PSYC400: Applied Research in Higher Education

6.0 credit units Fall 2023

Queen's University On-Campus Delivery

Pre-requisites: Level 3 or above in a PSYC Major, Joint Honours, or Specialization Plan and a GPA of 3.30 in PSYC.

Course Description: An introduction to the scholarship and practice of teaching including what it means to be a scholarly teacher, how pedagogy research informs educational practice, and how people learn complex information. In addition to readings, critiques and facilitated discussions, a practicum component will include facilitating weekly tutorials.

NOTE: Students must complete an application and be invited for an interview in the spring to be eligible for this fall term course. During the fall term, students will be responsible for facilitating 2-3 PSYC 100 tutorials per week as part of their teaching practicum.

Upon successful completion of PSYC 400, you will be eligible to apply for a paid position as a TA in PSYC 100B during the winter term.

Land Acknowledgement: To begin, let us acknowledge that Queen's is situated on traditional Anishinaabe and Haudenosaunee territory. We grateful to be able to be live, learn and play on these lands.

As a discipline, through the Canadian Psychological Association, work is currently being done to understand, acknowledge, and reconcile our actions that have caused harm. To learn more about the commitment of the Canadian Psychological Association, I encourage you to visit the following website:
https://cpa.ca/docs/File/Task_Forces/TRC%20Task%20Force%20Report_FINAL.pdf

This is a course focused on learning. If you are interested in learning more about Indigenous Pedagogies beyond this course (and I hope you are!), the Queen's Centre for Teaching and Learning has many resources available: https://www.queensu.ca/ctl/programs/workshop-series/foundations-indigenous-ways-knowing-curricula-series
Important Notice: As we work collectively to overcome echoes arising out of the Covid-19 pandemic, flexibility will almost certainly be needed, and likely in ways we haven't yet considered. As a class, I invite you all to keep in frequent and open communication about challenges (and wins!) with me and/or each other related to class. You are all individual students and together, as long as we have strong communication, we form a strong team. You will hear me say it a lot: teamwork makes the dream work! Thanks for being here—we are going to do some great things!

Please *do not come to class* if you are feeling ill. We will find a way to video you in if you are well enough, and this course has flexible design to help support you if you are unwell and have

to miss a week or two.

Please *do not teach a lab* if you are feeling ill. The best part of PSYC100 is that we function *as a team*, and we fill in for each other in the event someone has to miss a lab. Inherent in this is that we do not take advantage of one another. If you are sick, we will work to find someone to fill in for you. In return, you will cover for someone else if they need to be out. *Teamwork makes the dream work*, and this is built into the fabric of our PSYC100 delivery team. Thank you for being a part of it!

To promote an inclusive class that is as safe as possible for all students, especially because we will be in close physical proximity and engaging in active learning, I support all students wearing a mask if they choose. I will have masks available (because we all forget them sometimes!). Thank you!

Statement on Artificial Intelligence: We are coming out of a very strange few years, and my goal is to help close any skills gaps that may have arisen. For this reason, ***artificial intelligence is not allowed for your assignments in this class***. ***Using Artificial Intelligence without permission is considered a Departure from Academic Integrity.*** If there is an instance where you believe artificial intelligence may be relevant for your work, please connect with me directly to explore whether an exception to this policy may be warranted.

Course Materials:
This course will make use of primary academic articles. All articles are listed below, and will be available online through the Queen's library, and our onQ page.

Course Learning Outcomes:
This course is designed to address outcomes across three domains: knowledge/understanding, teaching skills, and learning/reflective skills. Please find specific outcomes within these domains below:

Knowledge/Understanding
- Critically evaluate applied educational research
- Explain how people learn complex information
- Identify and describe effective teaching strategies
- Identify and describe the principles of effective course design

Teaching Skills
- Demonstrate competency in online and in-person active teaching strategies
- Evaluate and recommend strategies for improvement to learning sessions for undergraduate students by actively contributing to the instructional team

Learning/Reflective Skills
- Identify your assumptions about teaching and learning and describe how and why they have changed over the semester
- Cooperate with, and enhance the learning of, others through active involvement and by providing constructive feedback to peers in a nonjudgmental manner

Suggested Time Commitment:

Based on the Queen's Curriculum, this course is expected to take a total of 240 hours (20 hours/week on average). To help break down this time commitment, you will spend approximately:

2 hours/week facilitating labs
2 hours/week grading
4 hours/week in class/TA training.
12 hours/week for your own personal study/preparation time. This course is largely flipped—you'll have active reading and activities happening outside of class time.

