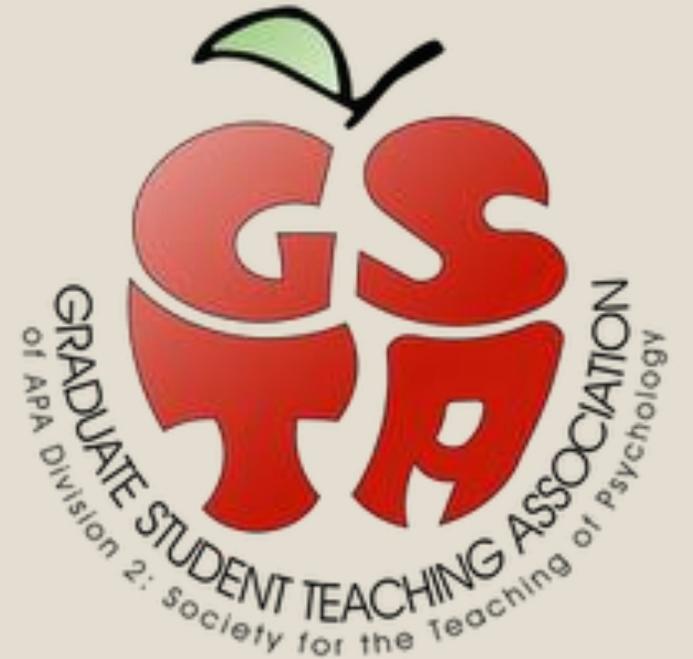


The Graduate Student Teaching Association (GSTA)



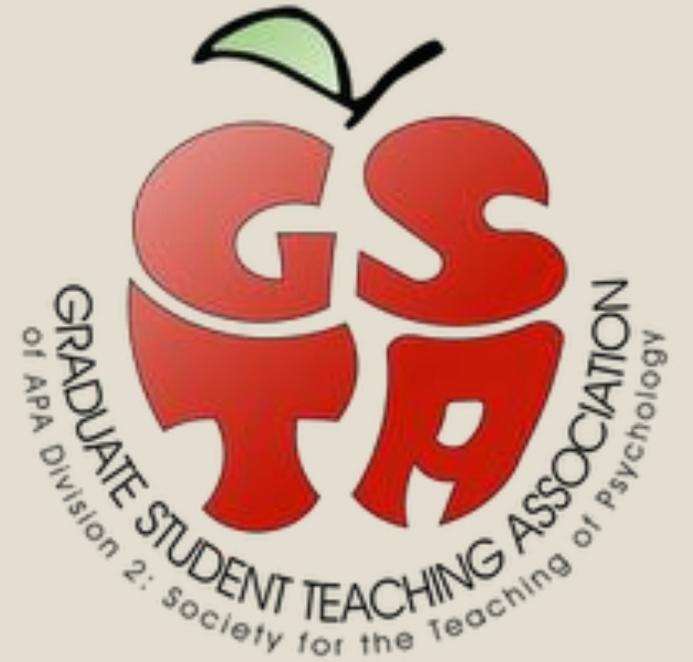
What is the GSTA?

- Society for the Teaching of Psychology (STP), Div. 2 of APA
- Graduate Student Teaching Association provides psychology graduate student teachers with an array of services designed to develop their skills within the classroom and enhance teaching effectiveness
- Graduate student affiliates of STP are also members of the GSTA



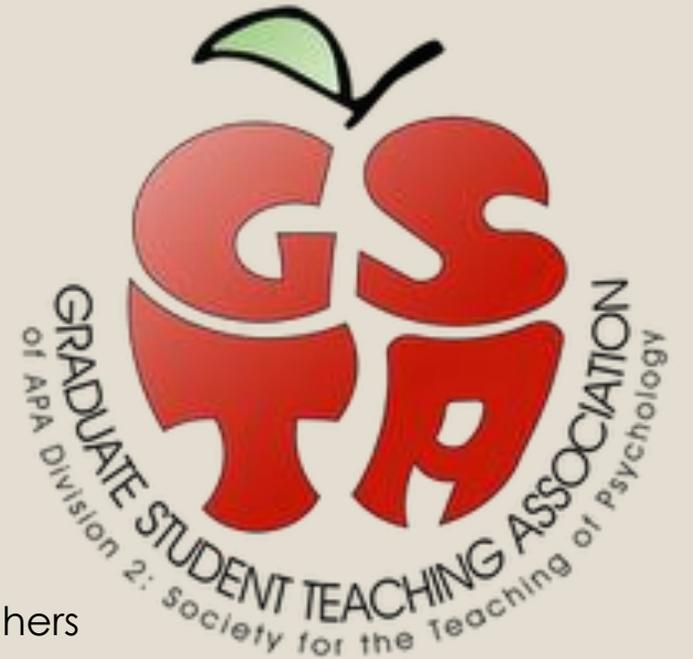
What is the GSTA?

CUNY is currently serving a three-year term as host for the GSTA at the Graduate Center



Current GSTA Activities

- **Teaching Tools and Tips Blog**
 - <http://teachpsych.org/Default.aspx?pageId=1784686>
- **Resources for Graduate Student Teachers**
 - Sample syllabi for various courses, activity ideas, etc.
 - <https://psychology.commons.gc.cuny.edu/materials-for-teaching/>
- **Mentorship Program**
 - Student Led Pedagogy Workshops
 - Peer support to create a Zone of Proximal Development for Graduate Student Teachers
- **Annual Pedagogy Day Conference – October 24th, 2016**



Pedagogy Workshop Series

August 26th – *Achieving Total Participation*

September 29th – *Fostering Good Study Habits*

November 19th – *Cultivating a Growth Mindset*

Save the date!
Pedagogy Workshop Series
Fall 2015

PARTICIPATION **INCLUSION** **DIVERSITY**



Wednesday, August 26th
Achieving Total Student Participation
From 10:30 to 1:30
Room 6304.01
Register at tinyurl.com/ParticipationPW

Tuesday, September 29th
Fostering Good Study Habits
From 2:00 to 5:00
Room 6304.01
Register at tinyurl.com/StudyHabitsPW



Thursday, November 19th
Cultivating a Growth Mindset
From 2:00 to 5:00
Room 6304.01
Register at tinyurl.com/MindsetPW



Each event will serve complimentary food, drinks, and swag!
Also remember, Pedagogy Day will be on Oct. 30th!
tinyurl.com/Pedagogy2015

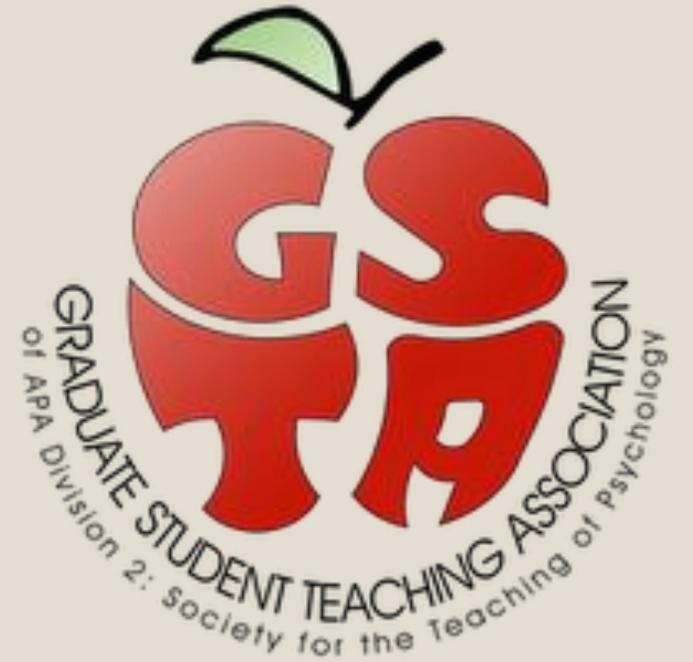
 

Connect with Us!

- **GSTA Website**
 - <http://teachpsych.org/gsta/index.php>
- **Teaching Tools and Tips Blog**
 - <http://teachpsych.org/Default.aspx?pagelid=1784686>
- **GSTA on Twitter**
 - <https://twitter.com/gradsteachpsych>
- **GSTA on Facebook**
 - <https://www.facebook.com/groups/theGSTA/>
- **Mentorship Resource Google Site**
 - <https://psychology.commons.gc.cuny.edu/>

Contact us with Questions and Comments at:

- Gsta.CUNY@gmail.com





The grassroots peer mentorship model

Anna Schwartz
Doctoral Student

Deputy-Chair GSTA
Co-Chair GSTA Mentorship Program



SUPPORTING Graduate Student Teachers

Graduate Student Teachers have...

- ▶ Less time for course preparation
- ▶ Poor access to training and professional development
- ▶ Never developed course materials before
- ▶ Higher likelihood of classroom management issues (many of us LOOK young, and many of us have less experience)

We can help Graduate Student Teachers through...

- ▶ Collaborative Preparations ✓
- ▶ Student led workshops ✓
- ▶ Archived Resources ✓
- ▶ Peer Mentors ✓



History of the Program

- ▶ Two members of the GSTA founded the mentorship program in 2014 (Emily Dow and Kasey Powers).
- ▶ Students were originally paired as mentors and mentees for the first three semesters.
 - ▶ Mentors were required to have 3+ semesters of experience as a teacher (not a TA).
 - ▶ Mentees had to have a current teaching assignment.
 - ▶ Groups of 4 or more so when you ask a question you have access to a variety of experiences and perspectives to choose from!
 - ▶ CUNY's unique needs: 24 campuses across the city of NY with inter-transit times of up to 2-3 hours (on public transit). Groups based on campus rather than content area.



Current Agenda



- ▶ Challenges we are trying to meet:

- ▶ More than $\frac{3}{4}$ of applicants qualified as mentors (not enough mentees at CUNY).
- ▶ Figure out what Graduate Students need and want.
- ▶ Create resources that provide lasting, accessible and EASY TO GRAB AND USE support to anyone around the country.

- ▶ Currently.....

- ▶ Restructured the program to be PEER MENTORSHIP, where everyone is encouraged to consider what they CAN LEARN as well as what they can teach.
- ▶ We have designed a comprehensive survey that asks Grad Students to describe their experience as teachers and teaching practice.
- ▶ <https://psychology.commons.gc.cuny.edu/> PLEASE consider contributing short activities and mini-lesson plans! (Just make sure they are cited to you or whoever owns them).

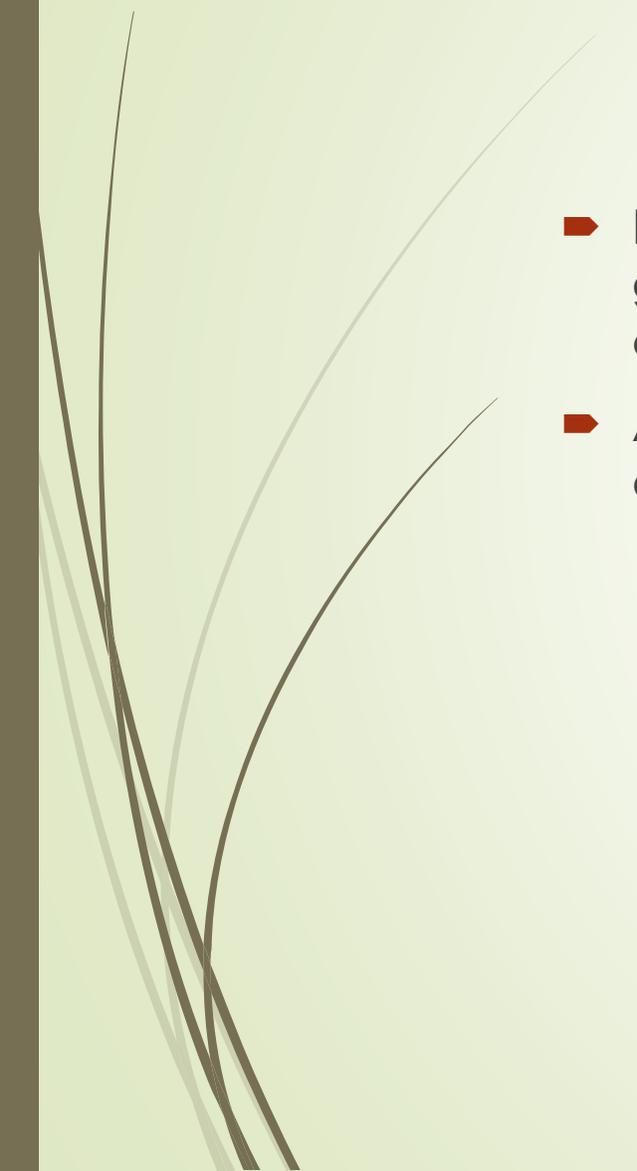


The NEW Grassroots Peer Mentorship

- ▶ Grassroots: a political metaphor for collective action of the affected constituency at the local level in order to effect change. Grass roots hold the soil together and sustain the ecosystem. Grass roots go deep. Grass roots are hard to quash. Grass roots are individuals, who, together, are strong.
 - ▶ If graduate student teachers are not trained or supported by the institution, set up a structure so that graduate students can take care of each other!
- ▶ Vygotskian model of learning and development:
 - ▶ Zone of Proximal Development: The help that is given needs to be tailored to the level of the learner, and current graduate students who were recently novice teachers are better able to scaffold teaching support at the level of other graduate students.
 - ▶ Other graduate student teachers at your campus understand the current context from the same perspective with greater sensitivity to the novice's initial conceptions of teaching and the obstacles they will need to overcome.



Today's Goals

- ▶ Demonstrate the teaching values we are trying to disseminate through the graduate students we serve. They are the future of this field and need to be cultivated, just like grass!
 - ▶ As we demonstrate these techniques, we will also try to reflect on what we are doing explicitly, both showing and telling.
- 



What should Graduate Students know about teaching?

- ▶ Graduates Students may have the initial idea that teaching is about delivering content, and delivering *all* the content that the book contains.
- ▶ Turn to the person sitting next to you and come up with the three things you want to tell a Graduate Student Teacher about teaching (2 min **Think Pair Share!**).
- ▶ After you discuss, we will come back together and I will ask you to share your thoughts!
- ▶ If you want to leave your thoughts with us, you can write them on one of your index cards and leave them with us after the talk! You can also come chat with us!



What did we come up with?

- ▶ Can we have some pairs volunteer to share their thoughts with us?
- ▶ How many of you mentioned **BACKWARD COURSE DESIGN**? Why or Why not?
- ▶ New teachers often need to be taught about structuring a lesson to accomplish specific goals, called **LEARNING OBJECTIVES**.
- ▶ Having concrete learning objectives helps students to *feel* the structure of a lesson, focuses the selection of content or skills that are under development in one lesson to a manageable quantity, and helps both teacher and student be aware of what will be **ASSESSED**.



Our learning objectives today

- ▶ Here are the things we will try to DEMONSTRATE today:
 1. Using learning objectives to structure a course and individual lessons through backwards course design. (**For total novices**)
 2. Team teach as a way of showing the benefits of collaborative preparation and sharing teaching resources to strengthen our individual weaknesses. (**For recent novices**)
 3. Use one activity for multiple purposes (i.e. engagement, illustrating a concept, building a skill, addressing knowledge but also critical thinking and perhaps touching on applications)! (**For more experienced instructors**)
 4. Linking and relating topics across the course to create a structured narrative of learning, not a vocabulary list. (**For very experienced instructors**).
- ▶ We, as recent novices, are going to stretch ourselves today for ALL 4!



Overview of Topics



- ▶ First, Ethlyn will give us an overview of techniques from our workshop on getting students to participate. These techniques give graduate student instructors simple, instantly deployable tools to set the right tone from the first day of class.
- ▶ Second, Teresa will show us some activities that can scaffold learning and help students to develop skills such as study habits (right in time for midterms).
- ▶ Third, Ron will talk about how teachers can use knowledge of mindset and motivation to inspire and refresh students, especially as the stress of finals becomes daunting.
- ▶ We hope you enjoy the activities we have planned! All of our talks will be posted to the CUNY GSTA teachers of psychology website.
 - ▶ <https://psychology.common.gc.cuny.edu/>

TEACHERS OF PSYCHOLOGY AT CUNY

Activity Blitz

Activity-based teaching and learning is an evidence-based pedagogical approach known for engaging students through participatory instruction. Each year we make a concerted effort to bring you a variety of activities our own graduate student instructors have used while teaching. Such activities, which are both creative and fun, can be readily adapted for use in almost any classroom. If you have suggestions or would like to add your own, please contact the site administrator. We hope you enjoy them as much as we do!

Click on the links below to access the presentations from the previous years.

[Activity Blitz 2014](#)

[Activity Blitz 2015](#)

SEARCH

Home of the GSTA



TEACHERS OF PSYCHOLOGY AT CUNY

- GSTA @teachpsych.org
- GSTA @Facebook
- GSTA @Twitter
- GSTA @Blog
- GSTA @The GC
- Teaching Primer

ARCH
ne of the GSTA

Activity Blitz

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[Activity Blitz 2014](#)

[Activity Blitz 2015](#)





**THE
GRADUATE
CENTER**

**CITY UNIVERSITY
OF NEW YORK**



We are Psychology!

Total Participation Workshop

Helping New Instructors Engage Their
Students Through Shared Lesson
Planning and Total Participation
Techniques

The Total Participation Workshop

To set the tone from day one to engage ALL students



Why Total Participation?

New instructors model their teaching on their own experiences as students (Borg 2004)

A more student centered approach leads to higher quality learning and greater student satisfaction (Gibbs & Coffey 2004, Trigwell and Prosser 2014)



Why Total Participation?

Aligning Psychology Instruction with APA goals Psychological Association.

1. Knowledge base in psychology.
2. Scientific inquiry and critical thinking.
3. Ethical and social responsibility in a diverse world.
4. Communication.
5. Professional development.

American Psychological Association. (2013). APA guidelines for the undergraduate psychology major. Washington, DC: American

Participation Techniques

TRUE



FALSE





The “CAARP” (or CRAAP) Test

Ethical Issues: Role Play

Introduction to Ethical
Issues in Research

Involve students in active
debate and critical thinking

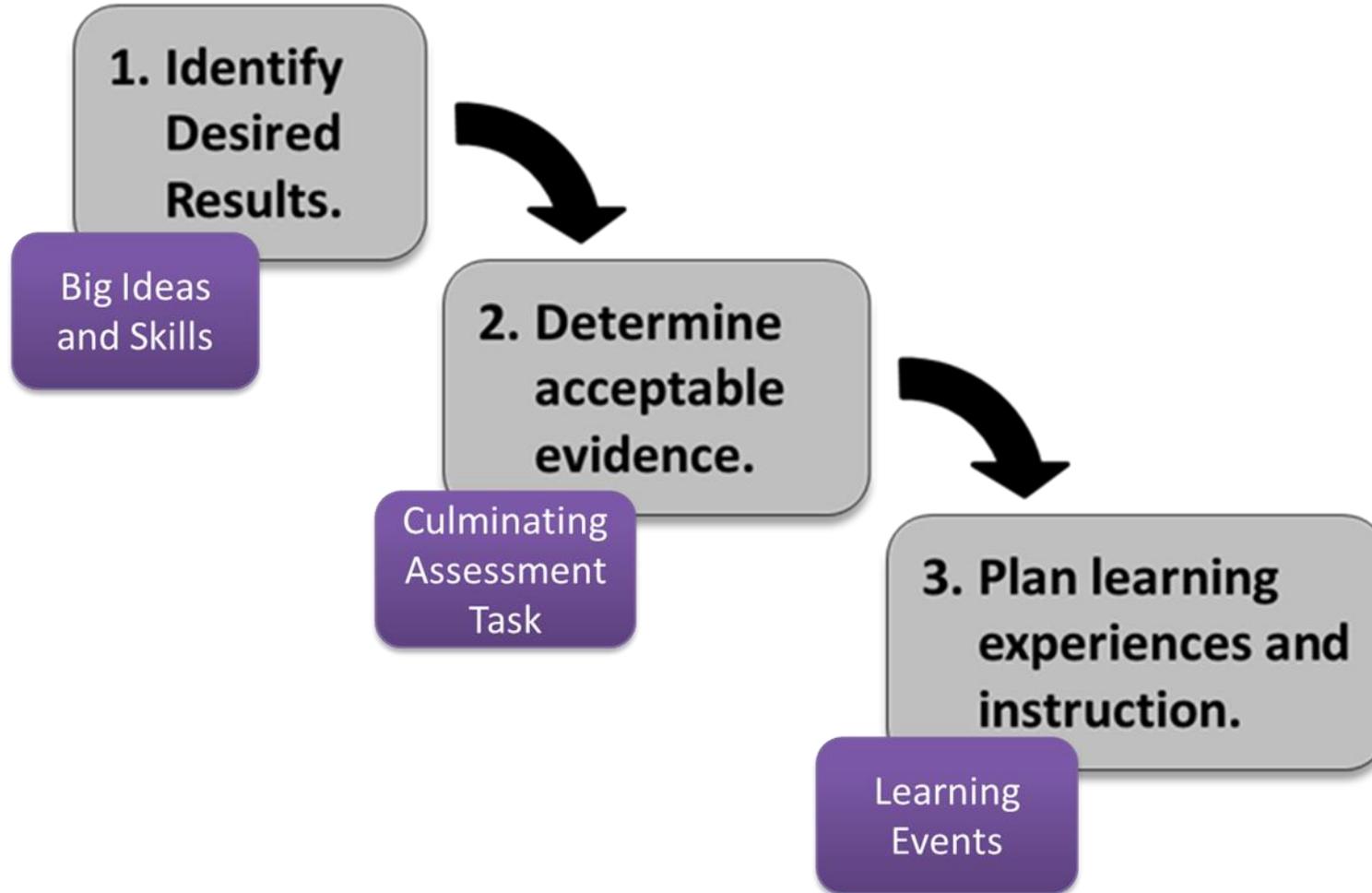


Willowbrook



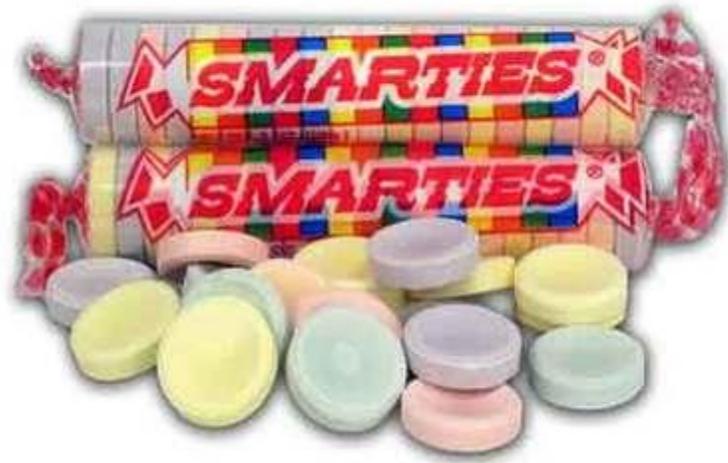
Tuskegee

Backward Design



Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development.

Lesson Plan: Smarties smarter than DumDums? An experimental study of Intelligence



Based on Jeff Kukucka, Towson University
Teaching of Psychology Class of 2012
(adapted from Gary Lewandowski, Monmouth University)

Incorporating Participation Techniques and Activities Into Backwards Lesson Planning

Student will grasp the concept of **validity** in the context of intelligence testing and research.

Students will demonstrate critical thinking about the ways that intelligence is conceptualized and measured.

Students will consider the multiple ways that human intelligence may be expressed.

Assignment of Participants to Conditions

Half of the class (front) has been assigned
to the “smarties” condition

The other half (back) has been assigned
to the “dum dums” condition

Intelligence Test

Hold Up A Green or Red Card for Each Question

“I am one of the smarties”

or

“I am a dum dum”

I will read each question one time only.

Item 1

There is a Fourth of July in England.

False



Item 2

Only February has 28 days.

False



Item 3

There are three outs in an inning of baseball.

False



Item 4

It is legal in New York State for a man to marry his widow's sister.

False



Was this a valid experiment?

- *Do you think that the “intelligence test” adequately measured your intelligence?*
- Was the experiment sound?
- Would we expect the findings to generalize?

How can we use participation techniques to help change students thinking?

Fostering Good Study Habits

What we learned from preparing a workshop on pedagogy

Presenter: Teresa Ober, The Graduate Center, CUNY

Purpose of the Workshop

- ▣ Why is it important to consider study skills in lesson planning? (Metcalf, Kornell, & Son, 2007; McNamara, 2010)
 - ▣ Sustained memory from learning
 - ▣ Transfer of knowledge to different mental domains
 - ▣ Reinforcement of good study habits may predict long-term success
- ▣ How do we incorporate study skills training into our lesson?
 - ▣ Activity as a means of sharing lessons about study-skills

For example: Smarties & Dum-Dums

APA.Goal1: Knowledge Base in Psychology; 1.2: Develop a working knowledge of psychology's content domains

- Not only useful for supporting participation, but also...
 - Gives insight into peers' knowledge through activity-based learning and collaboration
 - Supports the development of critical thinking
 - Teaches self-regulation to check understanding of the topic

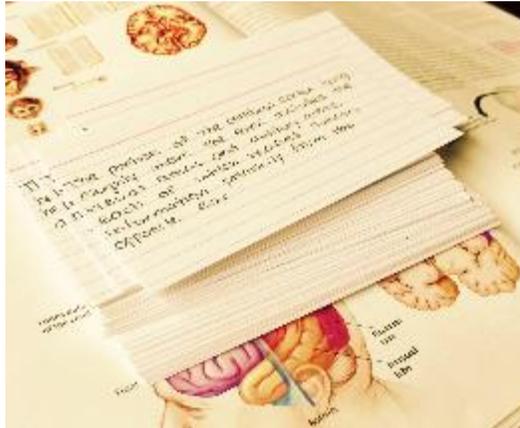


Learning Objectives

- ▣ The learning objective for teaching about study habits is to promote self-regulated learning
- ▣ Self-regulation is predictive of academic success
 - ▣ Accurate monitoring of ongoing learning
 - ▣ Realistic mental model of how learning happens
 - ▣ Appropriate use of study strategies
- ▣ The goal is to help instructors make students autonomous knowledge-seekers. (This would be the assessment component of backward course design.)

Different Perspectives

Student



Memorization

Educator



**Critical Thinking,
Evaluation, Synthesis**

Researcher

**What *really*
supports learning?**

≠

Study Strategies: What We Learned from Research

According to Dunlosky et al. (2013), the following are commonly used study strategies. Not all of them are as effective as we might think!

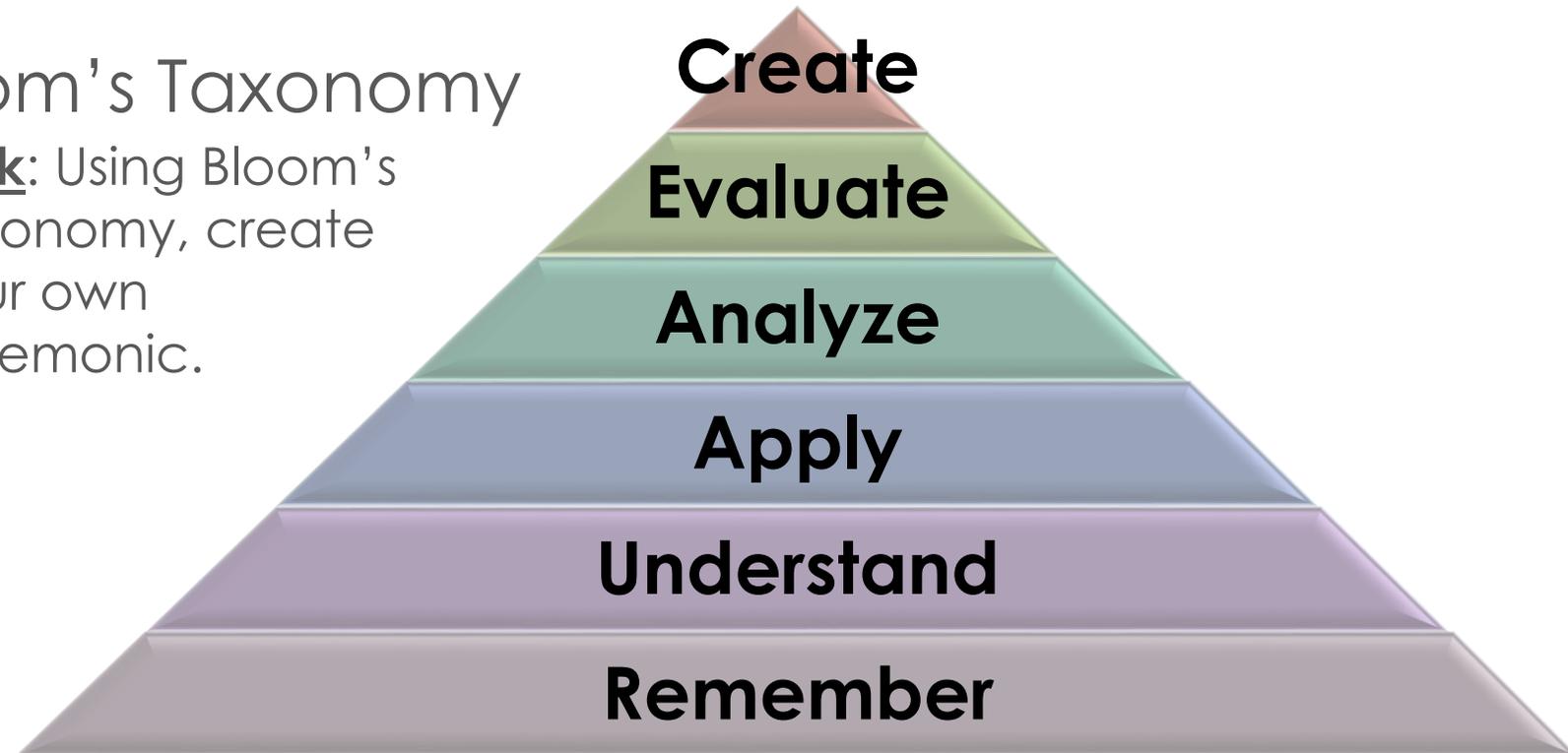
- Self-explanation
- Summarization
- Interleaved practice
- (Rereading)
- (Highlighting)
- Distributed practice
- **Mnemonic**
- Elaborative interrogation

Generate a Mnemonic!

APA.Goal1: Knowledge Base in Psychology; 1.1: Describe key concepts, principles, and overarching themes in psychology

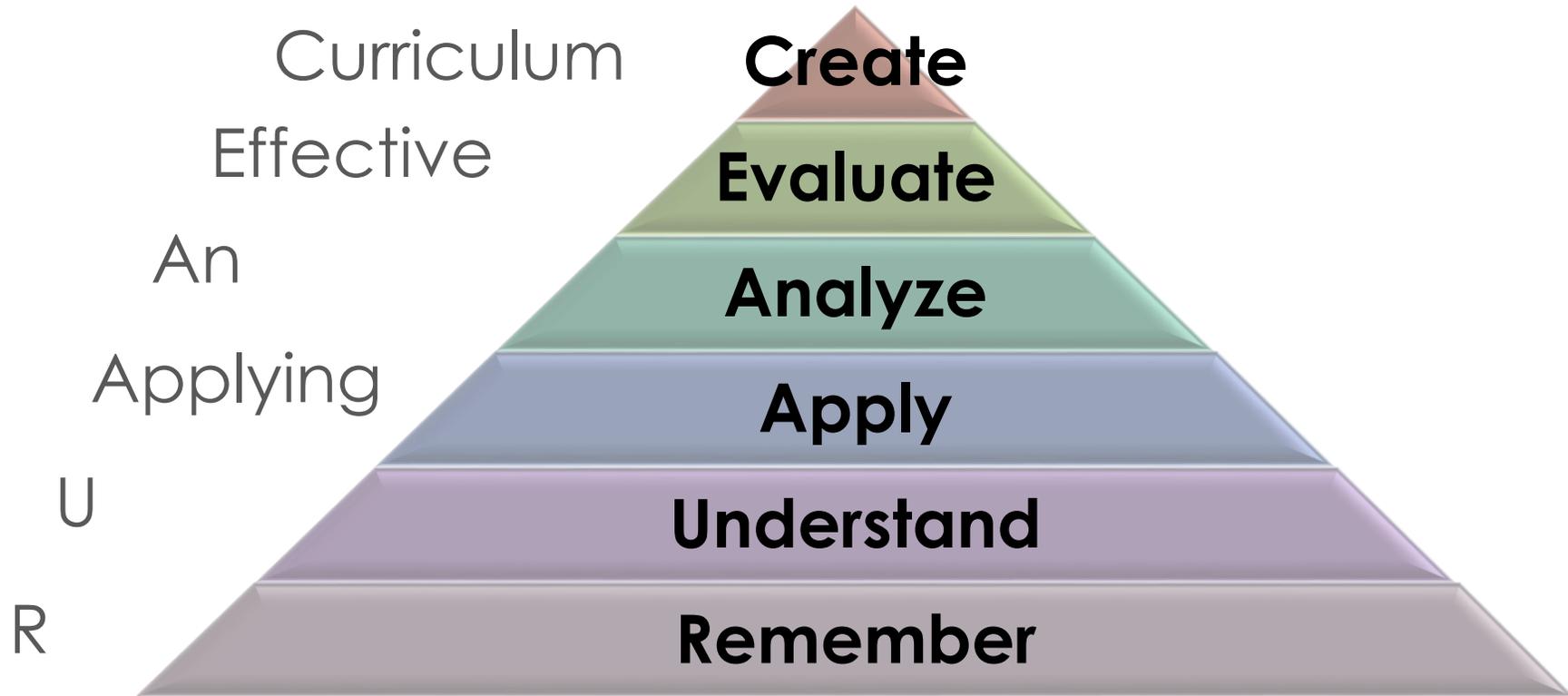
Bloom's Taxonomy

Task: Using Bloom's Taxonomy, create your own mnemonic.



Generate a Mnemonic!

APA.Goal1: Knowledge Base in Psychology; 1.1: Describe key concepts, principles, and overarching themes in psychology



Strategies backed by Research

According to Dunlosky et al. (2013), the following are commonly used study strategies. Not all of them are as effective as we might think!

