

## **ECONOMICS 301: GSI Pedagogy Workshop**

Section 1 (CCN 23281)

150 GSPP, Fridays, 8:10 a.m. - 10:00 a.m.

First Meeting on Tuesday, August 21, 1:10 - 5:00 p.m., 150 GSPP

<http://www.econ.berkeley.edu/~olney/fall2012/econ301>

This is the GSI Pedagogy Workshop for GSIs in the Departments of Economics and ARE. First-time GSIs are required to attend this or some other pedagogy workshop on campus. Experienced GSIs are welcome. The goal of the workshop is to teach teaching.

**Professor:** Martha Olney, 691 Evans, 642-6083, [Olney@econ.berkeley.edu](mailto:Olney@econ.berkeley.edu)

**Office Hours:** Prof. Olney will have scheduled office hours for Econ 1 undergrads. You can always try to come then but odds are you'll have to wait. Email requests for appointments, even on short notice, are better. Friday afternoon is the best bet. Also, email is sometimes an effective substitute for an in-person meeting. In general I am unavailable on Thursdays.

### **Books and Readings:**

REQUIRED:

Curzan, Anne and Lisa Damour, *First Day to Final Grade: A Graduate Student's Guide to Teaching*, 3<sup>rd</sup> edition, University of Michigan Press, 2011.

Davis, Barbara Gross. *Tools for Teaching*, 2<sup>nd</sup> edition, Jossey-Bass, 2009. I strongly recommend that you buy the book and keep it forever if you are going to be a professor.

Additional readings are posted on bspace.

OPTIONAL:

Connelly, Rachel and Kristen Ghodsee, *Professor Mommy*, Rowman & Littlefield, 2011.

### **Meeting Dates**

Tuesday, Aug 21, 1:10 - 5

Friday, Sept 14

Friday, Oct 19

Friday, Aug 24

Friday, Sept 28

Friday, Nov 2 (optional)

Friday, Sept 7

Friday, Oct 5

Friday, Nov 16

**My Responsibilities:** To run workshops that enhance your teaching abilities. To be available for consultation at mutually convenient times. To make classroom visits at your request. To convey enthusiasm for teaching.

**Your Responsibilities:** To attend and participate in the scheduled meetings of the workshop. To complete assignments on time. To write a 2-minute reflection paper at the end of each session. To be videotaped in the classroom and to review your videotape with the GSI for the course.

**Approved Absences:** If you are unable to attend a session, you must [1] get **prior** permission from Prof. Olney to be absent and [2] write a 2-4 page reflection paper on the reading assignments for that session (typed, double-spaced, 1" margins, 12 pt font). The reflection paper is due by 9 a.m. on the Monday immediately following the missed session and should be submitted by email.

## Topics & Readings

*Note:* Each session begins with time for checking in and receiving feedback from the group. Come prepared to share your tales of success or woe from the classroom.

- August 21      Administrative Details; Your Section Syllabus; The First Day; You as Teacher; Sexual Harassment; Teaching Tips; Our Classrooms;  
READ:      Curzan & Damour, Chapters 1, 2, and 11  
                Davis, Chapters 2, 3, 4, 32, 46, 48, 55, 56
- August 24      Thinking about Teaching; Participation Styles; Learning Styles  
READ:      Curzan & Damour, Chapters 3 & 4  
                Davis, Chapters 9-13, 15, 16, 21-23  
                Richard Felder & Barbara Soloman, "Learning Styles & Strategies." Online  
                at <http://www.ncsu.edu/felder-public/ILSdir/styles.htm>  
**BEFORE CLASS:** (assignment #5) complete the questionnaire at  
                <http://www.engr.ncsu.edu/learningstyles/ilswb.html>. Bring the printout of your  
                results (or have it on your laptop)
- Sept 7            Active Learning; Powerpoint Presentations; Diversity in the Classroom; Students in  
Crisis  
READ:      Kristin Stowe, "A Quick Argument for Active Learning: The Effectiveness of  
                One-Minute Papers," *Journal for Economic Educators* 10 (Summer  
                2010): 33-39. <http://frank.mtsu.edu/~jee/2010/4pp33to39MS1209.pdf>  
                Curzan & Damour, Chapter 5  
                Davis, Chapters 30-31, 51
- Sept 14         Teaching Philosophy, take one; Teaching Methods; Cooperative Learning; Teaching  
Graphs  
READ:      Michael Watts and William E. Becker, "A Little More than Chalk and Talk:  
                Results from a Third National Survey of Teaching Methods in  
                Undergraduate Economics Courses," *Journal of Economics Education* 39  
                (Summer 2008): 273-286. available at bspace.  
                Gabriela Montell, How to Write a Statement of Teaching Philosophy,"  
                *Chronicle of Higher Education* March 27, 2003.  
                <http://chronicle.com/article/How-to-Write-a-Statement-of/45133/>  
                Curzan & Damour, Chapters 6 and 8  
                Davis, Chapters 5-8