You are encouraged to use weekly study schedule supports (visit SASS for suggestions) that distribute your study and prep time to avoid 'cramming'. This way, you will be more likely to complete the course successfully and remember what you learned longer.

Assessments:

Weekly Reading Responses	5%	DUE Weekly, Mondays 9am before class Thurs
Teaching Triangle	5%	DUE November 10, 2pm *but you must start this early!*
Individual Problem Statement/Proposal	5%	DUE September 29, 2pm
Group Proposal	5%	DUE October 20, 2pm
Group Pitch Presentation	15%	Weeks 11 and 12
Individual Final Report	20%	DUE Last day of classes (December 5, 2pm)
Teaching Philosophy Part 1	5%	DUE September 15 2pm
Teaching Philosophy Part 2	20%	DUE Last day of classes (December 5, 2pm)
Final Exam	20%	Scheduled by the Registrar

Supporting Students with Rubrics:

Please note, rubrics have been created to help guide you toward success on assignments in this class, highlighting key criteria essential to your success. Importantly, however, rubrics are not an exhaustive list of success criteria. Grades will be assigned using the criteria outlined in the marking rubrics, *and* the teaching team reserves the right to provide feedback that is not always explicitly stated in the marking criteria, should circumstances warrant. This is because grades reflect level of mastery, and sometimes one general rubric cannot capture all student responses. Please review the marking rubric in detail, and written feedback that you receive. As always, please connect with Dr. Norris if you have any questions.

<u>Weekly Reading Responses:</u>

Reading thoughtfully is challenging: it takes a lot of sustained effort and attention. Reading thoughtfully is also exciting: sometimes authors do surprising (dare I say shocking!) things, and reading *with others* can help to really dive into a piece of writing.

To help build a true learning community where we are all "on the same page" in preparing for our synchronous sessions together, this course will use FeedbackFruits to help you engage with the course material. Your readings will appear in FeedbackFruits where you can make comments and replies to your classmates about the readings. You are expected to make at least one initial response, and one reply, within each reading.

Reading responses are formative to build skills of critical scholarly reading and collaboration. Grading for the reading responses is largely based on participation. ***BUT***, in your onQ written feedback, I will leave written feedback and an estimated grade. We have had a few strange years. The intention with this is that you can safely take risks, and get honest feedback. It is likely that a question on the final exam will require you to demonstrate the skills gained in these reading activities. Please review the feedback, and be proactive in asking questions.

Important note: Sometimes students make *many* smaller comments. Rather than many small comments (which you can make if you'd like—I'm all for excited reading!), you are encouraged to make fewer *strong and detailed* comments. I would rather see 1 strong comment and 1 strong reply/paper than 15 smaller comments and replies :) This is to focus on building the skill of critical and evidence-informed insights—it is a hard skill to develop, which is why we do these every week. Thank you for your work on these—I know these will require a lot of effort, and your learning curve on these will likely be big. That's ok! Always feel free to reach out with questions!

DUE: Mondays at 9am *before* class (with the exception of Fall Break). This is to give me time to go through and make comments/gather resources as needed based on your comments. That said—I know sometimes things happen, and that grace periods may be needed.

Assignments in this course have been designed with flexibility for academic consideration for all students: All students can take an additional 3 days to complete these assignments if required, with no need for academic consideration or accommodation. This 3-day "grace period" ends on Thursdays at 9am (ahead of class).

In addition to 3-day extensions, although there are 9 weeks of readings, only the top 7 reading responses will count towards your grade. This allows for 2 weeks where, if the grace period is not sufficient, you do not need to submit work.

These Flexible Design features means that "Short term Requests for Academic Consideration" (submitted through the Faculty of Arts and Science portal without documentation) are not needed and long-term requests will be handled on a case-by-case basis, if needed.

Please note: all readings are available from the first day of class. Please feel free to "get ahead" if you'd like! 😊

Teaching Triangles

As you will learn about later in class, multiple forms of feedback are helpful as you develop your teaching practices. In this component, you will work with 2 other students to form a "triangle." You will choose a week, and attend each other's lab sections.

