. 6: “Students with Disabilities,” pp. 72 – 84.

C. Additional Readings

1. Curzan and Damour, 2003, *First Day to Final Grade*:
 - Ch. 4: “Running a Discussion,” pp. 41 – 57;
 - Ch. 6: “Trusty Class Plans,” pp. 76 – 91.
 - Appendix B: Lesson Plan for a Discussion Class, p. 180 – 181.
2. *McKeachie’s Teaching Tips*:
 - Ch. 5: “Facilitating Discussion: Posing Problems, Listening, Questioning,” pp. 36 – 54.

Week 2: Friday, 11 Oct.

Discussion

1. How Do We Learn? Theories of human cognition/student learning
2. Practical Teaching Strategies to Engage Student Learning

Readings

A. How People Learn

1. National Research Council, *How People Learn: Brain Mind Experience and School: Expanded Edition*: http://books.nap.edu/catalog.php?record_id=9853
 - Ch. 1: “Learning: From Speculation to Science,” pp. 3 – 27 (25 pgs).
2. Bain, Ch. 2 “What Do They Know About How We Learn?” pp. 22 – 47 (26 pgs.).
3. Davis, *Tools for Teaching*:
 - Ch. 29, “Helping Students Learn,” pp. 259 – 272.
 - Ch. 30, “Learning Styles and Preferences,” pp. 273 – 277.
 - Ch. 31, “Motivating Students,” pp. 287 – 289.
 - Ch. 32, “Informally Assessing Students’ Learning,” pp. 290 – 297.

B. Practical Teaching Strategies to Engage Student Learning

1. Davis, *Tools for Teaching*
 - Ch. 22, “Informal Group Learning,” pp. 207 – 213.
 - Ch. 25, “Simulations: Role Playing, Games, and Virtual Worlds,” pp. 229 – 232.
 - Ch. 24, “Case Studies,” pp. 222 – 228.
 - Case Study Resources:
 - [UCSB](#)
 - [The Kennedy School of Govt., Harvard](#)
 - [Georgetown](#)
 - [University of Washington, Evans School of Public Affairs](#)

C. Additional Resources

1. National Research Council, *How People Learn: Brain Mind Experience and School: Expanded Edition*: http://books.nap.edu/catalog.php?record_id=9853
 - Ch. 2: “How Experts Differ from Novices,” pp. 31 – 50 (20 pgs.).
 - Ch. 3: “Learning and Transfer,” pp. 51 – 78 (28 pgs.).

Week 3: Friday, 18 Oct.

Discussion

1. Strategies for Effective, Efficient and Equitable Grading
2. Assessments of Teaching and Learning

Readings

A. Strategies for Effective, Efficient and Equitable Grading

1. [UCSD’s TA Handbook](#): Grading (skim): pp. 60 – 63.
2. *McKeachie’s Teaching Tips*:
 - Chapter 9, “Good Designs for Written Feedback,” pp. 108 – 124.
3. Davis, *Tools for Teaching*:
 - (Skim): Ch. 40, “Allaying Students’ Anxieties about Tests,” pp. 375 – 389.
 - Ch. 43: “Grading Practices,” pp. 409 – 418.
 - Ch. 36: “Evaluating Students’ Written Work,” pp. 325 – 334.

B. Assessments of Teaching and Learning

1. Davis, *Tools for Teaching*: (Optional readings)
 - Ch. 52: “Early Feedback to Improve Teaching and Learning,” pp. 461 – 471.
 - Ch. 53: “Video Recordings and Classroom Observations,” pp. 472 – 480.
 - Ch. 60: “Student Rating Forms,” pp. 534 – 546.

C. Additional Resources

1. Danelle D. Steven and Antonia Levi, *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback and Promote Student Learning*, Sterling, VA: Stylus Pub., 2005.
2. *McKeachie’s Teaching Tips*:
 - Ch. 10: “The ABCs of Assigning Grades,” pp. 125 – 137.
3. Curzan and Damour:
 - Ch. 8 Grading, pp. 133 – 156.
 - Ch. 9, “Feedback from Students,” pp. 157 – 164.
4. My Fight against Grade Inflation: A Response to William Cole,” Simeon Dreyfus, *College Teaching*, 41:4, pp. 149 – 152.

Week 4: Friday, 25 Oct.

Discussion

- Designing Course Syllabi and Structuring Assignments

Readings

1. Davis, *Tools for Teaching*:
 - Ch. 1: “Designing or Revising a Course,” pp. 3 – 20.
 - Ch. 2: “The Comprehensive Course Syllabus,” 21 – 36.
2. [McKeachie, Teaching Tips](#)
 - Ch. 2: “Countdown for Course Preparation,” pp. 10 – 20.
 - Ch. 7: “Assessing, Testing, and Evaluating: Grading is Not the Most Important Function,” pp. 72 – 82.
 - Ch. 8: “Testing: The Details,” pp. 83 – 107.

