Join us this summer in the Nation’s Capital for the 113th Annual Meeting of the American Psychological Association. Teachers of psychology attending the convention will have an opportunity to choose from a multitude of symposia, paper and poster sessions, invited addresses, exhibits, and more! Most importantly, renowned speakers will present cutting-edge research and unique perspectives on psychology teaching, research, and practice.

Prominent among the offerings for psychology teachers are programs being sponsored by the APA Teachers of Psychology in Secondary Schools (TOPSS), Psychology Teachers at Community Colleges (PT@CC), the Society for the Teaching of Psychology (Division 2), Psi Chi, and Psi Beta. TOPSS is sponsoring a preconvention workshop on August 17 and a series of invited addresses on developmental psychology. PT@CC will showcase programs on innovative teaching techniques, ethical decision making, and resources for teaching. This issue provides details on these programs and information about sessions sponsored by the national honor societies in psychology.

For the 26th year, the G. Stanley Hall Lecture Series will feature distinguished scholars sharing insights about cutting-edge research that can enhance the teaching of introductory psychology. The Society for the Teaching of Psychology is sponsoring an exciting convention program. Selected highlights are included in this issue. A comprehensive list of convention sessions appears on the Web at http://teachpsych.lemoyne.edu/teachpsych/div/divindex.html.

Register now for the APA convention to take advantage of advance registration rates. To register online or to download a printable copy of the registration form, please go the APA Web site at http://www.apa.org/convention. PTN
TOPSS Speakers Bureau Is Recruiting Psychologists

The APA Teachers of Psychology in Secondary Schools (TOPSS) is looking for a few good psychologists! TOPSS is starting a speakers bureau of psychologists who are interested in visiting local high school psychology classrooms to speak with students about their careers and experiences in psychology. Many high schools have psychology clubs, and teachers could tap into the TOPSS Speakers Bureau to find local psychologists to speak at club events. This is a wonderful way for students to learn about psychology, and psychologists would have the satisfaction of sharing their experiences with eager students.

The TOPSS Speakers Bureau will also be available for community colleges and 4-year colleges and universities, so participants should be willing to speak with any level of students.

If you are interested in participating in the TOPSS Speakers Bureau, please contact Emily Leary at eleary@apa.org or 202-572-3013. Please include your location and area of expertise or experience.

Reminder

Nomination deadline for the TOPSS and PT@CC 2005 elections is June 1, 2005.
The 2005 APA Annual Convention G. Stanley Hall lectures share basic research that can help faculty introduce innovative ideas into their classrooms. This year’s speakers will explore the paradoxes of choice, the utility of positive emotions, comparative psychology and the human mind, and seeking teaching excellence in our discipline. Plan to attend these exhilarating sessions in Washington, DC.

This year marks the beginning of the second quarter century for an annual event at the APA convention. This is the 26th year that APA’s Education Directorate, the Society for the Teaching of Psychology (Division 2), and the Council of Teachers for Undergraduate Psychology (CTUP) have sponsored the G. Stanley Hall Lecture series. Four psychologists with cutting-edge research will discuss how the science underlying their work can enhance thinking, learning, and discussion in the classroom.

This speaker series, which honors APA’s first president, Granville Stanley Hall (1844–1924), is designed to improve the teaching of introductory psychology. A Division 2 committee selects speakers and organizes the program every year. Always popular, these annual lectures ensure that attendees can take away insights into behavior that can inform their teaching.

Barry Schwartz, PhD
Swarthmore College

Is more really more? Is having a greater number of choices necessarily beneficial to us? Commonsense says yes—after all, variety is the spice of life—but Barry Schwartz’s intriguing research suggests that more may be less. Schwartz points to empirical evidence for the “paradox of choice,” where a greater number of available choices leads to lower satisfaction and less well-being. Ironically, too many choices promote paralysis rather than optimal decision making. Schwartz will explain the cognitive and affective pitfalls of too much choice, highlighting the implications of this research for public policy.

Dr. Schwartz is the Dorwin Cartwright Professor of Psychology at Swarthmore College.

What’s Human About the Human Mind?
Daniel J. Povinelli, PhD
University of Louisiana, Lafayette

Comparative psychology explores the psychological similarities and differences that exist between different species. What do any observed differences mean? How do animal minds differ from the human mind? Daniel Povinelli will review the history of comparative psychology, noting particular pitfalls along the way, including the past but presumed intellectual supremacy of the human mind and the difficulties in reconciling species placement on the evolutionary ladder (Where are apes and chimpanzees placed relative to people?). Povinelli will describe an ideal comparative science of animal minds, one appreciating the diversity among species, thereby viewing Homo sapiens as one species possessing a unique set of cognitive abilities that demand serious, sustained examination.

Dr. Povinelli is the Director of the Cognitive Evolution Center at the University of Louisiana, Lafayette.

Pathways to Excellence in the Teaching of Psychology
William Buskist, PhD
Auburn University

Buskist’s talk is the series’ Harry Kirke Wolfe Lecture, which honors a pioneering American psychologist who cared deeply about students, teaching, and learning in psychology.

What is teaching excellence in psychology? What qualities characterize an excellent teacher in the discipline? Buskist, an award-winning teacher and scholar of teaching, will examine the different paths teachers take to demonstrate excellence in the classroom. Some teachers try to hone their teaching effectiveness to negative emotions, which evolved from behavioral responses for self-preservation (e.g., flight, fight), her theory claims that positive emotions expand our temporary thought-action sequences (e.g., exploration, play). Across time, our positive emotions create adaptive, personal psychological resources—resources that helped to ensure our ancestors’ survival. Fredrickson will share up-to-date findings supporting the broaden-and-build theory while focusing on its relation to psychological well-being.

Dr. Fredrickson is Associate Professor of Psychology at the University of Michigan, Ann Arbor.

What Good Are Positive Emotions?
Barbara L. Fredrickson, PhD
University of Michigan

Positive psychology, which focuses on people’s strengths and those qualities that enhance life, has consequences for emotions. Barbara Fredrickson, a pioneer in positive psychology, developed the broaden-and-build theory of positive emotions. In contrast to negative emotions, which evolved from behavioral responses for self-preservation (e.g., flight, fight), her theory claims that positive emotions expand our temporary thought-action sequences (e.g., exploration, play). Across time, our positive emotions create adaptive, personal psychological resources—resources that helped to ensure our ancestors’ survival. Fredrickson will share up-to-date findings supporting the broaden-and-build theory while focusing on its relation to psychological well-being.

Dr. Fredrickson is Associate Professor of Psychology at the University of Michigan, Ann Arbor.
in the classroom, for example, while others try to contribute to teaching efforts beyond this traditional venue. Buskist believes that teaching mastery occurs when teachers work to attain a level of expertise in what they do. He will describe what activities constitute excellence in the teaching of psychology and explain how it is achieved.

Dr. Buskist is the Alumni and Distinguished Professor of the Teaching of Psychology at Auburn University.

Dana S. Dunn is Professor of Psychology at Moravian College and chair of the 2005 G. Stanley Hall Selection Committee. The members of the 2005 committee were: Theodore N. Bosack (Providence College), Ann Lynn (Ithaca College), and Kenneth Weaver (Emporia State University).

Adapted with permission from the APA Monitor on Psychology.

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Best Practices in Teaching Psychology Conference

Engaging Minds: Best Practices in Teaching Critical Thinking Across the Psychology Curriculum

September 30–October 1, 2005
Atlanta, GA

The Society for the Teaching of Psychology (STP), the National Institute on the Teaching of Psychology (NITOP), and the Kennesaw State University Center for Excellence in Teaching and Learning (CETL) are excited to announce the fourth conference in the popular “Best Practices in Teaching Psychology” series. Following the successful Assessment (2002), Teaching Introductory Psychology (2003), and Teaching Statistics and Research Methods (2004) conferences, the 2005 conference will focus on innovative and effective strategies and techniques for teaching critical thinking across the psychology curriculum. The 2-day conference will be held at the Crowne Plaza Atlanta–Perimeter NW Hotel. Modeled after the format of the previous conferences, the meeting will include keynote speakers, concurrent symposia and workshops, and poster sessions. Our target audience includes teachers from high school, 2-year, 4-year college/university, and graduate school settings.

For information on the conference, including the call for proposals, please visit the conference Web site at http://www.kennesaw.edu/cetl/criticalthinking/ccindex.htm.

If you have questions about the conference, please contact Bill Hill at bhill@kennesaw.edu.
Research Ethics Guidelines for Faculty

Annette Kujawski Taylor, PhD

University of San Diego

Responsible conduct of research is an issue that spans the educational continuum. The real challenge is to conduct research in accordance with regulations set forth by Institutional Review Boards (IRBs). My qualifications for providing some guidance in this area include serving on an IRB, chairing the committee, and revising the policies and procedures manual for the IRB. Additionally, I was a participant at the national workshop sponsored by Office for Human Research Protections (OHRP) and closely examined many policies and procedures for institutions of varying types and sizes. A final introductory comment: this is not meant to be a discussion of IRB horror stories. Many researchers cite harrowing stories, but I would prefer to offer guidance and advice based on my experiences and on a careful reading of federal codes. Each institution applies regulations consistent with campus policy—but it is up to each researcher to know what responsible conduct of research involves. The federal guidelines provide solid guidance—ignorance is neither bliss nor an excuse for operating outside well-reasoned established guidelines. I hope to provide some insights that will make the task easier for many of you and some guidance for those who do not have a formal IRB.

The greatest challenge we faced as an institution began with the definition of research. In fact, in 45 CFR 46, the code for responsible and ethical research involving human subjects (hereafter called “the code”), covers every imaginable type of research involving human participants, from a simple survey of nonsensitive, legal behaviors or attitudes to complicated studies of new drugs or controversial treatment procedures for patients with illnesses known to be terminal. The definition reads:

Research means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and service programs may include research activities. (45 CFR subpart (d))

Most problems arise from the simple phrase, “generalizable knowledge.” If the intent is to disseminate knowledge from the outset, then there is an intent to create generalizable knowledge. Sometimes there is no intent to disseminate the knowledge gained from a study, such as in a pilot study or replication for demonstration to satisfy a class requirement by students. Other factors can affect the ethical procedures of a study, most notably the anticipated participant group. To clarify this, it is probably good to take a look at levels of review. This secondary discussion might help to shed some light on these gray areas of the definition of research.

Research can be reviewed at any one of three levels, referred to both in the federal code and in the everyday language of IRBs as “exempt,” “expedited,” or “full.” Exempt review applies to a study that is defined as “research” and involving human participants. There are several standards for what constitutes exempt research and these can be accessed from http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm#46.101b, subparagraph b, items 1-6. However, for most behavioral research, item subpart A(1), paragraph b, item (2) is probably most applicable, and reads,

Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects’ responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects’ financial standing, employability, or reputation.

In other words, if you are using a commonly accepted test, a survey, interview, or observation of public behavior in which no illegal or sensitive behaviors are assessed and you are maintaining anonymity, your work is exempt. A good example might be a questionnaire that people can complete independently and return by mail or in a drop-box location. Another example might be the disguised noninteractive, nonintrusive observation of a natural behavior that involves a simple tally of observations, without any identifiers. An example of such a study is to ride the school tram and observe overall numbers, as well as gender differences in the people who acknowledge the driver with a thank you or a farewell as they exit the tram. In this instance the observers simply made tally marks on a checklist over several times of days, days of the week, and along different routes. Clearly, as this example shows, these might be simpler studies from which larger studies might emerge.

