



**Preparing to Teach a Psychology Course**  
**GRAD 980 (section 01) - 2 credits (CRN: 30002)**  
Course Begins on **June 1** and ends on **July 24, 2009**

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Welcome to GRAD 980!

This course is offered in a totally online education format. There are no class meetings at the University of New Hampshire (UNH). The course is conducted using Blackboard<sup>®</sup>—an asynchronous web-based format. You will work on the course on your own schedule. There are not set times that you need to be available because we will not interact in real time (unless someone has a need to talk to one of us by phone). However, it is your responsibility to submit Assignments and complete Discussion Boards by the due dates provided in the course syllabus.

This graduate course is offered by the Academic Program in College Teaching of the Graduate School at UNH in cooperation with the following UNH units: Department of Psychology, Center for Teaching

Excellence, Graduate School, and UNH Summer Session. For details about the UNH Online Certificate in College Teaching (with focus on psychology), see <http://www.unh.edu/teaching-excellence/gradcertif/index.html>. GRAD 980 is made possible, in part, by funding provided by the American Psychological Association's Education Directorate and the UNH Graduate School.

### **Course Description**

Preparation for teaching in Psychology. Examination of issues and models involving course design and interaction with students. Products from the course will include a complete course syllabus, a preliminary statement of teaching philosophy, and the first teaching module of a course. 2 credits. Letter grade assigned.

### **Materials Needed to Complete the Courses**

All of the materials and Internet sources needed for the course will be posted on the GRAD 980 *Blackboard*© site or included in the course syllabus. No additional materials will need to be purchased or acquired.

### **Course Objectives**

To successfully complete GRAD 980, the student will:

- **Develop** a philosophy of teaching statement and **apply** it to a course design.
- **Design and develop** a comprehensive syllabus for a course in psychology that includes a statement of learning objectives, a testing and grading plan, a description of teaching/learning activities and assignments, and reading assignments. This protocol for a specific course will reflect best practices related to teaching and student learning.
- **Read and write about** contemporary theory, research, and practice pertaining to such topics as course design, test construction, grading practices, and representative teaching approaches.
- **Design and develop** a course-specific teaching module that describes the content to be covered in a specific section of a course. The teaching module will include a statement of objectives for the unit, information on the resources that will be required to teach the unit, general and detailed outlines of the content included in the unit, presentation of all evaluation items and description of all assignments, and information on the materials to be used (e.g., handouts, overheads, PowerPoint outlines).

### **Course Format**

This course consists of group discussions on *Blackboard*© and individually prepared and submitted assignments. Each student will submit her/his individual assignments to one of the course instructors who will, in turn, provide individual feedback.

### **Grading Criteria**

Final grades in the course will be determined by the instructors based on the quality of students' work.

To receive a grade of A in the course, students will:

- Complete assignments on time.
- Respond in full to all instructor feedback.
- Meet the criteria for discussion postings.
- Submit well-written work. Quality of writing is important for written assignments and responses to feedback, but less so for discussion postings.

Grades will be lowered (e.g., A-, B+, B, B-) for work that is late, incomplete, and of poor quality. Notify your instructor of illness, personal emergencies, or other reasons that may justify lateness.

We will not assign grades to the individual pieces of work that you do in the course. (You will not find a grade posted when you view the instructor's feedback on an assignment.) Instead, we will provide you with feedback (and requests for revision, if needed) on the assignments you are required to submit to us. We will also monitor and offer comments on the three Discussion Boards. If you meet the criteria we have set, you will receive an A in the course. If, as we move through the course, your instructor is concerned that you are not performing at an A level, she/he will let you know via email.

Our assumption is that you are all capable of earning an A in this course. If you meet our criteria (and we'll let you know if you are not), you will earn an A in the course.

If you have any questions about the grading policy, please contact Victor Benassi at [vab@unh.edu](mailto:vab@unh.edu).

### **Web Site Links to Information and Resources on the Teaching of Psychology**

The Society for the Teaching of Psychology maintains a website on many issues related to teaching and learning in psychology. We strongly recommend that you save the URL to the site in your Favorites (<http://www.teachpsych.org/>). You may also wish to join the Society's *PsychTeacher Discussion List*. To do so, go to this site and complete a few simple steps: <http://www.teachpsych.org/news/psychteacher.php>. Finally, take a look at the Essays from *E-Excellence* published by the Society. You may access these at <http://www.teachpsych.org/resources/e-books/e-books.php>

The UK Higher Education Academy Psychology Network provides links to many sites containing information on teaching tips, teaching resources, and research on teaching and learning:

[http://www.psychology.heacademy.ac.uk/html/teaching\\_practice.asp](http://www.psychology.heacademy.ac.uk/html/teaching_practice.asp)  
<http://www.psychology.heacademy.ac.uk/html/resources.asp>

The Higher Education Academy Psychology Network provides these resources:

- *Psychology Learning and Teaching*  
[http://www.psychology.heacademy.ac.uk/html/back\\_issues.asp](http://www.psychology.heacademy.ac.uk/html/back_issues.asp)
- Assessment Plus project  
<http://www.writtenow.ac.uk/assessmentplus/>

The American Psychological Association ([http://www.apa.org/ed/pcue/under\\_facres.html](http://www.apa.org/ed/pcue/under_facres.html)) and the American Psychological Society (<http://www.psychologicalscience.org/teaching/index.cfm>) provide a lot of information on teaching and learning. As well, the APA provides a booklet on culturally diversifying the content of various areas of the introductory psychology course (*Toward an Inclusive Psychology*; located in the Assignment 1 folder in Course Documents on Blackboard). The sections in the booklet can be applied to virtually any specialty or content area in psychology. This booklet can inform you when developing modules for teaching.

### **Discussion Board Postings**

Participation in on-line Discussion Boards is one criterion for determining course grades. Please carefully follow the instruction for each discussion. Thoughtful postings will be helpful to you, your

classmates, and your course instructor. Avoid stand-alone responses such as “well done,” “I disagree,” “bravo,” etc. We are looking for what comes next—e.g., “I disagree with your comment because . . .” One concern that has been expressed in the past by course instructors and students is that, although most students provide carefully considered and crafted discussion board postings, some students occasionally make postings that are, at best, insufficient. Please take the time to prepare thoughtful and well written postings. All of your colleagues in the course will be appreciative and the overall value of the course will be enhanced.

### **Response to Feedback (Revised Assignments)**

You may be asked to prepare and submit a revision of your work on certain assignments. Your instructor will inform you whether a revision is required for an assignment. When you complete your response to instructor feedback, please submit the revised document through the appropriate **Assignments** link in **Blackboard**<sup>®</sup>. For example, if you completed a revised version of Assignment 1, you should click on the Assignment 1: REVISION link and then submit the revised assignment following the usual steps. Label your file as follows: **Assign#Revision.doc**. Indicate the changes you made (e.g., highlighting them in **red** and/or including a note at the beginning of the assignment indicating the nature of the revisions).

### **A Note on “Groups”**

Each student in the course is assigned to work with one of the course teachers. You will complete Discussion Board assignments with members of your group. To access the Discussion Board assignments for your group, click on GROUPS (left panel of your GRAD 980 **Blackboard**<sup>®</sup> site). Click on the link to your professor’s name and then on Group Discussion Board.

The Group feature allows you to send email messages to members of the Group.

We created these groups to keep Discussion Boards and the student-to-faculty ratio to a manageable size. With our student-to-teacher ratio of about 10 to 1, every student will receive a lot of personal attention.

### **A Note on Assignment 5 (Please read before starting to work on the course)**

You will complete a teaching module for Assignment 5. **Review Assignment 5 now**. Once you know what course in the discipline of psychology that you will focus on in GRAD 980 (refer to Assignment 1), you should begin to collect and review the content material that you will include in your teaching module. So, for example, if the course you focus on will be Introductory Psychology and your teaching module is going to cover a unit on “Memory and Cognition,” you will need to pull together the materials that you will use to prepare the module.

