“Testing Neurons With Ultrasound” (Gorman, 2015).

“Study Does Not Link Breast-Feeding With Child’s IQ” (Bakalar, 2015).

“Effectiveness of Talk Therapy is Overstated, a Study Says” (Carey, 2015).

Every day the news media trumpet psychology-related findings with the potential to affect our lives directly and indirectly. And we do mean every day. These headlines are just a sample from the website of one newspaper, The New York Times, on one day. In fact, the talk therapy article listed here even elicited a letter from the American Psychological Association pointing out that this article “was minimizing the clear benefits of psychotherapy that have been found over many years of research” (Anton, 2015), leading to an online dialog about psychology research. The media and other Internet sources, with their
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A major goal of our courses — especially Introductory Psychology — is to teach students to be strong critical thinkers about psychology-related claims. This approach fits with the current emphasis on teaching skills, and not just content, in the psychology classroom (see APA, 2013). In our opinion, the most important of these skills is scientific literacy.

To do this, we look to the growing body of research on how to teach scientific literacy. Most importantly, active learning, broadly defined, has been demonstrated to lead to better outcomes than straight lecture (Freeman, Eddy, McDonough, Smith, Okoroafor, Jordt, & Wenderoth, 2014). More specifically, Lovett and Greenhouse applied cognitive psychology research to the teaching of statistical and research methods concepts and developed several principles of effective teaching (2000). They found that students do not readily generalize new learning to other contexts. They also found that students tend to learn best when they can integrate new information into what they already know.

To help students build on what they know, we repeatedly dissect media examples so students apply psychological science to a variety of contexts. We start each class meeting by asking students to find psychology-related stories online — in major newspapers, on sports blogs, in political statements or even fashion e-zines. (For students without a connected device, we allow sharing. Alternatively, students can find an article before class.) There are only two rules: The article must be from the last 24 hours to demonstrate that psychology-related activity that encourages active learning. Over a 20-30-minute period, we use a four-part framework in which students:

1. Identify the claim. In class, students read the article and identify the claim — in this case, that mindfulness improves athletic performance. At this step, we include a related interactive component. In fact, we choose articles that lend themselves to an activity. In this case, we might have students discuss in pairs their own anxieties about performance, whether in an athletic, artistic or academic endeavor. We would introduce some mindfulness techniques and have students practice them in the context of their own example. We might follow with a larger class discussion about how mindfulness might help performance.

As part of identifying the claim, we also ask students to talk about how the researchers have operationally defined the concepts they are studying. We encourage the students to think about different ways that the same concepts could be defined and measured, and how those differences might affect research findings.

Instructor preparation: Choose the article; develop a related activity that encourages active learning.

2. Evaluate the evidence. Now we dig into the actual evidence, first by examining the source, in this case the blog post. The blog post tells us this research was published in a journal and conducted by scientists at a university, all good signs. It also tells us that the study was conducted on just seven elite BMX riders, all from the USA Cycle Team, who had their brains scanned while learning to identify signals of potential problems, underwent seven weeks of
mindfulness training and then had their brains scanned again. Following the training, their response to the indicator of trouble ahead was improved, and they showed less “physiological panic.”

We then guide a discussion of the pros and cons of the study as presented in the news source. The pros include that university scientists were involved, and the study was peer reviewed. The cons include that there were just seven participants, with no random assignment and no control group. This is a within-groups design, and counterbalancing is not possible.

We then turn to the peer-reviewed journal article (Haase et al., 2015). In this example, we would inform the students that the researchers described this study as a pilot, acknowledging the small sample size. The published report also includes helpful graphs and brain scan images, some of which we would project so students could see the specifics of the data. We would reiterate the pros and cons that we gleaned from the article.

**Instructor preparation:** Locate and read the original source; identify specific information that will help students understand and evaluate the evidence.

**This format for a recurring activity was developed based on research on the scholarship of teaching and learning and allows for active learning and repetition across contexts.**

3. **Consider alternative explanations.** For this step, we guide students to identify alternative explanations for the findings. We might do this as a larger group discussion or have students discuss in small groups first. For this example, we would discuss the lack of a control group and the possibility of confounds. But we would also discuss the alternative explanation that perhaps mindfulness led to different brain patterns — improved response with less “physiological panic” — without leading to improved athletic performance. After all, the researchers did not actually measure athletic performance.

We would ask students to identify where the blogger was careful to explain this. Specifically, she noted that “the experiment did not look at actual, subsequent athletic performance” (Reynolds, 2015). We would then point out that this is even more carefully discussed in the journal. The researchers explicitly state that mindfulness training could have led to the results they reported “without actually affecting performance itself” (Haase et al., 2015, p. 10).

**Instructor preparation:** Develop a list of alternative explanations; locate and read any additional articles that relate to these alternative explanations.

4. **Consider the source.** Finally, we compare and contrast the source we started with — the blog post in this case — with the peer-reviewed journal article. We talk about what to look for in a news story or other source that indicates that it’s based on research, including names and institutions of researchers and a mention of a published study. In cases in which there is no peer-reviewed journal article, like some websites that make wild claims to sell you something, we discuss the flaws of sources that don’t point to science.

**Instructor preparation:** Develop a brief overview (we use PowerPoint) of why peer-reviewed journal articles are almost always a better source than a newspaper, blog or website and of what students should look for when evaluating these. This can be reused when this activity is repeated with a new source. We also recommend evaluating sources using the CRAP test (currency, reliability, authority and purpose/point of view) that can be found at many university websites.

This format for a recurring activity was developed based on research on the scholarship of teaching and learning and allows for active learning and repetition across contexts. In our experience, early in the semester, students have difficulty finding examples of psychological science in the news, unless a headline makes it explicitly clear that a given finding is from the field of psychology. By the end of the semester, they start to see psychological science everywhere — from sports stories to breaking international news.

Similarly, early in the semester, students have difficulty working through the four-part framework. But, just as many of them become skilled at noticing when psychological science is at play, many of them also become skilled at thinking critically about research. They learn to ask the right questions and to seek out appropriate answers for these questions — the mark of a budding psychological scientist. PTN

**REFERENCES**


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**ANNOUNCING THE 2016 TOPSS ESSAY COMPETITION**

The APA Teachers of Psychology in Secondary Schools (TOPSS) is pleased to announce that the topic for the 2016 APA TOPSS Competition for High School Psychology Students is racial bias. Four winners will be selected for this year’s competition, each of whom will receive a $250 award.

News events of the last few years have highlighted the problems with racial bias in many areas of society, including the criminal justice system. While the conscious, overt racism of the past continues to be a problem, today we understand that racial biases sometimes show up even in ways in which we are unaware, resulting in unintentional but damaging inequalities in many areas of society. All individuals and social institutions are vulnerable to these problems, but the consequences of racial bias in the criminal justice system are particularly severe.

Students are asked to write an essay of no more than 3,000 words that addresses the topic of racial bias and provides information concerning cognitive and social factors that contribute to the problem. Students should also address how implicit bias has informed our understanding of racial biases. In addition, each essay should use existing psychological research to examine how this problem specifically impacts the criminal justice system.

For the full essay question and competition rules and guidelines, visit http://www.apa.org/ed/precollege/topss/student-competition.aspx. The deadline for submission is March 15, 2016, and essays should be submitted through an online database, available through the website above.
In psychology, researchers enjoy designing, implementing and presenting studies. Carefully designed research teaches us new information about behavior. It is no surprise that students often feel excited about conducting studies and want to dive into creating a method and working with participants. Of course, every study should request approval before it is conducted. Often an institutional review board (IRB) will review proposals and conduct a cost-benefit analysis prior to granting approval for worthy projects.

But before students ever get to the stage of having someone review their projects, they should conduct a literature review. As a teacher of psychological research, I have experienced some challenges teaching students what they need to do. In this article, I will share some ideas that have helped and references where you can locate more information.

**ORGANIZING THE INTRODUCTION IN A RESEARCH PAPER**

An introduction section should conceptually take the shape of an upside-down triangle. The opening paragraph(s) should be general, introducing readers to the study’s topic. The next segment of the introduction should review/explain published research on the specific topic. As prior studies are discussed, students should progressively give more details about research that move toward the specific method to be used in the current study. In other words, the introduction becomes more and more specific and detailed as prior studies on the topic are introduced. Finally, the last paragraph of the introduction should say, in general, what is being examined in the current study and what is expected (the hypotheses). This paragraph will offer a great transition to the next section (method).

For example, if a student wanted to conduct a study on perceptions of high school students based on clothing, the introduction might begin with a paragraph or two (or more) about perceptions of people based on their outward appearance, then perceptions based on clothing. Each paragraph should be more specifically related to the goal of the study. After setting the stage by letting the reader know what is of interest, the writer might begin to discuss perceptions of teenagers by their peers based on clothing, providing details of relevant studies in this area. The final paragraph might indicate:

*In the current study, the researcher asked high school seniors to view a picture of a teenager dressed either in business clothing or jeans and a T-shirt. Seniors rated their assessment of the teenagers’ motivation to earn good grades and estimated high school grade point average (GPA). We expected seniors to rate the student dressed in business...*
When teaching students about the flow of an introduction section, one approach I have found useful is to locate a simple article with only three introductory paragraphs. Cut the paragraphs out and separate them into three separate pages, perhaps attaching them to notecards. Give a stack of the three notecards to each student or team of students, allowing them to organize the introductory paragraphs into a meaningful order. They usually accomplish this task well after a brief lecture on organizing an introduction. Next, distribute a shuffled organization from a four-paragraph introduction, and so on, until students seem comfortable organizing introductions.

**Psychology relies on the style of writing set forth by the American Psychological Association (APA).**

**APA STYLE**

Psychology relies on the style of writing set forth by the American Psychological Association (APA). Here I will focus on APA Style for the introduction section of a paper and leave the rest to the Publication Manual of the American Psychological Association, Sixth Edition (2009), which provides many details on using APA Style for manuscripts.

The introduction should be double spaced, with indented paragraphs (usually the default indent size is fine). Every sentence should use past tense because the studies summarized have been completed. Each time a study is discussed, a reference must be offered. Whether the wording has been paraphrased or a quotation has been written with clear quotation marks, the author(s) must be given credit for the idea. If a section is quoted, a page number must also be provided.

A few common ways to insert references are below.

- Jones and Locker (2014) reported increased motivation among high school students...
- High school students who wore business clothing to school earned better grades than those who wore swimsuits to school (Jones & Locker, 2014).

Notice that the “and” between the two authors’ names changes to “&” when used in parentheses. When the citation has only two authors, both names are used whenever the reference is written.

In the three examples below, you can see that all authors’ names must be spelled out the first time they are used in the paper, then only the first author’s last name is used, followed by “et al.” (especially when in parentheses) or “and colleagues” or “and coworkers.” This shortcut is used when a reference has between three and five authors. When a reference has six or more authors, the abbreviated citation is always used, even when written the first time.

- Leary, McLane, and Wells (2013) found more friendships among high school students...
- Leary and colleagues (2013) reported an increase in motivation when...
- Motivation further increased among students who attended school regularly (Leary et al., 2013).

In addition to traditional references such as journal articles and books, students often want to use references such as websites. If websites are acceptable, you might want to discuss with your students what kind of websites might be considered professional. The Publication Manual offers formatting details for several types of references.

If the introduction section contains clear sections, you might allow students to use subheadings. APA Style for subheadings after the title is flush left (far left side of the page with no indent), bolded, with uppercase first letters of major words. Notice that this article uses subheadings for: Organizing the Introduction, APA Style, Locating Articles, and Cautions for Students.

The title of a research paper requires the first level of headings, which is centered and bolded, with the first letter of major words in uppercase. See the APA manual for levels of headings, such as a heading for a main section or a subheading under a main section.

Also, according to APA Style, the paper should be written using active verbs whenever possible. An example is below.

“The survey was completed by participants” should be written in an active way:

“Participants completed the survey.”

Finally, I suggest that students think about figuratively taking readers by the hand, leading them through the paper with clear paragraphs, topic sentences and transitional words (e.g., “In addition,” “Therefore,” and “By the same token”).

**LOCATING ARTICLES**

The advice I offer here is based on my experience and classroom needs; you may want to adjust your approach and the number of articles students review and include in their paper.

First, find out what tools students have to search for articles. I assume that most students can gain access to a computer and can at least use Google Scholar to search for legitimate articles. Usually students can identify a legitimate article by the use of a reference list at the end of the article.
If using a library-based search system, such as PsycINFO, use the advanced search option. This feature allows students to search by key words or phrases, and they can specify that a key word should be located in the title, abstract, etc. Or students can search on an author’s name, when a relevant author has been identified. If a search of a few key terms, such as “clothing” and “motivation” in our example, provides more than 35 titles, you might want to have a student narrow the search. One way is to restrict the word “clothing” to appear in the title rather than anywhere in the paper, as indicated above. I prefer for students to obtain about 30 titles, then they can click on each title to view the abstract. Reading the abstract usually indicates whether or not the publication would be relevant to the current study.

**CAUTIONS FOR STUDENTS**

- When a student finds conflicting information on a topic, that is a sign that he/she is doing a good job! The student might feel frustrated and should be told that every argument has two sides. If both sides are discovered, the literature review is thorough. Ultimately, the student can weigh the arguments and decide on a specific hypothesis, or the student might decide to test a two-tailed hypothesis that allows either group to be higher than the other.

- Students should NEVER write an introduction (or any section of a paper) with a published article open beside them. Although students may have noble intentions, they often copy phrases or sentences from an article when they think the author has worded the section better than they could do themselves. On a related note, sometimes students will deliberately copy bits of text from an article and have every intention of changing the wording before submitting the assignment. Later, they do not recall which parts have already been paraphrased, and the paper is turned in with plagiarism.

**REFERENCES**


A great tutorial from APA discussing the main points of APA Style: [http://flash1r.apa.org/apastyle/basics](http://flash1r.apa.org/apastyle/basics)

Purdue website covering APA Style: [https://owl.english.purdue.edu/owl/section/2/10](https://owl.english.purdue.edu/owl/section/2/10)

Janie Wilson received her PhD in experimental psychology from the University of South Carolina in 1994. Since then, she has been teaching and conducting research at Georgia Southern University. In the classroom, Dr. Wilson specializes in teaching and learning in statistics and research methods. Research interests include rapport in teaching based on empirical data on the first day of class, electronic communications, interactions with students in a traditional classroom, syllabus design, and the development and validation of the Professor-Student Rapport Scale. Publications include a statistics textbook, “Essential Statistics,” with Pearson, as well as two texts with Sage: An Easy Guide to Research Presentations and An Easy Guide to Research Design and SPSS. She is under contract with Sage to produce an integrated statistics/methods textbook which will be available in 2016. Dr. Wilson has contributed numerous chapters to edited books and has co-edited several books related to teaching and learning. She has published extensively on the scholarship of teaching and learning and has offered more than 60 conference presentations, including several invited keynote addresses. Dr. Wilson serves as the vice president of Programming for Division 2 of APA (Society for the Teaching of Psychology (STP) and was recently elected STP president for 2016.
Twitter began on March 21, 2006, with the first tweet from @jack “just setting up my twttr.” We can all probably remember our thoughts about Twitter in the early days. Why would someone want to say something in ONLY 140 characters? Jen’s first tweet was something embarrassing like “I like nachos” and was sent to her whole TWO followers. Over the last nine years, Twitter has grown to one of the most popular forms of social networking, with millions of users and countless hashtag chats and other opportunities for posting and receiving information. Hashtag chats, including ones for teachers, such as #psychat for psychology teachers. #Psychat live chats are held the first Wednesday of every month at 8:00 p.m. ET, and each live chat has a topic and a host. Teachers can also follow #psychat to follow psychology news and conversations. The live chats provide an excellent opportunity to collaborate with others in real time. Through #psychat, we quickly “met” other psychology teachers and began sharing resources.

We, Heather Chambers, Jen Schlicht, and Allison Shaver, first met in person at the National Council for the Social Studies (NCSS) conference in Washington, DC, in 2011, and bonded as we “fangirled” over Dr. Zimbardo. When Jen met Amy Ramponi in person at the APA/Clark Workshop for High School Psychology Teachers in 2013, our more concrete connection began. We have presented together at NCSS conferences, co-coordinated #psychats and communicated daily via text and email. The lessons we have collaboratively created for our psychology classrooms are a combination of student choice and student voice, something we all believe is essential in an effective classroom.

**HOW DID THIS RELATIONSHIP START AND WHY DID YOU START USING TWITTER?**

**Allison:** I first used Twitter to connect with Heather for the School Culture Video project. I had this idea of giving my students a larger voice and came up with a school culture video project. My former colleague Greg Kulowiec (@gregkulowiec) was using Twitter with his students and suggested I try connecting with another sociology teacher via Twitter. Once I felt comfortable enough to compose my first tweet and put myself out there, I connected with Heather via Twitter and made it happen. My students in Plymouth, Mass., made videos of our culture, and Heather’s in Cary Grove, Ill, did the same. We then watched each other’s videos, and our kids blogged together about the process. The first time I used Twitter for educational purposes (or at all), and I had connected with a professional who was willing to collaborate; I was hooked from there!

**Jen:** I first connected with Heather and Allison when I discovered #psychat. I was the lone wolf psychology teacher in my school district, and it was like winning the lottery to have people with whom to just “talk psych.” I found it incredibly motivating to be able to ask a question and get an immediate answer from an experienced psychology teacher who was ready and willing to help! We were a small group in the beginning, just a tiny offshoot of #sschat, a Twitter feed for social studies teachers, with fewer than 10 regular participants. We mostly talked about how we taught our courses and shared resources and ideas. When I started teaching sociology again, I connected with the School Cultures Video group and had my students collaborate on the project.

**HOW #PSYCHAT MADE US BETTER TEACHERS AND FRIENDS**

HEATHER CHAMBERS
Cary-Grove High School, Cary, IL

JEN SCHLICHT
Olathe South High School, Olathe, KS

ALLISON SHAVER
Plymouth South High School, Plymouth, MA

continued on page 10
Heather: I first used Twitter when my friend who works in marketing explained to me what a hashtag was and how to use it to connect with other people. My friend encouraged me to search for teacher hashtags, and when I did, I found #sschat. At first I was so confused on how to join a Twitter chat, but then I just tried it because I figured I couldn’t be the only newbie. I remember years ago, Greg Kulowiec (Twitter and technology wiz!) answered one of my technology questions on Twitter using the #sschat hashtag. At that point, I realized I could do so much more in my classroom with the support of the Twitter teaching community. Greg worked with Allison and asked me if I would be interested in turning a sociology student video project I had done with my students into something bigger by connecting my class with Allison’s. So, just as Allison said, we connected our students by sharing videos about our schools’ cultures and having our students blog together. That was back in 2011, when connecting classes with technology was fairly new, and my students loved it (so did I).

HOW HAS SOCIAL MEDIA SHAPED YOUR TEACHING?

Jen: As the only psychology teacher in my tiny district, no one else existed for collaboration. Many of the neighboring schools didn’t even offer psychology courses, so it felt as though I lived alone, castaway style, on some remote “psychology island.” Twitter allowed me to build a core group of teachers with whom I could collaborate. I went from being someone who just went with the teacher resource manual activities to creating my own activities with ideas from the group. In most cases, I just need a spark, and then I can run with it. Twitter provided that spark. My lessons became richer, my projects more creative; my content knowledge dramatically improved; and I incorporated more technology than I ever knew possible. If I have a question about how to teach something or need a few extra examples for my students, I have so many people who will help me figure it out. It’s my 24/7 professional learning network.

Heather: I am one of the lucky ones who has always had someone in the building to collaborate with, but daily schedules and extracurricular activities don’t always make collaboration easy. So Twitter allowed me to ask teachers questions, share ideas and lesson plans with others from any location 24/7. My Twitter colleagues inspired me to create higher level activities and projects for my students. I remember playing a game to review the Constitution in U.S. History that I learned about through Twitter friends and a student leaving the class saying “It was the best class ever!” When I saw the positive impact Twitter had on my teaching for U.S. History, I knew I wanted to do the same for my sociology and psychology classes, so I looked for more teachers to collaborate with on Twitter. #Psychat has been an invaluable resource for asking questions about psychology topics and finding teaching inspiration.

Allison: Just like Jen and many of you, I am the only psychology teacher in my building. Once I became comfortable with my voice on Twitter and started participating in #psychat, I knew I had found a group of committed professionals who were constantly looking to improve their teaching and were willing to assist other psychology teachers. Using Twitter has changed my teaching in so many ways. I have free professional development at my fingertips 24 hours a day. I turn to Twitter for new ideas to use in my classroom and for the daily news, and I use it to connect with my students. I was also lucky enough to be invited to the White House in 2014 for teacher appreciation week because of my Twitter account. This experience connected me with 19 other educators who actively use Twitter and broadened my understanding of education across the country.

HOW CAN SOCIAL MEDIA HELP TEACHERS NEW TO PSYCHOLOGY?

Heather: Most of us went into teaching to work with students, but it doesn’t take long to realize there are many other demands on a teacher. Social media has helped me find work and life balance through tips about technology, lesson planning and grading. Through social media, I’ve collaborated with others on lesson plan ideas and how to quickly assess students for learning. Also, veteran teachers have shared many tips on how to grade free-response questions for AP Psychology.

Jen: Twitter’s #psychat and various Facebook groups for psychology teachers are so helpful in providing those “spark” ideas and for getting feedback on your assignments, assessments, projects, class structure, etc. It’s all there for you when you want it. I like to think of it as professional development on my time. It opens you up to a plethora of experienced (and novice) teachers who can truly help new teachers shape their teaching style and build content knowledge.

Allison: It can be very daunting to send your first tweet on an established Twitter chat. It may seem like everyone knows everyone, and there may even be inside jokes, but I promise you that the reason we keep coming back again and again is to hear new ideas from new voices. I have heard from some that they “lurk” during a chat because they are too intimidated to join in. We want nothing more than to hear from you! The more ideas and opinions we can share, the better teachers we all become. I promise you that if you invest in #psychat, after an hour on your couch the first Wednesday of every month, you will have several tabs open on your computer, a new idea to use the next day in your classroom and friendships that will make your commitment worth every second!
TIPS FOR TEACHERS NEW TO SOCIAL MEDIA.  
To participate in #psychat live, simply type #psychat at the end of your tweet. This allows those who are already following the hashtag to see what you’ve written (make sure your tweets are not private information). You can participate on the night of the chat (we “meet” the first Wednesday of every month at 8:00 p.m. ET), and others will be there at the same time. Or, you can simply use the hashtag to ask a question at any other time; those following the hashtag will see your tweet. Typically the #psychat live chats will have a topic and a host. The host will have discussion prompts, and the participants will respond and put #psychat in their tweets. Lots of sharing will occur, so be sure to thank the people who share the things you plan to use!

A great tool to follow #psychat or other hashtags that interest you is Tweetdeck in your Chrome Web browser. Tweetdeck allows its users to create columns for different hashtags they follow. It also allows the user to run multiple Twitter handles: one for your professional use as an educator and one to communicate with your students. Using Tweetdeck also keeps your feed organized so you can follow multiple #hashtags simultaneously. Sometimes the chats move really fast, and if you’re sifting through the rest of your Twitter feed at the same time, it’s frustrating and overwhelming.

Put yourself out there. The people you will connect with on #psychat are there for the same reason you are. We all want to continue to grow as psychology teachers. We were once new to teaching psychology and to Twitter. Had we not jumped in all those years ago, where would we be? So take the plunge. You won’t be sorry. PTN

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@IRISHTEACH  
Heather Chambers is a teacher at Cary-Grove High School in Cary, Ill. She has been teaching for 11 years. Chambers teaches five sections of AP Psychology. She has been active on Twitter in #psychat and #sschat since 2010. Chambers has presented at NCSS, ChiTOPSS and several local technology conferences. Chambers is a technology enthusiast and also a Google for Education Certified Trainer.

ALLISON SHAVER:  
@ALLISONSHAVER  
Allison Shaver is a teacher at Plymouth South High School in Plymouth, MA. She has been teaching for 15 years and currently teaches AP Psychology and “rookie” Psychology (a semester-long introductory class). She has been actively involved in #psychat for 5 years and has presented at the last four NCSS conferences (twice with Heather Chambers and twice with Jen Schlicht). She is also an AP reader. Please feel free to follow her on Twitter!

JEN SCHLICH:  
@JENSLISH  
Jen Schlicht is a teacher at Olathe South High School in Olathe, Kan. She has been teaching for 17 years, most recently teaching Introduction to Psychology and AP Psychology. Schlicht also serves as the NCSS Psychology Community assistant chair and regularly participates in #psychat. If you see her at the annual NCSS conference or at the AP reading, say hello!
TEACHER SPOTLIGHT:
KARL HONMA
HIGHLIGHTING THE GREAT IDEAS FROM OUR MEMBERS’ CLASSROOMS

COMPILED BY AMY RAMPONI
Kimberly High School, Kimberly, WI

KARL HONMA
Years in Education: 29 years
Current School: Sanford School, in Hockessin, Del.

TEACHING PHILOSOPHY
There is only one individual with a particular combination of their genetics and environment. That combination may allow that individual to be uniquely suited to something, perhaps more so than anyone who has ever existed. Maybe I can help a student realize this and find what that something is.

FAVORITE EDUCATIONAL WEBSITE
The Facebook page for AP Psychology teachers is an invaluable resource that I recommend heartily. I especially like being able to vouch for the advice given and materials shared due to the fact that I know so many of the contributors who have participated in the annual grading of AP Psychology exams.

BEST TEACHING MOMENT
Prior to the very first AP Psychology examination in 1992, a student who had taken my non-AP Psychology class the previous year expressed an interest in preparing for and taking the exam. We obtained a college-level textbook and met during lunch to discuss what he had read. Best of all, he did this all for its own sake. He was a very bright young man, and his understanding of some of the concepts we covered exceeded my own. He received no official transcript credit for his work or recognition from the school. He did it because he wanted to, and I was simply there to help him. He earned a 5 on the exam, went on to major in psychology, eventually becoming a PhD in the field. He is currently a psychology professor.

FUNNIEST MOMENT AS A TEACHER
I can say without hyperbole that this moment was a million times funnier than anything I had ever witnessed, ever! While discussing ALS, I mentioned Lou Gehrig as one of the well-known people who had the condition. A young man suddenly looked up and said, “Wait a minute. You mean a guy named Lou Gehrig died of something called Lou Gehrig’s disease? What’s the chance of that?”

FAVORITE DAY OF PSYCHOLOGY CLASS
The first day, when students come in with all of their excitement, optimism, and wonderful misconceptions bout psychology!

FAVORITE ACTIVITY TO GRADE/ASSESS
The various activities demonstrating reconstructive memory. The look of disbelief when students realize they honestly remembered something that never happened is wonderful and often a game-changer of how a student views their own past experiences.

TOPIC YOU MOST DISLIKE TO TEACH
Milgram’s obedience studies and Zimbardo’s prison experiment. Those topics seem to bring up the concept that while we may be inherently good (something I want to believe), situational influences may elicit undesirable behaviors in us. I’ve told my own children that monsters aren’t real, but those topics make me realize that perhaps monsters can be made.
2016 Cabe Student Video Award

Learn about psychology-related careers and share your discoveries with other psychology students!

In 2016, the APA Committee on Associate and Baccalaureate Education (CABE) will give two awards to undergraduate students who produce the best interview videos with someone working in a psychology-related field. We have selected the theme of careers in psychology with an associate or bachelor's degree as the focus for this year's contest.

Many psychology majors are understandably curious about what kinds of careers they can get with a degree in psychology. While some students will go on to earn a graduate degree in psychology (a master's or a doctorate degree), many will be seeking other training or employment after earning an associate's degree (an AA or AAS degree) or a bachelor's degree (a BA or BS degree). How will you be able to apply the skills learned in your psychology classes to the working world? What can you do with an associate's or bachelor's degree in psychology if you don't go on to graduate school in psychology?

To shed light on this question, we challenge you to find, interview and film someone who is working in a psychology-related field. Specifically, we want you to locate an appropriate subject, film your interview and create a YouTube video of 5 minutes or fewer. We will award two prizes of $500 each for the best videos, one created by a community college student and one created by a 4-year college or university undergraduate student.

1. Suggestions for selecting an interviewee

Locate someone who is working at a job that they found after completing an associate's or bachelor's degree in psychology. Your candidate may have gone on to graduate school in another area (for example, law or business), but the undergraduate degree should be in psychology (Note: Avoid interviewing someone with a master's or doctorate degree in psychology — we really want to know about the alternatives to this path.). Your candidate could be working in business, education, health, social services, criminal justice or any other field in which people are applying what they learned while pursuing an undergraduate psychology degree (Hint: Nearly all jobs employ skills and knowledge learned in psychology). Your psychology instructors may be able to help you locate an appropriate candidate.

2. Suggestions for questions to ask your interviewee

Once you arrange for permission and a time to interview/film your participant, prepare a list of questions that will shed light on how your participant uses his or her psychology skill set. You will want to identify the participant's educational and work history, current position and the kinds of tasks the job requires. You may want to use the APA Guidelines for the Undergraduate Major in Psychology 2.0 to help you think of questions related to skills and knowledge learned in psychology programs, for example, critical thinking or effective communication.

You should provide an introduction and conclusion for your video, including your assessment of how their studies in psychology prepared your interviewee for his or her current position. Be sure the audience can clearly hear your questions and your interviewee's responses. Please see the linked scoring rubric (http://www.apa.org/ed/precollege/undergrad/video-rubric.pdf) to further assist you in producing a winning video. Feel free to be creative.

Deadline: April 4, 2016

How to Apply

Your entry should include the following components:

- A cover letter describing your interview subject and their employment
- A statement acknowledging your willingness and your subject's willingness to make this video available for other students and the public to see
- Instructions for accessing the YouTube video (e.g., a share link)

Submissions for the Student Video Award may be sent to:

Martha Boenau
APA Education Directorate
750 First Street, NE
Washington, DC 20002-4242
The CABE Teaching Resources Award was created to encourage sharing of instructional and assessment techniques that undergraduate faculty have developed and used in face-to-face, hybrid or online psychology classes. In 2016, the Teaching Resources Award will focus on teaching strategies that address and assess one or more of the APA Guidelines for the Undergraduate Psychology Major: Version 2.0.

Submissions for the Teaching Resources Award will include the following components:

- Brief description of the teaching resource, including instructions for classroom use
- The topic(s) covered, student learning objective(s) and appropriate course(s)
- The teaching resource and all accompanying materials, including electronic sources
- Explicit connection between the instructional activity and the APA Guidelines for the Undergraduate Psychology Major: Version 2.0, with the specific goal(s) and indicator(s) identified
- An explanation of how this instructional activity is assessed
- Evidence of effectiveness (need not be published research)
- Demonstration of an active learning component
- Clarity of connection between teaching resource and Guidelines 2.0 at the foundational (associate or lower-division) level or the baccalaureate level
- Quality of assessment of the goal(s) and indicator(s) identified as desired outcomes
- Evidence of effectiveness

The winning entries will be posted on the CABE website. An award of $500 will be presented to a community college instructor and $500 to a 4-year college instructor. Certificates for all winners will be presented by CABE at the APA 2016 Annual Convention. Attendance at the convention is not required.

The competition is open to psychology teachers who are members of PT@CC or who are APA members whose primary teaching responsibility is at the undergraduate level. Faculty members interested in joining APA in one of these categories can obtain more information online or by contacting Martha Boenau at (800) 374-2721, ext. 6140.

The deadline for submissions is May 2, 2016. Submissions for the Teaching Resources Award may be sent to: Martha Boenau APA Education Directorate 750 First Street, NE Washington, DC 20002-4242

From their opening sentence ("People generally are going about learning in the wrong ways.") to their concluding statement ("The responsibility for learning rests with every individual, whereas the responsibility for education...rests with the institutions of society."), I found myself doing the Psychology 101 head bob. You know the one, where our students do their best bobble-head impression out of sheer excitement over what they're hearing in class. In “Make it Stick, Brown and his co-authors discuss the inherent problems with how most people try to teach or learn information, and why we're often frustrated with attempts to remember that information. Although their message applies to any type of learning, most of their examples include content- or skills-based learning (e.g., curriculum, procedures, how to play the piano) rather than primarily motor-based learning (e.g., how to whistle).

Brown is a writer and self-described storyteller; Roediger and McDaniel are cognitive psychologists whose research foci are learning and memory. Not surprisingly then, “Make it Stick” is an engaging story of what psychological theory and research reveal: Cramming doesn't work for long-term retention, nor does endless reading and rereading of the same material. What does work is effortful learning, applying information to personal and varied contexts and frequent practice.

As psychology teachers and students, we already know all this and don’t need to read “Make It Stick,” right? Wrong. Psychology also teaches us that confidence doesn’t translate to accuracy, and what we think we already know may in fact be wrong. Case in point: How many of us have assessed student learning via three or four high-stakes exams over the term? And how many of us have ever heard students say “I understand when we’re talking about it in class, but when it comes time to take the exam...”? Rather than shake our heads and lament over the lack of student motivation, we can read “Make It Stick” and reflect on our own teaching methods and, more importantly, how we assess student learning. A relatively small shift, such as replacing four high-stakes exams with more frequent lower-stakes quizzes, can make a world of difference; so can active learning strategies such as having students write a brief summary (a paragraph or so) of the day’s content or implementing think-pair-share exercises during the class period.

Another reason to read “Make It Stick” is for its reminders about the learning process itself. Learning is hard. It takes time. We often experience setbacks where we might want to give up. But when we really learn something, we have it internally. (Example: It took me a solid four months to teach myself how to knit using a basic garter stitch — believe me, I know about struggling to learn a skill. But I used many of the tools Brown and his co-authors emphasize: Spaced practice, persistence, varied practice and reflection on my progress, and within six more months I made a multi-colored, king-sized afghan.). So this book isn’t just for us as teachers, coaches, parents or supervisors: It serves as a reminder for us to encourage those that we teach, coach, parent or supervise — and ourselves as learners — that learning is not only possible but achievable if the individual puts in the effort.

A third reason to read “Make It Stick” is for the authors’ concluding statement regarding the responsibility for education. Evidence suggests that U.S. students struggle with critical thinking, problem solving and creativity. Although
the authors are careful to state that their book is not meant as a treatise on educational policy reform, Brown, Roediger and McDaniel admit that “Make It Stick” can guide readers on how to enhance learning and memory, which can then strengthen the three skills mentioned above with which many appear to struggle. It’s not realistic to expect students to solve word problems in a Research Methods course, for example, if they haven’t first learned how to pull out relevant information in a word problem and learned the steps of hypothesis testing and when to use a correlation instead of a t-test. For student outcomes to change, educators must be willing to put aside comfortable, I’ve-always-done-it-this-way attitudes about teaching and be willing to try different ways to help students help themselves to learn and remember the course material.

While I wish I had read “Make It Stick” earlier, I’m grateful I read it when I did. The authors’ suggestions and reminders offer an additional motivation as I reflect on how this semester went and I begin the task of drafting next semester’s syllabus and course activities. I would summarize this book as an engaging and thought-provoking read for teachers and students alike and recommend it highly. Who knows, you might even find yourself doing the Psychology 101 head bob with me. PTN

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**NEWS FROM BEA**

**APA BOARD OF EDUCATIONAL AFFAIRS (BEA) GRANTS FOR 2016 PRECOLLEGE AND UNDERGRADUATE TEACHING CONFERENCES**

APA’s Board of Educational Affairs will award $10,000 in grants 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 qualify for funding, conferences must be directed by an APA member, associate or affiliate and meet the stated criteria that appear on the Web at: [http://www.apa.org/about/awards/block-ugradpre.aspx](http://www.apa.org/about/awards/block-ugradpre.aspx).

Grant recipients may use the funds to offset travel expenses of selected conference participants, registration fees of conference participants and speaker fees. Applicants may qualify for up to $1,000 during a given year, and applications for new as well as annual meetings are encouraged. Complete details about the application components are on the APA website at [http://www.apa.org/about/awards/block-ugradpre.aspx](http://www.apa.org/about/awards/block-ugradpre.aspx).

Funding requests must be postmarked by February 17, 2016. Send requests to Martha Boenau of the Education Directorate at the APA address or by email to MBoenau@apa.org.

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**NEWS FROM TOPSS**

**TOPSS WELCOMES NEW COMMITTEE MEMBERS**

The APA Committee of Teachers of Psychology in Secondary Schools (TOPSS) is pleased to welcome three new members who will join the committee in January 2016: Kristin H. Whitlock, MEd, of Davis High School (Kaysville, UT) was elected chair-elect, and Jennifer Schlicht, MS, of Olathe South High School (Olathe, KS) and Allison Shaver, MA, of Plymouth South High School (Plymouth, MA) were elected as members-at-large.

TOPSS extends sincere thanks and appreciation to off-going committee members Michael McLane, MA, of Sterling Heights High School (Sterling Heights, MI), Amy Ramponi of Kimberly High School (Kimberly, WI) and Virginia Welle, MS, of Chippewa Falls Senior High School (Chippewa Falls, WI) for their service on TOPSS.
NOMINATIONS SOUGHT FOR
2016 APA TOPSS CHARLES T.
BLAIR-BROEKER EXCELLENCE
IN TEACHING AWARDS

The purpose of the APA TOPSS Charles T. Blair-Broeker Excellence in Teaching Award is to provide an opportunity for TOPSS to recognize outstanding teachers in psychology. There will be up to three awards given annually.

Winners will receive a framed certificate, engraved award, cash prize of $500 and a free TOPSS membership renewal for the 2016 membership year. Additionally, Worth Publishers is generously donating a $500 credit to Bedford Freeman & Worth Publishers and a copy of the “High School Psychology Video Anthology DVD” to each of the winning teachers.

ELIGIBILITY AND TIMELINE
Teachers of high school psychology are invited to apply or can be nominated by a colleague, supervisor, student or administrator.

Nominees must be high school teacher affiliates of the APA (high school teacher affiliates are automatically members of the APA Teachers of Psychology in Secondary Schools (TOPSS) — see the high school teacher affiliate application.

All supporting materials must be postmarked by March 15, 2016. Electronic submissions are welcomed. Please submit materials to Emily Leary Chesnes (eleary@apa.org), APA Education Directorate, 750 First Street, NE, Washington, DC 20002.

Details on the application procedure, judging process and scoring rubric are available online at http://www.apa.org/about/awards/teaching-excellence.aspx. A nomination form is available at the TOPSS website. For additional information, please contact Emily Leary Chesnes at (202) 572-3013 or eleary@apa.org.

TOPSS
American Psychological Association

APA SUMMIT ON HIGH SCHOOL
PSYCHOLOGY EDUCATION
RANDY ERNST, EDD
AMY FINEBURG, PHD
Co-Chairs
High School Psychology Summit Steering Committee

The American Psychological Association (APA) is pleased to announce it has commissioned a steering committee to plan for the first-ever Summit on High School Psychology Education. This landmark event will be hosted by Weber State University in Ogden, Utah, in July 2017.

The steering committee has been charged with developing the rationale, vision and foundational goals for the summit. The committee met in Washington, DC, this past June to discuss initial plans and topics for the summit. Questions proposed by committee members include:

• How can we use technology to promote better learning in psychology?
• How does psychology promote the “soft skills” requested by the business world?
• What skills do psychology students gain from psychology courses that lead to greater well-being?
• What does quality teacher training and professional development look like?
• What steps are needed for high school psychology courses to count for science credit?
• What are evidence-based best practices in the teaching of high school psychology?

APA plans to bring high school psychology teachers, college faculty members and other stakeholders together to address these and other questions in the summer of 2017. We expect the summit discussions to shape the teaching of high school psychology for years to come.

The 2017 summit follows similar events sponsored by APA in past decades focused on psychology partnerships and undergraduate education in psychology. In 1999, APA hosted a groundbreaking, formative and innovative summit pulling college and high school psychology instructors together to address the learning and teaching needs of the 21st century. The Psychology Partnerships Project (P3) was one of several such teaching-of-psychology conferences supported by APA’s Education Directorate in the past 40 years; none of the previous conferences focused solely on issues related to teaching high school psychology. This summit will complement the work of the Education Directorate and the APA Teachers of Psychology in Secondary Schools (TOPSS) to enhance and support the teaching of high school psychology.

Are you interested in being part of psychology’s history? If so, please watch this newsletter for an application to be a participant at this watershed event.

TOPSS
American Psychological Association
CALL FOR NOMINATIONS: APA SUMMIT ON NATIONAL ASSESSMENT OF PSYCHOLOGY (APA SNAP)

The APA Guidelines for the Undergraduate Psychology Major 2.0 (APA, 2013) provides a foundation for department planning at the associate and baccalaureate levels. Psychology departments have asked for additional assistance and tools as they assess these learning goals and outcomes at the course and program levels. APA will convene a Summit on National Assessment of Psychology (APA SNAP) on June 21-25, 2016, to bring together experts in educational assessment in undergraduate psychology. APA SNAP participants will begin the process of building a collection of digital and/or print resources to assist psychology departments at both the associate and baccalaureate levels in optimally assessing their programs.

The planning committee for APA SNAP invites nominations (including self-nominations) for conference participants from associate and baccalaureate degree-granting institutions who are experienced in developing and implementing evidence-based assessments of student learning outcomes at the course and/or program levels. We plan for 30 attendees, who will represent the diverse constituency in undergraduate education.

The University of Wisconsin–Green Bay, APA and other grant sources will cover room costs, meals, program supplies and local transportation to and from the airport. Housing for the conference will be in residence halls at the University of Wisconsin–Green Bay. Participants’ institutions will be asked to pay for transportation to and from Green Bay, Wis. Limited funding for travel scholarships will be available for participants whose institutions cannot cover their travel costs.

Please complete the application online at http://www.apa.org/ed/precollege/undergrad/index.aspx. Applicants are asked to provide information about their assessment experience at the program and/or departmental levels and preference for an assessment domain and level of program. Applicants will also submit a one-page description of a promising assessment tool for measuring a learning outcome(s) identified in the APA Guidelines for the Undergraduate Psychology Major: Version 2.0.

Applications must be received by December 31, 2015. Address conference or application questions to Robin Hailstorks (RHailstorks@apa.org) or Martha Boenau (Mboenau@apa.org) or by calling 202-336-6140.

MARK YOUR CALENDAR

NATIONAL INSTITUTE ON THE TEACHING OF PSYCHOLOGY (NITOP)
January 3–6, 2016 (Sunday through Wednesday)
TradeWinds Island Grand Hotel
St. Pete Beach, Florida

The conference program includes four morning workshops on the first day, three poster sessions, three participant idea exchanges, social hours, book and software displays and 30 featured speakers, well known for their excellence in teaching psychology. In addition to admission to all conference events, registration includes a printed program that includes the titles and authors of all posters, participant idea exchanges, Teaching Slam and Demo Demo presentations and online access during and after the conference to about 200 pages of speakers’ handouts or printed copies if desired. Buffet breakfasts and lunches, an evening buffet for participants and their companions and families, refreshments at poster sessions, coffee breaks and social hours will also be provided. The full conference fee for registrations received after November 15 is $595, and discounts are available for students, retirees and members of the Association for Psychological Science.

Registration is limited to 375 participants; early registration is highly recommended. For more information, visit the NITOP website at http://www.nitop.org or contact Joanne Fetzner by phone at 813-973-6969 or email at jfetzner@illinois.edu.

NEWS FROM CUBE