

Interteaching in 60 minutes or less:

*Why it empowers students
and how to implement it*

Sue Frantz



Garth Neufeld



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The Next 55 Minutes

1. The Problems
2. An Overview of Interteaching
3. Rationale for Interteaching
4. Practical Advice

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The Problems

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The Problems

1. We were working harder on our courses than our students appeared to be
2. “The one skill students learn in college that no employer wants is how to take multiple choice tests.”

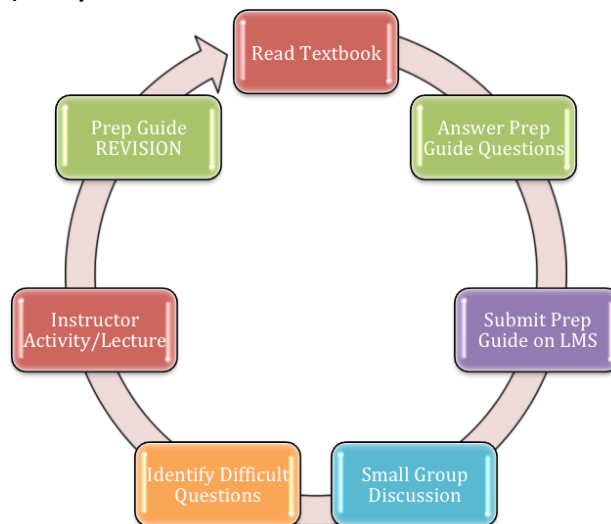
– Eric Landrum, Boise State University

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An Overview of Interteaching

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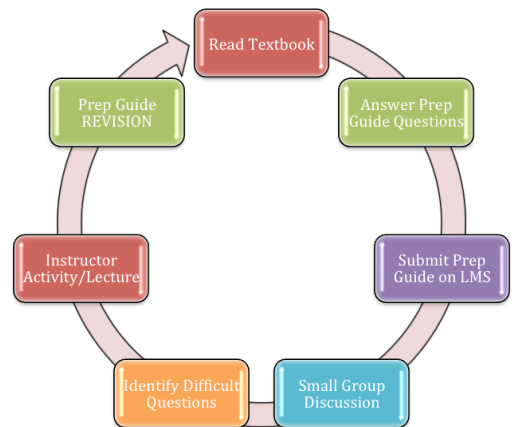
The (Weekly) Cycle



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Considerations

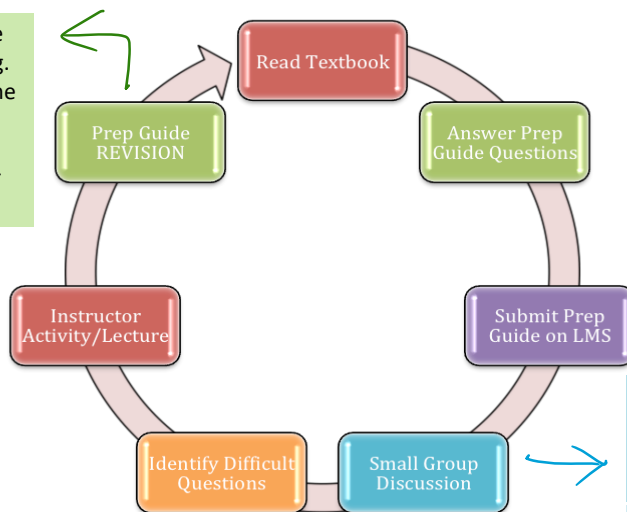
- Start gradually or go all-in
- Score a sample of student work, no need to score all of it
- Adapt for different course modalities



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A Scoring System for Face-to-Face

Two questions are chosen for scoring. These are the same two questions for everyone in the course (20 pts per question)



First draft is scored for effort. Was there an honest attempt to completely answer all of the questions? (20, 15, 10, or 5 pts)

Scored *after* the final revision has been submitted.