The Flow:

- Observe one full learning lab (ideally the same one) taught by each of your two partners
- As Observer, objectively record class experience and complete the Worksheet below (you can paste the questions into an email to send to the instructing peer, CCing
- After you host an Observer, prepare your own reflection on how the lab went. You can use the Observer Worksheet as a guide if it is helpful.

Week	Activity	Task
3-4	Initial Meeting	Make arrangements for class visits.
5 and 7	LL Visit 1 LL Visit 2	Visit each of your partner's LL's once. As the Observer, carefully observe and record the events of the class. Send a copy of your written feedback prepared from your recorded observations to your partners by Friday that week. When your LL is being observed, prepare a written reflection on your independent view of how the session went.
8	Reflection and written report	Reflect on these reports along with your own self-reflections as you prepare your final report.

Part A: Feedback you *give* (2%) "Observer Worksheet"

You've been working on developing skills related to giving feedback through your reading reactions. You will apply these skills to giving feedback directly to your colleague—a developing instructor! You will be graded on the quality of feedback you provide. Feedback should include responses to the questions below. You will send these directly to your peer, and CC

1. What showed the educator was well prepared for the lab? What might have been helpful for the educator to additionally do as preparation? Please elaborate-this is valuable feedback!

2. What were some strengths in how the educator handled questions? Are there alternative methods that the educator might find helpful in responding to questions? Please elaborate-this is valuable feedback!

3. What was done to help set a positive learning environment for the lab? Are there methods that the educator might find helpful in setting a positive tone for learning early on, and throughout the lab?

4. How did students collaborate during different parts of the lab?

5. Who asked questions? Who provided answers?

6. When did students ask for help? What kind of help did they request? How was it provided?

7. The facilitator talked _____ percent of the time. Individual students spoke _____ percent of the time. Students talked with one another _____ percent of the time.

8. Evidence of positive engagement between the educator and students was seen through: (describe). Methods that might be helpful in promoting positive engagement include (describe)

9. This facilitator's teaching method is grounded in best practices in these ways: (list and explain)

Feedback is due to your peer no later than 1 week after the lab session, or November 3. Extensions cannot be granted as your peer requires this information for their next steps.

Part B: Reflection (3%)

Within one week of receiving your peer feedback, please write a reflection on how you felt your lab went, your reaction to the feedback you received, and how you might alter, *or keep!*, your teaching practices moving forward. The expected length is 3 pages, double spaced, but this is a rough guideline. Please use as much or little space as you require.

This reflection is a unique piece of work—it will be personal (and likely hard!). I will be grading based on your ability to use *evidence* to inform your reflections and next steps. You are encouraged to be a "real person" in these :) It's okay to be vulnerable in this piece—honesty is hard. Again, your grade will be based on your linking of your reflection with scholarly work on effective teaching. Your job is to integrate your personal experience with scholarship.

The rubric for peer feedback and reflection can be found in onQ.

DUE: November 10, 2pm

Assignments in this course have been designed with flexibility for academic consideration for all students: All students can take an additional 3 days to complete these assignments if required, with no need for academic consideration or accommodation.

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<u>Teaching Philosophy:</u> (Part 1 and Part 2)

A statement of teaching philosophy is commonly required in many teaching jobs. A statement of teaching philosophy may include your values and beliefs, but critically, it must include *justifications for your practices and beliefs*. In your statements of teaching philosophy, you will articulate your teaching philosophy, making sure to provide scholarly justification for your beliefs. Statements of teaching philosophy are used professionally and thus require professionalism, but they are also deeply personal—there is no required format for this, though

all scholarly support must be cited with APA format. Typically these are written paragraph-style, and are approximately 2 pages in length, but this is not required.

Part 1: This is a formative, early version of a teaching philosophy. Teaching philosophies are personal, yet evidence based, statements about your approach to teaching and learning.

This submission is *formative* because it will likely change your perspectives as we go throughout the course. I will give feedback on this document, with the understanding and expectation that your final teaching philosophy may be very different.

DUE: September 15 at 2pm

Part 2: This submission is *summative*. You are being graded on your ability to comprehensively and professionally address common considerations for educators, using scholarly work as support. Teaching philosophies are a common professional document, but they are also very personal. There is no required format for this, though all scholarly support must be cited with APA format. Typically these are written and are approximately 2 pages in length, but this is not required. Ensure you include scholarly support and justification in this document!

DUE: December 5 at 2pm ***BUT, it is recommended you aim to complete this by early/mid November to help space out due dates! Your initial draft will be done in mid-September, and I encourage you to annotate/mark that up with edits as we go :)***

The rubrics for the teaching philosophy submissions can be found in onQ.