Week 5: Friday, 1 Nov.

Discussion

1. Teaching Writing: Writing to Learn
2. Teaching, Learning and Technology

Readings

A. Teaching Writing; Designing Effective Writing Assignments

1. [UCSD’s TA Handbook](#): Teaching Writing, pp. 58 -61.
2. Davis, *Tools for Teaching*, Ch. 34: “Helping Students Write Better in All Courses,” pp. 305 – 312.
3. Davis, *Tools for Teaching*, Ch. 35: “Designing Effective Writing Assignments,” pp. 314 – 322.
4. Lisa Baglione, [“Doing Good and Doing Well: Teaching Research-Paper Writing by Unpacking the Paper,”](#) *PS*, 2008, vol. 41, issue 3, pp. 595 – 602.
5. Nancy Sommers, “Across the Drafts,” December 2006, pp. 248 – 256. (Short essay on the value of feedback for developing undergrad writing skills.) 3-pg. handout: “A Brief Guide to Responding to Student Writing,” Harvard College Writing Program. (Attached.)

B. Teaching, Learning and Technology

1. [UCSD’s TA Handbook](#): Instructional Technology, pp. 52 – 53.
2. *McKeachie’s Teaching Tips*:
 - Ch. 17: “Technology and Teaching,” pp. 235 – 265.

C. Supplemental Readings

1. *McKeachie’s Teaching Tips*
 - Ch. 16: “Using High-Stakes and Low-Stakes Writing to Enhance Learning,” pp. 213 – 233.
2. Curzan and Damour:
 - Ch. 6, section on “Paper Workshop,” pp. 94 – 98.
3. Davis, *Tools for Teaching*:
 - Ch. 46: “Chalkboards and Whiteboards,” pp. 436 – 440.
 - Ch. 48: “Overhead Projection,” pp. 443 – 446.
 - Ch. 49: “Slide Shows,” pp. 447 – 449.
 - Ch. 50: “Video Recordings and Clips,” pp. 450 – 452.
 - Ch. 51: “PowerPoint Presentations,” pp. 453 – 457

Week 6: Friday, 8 Nov.

Discussion

Strategies and Styles of Teaching: Effective Lecturing and Active Learning/Peer Instruction

Readings

A. Strategies and Styles of Teaching

1. Gary King and Maya Sen, “How Social Science Research Can Improve Teaching,” *PS Political Science & Politics*, vol. 46, no. 3, July 2013, pp. 621 – 629.
2. Davis, Ch. 14 “Preparing to Teach the Large-Enrollment Course,” pp. 135 – 145.
3. Davis, Ch. 15 “Delivering a Lecture,” pp. 148 – 156.
4. Davis, Ch. 16 “Explaining Clearly,” pp. 157 – 160.
5. Davis, Ch. 17 “Personalizing the Large-Enrollment Course,” pp. 162 – 167.

6. Davis, Ch. 18 “Encouraging Student Participation in the Large-Enrollment Course,” pp. 168 – 173.
7. Peer Instruction readings: I will provide e-links to these.

B. Supplemental Readings:

1. [UCSD’s TA Handbook](#): Effective Lecturing, pp. 42 – 52.
2. *McKeachie’s Teaching Tips*:
 - Ch. 14: “Active Learning: Group-Based Learning,” pp. 190 – 200
 - Ch. 15: “Experiential Learning: Case-Based, Problem-Based; Reality-Based,” pp. 202 – 211.
3. Jennifer Fitzgerald and Vanessa A. Baird, “Taking a Step Back: Teaching Critical Thinking by Distinguishing Appropriate Types of Evidence,” *PS: The Teacher*, July 2011, pp. 619 - 624.
4. “Being a Skilled Facilitator of Critical Thinking,” from *Critical Thinkers*, pp. 228 – 241.
5. “Structuring Classes to Promote Critical Thought,” (see esp. sub-section: “Five Keys to Creating an Interactive Classroom,” from *Teaching Students to Think Critically*, pp. 61 – 68.

Week 7: Friday, 15 Nov.

Discussion

Developing teaching portfolios for the job market – workshop and discussion

Readings

1. Davis, *Tools for Teaching*:
 - Ch. 54, “The Teaching Portfolio,” pp. 481 – 488.
2. APSA and PSE resources. (Posted online)
3. CTD resources. (Posted online)

Week 8: Friday, 22 Nov.: Presentation and discussion of final projects.

Week 9: Friday, 29 Nov.: No class. Thanksgiving Holiday

Week 10: Friday, 6 Dec.

Discussion

1. Wrap Up: Teaching Ethics, Best Practices, Learning Goals and Outcomes
2. Transition to Professor as Teacher, Mentor, Advisor

Readings

1. Bain, *What the Best College Teachers Do*, “Epilogue: What Can We Learn From Them?”, pp. 173 – 178.
2. Davis, *Tools for Teaching*:
 - Ch. 59: “The Last Days of Class,” pp. 529 – 533.