- Sept 28 Observations of Teaching should be done by today; Academic Honesty; Administering Exams; Grading; Grade Disputes  
READ: *New York Times* “Room for Discussion: When Did Cheating Become An Epidemic?” July 12, 2010.  
<http://www.nytimes.com/roomfordebate/2010/7/12/when-did-cheating-be-come-an-epidemic>  
Alfie Kohn, “Who’s Cheating Whom?” *Phi Delta Kappan* (October 2007).  
<http://www.alfiekohn.org/teaching/cheating.htm>  
Curzan & Damour, Chapter 7  
Davis, Chapters 36-44
- Oct 5 Mid-term Evaluation of Your Teaching; Time Management, revisited; Intellectual Development Models  
READ: Curzan & Damour, Chapter 9  
Davis, Chapters 29, 52, 53  
George A. Thoma, “The Perry Framework and Tactics for Teaching Critical Thinking in Economics,” *J. of Economic Education* 24 (Spring 1993): 128-136. <http://www.jstor.org/stable/1183161>
- Oct 19 Observations of Teaching; Classroom (In)Civility; Bloom’s Taxonomy; Context-Rich Problems; Writing Exams, Problem Sets, Answer Keys  
READ: Diana B. Kardia & Mary C. Wright, “Instructor Identity: The Impact of Gender and Race on Faculty Experiences with Teaching,” *CRLT Occ. Papers* #19, [http://www.crlt.umich.edu/publinks/CRLT\\_no19.pdf](http://www.crlt.umich.edu/publinks/CRLT_no19.pdf)  
Rod Goodyear, Pauline Reynolds, Janee Both Gragg, “University Faculty Experiences of Classroom Incivilities: A Critical Incident Study,” (mimeo, 2010), available on bspace  
Davis, Chapters 34-35
- Nov 16 Statement of Teaching Philosophy; Reflecting on a Semester of Teaching; Job Market; Writing Syllabi and Letters of Recommendation  
READ: Mark F. Owens, “The Search for an Economics Job with a Teaching Focus,” *Journal for Economic Educators* 8 (Fall 2008): 7-27,  
<http://frank.mtsu.edu/~jee/fall2008/2-MS108-SearchforanEconomicsjob.pdf>  
Curzan & Damour, Chapter 10  
Davis, Chapters 1-2, 14, 17, 18, 59-61

## Optional Session:

For those who want to combine an academic career with child-rearing. Open to all students, not just first-time GSIs.

- Nov 2 Combining an Academic Career with Parenting.  
READ: Connelly and Ghodsee, *Professor Mommy*

## Assignments:

[1] At the end of each session, you will write a 2-minute paper describing something you learned that day, and (most importantly) how what you learned may impact your teaching.

[2] Additional assignments #1 - #11 are listed below.

*Note:* There is in-class work that immediately follows your completion of assignments 1, 5, 7, 8, and 9, so there are no late papers accepted for those assignments.

### **#1 Due Tuesday August 21 (No late submissions)**

After reading Chapters 1-2 of Curzan and Damour, prepare a first draft of the syllabus for your section(s). If you don't have all the information you need (section number, day, time, location), make it obvious where that information will be added. For instance you might put:

Office Hours: >>I don't know yet<<

Bring 3 hard copies of your first draft with you to the first session of Econ 301, Tuesday, August 21

### **#2 Due Thursday August 23 by 6 p.m.\***

Submit the final draft of your syllabus to me via bspace: assignments tab, as an attachment.

