

ECONOMICS 375: GSI Pedagogy Workshop

Class Number 25479

On Zoom, Fridays, 8:10 a.m. - 10:00 a.m.

First Meeting on Wednesday January 13, 10:10 - 2:00 p.m., on zoom

URL: <https://eml.berkeley.edu/~olney/spring21/econ375/>

This is the Pedagogy Workshop for GSIs and UGSIs teaching in the Departments of Economics. The course satisfies the Grad Division requirement that first-time GSIs successfully complete an on-campus pedagogy workshop. This course qualifies for the GSI Teaching and Resource Center's Certificate of Teaching and Learning in Higher Education. 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: Drop in: Tuesdays 5-6, Wednesdays, 9:30-10:30 am.

Appointments Wednesdays 10:30-11:00 am; Appointment calendar: <https://bit.ly/2E9LCDm>

Alternative/additional times by appointment. Email olney@berkeley.edu

GSI: Melanie Ho (she, her), . Office hours by appointment. Melanie_Ho@berkeley.edu

Meeting Dates

Wed., January 13, 10:10 - 2

Friday, Jan 22

Friday, Jan 29

Friday, Feb 5

Friday, Feb 12

Friday, Feb 19

Friday, March 5

Friday, March 19

Friday, April 2

Friday, April 16

Zoom: We will meet on Zoom. The link is posted on our bcourses page and will stay the same from week to week. I will also send the link to you in an email each week so you'll get it that way, too. Before entering the zoom room, you must first log in to your berkeley zoom account.

Zoom Etiquette:

- The sessions will be recorded but the breakout rooms will not be. Enrollment in the class indicates you are ok with being recorded. The recordings will not be public but will be posted on our bcourses page.
- If your bandwidth allows, please have your video on. Teaching to a bunch of names without faces is painful. Interacting with peers who are simply names without faces isn't really interacting at all.
- Definitely in breakout rooms, video on unless you absolutely can't.
- Please get up early enough so you are not in your bed or bedclothes. Sit or stand; don't lie down.
- To join the conversation, use the raise hand feature (on "participants" tab or "reactions") or post "I have a question" in chat. Unmuting and interjecting isn't ideal but isn't forbidden. In this sense, it's very much like an in-person class so being mindful will go a long ways.
- Mute your mic when you're not speaking. Background noise is distracting.
- Chat is enabled. Private chat between 2 participants is not enabled. Chats to everyone and to the instructor are saved in a .txt file.
- Use chat judiciously. It's good for indicating you have a question, or for providing a quick answer to someone else's question. It's not good for creating a second dialogue forcing others to choose between what's happening on video & what's happening in chat. Treat it the same way you would passing notes or whispering during class.

Online Adjustments to the In-Person Experience

This is the one and only pedagogy course many of you will ever take. So we need to be sure that we do not focus exclusively on this moment of online instruction during the Covid emergency. Thus much of the content we cover will be the same as in any other semester. Where we would have done small groups in person before, we will use the breakout room feature now. A few assignments have been tweaked.

It's my strongly held belief that bells and whistles are not what are needed in this moment. So I have prepared slick videos for you, designed a whole new experience, tried to make you feel that this online thing is cool. It's not cool. It's an adaptation to an environment no one (including your students) likes. We will make the best of it. It won't and can't be equal to or better than an in-person experience. But it will still be an experience in which you learn a great deal about teaching and about pedagogy. And in all likelihood, about yourself.

PGE Outages: We don't typically have PGE outages in the spring because it's not fire season. But if there are any PGE PSPS, here's the deal. I live in El Cerrito. That is probably a different PGE zone than where you are. If I have no power, I cannot teach and class will be cancelled and rescheduled. If there is an outage and class is cancelled, I will announce the class cancellation on twitter (I'm @marthaolney there). You can access my twitter feed even without your own twitter account by going to <https://twitter.com/MarthaOlney/>. I will try to send an email as well, but email may not go through if campus power is also down.

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 at the end of each session. To be observed twice in the classroom and to later review the recording of the second observation with the GSI. Note the grading scheme on the last page. Don't mess up! The cost of failing 375 is very high.

Absences:

The class meets synchronously as it is primarily a workshop requiring active participation. If you are unable to ever attend synchronously, I can approve an alternative 375 course if you can find one that meets asynchronously, meets the Grad Div requirement, and contains content relevant to teaching in the social sciences.

Occasional absences occur, even in the best of times. The key is to keep me informed of when & why you will miss a session. And then, equally important, you need to do a writing assignment that covers the content missed. What will be problematic for you are unapproved absences: missing class without prior notice (or, if necessary, notice to me as soon after as possible). Here's the detail:

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 (or, if this is an unexpected, last-minute occurrence, you must send an email asap and definitely by midnight Friday) 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 plus the 2 attendance points. 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. As instructors, we cannot keep reports of sexual harassment or sexual violence confidential; we must contact OPHD as soon as possible (<https://ophd.berkeley.edu/responsible-employee-obligations>). The Title IX officer will however 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."

Resources: These are difficult and challenging times. Forgive yourself if you are struggling. There are resources available to you to help.

- Tang Center, Counseling & Psychological Services (CAPS). 510-642-9494. After hours: 855-817-5667. <https://uhs.berkeley.edu/caps>
- National Suicide Prevention Lifeline. 800-273-8255 = 800-273-TALK
- Alameda County 24-hour Crisis Hotline. 800-309-2131

And to refer a student to the Students of Concern Committee

- <https://sa.berkeley.edu/csi/socc> (“submit CARE report” in upper left corner) or 510-664-4218 (may not be answered during Covid shutdowns)

Books and Readings:

Some books are available via HathiTrust temporary access during Covid emergency. Start by reading the instructions linked from <https://www.lib.berkeley.edu/help/research-help/remote-resources>.

Also, **be sure you have either EZProxy or VPN full tunnel so you can freely access other online resources.** See <https://www.lib.berkeley.edu/using-the-libraries/connect-off-campus>

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. View with temporary access from HathiTrust: <https://hdl.handle.net/2027/mdp.39015049631511>

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 via Oskicat. : <http://oskicat.berkeley.edu/record=b18286586~S52>

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

OPTIONAL:

Brown, Peter C., Henry L. Roediger III, and Mark A. McDaniel, *Make It Stick: The Science of Successful Learning*, Belknap Press, 2014. Available online via Oskicat:

<http://oskicat.berkeley.edu/record=b23104213~S52>

Connelly, Rachel and Kristen Ghodsee, *Professor Mommy: Finding Work-Family Balance in Academia*, Rowman & Littlefield, 2014. Available online via Oskicat:

<http://oskicat.berkeley.edu/record=b23531740~S52>

Johnson, Aaron. *Excellent Online Teaching: Effective Strategies for a Successful Semester Online*, 2013. Not available online, but there is this accompanying website: <https://excellentonlineteaching.com/>

Johnson, W. Brad and Jennifer M. Huwe, *Getting Mentored in Graduate School*, American Psychological Association, 2003. See also <https://grad.berkeley.edu/academic-progress/getting-mentoring/>

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.)

TO ACCESS NEWS SOURCES FOR FREE:

Thanks to the efforts of the Associated Students of the University of California (ASUC) and UC Berkeley Graduate Assembly, all students at Cal have free subscriptions to WSJ (www.WSJ.com/ASUCBerkeley) & NYTimes (www.accessnyt.com).

Topics & Readings

Note: Each session begins at 8:10 with time for checking in and receiving feedback from the group. Come prepared to share your tales of success or woe from the classroom, to listen, and to offer feedback, support, and advice.

Readings other than the textbooks are posted in bCourses > files

January 13 Administrative Details; Teaching with Zoom; Icebreaker(s); Section Syllabus; The First Day; You as Teacher; Earthquake Safety; Our Classrooms; Politics (nope)

READ: Curzan & Damour, Chapters 1, 2

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> (be sure you have library EZproxy installed.

See <https://www.lib.berkeley.edu/using-the-libraries/proxy-server>

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>

Estefan, Michael, "Getting Small-Group Work Right," *Inside Higher Ed* (December 11, 2018).

<https://www.insidehighered.com/advice/2018/12/11/how-effectively-organize-small-groups-classes-opinion>

BACKGROUND: Davis, Chapters 3, 46, 51, 55, 56

DUE (DETAILS BELOW): #1 (syllabus draft)

January 22 Zoom follow-ups; Thinking about Teaching (always, and in a pandemic); Sexual Harassment; Reporting SHSV; Teaching and Public Speaking Tips; Designing a Lesson Plan

READ: Curzan & Damour, Chapter 3

Toor, Rachel. "Turns Out You Can Build Community in a Zoom Classroom," *Chronicle of Higher Education* (June 23, 2020).

<https://www.chronicle.com/article/turns-out-you-can-build-community-in-a-zoom-classroom>

Orlov, George et al (2020), "Learning During the COVID-19 Pandemic: It Is Not Who You Teach, but How You Teach," *NBER Working Paper 28022*

<https://www.nber.org/papers/w28022>

Google "Public Speaking Tips" and read any of the sites that come up; they are all equivalent.

BACKGROUND: Davis, Chapters 4, 31, 32

DUE (DETAILS BELOW): #2 (zoom reflections), #3 (letter of intro), #4 (final syllabus)

January 29 Who are Berkeley's students?; Why *Public* Education?; Race, Gender, Class and Creating a Welcoming & Inclusive Classroom & Profession

READ: Office of Planning and Analysis UC Berkeley, "UC Berkeley Quick Facts,"
<https://opa.berkeley.edu/campus-data/uc-berkeley-quick-facts> (accessed 8/20/2020)
UC Berkeley, "Cal Facts," (accessed 8/20/2020)
<https://admissions.berkeley.edu/sites/default/files/pdf/H14031-cal-facts-2020-final.pdf>
"Classroom Tools," UC Berkeley, Division of Equity & Inclusion, Multicultural Education Program, <http://mep.berkeley.edu/classroom>
On that site, read the 8 items in the first set, "The Diverse Classroom Environment."
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>
Estrada, Mica et al (2018), "The Influence of Affirming Kindness and Community on Broadening Participation in STEM Career Pathways," *Social Issues and Policy Review* 12 (January 2018): 258-297. <https://doi.org/10.1111/sipr.12046>
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: Davis, Chapters 5-8

OPTIONAL:

Bound, John, Breno Braga, Gaurav Khanna, and Sarah Turner, "Public Universities: The Supply Side of Building a Skilled Workforce." *NBER Working Paper 25945* (June 2019).
<https://www.nber.org/papers/w25945>

DUE (DETAILS BELOW): #5 (post & provide ≥ 2 comments on intros)

February 5 Working with Faculty and Coordinating with Other GSIs; Learning Styles; Participation Styles; Students in DSP and Accommodations; Students in Crisis; Role of Academic Advising

READ: 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>

BACKGROUND: Curzan & Damour, Chapter 8
Davis, Chapters 9-13, 32, 57

OPTIONAL:

Knoll, Abby R. Et al (2017), "Learning Style, Judgements of Learning, and Learning of Verbal and Visual Information," *British Journal of Psychology* 108 (2017): 544-563.
<https://pubmed.ncbi.nlm.nih.gov/27620075/>

DUE (DETAILS BELOW): nothing

February 12 Just in Time Teaching; Cognitive Science & Learning; Active Learning; Teaching Methods; Suggestions for Group Work; Teaching Graphs

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>

“Talking to Learn,” *Transforming STEM Teaching* (The Lawrence Hall of Science), mimeo, 2018. (On bcourses as a pdf)

Brown et al, *Make It Stick*, Chapters 1 and part of Chapter 8 (on bcourses as pdf)

Deslauriers, Louis et al (2019), “Measuring Actual Learning versus Feeling of Learning in Response to Being Actively Engaged in the Classroom,” *PNAS* 116 (September 2019).

<https://www.pnas.org/cgi/doi/10.1073/pnas.1821936116>

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>. [Free access to NYT](#)

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>

Chew, Stephen L. “Teaching Resources: How to Get the Most Out of Studying.” mimeo to accompany videos (see link under “background”).

https://www.samford.edu/departments/files/Academic_Success_Center/How-to-Study-Teaching_Resources.pdf On bcourses as a pdf.

“Group Work,” <https://citl.indiana.edu/teaching-resources/teaching-strategies/group-work/>

BACKGROUND:

Curzan & Damour, Chapters 4, 5, 6

Davis, Chapters 21-23, 29, 30

OPTIONAL:

Kaufers, Daniela, “What Can Neuroscience Research Teach Us about Teaching?”

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

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>

Chew, Stephen. “How to Study: A Video Series,”

<https://www.samford.edu/departments/academic-success-center/how-to-study>

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>

DUE (DETAILS BELOW): #6 (readings quiz) Due Thursday night midnight

February 19 Academic Honesty; Administering Exams; Grading (incl Gradescope); 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://nyti.ms/2cCFFfO>

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/designteach/teach/examwrappers/>

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

DUE (DETAILS BELOW): #7 (readings quiz) Due Thursday night midnight

NOTE WE NOW MOVE TO AN EVERY-OTHER-WEEK CALENDAR

March 5 Borrowing Good Ideas from Others; Time Management, revisited; Self-Care; 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, Chapters 9 & 11
Davis, Chapters 52, 53

