

PSYC 400 - Applied Research in Higher Education

Seminar instructor:
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Course Outcomes

Evaluation

Knowledge		50%
Journal Readings (weekly prep work)	25%	
Research Proposal	25%	
Application/Teaching Skills		40%
Learning Lab project	15%	
Instructional Strategy ‘mini workshop’	15%	
Teaching Triangle	10%	
Participation/Reflective Skills		10%
Peer Evaluation	5%	
Instructor and Self Evaluation	5%	

If you miss any component of the assessment, please provide an appropriate reason IN ADVANCE if possible and we will discuss the need for documentation.

Academic Integrity

It is important for all of us to promote academic integrity at Queen’s. This is achieved by coming prepared to class, contributing your ideas, treating your classmates with respect, and submitting only your own work. In return, we will do our best to provide an interesting and challenging course and to provide the support necessary for you to fully understand the material and prepare for your learning labs. Any lapse of academic integrity is taken very seriously. These may include any act or failure to act in a way that may result in unearned academic credit or advantage, such as plagiarism and improper collaboration. Departures from academic integrity can result in penalties such as a grade of 0 on the assignment or in the course, and may become part of your permanent record. Please take time to read Regulation 1 regarding Academic Integrity in the Arts & Science calendar. You are responsible for abiding by this, and the remaining regulations, in the calendar.

Topics	The reading list is posted on OnQ with links to the articles.
Week 1	Introduction, orientation to teaching practicum (Review expectations)
Week 2	Situating the scholarship of teaching and learning (Design a research study)
Week 3	Cognitive models of Learning (Complete assignment sign up)
Week 4	Cognitive models of Learning (Discuss developing a Teaching Statement)
Week 5	Can we improve lectures? (Workshop on Peer Instruction)
Week 6	Small group learning (Workshop on Team Based Learning)
Week 7	Learning Styles (Workshop on Case Based and Problem Based Learning)
Week 8	On line learning/Instructional Design - best practices (Community Service Learning)

Week 9

3. Lab Project (15%)

Once during the term you will complete a Learning Lab project, which requires you to critically review different aspects of one of the PSYC 100 Learning Labs. The goals of this project

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

4. Teaching Triangle (10%)

The goal of this component is to improve teaching through structured, non-evaluative classroom observation from your peers and reflection through self-evaluation. This base will be used to develop your personal Statement of Teaching Philosophy, which is a standard part of a Teaching Dossier. This project involves practical and written parts.

Practical: A Teaching Triangle consists of 3 members who:

- x observe one full learning lab (ideally the same one) taught by each of your two partners
- x as Observer, objectively record class experience and complete the Worksheet
- x after you host an Observer, prepare your own reflection by completing the Worksheet
- x share feedback and reflections with partners

Week	Activity	Task
6-7	Initial Meeting	Make arrangements for class visits.
7-8	LL Visit 1	
	LL Visit 2	

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 lab?
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's teaching method is teacher centered in these ways:
2. This facilitator's teaching method is learner centered in these ways:

