

PSYC 400- Applied Research in Higher Education

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ce, and how people effectively learn complex information. The theoretical elements will be

Course Outcomes

Upon successful completion of this course you will be able to:

Knowledge/Understanding

- critically evaluate applied educational research
- explain how people learn complex information
- identify and describe effective teaching strategies

Readings

A list of readings and resources is posted on OnQ. You must complete the assigned readings before class each week and upload assigned preparatory work to OnQ before class (or bring a hard copy with you to class). Past students identified this prep work as something truly valued in the course:

The assigned work made sure group members were familiar with the content and elevated the calibre of our discourse

other ways to interact with the

Journal Readings (25%)

- i) Preparatory Work (e.g., annotated bibliographies, readiness assessment quiz) (20%)
During 8/10 weeks you must bring prep work prepared for a quiz that will cover all of the assigned readings (as discussed above)
- ii) Discussion Facilitator (5%)
During 2/10 weeks 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 by providing questions, prompts, etc. as needed to get group members actively involved (30 mins).
As a Facilitator your prep work is to submit your prepared discussion questions and prompts along with your rationale for choosing them (i.e., their type and purpose) by the beginning of class but be sure to have a copy with you as well (4 pages).

Here are two resources that may be helpful in structuring effective discussions:

Stanford Teaching Commons on Designing Effective Discussion Questions

<https://teachingcommons.stanford.edu/resources/teaching/student-teacher-communication/designing-effective-discussion-questions>

to promote deeper thinking (<https://www.lavc.edu/profdev/library/docs/promotethink.aspx>) . .

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Learning Lab Evaluation (15%)

Once during the term you will complete Learning Lab Evaluation, which requires you to critically review different aspects of one 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:

- i) Report upon how the lab was received by your peers (student evaluation results) and reflect on the learning lab you presented. Include a reflection 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.
- ii) 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. Note that you are meant to analyze the lab.

Teaching Triangle (5%)

The goal of this component is to improve teaching through structured, evaluative classroom observation from your peers and reflection through evaluation.

Practical: A Teaching Triangle consists of 3 members who:

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

Week	Activity	Task
6-7	Initial Meeting	Make arrangements for class visits.
7-9	LL Visit 1 LL Visit 2	once As the Observer, carefully observe and record the events of the class. Send a copy of your written feedback prepared from your recorded observations to your partners by Friday that week. When your Lab is being observed, prepare a written reflection on your independent view of how the session went.
8-10	Reflection and final meeting	Reflect on these reports along with your own self-reflections as you prepare for your Final Meeting. Share your personal observations with your partners
9-10	Brief Report	Your brief report is due the following Friday

Brief report a reflection on teaching

In this approx. 300-500 word report, you are being asked to examine your experience from two perspectives, personal and academic and to articulate what you have learned from this teaching experience and what you wish to improve going forward. Please refer to the Teaching Triangle reflection instructions in One. For more information on how to complete this assignment.

Instructional Strategy workshop (5%)

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

- Peer Instruction
- Team Based Learning
- Community Service Learning
- Case/Problem Based Learning
- TBD
- TBD

Your group will design and facilitate a 45 minute workshop for the class. Your workshop

You are encouraged to interview someone who uses this type of technology, if possible, to observe it in action. Prepare a brief (2 page) pamphlet/brochure for the class summarizing the main points along with 2 or 3 references. Send your references two weeks before your workshop and then book an appointment to meet with the week before your workshop to review your teaching plan. These preparations contribute to your grade!

Final Exam(25%)

The goal of the final exam is to provide you with an opportunity to further consolidate what you have learned and communicate it clearly in writing. There will be several short answer questions requiring approximately two hours but the exam room will be available for three hours.

A Final Note: