Poli599: Workshop on Undergraduate Teaching and Learning in Political Science
Fall 2018

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Meeting times: Weds, 3 - 5 p.m.
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This workshop has been developed to support you as graduate teaching assistants (TAs) and as future faculty, who will teach, mentor, and advise students, as well as conduct research. Its objectives are four-fold:

1. introduce evidence-based research on university-level teaching and learning with an emphasis on practical application of theoretical principles;
2. provide a forum to explore issues that arise in working with undergraduate students, and provide resources to support you through this process;
3. support the development of knowledge and skills to excel as TAs, and as future faculty members who will teach; and
4. provide resources and feedback on teaching portfolios for the job market, and beyond (e.g. promotion files, teaching awards, etc.)

We’ll begin each meeting with a discussion of issues, challenges, and successes from the 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 of interest and relevance to you.

Workshop requirements for those registering for credit:

1. Participation in 7 of 9 seminar meetings.
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.
3. Final course project due Wednesday of finals exams week: 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 (or elsewhere), you may submit a course syllabus. If you’re planning on going on the job market, you may submit a more developed teaching portfolio, including a teaching statement, syllabi, sample lesson plans, SoTL research on student learning, etc.

Texts:
The following texts are classic references 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 them. None are required for the course, and you’re welcome to borrow my copies at any time. (All required readings will be available either electronically via Geisel or posted as PDFs to TritonEd.)


Two Peer-Reviewed APSA Political Science Journals to Consult on Pedagogy
1. *Journal of Political Science Education*
2. *PS: Political Science and Politics*

Helpful Websites with Teaching and Learning Resources
1. [Teaching + Learning Commons at UCSD](http://teachingcommons.ucsd.edu)
2. Carl Wieman Science Education Initiative, UBC
3. [University of Michigan, CRTL](http://crtl.umich.edu)
4. [Derek Bok Center for Teaching and Learning, Harvard](http://teachingcenter.bokcenter.harvard.edu)
5. [Center for Teaching and Learning, Stanford](http://catal.stanford.edu)
6. [Carnegie Mellon, Eberly Center for Teaching Excellence](http://eberlycenter.cmu.edu)
7. MIT Teaching and Learning Laboratory
8. [Berkeley Graduate Student Instructors (GSIs)](http://gsi.berkeley.edu)

Summary of Scheduled Meetings and Topics: *(Topics may be slightly revised after our first meeting, once we have a better sense of who’s in the workshop and your specific interests and goals.)* Since this is a 2-credit S/U course, readings will be kept relatively short, 1 – 2 research articles or chapters from texts each week, designed to lay theoretical foundations for effective pedagogical practices. (Estimate is ~4 hrs. total for weekly reading and practicum prep, with flexibility. The main purpose is to support you in your teaching assignments.)

**Week 1: Wed., 3 Oct.**
- Introductions
- Preparing to teach and strategies for succeeding: inclusive classrooms

**Week 2: Wed., 10 Oct.**
- How do we learn? Introduction to theories of human cognition and student learning
- Practical teaching strategies to engage student learning: facilitating discussion

**Week 3: Wed., 17 Oct.**
- Establishing learning outcomes: aligning assignments and assessments
- Bloom's taxonomy: formative and summative assessments

**Week 4: Wed., 24 Oct.**
- Fixed vs. growth mindsets: How to provide efficient and effective feedback to promote learning
- Midterm reviews and evals

**Week 5: Wed., 31 Oct.**
- Teaching writing: writing to learn - (Matt Nelson, Commons -TBC)

**Week 6: Wed., 7 Nov.**
- Strategies and Styles of Teaching
- Effective Lecturing and Active Learning: Peer Instruction, Simulations, Case Studies

**Week 7: Wed., 14 Nov.**
- Developing teaching portfolios for the job market

**Week 8: Wed., 21 Nov.:** Thanksgiving Holiday – no seminar

**Week 9: Wed., 28 Nov.**
- Diversity, Equity, Inclusion (DEI) and SoTL Research

**Week 10: Wed., 5 Dec.:** Looking Forward: UG Education and the Discipline (Boyer Report and APSA)
Schedule of Readings and Resources for Workshop Meetings. (As noted above, topics and readings may be slightly revised, depending on workshop participants’ personal interests and goals.)

Week 1: Wednesday, 3 Oct

Discussion

- Introductions and Goals
  - Sections:
    - First day of classes?
    - Who are your students? (bios?)
    - Goals of sections? (your role)
    - Met with instructor? (expectations? hours? balance?)
  - You:
    - Goals for workshop
    - Goals for teaching
    - Goals for research

- Looking forward to Week 2: Preparing to teach and strategies for succeeding: inclusive classrooms
  - Asking and answering questions
  - Inclusive classrooms

Readings

None – We’ll review online teaching and learning resources and discuss what’s most helpful to you

Teaching Resources

- Campus Resources (Teaching + Learning Commons)
  - https://docs.google.com/document/d/1WZT2AzG6bmY08CHSMFuAeH3MVAkLkJ9D-fQKgK5DqUgc
  - https://docs.google.com/document/d/1BgwzMsGKKT-pBkZnXCgCtXpCl1ifz0DEvXjgwnW1828
  - UCSD Principles of Community

- Department of Political Science TA Handbook:
  - https://docs.google.com/document/d/1iw3uY2411lvjHoPas0lhyvCQ2BB1h84W3enEtIS48qjeQ/edit?usp=sharing

- TA Teaching Materials, AY 2018 – 19
  - https://drive.google.com/drive/folders/1nSzB-z-yp8PGryP2FCh9kKezCkXkPYF

Handouts and additional resources on TritonEd:

- Top Ten TA Tips (PDF)

Practicum

Planning for week 2 -> establishing Learning Outcomes (LOs)

Week 2: Wednesday, 10 Oct.

Discussion

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

Readings

How People Learn

**Practicum**

- Develop a brief outline of how key research insights from Chapter 1 could be translated into a classroom activity either for a discussion section you're currently teaching, or one you would like to teach in the future.

**Week 3: Wed., 17 Oct.**

**Discussion**

- Establishing Learning Outcomes; aligning assignments and assessments
- Bloom's Taxonomy, and formative and summative assessments

**Readings**


**Practicum**

1. Depending on your personal interests and goals, develop course specific, unit specific, or single-lecture or discussion section learning outcome(s). (I think for most of you it makes sense simply to develop learning outcomes for a single discussion section or a lecture you'd like to teach.)
   - Refer to Table 2.1 to identify verbs that map onto different cognitive levels or processes, and discuss the cognitive process that the learning goal will promote using one of the cognitive frameworks outlined in the chapter - Bloom's (1956) taxonomy, Anderson and Krathwohl's (2000) revision, Fink (2003), and/or Perry (1968) and Baxter-Magolda 1992.
   - Refer to Table 2.2 for examples of learning outcomes based on Bloom's and Anderson and Krathwohl's taxonomies to assist you in drafting your learning outcomes. Note: Learning outcomes should be phrased: "By the end of [this course, or this unit, or this lecture, or this discussion section] students should be able to . . ."
   - Refer to the learning outcomes rubric in Table 2.3 to evaluate/revise your learning goals.

2. Design/draft an assignment(s) or in-class activity that will support student learning in achieving this learning outcome. (Our readings over the next several weeks will address the research on how different types of assignment and activities can support different learning goals, but for now, simply reflect on something that you think should work well.)

**Week 4: Wed., 24 Oct.**

**Discussion:** *What type of feedback best promotes student learning?*

- Promoting Student Learning Before and After Exams: Fixed vs. Growth Mindsets
- Soliciting midterm feedback (Quit, Keep, Start)

**Readings**

**Fixed vs. Growth Mindsets; Assessments of Student Learning**


**Practicum**
- Design an assignment either for discussion section or for a future course you’d like to teach that incorporates key research findings on student practice and instructor (or peer) feedback.

**Week 5: Wed., 31 Oct.**

**Discussion:** Teaching Writing: Writing to Learn (Field trip: T + L Commons: Matt Nelson, Director, Writing Hub, TBC)
- Strategies for Equitable, Effective, and Efficient Feedback on Writing to Promote Learning

**Readings**
2. Skim for relevance: 3-pg handout from Harvard’s writing program on responding to student writing (TritonEd)

**Practicum**
- Design a writing assignment either for section, or for a course you’d like to teach.
- If time, develop a rubric for assessing the assignment, or simply critique how the example given in Appendix C (above) may or may not be useful or adaptable for your assignment.