Completes an in-class discussion sheet that asks for questions they are still unsure about and responses they're planning on revising (5 pts)

[Sample online discussion instructions](#)

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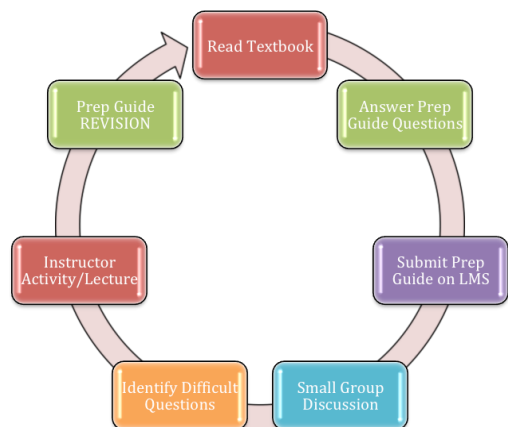
Rationale for Interteaching

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Rationale for Interteaching

Interteaching is a fairly holistic pedagogical model that:

1. Delivers content
2. Develops skills
3. Structures learning
4. Aligns with learning science
5. Empowers students in their learning
6. Turns teachers into skilled learning facilitators
7. Provides more time in face-to-face classes for learning



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(Only) One Piece of Practical Advice:
It's All About The Questions

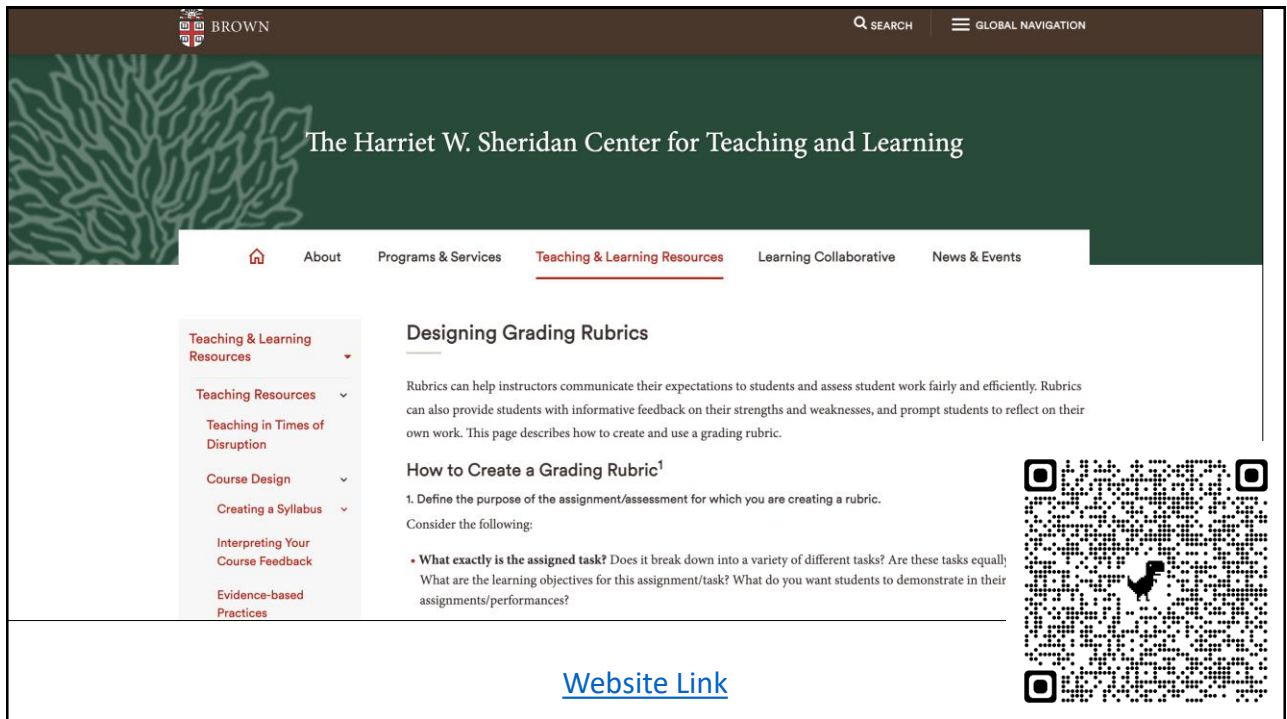
1. Know what you want your students to get from answering the question

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(Only) One Piece of Practical Advice: *It's All About The Questions*

1. Know what you want your students to get from answering the question
2. Know how you're going to score your questions -- or know that the question is not one you will score.

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- Evidence-based Practices

Designing Grading Rubrics

Rubrics can help instructors communicate their expectations to students and assess student work fairly and efficiently. Rubrics can also provide students with informative feedback on their strengths and weaknesses, and prompt students to reflect on their own work. This page describes how to create and use a grading rubric.

How to Create a Grading Rubric¹

1. Define the purpose of the assignment/assessment for which you are creating a rubric.

Consider the following:

- **What exactly is the assigned task?** Does it break down into a variety of different tasks? Are these tasks equally important? What are the learning objectives for this assignment/task? What do you want students to demonstrate in their assignments/performance?