### **A Note on Terms Used in this Course**

As Grad 980 has evolved over the years, we have had increasing numbers of students from countries other than the USA. We have found that a few terms have different meanings in different countries. Below we focus on the terms Course and Module.

**Course:** e.g., introduction to psychology; health psychology; human development; cognition; personality theories; behavioral neuroscience; and so on.

**Module:** We use the word module (teaching module) in GRAD 980 in a specific way. A module is a unit or section of a course. For example, in the introductory psychology course, you would address the topics of learning, social psychology, cognition, etc. When we ask you to prepare a teaching module, we mean a section within the course. You could prepare a teaching module on learning, for example. A module would cover all that you do related to a given topic in the course. So, if you are going to spend two weeks on the topic of learning, you will prepare a teaching module for that section of the course.

### **A Note on Assignment Numbers**

The assignment numbers are those listed in the syllabus. Assignments 2, 4, and 6 are Discussion Boards. (Go to your **Group Discussion Board** to complete those.) The remaining assignments (1, 3, 5, and 7) must be submitted via the **Assignments** link on the left panel of your **Blackboard**® site. Follow the directions provided in this syllabus when you are ready to submit an assignment via the Assignments link.

**You Are Now Ready To Begin The Course! Before You Begin Your Formal Course Assignments, Please Complete The Following Two Tasks.**

#### **1. Personal Introduction**

**Go to the Discussion Board for your *Group*** in Blackboard and introduce yourself to your classmates and the instructors.

#### **2. Advice to Soon-to-be or Novice Teachers of Psychology**

We brought together a distinguished group of psychologists at Manchester NH. During our meetings, we videotaped a panel session. The target audience for this video is the GRAD 980 class.

The moderator (Victor Benassi) asked each panel member to offer some advice to soon-to-be or new college-level teachers of psychology. Go to Course Documents and click on the link “Advice to Teachers or soon-to-be Teachers.” Then click on “Advice from Experienced Teachers of Psychology.” The first commentator, Steve Davis, referred to a piece by Charles Brewer. This piece is posted in the folder.

We urge you to watch the video and hope you pick up some good advice.

### **Course Assignments**

Assigned readings are located in the appropriate folder in the Course Documents section of **Blackboard**®. URLs to assigned website pages are provided in this syllabus.

Assignment descriptions are provided in this syllabus as well as in the Course Documents area of **Blackboard**®.

Use the Group Discussion Board for your assigned group when you submit Discussion Board postings. Click on the GROUPS link of your main **Blackboard**® page and then on the link with your instructor’s name.

We have prepared a *Course Calendar* for the months of June and July that includes information on the due dates for all of the course assignments (both those submitted through the Assignments Link and through the Group Discussion Board). Note how the assignment due dates are spread out during June and July. We hope the calendar helps you plan and schedule your time. You may access the calendar in Course Documents of **Blackboard**®.

### **Viewing Instructor Feedback through the Assignments Link**

When your group instructor completes her/his evaluation of one of your assignments, she/he will post comments and possibly send you an attached file. You may access this material by clicking on the Assignments link on the left panel of your Blackboard site. Click on the link of the assignment for which you want to access the instructor’s feedback, and then click on View/Complete Assignment. A note will appear indicating that you have already submitted the assignment. You will be prompted to click on OK

to view your results. After you click on OK, you will have access to your instructor's comments and to any attached files.

**Assignment 1: Writing the first draft of a teaching philosophy (Due June 5; response to initial feedback by June 12)**

1. Read the article listed below by J. Korn. Write the first draft of your philosophy **before** you complete the Teaching Goals Inventory.

**Reading (Teaching Philosophy):**

Korn, J. H. (2003, July). Writing a philosophy of teaching. *E-xcellence in Teaching*, 5.