- Self-explanation
- Summarization
- Interleaved practice
- (Rereading)
- (Highlighting)
- Distributed practice
- Mnemonic
- **Elaborative interrogation**

Activity: Reciprocal Teach Back

▣ NOW:

1. Find a partner
2. Decide which of you is going to represent the red card and which will represent the green card.

Activity: Reciprocal Teach Back

APA.Goal3: Ethical and Social Responsibility in a Diverse World

Green Card: Eunice Rivers



Red Card: John Cutler



Activity: Reciprocal Back

APA.Goal3: Ethical and Social Responsibility in a Diverse World

Green Card: Eunice Rivers

- ▣ Rivers expressed in a 1953 article that she felt that the subjects benefited from being in the study.
- ▣ At the time, whether she had the freedom to express her actual beliefs about the nature of the study remains questionable.

Red Card: John Cutler

- ▣ Cutler oversaw the study both at Tuskegee and in Guatemala.
- ▣ At the time, he ran experiments to determine whether certain vaccines would prevent infection from the syphilis bacterium.

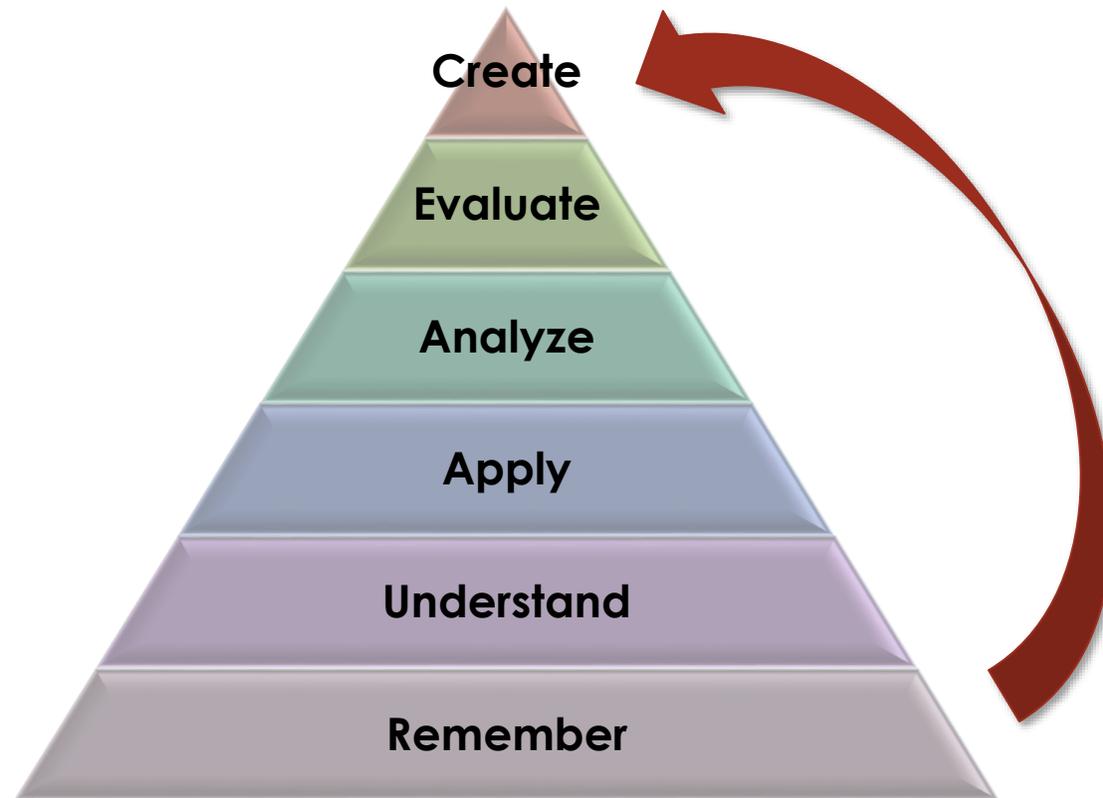
Task: Please discuss your role.
Teach your partner about your role's perspective.

Instructional Strategies to Promote Study Skills

Psychology courses, particularly at the introductory level, typically require that students learn many new terms and concepts in a short time.

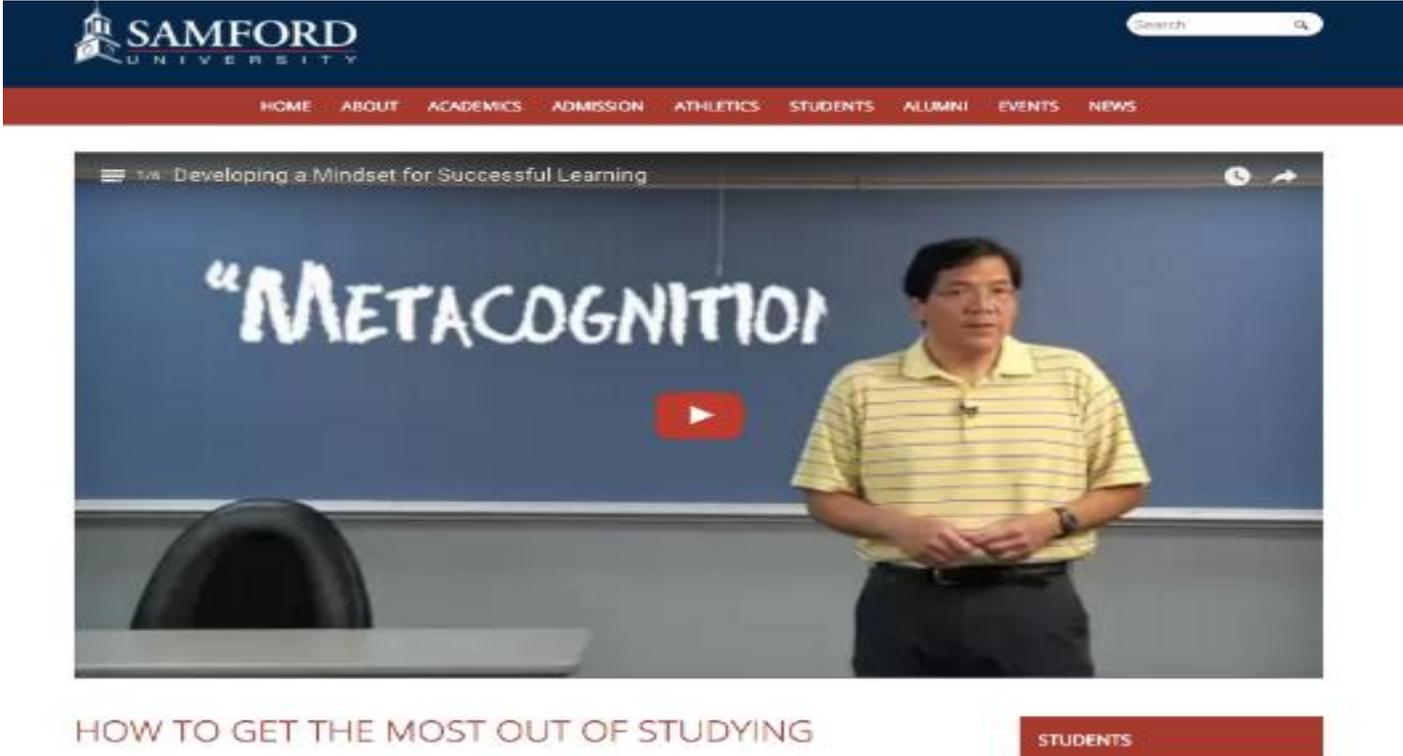
- ▣ Varied assessment formats
- ▣ Scaffold learning with multiple, low-stakes assignments
- ▣ Organize information efficiently
- ▣ Opportunities for self-monitoring, self-evaluation, and self-reflection by probing for answers to questions such as “how do I know what I know?,” “how well do I know what I know?,” and “how could I learn/understand this better?”

Scaffolding Learning...



- ▣ Students may enter your classroom with the belief that studying is merely a process of memorizing
- ▣ How do you help them realize otherwise?

Additional Resources



SAMFORD UNIVERSITY

HOME ABOUT ACADEMICS ADMISSION ATHLETICS STUDENTS ALUMNI EVENTS NEWS

Developing a Mindset for Successful Learning

“METACOGNITION”

HOW TO GET THE MOST OUT OF STUDYING

STUDENTS

Chew, S. *How to Get the Most Out of Studying.* (Online). Retrieved from <http://www.samford.edu/departments/academic-success-center/how-to-study> .

... and the Need for Persuasion

- ▣ For students to adopt good study habits, teachers must scaffold instruction so that students can develop higher order thinking skills
- ▣ Need to *persuade* students to adopt good study habits
 - ▣ Memorization can have immediate gains on performance
 - ▣ Higher order thinking skills involve deeper information processing of information
 - ▣ May produce benefits in performance over extended time

Teaching as Persuasion

Respond to the following questions using the following scale

Disagree				Agree
1	2	3	4	5

Teaching as Persuasion

Disagree				Agree
1	2	3	4	5

- ❑ Learning involves changing students' beliefs.
- ❑ An effective teacher persuades students to think differently.
- ❑ Teaching about controversial or challenging topics involves persuasion.

From *Fostering* to *Growing*

- ▣ The topic of the workshop was designed to teach graduate student instructors about teaching students good study habits
- ▣ To review, some tools you can take with you:
 - ▣ Mnemonic of Bloom's Taxonomy
 - ▣ Elaborative processing through role play and reciprocal teaching
 - ▣ Using persuasion as a means to teach positive study habits in students
- ▣ Other ideas for interweaving study habits into your lessons
 - ▣ Creating a collaborative study guide
 - ▣ Teaching about formatting and citations
 - ▣ Using mnemonics, narrative, "concept maps," and student-generated questions to encourage students to use elaborative thinking



Developing a Growth Mindset

Fixed vs. Growth Mindsets in an Academic Setting

WORKSHOP SESSIONS:

1. Demystifying Mindset
2. Instructor Goals & Mindset
3. Feedback & Mindset
4. Group Work & Mindset
5. Assessing Mindset

Ron Whiteman

Department of Psychology

The Graduate Center, The City University of New York

Contact Information: (RCWHITEMAN@GMAIL.COM)



First, a brief assessment...

Please rate the extent to which you agree with each of the following statements. Your rating should be on a 7-point scale ranging from **1=strongly disagree** to **7=strongly agree**, as shown below.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

- _____ 1. It is important for me to continue to learn more about teaching.
- _____ 2. It is important that my teaching abilities are not inferior to that of most of my colleagues.
- _____ 3. One of my goals for teaching is to develop more effective teaching methods.
- _____ 4. It is important for me to teach better than other teachers.
- _____ 5. I don't want to show poor teaching skills when being observed by my superiors.



1. Demystifying Student Mindset

Fixed vs. Growth Mindsets in an Academic Setting

1. When do you feel SMART?



1. Demystifying Student Mindset

Fixed vs. Growth Mindsets in an Academic Setting

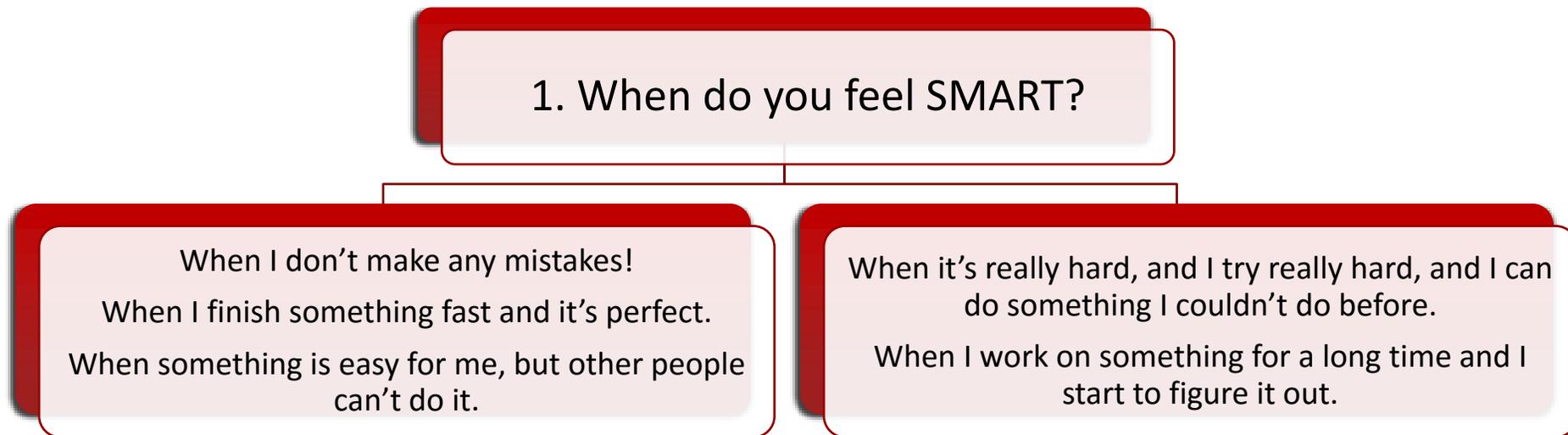
1. When do you feel SMART?

When I don't make any mistakes!
When I finish something fast and it's perfect.
When something is easy for me, but other people
can't do it.



1. Demystifying Student Mindset

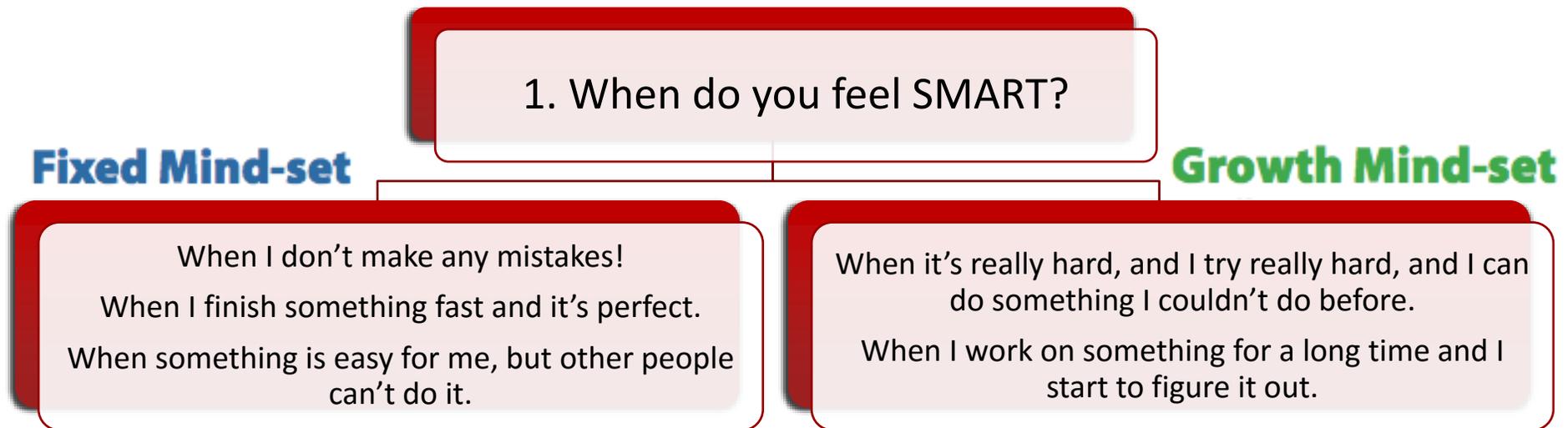
Fixed vs. Growth Mindsets in an Academic Setting





1. Demystifying Student Mindset

Fixed vs. Growth Mindsets in an Academic Setting

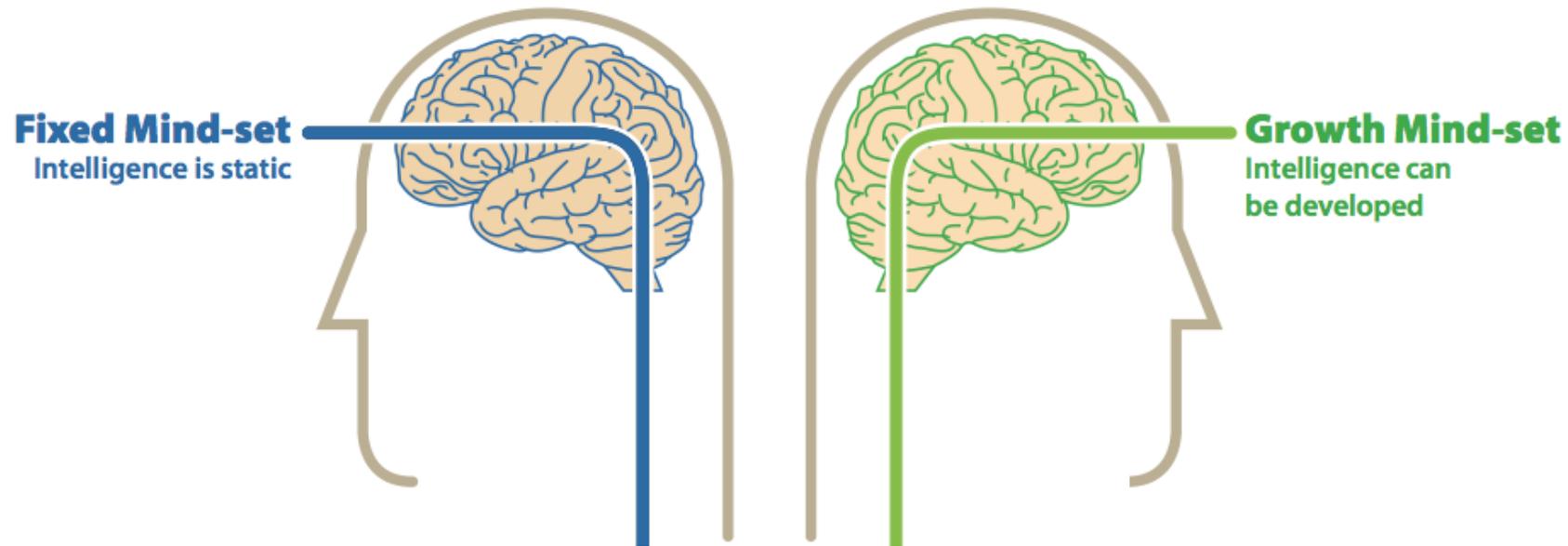




1. Demystifying Student Mindset

Fixed vs. Growth Mindsets in an Academic Setting

Two Mindsets



1. Demystifying Student Mindset

Fixed Mind-set
Intelligence is static

Leads to a
desire to look
smart and
therefore a
tendency to...

CHALLENGES

...avoid
challenges

OBSTACLES

...give up easily

EFFORT

...see effort as
fruitless or worse

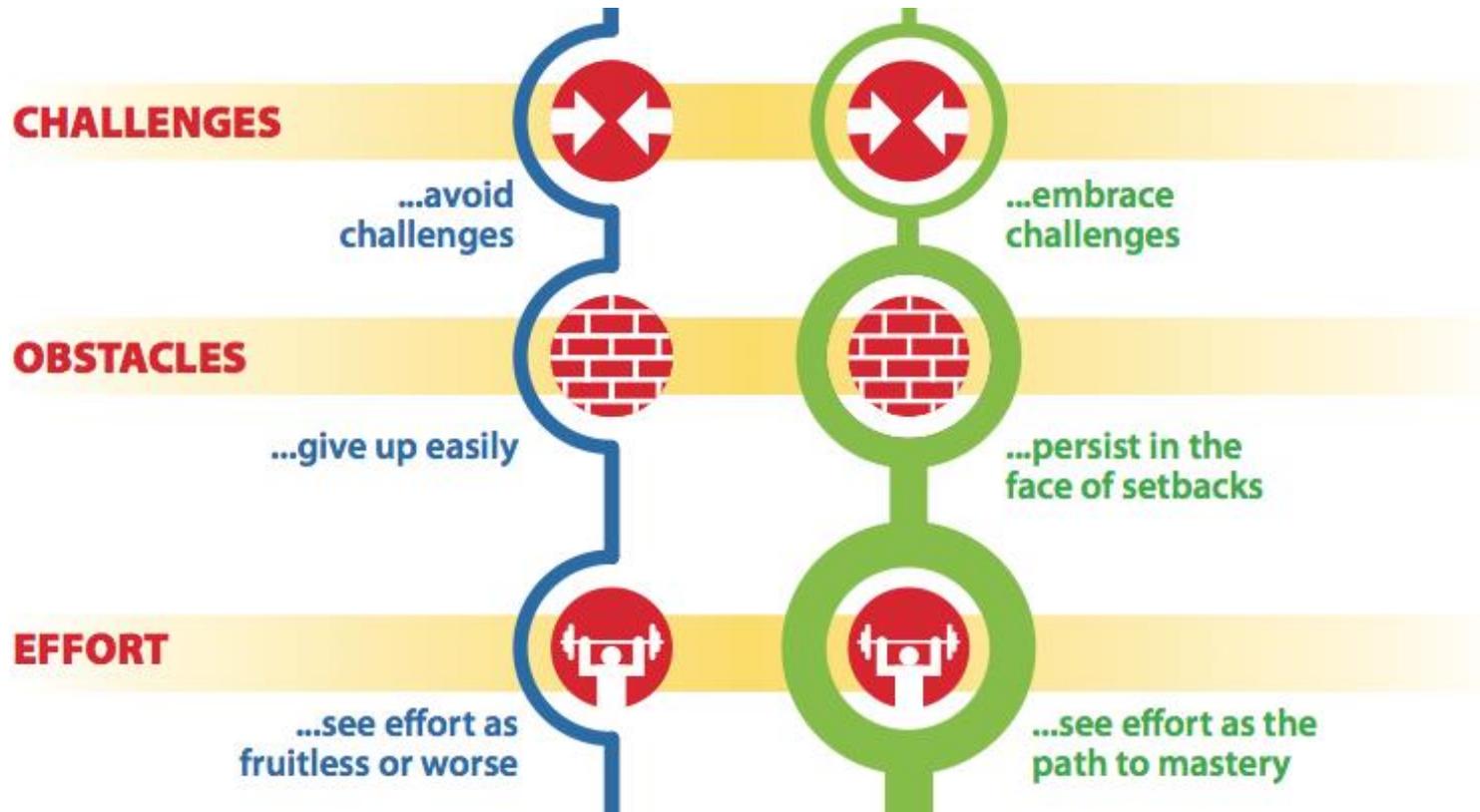
Leads to a
desire to learn
and therefore a
tendency to...

Growth Mind-set
Intelligence can
be developed

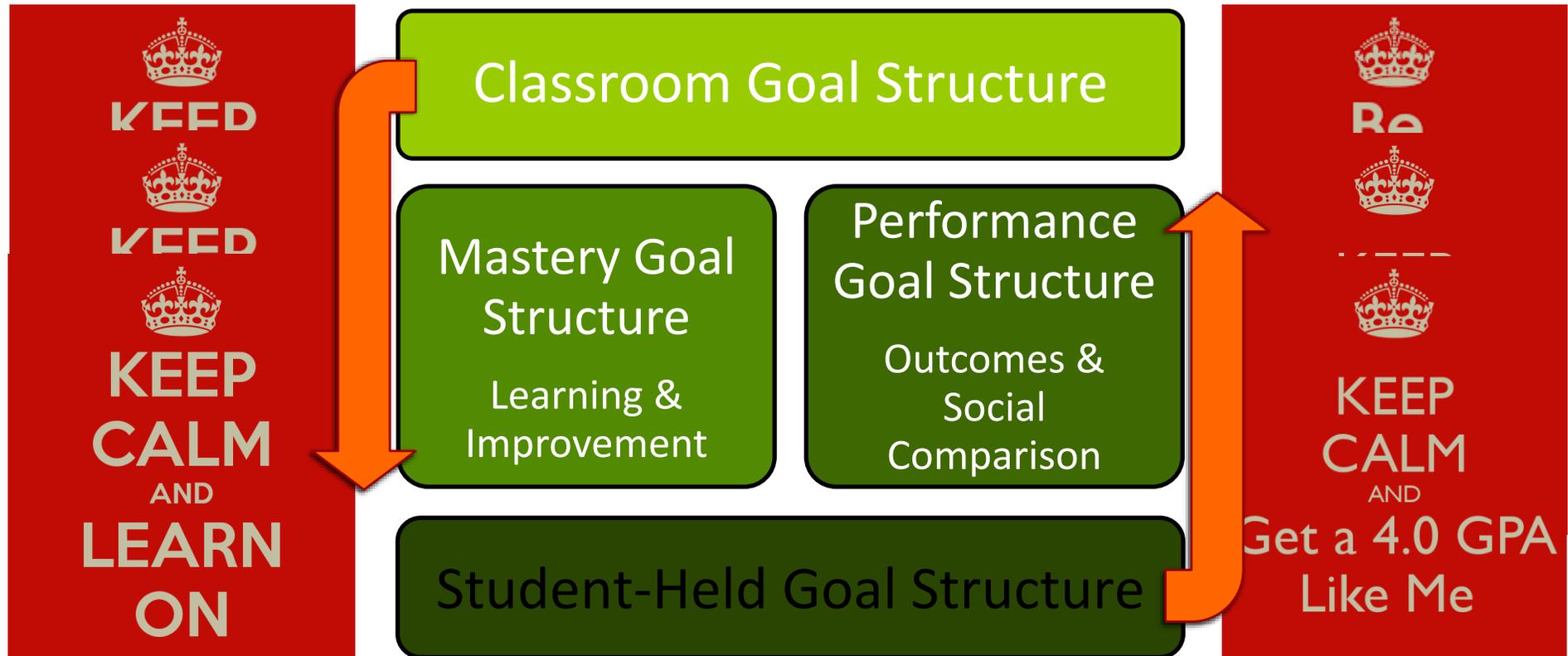
...embrace
challenges

...persist in the
face of setbacks

...see effort as the
path to mastery



2. Goals & Mindset



(See Elliot 2005; Anderman & Patrick; 2012, Shim, Cho & Cassidy, 2013)

2. Goals & Mindset

Mastery

Positive affect towards school

Adaptive strategies & behaviors

↑ Intrinsic motivation, engagement & effort

Performance

Negative affect towards school

Maladaptive strategies & behaviors

↓ Intrinsic motivation, task persistence & grades

Achievement Goals for Teaching*

Please rate the extent to which you agree with each of the following statements. Your rating should be on a 7-point scale ranging from **1=strongly disagree** to **7=strongly agree**, as shown below.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

1. It is important for me to continue to learn more about teaching.
2. It is important that my teaching abilities are not inferior to that of most of my colleagues.
3. One of my goals for teaching is to develop more effective teaching methods.
4. It is important for me to teach better than other teachers.
5. I don't want to show poor teaching skills when being observed by my superiors.

*Shim, S.S., Cho, Y., & Cassidy, J. (2013). Goal structures: The role of teachers' achievement goals and theories of intelligence. *The Journal of Experimental Education*, 81, 84-104.

Achievement Goals for Teaching*

Please rate the extent to which you agree with each of the following statements. Your rating should be on a 7-point scale ranging from **1=strongly disagree** to **7=strongly agree**, as shown below.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

- __M__ 1. It is important for me to continue to learn more about teaching.
- _P-Av_ 2. It is important that my teaching abilities are not inferior to that of most of my colleagues.
- __M__ 3. One of my goals for teaching is to develop more effective teaching methods.
- _P-Ap_ 4. It is important for me to teach better than other teachers.
- _P-Av_ 5. I don't want to show poor teaching skills when being observed by my superiors.

*Shim, S.S., Cho, Y., & Cassidy, J. (2013). Goal structures: The role of teachers' achievement goals and theories of intelligence. *The Journal of Experimental Education*, 81, 84-104.

3. Feedback & Mindset

➤ Feedback Statement #1

➤ “The class average was low on the exam, but it’s okay, we’ll curve it.”

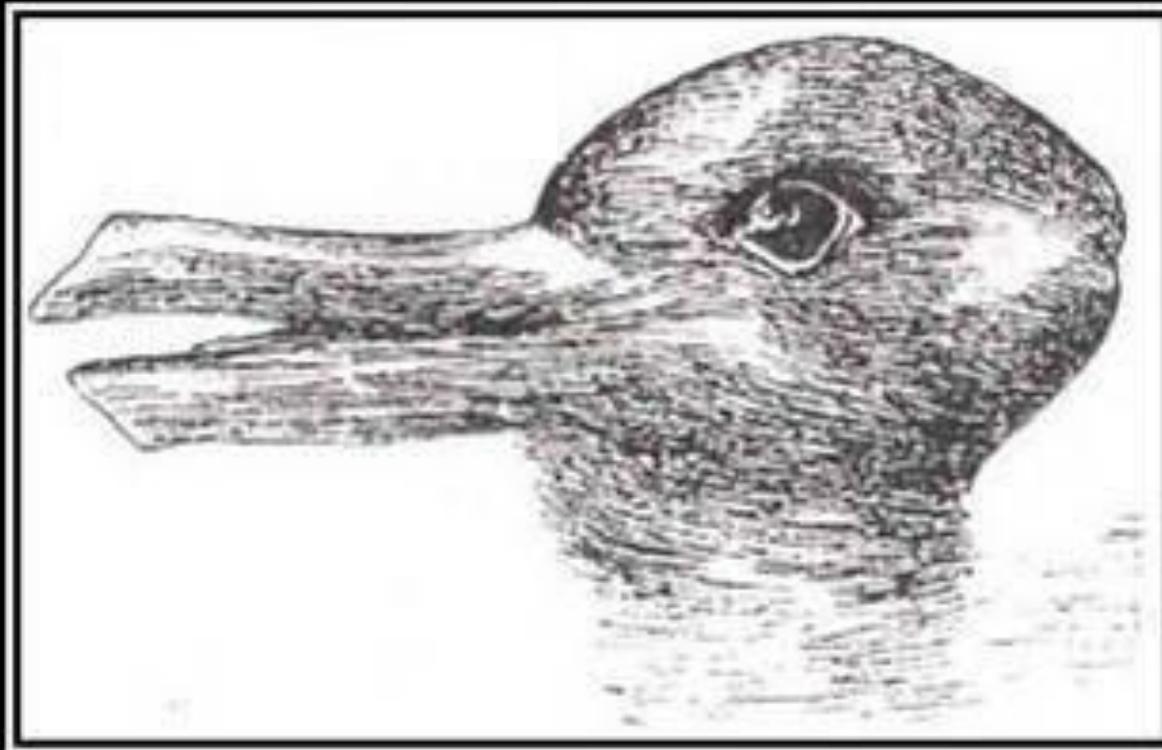
➤ Feedback Statement #2

➤ “No, you’re wrong.”

➤ Feedback Statement #3

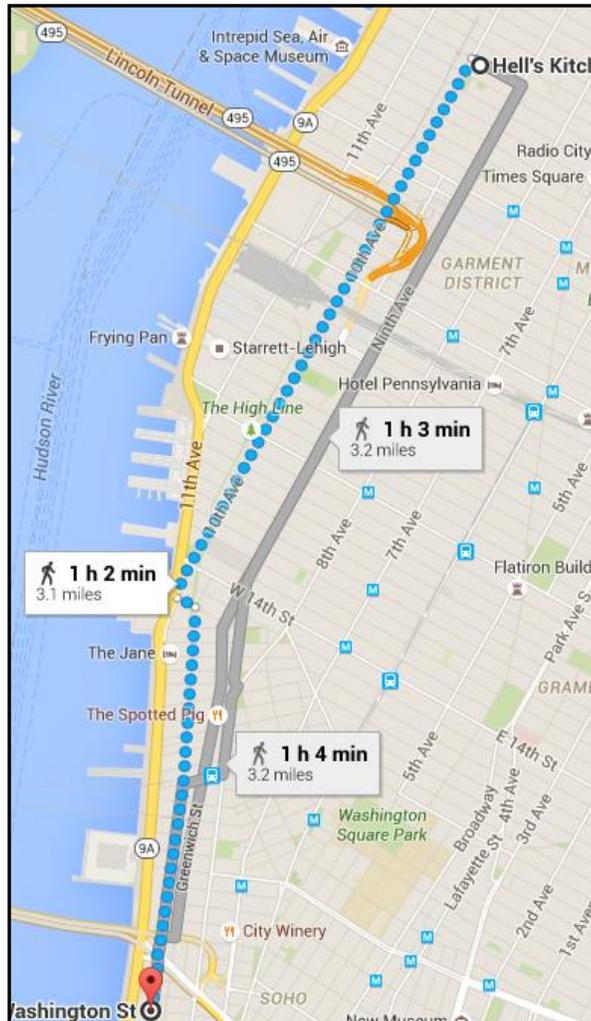
➤ “Wow, you learned that so quickly - you’re so smart!”

4. Group Work & Mindset



Adapted from Cheelan Bo-Linn “Transforming Students from Groups to High-Performance Learning Teams: What, How and Why”

4. Group Work & Mindset



Head northwest on W 49th St
toward 10th Ave

- 157 ft

Turn left onto 10th Ave

- 1.8 mi

Turn left onto Little W 12th St

- 322 ft

Turn right onto Washington St

- 1.2 mi

Adapted from Cheelan Bo-Linn “Transforming Students from Groups to High-Performance Learning Teams: What, How and Why”

Concepts students should know about *traits of effective teams*

“ Let’s **cooperate** and have a positive attitude.”

“ Our team is **diverse**, but **balanced**.”

“ Everyone is **responsible** for the team’s success.”

“ Everyone has an assigned role, but they are **not fixed**, everyone gets to try on a new task, develop a new skill.”

“ We **support** each other not only emotionally, but by sharing work load.”

“ We have established a culture of **respect** to each other’s views and perspectives. We **accept** our differences and try to use them for the team’s benefit.”

“ If we have a problem we don’t focus on the people, we focus on the **solution**.”

“ Lines of **communication** are always open. We trust each other.”

“ Everyone’s **accountable** for their work and effort is **recognized**.”

Smarties & DumDums...



- You have the opportunity to discuss intelligence, and valid measures of it.
- You have the opportunity to discuss students' *beliefs* about intelligence, and how various *mindsets* can actually impact learning.



Student Mindset & Motivation

Fixed vs. Growth Mindsets in an Academic Setting



Thank you!

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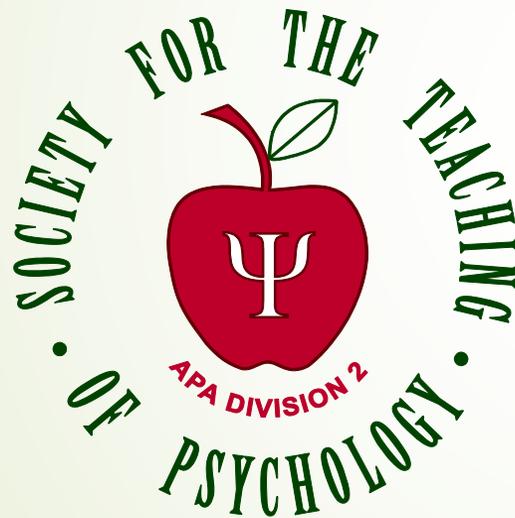


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 **We are Psychology!**