[Website Link](#)



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(Only) One Piece of Practical Advice:
It's All About The Questions

1. Know what you want your students to get from answering the question
2. Know how you're going to score your questions -- or know that the question is not one you will score.
3. Ask questions that are AI-resistant

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(Only) One Piece of Practical Advice:
It's All About The Questions

1. Know what you want your students to get from answering the question
2. Know how you're going to score your questions -- or know that the question is not one you will score.
3. Ask questions that are AI-resistant
4. Use your best lecture examples as the basis for your first questions.

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(Only) One Piece of Practical Advice: *It's All About The Questions*

1. Know what you want your students to get from answering the question
2. Know how you're going to score your questions -- or know that the question is not one you will score.
3. Ask questions that are AI-resistant
4. Use your best lecture examples as the basis for your first questions.
5. As you encounter articles that may make for good questions, save them in a folder, in a pdf manager (Zotero), in a task manager (Trello), in a news feed reader (Inoreader). Print even.

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Sample question for Intro Psych

[Visit The Schizophrenia Oral History Project](#), where people with schizophrenia have shared their stories. Choose a person to learn more about.

- a. Paste a link to the person's bio.
- b. What is the person's name and what do they do in life?
- c. Describe their milestone events, such as their first memory of symptoms, their first diagnosis.
- d. What's it like for them to live with mental illness?
- e. From your textbook's Table 13.3, identify the symptoms the person describes. Give examples.
- f. What reactions did you have as you read their story?

Goals: 1) become aware of the Schizophrenia Oral History Project, and 2) hear the stories of people who are living with schizophrenia

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Sample question for Intro Psych

Your friend Leslie emails you. She is worried about her brother. He's depressed, and she doesn't know what to do. The article "[What to Do When a Loved One Is Severely Depressed](#)" offers seven major suggestions. Send Leslie 7 texts, where each text features a different suggestion. (Identify each of the 7 suggestions you make in parentheses next to its text.)

Goals: 1) ensure students have a resource for what to do when a loved one is severely depressed, and 2) gain some practice in generating their own supportive words

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Sample question for Intro Psych

[Visit the November 14, 2009 Lio comic strip.](#) Lio has ripped open a bag of Monsta Treats, a behavior Lio has clearly engaged in before, which has resulted in the monster drooling on him.

- a. In this cartoon, identify the unconditioned stimulus, unconditioned response, conditioned stimulus, and conditioned response.
- b. Use this example to explain generalization and discrimination.
- c. What would need to happen in order to bring about extinction? What would spontaneous recovery look like in this example?

Goal: Take the concepts learned about classical conditioning and apply them in a novel situation.

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Sample question for Intro Psych

Briefly describe each of the three study strategies listed in your textbook (elaboration, retrieval practice, and spaced practice). Describe how you could use each strategy to remember what Mamie and Kenneth Clark, Lillian Gilbreth, or William Marston were most well-known for. Be specific in your description.

Goals: 1) understand how each study strategy works, and 2) become familiar with these researchers whose work had an impact on our world

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Sample question for Biopsych

Six months ago, a friend of yours was rear-ended on the freeway. While her husband (who was also in the car) had no effects from the accident, she is still experiencing concussion symptoms. Citing the textbook and a reliable outside source as evidence, do the following:

- **Hypothesize what is happening at a macro brain level (i.e., parts).**
- **Hypothesize what is happening at a micro brain level (i.e., neural).**
- **Propose one evolutionary and one “individual differences” explanation for why she is experiencing symptoms but he is not.**

Goals: 1) understand real world application of biopsychology 2) think critically about the psychological theme of individual differences. 3) integrate outside source in support of answer

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Sample question for Research Methods

You are a part of a research team that has been hired to help a government organization create the most effective curriculum for teaching teenagers to perform CPR. The classic way this has been done is through an engaging video series as part of a four-hour half-day event, where participants learn about CPR but never perform it. They would like to know if a new “hands-on” multi-day workshop with four one-hour sessions would result in better learning, which they are defining as “properly performing CPR”, or whether their existing video series will do the job. **Design an experiment to test IV1 - *program type*, and IV2 – *program frequency*. Explain your rationale for using either a within-group or between-group design.**

Goals: 1) design a 2 x 2 experiment, 2) identify and operationalize DV and IV 3) understand the real world application of research methods

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AI: The Elephant in the Room

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Dealing with the Elephant: Try to Thwart It

Ask for specific information and quotes from the textbook or other assigned reading.

