

**Psychology: 590
Graduate Student
Teaching Workshop**

INSTRUCTOR: Dr. Karla Lassonde; CONTACT: karla.lassonde@mnsu.edu

PHONE: 389-5827

*Dr. Stark will also assist in providing face-to-face feedback

TIME: Online component: Monday June 4th – Tuesday June 19th (When final assignments are due)

Face-to-face meetings May 1 (voluntary meeting) TBD before start of fall semester

MATERIALS

- 1.) **Desire 2 Learn:** D2L will be used for accessing course content, drop-box communication, and posting on discussion forums.
- 2.) **Electronic or paper-pencil journal:** you will be asked to occasionally reflect on issues related to your first semester teaching using a method of your choice.

DESCRIPTION

This mentoring experience will be broken into two parts: 1.) Online during weeks stated above. 2.) 2, voluntary, face-to-face meetings will be scheduled with Dr. Lassonde and additional “check-ins” will be prompted by Dr. Lassonde during the duration of the fall semester. The experience is designed to assist you in planning your course and to provide you with overall support for your first teaching experience. Your active participation on D2L in the online workshop will allow you to consider several elements of teaching and prepare you to teach in the fall. Many resources will be shared and you will quickly find that good instructors have a safety net of resources which always includes other teachers.

OBJECTIVES

ONLINE D2L

- 1.) To introduce you to teaching/managing a psychology course at MSU, Mankato
- 2.) To prepare or accomplish the following: select a book, draft a syllabus, become informed of MSU student policies and procedures, learn D2L, draft first-day/week content, explore testing methods.

FACE-TO-FACE DURING SEMESTER

- 1.) To provide you with ongoing support in your teaching experience.

GRADES?

1.) You will be given feedback on everything you turn in, from discussion posts to major items like syllabus drafting. You will be graded using the following criteria:

A = (you have participated in all discussions/postings with good faith and have turned in major assignments on time, *by the June 19th deadline).

B = (you have often participated in discussions/postings but may have missed some and/or have not shown thought and care for postings. Most assignments are turned in as noted on the syllabus.

C = (your participation in discussions/postings is not at all consistent leading to an absence of your voice in this course. You have not turned in course assignments as noted in the syllabus).

**Assignments will assist you in preparing to teach in the fall semester. I will often communicate with Dr. Lassiter, Chair of the Department, about your progress and to share departmental information with you.

NOTES

- ❖ So you are about to teach your first course! Course design is an iterative process. You will make changes on your course each time you teach; a course design is never perfect and you will rarely feel completely “ready” to teach. Many mentors will advise you to plan enough content ahead of time so that you do not feel you are one step ahead of your students; however, this is a common feeling.
- ❖ This mentoring experience should decrease some of your anxiety. To further decrease your anxiety you should NOT reinvent the wheel. Materials are passed along from instructor to instructor for a good reason; we have all helped one another along the way and faculty in the Psychology Department continue to do so. If teaching the first time around doesn’t feel personal to you, it is okay, eventually you’ll find ways to put your own personal touches on teaching.
- ❖ The work you will be asked to complete in the following schedule will greatly assist you in course preparation. The materials provided to you on D2L will not take a great deal of time to work through (approximately an hour depending on the day; some days less) so you should not think of this as busy work. The goals for some of the days (e.g., syllabus prep and course content will take time, but the schedule should guide you through the process that you otherwise might be doing on your own).
- ❖ Each day there will be a main goal; a separate module of the same topic title as below will include any material you need to read/reference in the content section of D2L. Drop boxes and Discussions will be posted on days noted in the schedule below.
- ❖ A complete foundation for how each day will proceed will be explained on D2L.

Graduate Teaching Mentoring Outline

Tentative: June 4th – 19th

DATE		TOPIC	ASSIGNED WORK
Monday	4 th	“Getting Started” and “Getting into the Mindset of Teaching”	Discussion Posting
Tuesday	5 th	Syllabus Prep: Learning Outcomes	Discussion Posting
Wednesday	6 th	Syllabus Prep: Some basic Details	Syllabus work & Discussion Posting
Thursday	7 th	Syllabus Prep: Major Requirements	Syllabus work
Friday	8 th	Syllabus Prep: Policy & Procedure	Syllabus work
Monday	11 th	Getting to Know D2L	Syllabus Drop Box by 11:59 pm; Discussion Posting
Tuesday	12 th	Course Design Resources	Discussion Posting
Wednesday	13 th	Creating 1 st Day Content	1 st Day Drop Box by 11:59 pm; Discussion Posting
Thursday	14 th	More on Course Content	Discussion Posting
Friday	15 th	Testing & Evaluations	Discussion; Drop Box All work must be completed by 11:59 June 19th

More on Face-to-face Meetings and additional experiences

- ❖ The Face-to-face meeting details: You will be asked to check in about your teaching with Dr. Lassonde and/or Dr. Stark throughout the fall semester.
- ❖ You will be encouraged to journal/note/blog your teaching experiences.
- ❖ You will be asked to pair up with a fellow instructor and attend one of their classes during the semester. You may wish to take notes during the class viewing and certainly go over these with the instructor. You may also wish to discuss this experience with Dr. Lassonde.