

# *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 the faculty 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.***

**“Grandfathering”:** For students who entered the PhD program BEFORE 2018-2019, requirements may be modified at the mentor's discretion to take into account previously completed work that does not meet full requirements in order to ensure the student can complete the requirements on time. For example, a guest lecture that was given before formally joining AATOP might be used to meet the guest lecture requirement, even if that lecture was not observed by AATOP faculty. For students who entered the PhD program in 2018-2019 OR LATER, such exceptions should not be made.

### **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 Teaching Brown Bags (including the student's own presentation if they give one; see 3a below). (NB: Formerly, it was required that students give a brown bag; now it is one way to fulfil 3a but not specifically required.)
- 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**

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\*This document was developed collaboratively by the teaching faculty. Please contact Jenny Ganger ([jganger@pitt.edu](mailto:jganger@pitt.edu)) (chair, AY 2018-2019) with comments or questions.

**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 departmental requirement for one TF-level course).
- 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 at least one other graduate student in the AATOP program through class visits or videos. (If no AATOP student is available, any Psychology graduate student is acceptable.)
- 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.