New Faculty Orientation

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Assoc. Provost & Executive Director

Stamp Grand Ballroom
Tuesday, Aug 25, 2015
Learning Objectives

CREATE
How do I create effective learning experiences?

INNOVATE
How can the TLTC help me innovate?

EDUCATE
How might research findings affect aspects of how we educate?
Log in to channel 41

PRESS: (Ch) (4) (1) (Ch)

The green light should display for 2 sec and go off

You are now ready to respond
I look forward to teaching my class.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
I know exactly how to get my teaching-related questions answered.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
I plan to try something I’ve never done before in my upcoming class.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
This session will be a waste of my time.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
I sometimes worry about embarrassing myself in class.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

http://mentalsafari.com/High-Court-and-Extra-Credit
We have to **create** effective learning environments and teach effective learning strategies.
Devices can be effective tools

What is enthalpy?

- Text a CODE to 37607
- Submit a CODE to http://pollev.com
- disorder of a system 281794
- reaction that releases heat 284795
- reaction that absorbs heat
- the total energy of a system

powered by Poll Everywhere

http://goo.gl/ile60S
Devices can limit learning

- **Lower quiz scores**  
  (Roberts & Curtis, 2012)

- **Less effective notes**  
  (Mueller & Oppenheimer, 2014)

- **Cone of distraction**  
  (Sana et al., 2013)
Cone of Distraction  (Diane Sieber; Sana et al., 2013)
PSYC 100 Survey Item:
“"I learn LESS during our class meetings because of the ‘no digital devices’ policy”

1. 100% agreed
2. 82%
3. 62%
4. 42%
5. 22%
6. 2 %
What do students think of the ban?

PSYC 100 Midsemester Eval Survey, Fall 2013, N = 77

“I learn LESS during our class meetings because of the ‘no digital devices’ policy.”

“If laptops and cellphones were NOT prohibited during class meetings I would probably distract myself more than I currently do.”
How I get buy-in from my students

http://ter.ps/distraction

https://youtu.be/wl0JojWH1rQ

http://ter.ps/distraction

https://youtu.be/wl0JojWH1rQ
Do you have a written statement of your teaching philosophy?

1. Submitted one with my application for this job
2. Written, never shared
3. Drafted but not finalized
4. In my head, but not in writing
5. I have absolutely no philosophy about anything I do
Would your students get to read your written teaching statement?

1. Require they read it
2. Recommend it to them
3. Post it online but not direct students to it
4. Provide it if asked
5. Keep it private
THINK-PAIR-SHARE

1. Write down one thing that a teacher **DID** that made them so effective?

2. Discuss what that tell you, as a student, about their **philosophy of teaching**?
What am I about to do right now?

Could they do this without me?
YES NO

It’s homework.
What am I about to do right now?

Could they do this without me?
- YES
- NO

It’s homework.

Could I do this without them in the room?
- YES
- NO

teacher-centered

learner-centered
Learner-Centered Teaching
We have to **create** clear learning objectives and valid assessments of their mastery & skill.
Course Syllabus:

Introduction to Psychology

PSYC 100
Fall 2015

Learning Objectives

I know I am biased, but I will still argue that psychology is one of the most interesting, relevant, and useful things you could possibly study. No matter what your personal and professional goals might be, the better you understand yourself and others the more effective you can be. Throughout this course we will focus on how scientists have advanced our understanding of thought and behavior beyond the myths of “common sense” and on how you can apply what you have learned to your advantage.

After successfully completing this course you will be prepared to provide research-supported answers to questions like:

✓ What do effective students do to help themselves learn?
✓ How can I use general theoretical perspectives to explain complex thought and behavior?
✓ What differentiates assumptions and myths from legitimate scientific findings?
✓ How would I go about training an animal (or human) to do (or stop doing) something?
✓ Why do various drugs affect people the way they do?
✓ How can we explain, diagnose, and treat mental illness?
✓ What determines our emotional reaction to things?
✓ Why do my sensory systems cause me to experience things that do not really exist?
✓ How do sensory systems, and different areas of the brain?
✓ Why do people end up doing things that do not seem possible to them?
✓ How is thought and behavior regulated by neurons, nerve systems, and on how you can apply what you have learned to your thought and behavior beyond the myths of “common sense”
✓ What makes people happy in their relationships?
✓ How does thought and behavior change over a lifetime?
✓ What differentiates assumptions and myths from legitimate scientific findings?