\*Rolling deadline. If you don't teach until next week, just be sure to send me the final draft before your first section meets.

### **#3-#6 Due Friday August 24**

#3 Submit a one-page letter of introduction of yourself to me. Please embed or include a photo. In your letter of introduction, include your name and any other information about yourself that you'd like to share with me. Print this out and bring it to class.

#4 Post an introduction of yourself to your Econ 301 peers to the bspace forum (discussion board) no later than 8 a.m. on Friday August 24. Post your intro inline, not as an attachment. Don't bother posting the photo, just the text.

#5 Complete the learning styles questionnaire at <http://www.engr.ncsu.edu/learningstyles/ilswb.html>. Bring your results with you (hard copy or on your laptop) **(No late submissions)**

#6 Write a one-paragraph reflection on the results of your learning styles questionnaire. Do you think the results did a good job of capturing you and your learning style? Do their recommendations for how to learn ring true for you? Submit this one-paragraph reflection to me via bspace: assignments tab, as an attachment. Be sure your paper includes your name, preferably in the upper right-hand corner.

**#7 Due Friday September 7 (No late submissions)**

Choose any concept from the course you are teaching and prepare two powerpoint (or equivalent) slides. The first slide should contain elements you've seen in powerpoint presentations that you think are bad. The second slide should have the same content as the first slide, but should be your best effort at a great presentation. The goal of the assignment is to determine good and not-so-good practices in powerpoint presentation.

Bring your ppt or pdf to class on a flash drive. Be prepared to present the material contained in the ppt slides in a small group, explaining to your classmates what was bad in the first slide and what was good in the second slide. (And be prepared to offer critiques of your classmates' slides).

**#8 Due Friday September 14 (No late submissions)**

Prepare a *first-draft* of a statement of your teaching philosophy. (500 word limit) Bring 2 hard copies with you to class on September 14.

There are many good resources online to guide you. You can simply google "writing a teaching philosophy" and nearly every Ph.D. granting institution's advice will pop up. I would start with this article: <http://chronicle.com/article/How-to-Write-a-Statement-of/45133/>.

**#9 Due Friday September 28 (No late submissions)**

I'll have a brief assignment for September 28 which I'll email to you earlier that week. You'll type up your response to the prompt and bring it to class with you on Friday September 28.

**#10 Due Friday October 19**

You'll be paired with another Econ 301 participant. Read through OED's Observation Checklist <http://teaching.berkeley.edu/observe.html>. **By September 28**, observe your partner's teaching. **By October 12**, meet with your partner to discuss what you each observed. For **Friday October 19**, write up a 2-3 page double-spaced paper that addresses how your classmate's discussion of your teaching will impact your teaching subsequently. (That is, a reflection on your partner's reflection.) Turn a hard copy of the paper in during class.

**#11 Due Friday November 16**

Revise your statement of your teaching philosophy. (500 word limit). Write your statement as if you are writing for a potential employer. Submit the revised statement electronically so that comments can be returned electronically – use bspace, assignments tab.

## Grading

The course is taken S/U (satisfactory/unsatisfactory). In order to pass (S), you must earn 45 of 56 possible points.

Activity	Points Possible per instance	Total possible points	Comments
Attendance	1 point per hour	18 points (~32%)	The optional session on Nov. 2 will also earn 2 points, which are extra credit points.
Unapproved absences	<b>Penalty:</b> not only do you not earn the attendance points for that day, you lose an additional 5 points		Implication: get your absences approved by emailing Marty before class with the info.
Two-minute papers	1 point per paper	8 points (~14%)	These are graded 0 / 1 based on effort. It will be difficult to receive a 0, though not impossible.
Assignments	2 points each	22 points (~40%)	These will be graded 0 / 1 / 2. Late assignments (up to 2 weeks) lose 1 point. If an assignment is more than 2 weeks late, it receives 0.
Videotaping	8 points	8 points (~14%)	Get taped and watch the tape with the course GSI = 8 points. Don't get taped = 0 points. Get taped but don't review the tape = 2 points
Total		56 points	

Earn 45 - 56 points = pass (S)

Earn 0 - 44 points = don't pass (U)