Critical thinking is an important learning outcome for most areas of study today. Getting students to think about things in a new way, or provide alternative explanations for events, is an important learning goal that has been incorporated into courses in history (Reed & Kromrey, 2001), economics (Thoma, 1993), nursing (Dexter, et al., 1997), and psychology (Halpern, 1998). But are critical thinking skills practiced by the faculty who teach them? Some faculty members approach teaching in the same manner from semester to semester and year to year, with little appreciation for the motivational and learning needs of the students and acknowledgment of the pedagogical research on technology in the classroom. This article describes changes I have made in teaching an introduction to psychology course to improve the critical thinking skills of my students.

**THE NEED**
I started looking at redesigning my course because of several factors related to the backgrounds of my students and the environment where I teach. First, there are several factors that hinder the academic success of students enrolled at community colleges. Because these students tend to be underprepared for college-level work, it is important that faculty take this fact into consideration when developing courses. Phillipe and Sullivan (2007), Bryant (2001), and Kim (2002) present a demographic profile of community college students that is vastly different from that of students who attend 4-year colleges and universities. Students who attend community colleges tend to be older, ethnic minority, female, first-generation college,
IMPORTANT REMINDER!

Don’t forget to vote in the APA TOPSS and PT@CC committee elections! Ballots must be received by October 31, 2008.

INSIDE
The Whole is Greater: Wikis and other Social Tools…3
New Demonstrations for Biological Bases of Behavior ......................................................5
Mentoring ........................................................................................................................9
Research Opportunities at Community Colleges ................................................................19

PSYCHOLOGY SPOTLIGHT
A Significant Moment in Teaching:
The Annual Open House .............................................................16

REVIEWS
Blink: The Power of Thinking Without Thinking ..........17
The Lobotomist … ........................................................................................................21

ANNOUNCEMENTS
New Psychology Speaker Network ...........................................11
10th Annual Mid-Atlantic Teachers of Psychology (MATOP) Conference ………..12
Great Plains Conference on the Teaching of Psychology ………………….13
APA PT@CC Electronic Project Contest ……………………….13
National Institute on the Teaching of Psychology …... 14
New Unit Lesson Plans Available! .............................................15
APA Psychology Department Program (2008-2009) ………………….16
APA Electronic Project Contest 2008 Winners ………………….18
Internship Questions? …………………………………………...20
APA Recognizes Outstanding High School Student Research at International Event …….22
Call for Nominations: APF Charles Brewer Teaching Award ………….23
Fund Your Conference ………………………………………………23
Plan Ahead for the 2009 Meetings ……………………………...24

HAVING TROUBLE GETTING THE TOPSS UNIT LESSON PLANS?
If you have difficulty accessing the TOPSS lesson plans on the TOPSS Web site at http://www.apa.org/ed/topss/unitlesson.html, please send an e-mail to customerservice@apa.org with the subject line “TOPSS Lesson Plans access.” Be sure to include your APA member number and your chosen e-mail address in the communication. An associate will assist you quickly with that registration.
THE WHOLE IS GREATER:
Wikis and Other Social Tools in the Classroom

You may not realize it, but we are in the midst of a revolution. The Internet, or more specifically, Web 2.0 aka the “read-write Web” is pushing teachers more toward the “guide on the side” role and increasingly away from the “sage on the stage” role. Today, students and other technology users are not merely passive recipients of what the media has to offer; we are creators and collaborators. Nowhere is this change more keenly felt than in the classroom.

Viki Davis, teacher and chair of the computer and technology department at Westwood Schools (K-12) in Camilla, GA, has the right attitude toward this revolution when she says: “Whether it be by voice, cell phone, e-mail, iPod, blog, wiki, video, Web site, or another not as yet invented thing, I will communicate my message via any means that students will hear. I will not be afraid of the medium if it is a highway to my students’ psyche. I will not erect roadblocks where I should be building on-ramps!” (Davis, 2007).

Before you faint at the idea of cell phones in the classroom, consider the power of the social tools mentioned by Davis. Social tools are part of new technology that makes it easy for people to form groups (Shirky, 2008). Social tools include e-mail, blogs, cell phones, podcasts, Facebook, wikis, and who knows what else in the not-so-distant future. This article will briefly introduce you to the use of wikis in the classroom and demonstrate how social tools like wikis can be used to enhance our teaching and our students’ learning (see also Richardson, 2006).

As educators, we recognize that teaching students content is but one part of what we do. Teaching students how to find, analyze, synthesize, and evaluate information and how to interact with others and solve problems are at least equally and possibly more important goals. Consider what this 10th grader has to say: “A teacher should . . . no longer be a transmitter of information, but a regulator of educational settings. Our teacher Mrs. Vicki could stand in front of the classroom all day and lecture us. . . .We would ace tests and learn a lot . . . for a while. . . .However by next year about 65% of what we learned will be irrelevant due to technology changes and development” (Davis, 2008, par. 14).

With wikis, students learn how to evaluate and manage information, but they also learn how to work in teams (real and virtual) and how to collaborate with others, skills highly valued by employers.

WHAT IS A WIKI?
According to Wikipedia, the online encyclopedia, a wiki is “a medium which can be edited by anyone with access to it . . . wikis are typically collaborative websites” (Wikipedia, 2008, par. 1). For example, if you visit Wikipedia and click on “English” you will see the homepage with a featured article and a summary of news events of the day. Now enter “Psychology” into the search bar, and you will see an entire article about psychology, including tabs for discussion (to add your own thoughts), editing (to add to the collaborative body of knowledge on the topic), and history (to track changes others have made on the page). This ability for readers to virtually join in the discussion of a topic which collaboratively creates a continually changing, living, body of knowledge is the main advantage of wikis.

Think about traditional classroom instruction. If you add teacher-created online content, you have an online course. But if you add student-created online content and cooperative learning to teacher-created online content and traditional classroom instruction, you have a wiki

Wiki, continued on page 6
and employed at least part time. These students often face enormous economic and social challenges that traditional-aged college students may not encounter. I have found that many of my students come into class from a wide variety of cultural backgrounds and have different levels of educational preparedness, learning styles, and motivation.

Secondly, several environmental and political factors influenced my decision to redesign my course. I teach at a medium-sized community college that has witnessed a 5-10% increase in enrollment every year over the last 7 years. I often face very full sections of classes with little chance to understand or meet the individual needs of my students. Moreover, space has become a major challenge for my institution. Lorain County Community College is a campus that was built to serve 6,000 students, but we currently have close to 14,000 students enrolled in courses. Couple this with the current call by the state of Ohio’s government to try to increase enrollment by the year 2017 (Ohio Plan Aims To, 2008). My campus has a goal to have an enrollment between 20,000 and 22,000 students by this target date.

THE REDESIGN
I started by using some of the technology we already had in place at the college. First, I used our course management system to post class notes, handouts, PowerPoint slides, and any other information that would be helpful for the students. I also administered all of my semester tests and final exam online. Second, I taught in an Interactive Video Distance Learning (IVDL) format. This format entails teaching to a group of land-based students, while simultaneously teaching to groups of students at remote locations. The current course involves linking three remote locations to my land-based course. During the course, students watch me on a large video screen at their locations, and I watch the remote locations on a large screen in the back of the classroom. We are able to talk with each other via microphones that are placed on each desk. This format is similar to teaching in a large lecture hall; however, the students are in different locations. The current class enrolls between 100 and 115 students.

Another major change I made was to incorporate an online laboratory experience for my students, thus adding a hybrid format. On selected class days, students work independently by accessing activities off the course management system. These activities include Web experiences, personality inventories, computer simulations, case studies, group projects, collecting and analyzing of data, and cooperative learning exercises. All of the experiences are related to the course content being introduced on the other days and in the textbook. Students are required to write lab reports documenting their reactions and learning (see box on p. 10). There are a total of six laboratory experiences, thus eliminating six class-meeting times.

This past semester, I started having small groups of students (15-20) attend class on laboratory days to participate in a psychophysiology experience (Thorsheim & Gephart, 2007). These biofeedback activities relate to several areas of the introduction course, such as the brain and behavior, the nervous system, emotions, motivation, body rhythms, sensation and perception, and learning. This allows me time to interact with smaller numbers of students. While we do the psychophysiology activities, the rest of the class performs the online laboratory.

Two other technology features incorporated into the class are podcasts and video captures. Each class lecture is tape recorded and made available as podcasts for students to download to iPods, MP3 players, and computers. This allows students to re-listen to the lectures. Furthermore, each class is video captured and made available to the students as a link on the class management system. This affords students the opportunity to listen to the lecture, see the instructor, and view the PowerPoint slides at the same time. These formats allow students to use the method that best correlates with their learning style: podcasts for auditory learners and video captures for visual learners.
Have you visited the Online Psychology Laboratory (OPL) lately? OPL has grown significantly during the spring semester. New self-contained applets are being added throughout this academic year. These resources are permanently installed in OPL, so they will always be there for your use.

Among the new demos are applets designed to illustrate the biological bases of behavior. For example, Ian Winship from the University of Alberta donated several demos that help to illustrate some of the more complex neurobiological processes. In this article, I describe one of his interactive demonstrations and offer suggestions for its use in teaching.

The demonstration is located in the Resources section of OPL. An exact address is: http://opl.apa.org/contributions/ITL/ap.htm.

One of the more complex processes is that of the action potential. In order to fully comprehend the process of neurotransmission, students must understand threshold, depolarization, repolarization, and hyperpolarization. Furthermore, they must understand the role of sodium (Na) and potassium (K) in order to understand the sodium-potassium pump.

OPL features an interactive action potential demonstration. Each of the elements in the demonstration can be clicked on and additional detail is provided. As illustrated in the box, a click on the chemical symbol for sodium displays information about the role of sodium in the resting potential.

Students may also simultaneously watch the polarization process and the movement of chemicals across the axon membrane.

Students can easily watch this short animation as often as necessary to understand the process. You might also consider assigning students to write a short paragraph describing the process. Please visit OPL and consider using this demonstration or other activities in your classes this semester. PTN

Credits: Courtesy of Ian Winship, University of Alberta.
(Davis, 2008). Wikis can be a creative and effective way for teachers to manage their classes and to foster collaboration among students. When the goal of a group process is to arrive at a shared judgment or product—as opposed to compiling a range of opinion—wikis are an ideal tool for fostering this type of collaboration (Shirky, 2008).

Wikis are very easy to use. The software required to create and maintain wikis is available for free and often requires merely a standard Web browser. The sites themselves, being text-based, are easy to set up and edit without special knowledge of HTML or other programming languages. Wikis can be used on an intranet to share within a class, school, or organization. For example, Blackboard, WebCT, Moodle, and Angel have wikis built right in (if these modules have been activated by your IT personnel).

Wikis can also be used on the Internet to share with the world (e.g., parents, colleagues, friends, coauthors). You can even start your own wiki in which you install a wiki engine and run it on your school’s server (consult your local IT staff to find out how to set this up on your system). Or, you can start a hosted wiki in which you oversee a wiki that resides on an outside server. Many free or low-cost wiki-hosting sites are available, such as PB Wiki, and through Google (see the Wikipedia pages on “How to Start a Wiki” and “Comparison of Wiki Farms” for an overview and comparison of options).

**WIKIS AS A LEARNING TOOL**

According to an article in the *Sydney Morning Herald*, Andrew Collins at the University of New South Wales required students in his immunology course to contribute articles to Wikipedia and correct errors in current Wikipedia articles related to course content. “I think a lot of science students feel overwhelmed by the amount of knowledge out there in the world, and they don’t realize that at the end of their undergraduate studies they’re really quite experts and they should have confidence in their knowledge—and I think this project helps them to realize that” (Moses, 2007, par. 11). He structured the assignment so that students must make consistent contributions over the 10-week course and can’t just work on the assignment at the last minute, the way students might for a traditional class assignment.

Because of the ease and flexibility of wikis, teachers and students have a lot of autonomy and creativity in the design of a wiki. But this freedom is tempered by responsibility (most wikis will track individual contributions) and structure (as delineated by the teacher). Teachers can create wikis with as many or as few guidelines necessary to get the job done on everything from color and layout of the pages to the structure and content of the information to the minimum (or maximum!) number of edits and contributions each student must make.

A good wiki assignment creates the desire among students to participate and collaborate and provides a safe platform for them to do so. That is, by making the risk of failure small and the mode of participation easy, more people will participate, which will increase the chances of truly creative contributions (Shirky, 2008). That is, in the best wikis, the structure and content are determined as much as possible by the users themselves. Further, with vigilant and engaged users, the process of building a wiki becomes self-correcting. When Wikipedia was first created in 2001, people were skeptical the most about its accuracy and reliability. Experience has demonstrated that Wikipedia articles get better on average over time (Shirky, 2008).

**EXAMPLES OF WIKIS IN THE CLASSROOM**

What can you do with a wiki in your class? You can use wikis as a place to coordinate working groups, group projects, peer reviews, and other collaborative projects in your class. You can use the creation of a wiki as a culminating activity in your class, where students take the entire semester to create an original resource such as a study guide, a supplementary online textbook, a compendium of current examples illustrating course content, an annotated bibliography of current research, an annotated syllabus, an electronic portfolio, lesson plan, or another online resource. Finally, you can do like Dr. Collins does by requiring class contributions to established wiki, such as Wikipedia; The Psychology Portal of Wikipedia, Psych Wiki; or the Psychology Wiki. These are just a few of the many ways wikis are currently being used by educators (see the resources listed on page 7 for more ideas).

**ASSESSMENT**

As with any assignment, instructors need to be clear about what they want students to learn, practice, master, or demonstrate. Objectives and goals for a wiki assignment must be thought out ahead of time. Also, instructors will need to regularly monitor or moderate students’ contributions in order to track the quality of their work, provide feedback on the project, verify that students are regularly engaged in the project, and check that everyone is doing his or her fair share. This need not be as onerous as it sounds, as many wiki platforms have tracking features built in that make it easy to monitor an individual student’s
contributions to the final product. Basically, there is nothing magical about wiki assignments; they must be designed and assessed with as much care as traditional assignments. While wikis have the same pitfalls as any collaborative group project, these are minimized because of the public nature and self-correcting editing process of wikis.

