

PSYC400: Applied Research in Higher Education

6.0 credit units, on campus, Fall 2025

240 Learning Hours

Queen's University On-Campus Delivery

Pre-requisites: Level 3 or above in a PSYC Major, Joint Honours, or Specialization Plan and a GPA of 3.30 in PSYC.

Instructor: Meghan Norris, PhD (she/her)

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Office Hours: Tuesdays 1-2pm, or by appointment

Course Description: An introduction to the scholarship and practice of teaching including what it means to be a scholarly teacher, how pedagogy research informs educational practice, and how people learn complex information. In addition to readings, critiques and facilitated discussions, a practicum component will include facilitating weekly tutorials.

NOTE: Students must complete an application and be invited for an interview in the spring to be eligible for this fall term course. During the fall term, students will be responsible for facilitating 2-3 PSYC 100 tutorials per week as part of their teaching practicum.

Upon successful completion of PSYC 400 and approval by the course instructor, you will be eligible to apply for a paid position as a TA in PSYC 100B during the winter term.

Required Course Textbooks

Course Textbooks	Edition(s)	Publisher	For Purchase	Cost	At Queen's Library?
NONE—all readings are provided within the course	NA	NA	NA	NA	Yes—all readings are available online via the library. Please be sure to be logged into the VPN! :)

Land Acknowledgement: To begin, let us acknowledge that Queen's is situated on traditional Anishinaabe and Haudenosaunee territory. We grateful to be able to be live, learn and play on these lands.

As a discipline, through the Canadian Psychological Association, work is currently being done to

understand, acknowledge, and reconcile our actions that have caused harm. To learn more about the commitment of the Canadian Psychological Association, I encourage you to visit the following website:

https://cpa.ca/docs/File/Task_Forces/TRC%20Task%20Force%20Report_FINAL.pdf

This is a course focused on learning. If you are interested in learning more about Indigenous Pedagogies beyond this course (and I hope you are!), the Queen's Centre for Teaching and Learning has many resources available: <https://www.queensu.ca/ctl/resources/decolonizing-and-indigenizing>

Important Notice: As we work collectively to negotiate a complicated world, flexibility will almost certainly be needed, and likely in ways we haven't yet considered. As a class, I invite you all to keep in frequent and open communication about challenges (and wins!) with me and/or each other related to class. You are all individual students and together, as long as we have strong communication, we form a strong team. You will hear me say it a lot: ***teamwork makes the dream work! Thanks for being here—we are going to do some great things!***

Please *do not come to class* if you are feeling ill. We will find a way to video you in if you are well enough, and this course has flexible design to help support you if you are unwell and have to miss a week or two.

Please *do not teach a lab* if you are feeling ill. The best part of PSYC100 is that we function *as a team*, and we fill in for each other in the event someone has to miss a lab. Inherent in this is that we do not take advantage of one another. If you are sick, we will work to find someone to fill in for you. In return, you will cover for someone else if they need to be out. *Teamwork makes the dream work*, and this is built into the fabric of our PSYC100 delivery team. Thank you for being a part of it!

To promote an inclusive class that is as safe as possible for all students, especially because we will be in close physical proximity and engaging in active learning, I support all students wearing a mask if they choose. Students are also encouraged to respectfully get up and move around, and do what you need to do (please be mindful of limiting disruption to others).

Statement on Artificial Intelligence: We are coming out of a very strange few years, and my goal is to help close any skills gaps that may have arisen. There are also some significant ethical and professional concerns with GenAI that may not be apparent which we will cover in detail in this course. ***Original work, completed by you, is expected to be submitted in this course. You are 100% responsible for the work you submit. GenAI is known to hallucinate, violate copyright, and provide inaccurate information. If you choose to use GenAI as an assistive device, you accept responsibility for any and all outcomes associated with its use, including copyright violations and (in)accuracy.***

Course Materials:

This course will make use of primary academic articles and open access chapters. All articles are listed below, and will be available online through the Queen's library, and our onQ page.

Course Learning Outcomes:

This course is designed to address outcomes across three domains: knowledge/understanding,

teaching skills, and learning/reflective skills. Please find specific outcomes within these domains below:

Knowledge/Understanding

- Critically evaluate research on teaching and learning
- Explain how people learn complex information
- Identify and describe effective teaching strategies
- Identify and describe the principles of effective course design

Teaching Skills

- Demonstrate competency in in-person active teaching strategies
- Evaluate and recommend strategies for improvement to learning sessions for undergraduate students by actively contributing to the instructional team

Learning/Reflective Skills

- Identify your assumptions about teaching and learning and describe how and why they have changed over the semester
- Cooperate with, and enhance the learning of, others through active involvement and by providing constructive feedback to peers in a nonjudgmental manner

Suggested Time Commitment:

Based on the Queen’s Curriculum, this course is expected to take a total of 240 hours (20 hours/week on average). To help break down this time commitment, you will spend approximately:

2 hours/week facilitating labs

2 hours/week grading

4.5 hours/week in class/TA training.

11.5 hours/week for your own personal study/preparation time. This course is largely flipped—you’ll have active reading and activities happening outside of class time. Don’t sleep on this :) There are a lot of readings in this course, and significant prep. This is so we can make the most of our limited time together.

You are encouraged to use weekly study schedule supports (visit SASS for suggestions) that distribute your study and prep time to avoid ‘cramming’. This way, you will be more likely to complete the course successfully and remember what you learned longer.

Assessments:

Assessments	Learning Outcomes	Weight	Due
Weekly Reading Responses	1, 2, 3	5%	DUE Weekly, THURS 9pm before class Monday*
Discussion Leader 1	1, 2, 3	5%	DUE THURS 9pm before the class you lead Monday*

Discussion Leader 2	1, 2, 3	15%	DUE THURS 9pm before the class you lead Monday*
Individual Problem Statement/Proposal	1, 3	5%	DUE September 26, 2pm
Group Proposal	1, 2, 3	10%	DUE October 17, 2pm
Group Pitch Presentation	1, 2, 3	25%	Weeks 12 and 13
Teaching Philosophy Part 1	1, 2, 3	1%	DUE September 19 2pm
Teaching Philosophy Part 2	1, 2, 3	29%	DUE Last day of classes (December 2, 2pm)
Peer Evaluation	1, 2, 3	5%	DUE December 3, 2pm (24 hours after the last presentation)

An important note on assessments: you'll notice that most assessments in this course have *two* instances. The first is weighted very small, and the second is weighted more substantially. The intention with this is to encourage you in taking risks, and supporting you with feedback before the summative (more weighty) assessment.

This can sometimes cause students to worry about final marks—many marks come at the end of the term. You can submit any and all work early if you'd like to have your grades on some assignments earlier (with the exception of discussion leader and groupwork). You can also always come chat with me! Unless something goes astray, your grades on the second instances of assessments should be higher because you are incorporating feedback. The goal is to provide students with feedback, and then as much flexibility as possible for deadlines.

Supporting Students with Rubrics:

Please note, rubrics have been created to help guide you toward success on assignments in this class, highlighting key criteria essential to your success. Importantly, however, rubrics are not an exhaustive list of success criteria. Grades will be assigned using the criteria outlined in the marking rubrics, *and* the teaching team reserves the right to provide feedback that is not always explicitly stated in the marking criteria, should circumstances warrant. This is because grades reflect level of mastery, and sometimes one general rubric cannot capture all student responses. Please review the marking rubric in detail, and written feedback that you receive. As always, please connect with Dr. Norris if you have any questions.

Weekly Reading Responses:

Reading thoughtfully is challenging: it takes a lot of sustained effort and attention. Reading

thoughtfully is also exciting: sometimes authors do surprising (dare I say shocking!) things, and reading *with others* can help to really dive into a piece of writing.

To help build a true learning community where we are all “on the same page” in preparing for our synchronous sessions together, students will be submitting reading responses to prepare for in-class discussion. Reading responses have a standardized format in this class, with the submission sheet in onQ. Reading responses are submitted in onQ, and you are encouraged to bring them to class to support detailed, nuanced, and care-filled discussions.

In addition to class preparation, reading responses are formative to build skills of critical scholarly reading and collaboration. Grading for the reading responses is largely based on participation. **BUT**, in your onQ feedback, I will leave feedback and an estimated grade. The intention with this is that you can safely take risks, and get honest feedback. It is likely that a question on the final exam will require you to demonstrate the skills gained in these reading activities. Please review the feedback, and be proactive in asking questions. Please also keep your responses, as the hope is that they will significantly help you in your preparation for the final exam.

DUE: The standard reading response submission sheet is due Thursdays at 9pm *before class* (with the exception of Fall Break). This is to give me time to go through and make comments/gather resources as needed based on your comments. That said—I know sometimes things happen, and that grace periods may be needed.

Assignments in this course have been designed with flexibility for academic consideration for all students: All students can take an additional 3 days to complete these assignments if required, with no need for academic consideration or accommodation. This 3-day “grace period” ends on Sunday at 9pm (ahead of class on Monday). Because this preparation is required for class, extensions beyond Sunday at 9pm are not possible.

In addition to 3-day extensions, although there are 8 weeks of readings, only the top 6 reading responses will count towards your grade. This allows for 2 weeks where, if the grace period is not sufficient, you do not need to submit work.

These Flexible Design features means that “Short term Requests for Academic Consideration” (submitted through the Faculty of Arts and Science portal without documentation) are not needed and long-term requests will be handled on a case-by-case basis, if needed.

Please note: all readings are available from the first day of class. Please feel free to “get ahead” if you’d like!

Discussion Leader

You will be seated in tables of 4-5 in such a way that facilitates talking across programs and interests. There are 9 weeks that will involve class discussions, and each of you will have **two** weeks where you act as a discussion leader. You have each been randomly assigned to one presentation in the first 4 weeks, and get to choose your second timeslot.

Leading discussions in effective ways can be very challenging—this is a skill that is developed,

and some strategies may work better for some individuals/contexts than others. To help develop these skills, Discussion Leader preparation has a standardized format in this class, with the submission sheet in onQ. Discussion Leader preparations are submitted in onQ, and you are encouraged to bring them to class to support detailed, nuanced, and care-filled discussions. You are enthusiastically encouraged to work on these in advance, and to also check in before submitting. The goal is to build skills for effective discussion leadership, and I am here to help! :)

DUE: The standard Discussion Leader Preparation submission sheet is due Thursday at 9pm *before* the class in which you lead. Although the due date is close to your presentation date to facilitate flexibility, my goal is for you to have an awesome conversation with your group. Thus, you are strongly encouraged to connect early for feedback on your plans.

Assignments in this course have been designed with flexibility for academic consideration for all students: All students can take an additional 3 days to complete these assignments if required, with no need for academic consideration or accommodation. This 3-day “grace period” ends on Sunday at 9pm (ahead of class on Monday). Because this preparation is required for class, extensions beyond Sunday at 9pm are not possible.

Because there are only two instances of this activity, and because your group is counting on you, it is not possible to drop a presentation. If you anticipate concerns with attendance, please connect with me as soon as possible.

These Flexible Design features means that “Short term Requests for Academic Consideration” (submitted through the Faculty of Arts and Science portal without documentation) are not needed and long-term requests will be handled on a case-by-case basis, if needed.

Please note: all readings are available from the first day of class. Please feel free to “get ahead” if you’d like!

Teaching Philosophy: (Part 1 and Part 2)

A statement of teaching philosophy is commonly required in many teaching-related jobs. They also help as a form of interview preparation. A statement of teaching philosophy may include your values and beliefs, but critically, it must include *scholarly justifications for your practices and beliefs*. In your statements of teaching philosophy, you will articulate your teaching philosophy, making sure to provide scholarly justification for your beliefs. Statements of teaching philosophy are used professionally and thus require professionalism, but they are also deeply personal—there is no required format for this, though all scholarly support must be cited with APA format. Typically these are written paragraph-style, and are approximately 2 pages in length, but this is not required.

Part 1: This is a formative, early version of a teaching philosophy. Teaching philosophies are personal, yet evidence based, statements about your approach to teaching and learning.

This submission is *formative* because it will likely change your perspectives as we go throughout the course. I will give feedback on this document, with the understanding and expectation that your final teaching philosophy may be very different.

DUE: September 19 at 2pm

Part 2: This submission is *summative*. You are being graded on your ability to comprehensively and professionally address common considerations for educators, using scholarly work as support. Teaching philosophies are a common professional document, but they are also very personal. There is no required format for this, though all scholarly support must be cited with APA format. Typically, these are written and are approximately 2 pages in length, but this is not required. Ensure you include scholarly support and justification (i.e., cites!) in this document!

DUE: December 2 at 2pm ***BUT, it is recommended you aim to complete this by early/mid November to help space out due dates! Your initial draft will be done in mid-September, and I encourage you to annotate/mark that up with edits as we go :)***

The rubrics for the teaching philosophy submissions can be found in onQ.

Assignments in this course have been designed with flexibility for academic consideration for all students: All students can take an additional 3 days to complete these assignments if required, with no need for academic consideration or accommodation.

This Flexible Design features means that “Short term Requests for Academic Consideration” (submitted through the Faculty of Arts and Science portal without documentation) are not needed and long-term requests will be handled on a case-by-case basis, if needed.

Individual Problem Statement and Proposal:

You are an expert at being a student, and you are a developing professional in the field of psychology. You are well positioned to make significant, evidence-based improvements to the field of education.

For this assignment, please reflect on a *challenge* or *opportunity for improvement* that you see in the field of education (broadly defined—this could be sports, or any level/type of education). Your task is to write a MAX 3-page (double spaced, 12-point font) problem statement outlining this. You should use the following general format—you do not need headings, but please follow this logic in your writing:

- What is the problem? (a simple 1-2 sentence statement of the problem)
- What evidence do you have that this is a problem? (e.g., are there data that support this? Approximately 1 paragraph)
- What have others done to address this problem? (use evidence to show what others have done in this area, and cite it! Approximately 1-3 paragraphs)
- Taking into account what others have done, what gap remains that you want to address? (Approximately 1 paragraph)
- What might you do to address this gap, and why do you think it would work? (Approximately 1-2 paragraphs, remember to use evidence!)

Note: the maximum is 3 pages for this assignment, but please do not worry if you are shorter, or a bit over. Anything beyond 4 pages will not be graded.

The rubric for your Problem Statement and Proposal is available in our onQ shell.

DUE: Friday, September 26, 2pm. Assignments in this course have been designed with flexibility for academic consideration for all students: All students can take an additional 3 days to complete these assignments if required, with no need for academic consideration or accommodation. This 3-day “grace period” ends on Monday, September 29 at 2pm. I will be working to get you feedback on these before the next class.

This Flexible Design features means that “Short term Requests for Academic Consideration” (submitted through the Faculty of Arts and Science portal without documentation) are not needed and long-term requests will be handled on a case-by-case basis, if needed.

Group Problem Statement and Proposal:

You’ll notice that individually you have an opportunity to submit a problem statement and proposal very early in the term. The goal of this is for you each to get individual feedback on problem statements *before* we tackle a group project.

In Week 5, a guest will be coming to speak with our class about how to turn *ideas* into *reality*. There is no expectation that you will develop a product/service/innovation/research program in this course, but a large component of this course is learning how to make it happen if you choose to. Remember—you are *very* special in your knowledge: you are an expert at the student experience, and you are a developing professional in psychological science. Let’s take this skill set for a test drive!

In class during Week 5, students will be assigned to teams based on shared interests. You will work together over Weeks 5 and 6, with some class time to help with scheduling, to develop a group-level problem statement and proposal. The format for your group submission is very similar to your individual submission:

Your task is to write a MAX 3-page (double spaced, 12-point font) problem evidence-based proposal. You should use the following general format—you do not need headings, but please follow this logic in your writing:

- What is the problem? (a simple 1-2 sentence statement of the problem)
- What evidence do you have that this is a problem? (e.g., are there data that support this? Approximately 1 paragraph)
- What have others done to address this problem? (use evidence to show what others have done in this area, and cite it! Approximately 1-3 paragraphs)
- Taking into account what others have done, what gap remains that you want to address? (Approximately 1 paragraph)
- What might you do to address this gap, and why do you think it would work? (Approximately 1-2 paragraphs, remember to use evidence!)

Note: the maximum is 3 pages for this assignment, but please do not worry if you are shorter, or a bit over. Anything beyond 4 pages will not be graded.

In addition to your written proposal, groups must submit a plan for how to develop the

proposal into a formal presentation and pitch (see below). You are also required to develop a peer evaluation rubric based on features important to your group. Each of you will be assessed on this rubric by your peers after your group project (more below). Please “make a copy” of the following spreadsheet, and download it and fill it in using Excel, submitting it with your proposal. You are encouraged to fill in meeting notes, but this part is not required:

https://docs.google.com/spreadsheets/d/1WZ75f49X3lVxbvI0voQ0V-Z_FDHC8m3fwlx712YQiFM/edit?usp=sharing

The rubric for your Group Proposal is available in our onQ shell.

DUE: Friday, October 17, 2pm. Assignments in this course have been designed with flexibility for academic consideration for all students: All students can take an additional 3 days to complete these assignments if required, with no need for academic consideration or accommodation. This 3-day “grace period” ends on October 20 at 2pm.

This Flexible Design features means that “Short term Requests for Academic Consideration” (submitted through the Faculty of Arts and Science portal without documentation) are not needed and long-term requests will be handled on a case-by-case basis, if needed.

Group Project Presentation/Pitch:

I will be giving groups feedback on their proposals so that you have early feedback. As a group, you will work to develop and deliver an oral presentation “pitching” your idea (and the “thing” itself if you choose to make it!) to the class during a group presentation. These “presentation pitches” are expected to be grounded in evidence, polished, and professional. Remember—you are presenting in an evidence-based way: substance matters more than marketing gimmicks.

A presentation with a pitch is a very new skill for most students. We will be talking about how to develop these presentations in class—the goal is to incorporate both a teaching demonstration about your problem, with a “pitched” solution.

Presentation pitches should be no more than 30 minutes in length. They should be interactive, highlight evidence for the problem, clearly articulate what has been done to address the problem, the gaps that remain, and the reason why your solution is a good one. You should work to include evidence-based teaching methods in your presentation. Good teaching matters in the classroom, and in many other contexts. Many of you will be required to teach about content while solving problems in the workplace and beyond—this is where we build those tools.

The rubric for your Presentation/Pitch is available in onQ.

DUE: These oral presentations do not have a grace period given the nature of a synchronous session. Students will sign up for a presentation timeslot in class. Presentations will happen during the last 2 weeks of class. I encourage all groups to make a transcript of the presentation well ahead of time in case a team member is unable to attend (so that their contribution can be included).

Peer Evaluation:

This course relies on engaged, dedicated, high quality professionalism. Peers in your assigned group will evaluate your performance as a group member.

The rubric used for your evaluation will be determined by your group—all members will be evaluated on the same rubric. The lowest score will be discarded, and you will be assigned the average of all other scores.

DUE: December 3, 2pm

The below are formal policies supported through Queen’s University:

[Class Attendance](#)

Your presence and participation in class contributes to the knowledge and skills that you will develop throughout this course. I expect that you attend class regularly, participate in class conversations and learning activities. These types of activities provide active engagement, promote a deeper understanding of the course content, and contribute to your success in this course.

Academic Support

All undergraduate students face new learning and writing challenges as they progress through university: essays and reports become more complex; effectively incorporating research into writing becomes more important; the types of assignments become more diverse; managing your time and developing the skills you need to read and think critically gets more challenging. I encourage students to contact Student Academic Success Services (SASS). SASS offers many different ways to receive support:

- Free online or in-person [appointments](#) to get personalized support on writing and academic skills from expert staff and trained peers.
- [Workshops](#) and [drop-in programs](#). SASS' [Events Calendar lists events coming soon](#).
- [Online resources](#) that provide strategies for academic skills and writing development at university.
- If English is not your first language, SASS has specific resources for [English as Additional Language students](#), including weekly programs and EAL academic skills appointments. You can meet on an ongoing basis with an EAL consultant to work on your academic writing, speaking, listening, and reading skills.

Accommodations for Disabilities

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the registration process with QSAS by clicking **Access Ventus** button at [Ventus | Accessibility Services | Queen's \(queensu.ca\)](#)

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more go to: <https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students>

Academic Consideration for Students in Extenuating Circumstances

Academic Consideration is a process for the University community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to any extenuating circumstance (illness, bereavement, traumatic event, injury, family emergency, etc.) which is short-lived, begins within the term, and will not last longer than 12 weeks - see [Academic Consideration](#) webpage for details (<https://www.queensu.ca/artsci/undergraduate/student-services/academic-consideration>)

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on [Academic Consideration in Extenuating Circumstances](#) and submit a request via the [Academic Consideration Request Portal](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once academic consideration has been granted. Any delay in contact may limit the options available for academic consideration. While we encourage instructors to accommodate, each instructor has discretion in deciding whether or how to apply the Academic Consideration. For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see the Faculty of Arts and Science's [Academic Consideration website](#). ASO courses include links to information on **Academic Consideration** on your **Course Homepage** in onQ.

Please see the Teaching Team page for contact information for your instructor and TA(s), where relevant.

For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

Queen's Policy Statement on Academic Integrity

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Each core value of academic integrity, as defined in the [Senate Academic Integrity Policy](#), gives rise to and supports the next.

Honesty appears in presenting one's own academic work, whether in the context of an examination, written assignment, laboratory or seminar presentation. It is in researching one's own work for course assignments, acknowledging dependence on the ideas or words of another and in distinguishing one's own ideas and thoughts from other sources. It is also present in faithfully reporting laboratory results even when they do not conform to an original hypothesis. Further, honesty is present in truthfully communicating in written and/or oral exchanges with instructors, peers and other individuals (e.g. teaching assistants, proctors, university staff and/or university administrators).

Trust exists in an environment in which one's own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them.

Fairness appears in the proper and full acknowledgement of the contributions of collaborators in group projects and in the full participation of partners in collaborative projects.

Respect, in a general sense, is part of an intellectual community that recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas.

However, “respect” appears in a very particular sense when students attend class, pay attention, contribute to discussion and submit papers on time; instructors “show respect by taking students’ ideas seriously, by recognizing them as individuals, helping them develop their ideas, providing full and honest feedback on their work, and valuing their perspectives and their goals” ([“The Fundamental Values of Academic Integrity”](#), 3rd Edition, p. 8).

Ultimately, responsibility is both personal and collective and engages students, administrators, faculty and staff in creating and maintaining a learning environment supported by and supporting academic integrity.

Courage differs from the preceding values by being more a quality or capacity of character – “the capacity to act in accordance with one’s values despite fear” (“The Fundamental Values of Academic Integrity”, 3rd edition, p. 10). Courage is displayed by students who make choices and integrous decisions that are followed by action, even in the face of peer pressure to cheat, copy another’s material, provide their own work to others to facilitate cheating, or otherwise represent themselves dishonestly. Students also display courage by acknowledging prior wrongdoing and taking proactive measures to rectify any associated negative impact.

All of these values are not merely abstract but are expressed in and reinforced by the University’s policies and practices.

Syllabus statements for Generative Artificial Intelligence (AI) Tools

Instructors should include clear guidelines or a statement in the syllabus to advise students on the use of generative AI tools. The below statements were developed by the Faculty of Engineering and Applied Science and shared with permission.

Students must submit their own work and cite the work that is not theirs. Using artificial intelligence to generate work product is only permissible when explicitly noted in the assignment instructions, or when agreed to with the instructor. In these cases, be sure to cite the material that they generate. Any other use constitutes a departure from academic integrity.

Note: If using Generative AI to format references, etc., this is not using the tool to generate new work product. Note that it often makes errors in references, and in summarizing work. I strongly recommend *against* using it because it will limit your development in this class. There are situations where it may be helpful, though. Please engage in discussion with me for permission, and be sure all work is noted.

Queen’s [Student Academic Success Services](#) (SASS) offers a self-directed, online academic integrity module which we encourage all students to take which will help with:

- Understanding the nature of the academic integrity departure
- Understanding the expectations of and role of sources in scholarly writing
- Integrating sources into your writing (paraphrasing, quoting, summarizing)
- Understanding when and how to cite your sources
- Managing your time effectively to avoid the need for shortcuts
- Taking effective notes to ensure accuracy of source material and correct attribution

Name/Pronouns in onQ

If you wish to change how your name appears in onQ and/or on class lists, please follow these steps. You may also use this process to add your pronouns to the appearance of your name.

1. Log into SOLUS.
2. Click on Personal Information tab.
3. Click on the Names tab
4. Click on the Add New Name tab
5. Choose Preferred from the Name Type drop down menu
6. Enter the name you would like to appear in onQ and/or on class lists.
7. Click Save.

Please allow 24 to 48 hours for your name to be registered within the system. If you have further questions or concerns, please contact ITS at Queen's University.

Please note: The reading list below may change if circumstances warrant. This is the plan, though! Any changes will be communicated through onQ announcements and email. An important note: Inclusion in the reading list does not mean that these works are perfect—at this level of scholarship, we will be *discussing* these papers. I encourage you to consider the concepts of validity, reliability, generalizability, and ethics (VRGE) as you read. Looking forward to sharing some important discussions this year!

Week	Topic	Readings	Due
1 (Class Sept 8)	Welcome!	<p>This will be the one class where you will hear me talk a lot, situating myself :) After this, you will get practice doing the talking. I am excited to share this semester with you!</p> <p>Norris, M. E. (2024). Philosophies about learning and the practices that follow. <i>Canadian Psychology/Psychologie canadienne</i>, 65(2), 93. https://doi.org/10.1037/cap0000392</p>	NA
2 (Class Sept 15)	Research Methods in Education	<p>Datta, R. (2018). Decolonizing both researcher and research and its effectiveness in Indigenous research. <i>Research Ethics</i>, 14(2), 1-24. https://doi.org/10.1177/1747016117733296</p> <p>Lilienfeld, S. O. (2012). Public skepticism of psychology: Why many people perceive the study of human behavior as unscientific. <i>American Psychologist</i>, 67(2), 111–129. https://doi.org/10.1037/a0023963</p> <p>LoSchiavo, F. M., Shatz, M. A., & Poling, D. A. (2008). Strengthening the scholarship of teaching and learning via experimentation. <i>Teaching of Psychology</i>, 35(4), 301-304. https://doi.org/10.1080/00986280802377164</p> <p>Kember, D. (2003). To control or not to control: The question of whether experimental designs are appropriate for evaluating teaching innovations in higher education. <i>Assessment & Evaluation in Higher Education</i>, 28(1), 89-101. https://doi.org/10.1080/02602930301684</p> <p>Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. <i>Psychological science in the public interest</i>, 9(3), 105-119. https://doi.org/10.1111/j.1539-6053.2009.01038.x</p>	<p>Reading Responses/Discussion on Leader due Thursday, 9pm BEFORE THE SCHEDULED CLASS (Grace period until Sunday, 9pm)</p>

<p>3 (Class Sept 22)</p>	<p>What are we doing here, what are our constraints, and how do people learn? (spans 2 weeks!)</p>	<p>Norris, M. E., & Smith, S. M. (2024). Applying tactics to develop strategy: Envisioning the future of higher education. In M. E. Norris and S. M. Smith (Eds.), <i>Leading the Way: Envisioning the Future of Higher Education</i>. Kingston, ON: Queen's University, eCampus Ontario. Licensed under CC BY 4.0. Retrieved from https://ecampusontario.pressbooks.pub/futureofhighereducation/chapter/tacticsforstrategy/</p> <p>Butler, M. (2024). Financing Canadian colleges and universities in the 21st century. In M. E. Norris and S. M. Smith (Eds.), <i>Leading the Way: Envisioning the Future of Higher Education</i>. Kingston, ON: Queen's University, eCampus Ontario. Licensed under CC BY 4.0. Retrieved from https://ecampusontario.pressbooks.pub/futureofhighereducation/chapter/financing-canadian-colleges-and-universities/</p> <p>Penny Thompson Thomson, P. (2019). Chapter 3: Cognitive Theories of Learning, <i>Foundations of Educational Technology</i>. https://open.library.okstate.edu/foundationsofeducationalechnology/chapter/3-cognitive-theories-of-learning/</p> <p>Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology. <i>Psychological Science in the Public Interest</i>, 14(1), 4–58. https://doi.org/10.1177/1529100612453266</p> <p>Stockard, J., Wood, T. W., Coughlin, C., & Rasplica Khoury, C. (2018). The effectiveness of direct instruction curricula: A meta-analysis of a half century of research. <i>Review of educational research</i>, 88(4), 479-507. https://doi.org/10.3102/0034654317751919</p>	<p>Reading Responses/Discussion on Leader due Thursday, 9pm BEFORE THE SCHEDULED CLASS (Grace period until Sunday, 9pm)</p>
<p>4 (Class Sept 29)</p>	<p>What are we doing here, what are our constraints, and how do people learn? (spans 2 weeks!)</p>	<p>Siregar, N. R. (2021). Explicit Instruction and Executive Functioning Capacity: A New Direction in Cognitive Load Theory. <i>Journal of Education</i>, 002205742110332. https://doi.org/10.1177/00220574211033256</p> <p>Vogel-Walcutt, J. J., Gebirim, J. B., Bowers, C., Carper, T. M., & Nicholson, D. (2011). Cognitive load theory vs. constructivist approaches: Which best leads to efficient, deep learning? <i>Journal of Computer Assisted Learning</i>, 27(2), 133-145. https://doi.org/10.1111/j.1365-2729.2010.00381.x</p> <p>Karpicke, J. D. (2017). Retrieval-based learning: A decade of progress. In J. T. Wixted (Ed.), <i>Cognitive psychology of memory</i>, Vol. 2 of <i>Learning and memory: A comprehensive reference</i> (J. H. Byrne, Series Ed.) (pp. 487-514). Oxford: Academic Press. https://files.eric.ed.gov/fulltext/ED599273.pdf</p> <p>Tuovinen, J. E., Sweller, J., Tuovinen, J. E., & Sweller, J. (1999). A comparison of cognitive load associated with discovery learning and worked examples. <i>Journal of Educational Psychology</i>, 91(2), 334- 341. https://doi.org/10.1037/0022-0663.91.2.334</p> <p>Oppenheimer, D. M. (2008). The secret life of fluency.</p>	<p>Reading Responses/Discussion on Leader due Thursday, 9pm BEFORE THE SCHEDULED CLASS (Grace period until Sunday, 9pm)</p>

		<p>Trends in Cognitive Sciences, 12(6), 237–241. https://doi.org/10.1016/j.tics.2008.02.014</p>	
5 (Class Oct 6)	Innovating in Higher Education	<p>Chew, S. L. (2021). An advance organizer for student learning: Choke points and pitfalls in studying. <i>Canadian Psychology/Psychologie Canadienne</i>, No Pagination Specified-No Pagination Specified. https://doi.org/10.1037/cap0000290</p> <p>https://www.learningscientists.org/</p> <p>https://www.ted.com/talks/sugata_mitra_kids_can_teach_themselves?language=en</p>	<p>GUEST SPEAKER- -Reading Responses/Discussion on Leader due Thursday, 9pm BEFORE THE SCHEDULED CLASS (Grace period until Sunday, 9pm)</p>
FALL BREAK Oct 13-19	Enjoy your break!	NONE :)	NA
6 (Class Oct 20)	Science of Groupwork + Group Time	<p>Davies, W. M. (2009). Groupwork as a form of assessment: Common problems and recommended solutions. <i>Higher education</i>, 58(4), 563-584. http://dx.doi.org/10.1007/s10734-009-9216-y</p> <p>Poort, I., Jansen, E., & Hofman, A. (2022). Does the group matter? Effects of trust, cultural diversity, and group formation on engagement in group work in higher education. <i>Higher Education Research & Development</i>, 41(2), 511-526. https://doi.org/10.1080/07294360.2020.1839024</p> <p>Springer, L., Stanne, M. E., & Donovan, S. S. (1999). Effects of small- group learning on undergraduates in science, mathematics, engineering, and technology: A meta-analysis. <i>Review of educational research</i>, 69(1), 21-51. https://doi.org/10.3102/00346543069001021</p> <p>Michaelsen, L. K., & Sweet, M. (2008). The essential elements of team-based learning. <i>New directions for</i></p>	<p>GUEST SPEAKER- -Reading Responses/Discussion on Leader due Thursday, 9pm BEFORE THE SCHEDULED CLASS (Grace period until Sunday, 9pm)</p>

		<p>teaching and learning, 2008(116), 7-27. https://doi.org/10.1002/tl.330</p>	
<p>7 (Class Oct 27)</p>	<p>Technology, AI, & AI</p>	<p>Christensen Hughes, J. (2024). The essentiality of academic integrity in an increasingly disrupted and polarized world. In M. E. Norris and S. M. Smith (Eds.), <i>Leading the Way: Envisioning the Future of Higher Education</i>. Kingston, ON: Queen's University, eCampus Ontario. Licensed under CC BY 4.0. Retrieved from https://ecampusontario.pressbooks.pub/futureofhighereducation/chapter/the-essentiality-of-academic-integrity-in-an-increasingly-disrupted-and-polarized-world/</p> <p>Joordens, S., & Kaur, I. (2024). Re-imagining education for an uncertain future: Can technology help us become more human? In M. E. Norris and S. M. Smith (Eds.), <i>Leading the Way: Envisioning the Future of Higher Education</i>. Kingston, ON: Queen's University, eCampus Ontario. Licensed under CC BY 4.0. Retrieved from https://ecampusontario.pressbooks.pub/futureofhighereducation/chapter/re-imagining-education-for-an-uncertain-future-can-technology-help-us-become-more-human/</p> <p>Stinson, C. (2024). What are large language models made of? In M. E. Norris and S. M. Smith (Eds.), <i>Leading the Way: Envisioning the Future of Higher Education</i>. Kingston, ON: Queen's University, eCampus Ontario. Licensed under CC BY 4.0. Retrieved from https://ecampusontario.pressbooks.pub/futureofhighereducation/chapter/what-are-large-language-models-made-of/</p> <p>Szpunar, K. K., McDermott, K. B., & Roediger, H. L. (2007). Expectation of a final cumulative test enhances long-term retention. <i>Memory & Cognition</i>, 35(5), 1007–1013. https://doi.org/10.3758/BF03193473</p> <p>Dewsbury, B. M., Swanson, H. J., Moseman-Valtierra, S., & Caulkins, J. (2022). Inclusive and active pedagogies reduce academic outcome gaps and improve long-term performance. <i>Plos one</i>, 17(6), e0268620. https://doi.org/10.1371/journal.pone.0268620</p>	<p>GUEST SPEAKER- -Reading Responses/Discussion on Leader due Thursday, 9pm BEFORE THE SCHEDULED CLASS (Grace period until Sunday, 9pm)</p>

8 (Class Nov 3)	Build a Bigger Table: Increasing access to higher education	<p>Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. <i>Science</i>, 331(6023), 1447-1451. https://doi.org/10.1126/science.1198364</p> <p>Restoule, J. P., Mashford-Pringle, A., Chacaby, M., Smillie, C., Brunette, C., & Russel, G. (2013). Supporting successful transitions to post-secondary education for Indigenous students: Lessons from an institutional ethnography in Ontario, Canada. <i>International Indigenous Policy Journal</i>, 4(4). https://doi.org/10.18584/iipj.2013.4.4.4</p> <p>Toutain, Christopher (2019). Barriers to Accommodations for Students with Disabilities in Higher Education: A Literature Review. <i>Journal of Postsecondary Education and Disability</i>, 32 (3), 297-310. https://eric.ed.gov/?id=EJ1236832</p> <p>Lovett, B. J., & Harrison, A. G. (2021). De-Implementing Inappropriate Accommodations Practices. <i>Canadian Journal of School Psychology</i>, 36(2), 115-126. https://doi.org/10.1177/0829573520972556</p> <p>Scullin, M. K. (2019). The Eight Hour Sleep Challenge During Final Exams Week. <i>Teaching of Psychology</i>, 46(1), 55–63. https://doi.org/10.1177/0098628318816142</p>	GUEST SPEAKER-Reading Responses/Discussion on Leader due Thursday, 9pm BEFORE THE SCHEDULED CLASS (Grace period until Sunday, 9pm)
9 (Class Nov 10)	Evaluating for Learning	<p>Wesp, R., & Miele, J. (2008). Student opinions of the quality of teaching activities poorly predict pedagogical effectiveness. <i>Teaching of Psychology</i>, 35(4), 360-362. https://doi.org/10.1080/00986280802374617</p> <p>Heffernan, T. (2023). Abusive comments in student evaluations of courses and teaching: the attacks women and marginalised academics endure. <i>Higher Education</i>, 85(1), 225-239. https://link.springer.com/article/10.1007/s10734-022-00831-x</p> <p>Berk, R. A. (2018). Start spreading the news: Use multiple sources of evidence to evaluate teaching. <i>The Journal of Faculty Development</i>, 32(1), 73-81. https://www.schreyer institute.psu.edu/pdf/UseMultipleSourcesSRs_Berk_JFacDev1-11-2018.pdf</p> <p>Deslauriers, L., McCarty, L. S., Miller, K., Callaghan, K., & Kestin, G. (2019). Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom. <i>Proceedings of the National Academy of Sciences</i>, 116(39), 19251–19257. https://doi.org/10.1073/pnas.1821936116</p> <p>Haladyna, T. M., Downing, S. M., & Rodriguez, M. C. (2002). A review of multiple-choice item-writing guidelines for classroom assessment. <i>Applied measurement in education</i>, 15(3), 309-333. https://doi.org/10.1207/S15324818AME1503_5</p>	GUEST SPEAKER-Reading Responses/Discussion on Leader due Thursday, 9pm BEFORE THE SCHEDULED CLASS (Grace period until Sunday, 9pm)
10 (Class Nov 17)			No reading responses, BUT there is a discussion leader who will

			focus on the topic of choice from the year, or the topic of pulling it all together :)
11 (Class Nov 24)	PRESENTATIONS		
12 (Class Dec 1)	PRESENTATIONS		