Course Communication

Please send all messages to the course email account: psyc100@umd.edu. Do not use the ELMS inbox or comment box on assignments. Visit the Student section of www.clickers.umd.edu for details. You may not use a phone app and you will lose some spare CR2032 batteries. You do not need to purchase a “clicker” and user license.

Office

Email

Frank Fonseca (Class of 2014)

Course Teaching Assistant:

Visit the Students section for details. You may not use a phone app, and you will lose some spare CR2032 batteries. You do not need to purchase a "clicker" and user license.

Required Resources

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You do not need to purchase a textbook. I have created a free, online, open-source resource with everything you will need: http://ter.ps/openpsych.

Section FC01: 7:30-8:45 pm
Section FC02: 6:00-7:15 pm
Mondays & Wednesdays

BPS 0283 (or call 301.405.9356 to schedule)

Class Meetings

Mondays & Wednesdays

Office: 4120 McKeldin Library
Email: psyc100@umd.edu

Dr. Scott Roberts

Fall 2015

CR2032 batteries.

You will want some spare batteries.

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SECTION III  Unit 11: What Makes Someone a Psychopath?

After studying the resources outlined in the worksheet, attending our class meetings and reviewing your notes you should be able to do the following without anything in front of you...

- Define and differentiate antisocial personality disorder (ASPD) and psychopathy in terms of the specific diagnostic criteria that clinical psychologists would use.
  - DSM-V (proposed) criteria for ASPD
  - Hare’s Psychopathy Checklist-Revised (PCL-R)
- State and define the four conceptual factors in the Four-Factor Model and provide at least two examples of specific items that would be included in that factor. (See Table 1 and the note below it on page 53 of Anderson & Kiehl’s article)
- Beyond the clinical definitions, describe the overall disposition of someone who would be diagnosed as a true psychopath (i.e., self-control and affect).
- Explain the biopsychological perspective on psychopathy
  - Define and differentiate antisocial personality disorder (ASPD) and psychopathy in terms of the specific diagnostic criteria that clinical psychologists would use.
  - DSM-V (proposed) criteria for ASPD
  - Hare’s Psychopathy Checklist-Revised (PCL-R)
- Describe in detail the genetic, structural and chemical differences of a psychopathic brain and the characteristics associated with them.
  - Genes - MAOA
  - Structures (locate on a diagram, describe its function and the nature of the difference)
- Explain why comorbidity makes it difficult for researchers to study things like the neurological causes of psychopathy (and other psychological disorders).
- Explain why more extreme variants of that gene (i.e., clinical psychopathy) would be unlikely to dominate a population in terms of the fitness costs one would incur for having those characteristics. Again, be specific.
- Explain why the genes that cause moderate levels of psychopathic characteristics might exist today because in our evolutionary history those characteristics have directly helped increase fitness (or avoid fitness costs). Be very specific about the link between the characteristics and the benefits.
- Relate the balance in the number of psychopaths in the population to Dunlop and Buss’ discussion of antagonistic coevolution.
- Relate this to the concept of intragenomic competition.
- What does the research on recidivism rates and predictors for adults and juveniles tell us about the Four-Factor Model?
We have to **create** clear learning objectives and valid assessments of...
The Testing Effect (Roediger & Karpicke, 2006)

- **IV:** Everyone studied a passage for 7 min…
  - Studied 7 min more
  - Took a practice test
- **DV:** Confidence
  - Study = confidence
- **DV:** Performance
  - Test = learning

![Chart showing Idea Units Recalled vs. Final Test Delay]

<table>
<thead>
<tr>
<th>Final Test Delay</th>
<th>Study, Study</th>
<th>Study, Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Minutes</td>
<td>90%</td>
<td>80%</td>
</tr>
<tr>
<td>2 Days</td>
<td>80%</td>
<td>70%</td>
</tr>
<tr>
<td>1 Week</td>
<td>50%</td>
<td>40%</td>
</tr>
</tbody>
</table>
Summative Assessment

- Comprehensive
- High stakes
- Final
- Goal = measure

Formative Assessment

- Frequent
- Low stakes
- Predictive
- Goal = feedback

What is the goal?