Beyond requiring a minimum number of contributions, you can evaluate wikis based on the quality of the process and of the product. For example, you can grade wikis on the extent of collaborative effort, visual appeal, organization, use of hyperlinks, quality of writing, and completion of the assignment (Davis, 2007).

LOOK WHAT I CAN DO! LOOK WHAT I FOUND!
The real joy of wikis in the classroom is that they provide a way for teachers to engage students as active learners by drawing on their natural curiosity and sociability to not just passively receive information, but to share and produce it as well.

REFERENCES


WEB RESOURCES FOR WIKIS IN PSYCHOLOGY

2. The Psychology Wiki: http://psychology.wikia.com/wiki /Main_Page


4. Personality Pedagogy: http://personalitypedagogy .arcadia.edu

5. Social Psychology for Educators: http://isites.harvard .edu/icb/icb.do?keyword=k12519&pageid=icb.page51140


WEB RESOURCES FOR WIKIS IN THE CLASSROOM

2. Wikis in a K-12 classroom: Not just for K-12 instructors, this site includes examples, links, demonstration videos, and anything else you need to know about using wikis in the classroom: http://wik.ed.uiuc.edu/index.php/Wiki_in_a_K-12_classroom

3. 25 Ideas for Using a Wiki: In case those described above were not enough: http://yummy.pbwiki.com/ Ideas+for+using+PBwiki PTN
Because attendance is calculated as part of a student’s grade, there have been no significant differences found in attendance between classes that employ podcasting and video captures and classes that do not use these technologies.

One big problem I have encountered with this redesigned format is the lack of engagement between the students and me. This is especially true with the remote location students. In some cases, students feel too self-conscious to open their microphones, and fail to ask questions. I noticed that the number of course content questions asked significantly decreased after the course redesign. To address this problem, I am going to start using student response systems (clickers) to break the ice and help the students feel comfortable answering and asking questions. The new technology within the clicker industry allows instructors to pool responses from both the land-based class and remote locations. This will help all the students feel as if they are part of the class.

THE RESULTS
I used several forms of assessment to examine differences between the redesigned course and traditional courses, including grade distributions; test and exam scores; withdrawals and attrition rates; attendance; student self-report on the use of technology, utilization of instructional methods, and satisfaction scores; and connection of the teaching methods to the published course and student learning outcomes (Granito, 2007). Results have indicated that students in the redesigned course have higher grades and test/exam scores, lower withdrawal rates, and lower attrition rates than students in the traditional format. As stated previously, there is no difference in attendance rates between types of courses. This result is important since podcasting, video captures, and IVDL delivery methods have been criticized because of the belief these tools will result in a higher rate of absenteeism (Young, 2008). Students also indicate a high level of satisfaction with the redesigned features of the course and believe these features contribute to their success and ability to attain the published course and student learning outcomes. These results are particularly important given the call for greater levels of accountability in institutions of higher learning. I am currently tracking these numbers to see if I can sustain this level of success over the semesters.

SUMMARY
This article describes my experience in a psychology course redesign project that challenges the traditional modes of educational delivery. It was written because of the changing climate in higher education both with the types of students and with the educational environments. In the national report, Winning the Skills Race and Strengthening America’s Middle Class: An Action Agenda for Community Colleges, the National Commission on Community Colleges reports that several factors are reshaping the United States, such as growing economic vulnerability, challenges to the stability of the middle class and social mobility, and a convergence of a significant aging generation with a technology savvy young generation (National Commission on Community Colleges, 2008). These factors will influence and alter how education will be delivered in the future, especially with the increased emphasis on student learning outcomes. Instructors at the K-12, community college, undergraduate, and graduate levels will need to re-think how they deliver their material so that students can demonstrate learning the knowledge, skills, and values of their courses. Within psychology, the Guidelines for the Undergraduate Psychology Major addresses a series of learning goals and outcomes for the undergraduate major. Goal 3 pertains to the importance of critical thinking skills in psychology. My experience with course redesign was an opportunity to explore the effectiveness of various modes of educational delivery to enhance students’ critical thinking in psychology.

REFERENCES


Granito, V. (2007, August). Redesigning an introduction to psychology course to meet the needs of community college students. Presentation made at the 2007 American Psychological Association Convention, San Francisco, CA.


Mentoring

Scott Reed
Hamilton High School, Chandler, AZ

“Sink or swim”—this used to be the prevalent attitude toward new teachers. Obviously, this is not a healthy situation for the new teacher or his or her students. Mentoring programs are now the norm in the teaching profession rather than the exception. According to the American Association of State Colleges and Universities (AASCU), 80% of new teachers have had an opportunity to participate in a mentoring experience (2006). This is more than double the number of teachers (40%) who did so in 1991. AASCU also has reported that there are mandated mentoring programs in at least 30 states (2006). As many PTN readers know, teachers of psychology often feel isolated. This is one reason that new teachers of psychology may have the greatest need for mentoring. To address this need, the APA Committee of Teachers of Psychology in Secondary Schools (TOPSS) established a mentor network a few years ago.

Whether you are a high school teacher or college professor, you can serve as a mentor. One way to get involved is to visit the mentor network page on the TOPSS Web site (http://www.apa.org/ed/topss/mentor_net.html). This page gives some ideas regarding the ways that mentoring benefits a new teacher. There is also an e-mail link to contact the current TOPSS membership coordinator, Will Elmhorst, for those interested in becoming a mentor or mentee. Elmhorst, who has had the position for the last 2 years, says that it’s “very rewarding knowing that TOPSS is helping the next generation of educators by providing outreach through mentors and resources.” He found many potential mentors by recruiting volunteers during the AP reading and other workshops he attended.

The best mentoring situation is when a psychology teacher trained in mentoring is on the same campus as the new teacher. Rachael Brown was hired to teach regular psychology at my school (Hamilton High School in Chandler, AZ), and I had the pleasure of being her mentor. Rachael and I were able to meet frequently, and I assisted her in both the teaching of psychology and the policies and procedures of the school.

Through the training I received as a mentor, I learned a number of important lessons, two of which I felt were particularly pertinent for this situation. First, a mentor is a coach who should listen and help guide a new teacher. If the new teacher is having trouble in a specific area of teaching, the mentor should ask reflective questions and allow the teacher to come up with alternatives. Second, instead of saying, “You should,” a better approach is for the mentor to ask, “How might you deal with this next time?” Additionally, the mentee should be aware that the mentor is not an evaluator, but rather a colleague who is there for confidential support.