You should also review, as needed, the other pieces included in this folder. This material should help you as you consider your teaching philosophy.

2. After you write your teaching philosophy, complete the Teaching Goals Inventory: [http://fm.iowa.uiowa.edu/fmi/xsl/tgi/data\\_entry.xsl?-db=tgi\\_data&-lay=Layout01&-view](http://fm.iowa.uiowa.edu/fmi/xsl/tgi/data_entry.xsl?-db=tgi_data&-lay=Layout01&-view). Choose the course for which you will be preparing the teaching module (Assignment 5) and base your ratings on that course.
3. After you finish taking the TGI and review the results, write a brief piece (2-3 double-spaced pages) that addresses what you learned about your goals for this course. Were there any surprises? In your written piece, copy into your document the summary information that appears at the very beginning of the TGI Report. (This is the summary information on the Six TGI Clusters.) Be sure to list the name of the course about which you completed the TGI and provide some information about the course (e.g., level, who will be the students in the course).
4. Finally, relate the TGI results to your teaching philosophy.
5. Submit your draft teaching philosophy statement and the TGI pieces in one file following the instructions shown below.

Your writing assignment should include the following information in the upper left-hand corner of the first page:

Your Name

Assignment #

Date Assignment Submitted

Save your writing assignment as follows: **YourlastnameAssign1.doc**. If you use WORD as your word processing program, you are all set. If not, please save your work as a text file. The instructor will not be able to read your work if she or he cannot open your document.

**Please send your assignment to your course instructor by following these instructions:**

In your *Blackboard*®, click on **ASSIGNMENTS**. Click on **Assignment 1** and then click on **VIEW/COMPLETE ASSIGNMENT**. Click on **BROWSE** to attach your document from your computer. Scroll down and click on **SUBMIT**. Your file will then be sent to your instructor.

## Assignment 2: Grading (Due June 10; Response to two other students' postings due by June 11)

**Read** the material on Grading. Complete the Discussion Assignment posted on *Blackboard*© (Grading). **To complete your discussion posting for this, and all other Discussion Board assignments, click on the GROUP DISCUSSION BOARD link in your GROUP and then on the Assignment 2 link, and finally on the Add New Thread link.**

### Discussion Topic:

There are, as you know, a variety of schemes that a teacher may use when determining course grades. Consider you are teaching the Introductory Psychology course for the first time at a large university. There will be 50 students enrolled in the course, 85% of whom are between 18 and 19 years of age and they just enrolled at the university for the first time. Students from any academic discipline/field may be enrolled in the course, so many of your students will not be specializing in the discipline of psychology. You have been instructed by your department chairperson to offer the course and to use a standard introductory psychology textbook as your main text.

Please read the assigned reading posted on your Blackboard site: Jacobs and Chase. Also, read the piece posted on the IDEA website.

Develop and then post the steps you will follow when assigning final grades at the end of the course. Provide sufficient detail so that others will be able to understand on what basis grades will be assigned. Include a brief statement of your rationale for using the grading procedure you developed.

[**Note** to GRAD 980 students: There are students in GRAD 980 from many different countries. Grading practices, and even who decides what grades will be given to students, vary from country to country and often within countries. Base your response on the practices used in your country.]

Finally, after there have been a sufficient number of postings by other students, please write and post comments on two (2) other persons' grading procedures. These comments should be substantive, not just congratulatory ("well done") or critical ("lousy").

[**Note:** For this and the other discussion board assignments, you are asked to provide comments on the postings of your classmates. In an effort to assist one another as much as possible, please provide substantive comments, not simply short responses such as "well done," "I agree," and so on.]

Beyond the Discussion Assignment, there is no immediate writing assignment to go along with the reading assignment. However, when you prepare the first and final versions of your course syllabus, you are required to provide detailed information on your testing and grading systems that reflects one of the approaches described in the material on testing and grading. In addition, when you complete the required teaching module, your exam items should reflect what you learned from the written material on test construction.

### Readings:

Jacobs and Chase, Developing and Using Tests Effectively

<http://idea.ksu.edu/> (paper # 19). Click on *Idea Papers* link on left panel and then on the link to #19.

### Assignment 3: The Syllabus (Due June 17; response to feedback by June 25)

Read the assigned material on syllabus development. Prepare a complete first draft of a syllabus for the course for which you will be preparing a teaching module. You will be given feedback on the syllabus and, if informed by your instructor, required to respond to that feedback.

In addition, write a brief narrative statement that relates your syllabus to the draft of your philosophy statement. This will serve as a rationale for your course design. This statement should reveal the practical value of your philosophy and perhaps any inconsistencies between your beliefs and what you plan to do as a teacher.

Your writing assignment should include the following information in the upper left-hand corner of the first page:

Your Name  
Assignment #  
Date Assignment Submitted

Save your writing assignment as follows: **YourlastnameAssign3.doc**. If you use WORD as your word processing program, you're all set. If not, please save your work as a text file.

**Please send your assignment to your course instructor by following these instructions:**  
In your **Blackboard**®, click on **ASSIGNMENTS**. Then click on **VIEW/COMPLETE ASSIGNMENT**. Click on **BROWSE** to attach your document from your computer. Scroll down and click on **SUBMIT**.

#### Readings:

Michael Ryan and Gretchen Martens. (1989). *Planning a college course: a guide for the graduate teaching assistant*. NCRIP&L.

James H. Korn. (Revised 2003). "Planning a Course: Philosophy becomes Practice."  
(not required)

Lowman, *Mastering the Techniques of Teaching*. (not required)

#### Review sample syllabi at the Project Syllabus website:

<http://teachpsych.org/otrp/syllabi/syllabi.php> (An excellent resource!)

*Also, review the following websites, as needed.*

<http://www.theideacenter.org/IDEAPapers> (paper # 27)

[http://college.hmco.com/instructors/ins\\_techtech\\_foundations\\_module\\_syllabusdev.html](http://college.hmco.com/instructors/ins_techtech_foundations_module_syllabusdev.html)

<http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm#syllabus>

<http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm>

**Assignment 4: Interacting With Students (Due June 22; Response to two other students' postings due by June 26)**

Complete the Discussion Assignment posted on *Blackboard*© (Interacting with Students). The topic focuses on the some issues related to pedagogy. **To complete your discussion posting for this assignment, click on the GROUP DISCUSSION BOARD link in your GROUP, then on the Assignment 4 link, and finally on the Add New Thread link.**

Discussion Topic:

After completing the reading for Assignment 4, please consider the following.

As psychologists, we have varied interests and areas of expertise. After reading the assigned reading, reflect on psychological principles/theories that may be important to consider when you plan your interactions with students in a course. As just one example: research on primacy effects and impression formation is worth your consideration as you plan your initial interactions with students in the classroom.

In this assignment, please complete two tasks:

Task 1: Provide a brief comment on the relevance of a psychological principle or theory to interactions that you will have with students in a classroom setting. **Include a good citation of a source that is relevant to your comment.** Complete this task by **June 22**.

Task 2: After a sufficient number of people post their statements on the Discussion Board, write a comment on two (2) other students' postings. Complete this task by **June 26**.

**Readings:**

Lucy Zinkiewicz, Nick Hammond, & Annie Trapp. (2003). *Applying Psychology Disciplinary Knowledge to Psychology Teaching and Learning: A Review of Selected Psychological Research and Theory with Implications for Teaching Practice*.

Halpern & Hakel, *Applying the Science of Learning* (located in Course Documents)

**Assignment 5: Teaching Module (Due July 6; response to feedback by July 14)**

Read the chapter by Benassi, Jordan, and Harrison and the Notes on Teaching Modules document by Benassi.

Prepare and submit a complete teaching module for one unit of study in a course you will be teaching in the future. For example, if you are planning an introductory psychology course, you will likely have units that cover development, social psychology, biological bases of behavior, learning and memory, and so on. Your teaching module should cover one of the units of study in your course.

