

PSYC 400 - Applied Research in Higher Education

(This course is closely modeled after one developed by Dr. Joseph Kim at McMaster University)

Professor: Jill Atkinson, PhD

Class hours: Tuesday, 9:30-11:30 ELLIS 319

Fridays 12:30-2:30 HUM 131

On the web at: <http://Moodle.queensu.ca>

Office hours: After class or by email appointment

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Course format

The first 2 hour seminar each week will be made up of two components: student facilitated discussions of educational research based upon journal readings, and -
and the second session will be devoted to learning lab debriefing (12:30-1:00) followed by planning with all the facilitators (1:00-2:30).

There will be no lectures; instead you will be responsible for learning the material by completing readings on your own and then discussing them in class. In addition, you will participate in a Teaching Triangle to observe and provide feedback to two partners and to learn from their feedback.

Readings

A list of readings and resources is posted on Moodle. You must complete the assigned readings before class each week and bring annotated bibliographies with you to class. On certain weeks, you will be assigned the role of facilitator and submit questions and

Topics

2. Journal Readings (25%)

i) Annotated bibliographic references (20%)

During 8/10 weeks, you must bring annotated bibliographic references for all the readings. Please visit <http://www.lib.sfu.ca/help/writing/annotated-bibliography> for information on how to write an annotated bibliography.

ii) Discussion Facilitator (5%)

During 2/10 weeks, instead of annotated biblios, you will act as a Discussion Facilitator. Your duty as a Discussion Facilitator is to ensure an overview of the key points of the articles, ample opportunity for group members to make connections between articles, and to apply the research to their understanding of teaching and learning. You will do this by: facilitating the discussion of the assigned articles providing questions, prompts, etc. as needed to get group members actively involved (30 mins).

with the other group facilitators, leading a final class-wide discussion, summarizing and comparing the different group discussions (10 min)

As a Facilitator, you must hand in your prepared discussion questions, prompts and/or connections (half a page) at the end of class.

3. Learning Lab Project (15%)

Once during the term you will complete a Learning Lab project, which requires you to critically review different aspects of the PSYC 100 Learning Labs. The goals of this project are to increase the teaching effectiveness of you and your classmates, and to encourage you to apply the content of the PSYC 400 course to your Learning Labs.

During the week following one of the Learning Labs, you must submit an individual written report reflecting on the learning lab. This report will have two components:

- 1) Report the descriptive statistics from your student evaluations, and reflect on the learning lab you presented. Include a reflection on both your personal performance during the lab (things you did well, things you will strive to improve), *and* on the content of, and preparation for, the learning lab given to you (things we did well, things we should strive to improve). This section should be approximately 2 pages.
- 2) Apply the concepts we are discussing in PSYC 400 to the Learning Lab you are evaluating. For example, you might analyze the cognitive load aspect of the lab, whether groups were formed effectively, or the degree of active learning taking place, etc. Note that you are meant to analyze the lab *content* itself (the lesson plan, the activities, etc.) and not your personal presentation. The journal articles on our reading list should provide enough context for your analysis, but you may choose to perform a small amount of additional research if necessary. This section should be approx.

PSYC100 Learning Lab Evaluation

Our PSYC 100 facilitators complete a special seminar course, PSYC 400: Applied Research in Higher Education, which emphasizes the science of teaching and learning, and the development of lifelong teaching skills. We ask that you complete this short survey evaluating the PSYC 100 Learning lab that you attended today. The results of this survey are anonymous, and will be used only within PSYC 400 to improve the quality of our course and TAs.

Note: Please complete this evaluation considering *today's learning lab* only. Please separately evaluate the **content** of the lab (the information presented, the activities) and the **presentation** of the lab (your clarity, delivery style, enthusiasm, etc.)

Disagree			Neutral			Agree
1	2	3	4	5	6	7

Evaluate the tutorial CONTENT							
1. The learning lab focused on important course topics.							
1	2	3	4	5	6	7	

Evaluate the tutorial PRESENTATION						
7. My facilitator seemed well prepared for the lab.						
1	2	3	4	5	6	

4. Teaching Triangle (10%)

Teaching Triangle Worksheet

1. Was proper context provided for the material covered in the Learning Lab?
2. Was the purpose of the activities conveyed well to the students? Were the instructions clear?
3. How did students collaborate during different parts of the tutorial?
4. Who asked questions? Who provided answers?
5. When did students ask for help? What kind of help did they request? How was it provided?
6. How was the overall rapport between students and the facilitator?
7. Final Comments. (Feel free to use other side)

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

Were the percentages listed appropriate?

1. This facilitator _____ red in these ways:
2. This facilitator _____ :

5. Instructional Strategy workshop (15%)

In groups of 3 or 4, you will investigate one of the following instructional strategies

Peer Instruction

Team Based Learning

Problem Based Learning

Community Service Learning

Inquiry Learning

TBD

Your group will present a 45 minute workshop for the class. Your presentation should help the class understand the principles upon which the instructional approach is based, how it works (demo or videotape), and whether, and in which situations, it is effective. You are encouraged