

(III) Area of Specialization Courses in Psychology
TEACHING OF PSYCHOLOGY

Course code: EDBER351

Credit Hours: 3

Course Description

This course intends to provide participants with a comprehensive coverage and analysis of contemporary trends and issues, basic mechanics and contextual sensitivities related to effective teaching in psychology. The course offers opportunities to understand and reflect on the basic elements of teaching and learning, the place of psychology curriculum at the higher secondary / intermediate level, the scholarship of teaching in psychology, approaches and strategies involved in the teaching and of psychology, the needs of diverse students, controversial issues in psychology, and the assessment of teaching of psychology.

Learning Outcomes

At the end of the course, the participants will:

1. Recognize teaching and learning of psychology as a body of knowledge
2. Identify goals and develop plans for the teaching of psychology at secondary / intermediate levels
3. Employ various approaches and methods for teaching of psychology
4. Recognize and attend to the individual, gender, social, and racial differences in the classroom
5. Maintain high ethical standards and sensitivity in teaching controversial topics in psychology
6. Assess the different methods of the teaching of psychology

Contents

1: Introduction to the teaching of psychology

- 1.1. What teachers need to know about teaching and learning
- 1.2. The scholarship of teaching and pedagogy
- 1.3. Psychology curricula and the new liberal arts
- 1.4. Communities for sharing ideas to enhance the teaching of psychology
 - 1.4.1. The society for the teaching of psychology
 - 1.4.2. The National Institute on the teaching of Psychology

2: Preparing for teaching

- 2.1. Plan a course or develop a syllabus – Some options
- 2.2. Setting instructional Learning Outcomes
- 2.2. Selections of texts – suggestions and warnings
- 2.3. Lesson planning and presentation in Psychology

3: Techniques of teaching – approaches and strategies

- 3.1. Classroom lecture
- 3.2. Writing in psychology
- 3.3. Collaborative learning
- 3.4. Problem-based learning
- 3.5. Leading discussions and asking questions
- 3.6. Building a repertoire of effective classroom demonstrations
- 3.7. Using technology

4: Teaching and mentoring diverse students

- 4.1 Teaching and mentoring students with disabilities
- 4.2. Mentoring female students
- 4.3. Teaching and mentoring racially and ethnically diverse students

5: Teaching controversial topics in psychology

- 5.1 Psychology of race and ethnicity
- 5.2. Psychology of gender
- 5.3. Psychology of religion

6: Assessment of teaching of psychology

- 6.1. Using student evaluations
- 6.2. Peer reviews
- 6.3. Teaching Portfolios
- 6.4 Assessment through tests in psychology
- 6.5 Other ways in assessment of teaching of psychology

Teaching-Learning

Cooperative learning

Group discussions

Lectures

Text-based readings

Technology-based assignments

Assignments preparation and presentations

Assessment

Mid-term: 35%

Formative*: 25%

Final assessment: 40%

**Attitude towards learning and participation in classroom activities/discussion will specifically be focused. All semester system rules of IER/PU will be observed.*

Suggested Readings

Buskist, W., & Davis, S. F. (Eds.). (2008). *Handbook of the teaching of psychology*. USA: Blackwell Publishing.

Halonen, J. S., Bosack, T., Clay, S., McCarthy, M., Dunn, D. S., Hill, G. W., Whitlock, K. (2003). A rubric for learning, teaching, and assessing scientific inquiry in psychology. *Teaching of Psychology, 30*(3), 196-208. doi: 10.1207/s15328023top3003_01

Myers, D. G. (2007). Teaching psychological science through writing. *Teaching of Psychology, 34*(2), 77-84. doi: 10.1080/00986280701291283

Myers, D. G. (2009). Using new interactive media to enhance the teaching of psychology (and other disciplines) in developing countries. *Perspectives on Psychological Science, 4*(1), 99-100. doi: <http://dx.doi.org/10.1111/j.1745-6924.2009.01096.x>

Meyers, S. A., & Prieto, L. R. (2000). Training in the teaching of psychology: What is done and examining the differences. *Teaching of Psychology*, 27(4), 258-261. doi: 10.1207/s15328023top2704_03

Perry, N. W., Huss, M. T., McAuliff, B. D., & Galas, J. M. (1996). An active-learning approach to teaching the undergraduate psychology and law course. *Teaching of Psychology*, 23(2), 76-81. doi: 10.1207/s15328023top2302_1