So, now, what does exempt mean? It does NOT mean exempt from doing anything at all! A quick examination of many university policies shows that most explicitly address this by noting that exempt is a shortened form of “exempt from further, or full review.” Exempt studies generally only require an
What if the study involves questions about sensitive or illegal issues (i.e., sexual behaviors or underage drinking); if the study tasks can become tedious and tiring (i.e., responding to targets continuously for an hour’s time span); if, upon consideration of items, participants might become distressed; or if your participants come from the greater community outside of your immediate classroom? Then, expedited review may be appropriate. In terms of ethics, the greatest difference between exempt and expedited review involves a set of related issues: the risk/benefit ratio and the procedures taken to minimize risk. Thus, proposals at this level are generally longer, with a brief overview of the research purpose, a completely detailed procedure section specifically including all tasks the participant will be asked to perform, a specified listing of risks and of benefits, with the resultant risk/benefit ratio (keeping in mind that benefits must always outweigh risks in ethical research), and finally, there must be a risk-management plan. For example, if research involves a lengthy session of constant responses to stimuli, then rest breaks should be built in to allow participants to rest; if participants might become upset by consideration of sensitive issues, then limited counseling services or referrals might be provided. In addition, expedited review and full review require informed consent.

In terms of benefits, a common misconception is the belief that studies must have direct benefits for a participant. An indirect benefit in terms of greater overall knowledge that has the potential to improve the quality of a target population’s quality of life is quite acceptable. There need not be a direct benefit for a study to be ethical.

It is most important to understand that informed consent is a “process”—a set of procedures that actively takes place. Most generally this means that the researcher and the participant interact face to face, and the researcher explains the tasks that will be required or any risks that might be involved, as well as discusses how these risks will be minimized, and what benefits will accrue from the study. At a minimum, this might mean reading aloud the consent form along with the participant, and then asking if the person has any questions, or whether the person completely understands everything that has been read. Informed consent is NOT simply handing the participant a form to be signed. A signed form merely provides written verification that the process has taken place.

Finally, before we leave general guidelines for expedited review, note the difference between anonymity and confidentiality. Anonymity means that no one could ever tell who provided the data: no names, no subject numbers, and only demographic information that is insufficient for narrowing down the sampling frame. An example would be leaving questionnaires in a public place, with a secure collection box nearby. Confidentiality, however, suggests that someone knows who participated but has a procedure to safeguard information from public disclosure. This can be as simple as having research assistants sign participation slips for students who might need extra credit slips, removing all identifying information once the data are entered into a computer database, keeping all documents in a locked cabinet, reporting only aggregate data in analyses, etc.

This brings me to the final category of review—full review. Research requiring full review is generally the most sensitive, and expert feedback can greatly enhance safeguarding the participants as well as the ethics of the study. Certain protected groups automatically require full review. Especially when dealing with high school students, any studies in which the subjects will be under 18 years of age require full review (except in the case of observations in which the primary investigator does not participate in the observations). These studies involve the additional need to collect participant assent, as well as consent of a parent or guardian. For many high school students collecting data from friends and classmates, this is an important issue, and specific guidelines can be accessed at the OHRP Web site.

The most important points to remember are that these are studies with the greatest risk and therefore you must be able to (1) justify the risk in terms of overriding benefits and (2) minimize these risks with risk management procedures. For a study

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area representative and/or IRB administrator or chair to sign off on a brief summary of the proposed research.

TOPSS Hosts Full-Day Preconvention Workshop

August 17, 2005
9:00 a.m.–5:00 p.m.
Washington, DC

APA TOPSS will host a full-day workshop on Wednesday, August 17, 2005, in Washington, DC. The workshop will precede the annual APA convention, being held on August 18–21, 2005. The TOPSS workshop will feature Dr. Eric Chudler of the University of Washington and “Neuroscience for Kids” (http://faculty.washington.edu/chudler/neurok.html), who will be presenting on ways in which teachers can integrate neuroscience into their psychology classrooms. Dr. Chudler will give an interactive overview of neuroscience and provide attendees with activities, experiments, and demonstrations to use in the classroom. Additional sessions will be held on integrating research experiences into the high school psychology classroom and supervising high school students in original research. These sessions will focus on the new TOPSS publication Conducting Psychological Research for Science Fairs: A Teacher’s Guide and Resource Manual. Presenters will be Allyson Weseley, EdD, of Roslyn High School in Roslyn, NY, and Stephen Chew, PhD, of Samford University in Birmingham, AL.

Please visit the TOPSS Web site (http://www.apa.org/ed/topss) for registration forms and additional information. Questions? Contact Emily Leary at eleary@apa.org or (202) 572-3013.
During the summertime, is the living easy where the life of the mind is concerned? Do teachers take a mental break from the rigors of the classroom, choosing instead to convene with family and friends by the pool, the lake, or the ocean? My intuition was that many teachers would use their summer downtime to refresh their minds as well as their bodies. And I figured that for many, their refreshment would take the form of books, those readings deferred over the year because of pedagogical as well as professional commitments.

To find out whether or not I was correct, I unscientifically polled some colleagues about their summer reading, both for pleasure and for the profession. I asked them, as teachers, to recommend great books they had read recently or identify those they planned to put into their beach bags this summer. Not surprisingly, many recommended works on pedagogy and teaching, as well as academic issues. Others suggested topical titles in psychology. Still others offered up novels, biographies, and nonfiction works, many of which possess psychological themes.

I am grateful to these colleagues for sharing their joy of reading with PTN’s readers—their list of recommended readings is below. Consider taking a book or two with you on vacation, or locate a shady spot, grab a cool drink, and settle onto a chaise or into an Adirondack chair for a good long read. Autumn will be here before you know it.

On Pedagogy


Psychology Titles


Novels, Biographies, and Nonfiction


TOPSS Invited Addresses To Highlight Development

The APA Teachers of Psychology in Secondary Schools (TOPSS) is pleased to sponsor 5 hours of programming at the 2005 APA Annual Convention. Four invited addresses will focus on various aspects of development, addressing stereotypes, aging, culture, and heroism. Additionally, Dr. Aaron T. Beck will host a conversation hour with teachers.

Please check the TOPSS Web site at http://www.apa.org/ed/topss/homepage.html to confirm dates, times, and locations for the programs.