Briefly describe each of the **three study strategies listed in your textbook**; **provide one-sentence summary quotes from your textbook** for each strategy. Describe how you could use each strategy to remember what **each of the three researchers listed in the section of your textbook titled “A Few Notable Scientists from Psychology’s History;”** **provide one-sentence quotes** from your textbook of what you want to remember with each study strategy. Be specific in your description.

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Dealing with the Elephant: Look for It

Tell students you will be using GPTZero to evaluate their work. They are encouraged to do the same.

Example:

Work that GPTZero deems a better than 40% chance of being written by AI will receive a deduction of one letter grade and the assignment will need to be revised.

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Dealing with the Elephant: Use It

Ask students to use ChatGPT to write a response to a question, and then the students' task is to critique ChatGPT.

- What did ChatGPT get right?
- What did it get wrong? Explain.
- For each bit of wrong information, rewrite it so that the information is correct.

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Student Workload: Sample Syllabus Statement

How much time should we set aside to work on this course?

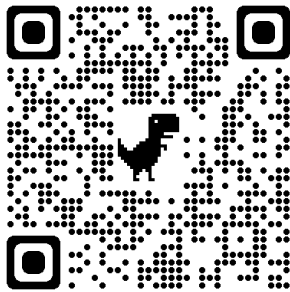
For every credit a course is worth, federal law requires a student to spend 3 hours each week working on the course. For a 3-credit course, that would be 9 hours, including time in class.

Since we're in class 2.5 hours each week, plan on spending 6.5 hours outside of class working on your assignments.

Five 3-credit classes are considered full-time. Since each 3-credit class requires 9 hours of time each week, 5 classes times 9 hours each equals 45 hours per week.

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Student Workload: Wake Forest Estimator 2.0



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Resources / Syllabus Tools / Workload Estimator 2.0

Workload Estimator 2.0

Enhanced Course Workload Estimator

Research & Design: Betsy Barre | Allen Brown | Justin Esarey
[Click Here for Estimation Details](#)

COURSE INFO	WRITING ASSIGNMENTS	DISCUSSION POSTS	OTHER ASSIGNMENTS
Class Duration (Weeks): 15	Pages Per Semester: 0	Posts per Week: 0	# Per Semester: 0

cat.wfu.edu/resources/tools/estimator2

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Psych 100

Weekly work plan

Sunday

- ☐ Submit first draft for this week's write-to-learn assignment
- ☐ Submit final revision for last week's write-to-learn assignment
- ☐ Submit initial discussion post (30 minutes)
- ☐ Submit reflections assignment (once these start to be due)(15 minutes)

Monday

- ☐ Work on first draft for next week's write-to-learn assignment (2 hours)

Tuesday

- ☐ Submit two discussion responses (15 minutes)
- ☐ Work on first draft for next week's write-to-learn assignment (2 hours)

[Quarterly Online Infographic](#)

Wednesday

- ☐ Read through discussion feedback for the questions (15 minutes)
- ☐ Work on revising this week's questions (minutes)
- ☐ Work on next week's first draft (45 minutes)

Thursday

- ☐ Ask instructor questions for anything in revision not clear (15 minutes)
- ☐ Finish revising this week's write-to-learn assignment (30 minutes)
- ☐ Work on first draft for next week's write-to-learn assignment (2 hours)

Friday

- ☐ Finish first draft for next week's write-to-learn assignment (2 hours)

[Semester Face to Face Infographic](#)

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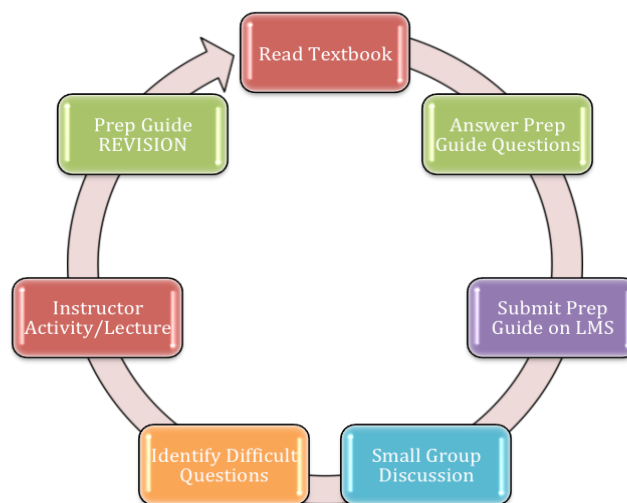
Student Workload

Enhanced Course Workload Estimator
Research & Design: Betsy Barre | Allen Brown | Justin Esarey
[Click Here for Estimation Details](#)

COURSE INFO	READING ASSIGNMENTS	WRITING ASSIGNMENTS	DISCUSSION POSTS	OTHER ASSIGNMENTS
Class Duration (Weeks): 16	Pages Per Week: 30	Pages Per Semester: 36	Posts per Week: 0	# Per Semester: 9
Page Density: 450 Words	Page Density: 500 Words	Page Density: 500 Words	Format: Text	Hours Per Assignment: 0 to 50
Difficulty: Many New Concepts	Genre: Argument	Genre: Argument	Avg. Length (Words): 0	☒ Independent
Purpose: Understand	Drafting: Minimal Drafting	Drafting: Minimal Drafting	Estimated Hours: 0 hours / week	
Estimated Reading Rate: 17 pages per hour	Estimated Writing Rate: 4 hours per page	Estimated Writing Rate: 4 hours per page	☐ manually adjust	
☒ manually adjust	☒ manually adjust	☒ manually adjust		
Pages Read Per Hour: 20	Hours Per Written Page: 2	Hours Per Written Page: 2		
			EXAMS	CLASS MEETINGS
			Exams Per Semester: 0	Live Meetings Per Week: 2
			Study Hours Per Exam: 5	Meeting Length (Hours): 1.25
			☐ Take-Home Exams	
				WORKLOAD ESTIMATES
				Total: 9.06 hrs/wk
				Independent: 6.56 hrs/wk
				Contact: 2.5 hrs/wk

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Questions, Concerns, or Outright Fears?



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Resources and Rationale for Interteaching

Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day* (1. ed). ASCD

Boyce, T. E., & Hineline, P. N. (2002). Interteaching: A strategy for enhancing the user-friendliness of behavioral arrangements in the college classroom. *The Behavior Analyst*, 25(2), 215–226. <https://doi.org/10.1007/BF03392059>

Craik, F. I. M., & Tulving, E. (1975). Depth of processing and the retention of words in episodic memory. *Journal of Experimental Psychology: General*, 104(3), 268–294. <https://doi.org/10.1037/0096-3445.104.3.268>

Crouch, C. H., & Mazur, E. (2001). Peer instruction: Ten years of experience and results. *American Journal of Physics*, 69(9), 970–977. <https://doi.org/10.1119/1.1374249>

Eddy, S. L., & Hogan, K. A. (2014). Getting under the hood: How and for whom does increasing course structure work? *CBE—Life Sciences Education*, 13(3), 453–468. <https://doi.org/10.1187/cbe.14-03-0050>

Frantz, S. (2015). [Shifting responsibility](#). *APA Psychology Teacher Network*, 25, 1, 9-10.

Saville, B. K., Zinn, T. E., Neef, N. A., Norman, R. V., & Ferreri, S. J. (2006). A comparison of interteaching and lecture in the college classroom. *Journal of Applied Behavior Analysis*, 39(1), 49–61. <https://doi.org/10.1901/jaba.2006.42-05>

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Additional Resources for Today's Talk

PsychSessions Podcast

www.psychsessions.org

The screenshot displays the PsychSessions Podcast website with three episode cards. The top card is for 'GST011: Garth and Sue Talk... Interteaching' with a play button and a 30-minute duration. The middle card is for 'SoTL003: Interteaching in an Asynchronous Online Format with Catherine Gayman' with a play button and a 30-minute duration. The bottom card is for 'E034: Bryan Saville: Passion Researcher, Inspired by Music and to Coach' with a play button and a 30-minute duration.

Macmillan Blog

www.community.macmillanlearning.com

The screenshot displays the Macmillan Blog website with three blog posts. The top post is titled 'How much work is in your course?' by Sue Frantz. The middle post is titled 'Interteaching: Shifting Responsibility for Learning from Instructor to Student' by Sue Frantz. The bottom post is titled 'Course Workload Estimator: A beginning of the course assignment' by Sue Frantz.

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Thank you!

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The PsychSessions Podcast

Teaching Intro Psych, Northwest



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Technology for Academics: SueFrantz.com

Teaching of Psych blog: bit.ly/psychteachingblog