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Individual Problem Statement and Proposal:

You are an expert at being a student, and you are a developing professional in the field of psychology. You are well positioned to make significant, evidence-based improvements to the field of education.

For this assignment, please reflect on a *challenge* or *opportunity for improvement* that you see in the field of education (broadly defined—this could be sports, or any level/type of education). Your task is to write a MAX 3-page (double spaced, 12-point font) problem statement outlining this. You should use the following general format—you do not need headings, but please follow this logic in your writing:

- What is the problem? (a simple 1-2 sentence statement of the problem)
- What evidence do you have that this is a problem? (e.g., are there data that support this? Approximately 1 paragraph)
- What have others done to address this problem? (use evidence to show what others have done in this area, and cite it! Approximately 1 paragraph)

- Taking into account what others have done, what gap remains that you want to address? (Approximately 1 paragraph)
- What might you do to address this gap, and why do you think it would work? (Approximately 1-2 paragraphs, remember to use evidence!)

Note: the maximum is 3 pages for this assignment, but please do not worry if you are much shorter. Ideally this will take you about 2 pages :)

The rubric for your Problem Statement and Proposal is available in our onQ shell.

DUE: Friday, September 29, 2pm. Assignments in this course have been designed with flexibility for academic consideration for all students: All students can take an additional 3 days to complete these assignments if required, with no need for academic consideration or accommodation. This 3-day "grace period" ends on Monday, October 2 at 2pm. I will be working to get you feedback on these before class on Thursday.

This Flexible Design features means that "Short term Requests for Academic Consideration" (submitted through the Faculty of Arts and Science portal without documentation) are not needed and long-term requests will be handled on a case-by-case basis, if needed.

Group Problem Statement and Proposal:

You'll notice that individually you have an opportunity to submit a problem statement and proposal very early in the term. The goal of this is for you each to get individual feedback on problem statements *before* we tackle a group project.

In Week 5, a representative from the DDQIC (Dunin-Deshpande Queen's Innovation Centre) will be coming to speak with our class about how to turn *ideas* into *reality*. There is no expectation that you will develop a product/service in this course, but a large component of this course is learning how to make it happen if you choose to. Remember—you are *very* special in your knowledge: you are an expert at the student experience, and you are a developing professional in psychological science. Let's take this skill set for a test drive!

In class during Week 5, students will be assigned to teams based on shared interests. You will work together over Weeks 5 and 6, during class time to help with scheduling, to develop a group- level problem statement and proposal. The format for your group submission is very similar to your individual submission:

Your task is to write a MAX 3-page (double spaced, 12-point font) problem evidence-based proposal. You should use the following general format—you do not need headings, but please follow this logic in your writing:

- What is the problem? (a simple 1-2 sentence statement of the problem)
- What evidence do you have that this is a problem? (e.g., are there data that support this? Approximately 1 paragraph)
- What have others done to address this problem? (use evidence to show what others

have done in this area, and cite it! Approximately 1 paragraph)
- Taking into account what others have done, what gap remains that you want to address? (Approximately 1 paragraph)
- What might you do to address this gap, and why do you think it would work? (Approximately 1-2 paragraphs, remember to use evidence!)

Note: the maximum is 3 pages for this assignment, but please do not worry if you are much shorter. Ideally this will take you about 2 pages :)

In addition to your written proposal, groups must submit a plan for how to develop the proposal into a formal presentation and pitch (see below). Please "make a copy" of the following spreadsheet, and download it and fill it in using Excel, submitting it with your proposal. You are encouraged to fill in meeting notes, but this part is not required: https://docs.google.com/spreadsheets/d/1WZ75f49X3lVxbvI0voQ0V-Z_FDHC8m3fwlx712YQiFM/edit?usp=sharing

The rubric for your Group Proposal is available in our onQ shell.

DUE: Friday, October 20, 2pm. Assignments in this course have been designed with flexibility for academic consideration for all students: All students can take an additional 3 days to complete these assignments if required, with no need for academic consideration or accommodation. This 3-day "grace period" ends on Monday, October 23 at 2pm. I will be working to get you feedback on these before class on Wednesday.

This Flexible Design features means that "Short term Requests for Academic Consideration" (submitted through the Faculty of Arts and Science portal without documentation) are not needed and long-term requests will be handled on a case-by-case basis, if needed.

