Advanced Achievement in the Teaching of Psychology

Starting in the 2018-2019 academic year, the Psychology teaching faculty will offer an Advanced Achievement in the Teaching of Psychology for graduate students wishing to receive additional training and mentorship in teaching.[*] This program provides:

- Additional training in best practices of undergraduate teaching in Psychology.
- Mentoring through evaluation and feedback from faculty mentors, peers, and the University Center for Teaching and Learning (UCTL).
- Opportunities to develop innovations in undergraduate teaching and disseminate these approaches to the community.

Students wishing to earn the *Advanced Achievement in the Teaching of Psychology* should contact the chair of the Teaching Program to declare their interest. With the chair's guidance, each student will identify a mentor from among primary members of the Teaching Program to supervise their progress. Additional faculty may be selected as co-mentors.

Requirements

The *Advanced Achievement in the Teaching of Psychology* program has three elements: **Development, Teaching & Evaluation,** and **Communication**.

1. **Development – All Items Mandatory**
    a. Complete the department's Teaching of Psychology course (PSY 2970)
    b. Earn the *Achievement in Pedagogy Badge* through the University Center for Teaching and Learning. This involves attending six qualifying Teaching Center workshops in three of five possible focus areas, such as Pedagogy.
    c. Attend at least eight and present at one Teaching Brown Bag (see part 3 below for more guidance on a presentation).
    d. Receive feedback and broader mentoring on classroom teaching and development by faculty, the form of which will be agreed upon and documented by the student and the mentor.

2. **Teaching & Evaluation: 1 + 4**
    Teaching: Participants must complete ONE of the following two options*, in addition to* the departmental requirement to teach one TF level course.
    a. Teach at least *one* TF level course (i.e., teaching entire course, not lab or recitation TA). This course may be one that the student has already taught before formally beginning the Achievement program. (As noted above, this course will be taught *in addition to* the department requirement for one TF-level course).

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b. Teach at least *two* lab courses. NB: *Learning and Motivation cannot meet this requirement.*

Evaluation: Participants must also complete FOUR out of the following six options

   a. Develop (and incorporate, if appropriate) a pedagogical or technical innovation or research insight into a course (the student's own course or another course). This endeavor can be developed with the student's mentor(s), and should be approved by the mentor(s) before implementation. This work will also be documented or presented (see section 3).

   b. Critique the teaching of other graduate students in the program through class visits or videos.

   c. Attend at least eight db-SERC (discipline-based Science Education Research Center) programs.

   d. Co-Mentor undergraduate students (e.g., research lab, honors thesis).

   e. Give at least *three* guest lectures, which will be observed and commented on by a mentor or another representative from the Teaching Program faculty.

   f. Maintain or contribute to Box repository of in-house papers, course materials, demos, etc., for local use.

3. **Communication—Participants must complete one of the following two options**

   a. Share technological or pedagogical innovations that have been implemented in class. Sharing may be accomplished via Teaching Brown Bags, db-SERC presentations, regional or national conferences, in-house papers, or peer-reviewed publications.

   b. Share techniques learned elsewhere (e.g., CTL workshops, db-SERC, conferences, journal articles) with the department teaching community via Teaching Brown bags or in-house papers. Highlight why these techniques are appropriate for psychology courses.