Follow the format described in the Benassi, Jordan, and Harrison article cited below. Review the sample teaching modules in the Course Documents area of Blackboard (Assignment 5).

**Reading and other Resources:**

Victor Benassi, Elizabeth Jordan, and Loredana Maggiori Harrison. (1994). Using teaching modules to train and supervise graduate TAs. In K. Lewis, *The TA experience: preparing for multiple roles*. New Forum Press.

Victor Benassi, Notes on Teaching Modules (Teaching Units), unpublished companion piece to Using teaching modules to train and supervise graduate TAs.

Links to several examples of teaching modules are provided in the Teaching Module folder in Course Documents.

Below are URLs to some websites that focus on the teaching in specific areas of psychology. If you are teaching or going to be teaching in one of the areas covered at these sites, you may find the information contained therein to be useful.

<http://www.rider.edu/~suler/tcp.html>

<http://www.devpsy.org/>

<http://www.socialpsychology.org/teaching.htm>

<http://www.apa.org/archives/refthp.html>

[http://www.psychnet-uk.com/lecturer\\_resouces/lecturer\\_resources\\_index.htm](http://www.psychnet-uk.com/lecturer_resouces/lecturer_resources_index.htm)

<http://jonathan.mueller.faculty.noctrl.edu/crow/>

[http://www.columbia.edu/cu/psychology/courses/6200/client\\_edit/course\\_web\\_resources.html](http://www.columbia.edu/cu/psychology/courses/6200/client_edit/course_web_resources.html)

Your assignment should include the following information in the upper left-hand corner of the first page:

Your Name

Assignment #

Date Assignment Submitted

Save your writing assignment as follows: **YourlastnameAssign5.doc**. If you use WORD as your word processing program, you're all set. If not, please save your work as a text file.

**Please send your assignment to your course instructor by following these instructions:**

In your **Blackboard**®, click on **ASSIGNMENTS**. Then click on **VIEW/COMPLETE ASSIGNMENT**. Click on **BROWSE** to attach your document from your computer. Scroll down and click on **SUBMIT**.

**Assignment 6: Using PowerPoint® and other Multi-media (Posting due July 9; Response to two other students' postings due by July 13)**

Discussion Topic:

PowerPoint® and other multi-media are being used with increasing frequency in college classrooms as a convenient way of presenting information.

Read the two pieces in the Using PowerPoint and other Multi-Media folder (Mayer, 2002; Mayer and Moreno, 2004) for a description and discussion of his model concerning the design of multimedia instruction. Also read the interview with Richard Mayer, for which there is a link in the folder.

Next, locate one (1) research paper that could inform instructors who want to incorporate PowerPoint® or other similar modes of presentation into their lectures. For example, research on so-called “seductive details” (Shannon Harp and Richard Mayer) and on “bells and whistles” (Roxana Moreno and Richard Mayer) should be of interest to anyone who wants to make effective multimedia presentations. Also, there is a large and growing body of research on PowerPoint® and on factors that enhance and degrade its effectiveness.

Prepare a 1 to 1½ page single-spaced document (type and save the document using a word processor) by **July 9**. This document should describe how the research contained in the article you found is relevant to instruction using PowerPoint® (or other similar media). Based on the research, what should instructors do/not do when using PowerPoint®, how should they structure PowerPoint® presentations, etc. The task in this assignment is to write a piece that your classmates will find interesting and could put into practice when they prepare PowerPoint® presentations.

To complete your discussion posting for this assignment, click on the GROUP DISCUSSION BOARD link in your GROUP, then on the Assignment 6 link, and finally on the Add New Thread link. Open your word processor document, copy the contents, and paste them in the message box. Finally, click on Submit.