Group Project Presentation/Pitch:

I will be giving groups feedback on their proposals so that you have early feedback. As a group, you will work to develop and deliver an oral presentation "pitching" your idea (and the "thing" itself if you choose to make it!) to the class during a group presentation. These "presentation pitches" are expected to be grounded in evidence, polished, and professional. Remember-you are presenting in an evidence-based way: substance matters more than marketing gimmicks.

A presentation with a pitch is a very new skill for most students. We will be talking about how to develop these presentations in class—the goal is to incorporate both a teaching demonstration about your problem, with a "pitched" solution.

Presentation pitches should be no more than 30 minutes in length. They should be interactive, highlight evidence for the problem, clearly articulate what has been done to address the problem, the gaps that remain, and the reason why your solution is a good one. You should work to include evidence-based teaching methods in your presentation.

The rubric for your Presentation/Pitch is available in onQ.

DUE: These oral presentations are the one course requirement where a grace period cannot be included given the nature of a synchronous session. Students will sign up for a presentation timeslot in class. Presentations will happen during the last 2 weeks of class. I encourage all groups to make a transcript of the presentation well ahead of time in case a team member is unable to attend (so that their contribution can be included).

Individual Report:

Groups are wonderful for many reasons, as covered in class. Groups are *challenging*, partly because they require compromise, and your ideas may not be used which can admittedly be frustrating.

Individual reports are a critical, evidence-based report on your group project. This individual report is intended to give you an opportunity to use evidence to thoughtfully reflect on your group's chosen problem, solution, and how the process went. You are expected to review the decisions made in your group, and provide evidence to support whether you believe there were better ways to approach a solution (or not).

It is expected that this report will heavily use evidence to support your reflective thoughts. For example, if you are disappointed that the group did not do something, explain *why*, using evidence. This is not intended as a space for you to highlight poor work by your teammates, rather. Instead, focus on what you would do differently (if anything) and why. If you wouldn't do anything differently, why are you happy with those choices? What might be possible next steps?

Note: I recommend that you start drafting this individual report *as* you work on your group project. It can be easy to forget ideas as you have them.

The rubric for your Individual Report is available in onQ.

DUE: The last day of classes (December 5), 2pm . ***BUT, you will have access to begin this as soon as your group project begins. I encourage you to aim to have this mostly completed before your presentations begin.***

Assignments in this course have been designed with flexibility for academic consideration for all students: All students can take an additional 3 days to complete these assignments if required, with no need for academic consideration or accommodation. This 3-day "grace period" ends on December 8 at 2pm.

This Flexible Design features means that "Short term Requests for Academic Consideration" (submitted through the Faculty of Arts and Science portal without documentation) are not needed and long-term requests will be handled on a case-by-case basis, if needed.

Final Exam:

There will be a final exam in this class, scheduled by the Registrar's office. The exam is designed to be completed in 2 hours, and will assess both *skills* and *content* you have learned in class. If you attend class regularly, complete your assignments, and attend to feedback (asking questions as they arise!) you should have a strong start in terms of preparation for the exam.

Students receiving permission to write a deferred December or April exam will be expected to write their exam during the Faculty of Arts and Science deferred exam period. Dates for these exam periods will be posted as soon as they are available in a course announcement. Requests for individualized deferred exam dates will not be accommodated. The deferred exam is considered an official exam to which all the exam regulations apply.

Use of TurnItIn:

All written assessments in this course will use TurnItIn to check for originality. More information on TurnItIn is below.

The below are formal policies supported through Queen's University:

Class Attendance

Your presence and participation in class contributes to the knowledge and skills that you will develop throughout this course. I expect that you attend class regularly, participate in class conversations and learning activities. These types of activities provide active engagement, promote a deeper understanding of the course content, and contribute to your success in this course.

Copyright of Course Material

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or

other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Academic Support

All undergraduate students face new learning and writing challenges as they progress through university: essays and reports become more complex; effectively incorporating research into writing becomes more important; the types of assignments become more diverse; managing your time and developing the skills you need to read and think critically gets more challenging. I encourage students to contact Student Academic Success Services (SASS). SASS offers many different ways to receive support:

- Free online or in-person appointments to get personalized support on writing and academic skills from expert staff and trained peers.
- Workshops and drop-in programs. SASS' Events Calendar lists events coming soon.
- Online resources that provide strategies for academic skills and writing development at university.
- If English is not your first language, SASS has specific resources for English as Additional Language students, including weekly programs and EAL academic skills appointments. You can meet on an ongoing basis with an EAL consultant to work on your academic writing, speaking, listening, and reading skills.

