Poli599: Undergraduate Teaching and Learning in Political Science
Fall 2015

Workshop Facilitator: Maureen Feeley
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Meeting times: Weds, 3 – 5 p.m.
Meeting room: SSB #353
Office hours: Fridays, 2 – 4, & by appt.

This seminar/workshop has been developed to support you as graduate teaching assistants in the department, and as future faculty, who will teach, mentor, and advise students, as well as conduct research. The objectives 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.

We’ll begin each meeting with a discussion of issues, challenges, and successes from our week’s teaching experiences, or any pressing concerns for the week to follow, and discuss how we might link these to evidence-based research on teaching and learning. We’ll then move to a substantive discussion of designated topics for the week, focusing both on research findings and practical applications. 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). If you’re unable to register for the course for credit due to conflicts, etc., please feel free to attend sessions that are relevant to you.

Course requirements for those registering for credit:
1. Participation in 6 of 8 workshops.
2. Weekly short assignments: Most weeks we’ll prepare brief classroom exercises that provide 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 program, and your personal and professional goals. For example, if you’re leading discussion sections, you may submit a developed lesson plan that illustrates principles and theories addressed in the course. If you’re preparing to teach a course at UCSD, you may submit a course syllabus. If you’re planning on going on the job market, you may submit a full portfolio, including a teaching statement, syllabi, sample lesson plans, etc. Written projects are due week 10, and we’ll use the final workshop meeting to present projects and provide constructive feedback.

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 of these. None are required for the course, and you’re welcome to borrow my copies at any time. (All seminar/workshop readings will be posted on e-reserves. Password: mf599 (not case sensitive).
Additional Helpful Texts:
Four additional texts from which we will be reading excerpts include:

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. [Teaching + Learning Commons at UCSD](#)
2. [Carl Wieman Science Education Initiative, UBC](#)
3. [Derek Bok Center for Teaching and Learning, Harvard](#)
4. [Center for Teaching and Learning, Stanford](#)
5. [Carnegie Mellon, Eberly Center for Teaching Excellence](#)
   - MIT Teaching and Learning Laboratory

Summary of Scheduled Meetings and Topics: *(Please note that these topics may be revised after our first meeting –once I have a better sense of who’s in the workshop, and what their needs are.)*

**Week 0: If interest: Wednesday, 23 Sept.**
- Ideas for first week of sections.
- Rights, roles, responsibilities of TAs; work/life balance

**Week 1: Wed., 30 Sept.**
- Excellence in teaching: ideas and strategies for encouraging participation
- Diversity and equity in the classroom

**Week 2: Wed., 7 Oct.**
- How do we learn? Introduction to theories of human cognition/student learning
- Practical teaching strategies to engage student learning

**Week 3: Wed., 14 Oct.**
- Fixed vs. Growth Mindsets; Assessments of Student Learning
- How to provide effective feedback

**Week 4: Wed., 21 Oct.**
- Designing course syllabi: Establishing learning goals, structuring assignments and assessments
- Formative vs. summative assessments

**Week 5: Wed., 28 Oct.**
- Teaching writing: writing to learn
- Teaching, learning and technology

**Week 6: Wed., 4 Nov.**
- Strategies and styles of teaching; effective lecturing and active learning/Peer Instruction

**Week 7: Wed., 11 Nov.**
- Veterans’ Day –campus is closed.

**Week 8: Wed., 18 Nov.**
- Developing teaching portfolios for the job market

**Week 9: Wed., 25 Nov.**
- Thanksgiving Holiday

**Week 10: Wed., 2 Dec.**
- Wrap up: Review of teaching ethics, best practices, learning goals and outcomes.
- Transition to professor as teacher, mentor, advisor.
Schedule of Readings and Resources for Workshop Meetings. (As noted above, these topics and readings may be revised, depending on student interests and needs. TBD after our first meeting.)

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). (No longer available online – sorry.) I have copies or can send a PDF.
   2. UCSD’s TA Handbook, pp. 1 – 21 (skim). (No longer available online – sorry.) I have copies or can send a PDF.

B. Ideas for First Week of Sections
   1. First Day of Class (link from Carl Wieman site: http://cwsei.ubc.ca/resources/index.html)
   2. Motivating Learning (also from link above)
      • 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)
   5. 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. Departmental Student TA Evaluation form (PDF)
   9. University student evaluations (CAPE)

D. Additional Readings

Week 1: Wednesday, 30 Sept.: * Please quickly look over 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

2. UCSD’s TA Handbook (PDF on TED): quick review, pp. 23 – 29; read: pp. 29 – 34

#### B. Diversity and Equity in the Classroom; Classroom Management

1. UCSD’s TA Handbook (PDF on TED):
   - Classroom Management: pp. 55 – 58 (skim).
   - 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.
2. McKeachie’s *Teaching Tips*:


**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

2. Bain, Ch. 2 “What Do They Know About How We Learn?” pp. 22 – 47 (26 pgs.).

#### B. Practical Teaching Strategies to Engage Student Learning

1. Davis, *Tools for Teaching*
   - 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
   - Ch. 2: “How Experts Differ from Novices,” pp. 31 – 50 (20 pgs.).
   - Ch. 3: “Learning and Transfer,” pp. 51 – 78 (28 pgs).

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

**Readings**

A. Strategies for Effective, Efficient and Equitable Grading
2. **McKeachie’s Teaching Tips**:
3. **Davis, Tools for Teaching**:

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.

C. Additional Resources
2. **McKeachie’s Teaching Tips**:
3. Curzan and Damour:
   - Ch. 8 Grading, pp. 133 – 156.
   - Ch. 9, “Feedback from Students,” pp. 157 – 164.

**Discussion**
- Designing Course Syllabi and Structuring Assignments

**Readings**

1. **Davis, Tools for Teaching**:
   - Ch. 1: “Designing or Revising a Course,” pp. 3 – 20.
2. **McKeachie, Teaching Tips**
   - Ch. 7: “Assessing, Testing, and Evaluating: Grading is Not the Most Important Function,” pp. 72 – 82.

Discussion
1. Teaching Writing: Writing to Learn
2. Teaching, Learning and Technology
3. Possible guest: Director of UCSD’s writing center, Madeleine Picciotto

Readings
A. Teaching Writing: Designing Effective Writing Assignments

B. Teaching, Learning and Technology
2. McKeachie’s Teaching Tips:

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. 48: “Overhead Projection,” pp. 443 – 446.
   • Ch. 50: “Video Recordings and Clips,” pp. 450 – 452.
   • Ch. 51: “PowerPoint Presentations,” pp. 453 – 457

Week 6: Wed., 4 Nov.

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

Readings
A. Strategies and Styles of Teaching
2. Davis, Ch. 14 "Preparing to Teach the Large-Enrollment Course," pp. 135 – 145.
7. Peer Instruction readings: I will provide e-links to these.

B. Supplemental Readings:
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.
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: Wed., 11 Nov.** (Veterans’ Day – campus is closed)

**Week 8: Wed., 18 Nov.**

**Discussion**
Developing teaching portfolios for the job market – workshop and discussion

**Readings**
   • Ch. 54, “The Teaching Portfolio,” pp. 481 – 488.
2. APSA and PSE resources. (Posted online)
3. CTD resources. (Posted online)

**Week 9: Wed., 25 Nov.** (Thanksgiving Holiday )

**Week 10: Wed., 2 Dec.**

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

**Readings**