After July 9 deadline, each student should respond with detailed comments to two (2) other students’ response pieces. (We are looking for thoughtful, substantive comments.) Click on a fellow student’s submission and then on “Reply.” Type in your response and then submit it. Provide constructive comments on your colleagues’ piece. All postings for this assignment should be completed by **July 13**. **NOTE: IF THERE ARE ALREADY TWO (2) REPLIES TO A STUDENT’S PIECE, RESPOND TO SOMEONE ELSE’S POSTING. WE WANT TO MAKE SURE THAT EVERYONE’S PLAN RECEIVES COMMENTS FROM OTHER STUDENTS.**

#### **Readings:**

Mayer (2002). Cognitive Theory and the Design of Multimedia Instruction: An Example of the Two-way Street Between Cognition And Instruction.

Mayer & Moreno (2003), Nine Ways to Reduce Cognitive Load In Multimedia Learning. *Educational Psychologist*.

Atkinson (2009). An interview with Richard Mayer.

#### **Assignment 7: Final Draft of Teaching Philosophy and Revised Course Syllabus (Due July 16; response to feedback by July 21)**

The final draft of your teaching philosophy statement is due. Please incorporate edits and suggested changes to the version of the philosophy statement you completed earlier in the course, as appropriate. Also, now that you have completed all of the other GRAD 980 assignments, there surely will be some additions, deletions, or other changes you will want to make to your teaching philosophy statement to bring it up to date. Please make these final revisions and updates. Include information at the beginning of your document on the changes that you made. **In addition, review the brief narrative statement you wrote for Assignment 3 that related your course syllabus to your philosophy statement. Are there changes to be made to that statement? If so, include those with your submission (with a note on changes you made).**

Also, review the course syllabus that you prepared for Assignment 3. Now that you have completed all of the other assignments, consider what changes that you think will improve your syllabus—for example, are there any changes to your testing and grading scheme, to your course goals, to the teaching approaches you plan to use in your course? Include those changes in your syllabus. Include information at the beginning of your document on the changes that you made.

To review, Assignment 7 should include:

- a. your revised teaching philosophy statement (with a note on the changes you made).
- b. your revised brief narrative statement (with a note on the changes you made).
- c. a revised course syllabus (with a note on the changes you made).

Your assignment should include the following information in the upper left-hand corner of the first page:

Your Name

Assignment #

Date Assignment Submitted

Save your writing assignment as follows: **YourlastnameAssign7.doc**. If you use WORD as your word processing program, you're all set. If not, please save your work as a text file.

**Please send your assignment to your course instructor by following these instructions:**

In your Blackboard®, click on **ASSIGNMENTS**. Then click on **VIEW/COMPLETE ASSIGNMENT**. Click on **BROWSE** to attach your document from your computer. Scroll down and click on **SUBMIT**.

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**ANY INCOMPLETE COURSEWORK SHOULD BE COMPLETED BY JULY 21, AS FINAL GRADES WILL BE SUBMITTED TO THE UNH REGISTRAR LATER DURING THIS WEEK.**

**JULY 22: STUDENTS WILL BE ASKED TO COMPLETE AN ANONYMOUS ONLINE COURSE EVALUATION.**

### **Using Blackboard® in this Course**

You can use either Internet Explorer or Netscape, but our Computer Services unit reports that users experience fewer problems with Internet Explorer. Please note that some of the files you will have to download for course readings will take much more time *via* a dial-up modem than *via* a broadband or Ethernet connection.

**Downloading files:** Many of the readings for the course are saved in PDF format. In order to open these files you must have Adobe Reader installed on your computer. This free download can be accessed from the Blackboard® home page. When you are doing the reading, note that you can use the “zoom” command to make the print appear larger on your screen. (Click on the magnifying glass icon on the toolbar, and then on the portion of the text you are reading)

**Discussion Boards:** Some of the work you will do in this course involves participating in an electronic discussion board. To respond to a question, click on “Add New Thread.” After filling in the subject box, use the text box to type your response to the question. If you want to reply to someone else’s comment, click on “reply” and then enter your response in the text box.

If you want to compose a response offline, you can do so using your word processor; then copy and paste the text into the text box.