Accommodations for Disabilities

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the QSAS website to learn more about academic accommodations or start the registration process with QSAS by clicking ***Access Ventus*** button at **Ventus | Accessibility Services | Queen's (queensu.ca)**

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more go to: https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students

Academic Consideration for Students in Extenuating Circumstances

Academic Consideration is a process for the University community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to,

- **Short term Physical or Mental Illness or Injury (stomach flu, anxiety/depression, mononucleosis, concussion, broken bones, surgery, medical treatments, etc.)**

- **Traumatic Event/Confidential (Bereavement, serious injury, illness or required treatment for a significant other/family member or a traumatic event such as divorce, sexual assault, social injustice, etc.)**
- **Requirements by Law or Public Health Authorities (court dates, jury duty, requirements to isolate, etc.)**
- **Significant Event (varsity athletic event, distinguished event, serving in the Reserve Forces, etc.)**

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the Senate Policy on Academic Consideration for Students in Extenuating Circumstances.

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on Academic Consideration in Extenuating Circumstances and submit a request via the Academic Consideration Request Portal. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once academic consideration has been granted. Any delay in contact may limit the options available for academic consideration.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see the Faculty of Arts and Science's Academic Consideration website. ASO courses include links to information on **Academic Consideration** on your **Course Homepage** in onQ.

Please see the Teaching Team page for contact information for your instructor and TA(s), where relevant.

Queen's Policy Statement on Academic Integrity

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge, and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Queen's students, faculty, administrators and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

The following statements from "The Fundamental Values of Academic Integrity" (2nd edition), developed by the International Center for Academic Integrity (ICAI), contextualize these values and qualities:

1. **Honesty** Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.
2. **Trust** Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.
3. **Fairness** Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.
4. **Respect** Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.

5. **Responsibility** Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.
6. **Courage** To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action -- standing up for them in the face of pressure and adversity — requires determination, commitment, and courage.

Students are responsible for familiarizing themselves with and adhering to the Senate regulations concerning academic integrity, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Turnitin Statement

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence (AI)-generated text. These results are not reported to your instructor at this time but could be in the future.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the internet or the Turnitin extensive database of content. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

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Please note: The reading list below may change if circumstances warrant. This is the plan, though! Any changes will be communicated through onQ announcements and email. Please note all readings are in onQ via FeedbackFruits. Inclusion in the reading list does not mean that these works are perfect—at this level of scholarship, we will be *discussing* these papers. I encourage you to consider the concepts of validity, reliability, generalizability, and ethics (VRGE) as you read. Looking forward to sharing some important discussions this year!

Week		**Topic(s)**	**Readings**	DUE
1	**Sept 5-10**	**Welcome!!**	This will be the one class where you will hear me talk a lot :) After this, you will get practice doing the talking. I am excited to share this semester with you!	
2	**Sept 11-17**	**Research Methods in Education**	Datta, R. (2018). Decolonizing both researcher and research and its effectiveness in Indigenous research. Research Ethics, 14(2), 1-24.	Reading Responses due 9am Monday in Feedback Fruits (to be used in class Thursday); Teaching Philosophy 1 due September 15 2pm to onQ
			Lilienfeld, S. O. (2012). Public skepticism of psychology: Why many people perceive the study of human behavior as unscientific. American Psychologist, 67(2), 111–129. https://doi.org/10.1037/a0023963	
			LoSchiavo, F. M., Shatz, M. A., & Poling, D. A. (2008). Strengthening the scholarship of teaching and learning via experimentation. Teaching of Psychology, 35(4), 301-304.	
			Kember, D. (2003). To control or not to control: The question of whether experimental designs are appropriate for evaluating teaching innovations in higher education. Assessment & Evaluation in Higher Education, 28(1), 89-101.	

