

ECONOMICS 375: GSI Pedagogy Workshop

Class Number 30150

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

First Meeting on Thursday Jan. 17, 9:10 - 1:00 p.m., 150 GSPP

URL: <https://eml.berkeley.edu/~olney/spring19/econ375/>

This is the GSI Pedagogy Workshop for GSIs in the Departments of Economics and ARE. The course satisfies the Grad Division requirement: first-time GSIs are required to successfully complete this or some other on-campus pedagogy workshop. This course qualifies for the GSI Teaching and Resource Center's Certificate of Teaching and Learning in Higher Education. Experienced GSIs are welcome to drop in to any session. 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. Be sure you familiarize yourself with the grading for the course, outlined on the last page of the syllabus.

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

Office Hours: Prof. Olney will have office hours for Econ 100B undergrads (day/time TBA). You can *try* to come then but it's not good time management; you'll have to wait. Email requests for appointments, even on short notice, are better. Friday walking back after class is ideal. Friday afternoons after 3:30 are a decent bet. Also, email is sometimes an effective substitute for an in-person meeting.

GSI: Jon Schellenberg (he, him), . Office hours by appointment. jschellenberg@econ.berkeley.edu

Books and Readings:

REQUIRED:

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

Davis, Barbara Gross. *Tools for Teaching*, 2nd edition, Jossey-Bass, 2009. I think this is an excellent resource. It is available as an e-book through the UCB library; check Oskicat.

Additional readings are posted on bCourses and linked to in the online copy of the syllabus.

OPTIONAL:

Lang, James M., *On Course: A Week-by-Week Guide to Your First Semester of College Teaching*, Harvard Univ Press, 2010. (Really helpful book, but geared toward Assistant Professors not GSIs.)

Meeting Dates

Thursday, January 17, 9:10 - 1

Friday, Feb 8

Friday, March 8

Friday, Jan 25

Friday, Feb 15

Friday, March 15

Friday, Feb 1

Friday, March 1

Friday, April 12

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.

Unapproved Absences: Unapproved absences incur a 5 point penalty.

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 attendance points are not recoverable. The reflection paper will earn the 1 point otherwise allocated to the 2 minute paper. If the paper is submitted late (between 9 am Monday and 8 am Friday), the absence is excused but no points are awarded. If no paper is submitted by 8 am on the Friday after the missed session, you incur a 5 point penalty.

Limits to Confidentiality: As UC employees, all course instructors and tutors are “Responsible Employees” and are therefore required to report incidents of sexual violence, sexual harassment or other conduct prohibited by university policy to the Title IX officer. We cannot keep reports of sexual harassment or sexual violence confidential, but the Title IX officer will consider requests for confidentiality. There are confidential resources available to you, including the PATH to Care Center Team (<http://sa.berkeley.edu/dean/confidential-care-advocate>), which serves survivors of sexual violence and sexual harassment.

Special Accommodations: If you require disability-related accommodations for assignments or class, if you have emergency medical information that you wish to share, or if you need special arrangements in case the building must be evacuated, please email or speak with me. For accommodations, you must also obtain a Letter of Accommodation (LOA) from Disabled Students' Program (<http://dsp.berkeley.edu>, 260 César Chávez Center) which they send electronically to the instructor of record. Accommodations are not offered retroactively.

Honor Code: We are all expected to adhere to the UC Honor Code: "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others."

Topics & Readings

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

Readings other than the textbooks are posted in the bCourses site, under the “files” tab.

January 17 Administrative Details; Your Section Syllabus; The First Day; You as Teacher; Thinking about Teaching; Earthquake Safety; Sexual Harassment; Our Classrooms; Teaching Tips

READ: Curzan & Damour, Chapters 1, 2, and 11

Sheridan, Brandon J., Gail Hoyt, and Jennifer Imazeki, “A Primer for New Teachers of Economics,” *Southern Economic Journal* 80 (July 2014): 839-854.

<http://dx.doi.org/10.4284/0038-4038-2013.054>

Allgood, Sam, Gail Hoyt, and KimMarie McGoldrick, “Teacher Training for PhD Students and New Faculty in Economics,” *Journal of Economic Education* 49 (April 2018): 209-219.

<https://doi.org/10.1080/00220485.2018.1438947>

BACKGROUND: Davis, Chapters 3, 4, 31, 32, 46, 51, 55, 56

January 25 Who are Berkeley’s students?; Why Public Education?; Learning Styles; Experienced GSIs

READ: Office of Planning and Analysis UC Berkeley, “UC Berkeley Quick Facts,”

<https://opa.berkeley.edu/campus-data/uc-berkeley-quick-facts> (Accessed 8/6/2018)

UC Berkeley, "Cal Facts,"

<https://admissions.berkeley.edu/sites/default/files/docs/Cal-Facts-2018.pdf>

Lundquist, Jennifer and Joy Misra, "Establishing Rapport in the Classroom," *Inside Higher Ed* (October 2016).

<https://www.insidehighered.com/advice/2016/10/18/how-engage-students-classroom-essay>

Felder, Richard & Barbara Soloman, "Learning Styles & Strategies." Online at

<https://www.engr.ncsu.edu/wp-content/uploads/drive/1WPAfj3j5o5OuJMiHorJ-lv6fON1C8kCN/styles.pdf>

Riener, Cedar and Daniel Willingham, "The Myth of Learning Styles." *Change* (Sept-Oct 2010).

Online at <https://doi.org/10.1080/00091383.2010.503139>

Napolitano, Janet. "Public Universities Need to be Nurtured, Protected as an Investment for All," *Washington Monthly* (August 24, 2014).

<http://washingtonmonthly.com/2014/08/24/public-universities-need-to-be-nurtured-protected-as-an-investment-for-all/>

BACKGROUND: Curzan & Damour, Chapter 3
Davis, Chapters 15, 16, 21-23, 29, 30

February 1 **Participation Styles; Active Learning; Just-in-Time Teaching; Diversity in the Classroom; Students in Crisis**

READ: "The Lesson you Never got Taught in School: How to Learn!"

<http://bigthink.com/neurobonkers/assessing-the-evidence-for-the-one-thing-you-never-get-taught-in-school-how-to-learn>

Pérez-Peña, Richard, "Active Role in Class Helps Black and First-Generation College Students, Study Says," *New York Times* (Sept. 2, 2014). <http://nyti.ms/1q80hza>

Imazeki, Jennifer, "Bring-Your-Own-Device: Turning Cell Phones into Forces for Good," *Journal of Economic Education* 45 (Sept. 2014): 240-250.

<http://dx.doi.org/10.1080/00220485.2014.917898>

Stowe, Kristin, "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>

BACKGROUND:

Curzan & Damour, Chapters 4 & 5

Davis, Chapters 5-8, 9-13, 32

Daniela Kaufer, "What Can Neuroscience Research Teach Us about Teaching?"

<http://gsi.berkeley.edu/programs-services/hsl-project/hsl-speakers/kauffer/>

Freeman, Scott et al (2014). "Active learning Increases Student Performance in Science, Engineering, and Mathematics." *Proceedings of the National Academy of Sciences of the United States of America (PNAS)* 111 (2014): 8410-8415.

<http://www.pnas.org/content/111/23/8410.full>

Haak David C. et al (2011). "Increased structure and active learning reduce the achievement gap in introductory biology." *Science* 332(6034): 1213–1216.

<http://dx.doi.org/10.1126/science.1204820>

February 8 Working with Faculty; Coordinating with Other GSIs; Teaching Methods; Cooperative Learning; Teaching Graphs

READ: “Group Work,” <https://citl.indiana.edu/teaching-resources/teaching-strategies/group-work/>
Goffe, William and David Kauper, “A Survey of Principles Instructors: Why Lecture Prevails,”
Journal of Economic Education 45 (December 2014): 360-375.
<http://dx.doi.org/10.1080/00220485.2014.946547>

BACKGROUND:

Curzan & Damour, Chapter 6

February 15 Academic Honesty; Administering Exams; Grading; Grade Disputes

READ: *New York Times* “Room for Discussion: When Did Cheating Become An Epidemic?” July 12, 2010. <https://www.nytimes.com/roomfordebate/2010/07/12/when-did-cheating-become-an-epidemic>
Kohn, Alfie, “Who's Cheating Whom?” *Phi Delta Kappan* (October 2007).
<https://www.alfiekohn.org/article/whos-cheating/>
Grant, Adam, “Why We Should Stop Grading Students on a Curve,” *New York Times* (September 10, 2016).
<https://www.nytimes.com/2016/09/11/opinion/sunday/why-we-should-stop-grading-students-on-a-curve.html>
Artés, Joaquín and Marta Rahona, “Experimental Evidence on the Effect of Grading Incentives on Student Learning in Spain,” *J. of Economic Education* 44:1 (2013): 32-46.
<http://dx.doi.org/10.1080/00220485.2013.740387>
“Grading Student Work,” (especially ‘Rubrics’ and ‘Efficiency’) *Teaching Guide for GSIs*, UC Berkeley GSI Center, <http://gsi.berkeley.edu/teachingguide/grading/index.html>
“Exam Wrappers,” from *Eberly Center at Carnegie Mellon*,
<https://www.cmu.edu/teaching/design/teach/examwrappers/>

BACKGROUND: Curzan & Damour, Chapters 7 & 8
Davis, Chapters 36-44

February 22 No meeting

March 1 Borrowing Good Ideas from Others; Time Management, revisited; Mid-term Evaluation of Your Teaching

READ: “Teaching Effectiveness Award for GSIs,”
<http://gsi.berkeley.edu/programs-services/award-programs/teaching-effectiveness/>
Smollin, Leandra and Arluke, Arnold. “Rites of Pedagogical Passage: How Graduate Student Instructors Negotiate the Challenges of First-time Teaching.” *Teaching Sociology* 42:1 (2014): 28-39. <http://dx.doi.org/10.1177/0092055X13502181>

BACKGROUND: Curzan & Damour, Chapter 9
Davis, Chapters 52, 53

March 8 Observations of Teaching; Models of Intellectual Development; Bloom's Taxonomy; Context-Rich Problems; Writing Exams, Problem Sets, Answer Keys

READ: Thoma, George A. "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>

Lapidus, June. "But Which Theory is Right? Economic Pluralism, Developmental Epistemology, and Uncertainty," *International J. Of Pluralism and Economics Education* 2 (2011). Draft available on bCourses site. The online locations (inaccessible to UCB people) are <http://dx.doi.org/10.1504/IJPEE.2011.039905> or <http://www.inderscienceonline.com/doi/abs/10.1504/IJPEE.2011.039905>

BACKGROUND: Davis, Chapters 34-35

March 15 Race and Gender and Economists; Instructor Identity; Classroom (In)Civility

READ: Kardia, Diana B. & 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/sites/default/files/resource_files/CRLT_no19.pdf

Abdul-Alim, Jamaal, "Survey: Minority Faculty Feel More Stress," *Diverse Issues in Higher Education* (October 26, 2012). <http://diverseeducation.com/article/49072/>

Miller, Claire Cain, "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:

Schmidt, Ben, "Gendered Language in Teacher Reviews" with interactive chart. (February 2015). <http://benschmidt.org/profGender/>

MacNell, Lillian et al, "What's in a Name: Exposing Gender Bias in Student Ratings of Teaching," *Innovations in Higher Education* 40 (2015): 291-303.
<http://link.springer.com/article/10.1007%2Fs10755-014-9313-4>

BACKGROUND:

"Classroom Tools," UC Berkeley, Division of Equity & Inclusion, Multicultural Education Program, <http://mep.berkeley.edu/classroom>

"Report: Committee on the Status of Minority Groups in the Economics Profession (CSMGEP)." *AEA Papers and Proceedings* 108 (May 2018): 722-35.
<http://dx.doi.org/10.1257/pandp.108.722>

Lundberg, Shelly. "Report: Committee on the Status of Women in the Economics Profession (CSWEP)." *AEA Papers and Proceedings* 108 (May 2018): 704-21.
<http://dx.doi.org/10.1257/pandp.108.704>

Fairlie, Robert et al., "A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom," *American Economic Review* 104 (Aug 2014): 2567-2591.
<http://dx.doi.org/10.1257/aer.104.8.2567>

Lusher, Lester, Doug Campbell, and Scott Carrell. "TA's like me: Racial Interactions Between Graduate Teaching Assistants and Undergraduates." *Journal of Public Economics* 159 (2018): 203-224. <https://doi.org/10.1016/j.jpubeco.2018.02.005>

Bar, Talia and Asaf Zussman. "Partisan Grading." *American Economic Journal: Applied Economics* 4 (January 2012): 30-48. <http://dx.doi.org/10.1257/app.4.1.30>

Carrell, Scott et al. "Sex and Science: How Professor Gender Perpetuates the Gender Gap," *Quarterly Journal of Economics* 125 (July 2010): 1101-1144.
<http://dx.doi.org/10.1162/qjec.2010.125.3.1101>

Sarsons, Heather, "Recognition for Group Work: Gender Differences in Academia," *American Economic Review* 107 (May 2017): 141-145. <http://dx.doi.org/10.1257/aer.p20171126>

March 22 No meeting

April 12 Statement of Teaching Philosophy; Reflecting on a Semester of Teaching; Job Market; Writing Syllabi and Letters of Recommendation

READ: Montell, Gabriela, "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/>

Owens, Mark F., "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>

Su, Francis, "The Lesson of Grace in Teaching," Mathyawp blog entry, January 18, 2013.

<http://mathyawp.blogspot.com/2013/01/the-lesson-of-grace-in-teaching.html>

BACKGROUND: Curzan & Damour, Chapter 10

Davis, Chapters 1-2, 14, 17, 18, 54, 59-61

Meanwell, Emily and Sibyl Kleiner. "The Emotional Experience of First-time Teaching: Reflections from Graduate Instructors, 1997–2006." *Teaching Sociology* 42:1 (2014): 17-27. <http://dx.doi.org/10.1177/0092055X13508377>

Deconinck, Keon. "Trust Me, I'm a Doctor: A PhD Survival Guide," *The Journal of Economic Education*, 46:4 (2015): 360-375.

<http://dx.doi.org/10.1080/00220485.2015.1071223>

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.

*Assignments that cannot be submitted late are noted in the details below.

#1 Due Thursday January 17

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, Thursday January 17

#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. 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 an 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, olney@berkeley.edu.)

#3-#6 Due Friday January 25

#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 January 25. Post your intro inline, not as an attachment. Don't bother posting the photo, just the text.

#5 Complete the learning styles questionnaire at <https://www.engr.ncsu.edu/ils/> (Click on "questionnaire"). Bring your results with you (hard copy or on your laptop)

#6 Read the *study suggestions* for your learning styles (click on the link to "descriptions" at the bottom of your results, or the "learning styles & strategies" article linked in the syllabus). Write a one-paragraph reflection on the results of your learning styles questionnaire. In your reflection be sure to answer these questions: Do you think the results did a good job of capturing you and your learning style? Do their recommendations for how to study & 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 January 31 by 11:59 p.m. (No late submissions)

After reading the assigned readings for February 1, take the quiz on bCourses. No late submissions. Must be completed by 11:59 p.m. on Thursday January 31.

#8 Due Friday February 15 (No late submissions)

I'll have a brief assignment for February 15 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 February 15.

#9 Due Friday March 1

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 Teaching Effectiveness 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 March 8

You'll be paired with another Econ 375 participant. We will provide you with a rubric for observation. In addition, read through the CTL webpage Peer Review of Classroom Instruction <http://teaching.berkeley.edu/peer-review-course-instruction> and check their "peer review form" at http://teaching.berkeley.edu/sites/default/files/general/peer_review_form_stats.docx. **By February 22**, observe your partner's teaching. By **March 1**, meet with your partner to discuss what you each observed. For **Friday March 8**, 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 Spr. 2019, write up your observation notes.) Turn a hard copy of the paper in during class.

#11 Due Friday March 15

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) or students' perceptions of 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 April 12

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.

Grading

The course is taken S/U (satisfactory/unsatisfactory). In order to pass (S), you must earn 43 of 61 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.

Activity	Points Possible per instance	Total possible points	Comments
Attendance	2 points per two-hour session	20 points (~30%)	
Tardy	Penalty: more than 5 minutes late, max of 1 attendance point for the day; more than 50 minutes late, 0 attendance points		Implication: set the alarm early enough so you arrive & get your free bagel by 8:10
Unapproved absences	Penalty: not only do you not earn the attendance points for that day, you also lose 5 points		Implication: get your absences approved by emailing Marty <u>before</u> class with the info.
Two-minute papers	1 point per paper	9 points (~15%)	These are graded 0 / 1 based on effort. It will be difficult to receive a 0, though not impossible.
Assignments	2 points each	24 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 (~12%)	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.
Total		61 points	

Earn 43 - 61 points = pass (S)

Earn 0 - 42 points = don't pass (U)