This is the GSI Pedagogy Workshop for GSIs in the Departments of Economics and ARE. The course number was changed from 301 to 375 as of Fall 2013 to conform to campus-wide numbering standards: 375 denotes a pedagogy workshop that satisfies the Grad Division requirement. 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.

Your first semester of teaching is the only time Grad Division allows you to take the pedagogy course simultaneous with your teaching appointment. That means the cost of not passing Econ 375 is very high. If you do not pass this course, the Grad Division rule is that you can not receive another teaching appointment and associated fee waiver until the semester after you successfully complete a course numbered 375.

This course qualifies for the GSI Teaching and Resource Center's Certificate of Teaching and Learning in Higher Education.

Professor: Martha Olney (she, her), 691 Evans, 642-6083, Olney@berkeley.edu; office hours below

GSI: David Green (she, her), Dwgreen@berkeley.edu; office hours by appointment

Office Hours: Prof. Olney will have scheduled office hours for Econ 1 undergrads (Tuesdays 3:30-4:30, Wednesdays 11:30-12:30). You can try to come then but it’s not good time management; odds are you’ll have to wait. Email requests for appointments, even on short notice, are better. Friday walking back after class is ideal; Friday afternoons are a good bet. Also, email is sometimes an effective substitute for an in-person meeting.

Books and Readings:
REQUIRED:

Additional readings are posted on bCourses and linked to in the syllabus (available online).

OPTIONAL:
Connelly, Rachel and Kristen Ghodsee, Professor Mommy, Rowman & Littlefield, 2011. (A helpful resource for moms and dads if you are considering combining parenting & academe.)

Meeting Dates
Monday, Aug 24, 9:10 - 1       Friday, Sept 11       Friday, Oct 9
Friday, Aug 28       Friday, Sept 18       Friday, Oct 16 (optional)
Friday, Sept 4       Friday, Oct 2       Friday, Oct 23
                       Friday, Oct 30
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 readings and 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. Note the grading scheme on the last page. Don’t mess up! The cost of failing 375 is very high.

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 regular and background 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. The reflection paper will earn the 1 point otherwise allocated to the 2 minute paper; if no paper is submitted, you’re hit with a 5 point penalty. The attendance points are not recoverable. Unapproved absences incur a 5 point penalty.

Topics & Readings

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

August 24 Administrative Details; Your Section Syllabus; The First Day; You as Teacher; Earthquake Safety; Sexual Harassment; Our Classrooms; Teaching Tips
READ: Curzan & Damour, Chapters 1, 2, and 11
BACKGROUND: Davis, Chapters 3, 4, 31, 46, 51, 55, 56

August 28 Thinking about Teaching; Why Public Education?; Working with Faculty; Participation Styles; Learning Styles
BACKGROUND: Curzan & Damour, Chapter 3
Davis, Chapters 15, 16, 21-23, 29, 30

Sept 4 Active Learning; Clickers; Just-in-Time Teaching; Diversity in the Classroom; Students in Crisis
http://dx.doi.org/10.1080/00220485.2014.917898
http://frank.mtsu.edu/~jee/2010/4pp33to39MS1209.pdf
Sept 11  Coordinating with Other GSIs; Teaching Methods; Cooperative Learning; Teaching Graphs
READ: “Group Work,”
http://citl.indiana.edu/resources_files/teaching-resources1/teaching-handbook-items/group-work.php
http://dx.doi.org/10.1080/00220485.2014.946547
BACKGROUND: Curzan & Damour, Chapter 6

Sept 18  Academic Honesty; Administering Exams; Grading; Grade Disputes
BACKGROUND: Curzan & Damour, Chapter 6

Sept 25  No class

Oct 2  Borrowing Good Ideas from Others; Mid-term Evaluation of Your Teaching; Time Management, revisited
READ: “Teaching Effectiveness Award for GSIs,”
http://gsi.berkeley.edu/programs-services/award-programs/teaching-effectiveness/
BACKGROUND: Curzan & Damour, Chapter 9
Davis, Chapters 52, 53

Oct 9  Observations of Teaching; Models of Intellectual Development; Bloom’s Taxonomy; Context-Rich Problems; Writing Exams, Problem Sets, Answer Keys
http://www.jstor.org/stable/1183161
BACKGROUND: Davis, Chapters 34-35
Oct 16  OPTIONAL SESSION, see below

Oct 23  Race and Gender and Economists; Instructor Identity; Classroom (In)Civility; Diverse Classroom
Claire Cain Miller, “Is the Professor Bossy or Brilliant? Much Depends on Gender,” New York Times (Feb. 6, 2015). http://nyti.ms/1EN9iFA  Be sure to click through to Ben Schmidt’s interactive chart and play around with it. Link is next entry:


Oct 30  Statement of Teaching Philosophy; Reflecting on a Semester of Teaching; Job Market; Writing Syllabi and Letters of Recommendation

BACKGROUND: Curzan & Damour, Chapter 10
Davis, Chapters 1-2, 14, 17, 18, 54, 59-61

No meetings in November or December

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

Oct 16  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. (1 point per paper)

[2] Additional assignments #1 - #12 are listed below. (2 points per assignment)
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.

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 Monday August 24 (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 375, Monday, August 24

#2 Due the night before your first section meets*
Submit the final draft of your syllabus to me via bCourses: 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. If you want me to double-check it before you make 60 copies, be sure to send me and email and say so & please give me enough time. (Note: I have never figured out how an instructor sees comments left by a student with an assignment submitted on bCourses, so don’t leave me a message as a comment on an assignment. Send me an email.)

#3-#6 Due Friday August 28
#3 Submit a one-page letter of introduction of yourself to me. Please embed a photo. In your letter of introduction, include your name, your gender pronouns, 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 375 peers to the bCourses discussion (discussion board) no later than 8 a.m. on Friday August 28. 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/ilsweb.html. Bring your results with you (hard copy or on your laptop) (No late submissions)

#6 Read the study suggestions for your learning styles (click on the link to “descriptions” at the bottom of your results). 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 bCourses: Assignments tab, as an attachment. Be sure your paper includes your name, preferably in the upper right-hand corner.

#7 Due Thursday September 3 by 11:59 p.m. (No late submissions)
After reading the assigned readings for September 4, take the quiz on bCourses. No late submissions. Must be completed by 11:59 p.m. on Thursday September 3.
#8  **Due Friday September 18 (No late submissions)**  
I’ll have a brief assignment for September 18 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 18.

#9  **Due Friday October 2**  
Teaching isn’t like research. In teaching, we borrow freely from each other, sharing in a collaborative enterprise without needing to footnote, cite, offer credit. Go to “Teaching Effectiveness Award for GSIs,” http://gsi.berkeley.edu/programs-services/award-programs/teaching-effectiveness/. At the bottom of the page are links to essays submitted by grad students who have received the Outstanding GSI award. The essays describe a problem they have identified in teaching and learning, the teaching method, strategy, or idea they implemented to address the problem, and the means by which they addressed the effectiveness of the solution. Choose any one essay. Write a 250-500 word, double-spaced, 12 pt font, 1” margins paper in which you

- cite and summarize the essay you read
- briefly discuss why you chose this particular essay for this assignment
- discuss how you might implement the strategy described in the essay
- speculate on the difference this strategy might make in your classroom

Turn a hard copy of the paper in during class.

#10  **Due Friday October 9**  
You’ll be paired with another Econ 375 participant. Read through the CTL webpage Classroom Observation http://teaching.berkeley.edu/classroom-observation-and-videotaping and check their observation guide at http://teaching.berkeley.edu/sites/teaching.berkeley.edu/files/Peer%20Observation%20Guide_0.pdf. By September 25, observe your partner’s teaching. By October 2, meet with your partner to discuss what you each observed. For Friday October 9, write up a 2-3 page double-spaced paper that reflects on your classmate’s reflection of your teaching and how it will impact your teaching. (For students who are not teaching in Fall 2015, write up your observation notes.) Turn a hard copy of the paper in during class.

#11  **Due Friday October 23**  
After doing the readings, write a 250-500 word double-spaced essay in which you consider your identity(s) and how it might affect your experiences as an instructor. Consider some or all of these questions: Who are you? How do you define yourself? How do others see you? When your students first see you, what is their first impression? In what ways might your identity(s) come into play in the classroom? How, if at all, do you see that affecting your teaching and your classroom behavior? How, if at all, do you see your identity(s) affecting you more broadly in your chosen profession? What are ways in which you might be an ally to someone who is judged negatively because of their identity(s)? Turn a hard copy of the paper in during class.

#12  **Due Friday October 30**  
Prepare a good solid draft of a statement of your teaching philosophy (500 word limit). Write your statement as if you are writing for a potential employer. Econ Ph.D. students presumably have different potential employers than MPP students. In each case, write for your future potential employer. If you are an MPP student, you will be framing your teaching philosophy in terms of how it affects your ability to be (and present your work as) a policy analyst. If you are a Ph.D. student going for an academic job, write for other academics.

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 which is on the syllabus: http://chronicle.com/article/How-to-Write-a-Statement-of/45133/

Bring 3 hard copies with you to class on October 30.
**Grading**

The course is taken S/U (satisfactory/unsatisfactory). In order to pass (S), you must earn 45 of 59 possible points. Failing the course is potentially very costly. If you do not pass the course, the Grad Division rule is that you can not receive another teaching appointment and associated fee waiver until the semester after you successfully complete a course numbered 375.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points Possible per instance</th>
<th>Total possible points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>2 points per session</td>
<td>18 points (~30%)</td>
<td>The optional session on Oct 16 earns no points.</td>
</tr>
<tr>
<td>Tardy</td>
<td><strong>Penalty</strong>: more than 5 minutes late, max of 1 attendance point for the day; more than 50 minutes late, 0 attendance points</td>
<td>Implication: set the alarm early enough so you arrive &amp; get your free bagel by 8:10</td>
<td></td>
</tr>
<tr>
<td>Unapproved absences</td>
<td><strong>Penalty</strong>: not only do you not earn the attendance points for that day, you lose an additional 5 points</td>
<td>Implication: get your absences approved by emailing Marty before class with the info.</td>
<td></td>
</tr>
<tr>
<td>Two-minute papers</td>
<td>1 point per paper</td>
<td>9 points (~15%)</td>
<td>These are graded 0 / 1 based on effort. It will be difficult to receive a 0, though not impossible.</td>
</tr>
<tr>
<td>Assignments</td>
<td>2 points each</td>
<td>24 points (~40%)</td>
<td>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.</td>
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<tr>
<td>Videotaping</td>
<td>8 points</td>
<td>8 points (~12%)</td>
<td>Get taped and watch the tape with the GSI = 8 points. Don’t get taped = 0 points. Get taped but don’t review the tape = 2 points. Students not teaching will instead write reflections after observing two different instructors. Check with Prof. Olney.</td>
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<tr>
<td></td>
<td></td>
<td>Total</td>
<td>59 points</td>
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</table>

Earn 45 - 59 points = pass (S)
Earn 0 - 44 points = don’t pass (U)