Stereotypes and the Fragility of Human Intelligence
Joshua Aronson
New York University

A Conversation With Aaron Beck: Psychology Curriculum for Students?
Aaron T. Beck, MD
University of Pennsylvania

What Is a Hero and How Do You Grow Them?
Frank Farley
Temple University

Choosing the Older Person You Would Like To Be
Toni Antonucci
University of Michigan
and
John Cavanaugh
University of West Florida

Culture, Development, and the Development of Culture
David Matsumoto
San Francisco State University

Research Ethics, continued from page 6

requiring full review, these procedures may need to be more intensive, especially in situations involving peers who are minors. It is important that coercion not become a factor—it can be a double disadvantage because participants may feel obligated to help a friend (unethical coercion), and they might not participate honestly but rather in a socially acceptable way.

This brings us back to the definition of research and generalizable knowledge. Studies that are accomplished completely in the classroom are probably best construed as “demonstrations” unless they are replications of studies which, themselves, originally, were of highly questionable ethics.

Once you move outside of the classroom, either for data collection or for dissemination, then you are doing research. In truth, almost everything a researcher does is for dissemination—after all, that is part of the connotative definition of research. Most researchers agree that research is a public process, intended for public consumption and for testing and retesting by other researchers. Therefore, my advice: Err on the side of believing your work is research and apply the IRB process to your work. With minimal effort you provide a safety net for your participants and for yourself. In addition, it is a great way to teach students to navigate the process. Having an additional person review our ideas can be beneficial in many ways. We are sometimes too close to our own work to see small problems or flaws that might provide even small hazards or risks for participants. By enlisting at least one other individual to read through our proposed work we can improve not only the ethics and research integrity of the work, but potentially increase the overall quality of the work as well.

Research Ethics Resources

45 CFR 46: Code for responsible and ethical research involving human subjects
http://www.hhs.gov/ohrp/bopsp/humansubjects/guidance/45cf46.htm

Definitions
http://www.hhs.gov/ohrp/bopsp/humansubjects/guidance/46.102

Categories of expedited research
http://www.hhs.gov/ohrp/bopsp/humansubjects/guidance/expedited98.htm

Tips on informed consent
http://www.hhs.gov/ohrp/bopsp/humansubjects/guidance/ictips.htm

Informed consent checklist
http://www.hhs.gov/ohrp/bopsp/humansubjects/assurance/consentckls.htm

University of San Diego IRB site
http://www.sandiego.edu/administration/academicaffairs/irb

Protections for Children involved as subjects
http://www.hhs.gov/ohrp/bopsp/humansubjects/guidance/45cf46.htm
#subpartd  PTN
Dear Doctor

Q: What types of careers are available in neuroscience?

A: The field of neuroscience is expanding at an incredible rate. This expansion is accompanied by many career opportunities for people with an understanding of brain research. After the completion of graduate school or medical school, most neuroscientists follow career paths to either academia or medicine. Within colleges and universities, most neuroscientists are expected to teach undergraduate, graduate, and medical students and to continue their research. The proportion of time devoted to teaching and research will vary in different departments within each institution. Most people accept these jobs with the expectation that they will be reviewed for tenure after several years.

Many research neuroscientists may have few or no teaching responsibilities. Instead, they will be hired with the understanding that funding for their research will be obtained through external grant support. For such jobs, the possibility of tenure is not expected. Because salary support is usually requested as part of a grant application, job security for these individuals will be unstable if funding is difficult to obtain. Nevertheless, such positions offer neuroscientists the freedom to pursue research questions that interest them. From investigating the molecular basis of neurological and mental diseases to searching for the neural mechanism of consciousness, neuroscientists are busy in laboratories seeking to understand the mysteries of the brain.

The competition for tenure-track and nontenure-track jobs is intense, with many highly qualified applicants vying for each open position. Technical positions (e.g., laboratory assistants, histologists) within laboratories are usually available at large research institutions.

The medical profession has many opportunities for those interested in the neurosciences. Neurology, neurosurgery, and psychiatry are a few of the medical specialties that focus on the nervous system. These professions offer individuals the chance to work with patients who suffer from neurological and mental disorders. These patients also require caregivers who would benefit from specialized training in the neurosciences. In addition to clinical duties, some physicians maintain laboratories and continue to perform basic neuroscientific research. Salaries and job security for medical professionals are usually better than for academic neuroscientists.

The rapid development of new technologies and drugs to treat disorders of the nervous system has opened the doors to many jobs in the private sector. For example, the pharmaceutical industry spends billions of dollars researching and developing medications to treat people with pain, depression, Alzheimer’s disease, Parkinson’s disease, epilepsy, and other illnesses. Therefore, experts in the fields of neuropharmacology and neurochemistry are needed to lead the effort of this industry’s companies. Engineers and software developers are needed in companies that manufacture equipment and computer programs used in the collection and analysis of brain images (e.g., functional magnetic resonance images) and neurophysiological and neuroanatomical data. An added benefit of this boom in industry is an increase in the number of nonscientific jobs (e.g., advertisers, salespeople) required by companies to promote their products.

It is difficult to pick up a newspaper or magazine without seeing a neuroscience-related article. Popular newsmagazines such as Time and Newsweek have included cover stories about the nervous system over the past few years. The high frequency of these articles in the media reflects the public’s fascination with the brain. This interest has spawned job opportunities in science journalism for those with a neuroscience background. Internet Web sites that provide up-to-date news also require writers who can translate the scientific literature into language that the public can understand.

Those with an interest in neuroscience should not overlook job possibilities in precollege education. Such teachers are essential to help young students understand the nervous system and to motivate the next generation of neuroscientists.

Extra Resources


Another day, another neuron. Available online at: http://faculty.washington.edu/chudler/csem.html

Becoming a scientist. Available online at: http://www.bhmi.org/becoming

Association of Neuroscience Departments and Programs is available online at: http://andp.physlog.uiowa.edu/programs/programs.htm

Q: Is it important for high school or undergraduate students to have research experience if they want to pursue a career in neuroscience?

A: Laboratory experience is the best way to find out if a career in neuroscience research is appropriate for a high school or undergraduate student. Working in a laboratory allows students to test the waters of research and gain valuable on-the-job experience. It is important that students take active roles in research rather than becoming dishwashers and cage cleaners. Although most high school and undergraduate students must work in labs as volunteers (and they should expect to clean some dishes and cages), they should gain valuable contacts if they decide to continue their education in graduate or medical school. Laboratory directors can advise students about suitable departments and


For their book recommendations, I am grateful to Drew Appleby, Barney Beins, Ted Bosack, Charles Brewer, Bill Buskist, David Daniel, Pete Giordano, Rich Griggs, Jeffrey Haugaard, Kristen Klaaren, Jim Korn, Dave Myers, and C. R. Snyder. PTN

**Extra Resources**

American Academy of Neuroscience Awards is online at: 

Society for Neuroscience Committee on Neuroscience Literacy is online at: [http://web.sfn.org/content/Programs/NeuroscienceLiteracy/index.html](http://web.sfn.org/content/Programs/NeuroscienceLiteracy/index.html)

This answer was provided Eric H. Chudler, PhD, of the University of Washington. Dr. Chudler is a research associate professor in the Department of Anesthesiology and maintains the Neuroscience for Kids Web site ([http://faculty.washington.edu/chudler/neurok.html](http://faculty.washington.edu/chudler/neurok.html)).

Questions submitted to this column by teachers and students will be answered by experts in the field of psychology. Please send your questions to: Dear Doctor/PTN, Education Directorate, 750 First Street, NE, Washington, DC 20002-4242. PTN

**Save these dates**

**Advanced Placement National Conference**

*July 14-18, 2005*

Houston, TX

**New England Psychological Association/Northeast Conference for Teachers of Psychology**

*October 14-15, 2005*

New Haven, CT

**TOPSS Workshop on October 14!**

**California Workshop for High School Teachers**

*October 2005 (Exact date TBD)*

San Francisco, CA

**National Council for the Social Studies**

*November 17-20, 2005*

Kansas City, MO

Visit the TOPSS website at [http://www.apa.org/ed/topss/homepage.html](http://www.apa.org/ed/topss/homepage.html) for more information about these conferences.
How We Will Spend Our Summer Vacations

Being a Teacher and a Student
Amy C. Fineburg, TOPSS Chair
Spain Park High School, Hoover, AL

I usually cringe when I hear my nonteaching friends and loved ones ask what I’m going to do during my summer “vacation.” I mean really, does any teacher worth his or her salt really take an extended 3-month break? Having the summer off does give me more freedom to spend lots of quality time with my 4-year-old son, Micah. This summer, he will be taking swimming lessons (something I wish I knew how to do better myself!) and perhaps some pony-riding lessons at the local scout campground. I can take him to the zoo, the local science museum, and the movies without worrying about using up my sick days or preparing sub plans. I do love that about summer.

But the bulk of my summer will be spent being a teacher and a student myself. My summer starts off with the annual AP Reading in Daytona, where about 250 of my closest friends and I get together to do something we usually hate to do: grade papers! The AP Reading is actually the most fun a teacher can have. Sure, we grade LOTS of essays written by the best and brightest students in the nation, but we also enjoy the company of other psychology teachers and professors who share the love of the subject and of teaching. It’s great to be around people who get your offbeat psychology jokes! APA supports a teaching night during the AP Reading, a great time to meet with fellow psychology teachers and participate in teaching demonstrations that can be taken back to the classroom. When I arrive home from Daytona (and take a day or two to catch up on sleep!), I will continue my work toward a PhD in educational psychology from the University of Alabama. Mostly, summer courses are independent study, so I’ll spend most of my time in the library and online researching concepts related to my dissertation topic.

In between meetings with my professors and library visits, I’ll be attending some professional development workshops required by my district and working in my classroom. Unfortunately, I am not the most organized teacher in my building (or likely, in the nation!), so I have a lot of filing and planning to do for next year. Because we are getting new textbooks next year, I’ll need to revise my quizzes and tests to reflect what my students will be reading. I also have some students who are very interested in doing their own research, so I’ll be meeting with them periodically to discuss their ideas and how to implement them.

Summer is rarely a vacation for me in the traditional sense. But it is a time when I can rejuvenate and refresh for the new crop of students who will come to me in the fall. Being a teacher is the world’s greatest profession, and I appreciate the time the summer gives me to hone my skills as a professional. PTN

Presenting at the APA/Clark University Workshop for High School Teachers
Debra Park, Past TOPSS Chair
West Deptford High School, Westville, NJ

This summer I hope to spend time enjoying my pool, deck, and new puppy Scully, who I am sure will be terrorizing her “sister” Foxy and “cousin” Vader. In June I will spend a weekend at Clark University (Worcester, MA) presenting with Rob McEntarffer and Clark University psychology professors at the APA/Clark University Workshop for High School Teachers. This workshop has been generously funded by the American Psychological Foundation (APF) Lee Gurel Fund. This 3-day workshop will feature sessions on clinical and developmental psychology and the history of psychology. Other sessions will highlight involving high school students in research. Rob and I plan on doing an activity-sharing session with participants. One highlight of the workshop will be a Friday evening reception in the Clark archives, where participants will see original letters by Sigmund Freud and other original documents. In July, I will be teaching at Rutgers University, my fifth year with preservice teachers in the Teacher Preparation Program. I will attend the APA Convention in August in Washington, DC, enjoying all the outstanding TOPSS invited speakers and the TOPSS pre-convention workshop.

And FINALLY, the last week of August, I will be in Disneyworld on a vacation with my family, hopefully taking in the sun and relaxing a bit! PTN
ACTIVITY: Defining Adolescence: A Classroom Activity

Judith R. Levine, PhD
Farmingdale State University

Concept

Compared with earlier stages of the life cycle (i.e., infancy, early childhood, middle childhood), which are usually defined in strictly chronological terms, setting the parameters for the stage of adolescence is not a straightforward task. Although we often think of adolescence as synonymous with the teen years, young people’s variability in abilities and experience as they grow up makes an age-based definition too unreliable.

The biological experience of puberty has been used to mark the beginning of adolescence, but this approach also suffers from the fact that the age of occurrence can vary widely from individual to individual. Moreover, there is not a comparable biological experience that signals the end of adolescence. Other approaches to defining adolescence that have been proposed include grade status, rites of passage, life challenges and role transitions, social and emotional changes, and cognitive changes and moral development (Jaffe, 1998). Each of these approaches, however, has its own shortcomings.

The purpose of this activity is twofold. First, it should make students aware of the difficulties and complexities in defining adolescence. Second, it will familiarize students, in a personal way, with a variety of definitions of adolescence as well as the shortcomings of each.

Materials

One large index card for each student

Procedures

Advise students that they will be responding to questions and that their responses will be shared with the class. Students should write their answers to the following questions on their index cards:

- Do you currently consider yourself to be a child, adolescent, or adult?
- Why?
- When did you enter this stage?
- When will you move into the next stage?
- How old are you?

After all students have finished, collect the cards and redistribute them at random. Give the students a few minutes to read their new cards, then have each student report on the (1) current age and (2) stage that is written on their card. Record this information in a table on the board. In a college class it is likely that the majority of the students will consider themselves adults, several will consider themselves adolescents, and few or none will consider themselves children. However, the information recorded in the table will suggest that age is unrelated to a person’s judgment regarding his or her own stage of development.

Next, divide the class into groups of four or five. Students take turns reading aloud the responses on their index cards, paying particular note to the reasons that are given for a person’s current and future stage of development. When all groups have completed this task, each group reports its findings to the entire class, while the instructor records the information on the board. The students’ responses should reflect the definitions of adolescence mentioned earlier, and you can guide students in matching these responses to the formal definitions. Discussion of the responses should focus on the pros and cons of each.

Discussion

I have used this activity with great success each time I have taught the adolescent development course. (It would work equally well in a developmental psychology course and when covering development in an introductory psychology course.) The small-group organization emphasizes student interaction and gives students an opportunity to begin to get to know each other—highly desirable attributes for the first meeting of the semester. My students have always been fully engaged in the activity, and their responses have generated lively discussions of what they and others mean by adolescence. By the end of the session, the goals for the lesson have been accomplished.

Reference

How can we psychology faculty make our courses more international today? Fortunately, we now have more electronic and other resources to do this. This article briefly reviews the challenge of internationalizing our curriculum and current resources for faculty.

A Challenge for Teachers
Is psychology international? Absolutely. From its very origins in Germany in 1879, our modern “science of behavior and mental processes” has grown rapidly around the world, now even more so in Europe and other nations—making psychology more international than ever before. In fact, the long-time CEO of the APA, Raymond Fowler, warns our students that “new psychologists who do not have the benefit of a sophisticated orientation to international issues will be severely handicapped in their career options” (Fowler, 2000, p. 12).

Yet teachers might well consider these two facts: In 2002, a content analysis of 50,000 entries in the U.S.-based PsycLIT found that 22,000 of these (or 45%) were by non-U.S. authors, and this “has steadily increased over time” (Adair, Coelho, & Luna, 2002, p. 168). Meanwhile, a sedulous content analysis of 30 major U.S. textbooks by Linda Woolf’s team at Webster University found the percentage of non-U.S. citations varies from 0.2% (Wortman) up to 4.6% (Weston) (Woolf, Hulsizer, & McCarthy, 2002b). Could this gap be more stark?

How can psychology teachers make our courses more international today? There are at least four ways that we have been diversifying our curriculum—multiculturally, cross-culturally, culturally, and internationally (Takooshian & Velayo, 2004). A few events stand out in the history of efforts to internationalize the psychology curriculum: In the 1960s, James O. Whittaker of Penn State University published more than 100,000 Spanish-language introductory textbooks, widely known across the nations of Latin America (Whittaker, 1984). In 1992, the first truly cross-cultural U.S. introductory textbook, by LaRue Allen and John Santrock, was published, following publisher Brown & Benchmark’s series of focus groups at the 1989 APA meeting in New Orleans, which segued into a Human Diversity Advisory Group of more than 100 teachers. In 2004, a book titled Psychology: An International Perspective, by Michael W. Eysenck, debuted. It is a monumental 984-page tome saturated with concepts, research, and photos from across the globe.

Current Resources for Teachers
Those teachers who seek international information to enrich their current courses or create new ones can consider these 10 easy resources currently available.

1. Nine volumes: There is a distinguished series of nine international volumes which describe psychology across nations, beginning with Sexton & Misiaik’s 1976 volume on International Psychology. Two recent resources warrant special mention—the fact-saturated IUPsyS Global Resources 2001 CD-ROM introduced by Bruce and Judith Overmier, with a profile of each nation’s publications, programs, people; and the momentous new Handbook of International Psychology, edited by Michael Stevens and Danny Wedding (2004), with 27 chapters profiling different nations.

2. OTRP: The Division 2 Web site offers invaluable activities and teaching materials prepared by veterans G. William Hill (1998a, b) and Linda Woolf (2002a, b).

3. APA-OIA: The Web site of the APA Office of International Affairs also offers a wealth of up-to-date material on global organizations, programs, resources, and people.

4. APA-52: The new APA International Division Web site launched in 2004 (by Richard Velayo and Giuseppe Sottile), www.internationalpsychology.net, offers new teaching resources and cutting-edge information, including psyChat translation software.

5. PsycLIT: Those who use PsycLIT can specify in the search fields LA (a language) or PL (population location) to find research on specific groups. For example, entering “Poland” in PL will find 1,462 entries from Poland, while entering “Polish” in LA will find 3,517 entries appearing in that language.


8. Internet: The rising use of Blackboard and other Internet technologies is opening new avenues for international materials (Velayo, 2004). Such innovations are often described in the International Psychology Reporter, the publication of APA Division 52. For example, Rosina Chia and E. Poe (2004) described their recent use of an Internet-based Tandberg 880 synchronous video projector to hold a class between Soochow University in China and East Carolina State University in the USA.

9. New course: Until recently, a full-fledged course in international psychology did not exist at any U.S. university, but now a few brave souls have started developing model syllabi for such courses.
a course—including Anthony Marsella at the University of Hawaii, Michael J. Stevens at Illinois State University, and Gloria Grunwald at Webster University.

10. Exercises: Some books offer classroom exercises on how to apply cross-cultural materials, such as Teaching for Diversity (Border and Chism, 1992).

References

Resources for Teaching About Development

Centers for Disease Control: The growth charts on this site provide national reference points for normal development. The site also provides free PowerPoint demonstrations. See http://www.cdc.gov/growthcharts.

U.S. National Library of Medicine and National Institutes of Health: This Web site offers current information about the newest trends in child development. The site offers students empirically based information that may serve as a catalyst for researching additional information on a topic of interest. See http://www.nlm.nih.gov/medlineplus/childdevelopment.html.

National Institute on Aging: This provides useful information about the latest advances in the study of aging. The site features an emphasis on Alzheimer's disease. This site also provides links to a variety of online resources. See http://www.nia.nih.gov.

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Publisher: Basic Books
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Price: $26 (hardcover)
Reviewed by Alan Feldman
Perth Amboy High School, Perth Amboy, NJ

Descartes’ Baby: How the Science of Child Development Explains What Makes Us Human was recently released (2004) and will soon be available in paperback. Bloom is a renowned linguist at Yale and the author of How Children Learn the Meaning of Words, which received the Eleanor Maccoby Award given by the American Psychological Association for the best book in developmental psychology.

The distinct premise of this book is that humans are innately born as dualists. In other words, we tend to categorize the world into two realms: one consisting of objects with mental capacities and intentions, and the other consisting of material objects that are ruled by physical laws. Bloom presents a large body of research to indicate that babies respond differently to inanimate objects as compared to animate intentional beings. For example, if an object stops moving, a baby soon ignores it; whereas, if a person becomes motionless (the still frame technique), the baby becomes agitated and upset. Bloom offers additional support for the duality thesis by noting that babies also display special behaviors relative to human faces. In support of this thesis, Bloom examines evidence from numerous fields and areas of study including child development, evolutionary psychology, neuroscience, genetics, linguistics, anthropology, and philosophy. Some of the topics he specifically examines are disgust, morality, religion, imaginary playmates, art, autism, laughter, genocide, and psychopaths.

Bloom is a brilliant scholar (Pinker calls him the wunderkind of cognitive psychology), and he impressively and cogently pulls convincing evidence from a spectrum of research studies and domains of knowledge in a delightful and engaging style. The book is packed full of information, and initially I thought it might be beyond the scope of the typical high school student. As I reread this book during a girl’s home basketball game, a couple of seniors asked me to tell them what the book was about. As I began to share a brief review with them, they immediately expressed interest in reading the book. They went so far as to place the book between them as they read intently for 45 minutes, punctuating their reading with intermittent squeals of interest or delight at some fascinating tidbit of information. This convinced me that the book would be a worthwhile addition to a school library and that it is accessible by high school students.

Much of the information in the book is useful to teachers of introductory psychology and may be particularly relevant to the content of development, social psychology, and evolutionary psychology. One of the most absorbing topics addressed in the book is autism. Bloom relates his ideas about dualism with the inability of autistic individuals (including high-functioning people with autism) to discern the intentions of others and their treatment of others as inanimate objects. Mindblindness, a theory postulated by Simon Baron Cohen, is used by Bloom to highlight confirming evidence from a variety of empirical studies and anecdotal interactions. For example, autistic children do not show social referencing with a parent when confronted with a frightening object. When normal children see an animation of moving geometrical figures such as a triangle seemingly chasing a circle, they describe the situation in intentional terms (the triangle is chasing the circle), whereas as autistic children describe it in physical terms (the triangle is going to the left). Autistic individuals also are not capable of anthropomorphizing a Supreme Being as potentially having human intentions such as being angry, hurt, or pleased. Bloom also mentions how an autistic child once tried to climb him like a ladder to reach a toy that was located on a high shelf behind him.

My favorite chapter of the book deals primarily with disgust and humor. Bloom analyzes numerous theories of disgust including those of Sigmund Freud, Charles Darwin, William Ira Miller, Paul Rozin, and Mary Douglas. There are stirring examples of items that are disgusting, of actions that aren’t rationally disgusting but still are (like eating out of a sterilized bedpan), and of the universals of disgust. The role of disgust in the perpetration of genocide is also investigated. Bloom robustly clarifies the nuances of disgust theories and explains what is and isn’t disgusting. I must say that I will never think of disgust the same way anymore.

The section on humor illuminates and then refines well-known theories that attempt to explain what is funny. Included are a discussion of the humor inquiries of Robert Provine, Alan Dale, Henri Bergson, and others. Bloom describes how humor (in particular slapstick), disgust, and religion evidence the duality that runs through the book. “Disgust focuses on the body, dismissing the soul; religion, at least some of the time, focuses on the soul and rejects the body. And slapstick is the richest of all, as it deals with both at the same time, showing a person with feelings and goals trapped in a treacherous physical shell.”

I enjoyed this book tremendously and urge others to read it. I would advise that each chapter be read in one sitting, otherwise you will be turning back to review earlier sections. Often, at the conclusion of a chapter, Bloom gives an effective summary and analysis. This book is full of insights from many diverse fields of inquiry, all related to Bloom’s underlying hypothesis about the nature of the duality. It is an intellectual gem and reflects years of enlightened scholarship.
Society for the Teaching of Psychology Announces Convention Highlights

Addresses
Presidential Address
William Addison, *The Habits of Highly Effective Teachers: A Student Perspective*
Barney Beins, Chair

G. Stanley Hall/Harry Kirke Wolfe Addresses
(see pages 3–4)

Divisional Activities
Social Hour and Teaching Awards Ceremony
William Addison, Barney Beins, Mary Kite, Bill Hill, Elizabeth Yost Hammer, Linda Woolf, Janie Wilson, Cohosts

Symposia
Affecting Eternity: Honoring the Contributions of Charles L. Brewer
Ludy Benjamin, Chair
Randy Smith, Jane Halonen, and Others TBA, Participants

Developing the Craft of Student Writing
*Students Writing Research Papers: A Process Approach*
Bernard C. Beins, Chair

*Using Peer Review to Improve Writing in APA Style*
Beth M. Schwartz

*Beyond Research Writing: Alternative Writing Activities for Psychology*
Dana S. Dunn

From Division to Society: Historical Analysis of STP’s Evolution
*Early History of Division 2 of the American Psychological Association*
Charles L. Brewer

*Society for the Teaching of Psychology: Division 2 Comes of Age*
Virginia A. Mathie

*STP: Roots in the Past, a View of the Future*
Bernard C. Beins, Chair
Margaret A. Lloyd, Discussant

Ethical and Pedagogical Challenges in Assigned Student Self-Disclosures Balancing the Right to Privacy and the Need for Training
Louise B. Silverstein

*Anxiety: A Prerequisite for Change*
Paula Wilson

Journaling in Psychology Training: Problems and a Proposal
Anne A. Lawrence
Laura S. Brown, Chair and Discussant

Teaching Psychology and Social Justice: Critical Perspectives for the Classroom Developmental Process and Outcome of Multicultural Training for Counseling Students
Julie R. Ancis

*Challenges to Implementation of Critical Multicultural Pedagogies in Teaching Psychology*
Angela M. Byars-Winston, Chair
Karen W. Tao, Cecilia A. Nepomuceno, Tina M. Anctil, Vianey Acevedo, & Nan Benally

*Feminist Pedagogy: Using Research To Inform Our Teaching*
Karen J. Boatwright
Ruth E. Fassinger, Discussant

The Role of Questions in Teaching Psychology for Understanding
*Designing Questions, Activities, and Examples That Lead to Deep Learning*
Stephen L. Chew, Chair

*Student Questions and Course Mastery: Is There a Relationship?*
Jack W. Berry
Maureen A. McCarthy, Discussant

Service Learning in Undergraduate Psychology: Theory, Applications, Flops, and Finds
*Service Learning in Industrial/Organizational Psychology*
Elise L. Amel, Chair

*Service Learning in Abnormal Psychology*
Jean E. Giebenhain

*Service Learning in Coursework on Counseling and Psychotherapy*
Lauren Braswell

*Service Learning in Cross-Cultural Psychology*
John M. Tauer

Teaching Trauma: Practical and Ethical Issues in the Classroom
*A Social Psychologist’s View of Teaching Trauma*
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*A Clinician’s View of Teaching Trauma*
Kyle Killian
Sharon K. Hall, Chair

Pedagogy and Technology: Issues Related to Teaching Web-Based Psychology Courses
*Evaluation of Online Programs*
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How Online Courses Are Transforming the Way We Teach
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Incorporating Critical Thinking in Online Psychology Courses
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- **Helping Doctoral Students Encounter Professional Ethics and Making Meaning**
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- **Ethics Education: More Than Codes and Exhortations To Do Good**
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- **Reflections and Questions From a New PowerPoint User**
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- **The Joy of Teaching Statistics: Suggestions for Novice Instructors**
  Kent A. Campbell, Chair

- **Engaging Students in Quantitative Learning**
  Lisa L. Harlow, Cochair
A general psychology course is an ideal setting for infusing service-learning. A review of the literature indicates that service-learning has been successfully used to teach about mental illness, prejudice, and stereotypes (Barney, 2003). We will describe how a general psychology instructor can use service learning to teach students about sensation and perception. More specifically, we will provide details about how students can prepare and present material to preschool and elementary age children. Using a project of this type may facilitate student learning about sensation and perception via active participation and community service.

We would suggest forming groups ranging in size from four to eight students and asking each group to select a topic from a chapter on sensation and perception (e.g. cocktail party effect, Stroop task, illusions) to present to elementary school children. Using the method of the jigsaw classroom (Aronson, Stephan, Sikes, Blaney, & Snapp, 1978), each student in the group becomes responsible for some specific activity related to the topic (e.g. demonstration, poster, model). We found that students benefited from presenting the project to the class prior to presenting the information to an audience of children. This strategy allowed the team to receive feedback on its presentation and to learn about the other groups’ topics. Students then presented their projects at a local interactive science museum. Students who may not be available for the museum session can present their projects to children at an after-school program.

After students complete the service-learning project, it may be useful to ask them to reflect on the experience by using the following questions:

1. Explain your team’s project and your particular assignment within that project.
2. Describe your efforts in the design and implementation of the project.
3. Explain what the project taught you about the information in the chapter on sensation and perception.
4. Did you find that the project facilitated your learning of the information in the chapter on sensation and perception?

Why or why not?

The implementation of this project has evolved for several reasons. When we first included the project in the course, we did not think of having the students present their projects to the class. To ensure that their projects were well done and that all members participated in the team presentation, we decided to have their peers evaluate the projects. This project also had some serendipitous outcomes. For example, we found that the project created an esprit de corps in the classroom. Students established relationships with one another, and this helped create more dialogue both in and out of class. Students took a more active role and worked in groups to present a variety of relevant information.

These projects include challenges, most notably, trying to schedule around presentations that did not conflict with student schedules. We handled this problem by identifying several sites for student presentations. A second problem involved the division of labor and the costs associated with purchasing necessary materials (e.g. posters, copying, food, markers, etc.). If the projects require significant materials, it may be useful to obtain funding from a local source.

References


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