			Recommended but not required (book):	
			https://pressbooks.bccampus.ca/knowinghome/	
3	**Sept 18-24**	**Beginning Cognitive Models of Learning**	Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. Psychological science in the public interest, 9(3), 105-119.	Reading Responses due 9am Monday in Feedback Fruits (to be used in class Thursday); Form Teaching Triangles
			Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham ,D. T. (2013). Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology. Psychological Science in the Public Interest, 14(1), 4–58. https://doi.org/10.1177/1529100612453266	
			-	
			Penny Thompson Thomson, P. (2019). Chapter 3: Cognitive Theories of Learning, Foundations of Educational Technology. https://open.library.okstate.edu/foundationsofeducationaltechnology/chapter/3-cognitive-theories-of-learning/	
4	**Sept 25-Oct 1**	**Cognitive Models of Learning (continued)**	Siregar, N. R. (2021). Explicit Instruction and Executive Functioning Capacity: A New Direction in Cognitive Load Theory. Journal of Education, 002205742110332. https://doi.org/10.1177/00220574211033256	Reading Responses due 9am Monday in Feedback Fruits (to be used in class Thursday); Individual Problem Statement due September
			Vogel-Walcutt, J. J., Gebrim, J. B., Bowers, C., Carper, T. M., & Nicholson, D. (2011). Cognitive load theory vs. constructivist approaches: Which best leads to efficient, deep learning? Journal of Computer Assisted Learning, 27(2), 133-145.	

				29, 2pm; connect with your triangle team!
			Karpicke, J. D. (2017). Retrieval-based learning: A decade of progress. In J. T. Wixted (Ed.), Cognitive psychology of memory, Vol. 2 of Learning and memory: A comprehensive reference (J. H. Byrne, Series Ed.) (pp. 487-514). Oxford: Academic Press.	
			Tuovinen, J. E., Sweller, J., Tuovinen, J. E., & Sweller, J. (1999). A comparison of cognitive load associated with discovery learning and worked examples. Journal of Educational Psychology, 91(2), 334- 341. doi:10.1037/0022-0663.91.2.334	
			Oppenheimer, D. M. (2008). The secret life of fluency. Trends in Cognitive Sciences, 12(6), 237–241. https://doi.org/10.1016/j.tics.2008.02.014	
5	**Oct 2-8 *DDQIC***	**Innovation in Education**	Chew, S. L. (2021). An advance organizer for student learning: Choke points and pitfalls in studying. Canadian Psychology/Psychologie Canadienne, No Pagination Specified-No Pagination Specified. https://doi.org/10.1037/cap0000290	Reading Responses due 9am Monday in Feedback Fruits (to be used in class Thursday); Groups being formed in class! Guest speaker from DDQIC; Confirm scheduling with your teaching triangle team! **TEACHING
			The following are not for FeedbackFruits, but please be sure to review them and take some notes for class	
			https://www.learningscientists.org/	
			https://www.ted.com/talks/sugata_mitra_kids_can_teach_thems elves?language=en	

				TRIANGLES**
6	**October 16-22 ** AWAY CPR** Have teaching triangles this week**	**Science of Group Work (+ group work time)**	Davies, W. M. (2009). Groupwork as a form of assessment: Common problems and recommended solutions. Higher education, 58(4), 563-584. Curşeu, P. L., & Pluut, H. (2013). Student groups as learning entities: The effect of group diversity and teamwork quality on groups' cognitive complexity. Studies in Higher Education, 38(1), 87-103. Springer, L., Stanne, M. E., & Donovan, S. S. (1999). Effects of small- group learning on undergraduates in science, mathematics, engineering, and technology: A meta-analysis. Review of educational research, 69(1), 21-51. Michaelsen, L. K., & Sweet, M. (2008). The essential elements of team-based learning. New directions for teaching and learning, 2008(116), 7-27.	Reading Responses due 9am Monday in Feedback Fruits; NO FORMAL CLASS. Use this time to work on your group project proposals! Group problem statement due October 20, 2pm; (quiz in PSYC100, no teaching triangles this week)
7	**Oct 23-29 ** away for diversity training****	**But…how to increase elaboration?**	Christensen Hughes, J., & Eaton, S. E. (2022). Student integrity violations in the academy: More than a decade of growing complexity and concern. Academic integrity in Canada: An enduring and essential challenge, 61-79. Bradbury, N. A. (2016). Attention span during lectures: 8 seconds, 10 minutes, or more? Advances in Physiology Education, 40(4), 509– 513. https://doi.org/10.1152/advan.00109.2016	Reading Responses due 9am Monday in Feedback Fruits (to be used in class Thursday); is hoping to run this class remotely, but I will be traveling for a

