

COLLEGE of CHARLESTON

DEPARTMENT OF PSYCHOLOGY

PSYC 404 – Teaching Mentorship

Statement of Purpose: The goal of a teaching mentorship is to create a dual-mentorship opportunity: the Professor provides mentorship to the student (the Teaching Mentor) on various aspects of high-quality instruction (see cover sheet) and the TM, in turn, provides mentorship for the students in the course to which they have been assigned. Although each student’s experience is unique to their chosen content area, we do anticipate that most students who enroll in a 3-hour senior teaching mentorship will have the opportunity to: read pedagogical literature (esp. focusing on teaching psychology), learn about the skills and techniques used by high-quality instructors in the classroom, help develop course materials (syllabi, activities, assignments, exams, OAKS content, etc.), and provide mentorship to the students both in and out of the classroom. Students may also be given the opportunity to give in-class lectures and/or run other class activities/discussions. Students who sign up for a Teaching Mentorship will be expected to attend the class sessions for which they are mentoring (unless other arrangements are made). Along with the time students spend in the classroom, they will also be expected to meet regularly with their professor to discuss class-specific issues and pedagogical readings and activities, as well as hold a certain number of “library” or “chat-room” hours to meet with students. Finally, teaching mentors will be expected to produce a **teaching portfolio** at the end of the semester, which may include items such as: brief teaching narrative, reading reflections, materials developed for actual course (as well as any “hypothetical” materials developed for pedagogical discussion), and a final critical reflection paper.

To ensure that the requirements of the senior teaching mentorship are clearly identified, students, in collaboration with their faculty research supervisor, should address the following points:

1. Please provide a general description of the class being mentored.
2. What teaching skills or techniques will the student be expected to learn/practice?
3. What will the student’s classroom responsibilities be?
4. Please list a sampling of the readings that the students will be asked to review (a list of 3 to 5 readings is sufficient).
5. What written materials will the student be responsible for producing? Specifically address what materials will be included in the teaching portfolio due at the end of the semester, along with any additional materials they may be expected to produce.
6. Expected schedule (List the anticipated class/meeting schedule for the student).

Please attach your summary of these points to this form and sign at the bottom. Additionally, please complete the registration form on the following page. After completing these forms, please submit this information to the Psychology Department office (57 Coming St.). Enrollment in this class is contingent upon the completion of these forms.

Student

Date

Professor/Research Supervisor

Date

Chair of Department

Date