Teaching Portfolio

A portfolio submitted in partial satisfaction of the requirements for Certificate in College and University Teaching (CCUT)

By

Jessica E. Cornick
cornick@psych.ucsb.edu
CCUT Signature Page

UCSB CERTIFICATE IN COLLEGE AND UNIVERSITY TEACHING
University of California Santa Barbara

SIGNATURE PAGE

Please type or print all of the required items on this form, gather the appropriate signatures and insert the pages into the front of your CCUT Portfolio. Submit an electronic version to Dr. Lisa Berry (lisa@id.ucsb.edu.) Your portfolio should be submitted as early as possible and no later than the quarter BEFORE you expect to graduate.*

Name: JESSICA CORNICK Email: CORNICK@PSYCH.UCSB.EDU
Department: PSYCHOLOGICAL & BRAIN SCIENCES Phone: 805.893.5798

Name of Department Faculty Graduate Advisor: HEEJUNG KIM

REQUIREMENT 1

• Serve at least two quarters as a Teaching Assistant or Associate at UCSB
  Course #          Employment Title  Quarter/Year
  PSYCHOLOGY 101    TEACHING ASSISTANT  FALL 2012
  PSYCHOLOGY 5      TEACHING ASSISTANT  WINTER 2013

• Complete all TA Training activities required by your department

Departmental Faculty Graduate Advisor's signature verifying completion of the above two activities:

Signature  8/11/2015

• Attend the day-long campus-wide Teaching Assistant Orientation
• Receive a classroom videotaping and consultation

TA Development Program Coordinator's signature verifying completion of the above two activities:

Signature  8/13/2015

REQUIREMENT 2

• Complete EITHER a CCUT-approved course in pedagogy OR attend a CCUT-approved program in teaching (SCWiP Summer Institute, two quarters as video consultant fro TADB, Lead TA Institute, Summer Teaching Institute for Associates, or a Writing Program TAship. See website for details)
  Course # and Name OR Teaching Program Name  Quarter/Year
  SUMMER TEACHING INSTITUTE FOR ASSOCIATES  SUMMER 2014

Instructor's signature verifying completion of Requirement 2 (or attach a copy of transcript, certificate, etc.):

Signature  Date

*If you will graduate in Summer Quarter, your portfolio must be submitted by the 5th week of Spring Quarter.

Submit as first page of CCUT Teaching Portfolio to: Lisa Berry, Co-Chair of CCUT, Instructional Consultation, 1130 Kerr Hall.
REQUIREMENT 3 (Complete one of the following)

CHECK ONE

☐ Option 3A: DISCUSSION of your own experiences using or implementing instructional technologies to enhance student learning. This 8-10 page discussion (double-spaced, 12 pt. font) must be supported by published research.

☐ Option 3B: RESEARCH REVIEW of existing research on effective instructional strategies using instructional technologies (~10 pages, double-spaced, 12-point font). Practical examples from candidate’s own teaching experience and observations should be integrated into the research review.

☐ Option 3C: INSTRUCTIONAL TECHNOLOGY PROJECT demonstrating creative and substantive development of instructional materials utilizing computer-based or multi-media to enhance student learning. The project must be a significant aspect of a course.

☐ Option 3D: Completion of an APPROVED COURSE for Req. #3. Approved courses include: INT 223 A, B or C; ED 256, or ED 253D.

Course # Quarter/Year

Instructor’s Signature Date

REQUIREMENT 4

CHECK ALL

☐ Taught course as an instructor of record with mentoring support of a faculty member.

☐ Included all necessary documentation in the CCUT Portfolio:

   • A letter from mentor describing the nature and frequency of the mentoring (A Summer Teaching Institute for Associates (STIA) certificate may be offered in lieu of a mentor’s letter).
   • ESCI or other course ratings
   • Open-ended student evaluations with discussion of your strengths and weaknesses

REQUIREMENT 5

I have submitted all of the materials required for completion of the CCUT Teaching Portfolio and attest to their accuracy.

Jessica [Signature] 8/13/2015

Release of CCUT Portfolio Contents

“I ☐ DO ✏ DO NOT release my CCUT portfolio for use as an example to other CCUT applicants if the Faculty Advisory Board so chooses.” (List any sections you wish to have omitted in a separate page.)

“Further, I give permission for the above indicated parts of my proposal to be presented as examples in the following forms.”

☐ As a hard copy  ☑ On the CCUT website

“I ☐ DO ✏ DO NOT want my name attached to my portfolio if it is used as an example in the above forms.”

Jessica [Signature] 8/13/2015

Submit as first page of CCUT Teaching Portfolio to: Lisa Bery, Co-Chair of CCUT, Instructional Consultation, 1130 Kerr Hall.
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Summary of Teaching Experience

Teaching Associate, Summers 2014-2015

Introduction to Psychology (Psychology 1)

Course description: An introduction to the subject matter and methods of psychology. Topics may include development, perception, memory, learning, cognition, affect, motivation, social behavior, personality, psychopathology, and the physiological basis of behavior.

Introduction to Social Psychology (Psychology 102)

Course description: An introduction to social psychology including person perception, attitude formation and change, interpersonal interactions, persuasion, group processes, and social values.

Teaching Assistant, Summer 2012 to Spring 2016

Introductory Statistics (Psychology 5)

Course description: Probability, frequency distributions, descriptive statistics, sampling distributions of the mean and variance, basic logic of inference, hypothesis testing for one sample, related samples, and independent samples, correlation and regression, simple non-parametric tests.

Introduction to Experimental Psychology (Psychology 7)

Course description: Introduction to the purpose, design, planning, and execution of experiments in psychology and to the analysis and interpretation of data.

Health Psychology (Psychology 101)

Course description: Introduction to concepts, theory, and research within the sub-discipline of health psychology including relationships among behavioral factors, well-being, and disease.
Introduction to Social Psychology (Psychology 102)

Course description: An introduction to social psychology including person perception, attitude formation and change, interpersonal interactions, persuasion and influence, group processes, and social values.

Laboratory in Social Behavior (Psychology 112L)

Course description: Methods, techniques, and experimental research in social psychology.

Laboratory in Advanced Research Methods (Psychology 120L)

Course description: Exposes students to sophisticated aspects of experimentation in psychology including the bases for theoretical inference, experimental designs, and development of procedures and analyses.

Contemporary Issues in Biopsychology (Psychology 163)

Course description: An examination of special topics of current importance in biopsychology.

Multivariate Analysis in Psychology and Related Social Sciences (Psychology 221C - Graduate)

Course description: The use in psychology of the general linear model, multiple regression, discriminant function analysis, factor-analysis, and principal components analysis.
Teaching Philosophy

Read the textbook. Go to lecture. Repeat as necessary for desired course grade. All too often, this process of passively interacting with material is the only method in which our students are exposed to subject matter content. During my years as a student I have experienced classes in which participation and questions are discouraged. This method seems to stem from the teaching approach where students are empty vessels into which the instructor pours their knowledge. While this style is valid and appropriate in certain situations, I argue that fostering a symbiotic learning environment in which students and instructors mutually benefit from a free exchange of ideas facilitates deeper understanding and lifelong learning. Through responsibility, active participation, and willingness to feel vulnerable, I and my students can grapple with content knowledge in new and meaningful ways.

Every day there are many things that compete for our attention: friends and family, work, technology, etc. I believe that reinforcing the importance of responsible scholarly behavior such as responding quickly to communications (such as email), respecting project deadlines, and keeping school work organized is essential to ensure a smooth learning process. Not only do they create the foundation of mutual respect between instructor and student (and between students), but they also implicitly reinforce to the student that the content of the course is worthy of their time and attention. When describing my courses and expectations on the first day of the term, I very clearly state that I will respect their time by responding to emails promptly (usually within the same day), that I will not lose a student paper, and that project deadlines are non-negotiable. I believe that by setting high standards for my students, I create an environment in which the road to success is clearly defined.
Even though clear expectations may allow for the majority of students to be successful in class, some students will need support to maximize their learning potential. I believe that in order to reach new heights, all learners (myself included) must take an active role in the learning process and engage with the content. This can take many forms but may include: attending office hours, doing extra reading and research, asking questions in class, and connecting theory based, classroom learning to everyday situations. I encourage students to do these activities via assignments, in class activities, and the general structure of the class. Connecting theory to everyday situations is particularly relevant in our field of social psychology as we focus on attitudes, behaviors and cognitions in situational contexts. In my classes, I create assignments and foster discussions that encourage connections between student’s experiences and the concepts and theories discussed in class. If students take a “hands on” approach to their learning, the connections between the content and their lives can become so much richer and facilitate a true love of the content. This sentiment was echoed by J.K. Rowling, via her character Albus Dumbledore, the beloved headmaster from the Harry Potter series who said “happiness can be found, even in the darkest of times, if one only remembers to turn on the light”.

While responsibility and active participation with the content are both critical for learning, they do not represent the first step students must take in order to learn. Unless students can be encouraged to grapple with uncertainty and embrace feeling vulnerable while learning new material, they may be unable and unwilling to learn the content. Students must be able to admit they do not know material in order to be able to learn the material. If students come to class believing they already possess all of the requisite knowledge for success, they are likely to be unfocused and unmotivated to truly attend to the material. In my classes, I encourage questions and offer opportunities for students to ask anonymous questions (via a question box). I
also encourage students to come to office hours and use online forums to ask and answer questions as they arise. For my own part, I try to be as honest with students as possible when I do not know the answer to a question but I encourage them to research the answer and also reassure them that I will do my own research and report my findings at our next meeting. Learning does not often happen in a single instance, instead it is an iterative and recursive process, and demonstrating to students that I am a lifelong learner hopefully creates space for them to also follow that path.

Although I have had a few opportunities to teach classes of my own and many opportunities to assist teaching, there are still areas in which I hope to develop as an instructor. For example, I will continue to seek new opportunities for incorporating group work into my lesson plans. From my own experience, learning from peers can be a very enriching experience and provide insight into the content that would not have been possible from only listening to the instructor. Additionally, I would like to encourage my students to do more experimental research with faculty members and to feel comfortable reading and communicating scientific findings. By incorporating findings from scientific research into my lessons (instead of presenting a high level summary of the findings), I hope to provide students with multiple opportunities to practice speaking about data in a meaningful way. Taken together, using responsibility, active participation, and willingness to feel vulnerable as guiding principles in my instruction has enabled me to create spaces in which students can be successful and grapple with new and challenging ideas.
**Requirement 1: Reflection on TA Experiences**  
*Supporting documentation provided on signature page and Appendix A.*

Before arriving at UCSB, I completed a two year commitment with Teach for America. I taught seventh grade science for two years in a low income neighborhood in Los Angeles, CA to a total of 250 students. In addition to being a new teacher, I was also a full time student, earning my multiple subjects teaching credential at night at California State University, Northridge. My time in the classroom taught me innumerable lessons about classroom management, curriculum design, and knowledge assessment that I was able to use and refine once I arrived at UCSB.

During my graduate training at UCSB I have had many opportunities to improve my teaching skills and abilities. Even before I started my first quarter, I attended the all-campus TA Orientation in the Fall of 2011 which allowed me to become immersed quickly in the educational culture at UCSB. Coming from a K-12 teaching environment, I was surprised by the different expectations of teaching assistants and the sheer volume of work each individual would have to shoulder. I especially enjoyed the sessions on how to engage undergraduate students in large classes through questions and small group activities thereby encouraging active participation amongst students.

In addition to the all-campus TA training, I participated in the Psychology Department’s TA Training. In this course, I attended seminars throughout the Fall 2011 quarter where my colleagues and I discussed the practicalities of leading sections in the Psychology Department and how to handle common, and sometimes uncommon, issues that arise in the classroom. The best part about this training was students that were more advanced in the program also attended which allowed us to get perspective from individuals who had experienced many of these issues first hand.
Beyond these formal training opportunities, I have had many experiences as a teaching assistant in the Psychology Department that have allowed me to become a better and more impactful instructor. During my first summer at UCSB, I served as a TA for the Laboratory in Advanced Research Methods (Psychology 120L). As a TA for this course, I was responsible for leading a discussion section of about 20-30 students and also supervising and guiding them through their own research process. While serving as a TA for this class, I realized the importance of instilling responsibility in my students because there were many deadlines throughout the quarter and missing one deadline could seriously derail a student from being successful. I became better with giving students reminders and checking in with students who either expressed concern, or seemed to be falling behind with the material.

Lab courses (such as Psychology 120L) are particularly time consuming but I quickly found that I enjoyed being a TA for Introductory to Statistics (Psychology 5). When I led section for this class, I always made sure to present materially slowly and walk students through each step of the statistics problem. I have had the pleasure of being a teaching assistant for Psychology 5 over three different quarters (Winter 2013, Winter 2014, and Winter 2015). Although the response rate varied for the end of the quarter evaluations (W2013 (n=16), W2014 (n=23), W2015 (n=12)), overall the evaluations of my teaching ability from the students indicate that I was effective at delivering information as well as infusing my section with the three ideals from my teaching philosophy: responsibility, active participation, and willingness to be vulnerable.

One of the three ideals I discuss in my teaching philosophy statement is active participation. I expect students to actively engage with the material as well as participate in lecture. In turn, it is also expected that I will be immersed in the material and have a strong
understanding of the content so as to ensure maximal learning. In my ESCI ratings, students from each of my three winter Psychology 5 classes rated me on the following question (see Figure 1 below), “Please rate the TA’s interest in and commitment to the subject matter”. As can be seen in the diagram, my students have continued to indicate that I have a strong interest and commitment to the material and as of the last time I served as TA for Psychology 5, I had no “somewhat enthusiastic” ratings. I take this as a sign of my ability to clearly convey my passion for both psychological and statistical knowledge to my students.

![Figure 1: TAs interest and commitment](image)

The next ideal I espouse in my teaching philosophy statement is that students will be held responsible for material, conduct, and the energy they bring into the classroom setting. I in turn am also responsible for preparing lectures, returning graded assignment promptly, and providing the best learning experience possible for the students. I believe ratings for this ideal are captured with the question (see Figure 2 below): “How well does your TA seem to know the subject matter of the course?” As indicated in the graphs, during all three quarters of being a TA for Psychology 5, my students believed me to have a truly exceptional or thorough knowledge of course material. I believe my scores dipped a bit from Winter 2014 to Winter 2015 as I was TAing for a new professor and often communication between the professor and TAs would lag
causing the TAs to not have all of the pertinent course information. Since this experience I have ensured that I am clear on expectations and protocols at the beginning of the quarter so as to avoid these dips in communication.

Finally, I expect all students in my classes or sections to be willing to be vulnerable. This could be asking a tough question, admitting they need help, or trying to be comfortable with the idea that they don’t quite yet know everything there is to know about a subject (hence the reason why they are taking the class). I too am working on being comfortable not knowing all pieces of information and I will admit to students when I don’t know the answer to a question. I think this trait can be seen in the question (see Figure 3 below): “Does your TA understand students’ questions before attempting to answer?” My scores are generally high with most students rating me in the always and usually category. I think going forward I can use this information to improve my teaching by ensuring that I slow down before I answer questions. I could also try repeating the question back to the student to ensure I understand the question. I believe that if I employed techniques like these I could see marked improvement in these scores.
I have served as a TA for Psychology 5 many times but during the Winter of 2014, I participated in classroom videotaping and consultation through the TA Development Program. This program video tapes TAs as they lead class to provide feedback on teaching style and discuss opportunities for growth. The consultant highlighted a number of my teaching strengths including speaking slowly and clearly, and using sample problems to think meaningfully about course material. One of the primary concerns we discussed was that I would often turn my back to students while speaking making it difficult for students to hear me. I also used a projector which required turning off the lights, which may make it difficult for some students to read what is being written on the board. In the quarters since I was filmed, I have made a concerted effort to prepare as much material in advance as possible and include this material in the PowerPoint presentation. When I do need to write on the board, I ensure that the classroom is well illuminated so everyone can see the board.

Although I have been a TA for many quarters (8+), I still continue to learn new strategies and techniques each time I TA. More recently, I was the only TA for a very large pre-major course which required significant time and space management skills. These skills were particularly crucial before and after test time as many students would come to office hours either
seeking help or asking to review past exams. Sometimes office hours were jam packed and I had to split my attention between 20 or 30 people. However, by sitting people together with like needs (wanting to review the midterm), often I found that they would work together to solve problems and would need only a bit of guidance from me.

Overall, the training I have received from UCSB, my department, and while TAing classes has enabled me to refine my teaching abilities and has made me a stronger and sharper instructor and TA. Feedback that I have received from students, my professors and the videotaping consultant have reminded me that the learning process never ends and that I will only can continue to increase my efficacy as an instructor by reflecting on my teaching and seeking feedback from others.
Requirement 2: CCUT Approved Course in Teaching and Learning
Supporting documentation provided in Appendix B.

In Summer 2014 I participated in the Summer Teaching Institute for Associates coordinated by Lisa Berry and Kim DeBacco. The first module was conducted virtually and remotely through Gauchospace. In this module, new instructors were guided through the most fundamental steps of designing a class: setting course level learning outcomes, designing a syllabus, writing class teaching plans, and developing assessments. Along the way, we would design one or more of these items, upload them to the site, and receive feedback both from the instructors and our new instructor peers. I remember of the most profound insights I had through the first module was how important it was to think holistically about the aims of the class I was going to teach. I thought critically about the kinds of general messages I wanted to convey to students along with the high level knowledge I wanted them to have when they finished my course. Prior to teaching my own class, I was a TA who helped execute the professor’s vision for the course. It was exciting to “think big” about the kinds of knowledge I wanted my students to have when they left my classroom after six weeks.

The second module of the STIA program involved taking five specific workshops both before and during teaching in order to gain more specialized skills that would enable us to be better instructors. I found the workshops on assessments to be most impactful in my own teaching. Specifically, I went to a workshop about administering quizzes via the website Gauchospace. Doing these online quizzes enabled me to poll my students in an efficient manner to gauge what they did and did not understand throughout the class. I then used this information to circle back to content to ensure comprehension amongst all my students. Using this approach increased my level of responsibility but also allowed me to get near instant feedback on the efficacy of my classroom instruction.
Another workshop that I attended which was very useful was a workshop on developing my Teaching Philosophy Statement. I believe that this may have been the most important workshop as it gave me time, space, and structure to think holistically about the type of instructor I have been, am currently, and will be in the future. This enabled me to refine my course objectives for the course I was about to teach, as well as provided me with a platform with which to guide my future work as a TA and instructor.

Finally, in the third module of the STIA program, I and a few of my fellow new instructors were paired with a seasoned faculty member during the session we taught our course. My faculty mentor was Skirmantas Janusonis. We met with this instructor many times throughout the session and we used this time to ask questions. Dr. Janusonis was able to help us tackle more specific issues that arose during the session (late assignments, missing tests due to illness or injury, etc.). I think the fact that these meetings occurred simultaneously with our first round of teaching was vital to their success as it allowed us to get in the moment feedback and advice from a seasoned professional. I think it was also a unique opportunity to be vulnerable with colleagues about things that were and were not working in our classrooms and seek guidance and advice from a seasoned professional about how best to handle the situation.

Although my first summer of teaching is behind me, I have had the opportunity to be an instructor of record again at UCSB and the skills and mindset I gained from completing STIA has made me a more impactful and successful instructor.
Requirement 3: Reflection of Review of Applications of VR in Educational Settings  
*Supporting documentation provided in Appendix C.*

Often when I tell people I do research in a virtual reality lab, they ask me if my life is like the movie “The Matrix” and they also want to know when they can come and visit. While we are far from having virtual experiences like they show in Hollywood films, virtual reality has come a long way from books, cave paintings, and day dreaming. Now we can digitally immerse an individual in any one of thousands of worlds and create the full body (and mind) sensation of being anywhere in the universe. This tool, while becoming critically important to the work many researchers like myself do in the lab, has also been examined for didactic applications with the hope of encouraging more active engagement from students. In my review of VR applications in education (see Appendix C), I discuss the benefits of virtual environments, their current shortcomings, and the extant literature regarding virtual reality in educational research. While not extensive, I believe the research to date represents a whole world of future possible research and opens many new doors.

As our population continues to grow and the demand for more inclusive and readily available education has increased, virtual and remote learning opportunities have expanded. Initially these opportunities took the form of watching videos and turning in assignments online. Today however, online classes can be very interactive and include video calls, online forums, and live discussions that closely mimic the feeling of being in a classroom with and instructor and fellow classmates. I believe as the demand for online education continues to grow and cost for virtual head mounted displays decreases, we will begin to see more and more online learning communities that incorporate 3D graphics into their learning platforms to further increase immersion.
As outlined in my review (see Appendix C), virtual reality has already enabled each student in the virtual environment to sit in the center of the classroom and receive unwavering eye contact from the instructor. This kind of experience would be impossible to replicate in a real classroom full of students as the instructor will inevitably have to look around the classroom and only one student can sit in the center. Virtual environments are also powerful in that they allow individuals to take multiple perspectives throughout the learning session. This can be particularly impactful for students attempting to learn highly technical skills such as performing an operation or digitally rendering a 3D object. Finally, virtual environments can allow students to “inhabit” different avatars thereby providing unique perspective taking experiences that would be practically impossible to achieve in real life, giving them a kind of active participation that was previously impossible. For all of these reasons, and many others, I believe VR represents the education tool of the future and we will continue to see more applications of it in the near future.

Throughout my own teaching, I have not had the ability to incorporate virtual reality for didactic purposes. However, I am currently involved in research with a professor in the Physics department who is assessing how using immersive digital virtual environments can increase knowledge retention amongst students in Introduction to Astronomy. We have designed a virtual world which enables the student to “fly” through the solar system and access information about various celestial bodies. We are comparing the students who experience the virtual solar system environment to students who only experience lecture to see if they have different outcomes on later exams. We hope to make this virtual world widely available soon once testing is complete.
Requirement 4: Teach a Course as the Instructor of Record

Supporting documentation provided in Appendices D through G.

I served as the Instructor of Record for Psychology 102: Introduction to Social Psychology during Summer session 2014 at UCSB. This was the first time I had taught a college level course and had designed the course in its entirety. The class was a manageable size of about 75 students, making it possible to do group activities as well as lecture. I consulted with Dr. Shelly Gable as I had served as her TA for Psychology 102 the quarter before and she provided me with valuable insight into being an effective instructor as well as how to most clearly communicate the foundational principles of social psychology. Overall, Psychology 102 examines how the social and environmental contexts of a situation have conscious and unconscious effects on our cognitions, affect, and behavior. Since there are many topics to cover in an introductory course, I really had room to tailor the course to fit my goals for the course. Overall, I believe I was able to design a class with clear course learning objectives that also incorporated my teaching philosophy.

Throughout the Summer 2014 course, I stressed responsibility to my students and the importance of timeliness with assignments and deadlines. In the class, the students had multiple assignments due like the one outlined in Appendix E. I reminded them about upcoming deadlines and held extra office hours to ensure students were successful. I also stuck by the policy in my syllabus which said no late assignments would be accepted. I believe that providing a clear course structure to students enables them to be more successful because there is little ambiguity in what it takes to be successful. In turn, I also recognized my responsibility to promptly reply to emails, grade assignments and to be prepared to lecture and answer questions in class.

I also believe my course also encouraged active participation. Throughout the session, I included many in class, group activities that required students to work together to apply the
knowledge they had just learned on a social psychology concept (see Appendix F for an example). This in situ application of knowledge was well received by students (as indicated by their open ended evaluations) and gave me a good opportunity to check comprehension and interact with students on a more personal level. During one assignment, I realized that students did not fully grasp a concept and I was able to correct the misunderstanding in the moment instead of waiting to get test results back.

Finally, I believe I fostered a community of trust and openness in my classroom. I encouraged active participation throughout the course and would often ask questions of the students which had “no wrong answer” in order to create a comfortable environment in which to share thoughts and opinions. This willingness to be vulnerable went both ways as sometimes students asked about small details of studies or tangentially related questions which required me to do more research. Instead of flubbing my way through an answer, I would admit honestly that I didn’t know the answer but that I would research it and report back the next class period. In this way, I hoped to instill in my students that our classroom was a safe place to learn and test out ideas.

Overall I am proud of the class that I taught and how closely I was able to align the class and course objectives with my own teaching philosophy. I believe my students learned a lot about social psychology and had fun in the process. I was able to refine my teaching skills by applying them to a course for undergraduate students. Going forward, I would add more small group activities to the class which enable students to interact with one another and the content while simultaneously freeing me to check in on each group and correct any misconceptions in the content. I think sharing your ideas with others in a group setting lends itself to a unique vulnerability which students will get more comfortable with as they have more positive
experiences doing so. Additionally, I would like to add more writing to the course. The summer session offers a unique opportunity to provide the students with opportunities to write and receive feedback as the classes are much smaller. As such, I would like to add an additional essay assignment that would encourage students to read original social psychological research and synthesize multiple articles into one general review.

**Ratings as Instructor of Record**

Given that this was my first time teaching a class on my own, I wasn’t sure how well my teaching style and course outline would be received. Generally speaking, students in my class seemed to be happy with my teaching and gave me positive reviews (see Figures 4 and 5 below). Close to two-thirds of the class thought I did a very-good to excellent job teaching the class and two-thirds also thought the quality of the course was very good-excellent.

![Figure 4: Overall Quality of Instructor's Teaching](image)

![Figure 5: Quality of Course](image)

Although my ratings were generally high for my class, I was still a bit concerned about the fair and good groups. To investigate those, I began to look into the open ended responses from my class (see Appendix G). The students enjoyed my thorough explanation of concepts, the
class activities which allowed them to apply learning to a real world situation, my enthusiasm for the content, and my sense of humor. However, it quickly became apparent that I spoke too quickly in class and there was too much content on each PowerPoint slide I presented. The combination of these two factors made it difficult for students to absorb much of the content I presented in class. Since receiving this feedback, I have trimmed down my slides and started to speak more slowly in class to ensure all students are following. I have also built in more question and answer time to allow for more pausing throughout the class period. I believe by addressing these small issues, I will become an even more efficacious instructor in the future.

**Requirement 5: Preparing my Teaching Portfolio**

As a graduate student at an R1 research university, it can be all too easy to fall into the publish/research routine and spend very little (if any at all) time planning your teaching and instruction. By participating in CCUT and STIA, I have been provided with wonderful resources with which to refine my ability to teach undergraduate students and become a truly efficacious instructor. Reflecting on where I began in the Fall of 2011 at the campus wide TA training, I have made significant strides in my understanding of the needs of an undergraduate student. As evidenced by my strong evaluations from Psychology 5 over three quarters (see Requirement 1), I have continued to refine my teaching abilities to provide my students with a strong background in statistical and psychological information. I then incorporate my knowledge from being a teaching assistant and section leader to my own class in Summer 2014 when I taught Psychology 102 (see Requirement 4). All of these experiences have contributed to my continual growth as an educator and scholar.
Additionally, I believe that the training I have received through CCUT will make me a much stronger candidate on the job market as I have already dedicated time to thinking about the type of instructor I would like to be and how I can align my course objectives to match this teaching philosophy. Although many of my peers can’t or won’t make the time to work on their teaching skills, by completing the CCUT program, I am well on my way to having a successful teaching career. I still have many skills left to learn and many experiences left to have, but with the tools I have gained, I am excited to meet them head on.
Appendix A: TA Video Consultation

TO: Jessica Cornick, Department of Psychological & Brain Sciences
FR: Diana Dyste-Anzures & David Hallowell, TA Video Consultants
RE: Video Consultation Summary for 2/27/2014
DATE: 11/30/14 (Consultation Write-up)

PREVIEWING DISCUSSION: Your recording depicted a discussion section that you led for a required undergraduate statistics course in the Department of Psychological & Brain Sciences. You noted that your strengths as a TA center on your ability to communicate effectively with students. You pause after asking questions, giving students adequate time to respond to your guided discussion, and you speak slowly and clearly.

VIEWING OBSERVATIONS:

• Your instruction was clear, student-centered, and conceptually on-point. Your use of the homework exercise to help students think meaningfully about the course content was most effective and impressive. You showed your awareness of your student’s needs in the way you conducted the discussion very effectively.

• You might consider using a laser-pointer while referring to specific projected material. This might reduce the cognitive load on students needing to search visually for what you are indicating verbally.

• The lights were low when you wrote data on the whiteboard. I wonder if it wouldn’t be helpful to have it typed into a Word document ahead of time, so that you could show it on the projector to avoid the lighting difference between the two media? When whiteboard use is necessary, you might want to consider illuminating the front of the classroom.

SUMMARY: You mentioned that you will endeavor to minimize the amount of time your back is turned to students while writing on the whiteboard. You considered the possibility of placing a student “suggestion box” at the back of the classroom to elicit anonymous communication from students regarding what they are struggling to understand in the course. You are also open to the possibility of incorporating more group work into future discussion sections.

If you would like to arrange for additional video recordings to improve your instructional skills, conference presentations or job talks, please email us at tavideo@id.ucsb.edu. Or, you may arrange for a consultation without a recording to discuss teaching and learning issues.
Appendix B: STIA Certificate

Summer Teaching Institute for Associates
University of California, Santa Barbara

This is to recognize

Jessica Cornick

for completion of the Summer Teaching Institute for Associates, a program designed to promote effectiveness and scholarship in college and university teaching.

Summer 2014

The UCSB Summer Teaching Institute for Associates (STIA) supports graduate student instructors who have responsibility for an undergraduate course during Summer Sessions. The STIA Associate has completed a series of interactive online activities, attended at least five face-to-face workshops, and participated in four UC Faculty-led mentoring circle meetings. Specific topics include:

- course planning, syllabus design, and review
- student learning outcomes
- class and lecture planning
- giving lectures, active learning
- designing learning assessments
- giving and receiving feedback on teaching and learning
- issues common to first-time instructors
- writing a teaching philosophy statement

Cindy Humeiner, Director
Summer Sessions

George Michaels, Executive Director
Instructional Development

Carol Genetti, Dean
Graduate Division

Kim DeBacco, Coordinator
STIA Program
Appendix C: Applications of VR in Educational Settings

As computer processing increases in power and affordability, more and more research has surfaced addressing the influence of digital avatars, agents, and virtual environments on user behavior. An important aspect of digital virtual environments is that researchers can exert complete control over environmental variables and tailor them to suit experimental and intervention goals. This feature is enormously important when creating environments designed to help users address education, health, and safety concerns. Here, we describe digital virtual environment technology as well as applications for educational settings.

Virtual Reality

Although virtual environments can be experienced without technology (e.g., via books, imagination, art, etc.), the rapid rate of technological advances over the last few decades has markedly increased the use of digital virtual environments in both daily life and research arenas (Blascovich et al., 2002). Virtual environments can be accessed via many technologies including phones, televisions, movies, CAVES (Cruz-Neira, Sandin, & Defanti, 1993; Defanti et al., 2009), head mounted displays (HMD), and even headphones (McCall & Blascovich, 2009; c.f. Blascovich & Bailenson, 2011). Importantly, digital virtual environments vary along a spectrum from non-immersive to immersive (Fox, Arena, & Bailenson, 2009). Technologically, an immersive digital virtual environment is one that provides a continuous stream of stimuli and is relatively omnipresent (Blascovich et al, 2002).

Digital virtual environments also boast other advantages over “grounded reality”—physical environments—that make them ideal for human research. For example, using digital immersive virtual environments allows researchers to achieve nearly complete control over all aspects and variables in experimental environments thereby reducing the influence of extraneous
variables and their potential influences on outcomes of interest (Blascovich et al., 2002).
Additionally, once created, digital virtual environments can be saved and catalogued, facilitating replication attempts because the digital files comprising the virtual world can be sent anywhere instantly. Their shareable nature reduces the influence of unpublished “lab lore” on study procedures, allows studies to be conducted on more diverse samples, and allows for more people to have access to the same virtual environment which can be incredibly important for didactic purposes (McCall & Blascovich, 2009). Finally, digital virtual environments free researchers to educate individuals and conduct studies in laboratory settings that would otherwise be impossible due to issues such as safety, money, space, etc.

For example, researchers (Segovia & Bailenson, 2009) interested in the formation of false memories brought young children into the laboratory and immersed them in a digital virtual environment where they swam with whales. Five days later the children were asked if they remembered swimming with whales in “the real world.” Children immersed in the digital virtual environment reported more false memories than those in the control condition. In another study, users walked on the edge of a digital virtual cliff while being watched and supported by their romantic partner, a situation that would be very difficult to simulate or safely conduct in a more traditional laboratory space (Kane, McCall, Collins & Blascovich, 2012). Current research conducted in our lab is interested in assessing how students in an Introduction to Astronomy class would a virtual rendering of the solar system can help students remember and utilize information. To date our findings suggest that the ability to “fly” around a virtual solar system (something that is clearly impossible in real life) helps students learn and retain information better. Educational and research applications like these highlight the unique features of digital immersive virtual environments and reinforce their utility as a research tool.
Digital virtual environments utilize technologies—hardware and software—that automatically collects users’ physical and communicative behaviors (such as body and head movements) and renders them within the digital environment. Digital virtual environment implementations vary in “immersibility.” The Kinect PlayStation interface and online environments such as Second Life are regarded as more and less immersible respectively. The Kinect sensor projects infrared light on the body of the user and monitors its reflection allowing tracking of physical movements, body position, head pose, and facial expression (Zhang, 2012). This platform is particularly impactful when teaching individuals about physical movements such as during physical therapy and rehabilitation work. Online digital environments such as Second Life do not collect any information regarding the user’s body movements, instead relying on user’s input of a series of mouse and keyboard selections to control their digital representation (i.e., avatar) and interact with others (Harris, Bailenson, Nielson, & Yee, 2009). In educational applications, students can design an avatar that looks like them (or does not) and could interact with other students or the instructor as though they were physically in the room with them.

One key to the implementation of more immersive digital virtual environments is the inclusion of a digital head mounted display (HMD) allowing users to view and experience virtual environments stereoscopically. Another is the tracking of users’ physical movements. Head (roll, pitch, and yaw) and body (x,y,z position) movements are tracked in real time sending user location information and gaze direction to the controlling computer so it can update the user’s avatar movements and provide the appropriate field of view to the user (Blascovich et al., 2002). This allows users to interact with the virtual environment while also receiving information. The use of an HMD can be particularly powerful for educational purposes as it can engage three of the five senses, making the virtual environment extremely impactful.
Importantly, multiple users can be tracked simultaneously in real time within an immersive virtual environment. Recently, HMD costs have decreased by two orders of magnitude (i.e., $30,000 to $300). One such HMD is the Oculus Rift, boasting a lightweight frame allowing more researchers and home users to venture into the world of digital immersive virtual environment technology (Desai, Desai, Ajmera, & Mehta, 2014). Some companies have taken the cost war even further and designed HMDs that are made of cardboard (so they cost about $5) and use your programmed virtual environments on a smart phone to allow users to experience virtual environments. As the price of HMDs continues to decrease, more people and groups will be able to use virtual environments, such as schools, universities, and tutoring centers.

**Applications**

Digital immersive environments and technology provides a tool that can create and assess one-on-one social influence effects involving human-to-human and human-to-agent interactions or interactions involving groups of agents and avatars. Not surprisingly, digital immersive environments and technology has become more and more prominent in classrooms and behavioral science research facilities around the world providing advanced technology to study educational, psychological, and other behavioral phenomena in fields such as communication, social psychology, education, medicine, clinical psychology, and health, among others. These advances have improved both internal and external validity while sparking new lines of research. For example, researchers can utilize immersive environments to control or constrain potentially contaminating variables that can occur in traditional field and laboratory settings (Blascovich et al., 2002) as well as to create environments that are too difficult, costly, or dangerous to produce in grounded reality (Biocca & Delaney, 1995; Fox, Arena & Bailenson, 2009; Lanier, 1992).
As immersive virtual environment related hardware, namely HMDs, have become inexpensive, immersive virtual environments research has increased (cf. Blascovich & Bailenson, 2011). As noted by Fox, Arena, and Bailenson (2009), there are three ways that immersive virtual environments have been incorporated in the scientific research process. First, immersive virtual environments themselves have been objects of inquiry allowing investigators to explore and understand how they can be used to evoke psychological and social psychological reactions and how similar or dissimilar the human experience within virtual reality is to parallel experiences in grounded reality. Second, they have been used for applications outside of the laboratory in applied settings; for example, by teachers to practice classroom discussion techniques or medical students to practice medical procedures before employing them on live patients (Burdea & Coiffet, 2003). Finally, immersive virtual environments have been used as a method for studying various psychological phenomena such as intergroup interactions (Dotsch & Wigboldus, 2008; Eastwick & Gardner, 2009; Groom, Bailenson, & Nass, 2009; Peck, Seinfeld, Aglioti, & Slater, 2013). While all three uses are inherently interesting and valuable in their own right, the focus for the remainder of this paper will be on the second use, using digital immersive virtual environments in applied settings, such as a classroom, to increase learning and outcomes amongst students.

It is important to note two common types of digital immersive virtual environments; “True to Life Simulations” (TLFs) and “Transformed Social Interactions” (TSIs). The former is an attempt to replicate grounded reality environments that follow natural laws and, consequently, everyday behaviors therein (Bailenson, Beall, Loomis, Blascovich & Turk, 2004). In contrast, TSIs allow researchers to manipulate or remove constraints that exist in grounded reality; for example, changing the way a person’s avatar appears and/or behaves via computer algorithms
In this paper, I will focus on educational applications of True to Life VR simulations as they are most prevalent in published research.

**True-to-Life Simulations in Education**

Given their nature, digital immersive virtual environments are well suited to simulate grounded reality and the situations and challenges that people encounter daily. Along with training situations, many researchers and educators have long realized the value of using digital immersive virtual environments for education. Learners feel more psychologically present in such digital immersive virtual environments than is possible in more traditional settings (Kafai, 2006; Kafai, Franke, Ching, & Shih, 1998). Additionally, using immersive virtual environments for didactic purposes removes traditional time and location constraints making learning possible anywhere, anytime (the allure of this freedom is reflected in the popularity of online and distance learning courses). Arguably, however, it may possibly isolate students potentially depriving them of the social experiences of a grounded multi-student classroom (Wegner, 1998). For example, researchers (Johnson, Johnson, & Skon, 1979; Wood, Willoughby, Reilly, Elliot, & DuCharme, 1995) have found that such “grounded” students outperform isolated students and students in pairs tend to remember more factual material than solitary students. However, with advances in computing capabilities, rendering avatars of multiple learners in an immersive virtual environment has become more common which should eliminate the isolation experienced by online and virtual environment students (Bailenson et al., 2008; Kim & Baylor, 2006).

While some may argue that virtual renderings of fellow students may not provide the same sense of classroom community found in grounded classrooms, research suggests that people respond to virtual co-learners similarly to how they respond to human co-learners (Blascovich et al., 2002; Reeves & Nass, 1996). Implementing these findings in classrooms
could be very impactful for schools that have too few teachers, students (such as in rural settings), or resources to maintain classrooms at every grade. For example, research in low achieving schools has found that digital immersive virtual environments populated with digital others help narrow the achievement gap between high and low performing students, especially on performance based measures because information presented to students was retained longer and more connections were made between the new material and existing knowledge (Dede, 2009).

Another way that virtual environments enable more in depth learning opportunities is by allowing students to synthesize learned information and apply it in real situations. The virtual worlds River City (Dede, 2009), Quest Atlantis (Barab, Sadler, Heiselt, Hickey, & Zuiker, 2007) and Whyville (Neulight, Kafai, Kao, Foley, Galas, 2007) are educational multiuser immersive virtual environments for adolescents that increase engagement and learning by including frequent opportunities for reflection and synthesis of information. The most powerful feature of these immersive virtual environments is that users are required to take multiple perspectives within one session. For example, in River City, students work together to determine why people in a small town are becoming ill. To solve the mystery, they have to think both like a resident of River City and as a visitor to the city. These kinds of unique opportunities presented by virtual environments allow students to utilize their knowledge quickly and further cement the knowledge they have obtained.

Researchers contend that digital immersive virtual environments provide a successful teaching tool because they can enhance learning transfer via simulation of the physical world (Schank, 2005; Zyda, 2005). Transfer occurs when knowledge learned in one situation is applied to another situation, such that there is improved performance on the subsequent task (Mestre,
With increased opportunities to practice in digital immersive virtual environments, students arguably can learn and retain more information than without such practice.

Although education traditionally takes place primarily in a school setting during childhood and is likely to continue in that kind of setting, learning is a lifelong process in which knowledge is augmented and adjusted by individuals’ novel experiences encoded by the brain. Rogers, Kupier, and Kirker (1977) concluded that self-reference encoding (SRE) results in better recall than other types of encoding, suggesting that individuals learn and remember information better when it is related to the self. This finding has significant implications for digital immersive virtual environments because researchers can render a participant’s avatar in infinitely different ways. Hence, similarity between a participant and his or her avatar can be based on physical traits, personality variables, shared beliefs and attitudes, or all of the above (Stotland, 1969).

To illustrate, the likelihood of learning increases when teacher and learner are of the same sex (Andsager, Bemker, Choi, & Torwel, 2006), race (Baylor & Kim, 2003; Ito, Kalyanaraman, Brown, & Miller, 2008), and skill level (Meichengau, 1971), and share opinions (Hilmert, Kulik, & Christenfeld, 2006) and/or behaviors (Andsager et al., 2006; Baylor, 2009). However, participants must perceive similarity of their avatar to their physical selves in order to vicariously experience these outcomes; more specifically, they must identify with their digital representation. Traditional non-immersive virtual environment studies have shown that, identification with others increases the likelihood of performing learned behaviors (Bandura 2001; Bandura & Huston, 1961). For example, increasing the similarity between a participant and their avatar in a smoking cessation immersive virtual environment increases the likelihood that the participant will successfully quit. Similarly, immersing gang members in digital immersive virtual environments with avatars of members of rival gangs who all work together on
a common task could positively impact outcomes in grounded reality. Going forward, immersive virtual environments designed for educational applications can include avatar customization options so as to increase the likelihood that users identify with their avatar. In this way, we can increase the impact of the virtual environment with very little extra effort.

**Digital Virtual Environments in Higher Education**

The previously highlighted literature has mostly been conducted on school aged children (5-18 years old) leaving some questioning the efficacy of such an approach for adults. Given the small but impressive body of work thus far on educational applications of virtual environments, it seems likely that virtual environments would be equally useful for instruction at the collegiate level. The current structure of many large university classes is one of lecture and multiple choice assessments. With the addition of virtual environments to the class curriculum, instructors could still maintain the lecture format of the class, but supplement the lecture with opportunities to apply their learning in interactive and unique virtual settings. Digital virtual environments could also prove to be useful when teaching students skills that require a lot of practice. In hospital settings, virtual environments have been used to allow medical students to practice surgeries and other techniques on fake patients thereby allowing them to get the skills they need to succeed.

Current work underway in our lab is assessing the feasibility and effectiveness of using a virtual solar system environment to teach students about the relationships among planets and other celestial bodies in our solar system. We are comparing learning outcomes after experiencing the virtual environment to learning outcomes after just watching a video on a desktop computer monitor or reading the textbook. Data is still being collected but we hope to show that students exposed to the virtual environment retain more of the presented information and can utilize this information to answer more complex questions.
While it would be wonderful to implement digital immersive virtual environments into all classes, there are limitations which may prevent this from happening in the immediate future. First, programming digital immersive virtual environments is extremely time and knowledge intensive and requires someone with programming expertise. Second, expensive equipment is required to engage in digital immersive virtual environments, such as HMDs. Even though HMDs have come down significantly in price ($300 for the Oculus Rift), providing a lecture hall of 300 students with their own HMD seems impractical. Given that many universities are struggling to pay instructor salaries and maintain their current facilities, it seems unlikely that school wide adoptions of virtual reality labs will happen in the near future.

**Digital Virtual Environments in My Courses**

As a graduate student conducting research in a virtual reality laboratory, I am uniquely gifted with access to many pieces of state of the art virtual reality equipment. If I get the opportunity to teach again as the instructor of record at UCSB, I would very much like to incorporate digital immersive virtual environments into my curriculum. Specifically, I think allowing my students the opportunity to use an avatar or a different race or gender could provide an invaluable opportunity to experience what it may be like to live as someone else (and provide a poignant talking point for our prejudice lecture). I think experiencing a virtual environment could also be impactful for the lecture on the self and identity. If students could render their avatar to either look like them, or an ideal version of them, it could provide insight on how they view their different selves and the number of attributes in common between them. Also, by employing a 3rd person perspective in a virtual environment (similar to flying over your avatar and having a bird’s eye view), students may gain a different understanding of themselves or a new appreciation for the things that make them unique.
While these represent just a few ways that digital immersive virtual environments could be used in my classroom, there are many more, almost as many as you can imagine. Virtual environments can be designed to take a student back in time to an important social psychological event or study. They could be designed to assess knowledge (much like a practice test) or provide students with a place to get feedback from others on written work. When it comes to virtual environments, the sky really is the limit.

**Conclusion**

This paper reviews the fundamentals of digital virtual environments and their use in presenting users with true to life forms of grounded reality in educational contexts. Digital virtual environments allow users to practice positive behaviors, learn new skills, and interact with others all within a safely built environment. The skills acquired in the virtual environment are then transferred to daily life in grounded reality, increasing the knowledge and well-being of users.

Even with the recent declines in the cost of virtual reality hardware (e.g., the Kinect sensor bar and the Oculus Rift HMD), cost and computing power still limit the use of digital virtual environments on a large scale or in many research facilities. Given the current body of research highlighting the plethora of benefits of using virtual environment based interventions, many more studies are needed to address gaps in the literature and determine how and when virtual environments can be used in educational settings.

Overall, digital virtual environments, whether accessed via phones, computers, projectors or HMDs, represent a new frontier in research for addressing growing educational needs and concerns. Going forward, students will find more and more relevant virtual environments as digital immersive virtual environments continue to inundate the market.
References


Appendix D: Syllabus for Psychology 102: Introduction to Social Psychology

PSY 102: SOCIAL PSYCHOLOGY
SUMMER 2014 - SESSION B
AUGUST 4 - SEPTEMBER 12
M/T/W 11:00AM-12:25PM
Location: Psychology 1924

CONTACT INFORMATION

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>OFFICE HOURS</th>
<th>OFFICE</th>
<th>EMAIL</th>
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<tbody>
<tr>
<td>Jessica Cornick</td>
<td>T 8:30-10:30am</td>
<td>Psych East, 0818</td>
<td><a href="mailto:cornick@psych.ucsb.edu">cornick@psych.ucsb.edu</a></td>
</tr>
<tr>
<td>Janet Pauketat</td>
<td>M 1:00-3:00pm</td>
<td>Psych 1312</td>
<td><a href="mailto:pauketat@psych.ucsb.edu">pauketat@psych.ucsb.edu</a></td>
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Course Learning Outcomes
1. Define and correctly identify social psychological concepts and methods.
2. Analyze peer reviewed psychological articles and assess methodological rigor and implications of the study’s findings.
3. Devise new studies in which social psychological findings are utilized.
4. Recognize how social psychological theories share connections and ideas with many other theories and disciplines.
5. Apply social psychological concepts to everyday events.

Course Website: The course web page can be found at http://gauchospace.ucsb.edu. Original source readings and assignments will be available on the course webpage in advance of their due dates in Microsoft Word or Adobe Acrobat format.

Structure of the course:
#1: Lectures: Attendance at lectures is strongly encouraged. That is, some parts of the lectures will elaborate on material presented in the textbook, whereas other parts will consist of novel material that is not covered in the book. I will post some lecture slides on Gauchospace, but keep in mind that they will not include all of the information that we go over.

#2: Textbook: You will have readings assigned from the book. The textbook, Exploring Social Psychology, is organized into brief modules that are meant to be read in one sitting. To get the most out of lecture, please complete all readings before each class.


#3: Original Source Readings (OSR): One of the special things about social psychology is that it exists outside of a textbook. To that end, there will be three original source readings which are empirical social psychological studies (the “stuff” that textbooks try to generalize and summarize for you). Social psychology research articles are written in APA style and you may not be accustomed to reading these articles. There is a guide to reading these articles posted on the course webpage. There will be an on-line assignment to complete after each OSR. You will complete and submit this assignment on the course webpage—and the webpage is programmed not
to accept late assignments. Plan accordingly. Answers will be discussed in class the day after the due date.


#4: Quiz #1—Quiz #1 will cover assigned readings (textbook and OSR #1) and lecture material up to the day of the quiz. The quiz will be multiple choice and given in class. On quiz day, lateness will not be tolerated. You may not take the quiz (and will earn a 0) if you arrive after the first quiz has been turned in.

#5: Quiz #2—Quiz #2 will cover assigned readings and lecture material covered after Quiz #1 (35-40% of the questions) but will ALSO include topics from the entire session (60-65% of the questions). The quiz will be multiple choice. On quiz day, lateness will not be tolerated. You may not take the quiz (and will earn a 0) if you arrive after the first quiz has been turned in.

#6: Social Psychology in Everyday Life—One of the goals of this class is to help you see how social psychology pervades life. You will be required to choose an incident that happened in everyday life (e.g., the media, on campus, past or present) and explain how what we have learned from social psychology helps us understand this process. Then, you will write a short paper that briefly summarizes the incident followed by your description of theory (or theories) and research that can be applied to the incident. Details of this assignment (including grading standards) will be posted on the course website and reviewed in class. You can complete this any time after the second week of class but this paper will be due no later than 10:30am on Monday, September 8. Late assignments will not be accepted. Plan accordingly. Submit in pdf

Policies:

Make-up Policy
Quiz make-ups will not be granted except in case of a medical emergency or a legally compelled absence. A doctor’s note or some other formal verification will be required in order to take an all-essay make-up test. You must be able to attend all tests – vacation is not an excuse, nor is having another class exam at the same time. If you can’t make it to class on test days, please make other arrangements or consider enrolling in the class in a future quarter.

Academic Integrity
Academic dishonesty will not be tolerated in any form. This includes, but is not limited to, cheating, plagiarism, improper citations, or misrepresenting your work in any way. Students caught behaving in such a way will receive an automatic “0” on the assignment or an “F” in the class, depending on the extent of the infraction. At the discretion of the instructor, some students may be referred to Judicial Affairs for disciplinary action. Please familiarize yourself with the university’s policy on academic dishonesty here: http://judicialaffairs.sa.ucsb.edu/PDF/academicintegflyer.pdf

Laptops/iPads/Phones
While I recognize that many of you bring your technology to class as a means of taking fast notes, I would strongly encourage you to not use your laptop and instead take notes paper and pencil style (see research at link below). Not only has the paper and pencil method been shown to improve performance but it creates less distraction for those around you. http://www.psychologytoday.com/blog/hot-thought/201007/banning-laptops-in-classrooms-0

Grades
Quiz #1: 35 points
Quiz #2: 35 points
Class Participation: 2.5 points
OSR #1 Assignment: 2.5 points
OSR #2 Assignment: 2.5 points
OSR #3 Assignment: 2.5 points
Social Psychology in Everyday Life: 20 points

Final grades will be based on absolute points, rather than a curve. There will be no extra credit opportunities. As per University policy, course grades are final and non-negotiable. Grade changes will be made only to correct clerical errors.

****Complaints about grades on individual assignments must be submitted in writing (not email) before the class immediately following the return of the relevant assignment. Only reasonable and well-justified complaints will be considered, and all decisions are final. The following scale will be utilized for calculating grades. NO rounding of grades will occur.

A: 93.0-100.0%
A-: 90.0-92.9%
B+: 87.0-89.9%
B: 83.0-86.9%
B-: 80.0-82.9%
C+: 77.0-79.9%
C: 73.0-76.9%
C-: 70.0-72.9%
D+: 67.0-69.9%
D: 63.0-66.9%
D-: 60.0-62.9%
F: 0-59.9%
# Class Schedule

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<td>Mon., 8/4</td>
<td>What is Social Psychology?</td>
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<td>Tue., 8/5</td>
<td>Methods of Social Psychology</td>
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<td>The Social Self</td>
<td>Module 3</td>
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<td><strong>Week 2</strong></td>
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<td>The Social Self</td>
<td><em>OSR #1 Assignment Due</em></td>
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<td>Modules 4, 5, 7, 11, 12</td>
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<td>Tue., 8/12</td>
<td>Schemas and Heuristics</td>
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<td>Wed., 8/13</td>
<td>Attributions and Attitudes</td>
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<td>Module 14</td>
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<td>Persuasion</td>
<td>Modules 15, 16</td>
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<td>Group Processes</td>
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<td>Modules 17, 18, 19, 20, 21, 28</td>
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<td>Tue., 8/26</td>
<td>Prejudice and Bias</td>
<td>Modules 22, 23</td>
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<td>Wed., 8/27</td>
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<td>Module 29</td>
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<td><strong>Week 6</strong></td>
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<td>Close Relationships</td>
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<td>Wrap-up &amp; Review</td>
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Assignments marked with an * are due on-line via the course webpage by 10:30 AM on the due date.
Appendix E: Example Assignment

SOCIAL PSYCHOLOGY IN EVERYDAY LIFE
PAPER GUIDELINES

PAPER OVERVIEW:

- You will to select an event or incident that happened in everyday life (e.g., the media, on campus, past or present) and explain how what we have learned from social psychology helps us to understand the proceedings of the event (as well as what social psychology suggests could help prevent and/or promote similar events in the future).
- Your event should NOT be something included in class examples and/or in the textbook (for instance, do not discuss the Holocaust as this is an example used in the book). Your event should NOT be a personal event, but should be an event that others could look up if interested in (in books, news articles, etc.)

PAPER CONTENT IN FIVE SECTIONS:

- Event Description: your paper should begin with a brief description of the event/incident
- Applicable Theories: a list of the theories and concepts you believe are most applicable to the event and provide brief descriptions (there is no expectation for the number of theories you utilize).
- Application: your interpretation of the theory (or theories) and research that shed light on this event
- Future Directions: you should discuss what social psychology suggests could have been done to prevent the event (if it’s a negative event), or what social psychology suggests could be done in the future to encourage the event (if it’s a positive event). If it’s a neutral event, just try to explain how social psychology might be useful in explaining future similar events.
- References: you must give credit to ALL authors of the theories you discuss by providing the author’s name as well as the publication year of the article or book chapter from which that information is drawn. Seek TA or instructor assistance for this as needed. Also check the Purdue APA website for assistance.
  - Avoid direct quotations, paraphrase all sources.
  - Cite sources in this order: the original research article, the textbook, the lectures.
  - There is no expectation for the number of references you utilize.

FORMATTING:

- 3-5 pages (not including references), 12 pt Times New Roman font, double-spaced with 1 inch margins (points WILL be deducted for going over the page limit by more than a couple of lines)
- Your perm number should be included in the header of your paper (do not put your name on your paper—use your perm number instead)
- The first line of your paper should be your paper title, centered on the page. Do not include a cover page.

TURNING IN PAPERS:
• Papers should be submitted electronically via the gauchospace link in PDF FORMAT. You may turn in your paper at any time after the second week of class; however, it is due NO LATER than 10:30am on Monday, September 8, 2014.

GRADING CRITERIA:
2 pts_____ Described a relevant event (not one discussed in lecture or in the textbook)
10 pts_____ Identified and appropriately described relevant social psychology theories/concepts and applied them to the event
4 pts_____ Discussed how social psychology theories/concepts have implications for future related events
2 pts_____ Appropriately cited theories/concepts (following APA 6 guidelines)
2 pts_____ Paper was formatted correctly (12-pt font, 1 inch margins, double-spaced, 5 pages max, following the format on the next page), and was written clearly and concisely, with few grammar or spelling issues

Total possible points: 20

Perm #
Example Paper Title Here

Event Description:

Applicable Theories and Descriptions:
1. Theory 1 - the first theory that showed xyz (Author, 2050).
2. Concept 2
3. Theory 3
4. Etc.

Application:
I believe that Event A demonstrates the basic social psychological theories of ___ because…

According to the investment model (Rusbult, 1980), the break-up can be explained by…

It is likely that the individuals in ___ situation were experiencing cognitive dissonance. Cognitive dissonance (Festinger, 1957) is defined as….

Future Directions:
Going forward,

If this event were to happen in the future,

Although this was an isolated incident,

References:
Appendix F: Example In-Class Activity

Advertisement Design

<table>
<thead>
<tr>
<th>Choose a product</th>
<th>Choose an Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Medicine" /></td>
<td>16 year old female, student</td>
</tr>
<tr>
<td><img src="image2.png" alt="Chips" /></td>
<td>23 year old male, social media marketer</td>
</tr>
<tr>
<td><img src="image3.png" alt="Dog food" /></td>
<td>45 year old female, banker</td>
</tr>
<tr>
<td><img src="image4.png" alt="Dishwasher" /></td>
<td>67 year old male, retired</td>
</tr>
</tbody>
</table>

What processing strategy would be most effective to get your audience to buy the product (central or peripheral)? What features would you build into a hypothetical magazine ad for this item you selected based on the audience and the appropriate processing strategy? Draw/describe your ad below.
Instructor is direct and clear.
I really like when she's patient with me when I have a lot of Q's after class. Also, when she talks about relevant issues and applies it to social theories, it helps me understand the material a lot better.

-good powerpoint slides, but I think it's a little too wordy, so it gets confusing sometimes.

Overall, good instructor.
Ms. Cornick was knowledgeable, enthusiastic, and extremely well-organized. She explained theoretical concepts using a wealth of detail about relevant studies. She also answered questions well and made her Powerpoint presentations understandable and useful. Excellent instructor!
<table>
<thead>
<tr>
<th>COURSE:</th>
<th>INSTRUCTOR:</th>
<th>QUARTER:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY102</td>
<td>CORNICK</td>
<td>Summer 2014</td>
</tr>
</tbody>
</table>

Did not enjoy the class because the instructor spoke too fast & I could barely understand her because I was trying to take notes & listen at the same time. She didn't give me time to digest the material. But I did like her fascination in memory & her sense of humor was quite charming. She's really really smart. Just needs to breathe between her words once in a while. I enjoyed the textbook & concepts discussed - they were all important.