Ellen Moir, founder and executive director of the New Teacher Center, identified five stages a first-year teacher goes through during the course of a year. The first stage is anticipation, the excitement of a teacher getting ready to teach. The second stage is survival. Some new psychology teachers feel overwhelmed because they have too many resources. A veteran teacher is able to reuse plans and units from the past. The third stage is disillusionment. All the excessive time a teacher has put into the new job may
Thinking, continued from page 8


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**INTRODUCTION TO PSYCHOLOGY**

**FORMAT FOR LAB REPORTS**

**PSYH 151 PSYCHOLOGY LABORATORY**

**TOPIC** (Example: Learning)

**DATE OF THE LAB** (Example: October 7, 2005)

**NAME** (Example: John/Jane Doe)

1. **Short description of activities**: You should summarize what you did during the laboratory (lab) experience. Also, include any printouts and/or results from the lab.

2. **Connection to content**: The next section should give a description of how the lab experience is related to the content covered in the class and/or information from the book. You could relate the experience back to specific pages or sections within the reading or items covered in the lecture. You could also talk about how the experience is related to research methods used by psychologists. (Knowledge Base of Psychology; Research Methods in Psychology)

3. **Students’ reaction**: This section should contain information on your specific reaction to the lab experience. What stood out for you during the experience? What words would you use to describe your reaction to the experience? Were you surprised about what you learned about yourself? Do you agree or disagree with any part of the experience? (Personal Development)

4. **Application of learned material**: This section should demonstrate how you are able to apply the things learned in the lab experience to your life (in other courses, within your families, in your study habits, in your work life, in the relationships you have with others, etc.). What will you do differently as a result of the experience? What changes will you need to make in order to benefit from the experience? How might or will you use what you learned from the experience? Do you change the way you deal with your parents, kids, teachers, friends, significant others based on what you learned from the experience? (Application of Psychology; Career Planning and Development; Personal Development)

5. **Values, culture, and differences among individuals**: This section should contain some information on how the lab experience helped you learn about your values, the cultural differences between you and classmates, and other differences between individuals. You could choose to talk about your beliefs, values, faith, religion, cultural background, gender issues, generational issues, etc. (Values in Psychology; Sociocultural and International Awareness)

6. **Conclusions/other**: This section should be brief and contain your conclusions and/or anything not covered in the other areas. (Critical Thinking)

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1 These areas in parentheses relate to the psychology learning goals and outcomes for knowledge, skills, and values as contained in the APA Guidelines for the Undergraduate Psychology Major of the American Psychological Association (2007); and the Psychology Cluster Review Committee, LCCC.
NEW PSYCHOLOGY SPEAKER NETWORK

A web-based psychology speaker network is available starting in fall 2008. The speaker network will allow students and community groups around the United States to easily identify local speakers for their group activities. This national network was formed by a team of a dozen psychologists and others working with three APA divisions—General (1), Teaching (2), and International (52). The network is accessible through these divisions’ Web sites, listed below. The current network of nearly 200 speakers is arranged by zip code and covers all parts of the USA.

The speakers are all experts on their topics. Most are among the 4% of APA members elected as APA Fellow based on their “unusual and outstanding” contribution to psychology. These include some of the premier psychologists in the USA—many leaders in their field, textbook authors, and at least four past-presidents of the association.

Topics span the full range of psychology—science, practice, teaching, consulting, and advocacy. Some topics are general—such as stress, aging, sexuality, childrearing, faith. Other topics are very specific—such as crib death, airport screening, sleep inertia, laterality. Still others are highly practical for students and professionals—such as licensure, careers, teaching, ethics, publishing. Some are more off-beat—such as “How to fire your therapist.”

The network also includes instructions for international and U.S. speakers who plan to travel, describing how they can locate a contact person at schools where they might offer to speak.

APA and its divisions increasingly seek to actively engage their members in the work of the association. This new network is a work-in-progress, designed to achieve several goals. Besides helping the experts, themselves, to accurately spread the word about psychology to students and the public (in contrast to “pop psychology”), it actively engages these experts in a new way in the work of the association.

This network was made possible by two mini-grants from CODAPAR, the Committee on Division–APA Relations. Based on an evaluation of experiences with the network this fall, it may be expanded in size and purpose in 2009. The network is accessed at http://www.internationalpsychology.net/Resources/PSYCHE%20speakers%20bureau%202008.doc, or through the homepages of Divisions 1, 2, or 52 (http://www.apa.org/about/division.html). It also includes links to more specialized speaker networks—such as mental health, human factors, and high schools.

This network was constructed by Beverly Stevens (Illinois State). It was implemented by Richard S. Velayo ( Pace University) and Shay C. Mann (VCU). It was kindly funded by two mini-grants from the APA Committee on Division-APA Relations (CODAPAR) to the Presidents of three APA Divisions—International Psychology (Michael J. Stevens, Uwe P. Gielen), Teaching (Bill Buskist), and General Psychology (Thomas J. Bouchard, Harold Takooshian). The developers warmly thank many folks for their kind assistance, particularly Troy Booker and Emily Leary of APA, Lisa Mantooth of Psi Chi, Jerry Rudmann of Psi Beta. Direct any inquiries or suggestions to the current Director, Harold Takooshian, at 212-636-6393.
Mentoring, continued from page 9

start to affect the other aspects of their lives. The next stage, rejuvenation, usually happens during the winter break and allows the teacher to put the past behind and get organized for the coming months. The last stage is reflection. Mentors should assist the teacher in reflecting on the year and encourage writing down what he or she would like to keep the same and change for the next year of teaching.

As convenient as this type of mentoring is between two teachers at the same school, the mentoring pairs in psychology are more likely to be “distance mentoring.” Many times, psychology classes are given to a veteran teacher or a new teacher without another psychology teacher on campus to assist them. I was a 10-year math teacher when I was asked to start psychology classes at a new school. I was fortunate to find a psychology teacher, named Dave Hodges, in a neighboring district. Just spending a morning in his classroom helped me affirm some of the things I was already doing, as well as acquire new techniques and subject materials. Then I found Dr. Anne Ewing at Mesa Community College, who coached me in how to help my students do research for science fair projects.

While it can be intrinsically motivating to help a new teacher, it can also assist the mentor teacher in improving his or her own teaching. I saw some of the things Rachael did during her first year and adopted them into my own teaching. Although Rachael has since moved across the country, we have kept in contact. Becoming a mentor often results in the mentor-mentee’s relationship blossoming into one of long-time friends and colleagues.

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10TH ANNUAL MID- ATLANTIC TEACHERS OF PSYCHOLOGY (MATOP) CONFERENCE

The Prince George’s Community College Department of Psychology and Argosy University are sponsoring the 10th Annual Mid-Atlantic Teachers of Psychology (MATOP) conference on the teaching of psychology on October 17, 2008. The mission of the MATOP conference is to bring together teachers of psychology from universities, 2- and 4-year colleges, and high schools who wish to enhance their teaching of psychology and expand their teaching skills through workshops, lectures, and participant idea exchanges on successful teaching strategies and techniques. In addition, MATOP fosters the development of valuable teacher networks that further strengthen the continued support of good teaching and professional fellowship. Registration is $60.