**Week 6: Wed., 7 Nov.**

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

**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. (TritonEd)
4. Two summaries/reviews of paper by Scott Freeman et al. in the *Proceedings of the National Academy of Science* (PNAS), May 2014:
   - https://www.wired.com/2014/05/empzeal-active-learning/
   - http://www.pnas.org/content/111/23/8319

**Practicum**
- Design an active learning exercise that you could use either in section or in a class you’d like to teach on day. (Or report on an active learning exercise you’ve implemented already.)
Week 7: Wed., 14 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 resources. (Posted on TritonEd)
3. In addition, Cornell has some excellent resources for developing a teaching philosophy statement: [http://gradschool.cornell.edu/career-services/teaching-philosophy-statement](http://gradschool.cornell.edu/career-services/teaching-philosophy-statement)
   If you scroll down, you’ll find additional links to Chronicle of Education articles on how to write a teaching statement, in addition to a great link to sample statements in various disciplines (including Pol. Sci.) at Michigan: [http://www.crlt.umich.edu/tstrategies/tstpum](http://www.crlt.umich.edu/tstrategies/tstpum)

Practicum
Bring a draft of a teaching statement or other contribution to your teaching portfolio for feedback.

Week 8: Wed., 21 Nov. (no class meeting: Thanksgiving Holiday)

Week 9: Wed., 28 Nov. Diversity, Equity, and Inclusion (DEI); and SoTL Research

Discussion
• What are key concerns relating to diversity, equity and inclusion in our classrooms, and what can be done about them?
• What type of research designs might be most useful in assessing the impact of specific pedagogical interventions in this area, and why?

Readings:

Learning Outcomes:
1. Define and discuss an example of SoTL
2. Demonstrate understanding of diversity, inclusion and equity concerns in our classrooms
3. Provide critiques of a sample research design that assesses impact of pedagogical intervention on "chilly climate"
4. Provide draft of class (or course) experiment to assess the impact of a specific pedagogical intervention on student learning (which may or may not be related to diversity, equity and inclusion) (this can carry into week 10)

Although the first research article focuses specifically on addressing "chilly climate" due to gender bias, we'll discuss whether this research may have broader application. What are some strengths and weaknesses of the research design?

Practicum
Please draft a preliminary research design to assess the impact of a pedagogical intervention on student learning either for a future discussion section or for a future course you'd like to teach. (The pedagogical intervention may be designed to address diversity, equity, inclusion concerns, but could also address a different learning outcome/objective.)
Week 10: Wed., 5 Dec.: Looking Forward: UG Education and the Discipline

Discussion
- Undergraduate Education at R1 Universities
- Teaching and the Discipline: Looking Forward (APSA updates)

Readings

Practicum
Bring final drafts of teaching statements and/or other contributions to teaching portfolio for presentation and feedback.

Further Optional Readings:
Weeks 0 - 2:
1. First Day of Class - link from Carl Wieman site: http://cwsei.ubc.ca/resources/index.html
   Part III, Ch. 9: “Leading a Discussion,” pp. 97 – 105 (9 pgs.)
   - Ch. 10: “Encouraging Student Participation in Discussion,” pp. 106 – 111 (6 pgs.)
   Part II: Responding to a Changing Student Body, pp. 57 – 93.
   - 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.
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).
   - Ch. 3. “Weekly Class Prep,” pp. 29 – 40 (11 pgs.)
   - Ch 4: “Running a Discussion,” pp. 41 – 57;
   - Ch. 6: “Trusty Class Plans,’ pp. 76 – 91.
   - Ch. 11 “The Balance of School and Teaching,” pp. 227 – 231 (5 pgs)
   - Appendix B: Lesson Plan for a Discussion Class, pp. 180 – 181.
6. McKeachie’s Teaching Tips:

Weeks 3 and 4:
3. Davis, Tools for Teaching:
• 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.
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.

Week 5: Teaching Writing: Designing Effective Writing Assignments
5. McKeachie’s Teaching Tips
   • Ch. 16: “Using High-Stakes and Low-Stakes Writing to Enhance Learning,” pp. 213 – 233.
6. Curzan and Damour:
   • Ch. 6, section on “Paper Workshop,” pp. 94 – 98.

Week 6: Strategies for Effective Teaching and Learning: Active Learning and Peer Instruction
1. Davis, Ch. 14 “Preparing to Teach the Large-Enrollment Course,” pp. 135 – 145; Davis, Ch. 15 “Delivering a Lecture,” pp. 148 – 156; Davis, Ch. 16 “Explaining Clearly,” pp. 157 – 160; Davis, Ch. 17 "Personalizing the Large-Enrollment Course," pp. 162 – 16; Davis, Ch. 18 "Encouraging Student Participation in the Large-Enrollment Course," pp. 168 – 173.
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 10: Last Days of Class: