



Brandon Sparks

Teaching Portfolio



In learning you will teach, in teaching you will learn.

// Phil Collins



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TEACHING PHILOSOPHY STATEMENT

I come from a long line of teachers and have heard many stories growing up, but there is one that has stuck with me ever since I heard it years ago, which I seem to develop a new appreciation for each time I reflect upon it. In 1980, my grandfather was asked to be the Principal of a new school they were building in Schefferville, a small Indigenous community in northern Quebec. Before commencing his duties, he visited the isolated community and went door-to-door introducing himself to each family, whom he forged incredible bonds with over the following several years. In addition to being named an Honorary Chief of the community, he still gets calls on his birthday and anniversary from former students, despite being out of the classroom for over 30 years. This is the kind of lasting impact that I strive to have when I teach.

Like my grandfather, I recognize that an effective teacher is not just someone who relays information well to a classroom. Rather, **being an effective teacher begins by building a level of rapport and community with students.** This requires an early and consistent demonstration of genuine interest in their well-being and development. It also means acknowledging the diverse circumstances, beliefs, and experiences that students bring into the classroom environment and how together these contribute to a unique relationship between the students themselves and with the teacher. I believe this appreciation is what drove the large increase in Learning Community student satisfaction (from 63% to 97%) since taking over the PS4005 module upon arriving at Kingston University. In each syllabus, I include a section called “Inclusivity in the Classroom,” which outlines the importance of belonging and my desire for each student to feel welcome and encouraged. This ranges from the use of preferred pronouns to the inclusion of children in the classroom. I also recognize that for many students, university is the first time they are expected to write research papers. This is a daunting task, particularly when term papers are heavily weighted in their overall grade. To help quell these fears, I do a live demonstration of how to write an engaging research paper, from information gathering to the writing of the introductory page. Doing so not only benefits their studies, but also demonstrates my commitment and investment in their learning.

Establishing this foundation is absolutely pivotal in ensuring that students are able to learn to the best of their abilities. Simply jumping into the material would be tantamount to throwing some seeds on the ground and wondering why the flowers didn’t blossom. The facilitation of growth takes planning and care, and the development of students is even more rewarding than the most beautiful garden. Yet it would be misguided for a teacher to assume—or worse, encourage—that students are passive recipients of knowledge like flowers are to sun and water. This would be a particularly disastrous way of facilitating the development of critical thinking skills in students, which I consider to be the hallmark of a strong liberal arts program.

Therefore, **I strive to deviate from the traditional lecture-based approach and embrace a teaching style that incorporates more active learning.** In adopting such a style, students are able to further develop a mastery of the curriculum while simultaneously applying it to the world around them. For instance, after a discussion on violence that was perpetrated over dating apps, students designed dating app features that targeted the psychological theories behind perpetration. To better understand human biological rhythms, students in my introductory psychology class became somnologists (sleep doctors) and were tasked with coming up with several different ways to ensure that their “client” would be well-rested for an upcoming

European business meeting. The COVID-19 pandemic also brought about further opportunities for student engagement; several students in my Criminal Behaviour class took part in academic conferences, wrongful conviction events, and other academic talks. For those who prefer more hands-on activities, this same class also participated in a model neuron fair (see inclusion below). Experiential opportunities are perhaps the most effective ways of learning, and I am particularly enthused about the parole assignment that I created for my Criminal Behaviour class. After spending a week abiding by conditions of their choosing, students universally remarked that they were surprised by the difficulty in abiding by such strict rules and that their views of parole markedly changed. As confident as I am in my teaching abilities, I am doubtful that lecturing alone could have resulted in such dramatic attitudinal change.

Class discussions are also an excellent way to engage course content in a more critical way and to propose solutions to complex questions. In my Criminal Behaviour class, I noticed that one glaring omission in the female offenders curriculum was mention of motherhood in prison, an issue that correctional systems worldwide struggle to address. What followed was a lengthy class discussion in which students discussed the practical concerns of raising children in correctional care, the potential impacts such a setting may have on a child, and whether an improved mother-child bond would influence maternal recidivism rates. While there is some undoubtedly great content that I introduce into our female offender section, it is these discussions that encourage students to take on the challenges that society is confronting and to offer creative, informed solutions. This was the rationale for introducing weekly discussions in the online version of Criminal Behaviour in 2020. Seeing the weekly improvement and depth of student responses has me confident that I am helping the content come alive for students. Reflecting back on my own experience as an undergraduate student, such discussions helped me realize that unlike the hard sciences, psychology does not offer neat, absolute answers, and instead requires a host of critical, inquisitive, and innovative skills, which is ultimately what made me fall in love with the field.

Similarly, **it is important to incorporate a variety of assessment methods in each course to ensure that students are able to reflect learning outcomes across a variety of modes.** A multifaceted approach also appeals to the various learning and expression styles that students bring to the classroom and offers another example of my appreciation for their diversity. When done correctly, these assessment methods should challenge students to demonstrate their mastery of the subject content while also incorporating some marker of personal growth or insight. In the parole assignment described above, students were given the opportunity for critical self-reflection in addition to a traditional research paper on the effectiveness of parole conditions. When this course was taken online in the Fall of 2020, discussions became a formal part of students' grade calculations. While participation points are also common in face-to-face classes, I was impressed by the depth of responses by such a large volume of students that one would not normally capture in traditional lectures. Provided with the opportunity to reflect and carefully craft responses, less vocal students were able to demonstrate their learning in a way that would have been previously overlooked. Needless to say, such forums will continue even when in-person classes resume.

While student development is at the heart of every effective teacher, so too is the continuous growth of the teacher themselves. I make a concerted effort to remind students that

I am not immune to assessment and offer them opportunities throughout the semester to offer me anonymous feedback on my teaching and course materials. By incorporating this feedback into subsequent classes, students can see that I value their input and are thus encouraged to offer more, further strengthening our rapport. I have also taken a number of courses and workshops to enhance my teaching skills and expand my own reflections on teaching. These have equipped me with numerous strategies to ensure that students feel supported, encouraged, engaged, and ultimately rewarded for their devotion and efforts. Student feedback and workshops have also helped me identify multiple developmental goals, such as increasing the number of in-class activities I offer, facilitating greater discussion depth, and refining class content to ease their cognitive load. Much like research, teaching is a lifelong journey of learning, and I look forward to each stop along the way.



**OVERVIEW OF TEACHING AND SUPERVISION
EXPERIENCE**

TEACHING EXPERIENCE

ROLE	COURSES	RESPONSIBILITIES
<i>Module Leader</i>	<ul style="list-style-type: none"> ✿ Introduction to Forensic Psychology (PS4005) <i>Kingston University</i> <i>Fall-Winter 2021-present</i> 	<ul style="list-style-type: none"> ✿ Designed course lectures, activities, assignments, and testing materials ✿ Coordinated with other lecturers on this module ✿ Marked and provided formative feedback on assignments ✿ Provided individualized feedback and support ✿ Represented Forensic Psychology staff during induction & university open days
<i>Lecturer</i>	<ul style="list-style-type: none"> ✿ Investigations and Cyber-Behaviours (PS6016), Introduction to Forensic Psychology (PS6011), & Practical Research Skills (FY3002) <i>Kingston University</i> <i>Fall-Winter 2021-present</i> 	<ul style="list-style-type: none"> ✿ Designed course lectures, activities, assignments, and testing materials ✿ Marked and provided formative feedback on assignments ✿ Provided individualized feedback and support
<i>Instructor</i>	<ul style="list-style-type: none"> ✿ Biological and Cognitive Bases of Psychology (PSY 120) <i>University of Saskatchewan,</i> <i>Fall 2019</i> 	<ul style="list-style-type: none"> ✿ Designed course lectures, activities, assignments, and testing materials ✿ Marked and provided formative feedback on assignments ✿ Provided individualized

		feedback and support
<i>Co-Instructor</i>	<ul style="list-style-type: none"> ☼ Criminal Behaviour (PSY 230) <i>University of Saskatchewan, Fall 2019; Fall 2020 Co-instructor: Alexandra Zidenberg</i> 	<ul style="list-style-type: none"> ☼ Designed course lectures, activities, assignments, and testing materials ☼ Transitioning class for asynchronous remote delivery ☼ Marked and provided formative feedback on assignments ☼ Provided individualized feedback and support
<i>Guest Lecturer</i>	<ul style="list-style-type: none"> ☼ Introduction to Indigenous Higher Education (INDG 104) <i>First Nation's University of Canada Winter, 2020 Alexandra Zidenberg</i> ☼ Forensic Psychology (PSY 256) <i>Mercer University Winter, 2020 Dr. Sara Appleby</i> ☼ Criminal Behaviour (PSY 230) <i>University of Saskatchewan Winter 2019; Winter 2018 Dr. Mark Olver</i> ☼ Criminal Behaviour (PSY 230) <i>University of Saskatchewan Fall, 2017; Fall 2018 Dr. Stephen Wormith</i> 	<ul style="list-style-type: none"> ☼ Developed and presented lectures on: <ul style="list-style-type: none"> ☼ How to write a research paper ☼ Intimate partner violence and post-relational violence ☼ Substance use and criminal behaviour ☼ Biological contributions and theories of crime ☼ The use and dangers of police informants
<i>Teaching Assistant</i>	<p>University of Saskatchewan</p> <ul style="list-style-type: none"> ☼ Criminal Behaviour (PSY 230) <i>Steve Wormith, Fall 2018</i> ☼ Criminal Behaviour (PSY 230) <i>Mark Olver, Winter 2018</i> ☼ Research Methods & Design (PSY 235) <i>Karen Lawson, Winter 2017</i> 	<ul style="list-style-type: none"> ☼ Marked and provided formative feedback on assignments ☼ Designed and delivered weekly labs

	<ul style="list-style-type: none"> ✿ Research Methods & Design (PSY 235) <i>Carie Buchanan, Winter 2017</i> ✿ Introduction to Health Studies (HIS 110) <i>Ulrich Teucher, Winter 2017</i> ✿ Adolescent Development (PSY 214) <i>Amanda Baldwin, Fall 2016</i> ✿ Criminal Behaviour (PSY 230) <i>Steve Wormith, Fall 2016</i> ✿ Social and Developmental Bases of Psychology (PSY 121) <i>Chris Cooper, Fall 2016</i> ✿ Biological and Cognitive Bases of Psychology (PSY 120) <i>Chris Cooper, Fall 2016</i> <u>University of Manitoba</u> ✿ Social Psychology (PSYC 2420) <i>Jeremy Hamm, Winter 2016</i> ✿ Social Psychology (PSYC 2420) <i>Dan Bailis, Winter 2016</i> 	<ul style="list-style-type: none"> ✿ Conducted guest lectures ✿ Provided students with test and exam feedback ✿ Helped manage individualized student accommodations
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EVIDENCE OF TEACHING EFFECTIVENESS

TEACHING CERTIFICATES

NAME	DATE AWARDED
Fellow of the Higher Education Academy	June 2022
Teaching Preparation Certificate	December 2020
Introduction to Teaching Online	May 2020
Instructional Skills Workshop	December 2019

EARLY MODULE REVIEW (EMR) SCORES*

INTRODUCTION TO FORENSIC PSYCHOLOGY (PS4005), FALL/WINTER 2021-22			
Category	Satisfaction Rate	Previous Year Satisfaction Rate	Change
Categories			
<i>Teaching</i>	89.5%	86.7%	+2.8
<i>Academic Support</i>	74.0%	75.4%	-1.4
<i>Learning Community</i>	97.4%	63.3%	+34.1
<i>Learning Opportunities</i>	87.2%	79.7%	+7.5
<i>Learning Resources</i>	84.6%	86.2%	-1.6
<i>Organisation & Management</i>	94.9%	86.7%	+8.2

*Beginning in the 2022-23 academic year, the EMRs were abandoned as a formal method of teaching assessment

MODULE EVALUATION QUESTIONNAIRES (MEQ) SCORES*

INTRODUCTION TO FORENSIC PSYCHOLOGY (PS4005), FALL/WINTER 2021-22			
Category	Module Mean	Department Mean	School Mean
Categories			
	Calculated out of 5		
<i>Teaching</i>	4.02	3.78	3.93
<i>Assessment & Feedback</i>	3.76	3.73	3.93
<i>Academic Support</i>	4.13	3.88	4.07
<i>Learning Opportunities</i>	4.05	3.84	4.00
<i>Learning Resources</i>	3.74	3.82	3.95
<i>Organisation & Management</i>	4.11	3.84	4.02

*Note that due to the team teaching approach employed by Kingston University, these scores reflect evaluations of the entire teaching team and not individual lecturers. This does not apply to the EMR above as I was the only instructor they interacted with at the time that was completed.

STUDENT LEARNING EXPERIENCE QUESTIONNAIRE (SLEQ) SCORES

CRIMINAL BEHAVIOUR (PSY 230), FALL 2020			
Category	Class Mean	Department Mean	University Mean
Department Questions			
	Calculated out of 6		
<i>Course organization contributed to understanding</i>	5.1	4.7	4.7

<i>Course materials were helpful in understanding</i>	5.1	4.9	4.9
<i>Instructor communicated effectively</i>	5.2	4.7	4.7
<i>Instructor showed sensitivity to comprehension of class</i>	5.1	4.8	4.8
<i>Instructor maintained focus of class</i>	4.9	4.5	4.5
<i>Instructor used techniques that challenged thought and stimulated discussion</i>	5.0	4.5	4.5
<i>Instructor provided access to constructive supports to help learning needs</i>	5.2	4.8	4.8
<i>Instructor provided helpful feedback</i>	4.6	4.2	4.2
<i>Instructor expectations were reasonable</i>	4.5	4.6	4.6
<i>Course content was organized in a clear way</i>	4.9	4.9	4.9
<i>Assignments and exams facilitated my learning</i>	4.7	4.5	4.5
<i>My grades and how they were determined was clear</i>	4.5	4.7	4.7
University Core Questions	Calculated out of 5		
<i>Course provided deeper understanding of subject</i>	4.3	4.1	4.2
<i>Course was intellectually stimulating</i>	4.2	4.0	4.1
<i>Instructor created environment for learning</i>	4.3	3.8	4.1
<i>Projects, assignments, and tests provided opportunity to demonstrate learning</i>	4.2	3.8	4.1
<i>Overall quality of learning experience</i>	3.7	3.6	3.8

PSYCHOLOGY TEACHING EFFECTIVENESS QUESTIONNAIRE (PTEQ) SCORES

KNOWLEDGE	ORGANIZATION	PRESENTATION	INTERACTION	EVALUATION	TOTAL
Biological and Cognitive Bases of Psychology (PSY 120), Fall 2019					
77	75	77	80	77	77
Criminal Behaviour (PSY 230), Fall, 2019					
76	79	75	78	77	77

SAMPLE STUDENT COMMENTS



The best thing about this module so far is pretty much everything, from superior teachers/lecturers, having interactive activities with other students, the quality of delivering lectures and seminars as well as expanding my knowledge and skills about this module

// PS4005 student



Perfect balance between informal and formal learning environment, where points and notes are clearly conducted and explained. A[n] enthusiastic setting where it encourages learning and makes me look forward to the class

// PS4005 student



The course is interesting and Brandon does a brilliant job at making the content as engaging as possible. I like that there's a balance of read/write, auditory and visual material to cater to all types of learners

// PS4005 student



I like the way Brandon explains the module to us, which makes it a very interesting 3-hour course (which, trust me, is very rare. They usually get boring, just not this one)

// PS4005 student



The content is interesting and the powerpoints take advantage of this by being interactive and engaging. The mix of different learning formats (video, reading, polls) etc. keep things interesting as opposed to just lecturing

// PS4005 student



I've enjoyed everything so far, the lecturer is really fun and interactive. The content is extremely interesting, and easy to follow.

// PS4005 student



Brandon is great with teaching, asks questions and interacts with us plus the content is exciting and eye opening.

// PS4005 student



The professors are really well organised which helps in my individual learning because i know what my priorities are throughout the module

// PS4005 student



Brandon makes this module exciting and keeps us well informed on upcoming assessments and opportunities.

// PS4005 student



Online lessons are interactive. Questions are answered promptly and clearly. Notes on slides are concise and clear. Very minimal confusion. I enjoy when we have speakers coming in and presenting information about their careers that are relevant to our course

// PS4005 student



[Brandon] treats us like adults but at the same time is mindful that we are students and don't know everything. He has the perfect combination of discussion and theory, making the 3 hours bearable even with just one break.

// PS6016 student



Loved Brandon as a lecturer the topics were well taught by him.

// PS6016 student



Brandon Sparks spent over an hour with me on two separate occasions talking through the essay question when I was struggling. He provided clear, concise guidance. His delivery of lectures is well thought through and I always look forward to lectures when I know he is teaching. Thank you Brandon for putting so much effort to making this an enjoyable module!

// PS6011 student



Brandon Sparks is a great lecturer. He should teach more often as his lectures are in my opinion the most interesting and engaging.

// PS6011 student



I can say with confidence that you made the transition to remote learning the most seamless out of all my professors. Modules were interesting, and not crazy long. This made the material easy to stay engaged in, and a good environment for learning... I always received the most helpful feedback from you... and I think I really improved academically based on your advice and feedback

// PSY 230 student



I have enjoyed Brandon's quality of instruction. He makes the lectures interactive, enjoyable, and also discusses many important topics in detail

// PSY 230 student



The overall quality that Brandon has provided in this course so far has been great. He also elaborates on impotent topics to help us understand concepts.

// PSY 230 student



Brandon is a great instructor who keeps course content fresh and interesting

// PSY 230 student



I'm learning a lot [sic] more than I expected and enjoy this online video lecture system

// PSY 230 student



Excellent. This has been the most interesting class I have taken so far. Both profs make the material very easy and interesting to learn.

// PSY 230 student



My learning experience in this course so far has been great. I really enjoy this course!

// PSY 230 student



I liked his modern and new take on Psychology and his use of intriguing examples like experiments to do during class, videos, and of course the chocolate he gives out!

// PSY 120 student



The instructor is friendly and improved his teaching skills throughout the term. It was refreshing to experience someone closer in age to the students, creating a better understanding and relation between the teacher and the students.

// PSY 120 student



I think he did a very good job at teaching such a first large class and would take another ... I think overall he was a good professor and had an interesting assignment topic! I really enjoyed this class

// PSY 120 student



When learning from Brandon Sparks, he is clear on what he says and to whats [sic] to be completed. He uses diagrams to help us visualize things to make things easily remembered.

// PSY 120 student



I liked the additional quizzes in this course because it not only boosted my grade but also made me look back and study the chapters again.

// PSY 120 student



He really helped to relate the topics to daily life things our generation can relate too [sic]

// PSY 120 student



The parole assignment that we had to complete was very beneficial because of how it made me apply the concepts to my life, which isn't something that I would have ever done otherwise.

// PSY 230 student



My instructors kept the content engaging and worth attending. I liked how the slides didn't have all the information from the lecture written. My instructors brought examples from their own interests and research to trigger my interest in the course content.

// PSY 230 student



Having [Brandon] teach instead of the [other] instructor. he (sic) provided better explanations, made sure to repeat himself and went through all materials in a way that everyone was able to keep up.

// PSY 230 student



The videos we watched in this class really helped me grasp an understanding of what had been said in class and what our notes tell us.

// PSY 230 student



Good instructors, both are learning and are still better than professors that I've had that have been teaching for decades. Can see them doing really well later on.

// PSY 230 student



The reflective assignment was a lot of fun. I liked how the paper format allowed feedback for the term paper

// PSY 230 student



The instructors were knowledgeable, kind and easy to talk to, they were always available over email and understanding of personal problems that could prevent in class hand ins and missing class

// PSY 230 student

AREAS FOR IMPROVEMENT

Although student feedback has been generally positive in all courses, students have been helpful in identifying areas for improvement, which I have made efforts to incorporate in future courses. To demonstrate my commitment to growth, below are a few areas for further development that were identified by students through various feedback sources and my efforts to address them.

COURSE	OPPORTUNITIES FOR IMPROVEMENT	INCORPORATION OF FEEDBACK
<i>PS4005</i>	<ul style="list-style-type: none"> ✿ Improve relevance of assessments ✿ Encourage greater engagement with materials ✿ Time management 	<ul style="list-style-type: none"> ✿ Replaced assessment that I inherited (and could not be changed) with two authentic assessments ✿ Introduced more graded quizzes (at student request) ✿ Dedicated more time to class activities; too little time resulted in disengagement or disruption
<i>PSY 120</i>	<ul style="list-style-type: none"> ✿ Include more ungraded quizzes ✿ Provide set time for asking questions ✿ Include reviews at the end of each class ✿ Make directions and expectations clearer 	<ul style="list-style-type: none"> ✿ Infused formative quizzes into PSY 230 class ✿ Set aside time for questions throughout future lectures, used multiple prompts ✿ Provided brief reviews at end of classes; directly tied following class into previous one ✿ Added specific learning outcomes to assignments and syllabus
<i>PSY 230</i>	<ul style="list-style-type: none"> ✿ Include more instruction on using/scoring risk assessments ✿ Give more practical examples of criminological theories ✿ Increase the emphasis on victims of crime ✿ Include more biological/neurological research 	<ul style="list-style-type: none"> ✿ Added much more detail for psychopathy assessment assignment; integrated classroom assessments into lecture further ✿ Included fictional characters (e.g., Gerry) with varying characteristics to demonstrate how different personal and situational characteristics can impact criminal proclivity ✿ Devoted sections of modules to victims ✿ Sought out new research to incorporate

STUDENT ASSIGNMENT FEEDBACK

In addition to the end of semester Psychology Teaching Effectiveness Questionnaire (PTEQ) scores, I also like to solicit feedback from students throughout the semester. This allows me to work toward improvement during the semester, to monitor that the course objectives are being met, and to ensure that students are engaged and feel heard. It also offers an added layer of

accountability and demonstrates my investment in their learning. Below are some aggregate results and some written student comments that were collected during these feedback sessions.

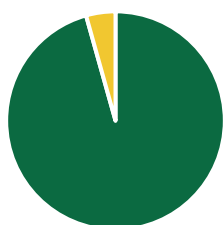
PSY 120

Psychology Says What?! Students who chose this assignment option were tasked with finding one of the many self-validating psychological “facts” that are commonly shared on social media. Upon selection of their “fact,” students were to explain how it would be difficult to test this hypothesis/result, how it could be done, and to conduct a literature search to discover whether, in fact, anything of the like had actually been explored. In conclusion, students wrote of the potential harms that the proliferation of false or simplistic psychological “facts” may have. The purpose of this assignment was to provide students with a relatable, yet intensive exposure to the world of psychological science so that they could gain an appreciation for both what is being covered in class and what we have yet to learn about human thoughts and behaviour.

“You make the class interesting + very upbeat.”

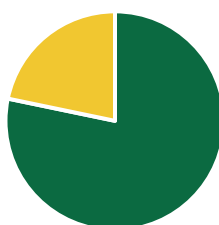
//PSY 230 Student

Found the assignment fun/enjoyable



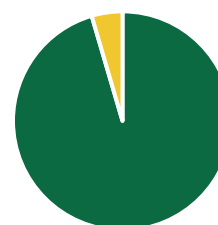
■ Yes ■ No

Learned something while completing the assignment



■ Yes ■ No

Would recommend offering this assignment in the future



■ Yes ■ No

Student Comments:

“I genuinely enjoyed the assignment.”

“Overall I had fun 😊”

“Was very clear, all topics were clearly stated.”

Psychology in the Media. As an alternative to the above assignment, students also had the option of selecting a research article and sensationalized media story based upon the former scientific paper. These pairings were provided by me and included some research by another USask psychology student which was picked up by Cosmopolitan. One student actually found their own pairing, noting a recent study and news report that purportedly claimed that British people were happier a century ago, according to a linguistic analysis of books. After reading both articles, students discussed the differences between the two outlets, noting the differences in title, the language, and conclusions that each reached.

“[Uses] interactive class exercises to help us stay focused.”

//PSY 120 Student

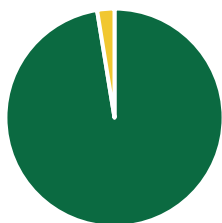
“Giving great examples of material. [He] seem[s] to have a story or example for most of the content.”

//PSY 120 Student

Students also noted whether the media story included any study limitations or provided any conflicting findings (from the study itself or from other articles).

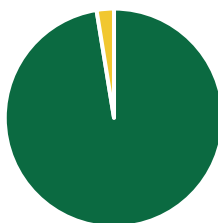
Similar to the above assignment, one of the objectives here was to develop in the students an awareness not only that the media often simplifies psychological studies, but how they do so. By developing more critical skills, students will become more informed consumers of media and hopefully be less influenced by flashy headlines that often overestimate the often modest conclusions of the original research team.

Found the assignment fun/enjoyable



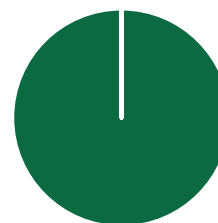
■ Yes ■ No

Learned something while completing the assignment



■ Yes ■ No

Would recommend offering this assignment in the future



■ Yes ■ No

Student Comments:

“I think this is a good assignment option for the future.”

“Honestly I loved the assignment I did. I wouldn’t change a thing.”

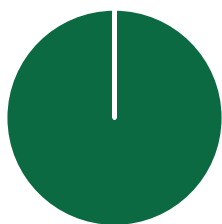
“I found the project both interesting and fun.”

Get it Write! As a third option, students could choose from one of two brief research articles that related to specific class content on intelligence and eyewitness memory. These articles were stripped of their identifying features and abstract. Students were assigned to write a short summary of the paper, including previous research that has been done in the area, essentially creating an extended abstract. Although student feedback on this assignment option was overwhelmingly positive, it was the least popular of the options based on assignment volume.

“I enjoy how you bring relevant ideas and current events into the class discussion.”

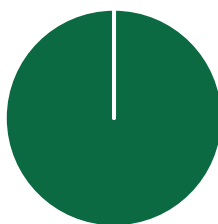
//PSY 230 Student

Found the assignment
fun/enjoyable



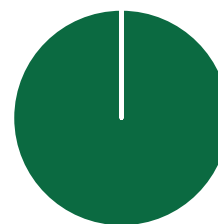
■ Yes ■ No

Learned something
while completing the
assignment



■ Yes ■ No

Would recommend
offering this assignment
in the future



■ Yes ■ No

Student Comments:

"I felt that the assignment was fairly clear and well-explained."

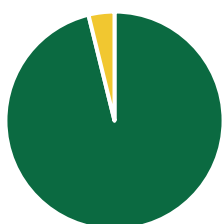
PSY 230

Parole Assignment. In order to offer our Criminal Behaviour students a more hands-on experience, Alexandra and I created a parole assignment where students would spend a week abiding by a list of self-selected conditions that are common for those who are released on parole. This was a particularly creative way for a classroom with a large number of students to engage in experiential learning. In addition to their week on parole, students wrote a reflective piece on their experience, discussed what factors may make parole conditions easier or harder to abide by, and conducted a brief literature review on the effectiveness of their conditions. This not only provided students with additional, practical knowledge, but served as an opportunity to get some feedback from us that could be heeded for their final research paper. Based upon the responses below, it will certainly be a staple of this class for years to come.

"The inventions you show us before the lecture are very interesting... it is a good method to foster engagement."

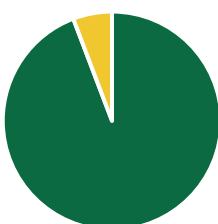
//PSY 230 Student

Found the assignment
fun/enjoyable



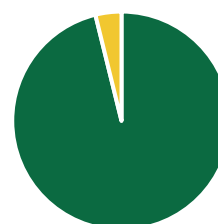
■ Yes ■ No

Learned something
while completing the
assignment



■ Yes ■ No

Would recommend
offering this assignment
in the future



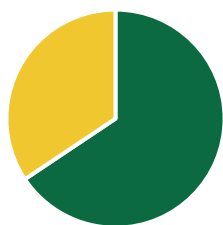
■ Yes ■ No

Term Paper. In addition to their brief foray into academic writing, students capped off the semester by completing a research paper on a topic of their choosing. These ranged from X to Y. In recognition that for many students, this would be the first piece of academic writing in their university careers (save for the brief literature review in the parole assignment), I set aside the beginning of class and worked with students to develop a compelling introduction to a research paper on intimate partner violence (IPV). This included the search for journal articles, how to review them, and how to incorporate their findings into a research paper. Having marked the term papers for this class over the past few years, it was clear that the student writing was improved as a result of this multifaceted approach. Feedback from students also indicated that the term papers were a meaningful and integral part of their class experience.

“[Please] keep doing videos, interactive tests and questions and talking about cool studies.”

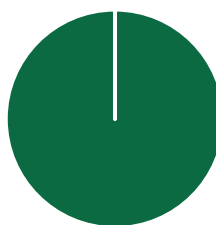
//PSY 120 Student

Found the assignment fun/enjoyable



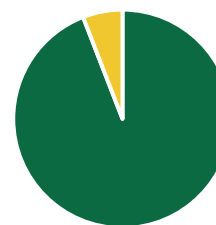
■ Yes ■ No

Learned something while completing the assignment



■ Yes ■ No

Would recommend offering this assignment in the future



■ Yes ■ No

EMAILS FROM STUDENTS

In addition to formal feedback, unsolicited emails offer further evidence of teaching effectiveness, engagement, and rapport. Students who are interested in the content, involved in my growth as a teacher, and comfortable sharing feedback offer tremendous opportunities to further refine teaching skills while demonstrating that I have successfully piqued their curiosity in psychology and encouraged them to apply their newfound knowledge and skills to their experiences outside the classroom. Given that these are unsolicited, the feedback that I receive through this means is particularly moving and act as a reminder of just how important a good teacher can be. Please see below for some examples of recent student emails.

Example 1:

Hey Brandon,

Just wanted to touch base with you as I am thinking of switching around my courses for next semester. I enjoyed having you as a prof this year and was wondering what other classes you are teaching next semester? I believe you mentioned that you're currently teaching a criminal psychology class, and that is

“Well prepared for the lecture and your pace is really nice for taking notes.”

//PSY 230 Student

something I would be interested in, as I am possibly moving towards a career in criminal law.

Example 2:

I've had a super busy month and ended up missing the SLEQs [Student Learning Experience Questionnaire]. I wanted to just message you and let you guys know that you are doing a great job and are making the class super interesting. The weekly discussion posts are helpful in keeping me on top of the content!

Example 3:

That is so great to hear! I studied and worked my butt off for that final, thanks for showing me I can do it!

Example 4:

I came across this video, and it shows how someone with red-green colourblindness sees M&Ms as he attempts to sort them. I figured it would be something cool to show people when you teach chapter 5 (I think?) In the future.

EMAILS FROM PEERS

Similar to student emails, emails from peers offers me another metric to reflect on my teaching approach and effectiveness. Below is an example I received from an instructor at the University of British Columbia who had heard of the parole assignment (see Appendix A) used in my PSY 230 class.

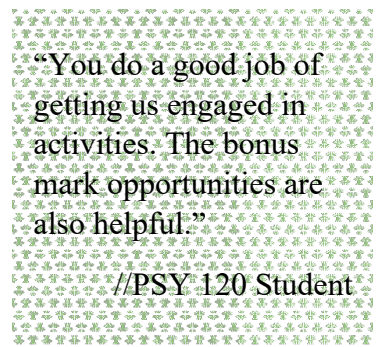
Example 5:

Good morning,

I teach an undergraduate Forensic Psychology course. I am in the process of revising my course evaluation components and in my search for some inspiration, I came across your course syllabus. In particular, your course assignment where students must abide by a number of conditions for a week, then write a paper on it. I really like the idea and think it could be an interesting component for my class, but I wanted to reach out to you both. I was wondering if I could have your permission to adapt this assignment for my class (with the appropriate acknowledgement for the original idea).

Thank you for your consideration

I also had the privilege of having a large proportion of my PSY 120 class consist of participants in the University of Saskatchewan's university transition (UTRAN) program. These were students whose high school averages weren't high enough to gain acceptance through the traditional application process, but whose circumstances and potential suggested that they would make upstanding university students if afforded the opportunity. In addition to a reduced



courseload, UTRAN students also work with mentors employed by the university who provide further academic assistance and help students develop effective learning strategies. At the end of the semester, I received the following email from one of the UTRAN coordinators.

Example 6:

Hi Brandon,

Thank you on behalf of the Transition Program students this term. I have been happy to hear from many students that you have been supportive and accessible when they needed help. Have a wonderful holiday and happy new year!

All the best,

SAMPLE STUDENT WORKS

Although student assignments and term papers are used as an assessment of student proficiency, it is undoubtedly also a reflection of the teacher's ability to develop the critical and evaluative skills of students through lectures, mentorship, and in-class activities. The novel insights and connections that students demonstrate in these works are one of the most rewarding components of teaching. Equally meaningful are the transformative experiences that students illustrate. These are the profound impacts that are a fundamental aspect of the university experience, which students will carry forward throughout the rest of their lives. To teach them is a privilege, and to see examples of this fruition (available in Appendix B) has an equally profound effect on me.

"You always responded promptly to emails. it made me feel you valued my time."
//PSY 230 Student

The background consists of a white central area surrounded by four large triangular sections. The top-left and bottom-right triangles are yellow, while the top-right and bottom-left triangles are green. The triangles meet at the corners of the page, creating a diamond-like shape in the center.

APPROACHES TO COURSE MATERIALS

One of the most challenging aspects of teaching is the development of course materials that engage students, foster mastery of the topic, and motivate students to ask deeper and tougher questions. However, it is for these exact reasons that the creation and implementation of course materials is so integral to achieve both these broad goals as well as the specific course outcomes. In this section, I outline my principles and values that guide the various aspects of course design.

COURSE SYLLABI

In my experience, course syllabi are an often overlooked component of the class, despite the clear utility that they serve. Expecting students to achieve the course objectives when they're given a vague, difficult to navigate syllabus is a lot like expecting someone to navigate a foreign city with an outdated map—they may get there, but it will turn a constructive opportunity into a frustrating experience. Therefore, in able to get the most out of the in-class activities and course assignments, a syllabus that incorporates clear expectations and promotes a safe, positive learning environment is paramount. While I am constantly revising my syllabi, please see Appendix C for some recent examples.

CLASSROOM ACTIVITIES

When I reflect upon my own undergraduate experience, it was the classroom activities that left a lasting impression on me. Based on the student feedback that I have collected, I am clearly not alone in seeing the value of activities and their extension to events outside of the classroom. Thus, my approach to classroom activities is not simply to give students a chance to catch their breath during a lecture, but to give them an opportunity to engage with the content to enhance its clarity and relevance. These exercises also help create a more cohesive classroom environment which has an exponential effect on future classroom engagement. By starting early in the semester, I am able to encourage buy-in from the students so that they feel motivated not only to attend class, but to be active participants. It is also a demonstration of my value of their time and efforts. As students have different preferences for engagement, I strive to use a variety of formats to ensure that I am able to reach the greatest number of students. In Appendix D, I provide some examples of classroom activities that utilize different formats of student engagement.

ASSIGNMENTS

Many of the same beliefs that I hold about classroom activities extend to course assignments. These assignments should offer students the ability to develop and demonstrate higher-order cognitive skills by applying course content to real-world examples, evaluating current practices, and/or compiling other scholarly content into a medium that effectively relays that information. An effective and engaging assignment should take the student out of the classroom and the abstract and to immerse them in the problems that psychological researchers are trying to address. Ultimately, they should complete the assignment feeling both a sense of accomplishment and a desire to learn more about the subject. As some courses, such as introductory psychology courses, cover a broad array of content, I offer a multitude of assignment options, which can be found in Appendix A, along with a well-received parole assignment that was developed for the Criminal Behaviour class.

The background consists of four large triangular sections meeting at a central white diamond shape. The top-left and bottom-right triangles are yellow, while the top-right and bottom-left triangles are green.

PURSuing CONTINUOUS GROWTH

Being an effective teacher does not happen by accident, nor is it a naturally bestowed gift. It requires countless hours of reflective practice and formative evaluation from yourself, peers, and most importantly, students. In other words, to be a good teacher, one must also be a good learner. And to be a good learner, one must be driven towards self-discovery and improvement. A small portion of this process is outlined in the narratives described below, which can be found in full in Appendix E.

REFLECTIVE NARRATIVES

Reflective Narrative 1

This narrative explores my reflection on how the results from the Teaching Perspective Inventory (TPI) interact with my own views of myself as a teacher. Insights into the three components (beliefs, intentions, and actions) and how they align with my teaching philosophy are discussed. Multiple avenues for improvement across the five categories are also offered.

Reflective Narrative 2

This narrative was written after observing a model teacher who exemplifies a multifaceted, captivating, and collaborative approach to learning. My reflections on their teaching style, use of technology, and engagement with students are discussed. Identifying ways to incorporate these into my own teaching forms the conclusion to this narrative.

Reflective Narrative 3

Here I explore peer- and self-feedback based on a five-minute lesson that I conducted while participating in a teaching course offered by the university (see GPS 989 below). As I was previously familiar with the BOPPPS model (from the Instructional Skills Workshop), I decided to modify a ten-minute lesson I gave, incorporating their feedback while also cutting the time in half.

PROFESSIONAL TEACHING DEVELOPMENT ACTIVITIES

ACTIVITY	DESCRIPTION	KEY INSIGHTS
Fellowship with the Higher Education Academy <i>Summer, 2022</i> <i>Kingston University</i>	An application to demonstrate a commitment to excellence and pedagogical growth. This was supported by a year-long workshop offered by Kingston University to enhance our application and practice.	<ul style="list-style-type: none"> ✿ Having peer teaching evaluations can help you identify easily implemented changes that have a large impact ✿ Consistency is key; familiar teaching elements can become signposts ✿ Group work needs more time than anticipated
Teaching Preparation Certificate <i>Fall, 2020</i> <i>University of Saskatchewan</i>	A competency-based program focused on the development of a teaching portfolio and ensuring that our teaching philosophy statement is aligned with our strengths, goals, and values.	<ul style="list-style-type: none"> ✿ There are multiple ways to demonstrate your competencies and commitment to improvement ✿ Self-reflection and feedback (student and peer) is paramount in identifying whether our actions are in alignment with our goals

<p>Remote Teaching Essentials Sessions</p> <p><i>Winter, Spring, Summer, 2020</i></p> <p><i>University of Saskatchewan</i></p>	<p>A variety of sessions addressing the effective implementation of remote teaching strategies. Topics included effective asynchronous delivery, implementation and modification of activities, discussion forums, pre-and post-assessment, and development of learning-based outcomes.</p>	<ul style="list-style-type: none"> ✿ Clarity takes on an additional importance as students adjust to remote learning ✿ Asynchronous delivery has many advantages and with some creativity, its shortfalls (e.g., isolation, less structure) can be overcome ✿ Gagne’s nine levels of learning can be beneficial in developing remotely-taught course modules
<p>Canvas Learning Sessions</p> <p><i>Winter, Spring, Summer, 2020</i></p> <p><i>University of Saskatchewan</i></p>	<p>A series of six courses designed to familiarize instructors with the university’s new learning management system Canvas. Sessions included topics on optimizing course layout, utilization of discussion forums and groups, use of quiz features, addressing accessibility issues, and the implementation of a multiplicity of instructional mediums, such as Panopto to maximize student engagement and ease of learning.</p>	<ul style="list-style-type: none"> ✿ Courses can be much better organized than they have in the past using the previous learning management system ✿ Discussion groups can be formed to allow for more intimate and in-depth dialogues to take place ✿ Modules can be created using a multitude of mediums to help students seamlessly work through course content ✿ Canvas has built in features to automatically check for accessibility issues and speech-to-text options for videos
<p>Introduction to Teaching Online</p> <p><i>Winter 2020</i></p> <p><i>University of Saskatchewan</i></p>	<p>An online course for instructors to consider and explore the opportunities, obstacles, and implications of online learning. Developing materials for online classes, exploring features provided by the university, and viewing professionally developed online classes are all discussed.</p>	<ul style="list-style-type: none"> ✿ Building a sense of community in an online classroom is integral and achievable ✿ Online teaching helps us reflect upon many of the shortcomings of traditional teaching models and allows us to create better courses ✿ Many of the strategies used in online learning can be applied to traditional in-person courses
<p>GPS 989: The Practice of University Teaching</p> <p><i>Winter 2020</i></p> <p><i>University of Saskatchewan</i></p>	<p>A semester long course designed to promote personal reflection on one’s teaching approach, objectives, and philosophies. Practice delivering interactive lessons, incorporating feedback, and adapting material to various student needs also heavily emphasized.</p>	<ul style="list-style-type: none"> ✿ Students have varying levels of motivation that influence what they anticipate taking from the class ✿ Constructive alignment is key to meeting course and lesson objectives ✿ Importance of using multiple methods of teaching and assessment

<p>Instructional Skills Workshop</p> <p><i>Fall 2019</i></p> <p><i>Gwenna Moss Centre for Teaching and Learning</i></p>	<p>An intensive three-day workshop emphasizing the BOPPPS model and the ability to incorporate feedback into timely lesson plans. Other reflective components are incorporated regarding what constitutes effective teaching practices.</p>	<ul style="list-style-type: none"> ✿ Using Bloom’s taxonomy is an effective way to reflect on your anticipated course objectives and to clearly relay those to students ✿ Clearly stating why examples and activities are included in the lesson plan helps learners follow along and remain engaged
<p>Fall Fortnight</p> <p><i>Fall, 2019</i></p> <p><i>Gwenna Moss Centre for Teaching and Learning</i></p>	<p>Attended a variety of sessions and workshops related to enhancing teaching knowledge and a range of teaching skills. These sessions included:</p> <ul style="list-style-type: none"> ✿ Introduction to Teaching Portfolios ✿ Grading Efficiently: Assignments and Rubrics in Blackboard Learn ✿ Introduction to Two-Stage Testing ✿ Quick Tips to Improve Multiple Choice Questions 	<ul style="list-style-type: none"> ✿ Blackboard offers a variety of assessment and feedback methods for students and instructors ✿ Collection of intermittent student feedback allows for demonstrable improvement in teaching throughout semester ✿ Multiple choice questions can be streamlined so that students spend less time reading questions and can devote more time to applying their knowledge ✿ Two-stage testing offers students an opportunity to correct their mistakes and improves long-term retention of course material

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APPENDIX A: SAMPLE ASSIGNMENTS

PS 4005 PAROLE ASSIGNMENT Instructions

Overview

Many individuals who have had contact with the criminal justice system are required to obey a set of conditions either as an alternative to incarceration (*probation*) or upon release from an institution (*parole*). Failure to abide by these restrictions may result in further incarceration or other penalties. For this assignment, you are asked to spend one week abiding by at least 3 of the conditions of your choosing and write a reflective paper of 1,000 words (+/- 10%) describing your experience. Note any difficulties this had on your daily life and whether you had to violate any of your conditions (don't worry, you won't be punished!). After noting your own experience, describe how the conditions you chose may help or hinder the reintegration of offenders into society.

Example parole/probation conditions:

- Prohibited from attending public parks, pools, daycares, schools, and playgrounds
- Prohibited from using alcohol and/or drugs
- Prohibited from owning, possessing, or transporting firearms
- Prohibited from being with children under 14 unsupervised
- Prohibited from making contact with children under the age of 18
 - This can include your own children, siblings and/or family members
- No access to computers or devices that can connect to the internet
- Frequent check-ins with their parole/probation officer (you may designate a friend or family member to act as your Parole Officer)
- Must abide by a curfew designated by their Parole Officer
- Must provide their Parole Officer with a driving or travel log
- Prohibited from leaving your residence except to attend school/work
 - Approval from Parole Officer must be sought to leave residence for other reasons
- Prohibited from using public transit
- Prohibited from driving a motorized vehicle
 - Or prohibited from driving a motorized vehicle unsupervised
- Prohibited from accessing any sexual or pornographic material or patronizing a place where such material is available
- Prohibited from hitchhiking or picking up hitchhikers

You will be expected to describe the conditions that you have selected, to speak about your experiences abiding by these conditions and any difficulties that you experienced (approx. 2 pages). Then you will be asked to reflect on how your experiences may translate to the criminal justice system and support or refute your conclusions using evidence from the academic literature (approx. 2 pages). While there may not be formal evaluations of the specific condition(s) that you chose, you are encouraged to be creative (e.g., could adult curfews may result in missed prosocial opportunities? If so, how may this relate to recidivism?). The goal of this assignment is not to write a large research paper but to encourage you actively engage with the class materials and to consider the factors that might help or hinder justice-involved individuals through reflection and a brief review of the literature.

Your paper should be written in APA format (7th Edition). This means that your paper will need to have a title page, a reference page, and in-text citations. Failure to follow APA format will

result in a deduction of marks on the paper. You should be paraphrasing information from journal articles and other sources rather than directly quoting material.

Learning Objectives

- To be able to meaningfully reflect on your experience and be able to contrast that with an individual who is formally on parole/probation (who may have fewer resources than you).
- To discover the challenges and changes that these conditions have on one's day-to-day living.
- To be able to defend or challenge the efficacy of your chosen conditions (on reintegration or recidivism) based on your own experience and that of the empirical literature.
- To enrich/modify your perspective on parole/probation and its role in the criminal justice system.

Helpful Tip

Given that this is in part a reflective exercise, it may be worthwhile to document your expectations going into your week on parole/probation. You can refer back to this in your writing if you wish.

Supplemental Material

We certainly hope that this experiential assignment is more enriching than a traditional term paper. To maximize your enjoyment (and ours), we encourage you to submit any additional materials you feel are relevant to your assignment. Whether you choose to do this or not will not impact your grade; rather, it will offer you a portfolio that better captures your entire experience. For instance, some students have included their travel log with their assignment. You may also wish to include more personal or creative effects, such as your expectations heading into the week, diary entries, or artistic representations (e.g., poetry, artwork) that reflect your experience.

Key Points

In summary, we are asking you to:

- Undertake an experiential learning opportunity by spending a week abiding by 3 or more parole/probation conditions
- Write a 1,000 word paper
 - Half of this should be a summary and reflection of your experience
 - The other half should discuss how these conditions may help or hinder reintegration, based on your experiences and evidence from the literature
- Use APA (7th Edition) formatting throughout

We are also hoping you will:

- Share with us any additional materials to fully capture your experience
- Experience a new or more informed perspective on the way in which we treat individuals with involvement in the criminal justice system

PSY 120 ASSIGNMENT OPTION #1: PSYCHOLOGY SAYS WHAT?!
1-2 pages

We've all seen catchy, self-validating psychological "facts" posted by our friends (or maybe even ourselves) on social media, with bold statements such as "psychology says that people who swear more have higher intelligence," or "psychology says that people who get angry have the biggest hearts." As you will discover throughout this course, psychology is not a single entity with one voice, and sometimes, contradictory research findings can arise (and often do). For this assignment, I want you to find one of these broad "Psychology/ Psychologists Say(s)" posts (please include it in your submission) and:

- 1) Explain how it would be difficult for researchers in psychology to demonstrate this phenomenon
- 2) Describe how it could be studied
 - a. If one of the variables is vague, like "free-spirited," you can choose another similar variable that's easier to create an operational definition for
- 3) Conduct a literature search to determine whether there is any evidence to back up the statement
- 4) Explain why such definitively worded statements may be misleading or even harmful to the public

Objectives:

To the astonishment of many, I do not ask for assignments because I want to spoil your weekend plans, or to spend mine grading. Each assignment has been designed with several specific outcomes in mind which will hopefully help in your writing and to offer a brief solution to the epistemological question "why am I here?" If at any time you feel that these assignments could be tweaked to better achieve these outcomes, please let me know. Without further ado, here are the much-anticipated assignment objectives you've been hearing so much about:

- 1) To familiarize yourself with academic articles (they're not that scary!)
- 2) To discover the complexity of psychological research and how difficult it can be to make big, bold claims
- 3) To explain how studies are conducted
- 4) To design (in a general sense) a research study to test the "fact's" claim

Example:



**Couples Who Argue
 Actually Love Each Other
 More, Psychology Says**

PSY 120 ASSIGNMENT OPTION #2: PSYCHOLOGY IN THE MEDIA
1-2 pages

For many people, their only interaction with psychological research is when certain studies of broad interest get picked up by more popular media outlets. While one may assume that news providers such as ABC, CBC, and the Huffington Post provide us with accurate summaries and implications of research, researchers are often frustrated that certain findings are cherry-picked, overgeneralized, or misinterpreted by the media, misleading viewers. An example of this on intelligence and astrology can be found [here](#) (spoiler: Capricorns may not like what it has to say...).

For this assignment, select one of the following news stories and compare their summary to the results in the actual study. How accurately did the news agency report the study's results? How do the titles of the two compare? Does the news story describe the methodology used by the researchers? Does the news story purposefully ignore other study results? Does the study methodology even allow for claims that the news agency is making? If the news story is misleading, what purpose does this serve? Discuss any advantages or repercussions of reporting psychological research in this simplified fashion.

Story #1: [Too Much Praise Can Turn Your Kids Into Narcissistic Jerks, Study Finds](#)"

Article #1: "[Origins of Narcissism in Children](#)"

Story #2: "[If Your Ex Wants To Be Friends, They Might Be A Psychopath](#)"

Article #2: "[Staying friends with an ex: Sex and dark personality traits predict motivations for post-relationship friendship](#)"

Story #3: "[This 1 Thing About the Way You Kiss Says SO MUCH About Your Relationship](#)"

Article #3: "[Family matters: Directionality of turning bias while kissing is modulated by context](#)"

If you happen to find your own media coverage of an article and would like to use it instead, feel free to do so. However, please consult me first.

Objectives:

To the astonishment of many, I do not ask for assignments because I want to spoil your weekend plans, or to spend mine grading. Each assignment has been designed with several specific outcomes in mind which will hopefully help in your writing and to offer a brief solution

to the epistemological question “why am I here?” If at any time you feel that these assignments could be tweaked to better achieve these outcomes, please let me know. Without further ado, here are the much-anticipated assignment objectives you’ve been hearing so much about:

- 1) To familiarize yourself with academic articles (they’re not that scary!)
- 2) To recognize how media articles often simplify or misinterpret scientific studies
- 3) To compare how these two mediums differ in terms of the language used, explanation of methodologies, claims made about the results (e.g., the implications), and limitations
- 4) To give you the knowledge and skills to challenge the objectivity and accuracy of media reports of scientific studies

PSY 230 PSYCHOPATHY ASSIGNMENT
Is “The Iceman” A Psychopath?

The purpose of this assignment is to provide you with increased exposure to the characteristics of a psychopath, and to the official scoring criteria in the Psychopathy Checklist – Revised (PCL-R). To this end, you will be asked to do the following:

1. Watch *The Iceman Interviews* on Richard Kuklinski: <https://youtu.be/psoq8qYvx18>
2. Using the attached PCL-R Scoring Sheet, score Kuklinski on each of the 20 items on the PCL-R
3. Using the attached PCL-R Explanation Template and justify each score that you assigned to Kuklinski.
4. You should determine whether Kuklinski did or did not ultimately meet criteria for Psychopathy (i.e., a score of 30 or above).
5. Identify three traits/characteristics on the PCL-R that are present in Kuklinski and expand on their importance/relevance and summarize literature on their treatability.

What do we mean by ‘justify each score’ that you assigned to Kuklinski?

As you can see by the attached PCL-R Explanation Template, we’re only expecting a short explanation for each of the PCL-R items. Thus, you do not necessarily need to write a *long* justification for each item. Rather, you simply need to provide enough information to justify the score that you gave.

Here are a few examples of the types of justifications you could provide (these aren’t about Kuklinski):

#5. Conning/Manipulative: Score of 2. The individual often plays tricks on other people, and tries to play on other’s emotions to get what he wants. For instance, partook in a Ponzi scheme that bilked people out of their money. Uses fake names and aliases. Has affairs or double lives; hides things from his family. Partakes in fraudulent activities to make money.

#8. Callous/Lack of Empathy: Score of 1. Several of the crimes he committed were very violent. Often has trouble letting up in a fight – often continues beating on the individual. Generally had trouble feeling for his victims, and often denied that there were victims. Said it was their own fault. But does show some connection to his family, and to his kids. Looked after them, tried to protect them. Seemed genuinely upset when something happened to them.

#20 Criminal Versatility: Score of 0. Only committed two types of crimes: Murder and assault.

Note several things about these justifications:

- a) Some of the justifications are going to be longer than others. Criminal versatility, for instance, is pretty black and white: they either committed 5 or more crimes or they didn’t. List the crimes, and you’re done. Other items will require longer justification. Provide enough to justify your score.

- b) They provide enough justification to warrant the score on each item. Note for callous/lack of empathy, we provided a good amount of evidence for, and some solid evidence against. As you've learned, evidence for and against is strong rationale for a 1. Sometimes justifying a 2 will take more time. Sometimes items will be very straightforward; others will require more justification. Write enough to convince us of your score.

What do we mean by “expand on their importance/relevance and summarize literature on their treatability?”

Once you have identified three characteristics, we want you to engage in some research on those particular traits. For instance, are they relevant to reoffending? If so, how? Are they treatable? If so, what interventions seem to be most effective?

Your write-up for each item should be at least half a page and no more than a full page.

Grading Rubric

Accuracy of item scoring (1.5% per item)	30%
Justification of item scoring (1.5% per item)	30%
Expansion and discussion of three items	40%

APA Format

This assignment should adhere to APA formatting (7th edition), including a title and reference page. No table of contents or abstract is necessary. Please use Times New Roman 12-point font throughout.

Due Date

This assignment is due end of day April 10th, 2023. Submissions should be made via Canvas.

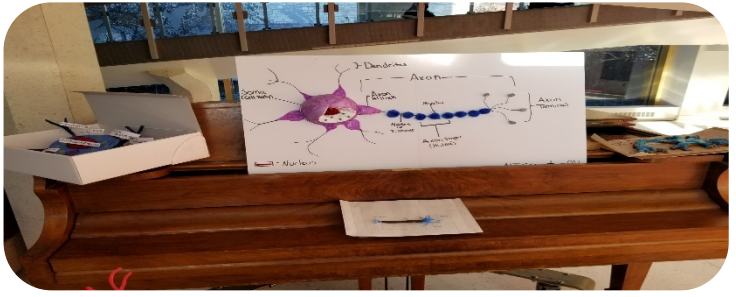
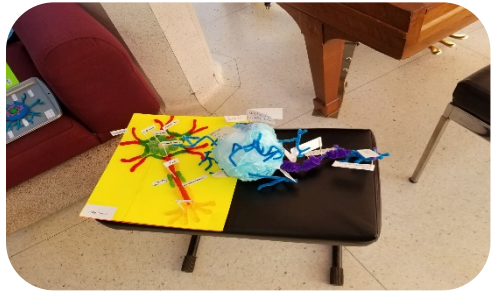
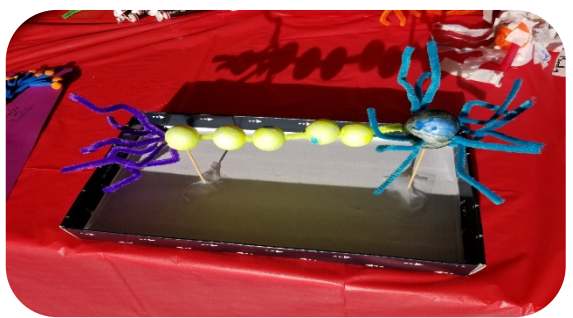
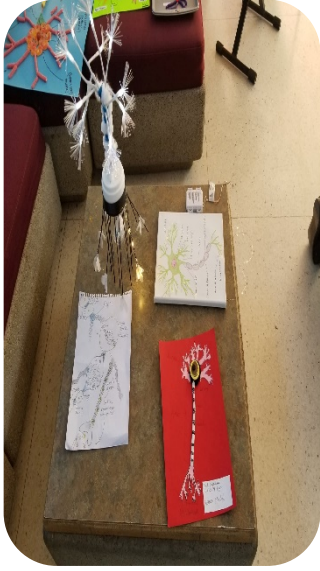
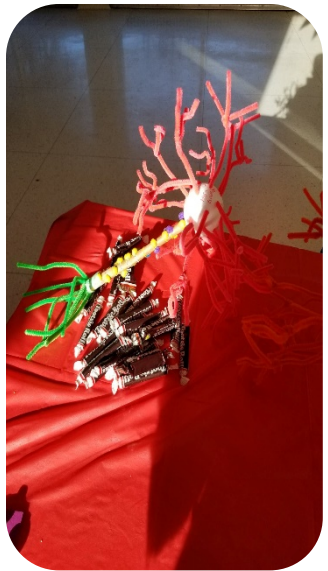
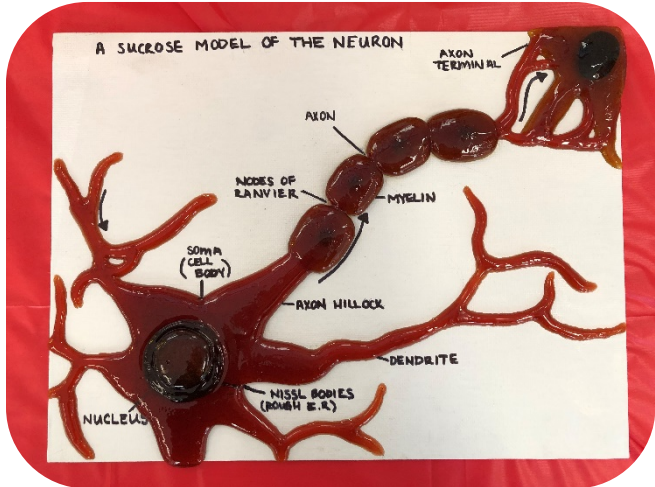
We would like to thank Dr. Matthew Shane of OnTechU for the inspiration behind this assignment!

The cover page features a central white diamond shape. The four corners of the page are filled with solid colors: the top-left and bottom-right corners are yellow, and the top-right and bottom-left corners are dark green. The text is centered within the white diamond.

APPENDIX B: SAMPLE STUDENT WORKS

PSY 120 MODEL NEURON FAIR

In conjunction with another instructor, students in my PSY 120 class were given the opportunity to participate in a model neuron fair. Despite the busy time of year, we received a multitude of entrants, with one of my students receiving the prize for their submission of a neuron composed of candied sugar (their tagline being “sugar hijacks your brain”).

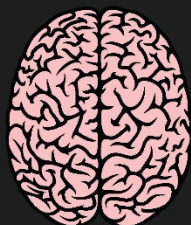


Substance Use & Nutrition

The Prenatal Environment and Crime, 2020

Brain and Crime

Abnormalities in the brain can affect the way humans experience fear, make decisions and feel guilt, which can influence a human's propensity toward crime (Raine, 2014).



Substance Use Prevalence

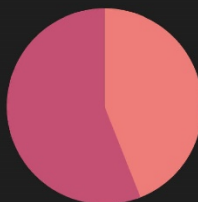
14% of Canadian Women reported using alcohol in their last pregnancy (Wong et al., 2011).



5.9% of American women reported using illicit drugs during their last pregnancy (Knopik et al., 2019).

Nutrition Prevalence

Approximately 56% of pregnant women in a cohort from Quebec were not consuming enough calories required for pregnancy (Savard et al., 2018).



Youth with FASD

Youth Without FASD



Substance Use Effects

Alcohol abuse during pregnancy can lead to Fetal Alcohol Spectrum Disorder (FASD). Youth with FASD are 19 times more likely to be incarcerated (Flannigan et al., 2018).

Sons who experienced wartime famine

Sons who had adequate nutrition

Nutrition Effects

The sons of a cohort of women who experienced wartime famine had 2.5 times the amount of antisocial personality disorder than those who acquired adequate nutrition in utero (Neugebauer et al., 1999).

Brain Development

Prenatal substance use and inadequate nutrition affect the development of the fetal brain. The structures that influence a human's propensity for crime could be affected, increasing criminal behaviour in the future.



What can we do?

Substance use disorders and food insecurity disproportionately affect communities with low socioeconomic status (Spears et al., 2010). Social programs for addictions and food security are essential to mitigating the negative outcomes of substance use and inadequate nutrition during pregnancy.



PSY 120 PSYCHOLOGY SAYS WHAT?! ASSIGNMENT

Anyone who has scrolled through Facebook, Instagram, or any of the many other social media options available today could tell you that the internet certainly has a lot to say on the topic of psychology. The broad, singular entity, simply referred to as “psychology” seems to have made many bold discoveries through their uncited, unsourced research that everyone’s grandmother loves to share on her timeline. For example, the claim that: “Psychology says, people who bite their nails are the smartest ones” has circulated the internet on multiple websites, with no attached research or proof to back it up. While this may serve to help people unable to kick their nail-chewing habit feel better about themselves, it is highly unlikely that this claim will hold true when analyzed.

First and foremost, the claim that nail-biters are somehow smarter than their peers is so general and vague that it seems nearly impossible to prove. The idea of “smartness” is subjective, as anyone can be intelligent in all kinds of ways— they may be good with numbers, writing, common sense, memory, or a near-infinite number of other domains. Without a clear definition of what it is to be “smart,” this so-called fact begins to lose its impact. Additionally, to say that people who chew on their nails are “the smartest ones” leaves plenty of room for interpretation. Where is the cutoff between the “smartest people” and those below them, and who has the authority to decide? Perhaps a certain IQ range could be used, but those tests only measure a narrow concept of intelligence, which brings back the question of what being “smart” even means. It would likely be very difficult for research psychologists to prove a definite link between this habit and one’s intelligence, let alone for the entire field of psychology— with its contradicting perspectives and struggle to produce replicable research— to claim it as a fact.

As predicted, not a single scholarly source even mentioned so much as a correlation between onychophagia (nail biting) and intelligence, save for a single line in a 1990 clinical pediatrics paper to state that “the intelligence of nailbiters is usually normal” (Leung & Robson, 1990). This source has no elaboration on the idea of nail-biting being connected to intelligence, as it focuses more on the detriments of the habit when it becomes chronic— tissue damage to the fingers, potential for bacterial infection, and micro-fractures in the teeth. Other research to do with onychophagia tends to focus on the underlying causes of the habit, which is where the intelligence correlation may have been made. For example, a 2017 case report claims that although nail-biting is usually attributed to anxiety, “two of the largest contributing factors to [nail biting] were boredom and frustration” (Siddiqui, Qureshi, Marei, & Mahfouz, 2017). A potential inference to be made from this is that children who are “smarter” or more advanced in school than their peers are more likely to be bored in class, and thus potentially more likely to bite their nails. This, however, is an incredibly roundabout way to come to this conclusion, and certainly not grounds for it to be shared as a “fact.”

To share a statement as a fact when it is really only a strange inference that lacks any evidence is misleading and dishonest, especially to present it to the general public who may not have the capabilities to do a literature search of their own to uncover the truth. While this so-called fact is unlikely to actually harm anyone— no one is going to start biting their nails in order to join this margin of super-intelligent people, and if they did, it would not be particularly dangerous to them— but when one lie is spread around, others are sure to follow. While this fake fact is harmless, it helps to set a precedent for more and more “facts” with the potential to seriously mislead or hurt people to be accepted online as truths.

References

- @hakeemshah96. (2018). *Psychology Says People Who Bite Their Nails Are The Smartest Ones*. Retrieved from <https://steemit.com/busy/@hakeemshah96/pgqqg-psychology-says-people-who-bite-their-nails-are-the-smartest-ones>.
- Leung, A. K., & Robson, L. M. (1990). *Nailbiting*. *Clinical Pediatrics*, 29(12), 690–692. doi: 10.1177/000992289002901201
- Siddiqui, J., Qureshi, S., Marei, W., & Mahfouz, T. (2017). *Onychophagia (nail biting): A body focused repetitive behavior due to psychiatric co-morbidity*. *Journal of Mood Disorders*, 7(1), 47–49. doi: 10.5455/jmood.20170204031431

Appendix

Psychology says,



**People who bite their
nails are the smartest
ones. 🤔**

PSY 230 PAROLE ASSIGNMENT Description of the Conditions

The first condition I chose to follow was being **prohibited from leaving my residence except to attend school or work**. This included the requirement of receiving approval from my probation officer to leave for other reasons. The second condition I attempted to follow was being **prohibited from driving a motorized vehicle, either at all, or without supervision**. I decided to choose a third condition that would be supremely difficult. Therefore, I chose the condition of having **no access to computers or devices that can connect to the internet**. While these conditions do not seem to be tailored to any specific offense or offender, they are quite limiting. For this reason, I would suggest these conditions would be applied to higher-risk individuals such as sexual, violent, or even psychopathic offenders. To me, they have greater potential to be a threat to the community; thus, their access to it is more likely to be restricted.

Reflection on My Experience

Condition 1: Prohibited from Leaving Your Residence Except to Attend School/Work

The best word I have to describe this experience is *isolating*. For the week, all aspects other than my professional life disappeared and I was not able to participate in social activities with my friends or family. One thing that surprised me was the effect this condition had on my mood. Because I was not allowed to engage with the “outside world,” I found myself becoming annoyed at the smallest things, which then transposed onto the people I was interacting with. The second condition I chose did make this one easier to abide by simply because it is a requirement that aligns with this one. Utilizing a motorized vehicle is unnecessary if you have nowhere to go due to this restriction. Personally, I think this condition would hinder reintegration for justice-involved criminals because they are unable to make connections again. While you interact with others at work, you are still there for *work*, not because you are doing something you genuinely

want to. I would think the individual's social life is restricted to the point that they may feel as if they were never released in the first place.

Condition 2: Prohibited from Driving a Motorized Vehicle

Losing the ability to drive for the week took away my independence. To me, one of the defining traits of being an adult has been the privilege of using a vehicle to get where I need to go. However, when this privilege was revoked, I felt like a child being driven everywhere by my mother again. I live outside of the city, so using a vehicle is an absolute necessity for doing *anything*. I was unable to play in our weekly Campus Rec volleyball game, something that acts as a great stress-reliever for me. If I needed something from the store or wanted to spend outside time with my friends or family, I had to ask someone to take me there. This condition, in my opinion, would also hinder reintegration because it takes away the individual's ability to control their own lives. Being unable to use a vehicle in Saskatchewan severely limits a person's access to the benefits that life has to offer.

Condition 3: No Access to Computers or Devices That Can Connect to the Internet

Withdrawing myself from my devices was an incredibly trying experience. Of course, to complete my schoolwork, I occasionally had to violate this condition to access my projects on Google Docs and receive material posted by instructors on Blackboard.

Following this condition came with some difficulties. I felt very isolated from what was going on in the larger world. I was unable to check social media or read up on current events. When it came to the weekend, I couldn't sit down with my family to watch a movie on Netflix and instead had to find a way to make use of my time elsewhere. Essentially, I was stuck in one place with hardly anything to do. Combining this condition with the previous two was a double-

edged sword. Not only was I restricted to being at home when not at school, the number of activities I could engage in *while there* was even more constrained.

Using devices that access the internet is arguably essential in today's world. Prohibiting justice-involved individuals from using them, in my opinion, would make it much more difficult to integrate back into society. Almost everything is tied to the internet, phones, or computers in some form. Things such as booking appointments, seeking out the news, checking the weather forecast, looking for a job, or reaching out to family and friends all become very difficult without this access. How would these individuals be able to reintegrate into society when they are unable to take part in one of the essential components of it?