KEYNOTE ADDRESS
Dr. Thomas Bailey and Debra McLaughlin of the University of Maryland University College will present the keynote address, “Embedded Assessment.” Dr. Lisa Zemirelli, director of the Effective Writing Center at UMUC, will discuss assessment of writing. Other sessions will focus on teaching students to write and score AP essays, assessing writing of a multicultural population, and creating a common exam.

For more information, contact:
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ANNOUNCING THE 2ND ANNUAL GREAT PLAINS CONFERENCE ON TEACHING PSYCHOLOGY (GP-CTOP)

The GP-CTOP, to be held on the University of South Dakota campus October 17-18, 2008, is for all teachers (high school and postsecondary schools) across all disciplines of psychology. This is a great opportunity for professionals and students to meet and interact with other professionals and improve their teaching. Although the conference was originally created for psychology, many of the topics are relevant for instructors across disciplines.

This year's keynote speaker will be Dr. Loreto Prieto, professor of psychology and director of U.S. Latino/a Studies at Iowa State University. He will address diversity in the classroom.

GP-CTOP was initiated in 2007 with a grant from the American Psychological Society. It has three goals:
1. Introduce novel approaches to teaching,
2. Create a network of cooperation and collaboration, and
3. Disseminate ideas.

Find out more at http://www.usd.edu/gpctop/.

ANNOUNCING THE 2009 APA PT@CC ELECTRONIC PROJECT CONTEST

The APA Committee of Psychology Teachers at Community Colleges (PT@CC) invites your students to participate in the seventh annual APA PT@CC Electronic Project Contest! Supported through funding by the APA Education Directorate and Allyn & Bacon Publishing Co., the Electronic Project recognizes innovative and high-quality electronic presentations.

The Electronic Project Contest aims to promote active learning by means of electronic presentations developed by psychology students in either of the following categories:

• Presentations designed as demonstrations or teaching modules that illustrate and explain a psychological concept, theory, or research discovery

• Presentations that illustrate and explain a service-learning experience or other application of psychology in the community

Entries should be developed primarily by students and designed to explain the concept, research, or application to a 2-year college student audience. It may be helpful to think of these presentations as computerized teaching/learning modules or electronic “poster” presentations. Nearly any class project that can be put into a PowerPoint or similar electronic format will be acceptable.

The competition is open to students currently enrolled at a community college or other 2-year school. Students are eligible for the contest if they are community college students who have not previously completed a bachelor's degree. Faculty sponsors must be members of APA Psychology Teachers at Community Colleges (PT@CC). If you have students who might be interested in entering, tell them about this opportunity and urge them to begin work on their presentations right away. The entry deadline is April 20, 2009.

The first-place winner will be awarded $500; second and third place winners will receive $300 and $200, respectively. Certificates for all winners will be presented at the APA annual convention.

Look for the contest entry form and guidelines about the 2009 Electronic Project Contest on the Web at www.apa.org/ed/pceu/ptatcchome.html. For more information about this competition or PT@CC, please contact Jewel Beamon (JBeamon@apa.org).
31ST ANNUAL NATIONAL INSTITUTE ON THE TEACHING OF PSYCHOLOGY

JANUARY 3–6, 2009
TRADEWINDS ISLAND GRAND HOTEL
ST. PETE BEACH, FL

• Learn innovative teaching techniques and course content updates from over 30 distinguished speakers
• Explore computer software and other new instructional resources
• Arrive early to take full advantage of the expanded first-day program: four in-depth workshops, the first participant idea exchanges, four afternoon concurrent sessions, the first poster sessions, a featured address, and an evening reception
• Share ideas with colleagues at:
  - Three poster sessions
  - Three participant idea exchanges
  - Informal networking sessions
• And much more

The 31st Annual National Institute on the Teaching of Psychology is designed for teachers of psychology at universities, 2- and 4-year colleges, and high schools, who wish to explore new ideas that will enhance and broaden their teaching skills. The institute is structured to provide an atmosphere that supports individual involvement and group interaction. Presentation formats are diverse and provide occasions for informal exchange so that you can select a personal agenda that meets your professional development needs. Hands-on workshops, concurrent sessions on topics relevant to both classroom skills and content updates, poster sessions, participant idea exchange sessions, book displays, software demonstrations, and informal networking sessions combine to meet the needs of both past participants and psychology faculty in general.

General Session Speakers
• Renée Baillargeon—“Making Sense of Others’ Actions: Psychological Reasoning in Infancy”
• David Myers—“From the Shipping Department: On Communicating Psychological Science to Students and the General Public”
• William Buskist, Dana Dunn, David Daniel, Linh Littleford, Regan Gurung, Bob Hendersen, and Robin Hailstorks—“Blueprint for the Future: An Update From the National Conference on Undergraduate Education in Psychology”
• James Maas—“Everything You Ever Wanted to Know About Sleep, but Were Too Tired to Ask”
• David Daniel—“When Helping Hurts: Teaching as Codependency”

REGISTRATION FEE
The fee is $475 for regular participants; discounts are available for students, retirees, new teachers, and APS members. Registration includes admittance to all conference events, breakfasts and lunches, two evening receptions, and up to 200 pages of handouts submitted by speakers to assist you in enhancing your success in the classroom after the conference.

TradeWinds Special Conference Rate
The special rate is $125 single or double, including parking, Internet and business center access, other amenities, and the use of a variety of recreational facilities at no additional charge. Visit www.tradewindsresort.com for further details.

For More Information About the 31st Annual NITOP
• Visit the NITOP Web site: www.nitop.org, or
• Contact the conference office: National Institute on the Teaching of Psychology, 2303 Naples Court, Champaign, IL 61822; Joanne Fetzner: jfeitner@uiuc.edu, 217-398-6969
NEW UNIT LESSON PLANS AVAILABLE!

TOPSS and the APA Committee of Lesbian, Gay, Bisexual, and Transgender Concerns (CLGBTC) have published a new modular lesson plan, *The Psychology of Sexual Orientation*, which features content, activities, and resources for teachers. Lead author Nathan Grant Smith, PhD, of McGill University, worked with high school teachers Jeanne Blakeslee (St. Paul’s School for Girls, Brooklandville, MD) and Hilary Rosenthal (Glenbrook South High School, Glenview, IL) to develop the unit, which contains four lessons: Terminology and Historical Perspectives on Sexual Orientation; Sexual Identity Development; Lesbian and Gay Family Relationships; and Social Factors and Their Influence on Mental and Behavioral Health of Lesbian, Gay, and Bisexual Populations.

By early fall 2008, another modular lesson plan, *Psychoanalysis*, will also be posted online for teachers to access. Developed collaboratively with the American Psychoanalytic Association, lead author James Hansell, PhD, of the University of Michigan, led a team of authors to develop lessons on psychoanalytic perspectives on human development and personality, dreams, motivation and emotion, mental disorders and treatment, and contemporary psychodynamic theory.

Both resources will be available via the TOPSS Web site at http://www.apa.org/ed/topss/unitlesson.html, and hard copies are available upon request.

TOPSS has now produced 18 unit lesson plans for high school psychology teachers:
- An Introduction to the Field of Psychology *
- Sensation and Perception *
- Development *
- Biological Bases of Behavior *
- Personality
- Learning
- The Stats Pack: Statistics Without Fear *
- Memory
- Motivation and Emotion *
- Psychological Disorders
- An Introduction to Cross-Cultural Psychology
- States of Consciousness
- Positive Psychology
- Treatment of Psychological Disorders
- Stress and Health Promotion
- Social Psychology
- The Psychology of Sexual Orientation
- Psychoanalysis

*To be revised in 2008-2010.

2009 APA/TOPSS ESSAY COMPETITION

The 2009 essay competition invites students to write an essay on the persuasion techniques used in advertising. Three essays will be selected and the student will receive a scholarship in the amount of $500.


The Excellence in High School Student Research award was discontinued in 2007. APA continues to support student research through the Intel International Science and Engineering Fair (ISEF) and ISEF-affiliated regional fairs. Please visit http://www.sciserv.org for details and visit http://www.apa.org/ed/topss/sciencefair.html for information on conducting research with high school students.
A Significant Moment in Teaching

Marjorie Kain Cole
Kellam High School, Virginia Beach, VA

After 35 years of teaching, my stories are legion, but one special evening stands out. It was the night of our annual open house. Drovers of parents and students roamed the halls, popped in for a word with the new teacher, and quickly departed to find the next class.

A harried looking parent came hesitantly into the room, leaving a young child at the door.

“Do you have a minute, Ms. Cole,” she asked.

“Certainly,” I replied. “Is your child in one of my classes?”

“No, I’m Tim _______’s mother. Tim was in your Psychology 1 class 3 years ago.”

“Of course, I remember Tim. He sat right over there,” I said, indicating a third row seat. And beyond that, I couldn’t really say too much about Tim. Tim was one of those students who appeared to have another agenda going other than being academically successful in my psychology class. Sometimes he appeared to pay attention, sometimes he participated, and sometimes he napped because of his evening hours spent working at a fast food restaurant. His grade of a low “C” was predictable.

“I just wanted you to know that Tim now has a young daughter. She’s 18 months old. Becoming a father at age 18 was not easy for him, and they have had all the struggles that young parents often have. He didn’t go on to college, but he has a good job now. And, he constantly says that he is a better father because of what he learned in your class about child development. I know he wasn’t your best student, but I think your class made him a better person, and I just wanted to thank you for that.”

There are all kinds of rewards in teaching!

Marjorie Kain Cole is the 2008 recipient of the APA/STP Moffett Memorial Award for High School Teachers of Psychology. PTN

APA PSYCHOLOGY
DEPARTMENT PROGRAM
(2008-2009)

APA’s Psychology Department Program provides access to the APA’s many teaching and advising publications as well as subscriptions to APA magazines and newsletters for departments at a price of $300.00 per year. The 2008-2009 program includes the new editions of Psychology as a Major: Is It Right for Me and What Can I Do With My Degree? Graduate Study in Psychology: 2009, Favorite Activities for the Teaching of Psychology, the Careers in Psychology video, three complimentary student affiliate memberships, in addition to subscriptions to the Monitor, gradPSYCH, the Psychology Teacher Network, and The Educator. Your department can also receive PDP-NEWS, an online news source for psychology faculty and students. APA also provides a link to participating psychology departments on the APA Web site. For more information, visit http://www.apa.org/ed/pcue/psydeptprog.html.
Blink: The Power of Thinking Without Thinking

Author: Malcolm Gladwell
Publisher: Back Bay Books
Copyright: 2005
ISBN: 0-316-01066-9
Length: 296 pages, excluding Reading Guide
Price: $15.99 (paperback)

Reviewed by: Julie Penley, PhD, El Paso Community College, El Paso, TX

Depending on which phrase you prefer, Blink is either about our adaptive unconscious or about our rapid cognition abilities. Either way, this book is a marvelous presentation of how we can be misled by focusing on the wrong information and how we can reconnect with our immediate reactions to people and to events.

Using examples from a variety of settings, such as art, sports, law enforcement, medicine, speed dating, and military training, Gladwell illustrates how humans quickly assess situations. These rapid cognitions, what he refers to as “thin-slicing,” typically last less than 2 seconds. Despite their brevity, most people can use thin-slicing to assess a situation and come to the correct conclusion, even if they can’t articulate how or why they “know” they made the right decision. For example, why are so many people immediately drawn to certain political candidates or celebrities? Why do we automatically choose (or reject) a brand or product? Why are “experts” sometimes misled by clear inconsistencies in the facts? How do emergency responders know they need to go against their training in a specific situation? Anyone who has ever had a strong, inexplicable reaction to someone or something will relate to these stories.

But Blink is more than interesting anecdotes of gut reactions; it’s a primer in rapid cognition theory and research. Gladwell presents a detailed outline of the work of neuro- and social scientists including John Bargh, Antonio Damasio, Paul Ekman, Lee Goldman, Anthony Greenwald, and John Gottman. For these theoretical and empirical summaries alone, Blink would be a worthwhile investment.

Blink is well written, engaging, and easy to follow. Psychology students or teachers with a background in cognition or social psychology would likely be able to read the book quickly. However, readers new to these fields will also be able to understand and appreciate Gladwell’s message and examples and enjoy this book as a fascinating exploration of the human mind. Blink is a book that can be used for personal knowledge and benefit, as we are all presented with information that often requires a response. In that regard, Blink is a great tool for any readers interested in their own—or others’—decision-making processes.

The benefit of Blink, though, is that it can also be an exciting addition to many psychology courses. The book could easily be incorporated into a cognitive psychology course when discussing attention, perception, reasoning, or problem solving, but chapters (or the entire book) would also be an interesting addition to many other courses. For example, Blink could be used in introduction to psychology when covering the topics of cognition, emotions, social psychology, neuroscience, or research methods. The book could also be useful in a social psychology course, particularly for the topics of stereotypes, prejudice, implicit associations, or social cognition. Another application would be to a course in either business or applied psychology when discussing persuasion, marketing and sales, or customer relations.

Blink would also be relevant in at least two other psychology courses, although these connections may be
less obvious. First, Gladwell discusses how infants and children intuitively react to facial expressions and other body language to accurately “mind-read,” that is, to use nonverbal cues to determine someone’s motivations and intentions. As we get older, though, childhood instincts are frequently replaced with learned reactions to people and situations. For example, an individual might pay more attention to a colleague’s words than to his or her body language and make an incorrect assumption about the colleague’s frame of mind. As such, *Blink* would be an interesting discussion point in a developmental psychology course. Second, Gladwell presents research and examples from an individual with autism in chapter 6. Near the end of this section, he compares the chronic “mind-blindness” of autism—the inability to mind-read—to the temporary “mind-blindness” produced by our inability to accurately thin-slice information. His examples of autism may therefore be useful in an abnormal psychology class.

Malcolm Gladwell has been a reporter for the *Washington Post* and is currently a writer for *The New Yorker*. Like his first book, *The Tipping Point: How Little Things Make a Big Difference* (2000), *Blink* is an absorbing read. From his description of the Getty Museum’s acquisition of a rare kouros to the Amadou Diallo murder to the Munich Philharmonic’s selection of a trombonist, Gladwell takes the reader on a fascinating journey into deliberate vs. instinctive thinking. Gladwell uses his reporting and writing skills to pull you in and keep your interest and to remind you of the value of knowing when to blink and when to think. PTN

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**APA ELECTRONIC PROJECT CONTEST 2008 WINNERS**

The APA Committee of Psychology Teachers at Community Colleges (PT@CC) announced in spring the sixth annual APA Electronic Project Contest to recognize innovative and high-quality electronic presentations by community college psychology students.

PT@CC extends thanks and appreciation to the APA Education Directorate and our contest cosponsor, Allyn & Bacon Publishing. In addition, special thanks go out to all of the students who participated in the 2008 competition. Join us in congratulating this year’s winners and their PT@CC sponsors:

**FIRST PLACE**

*Diffusion of Responsibility*

Presentation by Kyla Dannelke, Corinna Kline, Kevin Scheirer, and Kristen Voorhees of Lehigh Carbon Community College (PA)

PT@CC Sponsor: Professor Robin Musselman

**SECOND PLACE**

*Sleep Deprivation and Long-Term Memory*

Presentation by Oxana Gerasymets of Harry S. Truman College (IL)

PT@CC Sponsor: Professor Gregory Robinson

**THIRD PLACE (TIE)**

*The Artist and Tabula Rasa*

Presentation by Daisy McCune of Somerset Community College (KY)

PT@CC Sponsor: Professor Warren Lambert

*Understanding Depression*

Presentation by Rebecca Araujo of Suffolk Community College (NY)

PT@CC Sponsor: Professor Andrea Macari

Visit the PT@CC Web site (www.apa.org/ed/pcue/ptatcchome.html) to view the winning projects.
As the former chair of the Department of Psychology at Prince George’s Community College (PGCC) in Largo, MD, I was extremely interested in promoting research opportunities for students enrolled in psychology courses at my college. I began working on a collaborative partnership with the chairs of the departments of psychology at the University of Maryland at College Park (UMCP) and Morgan State University. This partnership was formed as the result of a 10-year grant initiative spearheaded by the American Psychological Association’s Office on Ethnic Minority Affairs and funded by the National Institute on General Medical Sciences. The chairs of both universities were interested in developing and fostering the skills of community college students interested in pursuing research careers. I wanted to jumpstart the research careers of my students so that they could begin to think about career options.

The collaborative partnership with UMCP and Morgan State University culminated into a summer research program that afforded PGCC students an opportunity to select a research laboratory housed at either institution to gain valuable research skills. Moreover, students were given an opportunity to work year long in this laboratory so that they could present and publish their research findings. After completing their summer research experience, students transferred to either UMCP or Morgan State University to complete the degree requirements for a bachelor’s of science degree in psychology. Today, most of these students are enrolled in graduate programs in psychology. What a wonderful success story!

To promote research as a career pathway for community college students on our campus, I used our grant funds to host an annual research conference so that students could present their research, learn about research methods, use technology to prepare their research posters, and receive feedback regarding their research findings. While the primary purpose of the START Conference is to provide a forum for community college students to present their research, the conference is also a good forum for secondary school students interested in research. In fact, local high school students and their teachers not only attend but also participate in the annual START Conference.

I also used our grant funds to begin a lecture series on cognitive neuroscience and invited scientists to the campus to discuss their research agendas and to give updates on this topic. In addition, I developed a close working relationship with the chairs of departments of psychology in the region and encouraged them to participate in the START Conference. As a result of these partnerships, PGCC students learned firsthand about undergraduate programs in psychology at these institutions. PGCC students also developed a rapport with students attending these institutions. Faculty representatives from these colleges and universities volunteered to work with PGCC students on research projects once they transferred to these institutions.

The START Conference quickly became the catalyst for jumpstarting the research interests of students enrolled in psychology courses. My colleagues understood the benefits of the conference and supported it by providing incentives to students for attending as well as presenting at the meeting. Each year, we invited a scientist to deliver the keynote address who was also willing to provide a research assistantship to one of our students. The keynote speaker was also asked to provide a list of research opportunities for students attending the conference. Each year, we would invite students to share their summer research experiences.
with the conference participants. This model proved to be quite successful and is still used today to promote the research careers of PGCC students.

It is also interesting to note that the START Conference has been a vehicle for promoting research careers in science, technology, engineering, and math (STEM). Faculty in the STEM areas at PGCC have partnered with psychology faculty to organize and support the conference. In fact, the START Conference has received increased visibility in the college and is featured in a number of publications. This conference was also described in an NSF grant awarded to PGCC as a mechanism for fostering student research. This conference is just one example of how psychology as a discipline can be used to further scientific literacy.

As teachers of psychology, you have access to large numbers of students who may be interested in pursuing research careers. If you are not engaged in a research partnership with your colleagues, I strongly encourage you to work with your colleagues at local colleges and universities and high school psychology teachers in your county to develop this partnership. If you don’t have the time to work on developing a collaborative partnership, I strongly encourage you to learn as much as you can about research opportunities for your students so that they can take advantage of the numerous resources available locally, regionally, and nationally. As a starting point, you might want to contact the chairs of departments of psychology in your area. For those of you already engaged in these collaborative partnerships, I encourage you to share this information with your colleagues through PT@CC and TOPSS Listservs.

Because psychology courses are so popular among high school and undergraduate students nationally, using psychology courses to encourage students to consider research careers in science makes perfectly good sense. We can use psychology courses to advance interest in science and to aid students in identifying career options for the future. Let’s work collaboratively to mobilize our efforts toward this end!

Another important benefit of having research skills is the transferability of these skills to the work setting. Students who have learned how to collect and analyze data, write and present reports, and access and evaluate research are in a better position to negotiate in the job market than students who do not have these skills. Often students do not see the connection between the skills they have learned in school and the skills they will need to use in the work setting. As psychology teachers, it is important to point this out to your students so that they make this connection and use these skills to further their career aspirations.

While the idea of jumpstarting research careers in community colleges isn’t really new, there is national interest in tapping into this sector of higher education because of the diverse student population and the number of students attending community colleges (Carpenter, 2008). Almost half of the undergraduate students attending community colleges are ethnic minority (AACC, 2008). Community colleges have also experienced increased growth in their student populations. These two factors—diverse student population and increasing number of students—make community colleges fertile ground for discovering new talent and increasing the number of ethnic minorities pursuing research careers.

REFERENCES


INTERNSHIP QUESTIONS?
In a recent newsletter (Spring 2008), we published an article describing the internship program for senior students at Thomas S. Wootton High School in Rockville, MD, which has been directed for the past 6 years by Marie Smith, PhD. Since that time, she has received several inquiries and has sent information to those who were interested in considering such a program in their school. If you have questions or need a starting plan, you may contact Dr. Smith via e-mail to msmith2959@aol.com.
The Lobotomist

Amy N. House
Astronaut High School, Titusville, FL

A
gel of mercy or medical monster? Barbarian or miracle worker? Your students will certainly decide for themselves as they watch The Lobotomist. This PBS American Experience documentary is partly based on Jack El-Hai’s book by the same name. The show highlights the career and accomplishments of Dr. Walter Freeman during the 1930s and 1940s. Upon witnessing the deplorable conditions in our nation’s mental asylums, Dr. Freeman set out to update and revise an old brain operation first attempted by a Portuguese physician. Freeman’s procedure came to be known as the transorbital or “ice pick” lobotomy.

Lobotomies seemed to work miracles for some patients and according to Freeman’s records, many were able to rejoin their families at home. For other patients, the results were far less than desirable, sometimes leaving them as they were, making them worse, and in some cases even resulting in their death. However, advances in psychiatric treatment were yet to be discovered, and the hideous conditions of mental health hospitals left people begging for some sort of intervention. Dr. Freeman seemed to believe his method could be an answer to patients living in these deplorable conditions.

The PBS documentary allows you to follow the early career of Dr. Freeman with explanation of how he came to be known as The Lobotomist. There are interviews with former patients and the family members of former patients allowing for perspectives, both good and bad, about the doctor and his work. The lack of scientific inquiry and data collection by Freeman is quite obvious. It is clear that he used lobotomies for treatment based solely on his own decision. It is also quite clear that he discussed and recorded results the same way. The documentary provides teachers with an excellent example for discussion of what can happen when actions are taken without the use of scientific methodology.

The documentary is available in segments online at the PBS American Experience Web site. This allows for consideration of the type of school schedule and the time length of classes. The CD can also be purchased and is also set up in segments. The Lobotomist created a great deal of curiosity for my students, and they became very interested in examining the history of mental health treatment in our country. Many of them have become more appreciative that they live in a time when the treatment of mental disorders has grown so much, and they have a new respect and patience in learning the details of scientific methodology! PTN
The APA Education Directorate was pleased to recognize 10 high school students for their outstanding research in the behavioral and social sciences during the Intel International Science and Engineering Fair (ISEF), held on May 12-16, in Atlanta, GA. ISEF is the world’s largest and most prestigious event honoring precollege achievement in science; over 1,500 students from more than 47 countries competed for nearly $4 million in scholarships and prizes. APA was one of over 70 professional organizations representing a wide variety of scientific disciplines that presented scholarships to student winners.

During 2 days of judging, a panel of volunteer judges from local universities selected the top seven finishers from 86 projects in behavioral and social sciences.

**FIRST PLACE AWARD OF $1,500**
The Effect of Visually Enhanced Medicine Labels on Recall Ability
Reed Hurdle Falkner, 18, Oxford High School, Oxford, MS
Taylor Michael McGraw, 18, Oxford High School, Oxford, MS
Bradley Douglas Shields, 18, Oxford High School, Oxford, MS

**SECOND PLACE AWARD OF $1,000**
A Study of Varying Harmonic Spectrum Exposure on Students’ Concentration During Spatial Reasoning Examination as Assessed via Fourier Analyses
Vivian Alice Lee, 17, Vista Ridge High School, Cedar Park, TX

**THIRD PLACE AWARD OF $500**
What’s In and What’s Out: High Schoolers’ Perceptions of Coolness
Shelby Marie Raye, 15, Manatee High School, Bradenton, FL

The Ability to Learn: Learning and Communication Between Comet Goldfish
Kaleigh Anne Eichel, 17, Strongsville Senior High School, Strongsville, OH

The Devolution of Cooperation: An Examination of Excessive Noise in the Iterated Prisoner’s Dilemma
Thomas McLean Burr, 16, South Fork High School, Stuart, FL

It’s a Guy Thing: How Fathers Affect Daughters’ Dating Habits
Emily Rose Summerbell, 16, Collins Hill High School, Suwanee, GA

A Discussion About Equality: A Gender Study in the Classroom
Mary Alysandra Patzel, 18, West Salem High School, Salem, OR
Jessica Rae Cummins, 17, West Salem High School, Salem, OR

All student winners received a complimentary APA student membership. Judges included Harold Braithwaite, PhD, of Morehouse College; Thomas Hancock, PhD, and Holly Haynes, PhD of Georgia Gwinnett College; Andy Roach, PhD, of Georgia State University; and Christine Ziegler, PhD, of Kennesaw State University.
CALL FOR NOMINATIONS:
American Psychological Foundation Charles L. Brewer Distinguished Teaching of Psychology Award

The American Psychological Foundation (APF) invites nominations for the APF 2009 Charles L. Brewer Distinguished Teaching of Psychology Award, which recognizes an outstanding career contribution to the teaching of psychology.

The awardee will receive a plaque, $2,000, and a 2-night, 3-day, all-expense-paid trip to the 2009 American Psychological Association (APA) Convention in Toronto, where the award will be presented. The awardee will be invited to give a special address at the convention.

Nominees will be rated on the following dimensions:

- Demonstrated influence as a teacher whose students became outstanding psychologists; names and careers of nominee’s students and evidence of influence as a teacher of them
- Development of effective teaching methods and/or teaching materials
- Engagement in significant research or other creative activity on teaching

Nomination Process

Nominations should include:

- A nomination statement that describes activities showing the candidate’s commitment to teaching
- A current vita and bibliography
- Up to 10 letters of support from colleagues, administrators, and former students

Deadline: December 1, 2008

Questions? E-mail iramos@apa.org or call (202) 336-5814.

FUND YOUR CONFERENCE

The Board of Educational Affairs (BEA) is awarding $5,000 in grants in 2009 to support conferences on enhancing the quality of undergraduate education in psychology and advancing the teaching of psychology at the secondary, two-year, or four-year level. To be considered for funding, the conference must be directed by an APA member, associate or affiliate. The grant may be used to offset travel expenses of selected conference participants, registration fees of conference participants and speaker fees.

Applicants may receive up to $1,000 during a given year. However, if fewer than five acceptable applications are received in a given year, the BEA may award more than one block grant to the same conference in that year.

Funding requests for teaching conferences in 2009 should be postmarked by Feb. 23rd. Send written requests to Martha Boenau, Education Directorate, at the APA address or via e-mail to MBoenau@apa.org.
### PLAN AHEAD FOR THE 2009 MEETINGS OF THE REGIONAL PSYCHOLOGICAL ASSOCIATIONS

<table>
<thead>
<tr>
<th>Date</th>
<th>Association</th>
<th>City, State</th>
<th>Website</th>
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<tbody>
<tr>
<td>MARCH 5-8, 2009</td>
<td>Eastern Psychological Association (EPA)</td>
<td>Pittsburgh, PA</td>
<td><a href="http://www.easternpsychological.org/">http://www.easternpsychological.org/</a></td>
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<tr>
<td>APRIL 30 - MAY 2, 2009</td>
<td>Midwestern Psychological Association (MPA)</td>
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