

**Psychology 20670: Practicum in Teaching Technology**  
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**Syllabus & Course Guidelines (rev. 082607)**

In order to help you become an effective proctor, we have identified several key activities you should engage in throughout the semester. These activities are: (1) be present for all assigned classes; (2) be as helpful to PSI students as possible; (3) learn about and be able to demonstrate understanding of the concepts underlying the PSI method; (4) keep track of your students' progress; and (5) maintain good rapport/communication with your students. Because of the importance of these tasks, your grade in this course will be determined by your performance in several of these important areas. The guidelines presented below have been established with the intent of guiding you towards maximum proctor effectiveness in key areas.

**1. Attendance.**

A primary component of being an effective proctor is class attendance. An alternating work schedule will be used after the first few classes. Proctors will divide into two teams of three each. Both teams will work about half of the class days in the semester. Collectively, proctors should come up with their desired teams and schedules within the first two class meetings, which all proctors will attend. After that, the rotational schedule can be started. Each proctor will be expected to attend each class for which his or her team is scheduled, including the initial days when all proctors will be present. There are two kinds of absences: excused and unexcused.

Excused Absences

An *excused* absence is one where you have a legitimate need to be gone for something like an interview or an athletic competition. To qualify for an excused absence you must make arrangements in advance to switch with a proctor on the other team to cover your duties. It is your responsibility to (a) make such arrangements, (b) inform Dr. Crowell in advance (at least two class days) of the schedule switch, and (c) make sure the substitute actually shows up for the switch. **There are no consequences for these types of excused absences when you have a substitute, except if your substitute does not show up.** In this case, the absence will be treated as your *unexcused* absence, not the substitute's. Therefore, it is important for you to make sure that your substitute understands the rules in this regard and the consequences to you (see below) if s/he does not show up as planned.

If you know you will need to be absent and you are not successful in finding a substitute from the other team, you must contact Dr. Crowell at least two class days in advance of the date you will need to be gone. In that contact (email is fine), you must to provide him with a legitimate

reason for the absence as well as a copy of the email notice you used in an effort to recruit a substitute from the other team. Dr. Crowell reserves the right to grant you an excused absence for a legitimate reason even if you do not have a substitute, given that you made a discernable effort to secure one. Generally, legitimate reasons would be those acceptable to the Dean's office for class absences. If you do not have an acceptable reason, or you fail to provide proper notice two class days in advance, Dr. Crowell reserves the right to treat your absence as unexcused. An unexpected illness or other health problem normally will be treated as an excused absence if you have a physician's note or an infirmity slip. **NOTE: there is no excused absence from the final duties. You must participate in this task.**

### Unexcused Absences

An unexcused absence is one where you (a) do not have a legitimate reason to be gone, or (b) you make no effort to find a substitute from the other team, or (c) you fail to notify/contact Dr. Crowell about the absence two class days in advance, or (d) your substitute does not show up. Any of these circumstances indicates that you did not take the necessary steps as outlined above. *Each unexcused absence will lower your final grade by one partial letter grade.* For example, an A- is one partial letter grade below an A. Similarly, a B+ is one partial letter grade below an A-. Each unexcused absence produces a separate decremental consequence. So, one unexcused absence lowers a final grade from an A to an A-; two unexcused absences lowers a final grade from an A to a B+, and so on.

### Punctuality

An important part of attendance is being on time. It is expected that you will arrive in 124 or 125 no later than 8:30 AM for every class you are scheduled to attend, which is when students can start testing. In reality, coming a few minutes early is needed for setup. **Arriving after 8:45 AM on any scheduled work day will be counted as an unexcused absence.** *Please note that you must sign in with the Course Manager as soon as you arrive on each day. The Course Manager will be in or around 125 at 8:30 AM with a sign-in sheet. Failure to sign in will be treated as unexcused absence.* If you have questions about your attendance status on any day, please contact Dr. Crowell.

### Final Exam Attendance

In addition to the regular team work schedule, you are expected to be available for the PSI final exam to help with grading and data entry duties. Four proctors are needed at the time of the regularly scheduled PSI final, which is usually at 8 AM on either Tuesday or Thursday of final exam week, but please check the PSI syllabus for applicable dates/times/rooms in any given semester. The remaining two proctors will need to come to 125 Haggar at 10:15 AM on the day of the regularly scheduled PSI final. Dr. Crowell will prompt you during the semester to determine who will attend when. *Any absence on the final day will be considered as unexcused and will count as the equivalent of two additional unexcused class-day absences (i.e., two partial letter grade decrements).* Again, please note that there is no excused absence from the final exam duties.

## 2. Keeping track of and communicating with your students.

Proctors should maintain contact with their assigned students throughout the semester. Dr. Crowell will provide you with a list of the students who will be assigned to you. You should contact them through the email course messaging system (see below) at least once every two weeks, as indicated in the following schedule. Since there are 14 weeks in the semester, you should contact your students a minimum of seven times, unless notified differently. Additional contacts beyond this minimum are perfectly acceptable and encouraged.

Here is the schedule and content information for your student messages this semester. Please put this schedule into your calendars.

### Message Schedule

The weeks indicated below are when teams should send each new batch of messages. These weeks correspond to the consecutive weeks when classes are in session and thus exclude break week and the partial weeks associated with Thanksgiving and Easter. To accommodate each team, yet keep all messages proximal to one another, one team should send messages on Friday of the odd weeks and the other on Monday of the even weeks designated below. Each batch for a team should be completed before the next class day (either Monday or Wednesday), so that student progress information is current. Old information is not particularly helpful to students.

Please write the dates of these windows on your calendars.

PSI Message #1	Week 1 (Friday)-2 (Monday)
PSI Message #2	Week 3 (Friday)-4 (Monday)
PSI Message #3	Week 5 (Friday)-6 (Monday)
PSI Message #4	Week 7 (Friday)-8 (Monday)
PSI Message #5	Week 9 (Friday)-10 (Monday)
PSI Message #6	Week 11 (Friday)-12 (Monday)
PSI Message #7	Week 13 (Friday)-14 (Monday)

### Message Content

Remember, you can use the "status" command to find out this information about each of your students. The status command should list all of the students who have added at this point. I will try to keep this list up to date. It should be finalized shortly after the drop/add date. Please make sure each message is labeled in the subject line with PSI message #1, #2, etc. This number will increase with each message you send. I need a copy of just one message from each batch.

#1 -- Welcome message indicating who you are and that you will be available throughout the semester for help and advice. Provide whatever means of contact (email and/or phone) you will accept. Encourage your students to come in early and take advantage of the bonus points. Encourage them to do the Robot Study.

#2 -- Please list the students' current average unit score along with the total point and total bonus points they have achieved. Remind them of the importance of average unit score and bonus points. Mention that each 1-point change in the average unit score over all units means a 42 point difference in total points at the end of the semester. Also, if students are on or ahead of pace, congratulate them. If they are behind, encourage them to catch up. Remind everyone to get the experiment bonus points.

#3 -- Same as message #2

#4 -- Same as #2

#5 -- Grade projection follow up message should comment on the projected grades I will send to all students right before break. I will provide you with projections for your own students. PLEASE NOTE that a student's information is confidential and should not be shared with anyone other than that student. In this message, please congratulate or encourage your students as appropriate based on their projected grades. For those in need of improvement, please emphasize the importance of:

1. Increasing their average unit scores, if applicable. Wise use of retakes and regular use of the study will help in this effort.
2. Getting back on track with the bonus schedule.
3. Getting all the research bonus AND (really emphasize this) participating in the Study Guide Diary Project for extra points.
4. Studying for the final. The best approach is to review their completed study guides.

#6 -- Same as #2

#7 -- Include students' overall progress numbers, along with your recommendations regarding their preparation for the final (reviewing the completed study guide is the best way to prepare). Remind them of when and where the final will take place. Remind them that I will be sending an email sometime after classes end and before the final with up-to-date point totals and research participation points from their cards, which I can't provide until all the cards have been handed in and tabulated.

In terms of tracking your messages, you should do these three things:

1. Use the contact log sheet you will be provided at the orientation meeting to record each of the messages you send. You will hand in this sheet at the end of the semester.
2. Each message group will be numbered sequentially. You will include this message group number in the subject line of your messages. For example, the subject line of your first message will read: "PSI message #1." The second round of messages will be #2, etc. You should send at least seven messages during the semester.

3. Dr. Crowell should be copied on only one of your student messages from each group. That way, at the end of the semester, he will have an example of each of your seven or more messages. Please do not forget to send this copy to Dr. Crowell, otherwise you may not get credit for that message group. Also, please realize that most of your messages will be personalized for each student by including their cumulative progress information to date, as well as any performance/progress suggestions you may have. Sending the same exact message with no individual progress information to each student is NOT the purpose of these messages. Only the first welcome message (#1) is likely to have no progress information since it will be sent on the first or second class day. Each of the remaining required messages (#2-7) should contain a student's individual progress info. Of course, you can send extra messages as reminders, etc. without progress info. We will try to keep one open computer in 125 during class times that proctors can use to send messages. Dr. Crowell will show you how to get progress info on your students at the orientation session.

Based on your completed message logs as well as the message copies you send Dr. Crowell for each group, the total number of messages you have sent will be determined at the end of the semester. As noted above, you are expected to have at least 6 progress messages plus the initial welcome message. *Each message that you fall short of this total of 7 will be treated as the equivalent of one additional unexcused class-day absence in terms of partial letter grade decrements.*

### **3. Readings on PSI.**

A file of readings on the PSI method will be available throughout the semester within the eReserves system. We may add to or update this file during the semester. Four of the articles on file are considered required reading (see below) and the rest are elective. You must read each of the four required articles along with four additional articles. Of the four non-required articles, three can come from the eReserve articles, *and one must be a new article, not presently on file, that you find from a library or internet search of the literature in Psychology or Education.* Your new article should be related to PSI or some other relevant aspect of educational or instructional technology.

For each article you read, you should submit a 1-2 page written summary of the article's main points, or write a 10-15 page integrative paper using all eight articles as references. At the end of your summaries or paper, try to relate the article content to some aspect(s) of the present format for our PSI course. Some possible integrative paper topics are listed below. All summaries or the integrative paper are due on the final exam day for PSI. The individual summaries should be in Word documents and can be submitted (email is preferable) to Dr. Crowell all at once or one by one as they are completed. *PLEASE NOTE, you need to submit a clean (i.e., not marked up) electronic copy (preferable) or hardcopy of the complete text of your 8<sup>th</sup> (new) article.*

By the final exam day for PSI you must have submitted eight individual summaries or the larger integrated paper. Failure to submit any one of the eight required summaries will be treated as the

equivalent of one additional unexcused class-day absence in terms of partial letter grade decrements.

Provided below is the link to our eReserves file. This file can also be accessed by going to the University Libraries website at <http://www.library.nd.edu/> and clicking on the Electronic Reserves link located under Library Services.

PSY 20670 01 - Teaching Technology

Instructor: Crowell, Charles

Semester: Fall 2007

[https://www.library.nd.edu/reserves/ereserves/course.cgi?course=2007F\\_PSY\\_20670\\_01](https://www.library.nd.edu/reserves/ereserves/course.cgi?course=2007F_PSY_20670_01)

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PLEASE READ THIS ADDITIONAL INFORMATION:

You will find all material within your course listed alphabetically by last name of author.

Please note that we may not have finished processing all of the material requested for your course, and therefore some of the readings may not be posted yet.

Some listings are direct links to items that are accessible on the web, however, most readings have been converted to PDF format (Portable Document File). These readings need to be opened with a viewer (i.e. Adobe Acrobat Reader). These readers are usually available on any Notre Dame owned computer. If the reader does not activate automatically when the reading is selected, you need to locate the reader on your computer. If you are using your own PC and do not have a reader installed, click on the Get Adobe Reader button located at the bottom right-side of the course's page. This link will take you to the Adobe Acrobat website where a free reader can be downloaded.

Only the Faculty, TA's, and students enrolled in the course may access it. If anyone cannot access the course, have them contact the Reserve Book Room (do not contact OIT or the Hesburgh Library Reference Desk) and we will add their names to the course's access list.

Should you experience any problems accessing the course or the readings, please feel free to contact us. A link to a problem reporting form is available at the top of the course's page, or call us at 631-6824 or 631-7578, or email us at [ereserve.1@nd.edu](mailto:ereserve.1@nd.edu) and we will do all we can to assist.

Please note: We post readings by date needed. You may continue to add readings to your course throughout the semester but please give us a minimum of 10 days lead time to process the request. Requests for material to be posted ASAP will be worked in as time permits, however any requests that were brought to us in advance will take priority.

#### **4. Special Project(s).**

During the semester each Proctor may be assigned one or more important, but short-term projects to work on along with regular class duties. *Timely completion of these assignments is required; failure to do so will be treated as the equivalent of three additional unexcused class-day absences.*

### 5. Final Grade/Tasks Breakdown:

In essence, as you can tell from the above guidelines, an A in this class is yours to lose. You will receive an A unless you have earned one or more unexcused absences or their equivalents. As noted above, each unexcused absence or its equivalent will lower your final grade by one partial letter grade according to the following schedule:

A	= no unexcused absences or their equivalents
A-	= one (1) unexcused absence or its equivalent
B+	= two (2) unexcused absences or their equivalents
B	= three (3) unexcused absences or their equivalents
B-	= four (4) unexcused absences or their equivalents
C+	= five (5) unexcused absences or their equivalents
C	= six (6) unexcused absences or their equivalents
C-	= seven (7) unexcused absences or their equivalents
D	= eight (8) unexcused absences or their equivalents
F	= nine (9) or more unexcused absences or their equivalents

The required tasks/deliverables in this class are the following. Please see the sections above for important details about these tasks/deliverables.

- A. On-time attendance for each scheduled work day.
- B. At least seven (7) messages to students including one (1) welcome message and six (6) progress messages.
- C. Eight (8) article summaries (the four required + three optional + one new) or one (1) integrative paper covering all eight articles.
- D. Timely completion of the special project(s) if assigned.
- E. Attendance on final exam day.

### Required Articles

Keller, F. S. (1968). "Good-bye Teacher. . ." Journal of Applied Behavior Analysis, 1, 79-89. This article further elaborates on the issue of control, the things that are wrong with the traditional teaching approach, and introduces the principles the underlie the PSI method.

Robin, A. L. (1976). Behavioral instruction in the college classroom. Review of Educational Research, 46, 313-354.

Kulik, J. A., Jaska, P., & Kulik, Chen-Lin C. (1978). Research on the component features of Keller's Personalized System of Instruction. Journal of Personalized Instruction, 3(1), 2-14.

Kulik, J. A., Kulik, Chen-Lin C., & Cohen, P. A. (1979). A meta-analysis of outcome studies of Keller's Personalized System of Instruction. American Psychologist, 34(4), 307-318.

### **Possible Paper Topics**

What does it mean to be the manager of an educational environment? Describe the difference between the traditional role of the teacher the role prescribed for the teacher by the behavior analytic perspective.

What are the various features of the PSI method?

What are the practical impediments to the PSI method and how do you address those impediments?

How do the outcomes of the PSI method differ from the traditional course, mainly in terms of attitude and performance?

What is the role of the proctor and impact of the proctor in a PSI course?

What factors or ingredients seem to be the most important in terms of producing or leading to whatever beneficial effects are associated with the PSI method? Consider such factors as mastery criterion, feedback, bonus systems, pacing, learning objectives, etc.

What is a technology of education and how does the PSI method fit into it, and what are some other examples of technological systems?

How have computers and other forms of technology been integrated into the PSI method?

### **Other Important Considerations**

1. The Course Manager(s) will be overseeing the day-to-day operations of the course. They are available to assist you with any matters related to the course and they will be keeping me informed of class progress. Feel free to ask them any questions you may have or for any assistance you may need. Also, you can contact Dr. Crowell by phone (277-4774 is the best number) or email at any time.
2. There are three main proctor stations during each class. One is the sign-up desk in 124, one is the help desk in 124, and one is the testing monitor in 125. One member of each three person team should staff each of these stations during each class. Rotating among these stations at least once a shift is a good idea. The person at the help desk has responsibility for answering student questions about the class procedures or content, and helping students to fill out any problem sheets when required.

3. When students ask the testing monitor (the proctor in 125) questions during a test, please advise them to continue the test as best they can. If their question is about a test item and you can resolve it without giving away the answer, then do so as quietly as possible. If they have an issue with a question, you should tell them to complete a problem sheet after they finish the test. This sheet should include the student's name, ID, unit #, form (I or R) and question/issue (the student should try to recall or write down enough of the question so we can locate it). The testing monitor or help desk proctor can assist with the completion of these forms. However, before completing these sheets students should be encouraged to go back to 124 and check in the book/study guide to verify that there is, in fact, an issue. Many times, students misremember what the text has said. Once a problem sheet is completed and verified (the help desk proctor should help with problem verification), please give these sheets to the Course Manager on duty. Dr. Crowell will check out the problem and get back to you and the student about a resolution.
4. PSI students are asked to have their student ID cards with them during class. They should show them at the sign-up desk and have them next to their computers in 125. The proctor stationed in 125 as the testing monitor should perform random checks of ID cards during testing. This involves walking around the room looking at ID picture/name and comparing it against the name at the top of the computer screen. This can be done discreetly once every 20 minutes or so.
5. During class time, please give PSI matters your priority. As you can see from the above list, there is a lot to do on a continuing basis. It is best for you not to be working on papers or materials for other classes while you are staffing the operations center or the computer room, unless there is no PSI work to do. The computers in 125 are to be used for student testing during class, with the exception of sending your messages. If you need to check your email or do other computer work, please come in early or stay past 10:35 if the room is not reserved, unless you have permission from Dr. Crowell or a Course Manager.
6. It is imperative that we keep Rooms 124 (the operations center), 125, and any other class areas as quiet as possible. We have received complaints from students in past semesters concerning noise created by proctors talking to one another. Doubtless, throughout the semester, we will need to remind each other to keep talking low and to a minimum in these areas where students are studying or taking tests.
7. The first proctor to arrive should staff the testing room (125), unless the Course Manager is present. It is more important to have a monitor in this room than in the operations center if people are taking tests. On a short-term basis, it is OK to leave the sign-in clipboard and station number cards on the desk in 124 for students to complete on their own. When the second proctor arrives you can revert to the planned staffing pattern.
8. Please try to eat your breakfast before arriving for your scheduled duties. It is distracting, not to mention messy, to have food in the operations center, the auxiliary waiting areas, or the testing room. We appreciate your cooperation in this matter. We will make an exception in the operations center or the waiting area for coffee or juice.

9. Needless to say, unprofessional behavior is a poor reflection on all of us. Please do your best to avoid anything that is or appears to be unprofessional. Examples would be sleeping while on duty in 124 or 125, loud talking or laughing during class, or non-academic uses of the computers in 125.
10. Issues to remind your students about through personal contacts or messages:
  - We will be recruiting proctors for next semester. Keep your eyes open for anyone who might interested.
  - The advantages of keeping on track with the bonus point schedule.
  - Coming in early to avoid the waiting time. Students should be encouraged to use 8:30-9:30 AM period.
  - When a student is behind or has not started, ask what s/he is waiting for?
11. Please check your email on a regular basis for important notices, updates about course procedures, and other information. Remind your students to do likewise.