Integration of the Literature

After a week of living under these conditions, I had come to my own conclusion that they were more likely to hinder than help an ex-offender reintegrate into society. However, this is my personal opinion based on my experience. To provide a more comprehensive conclusion, I searched through various articles and journals for the impact that conditions like these have on an ex-offender's ability to reintegrate themselves into the outside world.

What quickly became apparent in my research was the trend expressing a lack of effectiveness being observed in programs put in place to reduce recidivism. Petersilia (1999) provides some insight into this observation, stating that fewer and fewer offenders who were released on parole are completing their term successfully. About 41 percent of parolees were returned to prison due to a new conviction or for violating one of their parole conditions (Petersilia, 1999). While this is an older journal, it provides conclusions reflected in more recent literature. Weinstein (2014) supplements this by stating that most offenders return to prison because they violated one of their technical conditions, not because they committed a new

offense. It is argued that this needlessly increases the recidivism rate and is a costly consequence of the large variety of conditions ex-offenders must abide by (Weinstein, 2014). This high failure rate is also found in those offenders placed on probation. While multiple studies provide different numerical results, Morgan (1993) reports failure rates ranging anywhere from 22 to 60 percent. Among other factors like education level and marital stability, the length of the sentence and the amount and type of conditions to be followed played a role in the probationary outcome of many offenders (Morgan, 1993).

Earlier I mentioned that the conditions I chose made it difficult to partake in daily activities and socialize with friends and family. A few of the journals I reviewed displayed similar observations. Uggen et al. (2006) argue that ex-offenders are at a disadvantage when they are released. The temporary suspensions on certain privileges they are required to follow make it difficult for successful reintegration to occur (Uggen et al., 2006). It is reasoned further that these restrictions prevent these individuals from participating in regular activities such as education, employment, and reconnecting with their community and family (Uggen et al., 2006). Griffiths et al. (2007) also discuss possible factors that have detrimental effects on offender returns to the community, notably the loss of their close relationships and their ability to fit in among social groups.

When conducting my research, I did not come across studies or articles expressing their support for conditions like the ones I described. While this does not prove they do not exist, the vast majority appeared to conclude that the strict regulations those on parole or probation must follow makes it harder for them to successfully return to their community.

References

- Griffiths, C. T., Dandurand, Y., & Murdoch, D. (2007). *The social reintegration of offenders and crime prevention* (Vol. 4). Ottawa, Ontario, Canada: National Crime Prevention Centre.
- Morgan, K. D. (1993). *Factors influence probation outcome: review of the literature*. *Federal Probation*, 57(2), 23-29.
- Petersilia, Joan. (1999). *Parole and Prisoner Reentry in the United States*. *Crime and Justice*. 26. 10.1086/449302.
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- Weinstein, N. M. (2014). The legal aspects of conditional release in the criminal and civil court system. *Behavioral sciences & the law*, 32(5), 666-680.



APPENDIX C: SAMPLE COURSE SYLLABUS

PSYCHOLOGY 4005
Introduction to Forensic Psychology

PS4005: Introduction to Forensic Psychology

Instructors

Dr. Brandon Sparks

Module leader

Dr. Mircea Zloteanu

Senior lecturer

Dr. Joanna Jamel

Senior lecturer



Module details

When: Mondays 10:00-13:00

Where: PRMB0012 ([campus map](#))

Homepage: [Canvas](#)

Textbook: No textbook required!



What you'll learn

We'll be covering lots of interesting topics this year, including young offenders, deception, jury decision-making, cybercrime, and psychopathy!



Grading



Tests (x4): 30%

Nov. 7, Dec. 12, Feb. 20, Mar. 27

Parole Assignment: 30%

Due Nov. 27

Psychopathy Assignment: 40%

Due Apr. 10



Etiquette

We'll be touching on a lot of disturbing topics this year. To foster the best learning environment possible, we must treat each other in respectful ways, regardless of one's gender, sexuality, race, religion, ethnicity, culture, ability, or appearance. Respect for students' preferred names and pronouns is expected.



What you need to succeed

- Internet access
- Computer/laptop
- A can-do attitude!

Keeping in touch

Email: b.sparks@kingston.ac.uk

Office: PRMB3029

Office hours: Tuesdays 10:00-13:00

Check Canvas and your email

frequently for module

announcements



PSYCHOLOGY 120
Biological and Cognitive Bases of Psychology

September 4th - December 5th, 2019

Place:	Arts 143
Time:	Tuesday & Thursday, 2:30-3:50
Instructors:	Brandon Sparks
Office:	Arts 73
E-mails:	Brandon.sparks@usask.ca
Textbook:	Cummings, J. A., & Sanders, L. (2019). <i>Introduction to psychology</i> . Saskatoon, SK. University of Saskatchewan Open Press. https://openpress.usask.ca/introductiontopsychology/

Course Objectives

The discipline of psychology can be broadly defined as the scientific study of people's behavioral and mental processes. In this section, as the name suggests, we will be focusing on the biological and cognitive bases of psychology. Specifically, we will examine a number of the major areas of psychology including the biology of psychology, genetics, perception, learning, memory, and cognitive processes. By the end of the semester (and hopefully before that!), it is my goal that you will gain a greater understanding of 1) what psychology is (and isn't), 2) how different theories can contribute to our understanding of human processes and relations, 3) how research is conducted to test those theories and develop new ones, and 4) how psychology is apparent in our everyday lives.

Course outline

Week	Date	Topic	Assignment
1	Sept. 5	Overview and introduction	Ch. 1
2	Sept. 10, 12	Intro to major perspectives	Ch. 2
3	Sept. 17, 19	Psychological science & research	Ch. 3
4	Sept. 24, 26	Genetics & evolution	Ch. 4
5	Oct. 1, 3	Brains, bodies, & behaviour	Ch. 5
6	Oct. 8, 10	Sensing & perceiving	Ch. 6

7	Oct. 15, 17	Sensing & perceiving	Ch. 6 Midterm (Oct. 17)
8	Oct. 22, 24	States of consciousness	Ch. 7
9	Oct. 29, 31	States of consciousness Remembering & judging	Ch. 7 Ch. 8
10	Nov. 5, 7	Remembering & judging	Ch. 8 Assignments due (Nov. 7)
11	Nov. 12, 14	Mid-term break	Catch/rest up!
12	Nov. 19, 21	Intelligence & language	Ch. 9
13	Nov. 26, 28	Intelligence & language Learning	Ch. 9 Ch. 10
14	Dec. 3, 5	Learning Exam review	Ch. 10
	Dec. 7-23	Exam period	

Inclusion in the classroom

As a part of ensuring that your classroom experience is as positive, welcoming, and intellectually stimulating as possible, I want to make sure everyone feels included. So, if you have a preferred name (e.g., Jake instead of Jacob) or pronoun, please let me know!

Grading

Quizzes		10%
Midterm		30%
Assignment		15%
Final exam		45%
Research participation		5% (bonus)

Quizzes = 10%

Occasionally throughout the semester, short timed quizzes will be put on Blackboard. These will be in multiple choice format and include any material covered in class or in the textbook since the last quiz or midterm (see below). These are not open-book quizzes.

Midterm = 30%

Midway through the semester, there will be an examination on all course content covered in class, the textbook (chapters 1-6), and any supplemental materials that were provided. This will be in multiple-choice format and you will have the entire class to complete it. If you are unable to write the test on the scheduled date due to illness, medical emergency, etc., please let me know in advance and provide documentation. Failure to do so will result in a grade of 0% for the midterm.

Assignment = 15%

Assignments are due at the beginning of class on the selected date. Please provide a physical copy. There are three options for the written assignment, which will be described in greater detail below. For all three, the assignment is to be a maximum of 2 (two) double-spaced pages (not including references), using 12-point Times New Roman font with 1-inch margins. Please indicate clearly at the top of the page which assignment option (1, 2, or 3) and article (if applicable) you have chosen. Late papers will accrue a penalty of 10% per day.

Final exam = 45%

At the end of the semester, there will be a final exam scheduled by the registrar. This will be similar to the midterm in that it will be multiple-choice format. Unlike the midterm, however, you will have three hours to complete the final exam and it will not be in this room (so make sure you check what room the exam is in ahead of time!). It is university policy that all final exams be cumulative, but out of the kindness of my heart, course material (lectures, textbook, and supplemental materials) following the midterm will be weighted heavier on the final exam. If you miss or are unable to attend the final examination, a grade of 0% will be given unless proper documentation is provided. Note that travel arrangements are not valid excuses for missing an exam (if I can't go to Hawaii, neither can you). For exams, absences are dealt with by the College of Arts and Science (and not by me).

Research participation = 5% bonus

Throughout the year, researchers from the Department of Psychology will be asking you to participate in their studies. You will be compensated 1% towards your final grade for every hour or partial hour completed to a maximum of 5%. Your participation is not mandatory and you are free to decline to participate at any time.

Disabilities and Academic Support

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact AES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <https://www.usask.ca/ulc/>.

Student Central focuses on providing developmental and support services and programs to students and the university community. For more information see <https://students.usask.ca/student-central.php>.

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact <http://artsandscience.usask.ca/undergraduate/advising/>

Plagiarism and Academic Dishonesty

The rules regarding Academic Dishonesty as described in the University of Saskatchewan Calendar can be found online at: <https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php>. Of these, plagiarism is a particularly serious offence that involves presenting another person's writing, ideas or creative work as your own. When quoting, paraphrasing, describing, presenting, summarizing or translating the work of others, you must acknowledge the source of the information you use, which includes ensuring that the reader can differentiate between your words and the words of others. Sources may come in print, electronic, digital, visual or oral form, and may be provided by a published author, fellow student, artist, or Internet site. Purchasing papers is not permitted. It is your responsibility to understand what constitutes plagiarism; when in doubt, consult your professor. For further information see www.usask.ca/honesty.

The University of Saskatchewan respects the rights of copyright holders, their legitimate assertions of their rights and any rules that they articulate for the use of their material. Faculty and students have the responsibility to respect the rights of copyright owners, to make

themselves aware of federal legislation and to take the steps necessary to ensure that their use of all copyright materials is compliant. Please, familiarize yourselves with Copyright Law. You can find relevant information here: <https://library.usask.ca/copyright>.

PSYCHOLOGY 230
The Psychology of Criminal Behaviour
September 4th - December 5th, 2019

Place:	Arts 102
Time:	Tuesday & Thursday, 11:30-12:50
Office Hours:	By appointment
Instructors:	Brandon Sparks & Alexandra Zidenberg
Office:	Arts 73
E-mails:	Brandon.sparks@usask.ca , Alexandra.zidenberg@usask.ca
Textbook:	Brown, S., Serin, R., Forth, A., Nunes, K., Bennell, C., & Pozzulo, J. (2017). <i>Psychology of criminal behaviour: A Canadian perspective (2nd ed.)</i> . Toronto, ON: Pearson.

Overview

This course is designed as an introduction to the psychology of criminal behaviour. It includes a review of relevant psychological, sociological, and biological theories and research pertaining to the origins of antisocial, delinquent, and criminal behaviour. As the course progresses, these theories will be applied to more specific subtypes of offenders, including juvenile, sexual, and intimate partner violence offenders. This will correspond with content focusing on the assessment, treatment, and reintegration of these offenders. Throughout the course, comparisons between Canadian and American approaches to justice will be discussed. The course will also draw upon *DSM-5* and the *Canadian Criminal Code* as reference sources. Students will be encouraged to critically evaluate the theories, research and practice as they apply to offenders. There will be a practical emphasis in this course, reflected in the assignment and in the presentation of select case studies/documentaries as well as discussions of assessment and diagnostic tools related to forensic settings.

Course Objectives

By the end of this course (and hopefully sooner), students should demonstrate the following abilities:

- Describe the components of the Canadian criminal justice system
- Compare and synthesize the different theories on the causes of (and solutions to) crime

- To challenge the current correctional practices based upon research evidence
- Discuss the differences between research and practice in the treatment of offenders
- And, if we taught this class correctly, an even greater enthusiasm for forensic research!

Prerequisite

PSY 121 (Social, Clinical, Cultural, and Developmental Bases of Psychology) is the prerequisite for this course and students are responsible for determining whether they have completed the appropriate prerequisite. If PSY 121 has not been completed, credit for this course will not be granted, unless permission from the Psychology Department has been given. Proof of such accommodations are required.

Course outline

Week	Date	Topic	Assignment
1	Sept. 5	Course overview	
2	Sept. 10, 12	Crime in Canada Biological & evolutionary theories	Ch. 1 Ch. 2
3	Sept. 17, 19	Learning & environmental theories	Ch. 3
4	Sept. 24, 26	Canadian corrections	Ch. 4
5	Oct. 1, 3	Adolescent offenders	Ch. 5
6	Oct. 8, 10	Substance using offenders	Ch. 7 Midterm (Oct. 10)
7	Oct. 15, 17	Violent offenders	Ch. 8
8	Oct. 22, 24	Psychopathic offenders	Ch. 11
9	Oct. 29, 31	IPV offenders	Ch. 9 Assignment due (Oct. 31)
10	Nov. 5, 7	Mentally disordered offenders	Ch. 10
11	Nov. 12, 14	Mid-term break	Catch/rest up!
12	Nov. 19, 21	Sexual offenders	Ch. 12
13	Nov. 26, 28	Female offenders	Ch. 13

			Term papers due (Nov. 28)
14	Dec. 3, 5	Indigenous offenders	Ch. 14
	Dec. 7-23	Exam period	

Inclusion in the classroom

As a part of ensuring that your classroom experience is as positive, welcoming, and intellectually stimulating as possible, we want to make sure everyone feels included. So if you have a preferred name (e.g., Jake instead of Jacob) or pronoun, please let us know!

We also understand that many of you may be caregivers and/or parents. Occasionally, this may mean that you either have to bring your child to class or risk missing out on some exciting course content. Please note that we welcome your little ones and that we will do our best to accommodate them. Given the focus of this course, content may be disturbing for younger audiences, so please give us notice (if possible) so that we can work together to ensure that the classroom is a safe and intellectually stimulating environment.

Land acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Cultural diversity

Any scientific review of criminal behaviour should consider the ethno-cultural context of the crime, the offender and the victim if it is to provide a comprehensive understanding of the crime phenomenon. This course will consider factors (variables) such as race, ethnicity, culture, and gender in its analysis of criminal behaviour. Moreover, it will monitor crime related events in Saskatchewan over the course of the semester. In particular, Indigenous issues as they pertain to crime in Saskatchewan and Canada will be discussed.

Grading

Midterm	25%
Assignment	10%
Term paper	25%
Final exam	40%

Midterm = 25%

Midway through the semester, there will be an examination on all course content covered in class, the textbook (chapters 1-5 & 7), and any supplemental materials that were provided. This will be in multiple-choice and short answer format and you will have the entire class to complete it. If you are unable to write the test on the scheduled date due to illness, medical emergency, etc., please let us know in advance and provide documentation. Failure to do so will result in a grade of 0% for the midterm.

Assignment = 10%

Many individuals who have had contact with the criminal justice system are required to obey a set of conditions either as an alternative to incarceration (probation) or upon release from an institution (parole). Failure to abide by these restrictions may result in further incarceration or other penalties. For this assignment (**due October 31** - hand in during class), you are asked to spend one week abiding by at least 3 of the conditions of your choosing (from the list below) and write a reflective paper of 2-4 pages describing your experience. Note any difficulties this had on your daily life and whether you had to violate any of your conditions (don't worry, you won't be punished!). After noting your own experience, describe how the conditions you chose may help or hinder the reintegration of offenders into society.

Example parole/probation conditions:

- Prohibited from attending public parks, pools, daycares, schools, and playgrounds
- Prohibited from using alcohol and/or drugs
- Prohibited from owning, possessing, or transporting firearms
- Prohibited from being with children under 14 unsupervised
- Prohibited from making contact with children under the age of 18
 - This can include your own children, siblings and/or family members
- No access to computers or devices that can connect to the internet
- Frequent check-ins with their parole/probation officer (you may designate a friend or family member to act as your PO)
- Must abide by a curfew designated by their PO
- Must provide their PO with a driving or travel log

- Prohibited from leaving your residence except to attend school/work
 - Approval from PO must be sought to leave residence for other reasons
- Prohibited from using public transit
- Prohibited from driving a motorized vehicle
 - Or prohibited from driving a motorized vehicle unsupervised
- Prohibited from accessing any sexual or pornographic material or patronizing a place where such material is available
- Prohibited from hitchhiking or picking up hitchhikers

Term Paper = 25%

Literature review and critique of any issue relating to psychology and the criminal justice system that is of theoretical, empirical and practical importance. Sample topics will be provided. These papers should be 7-8 pages (not including references, title page, etc.) in APA format (double spaced, 12-point Times New Roman font, 1-inch margins). Please consult the APA Publication Manual to ensure that references are completed properly.

As noted above, term papers are due November 28th. These are to be handed in (i.e., a physical copy) during class on that day. Any papers submitted after the classroom period will be considered late and will incur a penalty of 10% per day. Late papers handed in more than 10 days late will not be marked and will be assigned a grade of 0.

To ensure that your paper is not late due to any technical or other issues, be sure to submit your paper well prior to the deadline. Plan ahead to avoid any technical issues or last minute illnesses and, if you anticipate an issue which will prevent you from handing in the paper on time, be sure to speak with the instructors in advance.

Final Exam = 40%

At the end of the semester, there will be a final exam scheduled by the registrar. This will be similar to the midterm in that it will have both multiple-choice and short answer questions. Unlike the midterm, however, you will have three hours to complete the final exam and it may not be in this room (so make sure you check what room the exam is in ahead of time!). As per university policy, the final exam will be cumulative, although greater emphasis will be placed on later course material. If you miss or are unable to attend the final examination, a grade of 0% will be given unless proper documentation is provided. Note that travel arrangements are not valid excuses for missing an exam (if we can't go to Hawaii, neither can you). For exams, absences are dealt with by the College of Arts and Science (and not by us).

Disabilities and Academic Support

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In

order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact AES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <https://www.usask.ca/ulc/>.

Student Central focuses on providing developmental and support services and programs to students and the university community. For more information see <https://students.usask.ca/student-central.php>.

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact <http://artsandscience.usask.ca/undergraduate/advising/>

Plagiarism and Academic Dishonesty

The rules regarding Academic Dishonesty as described in the University of Saskatchewan Calendar can be found online at: <https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php> Of these, plagiarism is a particularly serious offence that involves presenting another person's writing, ideas or creative work as your own. When quoting, paraphrasing, describing, presenting, summarizing or translating the work of others, you must acknowledge the source of the information you use, which includes ensuring that the reader can differentiate between your words and the words of others. Sources may come in print, electronic, digital, visual or oral form, and may be provided by a published author, fellow student, artist, or Internet site. Purchasing papers is not permitted. It is your responsibility to understand what constitutes plagiarism; when in doubt, consult your professor. For further information see www.usask.ca/honesty .

The University of Saskatchewan respects the rights of copyright holders, their legitimate assertions of their rights and any rules that they articulate for the use of their material. Faculty and students have the responsibility to respect the rights of copyright owners, to make themselves aware of federal legislation and to take the steps necessary to ensure that their use of all copyright materials is compliant. Please, familiarize yourselves with Copyright Law. You can find relevant information here: <https://library.usask.ca/copyright>.



APPENDIX D: SAMPLE CLASSROOM ACTIVITIES

BOPPPS LESSON PLAN

Name: Brandon Sparks	Date: January 31, 2020	
Topic How to jump-start a car		
Bridge-In <i>Articulate the significance/relevance of the lesson. Describe how/why you hope this bridge-in will be effective.</i> Most people, even if they don't have a car, drive, and have done so in the winter. Cars not starting is an inconvenience many of us fear, so hopefully this will be something the audience can invest in.	Time 30 seconds	Parachute Points Why/how batteries "freeze"
Learning Objectives <i>Use action verbs such as describe, explain, synthesize, etc (do not use know, learn, or understand). Rank in terms of most important to least important. Remember to use SMART and A,B,C, criteria.</i> 1. The audience should be able to list the steps in order, without error, involved in properly and safely jump-starting a car	Time 30 seconds	
Pre-Assessment <i>Assess students' prior knowledge related to your learning objectives.</i> Ask how many members of the audience would be comfortable/confident jump-starting a car in this scenario	Time 30 seconds	

Participatory Learning	<i>Learning Objective</i>	<i>What does the teacher do?</i>	<i>What do the learners do?</i>	<i>Aids- including handouts, technology, etc</i>	Parachute Points
<p><i>Must include guided practice.</i></p> <p>Time 2 minutes</p>	1	Walk through the steps	They will arrange cards depicting each step in the correct order	Cards that I made	What if you've got an electric or hybrid car? What if your car horn starts blaring?
<p>Post-Assessment</p> <p><i>Make sure your post-assessment measures what it is that your students learned during your lesson.</i></p> <p>Cards will be rearranged and they will be asked to organize them in the proper sequence OR one person, with the help of the group, will arrange the cards in order</p>				<p>Time 1 minute</p>	
<p>Summary</p> <p>Key points:</p> <ol style="list-style-type: none"> 1. Make sure both vehicles are off 2. Start with positive terminals 				<p>Time 30 seconds</p>	

<p>3. Begin with “working” car</p> <p>Final Time: 5 mins</p>		
<p><i>Describe what you plan to do to create an engaging and inclusive learning environment (think about who your students are, learning styles, interests, backgrounds, etc).</i></p> <p>Everyone will be given the opportunity to participate in the activity, which includes both pictures and written instructions. The card arranging task is one that can be easily done or adapted to any learning needs. For instance, if one individual has limited use of their arms, they could organize them orally or people could be paired into groups with one person delegated to do the physical arranging while the other gave instructions. The solitary task also works well if the audience is deaf/hard of hearing.</p>		
<p>Notes on Parachute Points: <i>Parachute points are the parts of your lesson that could be omitted if you are running out of time. These are any parts of the lesson that are “nice to know” but not “need to know.” For example, a parachute point could be an additional story you tell during the bridge-in, or it could be eliminating the “share” portion of a think-pair-share activity. Anything that is a key focus of the lesson or directly related to the learning objectives should not be planned as a “parachute point.’</i></p> <p><i>What are the most important concepts in this lesson? How are these concepts assessed in this lesson?</i></p> <p>Identifying the steps and being able to dictate the order</p>		

<p>This is directly assessed in the card sorting task (which has some “extra” cards that aren’t really steps)</p> <p><i>What are the most important activities? How do these activities link back to the learning objectives?</i></p> <p>As noted above, they will be arranging cards in order which is exactly what the learning objective is, which is a direct replication (conceptually) of what they will do in real life.</p> <p><i>What parts from this lesson could I omit if I am running out of time (parachute points)? Note these in the right-hand column throughout your lesson.</i></p> <p>The information on hybrid or electric cars</p>		
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APPENDIX E: PEER TEACHING EVALUATIONS



❖ The Gwenna Moss Centre for Teaching and Learning

Room 50 Murray Building 3 Campus Drive Saskatoon SK S7N 5A4 Canada

Telephone: (306) 966-2231 Facsimile: (306) 966-2242

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Fall 2020 Consultation for Brandon Sparks

PhD student, Department of Psychology

Summary

Brandon Sparks approached the Gwenna Moss Centre for Teaching and Learning (GMCTL) in late Fall 2020 in search of consultation for the Psychology 230 (PSY 230) course. Brandon was seeking feedback on teaching in the pursuit of continuous development. Due to the online remote teaching context of Fall 2020, PSY 230 was taught via the learning management system, Canvas. I corresponded with Brandon via email to learn more about his goals. Brandon had three specific goals sent to me via email:

Course

PSY 230.3 - Criminal Behaviour

Tuesdays, Asynchronous

“The application of psychological theories to the understanding of criminal behaviour. An overview of assessment and treatment issues as these apply to specific types of criminals (e.g., sexual offenders, psychopathic offenders) will also be provided.”

<https://catalogue.usask.ca/PSY-230>

- Am I providing students with enough opportunities to interact with the course content? Are these strategies effective? How could they be improved?
- Are students encouraged to critically apply the course content? Do the course materials and presentations lend themselves well to students being able to ask informed questions or critique how these issues are addressed in real life?
- Am I demonstrating my commitment to student learning and improvement? How? And how can I further demonstrate this?

After reviewing the PSY 230 course syllabus and in conversation with Brandon, I will respond to these three questions based on my observations of his written material and our conversation over video chat at the end of term.

Learning Charter Connections

Brandon and his colleague Alexandra Zidenberg designed the PSY 230 course. Together, they created a course that applies critical and creative solutions to online remote teaching. They developed a classroom that is open to different ways of knowing and learning. The course content structure

incorporates mainstream media and academic references. This allows many ways for students to grasp new concepts. It also showed how the subject area intersects with common life. Students thought through authentic moral and ethical issues using the acquired knowledge. The tasks worked to develop the necessary skills and attitudes to do so positively.

College of Arts & Science Thing Big – Be Bold Connections

The teaching experience of Fall 2020 was a novel experience for most USask students. Brandon reflected on how students would be engaging with the content in a new way. He put students first by designing a structured plan for them. He set the tone for an inclusive learning space with personalized discussion groups including an informal introduction exercise. These groups of students met, asynchronously, throughout the term. These helped students form conclusions, develop arguments, and work on their writing skills. Brandon noted a marked difference in students' writing as the semester progressed. A consistent rubric marking scheme helped students measure and track their progress.

Interact and critically apply course content

The clear layout of the PSY 230 course in Canvas allows students to see the course path they must follow. First, the home page summarize the remote structure of the course. Then, the release of each module was weekly and then available for the remainder of the course. Each module also had a similar structure: presentation slides, a lecture capture recording of the slides, a series of videos or notes including links to readings, a discussion board post, and a student feedback survey. The consistent structure allowed students to spend less time on administrative navigation. Students focused on learning the content or practicing the skills of PSY 230. This was very astute instructional design leveraging student-facilitated learning. The discussion board set clear expectations: length, timeline, and acceptable sources. This information helps students focus on the content they need to distill and convey through their post. Brandon shared a rubric beforehand to help students understand the evaluation. He noted that the quality of students' posts improved over the duration of the term as they became familiar with the marking rubric. This also made marking easier for Brandon because he could quickly use the rubric within the Canvas SpeedGrader tool to identify students' strengths and help them identify opportunities for improvement with additional written comments.

Demonstrate commitment to student learning

Even in remote learning, during a global pandemic, students managed to make connection. Brandon provided many ways for students to connect: study groups, discussion boards, and regular open office hours. A short four-question weekly student feedback survey helped informed the instructors. It gauged how students felt about the module, what resonated with them, and what they felt would be useful to add. Even some anonymous insight completed by a few students helped with future planning.

Moving forward

Brandon reflected on how he can be more overt about his pedagogical decisions so that students better understand his course design. He appreciated many features of the learning management system and he would consider online teaching in the future. I suggested refining the discussion post rubric to be more specific to the outcomes students are working towards in their term paper. We

discussed opportunities for students to practice a few multiple choice questions in each module. This would help students prepare for the required comprehensive final assessment at the end of term. Overall, Brandon prepared a quality learning experience for his students amidst a challenging remote teaching situation. I look forward to hearing about ideas he brings to future courses and his evolving teaching practice.

Aditi Garg, Educational Development Specialist, 306-966-5432, g.a@usask.ca



APPENDIX F: REFLECTIVE NARRATIVES

REFLECTIVE NARRATIVE 1

That I scored relatively similarly across four of the five categories was not altogether surprising. I have a strong belief that an effective teacher occupies multiple roles and accomplishes many things, even though it all falls under the category of “teaching,” which is often categorized as the transmission of some sort of knowledge or information. That being said, I tend to assume that there is a hierarchy in the values or perspectives. For instance, when I first began teaching last semester, I spent a considerable amount of time making sure that I was well versed on the material, including potential questions students may have that ventured somewhat outside the content presented.

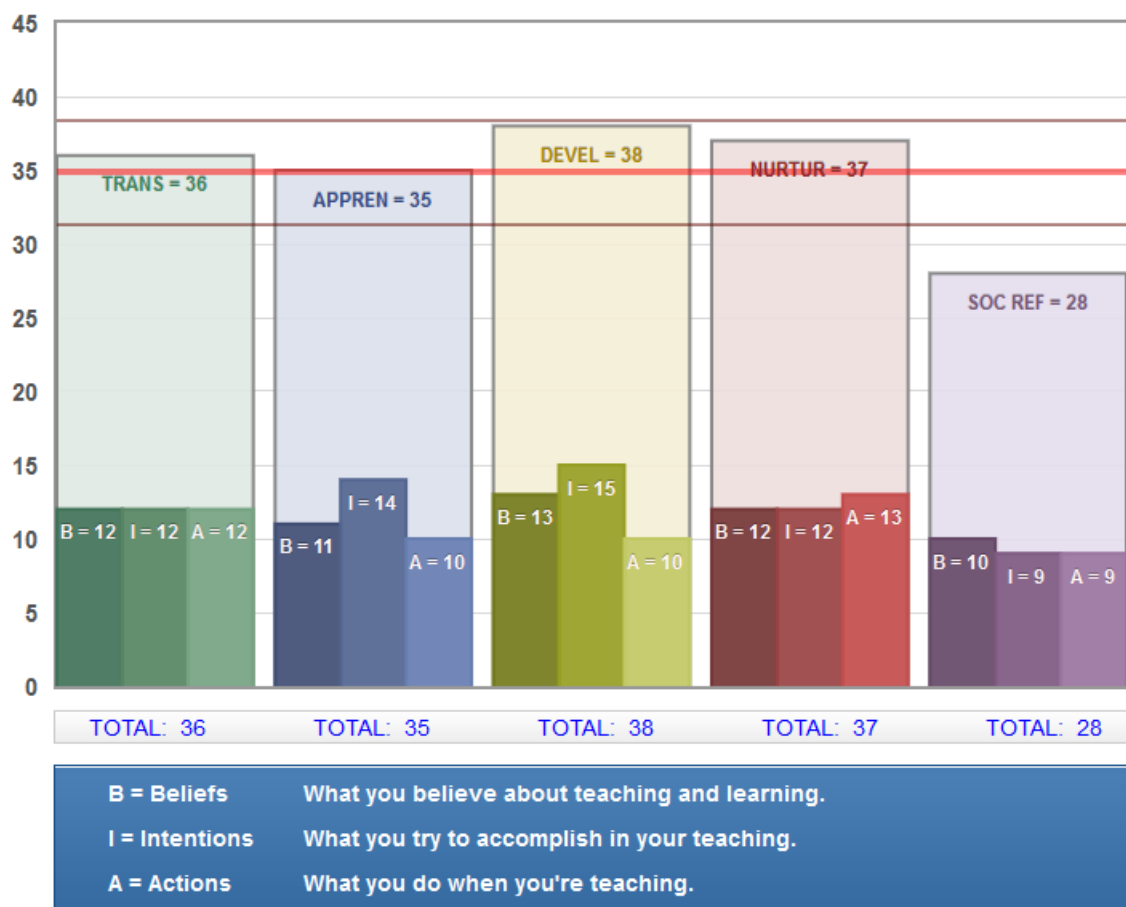
In hindsight, I perhaps overprepared, but the Transmission perspective, to me, is the core element of teaching. I recognize that during the last semester, I perhaps emphasized this a bit too much, trying to cover as much material as possible in as much depth as possible, which was likely overwhelming for students. While I certainly did not anticipate that they would master all of the material this way, I hoped it would stimulate their interest in certain areas which they would develop a greater understanding. During undergrad, I had a history professor who took a similar approach, which resonated well with me, but I recognize that I am more of a Susan and less of a Robert.

One of the TPI results that surprised me was the Developmental score. It was my highest score (my a margin of 1), which was not unexpected, but the individual breakdown of beliefs, intentions, and actions was rather interesting. Specifically, I scored quite high in the first two categories, but my action score drug down the average. This was a bit disappointing, but resonated particularly with my instruction of PSY 120 this term. In addition to all of the material, I had high hopes that I would be able to help students see the larger picture and to understand the various psychological phenomena that we discuss in a larger context and understand the implications. On reflection, I rarely engaged in class exercises with this outcome in mind. Of the course assignments that students had the option of selecting, these lofty goals were also one of the anticipated outcomes, but I feel could have been made clearer by me being more explicit about the larger concepts that I hope they would grasp. For some students, it was clear that they assumed that an assignment was given for the sole purpose that one was required and that they did not see the utility (fortunately, many other did). In PSY 230, the assignment was much clearer and the students openly discussed the profound impact it had on their understanding. However, I think the lack of clarity also impacted my Apprenticeship score a little, although I do believe that all assignments were within their zone of proximal development. Some reflection on the importance of some details I believe would boost this score to better reflect my actual values in this domain.

At the other end of the spectrum was the Nurturing score, where the action component was actually the highest. When designing my courses, I definitely had the idea of rewarding hard work in mind. Students who took the time to ask questions, to inform me of illnesses and other life circumstances, and who showed up to class clearly got many chances to succeed in my class. Just last week, a student who had failed my PSY 120 class (with a 48) did a make-up assignment for a passing grade, something I only allowed due to their persistence in class, which I wanted to reward. Throughout the semester, I also gave several in-class and email reminders about important due dates both for the class and in their undergraduate careers, as well as many reminders that the final exam will not be in the same classroom. I also had lengthy meetings with a few unknowing plagiarizers that were all resolved cordially. Lastly, a particularly bright

student in my PSY 230 class contacted me toward the end of the semester noting that due to illness, she did not hand in her assignment or term paper. Based on the late penalties, there was no way that she could pass the class without getting some credit for these. Wanting to ensure that a silly mistake (i.e., not informing us at the time) did not hurt them academically, the assignment and paper were both accepted with a revised penalty. After writing all of this out, perhaps I'm a little surprised that my nurturing score wasn't higher, as there are several other examples that come to mind where I put in a conscious effort so that each student who tries will succeed.

The final category, Social Reform, was the lowest by a strong margin. This came as no surprise, as I am not much of a reformer myself (a reflection of my pessimism more than my apathy). I also feel that, especially after teaching an introductory course, some baseline of knowledge is important for one to truly grasp the nuances behind certain issues in need of reform. For instance, in my PSY 230 class, the assignment was to spend a week abiding by a set of parole conditions of their choosing. Students were quite surprised at how restrictive these conditions can be and how they complicate many everyday tasks. I believe this understanding is crucial to their potential advocacy for reform, even if this was only a rough approximation of what an actual offender may encounter (which they did discuss in their reflection). It would be interesting to see whether my Social Reform score would be different on the heels of teaching an upper level course, but based on my own understanding of myself, I do not anticipate it rising to the level of the other categories.



REFLECTIVE NARRATIVE 2

Observing Dr. Rozwadowski was an interesting experience, as I had not observed someone teaching a class since having first taught myself last semester. Having had taught before, I felt that I had a much greater appreciation for some of the nuances of her teaching compared to others who were trying to take in the whole experience.

The most striking difference between Dr. Rozwadowski's lecture and that of other instructors (myself included), was how collaborative the entire 80 minutes was. There was no whipping through PowerPoint slides, but instead, using a writing tablet, she engaged in activities with student on screen while also taking notes of what she was articulating in class. As soon as she began writing, students instinctively took notes, which wouldn't be that surprising to the casual observer; however, having recently taught an introductory course, I'm well aware that students struggle to decipher what of the lecturer's lesson they should be writing down and what they should simply pay attention to. In other words, they struggle to differentiate the *need to know* from the *nice to know*.

What also helped this exercise was the way that the course is set up, where each week (and corresponding chapter) focuses on a relatively narrow topic. The lesson I observed was dedicated solely to cholesterol. This allowed Dr. Rozwadowski to spend a considerable amount of time on each activity, ensuring that students were able to grasp the essential components before moving on. Admittedly, I was a bit jealous, as introductory psychology courses seem so much broader, even within a single textbook chapter. However, it would be wrong to discount the lecture style as easily applicable only because of the content structure, as it was clearly done through hours of work and likely years of revision.

Another interesting observation was that students actually asked questions during class without prompts (oddly they didn't when asked). Often students are reluctant to do so in such a large class, but I noticed the way that Dr. Rozwadowski responded encouraged their ambitious behaviour. When I did the Instructional Skills Workshop, we discussed asking the class for questions, and that the common response when no one responds is to say "good," and move on. However, that responds insinuates that the lecturer is glad not to answer questions. Dr. Rozwadowski did not do this. And when a student asked what they called a "silly question," regarding an abbreviation that was on the board, after answering, Dr. Rozwadowski followed up with "thanks for helping me clarify." My, what tiny things, but what an effect they can have.

Lastly, I felt that Dr. Rozwadowski used a reasonable amount of technology, such as TopHat, to keep students engaged, but not too much that they forgot they were sitting in a lecture hall with the instructor present. I'm curious whether the use of TopHat for the use of a few multiple choice questions is better than the traditional "raise your hand for A" approach. On one hand, students can't gauge the accuracy of their response immediately by the show of hands, so they're more locked in with their answer, perhaps avoiding embarrassment for being wrong. On the other, TopHat serves as a safety blanket which may facilitate fewer students willing to openly engage in class. In the future, I will definitely toy around with this, as I do think TopHat offers the opportunity to engage a certain segment of students who may be more reluctant to participate normally (and perhaps if they get a few questions right, they'll be confident enough for more active participation).

REFLECTIVE NARRATIVE 3

For my five-minute lesson, I chose to revise a previous lesson on jump-starting a car that I had done a few months prior in a ten-minute lesson. I was curious to see whether I would be able to incorporate some of the prior feedback while simultaneously cutting the lesson time in half. This mainly revolved around having a more conversational bridge-in, having everyone complete a post-assessment (as opposed to one person giving a demonstration), and checking in on the post-assessment. Upon watching the video and receiving the written feedback, I have a number of reflections.

The first is how quickly I was able to complete the bridge-in, state the objectives, and conduct a pre-assessment. While presenting, and even watching the video, this felt like a time-consuming affair and my immediate thoughts were to find a way to make these more efficient to allow for more time for participatory learning. It turns out that the first half of the BOPPPS model only took 50 seconds to complete, less than 20% of the allotted time. This was quite surprising, as I actually added an additional question to the pre-assessment that was not featured in the ten-minute lesson. Nor did it feel rushed. It also feels like it occupied a reasonable portion of time in the lesson; of course, had time not been an issue, allowing the audience to share stories about their dead battery experiences would have been a good means of fostering further engagement (this was a piece of previous feedback that I had to ignore given the time constraints). Nonetheless, the audience feedback indicated that they felt engaged and that expectations from the lesson were very clear. The take home message here is that when properly structured and rehearsed, one can get the audience invested in a lesson and gauge their level of experience/familiarity in a very short window, allowing more time for the “fun stuff.”

In order to save time, I opted to have students engage in a card sorting task outlining the proper sequence of steps involved in jump-starting a car while I talked. I had some concerns that the two simultaneous tasks may interfere with each other, as there were a number of cards to sort through and several steps. However, this seemed to go quite well and all audience members completed the task correctly. When I conduct this again, I’m going to ask a question about a “nice to know” fact I threw in during this instruction that may be beneficial in gauging just how much information an audience can process while completing a task. Based on the feedback I had gotten before, I opted to incorporate this activity into the post-assessment by having the audience shuffle the cards and re-organize them in the proper steps. This was considerably easier and smoother than my previous method and had the added benefit of including everyone.

Unfortunately, by the end of the post-assessment activity, I was running short of time. I did a quick eyeball to determine whether people had correctly ordered the steps (all but one did), made a quick comment and rushed my way through a summary. While this was okay given the strong performance of the audience, had they struggled to recall the proper order I would not have had time to offer opportunities to correct or to provide a more thorough summary. In hindsight, I recognize that student/audience performance is probably the most difficult thing to predict, and that one should always allot for extra time on this end. Overall, I’m fairly happy with how this went—with a little cleaning up of the bridge-in and pre-assessment, I should have a bit more time to dedicate to the latter parts of the lesson. Bonus: I also did not awkwardly walk back and forth like I had done previously during times when I wasn’t talking. While this can be attributed in part to the physical environment, I’d like to think my previous awareness is paying extra attention to this unnecessary movement. It had also seemed to me that such behaviour was

insinuating that I was uncomfortable with silence or time for students to think. Now to incorporate that into a room of 200 students...