How do I close the gap?

Are we there yet?
Teaching Effects (Hattie, 2009)

Providing formative evaluation: 0.9
Comprehensive interventions for learning disabled students: 0.77
Reciprocal teaching: 0.74
Feedback: 0.73
Spaced vs. mass practice: 0.71

http://www.harapnuik.org/?tag=active-learning
The more I present in a class meeting the more students will learn and remember.

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
Less content, more mastery

Too Much Content  
Too Little Content
Create your course backwards

“Traditional”
- Assign text, plan lectures
- Decide what will be on the test
- Write exam questions

“Backwards”
- Clarify learning objectives
- Determine valid evidence
- Plan learning experience
Create an effective syllabus

- Learning objectives
- Assessments
- Course design
- Write policy like a lawyer
  - faculty.umd.edu/teach/syllabus
  - Share common language
  - Ask others to review it
The TLTC is here to help you innovate for...

efficiency  impact  evaluation
Misconceptions about redesign
Innovate for efficiency

### Rubrics

<table>
<thead>
<tr>
<th>CONTENT (105 points)</th>
<th>105 points</th>
<th>75 points</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>95 points</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strong academic writing, very clear, well organized and free of spelling and grammatical errors.</td>
<td>200 100% (A+)</td>
<td>170 85% (B)</td>
<td>95 47% (F)</td>
</tr>
<tr>
<td><strong>70 points</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acceptable writing, generally clear and organized with room for improvement, or slightly over word limit.</td>
<td>175 87% (B+)</td>
<td>145 72% (C-)</td>
<td>70 35% (F)</td>
</tr>
<tr>
<td><strong>50 points</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing is not representative of college-level work – frequently unclear or disorganized or containing multiple errors, or well over word limit. Consultation with the writing center strongly encouraged.</td>
<td>155 77% (C+)</td>
<td>125 62% (D-)</td>
<td>50 25% (F)</td>
</tr>
<tr>
<td><strong>0 points</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unacceptable – consultation with the writing center required</td>
<td>105 52% (F)</td>
<td>75 37% (F)</td>
<td>0 0% (F)</td>
</tr>
</tbody>
</table>

Schedule an appointment to review this paper, and the next one you write, with the Writing Center: http://ter.ps/writing
Innovate for efficiency

Canvas
SpeedGrader
Innovate for impact

“The weekly worksheets helped me learn the important concepts and material in the assigned reading.”

95%
Innovate with open-source options

Top 100 most-enrolled courses cost UMD students $10 MILLION every year.

(The Economist, 2014)
Innovate with open-source options

Search online for your learning objectives.

www.oer.umd.edu
Student have barriers & misconceptions
Students have **misconceptions** about us.
Students have **misconceptions** about themselves.
It’s not about how much you study…

it’s how you study.
Bad habits die hard
The TLTC is your one-stop shop for teaching

- MOOCs
  www.coursera.org/umd
- Learning analytics

Teaching Resource Guide
Hands-on Workshops
Distinguished Speakers
Consultations
Elevate Fellows
Faculty Launch Program
Graduate Professional Development
... and more!
TLTC Launch Program
TLTC Launch Activities

- Undergraduate student experience
- Course design workshop
- Technology for learning
- Teaching portfolio workshops
- Classroom observations
- Diversity and inclusion
- Numerous foundational workshops
- Invited speakers
- Consultations

Activities ~ 1 per semester
I look forward to teaching my class.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
I know exactly how to get my teaching-related questions answered.

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This session was a waste of my time.

1. Strongly Agree
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4. Strongly Disagree
Activity: One-Minute Paper

1. Name one new thing this session made you think about that you might try in a future course.

2. Name one thing related to teaching you want to learn more about.