OPTIONAL: Johnson & Huwe, *Getting Mentored in Graduate School*
<https://grad.berkeley.edu/academic-progress/getting-mentoring/>

DUE (DETAILS BELOW): #8 (Borrowing good ideas)

March 19 Observations of Teaching; Models of Intellectual Development; Bloom’s Taxonomy; Writing Exercises and Problems; Context-Rich Problems

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: Curzan & Damour, Chapter 6
Davis, Chapters 34-35

DUE (DETAILS BELOW): #9 (Peer observation)

April 2 Race and Gender and Economists and the Profession; Instructor Identity; Classroom (In)Civility

- READ:** Bayer, Amanda & David W. Wilcox, “The Unequal Distribution of Economic Education: A Report on the Race, Ethnicity, and Gender of Economics Majors at U.S. Colleges and Universities,” *The Journal of Economic Education* (2019): 299-320.
<https://doi.org/10.1080/00220485.2019.1618766>
- 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> Alas, Ben Schmidt’s interactive chart is no longer available. Trust me; it was fascinating! <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:

- Website of AEA Committee on the Status of Minority Groups in the Economics Profession (CSMGEP): <https://www.aeaweb.org/about-aea/committees/csmgep>
- Website of AEA Committee on the Status of Women in the Economics Profession (CSWEP) : <https://www.aeaweb.org/about-aea/committees/cswep>
- Website of AEA Committee on the Status of LGBTQ+ Individuals in the Economics Profession (CSQIEP): <https://www.aeaweb.org/about-aea/committees/aealgbtq>
- Hoover, Gary & Ebonya Washington. “Report: Committee on the Status of Minority Groups in the Economics Profession (CSMGEP).” *AEA Papers and Proceedings* 110 (May 2020): 737-751. <http://dx.doi.org/10.1257/pandp.110.737>
- Levenstein, Margaret. “Report: Committee on the Status of Women in the Economics Profession (CSWEP).” *AEA Papers and Proceedings* 110 (May 2020): 726-736.
<http://dx.doi.org/10.1257/pandp.110.726>

OPTIONAL:

- 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>
- Boring, Anne. “Gender Biases in Student Evaluations of Teaching,” *Journal of Public Economics* 145 (2017): 27-41. <http://dx.doi.org/10.1016/j.jpubeco.2016.11.006>
- 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>
- 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>
- Flaherty, Colleen, “Gender Bias in TA Evals,” *Inside Higher Ed* (November 2, 2020).
<https://www.insidehighered.com/news/2020/11/02/study-finds-gender-bias-ta-evals-too>
- Lusher, Lester, Doug Campbell, and Scott Carrell. “TAs 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>
- 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>
- Siegfried, John J. “Trends in undergraduate economics degrees, 1991–2017,” *The Journal of Economic Education* 49 (2018): 291-295. <https://doi.org/10.1080/00220485.2018.1464992>

Subtirelu, Nicholas Close, ““She Does Have an Accent But . . .” Race and Language Ideology in Students’ Evaluations of Mathematics Instructors on RateMyProfessors.com,” *Language in Society* 44 (2015): 35-62. <https://doi.org/10.1017/S0047404514000736>

DUE (DETAILS BELOW): #10 (Instructor identity)

April 16 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>

Cawley, John. “A Guide and Advice for Economists on the U.S. Junior Academic Job Market,” Mimeo (September 21, 2018 – updated annually).

<https://www.aeaweb.org/content/file?id=869> (On bcourses as a 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, 18, 54, 58-61

OPTIONAL:

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>

DUE (DETAILS BELOW): #11 (Statement of Teaching Philosophy)

Assignments:

[1] At the end of each session, you will write a 2-minute reflection in bcourses describing something you learned that day, and (most importantly) how what you learned may impact your teaching. There will be a bcourses assignment that opens up just before the end of class. We will take the last 5 minutes of class to do this task. It is due *immediately* as class ends. (1 point per paper)

[2] Additional assignments #1 - #11 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.

If you added the class late, email me for adjusted due dates for assignments you missed.

Put your name, SID, and the due date in the upper right corner.

All assignments are submitted via bcourses, assignments tab.

Assignments are due before class begins.

#1 Due Wednesday January 13

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, make it obvious where that information will be added. For instance you might put:

Office Hours: >>I don't know yet<<

We will peer edit this during class, so in addition to submitting via bcourses, have it available to share in your breakout group. A google doc works, as does a Word file that you can drag and drop into the zoom-chat.

#2 Due Friday January 22

This will be explained in more detail in class on 1/13. Briefly: between 2 pm on Wed, 1/13 and 8 am on Tuesday 1/19, you and the other 4 people on your team (assigned on 1/13) will get together on zoom 5 times. Each of you will take the role of instructor (once) and student (the other 4 times). Instructors will create the zoom link, email it to the others, initiate and host and record the session, draw something "on the board," do a zoom poll on a topic of your choosing, ask a question of your choosing that's answered in chat, put students in breakout rooms of 2 people each with a task of your choosing, visit each breakout room, bring the students back together, have them report out, end the session, and figure out where the recording is.

What's due on Friday: a very brief reflection, even in bulleted format, almost as a "to do" list for yourself: [1] what went well; [2] what do you need to fix/change/work on/pay attention to.

#3 Due Friday January 22

Write a one-page letter of introduction of yourself to me. Please embed a photo. In your letter of introduction, include your name, the pronouns you'd like me to use, and any other information about yourself that you'd like to share with me. Submit on bcourses as an attachment (not inline). Please limit yourself to 1 page as I will be printing these out.

#4 Due Friday January 22

Submit the final draft of your syllabus to me via bCourses: assignments tab, as an attachment.

#5 Due Friday January 29

No later than Wednesday morning, January 27, post an introduction of yourself to your Econ 375 peers to the bCourses discussion (discussion board). Post your intro inline, not as an attachment.

And by Friday morning January 29, comment on at least two of your classmate's posts. Similar interests? Same high school? Maybe a question? Whatever you wish. But engage with at least two of the intro posts.

#6 Due Thursday February 11 by 11:59 p.m.

After reading the assigned readings for February 12, take the quiz on bCourses. Must be completed by 11:59 p.m. on Thursday February 11. (Ask me in class why that is the time it is due.)

#7 Due Thursday February 18 by 11:59 p.m.

After reading the assigned readings for February 19, take the quiz on bCourses. Must be completed by 11:59 p.m. on Thursday February 18.

#8 Due Friday March 5

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

#9 Due Friday March 19

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 March 5**, observe your partner's teaching. **By March 12**, meet with your partner to discuss what you each observed. For **Friday March 19**, 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 this term, write up your observation notes.)

#10 Due Friday April 2

After doing the readings, write a 250-500 word double-spaced essay in which you consider your identity(s), students' perceptions of your identity(s), and how that comes into play in the classroom. As a guide, consider 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 students' perceptions of your identity(s) affect what you can or cannot do 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 – whether positively or negatively – in your chosen profession? What are ways in which you or others might be an ally to someone in your profession who is judged negatively because of their identity(s)?

#11 Due Friday April 16

Prepare a *good solid draft* of a statement of your teaching philosophy (500 word max). Write your statement as if you are writing **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 UGSI, write for your first post-BA employer. 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 like this article which is on the syllabus:

<http://chronicle.com/article/How-to-Write-a-Statement-of/45133/>

We will peer edit this during class, so in addition to submitting via bcourses, have it available to share in your breakout group.

Grading

The course is taken S/U (satisfactory/unsatisfactory) or P/NP (pass/not pass). In order to pass (S or P), you must earn 44 of 62 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 & Participation | 2 points per session | 20 points | Your presence & participation matters. If you can't keep video on for bandwidth reasons, you'll need another way of letting me know you're there. |
| Tardy (arrival after 8:10) | Penalty: more than 20 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 by 8:10 |
| Unapproved absences (see page 2) | Penalty: not only do you not earn the attendance points for that day, you also lose 5 points (so: a 7 point swing to the negative) | | Implication: get your absences approved by emailing Marty <u>before</u> class with the info. (See page 2) |
| Two-minute papers | 1 point per paper | 10 points | These are graded 0 / 1 based on effort. It will be difficult to receive a 0, though not impossible. |
| Assignments | 2 points each | 22 points | These are 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. |
| Observation #1 Students not teaching get 2 free points here. | 2 points | 2 points | The GSI will visit your class in the first 2 weeks to do a "tech check." Let her visit = 2 points. Don't have her visit = 0 points |
| Observation #2 Students not teaching will instead write reflections after observing two different instructors. Check with Prof. Olney. | 8 points | 8 points | The GSI will visit your class after week 4. You'll record the class. Discuss the recording with the GSI = 8 points. Don't have her visit = 0 points. Let her visit but never meet afterwards = 2 points |
| Total | | 62 points | |

Earn 44 - 62 points = pass (S)

Earn < 44 points = don't pass (U)