ECONOMICS 375: GSI Pedagogy Workshop

Class Number 14023
150 GSPP, Fridays, 8:10 a.m. - 10:00 a.m.
First Meeting on Wednesday August 17, 9:10 - 1:00 p.m., 88 Dwinelle
http://www.econ.berkeley.edu/~olney/fall17econ375

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. Be sure you familiarize yourself with the grading for the course, outlined on the last page of the syllabus.

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 (by appt)
GSI: TBA, office hours by appointment

Office Hours: Prof. Olney will have scheduled office hours for Econ 1 undergrads (days and times TBA). 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
Wednesday, Aug 16, 9:10 - 1 Friday, Sept 8 Friday, Sept 29 (optional)
Friday, Aug 25 Friday, Sept 15 Friday, Oct 6
Friday, Sept 1 Friday, Sept 22 Friday, Oct 13
Friday, Oct 27

Updated 7/27/2017
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 typically 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.

August 16 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
http://dx.doi.org/10.4284/0038-4038-2013.054
BACKGROUND: Davis, Chapters 3, 4, 31, 32, 46, 51, 55, 56

August 25 Why Public Education?; Participation Styles; Learning Styles
http://chronicle.com/article/Flagships-Must>Create-New/237055
BACKGROUND: Curzan & Damour, Chapter 3
Davis, Chapters 15, 16, 21-23, 29, 30
Sept 1  
Active Learning; Clickers; Just-in-Time Teaching; Diversity in the Classroom; Students in Crisis

READ:  “The Lesson you Never got Taught in School: How to Learn!,”


Jennifer Imazeki, “Bring-Your-Own-Device: Turning Cell Phones into Forces for Good,”
http://dx.doi.org/10.1080/00220485.2014.917898

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/kaufer/

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

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

Sept 8  
Working with Faculty; 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

Updated 7/27/2017
Sept 15  Academic Honesty; Administering Exams; Grading; Grade Disputes
BACKGROUND:  Curzan & Damour, Chapters 7 & 8
Davis, Chapters 36-44

Sept 22  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/
BACKGROUND:  Curzan & Damour, Chapter 9
Davis, Chapters 52, 53

Sept 29  OPTIONAL SESSION,
Combining an Academic Career with Parenting (for any students, whether or not enrolled in Econ 375, interested in discussing how to combine parenting & academe)
READ:  Connelly and Ghodsee, Professor Mommy

Oct 6  Observations of Teaching; Models of Intellectual Development; Bloom’s Taxonomy; Context-Rich Problems; Writing Exams, Problem Sets, Answer Keys
BACKGROUND:  Davis, Chapters 34-35

Updated 7/27/2017
Oct 13  Race and Gender and Economists; Instructor Identity; Classroom (In)Civility; Diverse Classroom

**READ:** Diana B. Kardia & Mary C. Wright, “Instructor Identity: The Impact of Gender and Race on Faculty Experiences with Teaching,” CRLT Occ. Papers #19, 
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:
http://link.springer.com/article/10.1007%2Fs10755-014-9313-4

**BACKGROUND:**

Oct 20  No Class
Oct 27  Statement of Teaching Philosophy; Reflecting on a Semester of Teaching; Job Market; Writing Syllabi and Letters of Recommendation

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  
http://dx.doi.org/10.1177/0092055X13508377  
http://dx.doi.org/10.1080/00220485.2015.1071223

No meetings in November or December

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 Wednesday August 16 (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, Wednesday, August 16

#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.)

Updated 7/27/2017
#3-#6 Due Friday August 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 August 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 [http://www.engr.ncsu.edu/learningstyles/ilsweb.html](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. 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 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 August 31 by 11:59 p.m. **(No late submissions)**
After reading the assigned readings for September 1, take the quiz on bCourses. No late submissions. Must be completed by 11:59 p.m. on Thursday August 31.

#8 Due Friday September 15 **(No late submissions)**
I’ll have a brief assignment for September 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 September 15.

#9 Due Friday September 22
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/](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.

Updated 7/27/2017
#10 Due Friday October 6
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](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](http://teaching.berkeley.edu/sites/default/files/general/peer_review_form_stats.docx). By September 22, observe your partner’s teaching. By Sept. 29, meet with your partner to discuss what you each observed. For Friday October 6, 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 2017, write up your observation notes.) Turn a hard copy of the paper in during class.

#11 Due Friday October 13
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 27
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/](http://chronicle.com/article/How-to-Write-a-Statement-of/45133/)

Bring 3 hard copies with you to class on October 27.
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 cannot receive another teaching appointment and associated fee waiver until the semester after you successfully complete a course numbered 375.

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<thead>
<tr>
<th>Activity</th>
<th>Points Possible per instance</th>
<th>Total possible points</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>Attendance</td>
<td>2 points per session</td>
<td>18 points (~30%)</td>
<td>The optional session on Sept 29 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 also lose 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>
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<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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| 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                  | 59 points                    |

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