			Szpunar, K. K., McDermott, K. B., & Roediger, H. L. (2007). Expectation of a final cumulative test enhances long-term retention. Memory & Cognition, 35(5), 1007–1013. https://doi.org/10.3758/BF03193473	unique opportunity for diversity training. If I cannot run the class remotely, there will be a guest speaker :) **TEACHING TRIANGLES**
			-	
			Dewsbury, B. M., Swanson, H. J., Moseman-Valtierra, S., & Caulkins, J. (2022). Inclusive and active pedagogies reduce academic outcome gaps and improve long-term performance. Plos one, 17(6), e0268620.	
			Crouch, C., Fagen, A. P., Callan, J. P., & Mazur, E. (2004). Classroom demonstrations: Learning tools or entertainment? American Journal of Physics, 72(6), 835-838.	
8	**October 30-November 5**	**Thinking about EDI in Higher Ed**	Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. Science, 331(6023), 1447-1451.	Reading Responses due 9am Monday in Feedback Fruits (to be used in class Thursday); Submit teaching triangle feedback to your peers!
			Restoule, J. P., Mashford-Pringle, A., Chacaby, M., Smillie, C., Brunette, C., & Russel, G. (2013). Supporting successful transitions to post-secondary education for Indigenous students: Lessons from an institutional ethnography in Ontario, Canada. International Indigenous Policy Journal, 4(4).	
			Toutain, Christopher (2019). Barriers to Accommodations for Students with Disabilities in Higher Education: A Literature Review. Journal of Postsecondary Education and Disability, 32 (3), 297-310.	

			Lovett, B. J., & Harrison, A. G. (2021). De-Implementing Inappropriate Accommodations Practices. Canadian Journal of School Psychology, 36(2), 115-126.	
			Scullin, M. K. (2019). The Eight Hour Sleep Challenge During Final Exams Week. Teaching of Psychology, 46(1), 55–63. https://doi.org/10.1177/0098628318816142	
9	**November 6-12**	**Evaluating Teaching and Assessing for Whether Students Learned**	Wesp, R., & Miele, J. (2008). Student opinions of the quality of teaching activities poorly predict pedagogical effectiveness. Teaching of Psychology, 35(4), 360-362.	Reading Responses due 9am Monday in Feedback Fruits (to be used in class Thursday); Teaching Triangle Report due November 10, 2pm
			Heffernan, T. (2023). Abusive comments in student evaluations of courses and teaching: the attacks women and marginalised academics endure. Higher Education, 85(1), 225-239.	
			Berk, R. A. (2018). Start spreading the news: Use multiple sources of evidence to evaluate teaching. The Journal of Faculty Development, 32(1), 73-81.	
			Deslauriers, L., McCarty, L. S., Miller, K., Callaghan, K., & Kestin, G. (2019). Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom. Proceedings of the National Academy of Sciences, 116(39), 19251–19257. https://doi.org/10.1073/pnas.1821936116	
			Haladyna, T. M., Downing, S. M., & Rodriguez, M. C. (2002). A review of multiple-choice item-writing guidelines for classroom assessment. Applied measurement in education, 15(3), 309-333.	

			Brothen, T. (2012). Time Limits on Tests: Updating the 1-Minute Rule. Teaching of Psychology, 39(4), 288–292. https://doi.org/10.1177/0098628312456630	
10	**November 13-19**	**Online Learning**	Schrenk, N., Alves, K., Van Dam, D., & Schrenk, B. (2021). Reflecting on best practices for online learning in a Post-COVID-19 world. Online Learning, 25(4), 486-504.	
			Fisher, M., & Oppenheimer, D. M. (2021). Harder Than You Think: How Outside Assistance Leads to Overconfidence. Psychological Science, 32(4), 598–610.	
			https://doi.org/10.1177/0956797620975779	
			Noetel, M., Griffith, S., Delaney, O., Sanders, T., Parker, P., del Pozo Cruz, B., & Lonsdale, C. (2021). Video improves learning in higher education: A systematic review. Review of Educational Research, 91(2), 204-236.	
			Mayer, R. E., & Moreno, R. (2003). Nine ways to reduce cognitive load in multimedia learning. Educational psychologist, 38(1), 43-52.	
11	**Nov 20-26**	**Presentation/Pitches**		

12	**November 27-Dec3**	**Presentation/Pitches**		Teaching Philosophy 2 Due December 5 2pm; Individual Final Report Due December 5 2pm