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TEACHING
HYPOTHESIS
SENSATION

SOCIAL
RESEARCH

RELATION

COGNITION
NEUROSCIENCE
ENVIRONMENT

TEST

INTRODUCTORY PSYCHOLOGY TEACHING PRIMER

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A GUIDE FOR NEW TEACHERS OF PSYCH 101

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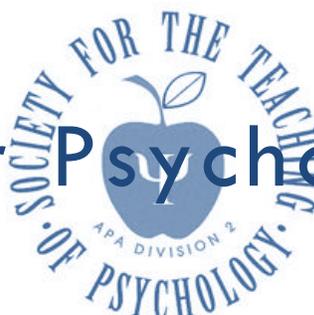
CONSCIOUSNESS

RESEARCH

RELATIO

Edited by: Stephanie Afful
Jessica J. Good
Jared Keeley
Sadie Leder
Jennifer J. Stiegler-Balfour

Early Career Psychologist Council



INTRODUCTORY PSYCHOLOGY TEACHING PRIMER

A GUIDE FOR NEW TEACHERS OF PSYCH 101

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Under the Direction of the Executive Council of the Society for the Teaching of
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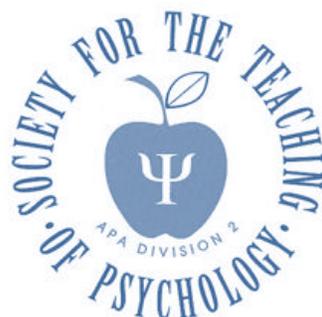


TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION.....	p. 3
Regan A. R. Gurung University of Wisconsin – Green Bay	
CHAPTER 2: HISTORY AND CAREERS.....	p. 6
Stephanie Afful Fontbonne University	
Jessica J. Good Davidson College	
CHAPTER 3: RESEARCH METHODS.....	p. 13
Jessica J. Good Davidson College	
CHAPTER 4: BIOPSYCHOLOGY.....	p. 18
Madeline E. Rhodes McDaniel College	
CHAPTER 5: LEARNING.....	p. 22
Sara J. Estle Washington University in St. Louis	
CHAPTER 6: MEMORY.....	p. 26
Jennifer J. Stiegler-Balfour University of New England	
CHAPTER 7: SENSATION & PERCEPTION.....	p. 31
Erika Wells Union College	
CHAPTER 8: CONSCIOUSNESS.....	p. 37
Jennifer J. Stiegler-Balfour University of New England	
CHAPTER 9: INTELLIGENCE & THINKING.....	p. 42
Jared Keeley Mississippi State University	

CHAPTER 10: DEVELOPMENTAL.....	p. 47
Carrie M. Brown Agnes Scott College	
CHAPTER 11: HEALTH, EMOTION, & MOTIVATION.....	p. 53
Amanda Whitworth Bequette Missouri Institute of Mental Health – University of Missouri-St. Louis	
CHAPTER 12: PERSONALITY.....	p. 59
Sadie Leder High Point University	
CHAPTER 13: SOCIAL.....	p. 64
Stephanie Afful Fontbonne University	
CHAPTER 14: ABNORMAL & THERAPY.....	p. 68
Jared Keeley Mississippi State University	



Chapter 1: Introduction

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You have to teach the introductory psychology course for the very first time and have a finite and limited amount of time to do so.

How do you begin? What do you need?

This primer is designed to answer these questions. If you are a graduate student or new faculty member approaching this course for the very first time, we have something for you.

Introductory psychology is perhaps one of the most difficult courses to teach within the psychology curriculum. Not only does it involve covering the breath of the discipline, something that instructors trained in specific areas are not naturally prepared to do, it also involves teaching students who vary in interests and who lack proficiency in essential skills such as quantitative and informational literacy. Many students take the introductory psychology course primarily to satisfy general education requirements, and only a portion of students carry on to major in psychology. Unlike students in upper level psychology classes, intro students have had little, if any, prior exposure to psychology. Given the importance of the introductory psychology class in American education (approximately 1.7 million students take this class every year) it is perhaps prudent for the premier organization for the teaching of psychology, the *Society of the Teaching of Psychology* (STP), to provide guidelines for this course and prepare an explicit statement to aid teachers of this course. STP's Executive Committee charged the Early Career Psychologists group to create a primer to aid those teaching introductory psychology. This document is the result of their labors.

Corresponding to the magnitude of the task of teaching the introductory course, there are many resources to teach the class. STP's own resources (OTRP, Project Syllabus, TOPIX) and issues of *Teaching of Psychology*, together with many volumes on teaching the class (e.g., Dunn & Chew, 2005; Dunn et al., 2010; Goss Lucas & Bernstein, 2005) provide a variety of activities and assignments to aid the intro psychology teacher. Unfortunately, the volume of help available paradoxically may frustrate the novice teacher. Many graduate students, adjunct instructors, lecturers, and even junior faculty, are often thrust into teaching the introductory course with insufficient training, time, or both. When added to already challenging work schedules and the stressors of the academic life, the novice introductory psychology teacher may be overwhelmed

by the task, may not be able to best use the resources available, and may not even know where to begin.

This basic primer for the teaching of the introductory course summarizes best practices and selects from the many resources available, to provide a starting instructor with a clear, concise, and concrete set of tools sufficient to successfully teach an introductory course for the first time. It is also designed to provide the experienced instructor with suggestions and tips that can invigorate a course taught many times over. Akin to guides provided for visiting cities or theme parks that provide recommendations for what the person can do based on how much time they had -- if you have a full day at Legoland/in New York city here is what to do. If you only have half a day, here is what you do-- this primer provides a core set of basic pedagogical tools and recommendations and then has sections adding more resources and recommendations building on the basics for instructors with more time or those teaching it for the second or more time.

To be clear, this is NOT a book on how to teach well. There are many different resources to satiate the thirst for reading in that area ranging from the classic *McKeachie's Teaching Tips* (Svinicki & McKeachie, 2011) now in its thirteenth edition, *Tools for Teaching* (Davis, 2009), and the more recent *Effective college and university teaching* (Buskist & Benassi, 2012), providing a host of teaching suggestions broken down by every different teaching situation imaginable (e.g., syllabus and test writing, classroom management). There are also books offering best practices such as *Evidence-Based Teaching in Higher Education* (Schwartz & Gurung, 2012) and *Best Practices for Teaching Beginnings and Endings in the Psychology Major* (Dunn, Beins, McCarthy, & Hill, 2010). The interested reader is urged to consider adding these titles to their bookshelves for when time permits a gentle browse or in-depth perusal.

This primer is designed to be a pragmatic aid. It will give you what you need to get started right away and includes key student learning objectives, assessments for each of the SLOs, pedagogical techniques and designs to help students reach the objectives, and recommended coverage models (i.e., sample content) based on a variety of key sources (APA, 2007; 2011; Halpern, 2010). Authors divide each chapter into sections covering Learning Objectives, Possible Assessments, Activities and Techniques, Relevant articles from the teaching of Psychology, Links to TOPIX materials, and Coverage suggestions.

Use what you can as time permits. There is always more that can be done.

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Chapter 2: History & Careers

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HISTORY: COVERAGE SUGGESTIONS

1 class period (50 min – 75 min):

- ✓ Definition of psychology, discussing focus on empiricism
- ✓ Origins of Psychology in early Greek philosophy
- ✓ 4 goals of psychology- describe, predict, understand, explain
- ✓ Early historical perspectives: Structuralism, Functionalism, Gestalt, Behaviorism, & Psychoanalysis

If you have a 2nd class period, you might also consider covering:

- ✓ Expand on Philosophical Issues:
 - Nature vs. Nurture
 - Free will vs. determinism
 - Mind/Body connection

LEARNING OBJECTIVES

- ❖ **1.1:** Characterize the nature of psychology as a discipline
 - Explain why psychology is a science
 - Identify and explain the primary objectives of psychology: describing, understanding, predicting, and controlling behavior and mental processes
 - Compare and contrast the assumptions and methods of psychology with those of other disciplines
 - Describe the contributions of psychology perspectives to interdisciplinary collaboration
- ❖ **1.2 b:** Demonstrate knowledge and understanding of the history of psychology, including the evolution of methods of psychology, its theoretical conflicts, and its sociocultural contexts

(as suggested by [APA guidelines, 2007](#))

POSSIBLE ASSESSMENTS (Out of Class)

Classic Readings: A list of classics full-text readings in the History of Psychology is available at: <http://psychclassics.yorku.ca/author.htm>. Students could pick an article and answer questions regarding the contributions to the larger field or identify different studies that achieved the goals of describing, understanding, predicting, and controlling behavior and mental processes. (LO 1.1, 1.2)

Online Scavenger Hunt: Ask questions on key events, publications, and perspectives from this flash activity available at: http://www.learner.org/discoveringpsychology/history/history_flash.html. Questions might include: Who founded Gestalt Psychology? What year was the *Nature of Prejudice* published? (LO1.2b)

Psychology at the Bookstore: This assignment has students visit a book retailer to critically evaluate the portrayal of the science of psychology in the popular media. Detailed instructions available at: http://www.teachpsychscience.org/pdf/524201042305PM_1.PDF (LO 1.1)

ACTIVITIES & TECHNIQUES (In Class)

Myth busting- True/False statements on first day regarding history and breadth of psychology as well as counterintuitive findings. (See Lilienfeld et al., (2009) *50 Great Myths of Popular Psychology: Shattering Widespread Misconceptions about Human Behavior*)

Discovering Psychology Video: Past, Present and Promise (26:37) (Given the length of this video, may be more appropriate as an out of class or online activity.)
http://www.learner.org/vod/vod_window.html?pid=1498

RELEVANT TOP ARTICLES (Annotated Bibliography)

Cox, B. D. (1997). Students' basic philosophical assumptions in history of psychology: A measure and teaching tool. *Teaching of Psychology*, 24(1), 39-41.

This article describes administering a questionnaire to students regarding their philosophical perspective on issues such as the mind-body connection and free will vs. determinism. Students may not realize their position or how their philosophy could influence future processing of material. This would be an activity that could be done either at the beginning or end of a course. One could also include questions from other sub-disciplines (e.g., health, I/O, developmental, etc) to tie into the careers section of the chapter.

Krauss, J. (1999). A jigsaw puzzle approach to learning history in introductory psychology. *Teaching of Psychology*, 26(4), 279-280.

This activity used a jigsaw puzzle to teach structuralism, functionalism, and gestalt psychology. As students work in groups to complete a puzzle, they note the components, purpose, and whole product. This would be a relatively easy activity to implement and would not take too much class time.

Zehr, D. (2000). Teaching psychology's history through a comparative analysis of introductory psychology texts. *Teaching of Psychology*, 27(1), 31-33.

This article describes an activity in which students look through Introductory Psychology texts from previous decades and compared them to contemporary texts. This could be done as an in-class activity or give students presentations (as described in article). This would be a good activity to reinforce concepts such as scientific approaches, goals of psychology, and understanding the evolution of topics within in the discipline.

LINKS TO ToPIX MATERIALS

Activities, demonstrations, handouts, etc.:

<http://topix.teachpsych.org/w/page/19981004/History%20in%20the%20Classroom>

Video/audio: <http://topix.teachpsych.org/w/page/19981003/History%20Videos>

Books & Films: <http://topix.teachpsych.org/w/page/39234838/History>

Current events/ news:

<http://topix.teachpsych.org/w/page/24891589/History%20in%20the%20News>

CAREERS: COVERAGE SUGGESTIONS

Some Introductory Psychology textbooks cover career information in the first chapter, others in the last chapter or appendix. When you choose to cover the career material may influence the depth of coverage:

Beginning of semester – half class period (25 min – 40 min)

- ✓ Describe clinical careers, non-clinical careers (dispel myth that all psychology jobs are clinical)
 - Describe academic as well as industry/non-profit careers
- ✓ Link various careers with their relevant subfield of psychology

End of semester – 1 class period (50 min – 75 min)

- ✓ Now that students have covered major areas in psychology, you could describe various psychology careers and ask students to determine which subfields of psychology are most relevant
- ✓ Add in information on graduate psychology programs (how to apply, how to find information, etc.)
- ✓ If students have conducted in-depth team papers, additional class time could be devoted to oral presentations

LEARNING OBJECTIVES

- ❖ **4.1:** Describe major applied career areas (e.g., clinical, counseling, industrial/organizational, school, etc.) and emerging (e.g., health, forensics, media, military, etc.) applied career areas of psychology.
- ❖ **10.1:** Apply knowledge of psychology (e.g., decision strategies, life span processes, psychological assessment, types of psychological careers) when formulating career choices.
- ❖ **10.2:** Identify the types of academic experience and performance in psychology and the liberal arts that will facilitate entry into the workforce, postbaccalaureate education, or both.
- ❖ **10.4:** Identify and develop skills and experiences relevant to achieving selected career goals.

(as suggested by [APA guidelines, 2007](#))

POSSIBLE ASSESSMENTS (Out of Class)

Short Paper: have students read about various psychology careers and then choose the one that seems to fit best with their interests. Students can write short papers describing the career, what education and skills are necessary, and assess what steps they would personally need to take to achieve that career (LO 10.1, 10.2, 10.4). Resources for this assignment are below:

Career Resources:

- ✓ [Psychology Career Center](#)
- ✓ [Psychology Careers](#)
- ✓ APA (2011) – Careers in Psychology [brochure](#)
- ✓ APA (1994) – Video called, “Psychology: Scientific Problem Solvers: Careers for the 21st Century,” available for [purchase](#)
- ✓ Available through [OTRP](#)
 - Appleby, Millspaugh, & Hammersley (2011) provide links to information on 172 psychology-related careers. Their document is available through OTRP -
 - Rajeki (2007) provides a step-by-step activity for students to create a customized job list of their own, available through OTRP

In Depth Paper/Group Project: students work in pairs or small groups to research a particular psychology career (instructor can provide a list of acceptable options). Depending on the desired depth of the project, students could research the primary responsibilities of the job, educational requirements, average salary, typical work hours, current issues facing individuals holding the job, and even interview someone in that position to get first-hand knowledge. In addition to writing a paper, teams could orally present their research to the class, so that students learn about several additional career paths beyond the one they primarily researched (LO 10.1, 10.2, 10.4).

Depending on the scope of the project, this assignment could also promote additional APA Learning Outcomes:

- ❖ **6.1b:** Locate appropriate sources of information (through campus resources, internet, personal interviews, etc.) on career options, educational requirements, internship and job opportunities
- ❖ **7.2:** Demonstrate effective oral communication and critical listening skills
- ❖ **7.5:** Exhibit the ability to collaborate effectively with other students to produce a quality group-based product

ACTIVITIES & TECHNIQUES (In Class)

Matching Game: 1) give students a list of hypothetical job scenarios and have them match the correct psychology career, or 2) give students a list of psychology careers and have them match the psychology subfield that is most applicable (LO 4.1, 10.1, 10.2). This is a quick and easy activity that could be used at the beginning or end of the course.

Career Jeopardy: Create a game board (or set up a computerized game board) with categories such as “Researchers,” “Clinical Service Providers,” “Applied Careers,” “Psychology Degrees,” etc. Create clues (or Jeopardy answers) that include descriptions of careers within each category. For example, answers within the “clinical service providers” category could include descriptions of work done by clinical psychologists, psychiatrists, counselors, clinical social workers, etc. The correct student responses (or Jeopardy questions) would be “What is a clinical psychologist?” or “What is a social worker?” As another example, to emphasize the differences between various graduate psychology degrees, answers could include descriptions of degrees with various requirements (dissertation, internship, supervised hours, number of years, etc.) and the student questions could include “What is a Ph.D.?” or “What is a PsyD?” This activity would be a considerable amount of up-front work, but once prepped, would require only minimal updates each semester. This activity is fun because it is interactive and students can easily become engaged in the competitive atmosphere (LO 4.1, 10.1, 10.2).

Flipped Classroom: Have students watch the APA careers video (link provided above) prior to coming to class. In class, have students actively discuss career alternatives or group themselves by desired future career and have each group discuss necessary experiences and educational achievements in order to pursue that career goal. This activity may be more appropriate at the end of the course, after students have had a chance to consider the areas of psychology in which they are most interested (LO 4.1, 10.1, 10.2).

RELEVANT TOP ARTICLES (Annotated Bibliography)

Borden, V. M. H., & Rajewski, D. W. (2000). First-year employment outcomes of psychology baccalaureates: Relatedness, preparedness, and prospects. *Teaching of Psychology, 27*, 168-168.

As part of your instruction on psychology careers, you may want to provide students with information about what types of careers psychology majors tend to pursue immediately after graduation, and which of those seem to be most related to the psychology major.

Brucato, B., & Neimeyer, G. J. (2011). Effectiveness of an online graduate preparation program. *Teaching of Psychology, 38*, 166-172.

The authors present evidence for the effectiveness of the Virtual Advisor, an online graduate school preparation program. Although many introductory psychology students do not pursue graduate education in psychology, the first 2 modules of the program (*1 – Exploring Careers in Psychology, 2 – Preparing for Careers in Psychology*) could be useful ways to dispel common misconceptions regarding psychology careers. The authors also assessed participants' knowledge of psychology careers, and these assessments could potentially be adapted for classroom use.

Larkin, J. E., Pines, H. A., & Bechtel, K. M. (2002). Facilitating students' career development in psychology courses: A portfolio project. *Teaching of Psychology, 29*, 207-210.

The authors describe and provide evidence for the effectiveness of a portfolio project designed to increase career knowledge in an Industrial/Organizational psychology class. The project is an in-depth experience, and thus may be more appropriate at the end of the semester or in a class with a particular emphasis on career planning.

Maynard, A. M., Maynard, D. C., & Rowe, K. A. (2004). Exposure to the fields of psychology: Evaluation of an introductory psychology project. *Teaching of Psychology, 31*, 37-40.

The authors describe an assignment designed for use with introductory psychology classes that requires students to seek out information on a particular field of psychology, including relevant campus classes and research opportunities as well as career options within that field. Students work in groups to complete the project and then present their findings to the rest of the class.

LINK TO ToPIX MATERIALS

Video/audio: <http://topix.teachpsych.org/w/page/45268670/Careers%20Video>



Chapter 3: Research Methods

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COVERAGE SUGGESTIONS

2 class periods (100 min – 150 min):

- ✓ Psychology as a science
 - Necessity of scientific research (flaws in intuition)
- ✓ Scientific Method
- ✓ Types of research designs
 - Qualitative and quantitative designs
 - Correlational and experimental designs
- ✓ Research Ethics

If you have a 3rd class period, you might also consider covering:

- ✓ Basic statistics
 - Measures of central tendency, variability
 - Correlation coefficient
 - Normal distribution, meaning of “statistical significance”
- ✓ Experimenter bias, demand characteristics

LEARNING OBJECTIVES

- ❖ 1.1a: Explain why psychology is a science
- ❖ 1.2e: Relevant ethical issues, including a general understanding of the APA Ethics Code
- ❖ 1.3a: Describe behavior and mental processes empirically, including operational definitions
- ❖ 2.1: Describe the basic characteristics of the science of psychology.

(as suggested by [APA guidelines, 2007](#))

LEARNING OBJECTIVES (cont)

- ❖ 2.2: Explain different research methods used by psychologists.
 - Describe how various research designs address different types of questions and hypotheses
 - Articulate strengths and limitations of various research designs, including distinguishing between qualitative and quantitative methods
 - Distinguish the nature of designs that permit causal inferences from those that do not
 - Describe how the values system of the researcher can influence research design and decisions

(as suggested by [APA guidelines, 2007](#))

POSSIBLE ASSESSMENTS

(Out of Class)

Popular News Assignment: Students are tasked with finding a popular news report (print, radio, TV) of an empirical psychology study. Students must identify the research design (experimental or correlational), the hypothesis, operational definitions, and main conclusions. Finally, students are asked to think critically about possible third variables or biases that could limit the conclusions of the researchers. Sometimes students report difficulty in finding popular press reports of psychological studies, so be prepared to suggest possible sources (LO 2.2).

Mini-Research Project: For this assignment, instructors should compile a list of easily assessed quantitative variables (height, weight, GPA, number of Facebook friends, time spent studying, number of alcoholic drinks per week, etc.). Ask students to sample 10 people, collecting data on 2 variables of their choice. Students then must plot their data on a scatterplot and visually assess whether a correlation is present. In a brief paper, students must estimate the strength and valence of the correlation, as well as identify possible third variables that could be influencing the relationship (or lack thereof). Students could also discuss sampling issues, non-representativeness, etc. Students should then design an experimental study to test whether there is a causal relationship between the two variables assessed. The data collection part of this assignment is engaging for students, but the more difficult critique and research design portions may be frustrating for beginning psychology students. As an instructor, be sure to scaffold the assignment as needed (LO 1.1a, 1.3a, 2.2).

Belief in popular myths: For this short paper, students should pick a pseudo-scientific myth, perhaps from Lilienfield et al. (2009) or another similar source. Students should survey 10 people to assess their belief in the myth. In a short paper, students should present their results, use their critical thinking skills to dispel the myth, and discuss why scientific research is necessary. Students often come into class believing various pseudo-scientific myths, and this can be a good way to

introduce the course and underscore the importance of scientific psychological research (LO 1.1a, 1.3a).

- Lilienfeld, S. O., Lynn, S. J., Ruscio, J., and Beyerstein, B. L. (2009). *50 great myths of popular psychology: Shattering widespread misconceptions about human behavior*. Wiley-Blackwell.

ACTIVITIES & TECHNIQUES (In Class)

Dualing Proverbs: This activity is based on an excerpt from David Myers' *Social Psychology*, 9th edition (2008) in which Myers presents proverbs or common sayings that directly contradict each other. For example, he lists "birds of a feather flock together" and "opposites attract." Ask half of the class to close their eyes and show the remaining half one of the proverbs/sayings (this could be done using powerpoint or written lists could be passed out). Ask them to think about whether they agree with the saying. Next, switch and show the other half of the class the *opposite* proverb and again ask them to think about whether or not they agree. Finally ask the entire class to raise their hands if they agreed with the proverb they were shown. Generally the majority of the class raises their hands. After showing the entire class both proverbs, the instructor can begin a discussion about common sense vs. scientific findings, the importance of scientific research, etc. (LO 1.1a, 2.1).

- Myers, D. G. (2008). *Social psychology* (9th ed.). New York: McGraw Hill.

Guessing Correlations: Provide students with pairs of variables and ask them to guess the strength and valence of the relationships. For example, ask them to guess the correlation between age and height, weight and reading ability, temperature and thickness of jacket worn, number of churches and number of liquor stores in a town, etc. Instructors should provide a range of possible correlations, indicating positive, negative, and no relationship, as well as weak and strong relationships. If students indicate no relationship between 2 variables, ask them to imagine that there is a strong correlation and guess what third variable could be driving that correlation. For example, can you think of a third variable that could affecting both weight and reading ability? Depending on the time allotted, instructors could also bring up linear versus curvilinear relationships, and the inability to determine direction with correlational research. This is a quick and easy activity to put together and can occupy as much or as little class time as you would like. The more creative the relationships between variables, the more fun students will have determining the nature of those relationships (LO 2.2).

Design Two Studies: To illustrate the difference between correlational and experimental research, yet demonstrate that most research questions are amenable to both types of design, break students up into small groups and give them a research question. Instructors can choose the practicality versus creativity of the prompts (e.g., "does caffeine improve studying?" versus "does moving in a zig-zag pattern increase your likelihood of outrunning a rhino?"). Students must come up with both an experimental and a correlational study to address the assigned research question. Depending on the scope of the lesson and time allotted, instructors could also students to develop specific hypotheses, operational definitions of the relevant variables, etc.). If desired, students could discuss their ideas with the entire class or even engage in "pop presentations," in which students are given 5 to 10 minutes (and appropriate blackboard/easel space to draw) to create a brief presentation of their ideas. At first, students can be stumped if they have not yet

been exposed to much psychological research; circulate through the room and help student groups come up with initial ideas (LO 1.3a, 2.2).

Class IRB: Many instructors teach ethics in research methods by showing students classic studies in psychology that contain ethical questions (e.g., Milgram's studies, Stanford Prison Study, etc.). While these studies are exciting and can certainly foster good discussion, Intro Psych students may not yet have the background (in Week 2 of the course) to understand that those studies are not representative of typical current research methods. As an alternative, the instructor can create brief one-paragraph descriptions of research that have been "submitted" to an IRB. In groups, students can act as an IRB and evaluate each proposal, discuss the ethical considerations, and decide whether or not to approve the research. Depending on what issues the instructor would like to emphasize, the "proposals" could highlight issues of deception, un-informed consent, experimenter bias, undue stress to the participant, confidentiality of data, and even standards of care for lab animals. After students have discussed in groups, bring the entire class together as one large IRB and discuss whether to approve each proposal. This activity is more successful when the ethical issues in the scenarios are subtle enough to spark debate rather than clear ethical violations that leave little room for student discussion (LO 1.2e).

RELEVANT TOP ARTICLES (Annotated Bibliography)

Bensley, D. A., Crowe, D. S., Bernhardt, P., Buckner, C., & Allman, A. L. (2010). Teaching and assessing critical thinking skills for argument analysis in psychology. *Teaching of Psychology, 37*, 91-96.

This article compared research methods classes with explicit training in critical thinking skills to classes without explicit training. Results indicated that explicit instruction improved students' argument analysis abilities.

Boyce, T. E., & Geller, E. S. (2002). Using the Barnum effect to teach psychological research methods. *Teaching of Psychology, 29*, 316-318.

The authors describe a class exercise based on the Barnum effect, to effectively demonstrate the importance of the scientific method. Although demonstrations of the Barnum effect are popular, this article specifically illustrates how students' attitudes about pseudoscience change after receiving one-size-fits-all personality ratings, and then again after debriefing.

Burkley, E., & Burkley, M. (2009). Mythbusters: a tool for teaching research methods in psychology. *Teaching of Psychology, 36*, 179-184.

This article describes how to use clips from the popular TV show, *Mythbusters*, to demonstrate the use of research methods in answering empirical questions. The authors discuss efficacy of the exercise as well as student enjoyment.

Hall, S. S., & Seery, B. L. (2006). Behind the facts: Helping students evaluate media reports of psychological research. *Teaching of Psychology*, 33, 101-104.

This article demonstrates an activity to aid students in identifying critiques of popular press reports of research. Results suggest that the activity can improve students' ability to think critically about research in the popular press.

Johnson, D. E. (1996). A 'handy' way to introduce research methods. *Teaching of Psychology*, 23, 168-170.

This article describes a classroom activity that encourages students to think about the difference between correlation and causation, third variable issues, and interpretation of line graphs.

LINKS TO ToPIX MATERIALS

Activities, demonstrations, handouts, etc.:

<http://topix.teachpsych.org/w/page/19981034/Research%20Methods%20in%20the%20Classroom>

Video/audio: <http://topix.teachpsych.org/w/page/19981033/Research%20Methods%20Video>

Current events/ news:

<http://topix.teachpsych.org/w/page/23075273/Research%20Methods%20in%20the%20News>



Chapter 4: Biopsychology

Madeline E. Rhodes
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COVERAGE SUGGESTIONS

2 class periods (100 min – 150 min):

- ✓ How the nervous system is studied
- ✓ Interactions between heredity and environment
- ✓ Neuroanatomy
- ✓ Development of the nervous system
- ✓ Neurons and synaptic transmission

If you have a 3rd class period, you might also consider covering:

- ✓ The endocrine system
- ✓ Neural plasticity

LEARNING OBJECTIVES

- ❖ **1.2a:** Demonstrate knowledge and understanding of theory and research on the biological bases of behavior and mental processes, including physiology, sensation, perception, comparative, motivation, and emotion
- ❖ **1.2c:** Demonstrate knowledge and understanding of relevant levels of analysis: cellular, individual, group/systems, and society/culture
- ❖ **1.2d:** Demonstrate knowledge and understanding of overarching themes, persistent questions, or enduring conflicts in psychology, such as:
 - The interaction of heredity and environment
 - Variability and continuity of behavior and mental processes within and across species
 - The interaction of mind and body

(as suggested by [APA guidelines, 2007](#))

LEARNING OBJECTIVES (cont)

- ❖ **1.3:** Use the concepts, language, and major theories of the discipline to account for psychological phenomena.
 - Describe behavior and mental processes empirically, including operational definitions
 - Identify antecedents and consequences of behavior and mental processes
 - Interpret behavior and mental processes at an appropriate level of complexity
 - Use theories to explain and predict behavior and mental processes
 - Integrate theoretical perspectives to produce comprehensive and multifaceted explanations
- ❖ **1.4:** Explain major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).
 - Compare and contrast major perspectives
 - Describe advantages and limitations of major theoretical perspectives
- ❖ **2.5:** Follow the APA Ethics Code in the treatment of human and non-human participants in the design, data collection, interpretation, and reporting of psychological research

(as suggested by [APA guidelines, 2007](#))

POSSIBLE ASSESSMENTS (Out of Class)

Levels of Analysis: Using their textbooks, have students write a short paper comparing the different ways in which the nervous system can be studied (e.g., clinical observations, experimental techniques, neuroimaging techniques). (LO 1.2a, 1.2c, 1.4)

Neuroanatomy: Provide students with diagrams and have them label the lobes and other major areas of the brain and describe their primary function(s). (LO 1.3)

Myths of the Brain: Have students read and respond to the *Top Ten Myths of the Brain* (<http://www.smithsonianmag.com/science-nature/Top-Ten-Myths-About-the-Brain.html>). (LO 1.2d)

Have students choose an animal study that is described in their text (e.g., Harlow) and write a short paper about the knowledge that was gained from the study contrasted with the costs to the animal subjects. (LO 2.5)

ACTIVITIES & TECHNIQUES (In Class)

Action Potential: Have students act out an action potential as described in Felsten, 1998 (see annotated bibliography). This is an integral part of understanding how the nervous system works, but is often an area that students have difficulty with. Engaging students in an interactive process for understanding the action potential usually enhances their understanding of the process. (LO 1.2a, 1.2c)

Synaptic Transmission: Have students demonstrate synaptic transmission as described in Reardon et al., 1994 (see annotated bibliography). This is another area that is vitally important for understanding later material, but that students have difficulty grasping. (LO 1.2a, 1.2c)

Brain anatomy: Have students construct a clay brain that depicts the lobes and the brainstem. (<http://faculty.washington.edu/chudler/chmodel.html>) This is a fun activity that helps students remember the lobes of the brain. (LO 1.2a)

RELEVANT TOP ARTICLES (Annotated Bibliography)

Felsten, G. (1998). Propagation of action potentials: An active participation exercise. *Teaching of Psychology, 25*, 109-111.

This article describes an exercise that demonstrates the propagation of action potentials. Results suggest that this activity may enhance students' understanding of action potentials.

Herzog, H. A. (1990). Discussing animal rights and animal research in the classroom. *Teaching of Psychology, 17*, 90-94.

This article describes an exercise to engage students in a discussion about animal research. Students role-play participation on an Institutional Animal Care and Use Committee and make decisions about whether hypothetical experiments will be approved.

Reardon, R., Durso, F. T., & Wilson, D. A. (1994). Neural coding and synaptic transmission: Participation exercises for introductory psychology. *Teaching of Psychology, 21*, 96-99.

This article describes two exercises to help students understand neural coding and synaptic transmission. Anecdotal reports suggest that these activities aid students' understanding of these processes.

Sheldon, J. P. (2000). A neuroanatomy teaching activity using case studies and collaboration. *Teaching of Psychology*, 27, 126-128.

This article describes a collaborative activity using case studies to consolidate information about neuroanatomy. Data suggest that this activity is both enjoyable and helpful to students.

LINKS TO ToPIX MATERIALS

Activities, demonstrations, handouts, etc.:

<http://topix.teachpsych.org/w/page/19981022/Neuroscience%20in%20the%20Classroom>

Video/audio: <http://topix.teachpsych.org/w/page/19981021/Neuroscience%20Video>

Books & Films: <http://topix.teachpsych.org/w/page/39235665/Neuroscience-and-Behavior>

Current events/news:

<http://topix.teachpsych.org/w/page/23153163/Neuroscience%20in%20the%20News>



Chapter 5: Learning

Sara J. Estle
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COVERAGE SUGGESTIONS

1st class period (50 min – 75 min):

- ✓ Definition of behaviorism, stress focus on empiricism
- ✓ Classical Conditioning paradigm (US, UR, CS, CR)
- ✓ Application of Classical Conditioning paradigm to human experience
 - Conditioned Emotions (e.g., advertising)
 - Conditioned Taste Aversion

2nd class period (50 min – 75 min):

- ✓ Definition of Operant Conditioning
 - Three-term contingency
- ✓ Description of basic procedures (positive/negative reinforcement, positive/negative punishment) ** Students are often confused by these terms, especially the distinction between negative reinforcement and punishment. Come prepared with lots of examples.
- ✓ Schedules of Reinforcement
- ✓ Application of Operant Conditioning to human experience
 - Shaping
 - Applied Behavior Analysis (ABA)

LEARNING OBJECTIVES

- ❖ **1.2a(1):** Demonstrate knowledge and understanding of theory and research representing learning and cognition.
- ❖ **1.2d:** Demonstrate knowledge and understanding of overarching themes, persistent questions, or enduring conflicts in psychology such as
 - Variability and continuity of behavior and mental processes within and across species
 - Free will versus determinism
 - Subjective versus objective perspective

(as suggested by [APA guidelines, 2007](#))

LEARNING OBJECTIVES (cont)

- ❖ **1.3:** Use the concepts, language, and major theories of the discipline to account for psychological phenomena.
 - Identify antecedents and consequences of behavior and mental processes
 - Use theories to explain and predict behavior and mental processes
- ❖ **1.4:** Explain major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).
 - Compare and contrast major perspectives
 - Describe advantages and limitations of major theoretical perspectives
- ❖ **2.5:** Follow the APA Ethics Code in the treatment of human and non-human participants in the design, data collection, interpretation, and reporting of psychological research

(as suggested by [APA guidelines, 2007](#))

POSSIBLE ASSESSMENTS

(Out of Class)

Literature Search: Have each student choose a learning phenomenon discussed in the chapter. Students should then perform a literature search, locate one article, and describe how the chosen phenomenon can be applied to common human experience. The benefit of this assessment is that it allows students to come in contact with primary readings. In addition, it allows them to make connections between the “science” and everyday life. In my experience, this assignment works best for students that have already been exposed to empirical articles and databases such as Psychinfo earlier in the semester. (LO 1.2a, 1.3)

Scavenger Hunt: Ask students to identify principles of learning as observed in their own experience. Alternatively, you could instruct them to visit the local zoo, mall, or any other public location. The following principles could be included: classical conditioning, positive reinforcement, shaping, schedules of reinforcement, negative reinforcement, positive punishment, negative punishment. This is an activity that has been very well received in my courses (I frequently send students to the St. Louis Zoo for this assignment). In addition, it forces students to do more than just memorize definitions – they have to apply those concepts and identify unique examples. (LO 1.2a, 1.2di, 1.3)

Behavior Modification Project: Ask students to identify a target behavior that they would like to change. Students should state a behavior change goal as well as outline how they would apply one of the behavior change procedures learned in class (e.g., positive reinforcement). Depending on time, you could ask students to collect baseline data, and then continue to collect data while implementing the behavior change procedure. This is another activity that is relatively easy to implement and is typically enjoyed by students. I often provide examples of behaviors chosen in the past such as nail-biting, soda consumption, exercise, etc. (LO 1.2a, 1.2di, 1.3)

ACTIVITIES & TECHNIQUES (In Class)

Shaping: Ask one volunteer to leave the room briefly. The remaining students should pick a simple behavior such as standing behind the podium, writing on the chalkboard, or turning the lights off/on. The remaining students should also decide on a “reinforcer” such as tapping on their desks or stomping their feet. When the volunteer returns to the classroom, instruct him/her to move around the classroom earning as many reinforcers (taps, stomps) as possible. Alternatively, you could use the software *Sniffy the Virtual Rat* to shape behavior as a class. A demonstration version of the software is available at

http://www.wadsworth.com/psychology_d/templates/student_resources/0534633609_sniffy2/sniffy/download.htm

- Students really enjoy this demonstration – you might even consider offering yourself up as the subject! (LO 1.2a)

Podcasts: There are a number of interesting podcasts available at www.thepsychfiles.com. These podcasts could be used as starting points for in-class discussions or alternatively, assigned as homework.

- Episode 152: How do you change your behavior? This episode concentrates on the implementation of a token economy: <http://www.thepsychfiles.com/2011/06/how-do-you-change-your-behavior-interview-with-scott-milford-episode-152/> (LO 1.2a, 1.3) (IC/OC)
- Episode 2: Rewards and punishments. This episode gives multiple examples of reinforcement and punishment including a discussion of the application of these principles to child-rearing: <http://www.thepsychfiles.com/2007/02/episode-2-rewards-and-punishments/> (LO 1.2a, 1.3)

RELEVANT TOP ARTICLES (Annotated Bibliography)

Cogan, D. & Cogan, R. (1984). Classical salivary conditioning: An easy demonstration. *Teaching of Psychology*, 11(3), 170-171.

This article describes a classroom demonstration of classical salivary conditioning. One can use the activity to illustrate the basic components of the classical conditioning paradigm (US, UR, CS, CR), extinction of a CR, and spontaneous recovery, reacquisition, and stimulus generalization.

Lawson, T. J. (1994). The media assignment: Enhancing psychology students' ability to apply their knowledge of psychology. *Teaching of Psychology*, 21(3), 157-159.

This article describes an activity in which students collected examples from the popular media (e.g., newspaper or magazine articles, cartoons, television, movies, or song lyrics) that illustrated either operant or classical conditioning concepts. This could be done as a graded homework activity, or you could require students to give brief presentations in class.

Shields, C., & Gredler, M. (2003). A problem-solving approach to teaching operant conditioning. *Teaching of Psychology*, 30(2), 114-116.

Students often mistakenly equate negative reinforcement and punishment. This article describes an activity in which students study a series of examples and identify discriminative stimuli, the responses, and the nature of the consequences. This could be done as an in-class activity or any number of the examples could be assigned as homework.

LINKS TO ToPIX MATERIALS

Tips for Teaching Operant Conditioning (including examples of positive/negative reinforcement and positive/negative punishment):

<https://files.pbworks.com/download/JkvSps93Tf/teachpsych/36291654/Tips%20for%20Teaching%20Operant%20Conditioning.pdf>

Additional examples of positive/negative reinforcement, positive/negative punishment, and schedules of reinforcement (i.e., FR, VR, FI, FR):

<http://topix.teachpsych.org/w/page/36140077/Operant%20Conditioning%20in%20the%20Classroom>

Video/audio: <http://topix.teachpsych.org/w/page/19981016/Learning%20Video>

Current events/ news:

<http://topix.teachpsych.org/w/page/23075923/Learning%20in%20the%20News>



Chapter 6: Memory

Jennifer J. Stiegler-Balfour
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COVERAGE SUGGESTIONS

2 class periods (100 min – 150 min):

- ✓ Encoding: Transforming perceptions into memories
- ✓ Storage: Maintaining memories over time (sensory storage, short-term storage and working memory, long-term storage)
- ✓ Retrieval: Getting information out

If you have a 3rd class period, you might also consider covering:

- ✓ Multiple forms of memory
 - Explicit and implicit memories
 - Semantic and episodic memories
- ✓ Memory failures
 - Forgetting
 - Memory construction (*Although this is not a required topic, many students are intrigued by learning about false memories/repressed memories. This would be a great topic for class discussion*)
 - Improving memory (*Although this not a required topic, many students will benefit from going over techniques that they can utilize to improve their study habits*)

LEARNING OBJECTIVES

- ❖ 1.2: Demonstrate knowledge and understanding of learning and cognition
- ❖ 1.4: Explain major perspectives of cognitive psychology
 - Compare and contrast major perspectives in cognitive psychology
 - Describe advantages and limitations of major theoretical perspectives of cognitive psychology
- ❖ 2.3: Evaluate the appropriateness of conclusions derived from psychological research

(as suggested by [APA guidelines, 2007](#))

LEARNING OBJECTIVES (cont)

- ❖ 5.4: Tolerate ambiguity and realize that psychological explanations are often complex and tentative.
- ❖ 5.5b: Recognize and respect human diversity
 - Anticipate that psychological explanations may vary across populations and contexts
- ❖ 9.2: Apply psychological principles to promote personal development

(as suggested by [APA guidelines, 2007](#))

POSSIBLE ASSESSMENTS

(In or Out of Class)

Classic Readings (*This activity takes 30-50 minutes. The instructor should ask students to read the article prior to the class meeting and provide students with a list of discussion questions ahead of time so they can prepare answers at home*): A list of full-text readings in various topics of psychology including articles related to memory and cognition (The Scientific American: Psychology Reader to Accompany Introductory Psychology Texts). Students can also be asked to write reflection papers based on assigned articles, which exposes them to current psychological research and theory as well as allows them to develop writing and critical thinking skills. (LO 1.2, 1.4, 2.3, 5.4)

- (Possible articles include Loftus, E.F. (1975). Leading questions and the eyewitness report. *Cognitive Psychology*, 7, 560-572 and Tolman, E.C. (1948). Cognitive maps in rats and men. *Psychological review*, 55, 189-208.

Student Paper/Project (*This demonstration only takes about 5-10 minutes of class time and is very effective because it illustrates how inaccurate memories for everyday objects can be. If instructor asked students to read one of the primary articles, allow at least 15-20 minutes for discussion of the article*): To demonstrate to students how inaccurate our memories can be “ask students to close their eyes, imagine a loaf of bread (or any other familiar object such as a can of soda or carton of eggs), and then, with their eyes still closed, estimate its size with their hands. Have students then open their eyes and view their own estimates. Did they underestimate or overestimate the size of the object?” (Bolt, M. (2007). *Psychology instructor's resource manual to accompany David G. Myers Exploring Psychology* (7th ed.). New York: Worth Publisher). Research by Smith, Franz, Joy, and Whitehead (2005) demonstrated that sighted individuals typically overestimate an object's size whereas blind people did not. Ask students to read the Smith et al. (2005) article and write a paper about their experience during the demonstration, and how their results compare to those discussed in the Smith et al. (2005) article. Also, ask students how this demonstration can be generalized to other scenarios they encounter in everyday life (LO 2.3, 5.4, 9.2)

- (Smith, M., Franz, E. A., Joy, S. M., & Whitehead, K. (2005). Superior Performance of Blind Compared With Sighted Individuals on Bimanual Estimations of Object Size. *Psychological Science*, 16(1), 11-14. doi:10.1111/j.0956-7976.2005.00773.x)

Infusing Diversity into the Classroom (*Instructor should ask students to read the article prior to class and to be prepared to discuss it. Students might benefit from providing them with discussion questions along with the article so they can prepare answers at home. Allow 20-30 minutes for article discussion in class*): Ask students to read articles about memory as they relate to aging, culture, ethnicity, race, disability, gender, or sexual orientation. Possible topics to cover include: aging and memory, cross-cultural research on autobiographical memory in Western and Asian cultures, and gender differences and memory. (LO 2.3, 5.4, 5.5b)

- (Trimble, J. E., Stevenson, M.R., & Worell, J. P. (2003). Toward an inclusive psychology: Infusing the introductory psychology textbook with diversity content).
- Possible articles for assignment include:

Levy, B., & Langer, E. (1994). Aging free from negative stereotypes: Successful memory in China and among the American deaf. *Journal of Personality and Social Psychology*, 66, 989-997.

The authors of this paper investigated whether negative stereotypes about aging actually influence memory. Participants included old and young Chinese hearing, American Deaf, and American hearing individuals. It was assumed that the American Deaf community is less exposed to negative stereotypes of aging because they interact less with the hearing American community. The results showed that younger participants from America and China performed equally well on the memory task; however, the older Deaf and older Chinese participants outperformed the older American hearing group. Furthermore, the researchers found that the more positive one views aging the better the individual performed regardless of whether they were Chinese, American, hearing or deaf. These findings suggest that negative stereotypes about aging contribute to memory loss in older individuals.

Lewin, C., Wolgers, G., & Herlitz, A. (2001). Sex differences favoring women in verbal but not visuospatial episodic memory. *Neuropsychology*, 15, 165-173.

This study examined differences in sex in verbal, nonverbal and visuospatial episodic memory tasks. The results showed that although women performed at a higher level on a composite verbal and nonverbal episodic memory score, men performed at a higher level on a composite score of episodic memory task requiring visuospatial processing. Therefore, men can use their superior visuospatial abilities to excel in highly visuospatial memory tasks, while women can excel in episodic memory tasks in which verbalization of the material is possible.

ACTIVITIES & TECHNIQUES (In Class)

Introduce chapter with Barry Gordon's Forgetting Questionnaire to demonstrate how common forgetting is (See Gordon, B. (1995). *Memory: Remembering and forgetting in everyday life*. New York: Mastermedia Limited.

<http://home.comcast.net/~pamelawhite0794/AP%20Psych/Unit%206/Forgetting%20Frequency%20Questionnaire.htm>. (Instructor should allow 15-20 minutes for students to complete the questionnaire and discuss the outcomes in class). (LO 1.2, 1.4, 9.2)

Feature Film: *Memento* provides an introduction to a discussion about memory and memory loss. The scenes: "It's like waking" (6:25 to 11:05) and "Memories can be distorted" (22:15 to 28:28) are especially impactful. (Instructor should allow 20-30 minutes to watch the videos and discuss how the scenes relate to memory and memory loss). (LO 1.2, 1.4, 2.3, 5.4)

RELEVANT TOP ARTICLES (Annotated Bibliography)

Dietz-Uhler, B., & Lanter, J. R. (2009). Using four-questions technique to enhance learning. *Teaching of Psychology*, 36, 36-41.

The article describes a study in which students either engaged in deeper processing of the material (e.g., analyzing, reflecting, relating and generating questions about the material) either before or after a quiz has been administered. The results showed that students who engaged in deeper processing prior to taking the quiz performed significantly better than students who did so after the quiz. Reading this simple article will enable students to apply what they learned about memory to real life scenarios (e.g., how they could improve their study habits). Instructors may ask students to read the article outside of class once they have covered the basics of memory in class. Subsequently, instructors can ask students to explain why deeper processing leads to better memory than shallow processing techniques. This article would not only teach students about memory processes but also positively influence their study strategies. (LO 1.2, 1.4, 2.3).

Hoyet, M. S., & O'Dell, C. D. (2001). Examining memory phenomena through flashbulb memories. *Teaching of Psychology*, 27(4), 272-273.

Students in an introductory psychology course were asked to record a memory of an event on the first day of classes and subsequently recall the same memory two months later during the memory section of the course. This activity demonstrated first hand that memories are reconstructions of events rather than exact replica. This would be a relatively easy and quick activity to implement, and teach students about memory functions and allow them to observe memory errors and distortions. (LO 1.2, 1.4, 2.3, 5.4).

Miserandino, M. (1991). Memory and the seven dwarfs. *Teaching of Psychology*, 18(3), 169-171.

This article describes a teaching demonstration in which the names of the seven dwarfs were used to introduce and explain basic processes of memory such as short-term and long-term memory, and tip-of-the-tongue phenomenon. Another relatively easy activity that would not take too much class time to implement, and teach students about principles of memory through examining their own memory processes as they perform a memory task. (LO 1.2, 1.4).

LINKS TO ToPIX MATERIALS

Activities, demonstrations, handouts, etc.:

<http://topix.teachpsych.org/w/page/23213805/Memory%20in%20the%20Classroom>

Video/audio: <http://topix.teachpsych.org/w/page/19981017/Memory%20Video>

Books & Films:

<http://topix.teachpsych.org/w/page/23213805/Memory%20in%20the%20Classroom>

Current events/news:

<http://topix.teachpsych.org/w/page/23154167/Memory%20in%20the%20News>



Chapter 7: Sensation & Perception

Erika Wells
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COVERAGE SUGGESTIONS

Vision: 1-2 class periods (50 min – 150 min):

- ✓ Define sensation
- ✓ Anatomical structures involved in visual sensation
- ✓ Define perception (as it relates to object perception)
 - Gestalt Grouping (Similarity, Proximity, Closure, Good Continuation, Figure/Ground)
 - Color perception
 - Trichromacy Theory
 - Opponent Processing Theory
 - Retinex Theory
 - Depth Perception
 - Binocular cues
 - Monocular cues
 - Sensory thresholds/adaptation
 - My opinion is that this is a difficult concept to grasp. Depending on whether students have grasped the idea of perception being separate from sensation, I may go into this concept.
 - If I have time, I may add it into a discussion of the other senses

Other senses: 1-2 class periods (50 min – 150 min):

- ✓ Anatomical structures involved in gustatory sensation, olfactory sensation, and tactile sensation.
- ✓ Perception

Warning: sensation and perception is not always well received because of the amount of information. If you can get students to understand that sensation is not the act of seeing but just the registering of external stimuli while perception or “seeing” is a reinterpretation of the stimuli into a “virtual” image by the brain, you have accomplished a lot. Depending on the term, I may limit my coverage to 2 days (which is the minimum) or go into more depth covering more information over 4 days.

LEARNING OBJECTIVES

- ❖ 1.2: Demonstrate knowledge and understanding of the biological basis of behavior and mental processes as it relates to sensation and perception
- ❖ 1.3: Use the concepts, language, and major theories to account for psychological phenomena
 - Use theories to explain and predict behavior and mental processes in perception
- ❖ 3.1: Use critical thinking effectively
 - Be able to challenge claims that arise from myth, stereotype or untested assumptions
- ❖ 5.2: Demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior

(as suggested by [APA guidelines, 2007](#))

POSSIBLE ASSESSMENTS

(Out of Class)

One common problem in sensation is the large amount of anatomical structures that must be learned. Students can help study these features by scrolling through interactive sites. These are great for independent knowledge acquisition and to gain familiarity with the anatomical structures. (LO 1.2)

- For the eye: <http://www.lensshopper.com/eye-anatomy.asp>
- For the ear: <http://hyperphysics.phyastr.gsu.edu/hbase/sound/ear.html>

Have students compare and contrast any two systems (i.e. vision vs. audition) to further reinforce the process of sensation. This helps students relate to the concept of sensation, perception and how it relates to all of our senses.

Assessing sensation and perception when one has suffered an injury or interruption in the process: Randomly assign a case study from “The Minds Eye” by Oliver Sacks. Students should be able to answer questions regarding the sensory or perceptual processes affected. (LO 1.2)

I also like to use an excerpt from the book, “Island of the Colorblind” by Oliver Sachs as a means of getting students to understand the concept of sensation and perception. You could also show them a video of these phenomena available on youtube. This is a 6 part series and will allow you to talk about sensation and perception as well as nature vs. nurture (if that is a theme in your classroom as it is in mine). The video or excerpt could be used in class or as an out of class assessment, possibly as a means to prepare for a potential essay topic.

- <http://www.youtube.com/watch?v=CM06G26X-rQ>

(In Class)

The brain uses the information it receives to piece together a fairly accurate representation of the external world. One method the brain uses to make meaning from the sensations it receives is through algorithms and past experiences; similar to the way we solve cryptograms. There are a number of websites where students can try their hand at solving these puzzles, such as <http://www.cryptograms.org/play.php> or <http://www.rinkworks.com/brainfood/p/crypts1.shtml>. Students could either complete the same one or pick their own. Then have the class explain what rules of the English language they used, as well as what past experiences lead to the solution. This allows students to understand that the brain performs a similar task in perception. Students really enjoy this activity and it only takes a few minutes within a lecture. I use it to introduce perception. (LO 1.2)

ACTIVITIES & TECHNIQUES

(In Class)

Explain the process of perception using the neural “algorithms” within the brain. (LO 1.2)

Gestalt laws of organization:

- These organizational processes can be explained nicely using real examples from art. Students like this way to present perception because they can relate to the art and many have prior knowledge of the pieces I choose.
 - Similarity-Anything from the technique of “Pointillism”
 - Georges Seurat-“Sunday Afternoon on the Island of La Grande Jatte”
 - Proximity-Anything from the technique of Impressionism
 - Monet-“Sunset in Venice”. The shadow of the church is a great example of proximity, as well as the reflection of the sky in the water.
 - Closure
 - Escher-“Sky and Water”, “Ribbon Faces”
 - Figure Ground
 - Anything by Salvador Dali (e.g., “The Image Disappears”, “The Slave Market”
 - Good Continuation
 - Anything having camouflage as a theme. Camouflage works because of the principle of good continuation. Usually photography is a great example -
http://www.michaelbach.de/ot/fcs_face_in_beans/index.html

Related Background Readings (instructors):

- Verstegan, I. (2005). *Arnheim, Gestalt, and Art*, New York, NY: SpringerWeinNewYork. <http://www.springerlink.com/content/978-3-211-28864-1/>
- Arnheim, R. (1943). Gestalt and art. *The Journal of Aesthetics and Art Criticism*, 2, 71-75.
- Solso, R. L. (2005). *The psychology of art and the evolution of the conscious brain*. Cambridge, MA: MIT Press.

Illusions are a great resource to help explain perception because we are able to see the visual system attempting to correctly solve the puzzle and creating an inconsistent perception. These are easy to incorporate into a lecture (Most of them taking only a few minutes) and could also be used to assign as an out of class assessment. Michael Bach's website is a treasure trove of visual illusions. This site offers the most current scientific explanations for each illusion. You can select just the right illusion to incorporate into the lecture. What I like about his website is he gives the best explanation for why the illusion exists in a concise and straightforward way.

<http://www.michaelbach.de/ot/> (LO 1.3)

- Color perception
 - For color perception, using the opponent processing theory, you can use the following image to give students a direct view of the different channels in our brain that code for different colors. There are a number of different images available on the internet. <http://gettingstronger.org/wp-content/uploads/2010/04/Negative-flag.gif>
 - If you are talking about color perception, particularly the retinex theory of color, you can use the Munker illusion. http://www.michaelbach.de/ot/col_Munker/index.html This is a great illusion because it is dynamic and really stresses the point that our color perceptions can change depending on the context of the information received.
- Depth Perception
 - In order to have students understand how the visual system interprets depth, particularly using the binocular cue of retinal disparity, you could incorporate the fun activity of "The Magic Eye" or Stereogram images. These images contain the same information but it is visually offset (i.e. has an inherent retinal disparity) and these different images are then superimposed. Looking at them, students perceive an incoherent image. Only when students force the fusion of the two disparate images does a clear, coherent picture emerge. Therefore, they can see what the brain is able to do naturally. A large index of stereograms are available at this website: <http://www.moillusions.com/category/stereograms-optical-illusions>
- Auditory illusions are available to help students understand auditory perception. To help students understand how prior knowledge can affect perception use the sound files listed on the following website http://www.lifesci.sussex.ac.uk/home/Chris_Darwin/SWS/
 - Sine-wave speech is a synthesized speech pattern developed by combining a number of different sinusoids. Without prior knowledge, the sounds may be unintelligible. However, when they know what the words are, suddenly they can comprehend the sine-wave speech. First have students try to decipher the sine-wave speech ("SWS" file). Then play the file listed "demonstration" and replay the corresponding SWS file. Now, students should be able to clearly comprehend the SWS. This is a really quick demonstration, stresses the importance of interpretation in perception, and the students always enjoy it.
- Taste illusions are easily created with food coloring and a food item. I have used orange juice before and it has worked nicely. Orange juice colored differently will have a profound effect on taste. I have students rate the three different drinks (which are really orange juice without any additive color, OJ with orange food coloring to make it darker, and OJ with a little red food coloring) on different characteristics-real orange taste, sweetness, bitterness, etc. Students will typically

rate the three drinks differently. After the demo, I have them rate the taste of two glasses of water with orange and red added to show them that the taste of the orange juice was not physically affected by the addition of the food coloring. Instead, their taste was affected by the visual perception of the drinks. This works better if you have a small class. I have used it in a larger class as an opening activity before class begins and it requires about 8-10 minutes.

- Based on research by Hoegg and Alba (2007):
<http://www.jstor.org/discover/10.1086/510222?uid=3739800&uid=2&uid=4&uid=3739256&sid=56205845433>).
- Sensory thresholds and sensory adaptation
 - Sensory threshold or Absolute threshold: Finding a gustatory threshold using water and sugar. Have students add 1/8 teaspoon of sugar to a gallon water jug until they reach the point that they can detect the sugar. It will take approximately 1 teaspoon in a gallon of water to be able to tell the difference. **Note:** this is time consuming and I don't often have the chance to incorporate it into my lecture.
 - Sensory adaptation: A number of different classroom activities are listed that can even be adapted depending on the time available in class. **Note:** I never seem to have enough time to get to these activities because sensation and perception always require more time than I typically allocate.
 - Based on O'Drobinak, D. M., & Woods, C. B. (2002). Compelling classroom demonstrations that link visual system anatomy, physiology, and behaviour. *Advances in Physiology Education*, 26, 204-209.
<http://advan.physiology.org/content/26/3/204.full>.

(Out of Class)

Related Student Reading: I assign this outside of class as a way to get students thinking about perception and as a possible essay topic for an exam.

- Griggs, J. (2010). Windows to the mind. *New Scientist*, 34-39.
smc.neuralcorrelate.com/files/inpressfiles/newscientist_100918.pdf

Many students are interested in subliminal advertising or subliminal persuasion. You could incorporate a discussion about the difference between the two. To get the ball rolling you could show them a video clip from Derren Brown (<http://www.youtube.com/watch?v=f29kF1vZ62o>). (LO 3.1, 5.2)

- A good review of subliminal advertising is Broyles, S. (2006). Subliminal advertising and the perpetual popularity of playing to people's paranoia. *Journal of Consumer Affairs*, 40, 392-406.
- Subliminal perception occurs when our behavior is influenced by a stimulus below our threshold. What should be noted to the students is that subliminal perception occurs in highly controlled environments, usually in the lab. **Note:** I will oftentimes use this for an out of classroom assessment/homework assignment to get students to think critically.
 - Reading: Kazin, A. E. (Ed.), *Encyclopedia of psychology*, 7, 497-499. New York: Oxford University Press

RELEVANT TOP ARTICLES (Annotated Bibliography)

Haws, L. & Oppy, B. J. (2002). Classroom demonstrations of auditory perception. *Teaching of Psychology, 29*, 147-150.

When educators include sensation and perception into their introductory psychology course, vision is more oftentimes discussed with little or no coverage of audition. In this article, the authors give four related demonstrations that allow students to experience auditory perception under different situations and can ultimately enhance the topic of perception in general.

Horner, D. T. (1997). Demonstrations of color perception and the importance of contours. *Teaching of Psychology, 24*, 267-268.

This article is a great resource for helping students to understand how one theory of color vision is not enough to explain color processing and color perception. Using visual adaptation and afterimages, the article first explains a demonstration that supports the Young-Helmholtz trichromacy theory of color vision. Changing the stimulus slightly will begin to show that the Young-Helmholtz theory cannot explain every color perception we have. In this case, the opponent processing theory may help to better explain the after image experienced. The color theories are difficult to understand but including these demonstrations allows for a more active enqaagement in in the concept of color perception.

LINKS TO ToPIX MATERIALS

Activities, demonstrations, handouts, etc.:

[http://topix.teachpsych.org/w/page/19981036/Sensation in the Classroom](http://topix.teachpsych.org/w/page/19981036/Sensation%20in%20the%20Classroom)

Video/audio: [http://topix.teachpsych.org/w/page/19981024/Perception Video](http://topix.teachpsych.org/w/page/19981024/Perception%20Video)

Books & Films: <http://topix.teachpsych.org/w/page/39235989/Sensation-and-Perception>



Chapter 8: Consciousness

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COVERAGE SUGGESTIONS

1 class period (50 min – 75min):

- ✓ The brain and consciousness (conscious versus unconscious) (*This topic is usually most challenging for students because there is no clear-cut answer about how the brain and consciousness interact*)
- ✓ Sleep and dreaming (very popular topic with students)
- ✓ Drugs and consciousness (very popular topic with students)

If you have a 2nd class period, you might also consider covering:

- ✓ Hypnosis
- ✓ Meditation and religious experiences

LEARNING OBJECTIVES

- ❖ 2.3: Evaluate the appropriateness of conclusions derived from psychological research
- ❖ 3.1: Use critical thinking effectively
- ❖ 5.4: Tolerate ambiguity and realize that psychological explanations are often complex and tentative.
- ❖ 5.5b: Recognize and respect human diversity
 - Anticipate that psychological explanations may vary across populations and contexts
- ❖ 9.2: Apply psychological principles to promote personal development

(as suggested by [APA guidelines, 2007](#))

POSSIBLE ASSESSMENTS (Out of Class)

Student Paper: *(Instructor should ask students to read the article prior to class and to be prepared to discuss it. Allow 20 minutes for article discussion in class)* Ask students to read an article about the neural basis of biological rhythms (e.g., Kolb, B., & Whishaw, I.Q. (2006). *An introduction to brain and behavior* (2nd ed.). New York: Worth) and discuss whether or not there is a biological basis to our circadian rhythm. (LO 2.3, 3.1, 5.4)

Student Paper/Project: *(This is a fun activity that students can complete outside of class. It allows them to apply what they learned in class to their own lives, which will make the material more relevant and thus improve their retention)* Ask students to assess their level of daytime sleepiness by calling the national Sleep Foundation hotline at 1-877-BE-AWAKE. The screening uses the Epworth Sleepiness Scale used by health-care providers to determine the quality of sleep a person experiences. Once students determined their own level of daytime sleepiness ask them to write a short paper about steps they can take to improve their sleeping habits. (LO 9.2)

Student Paper *(The instructor should ask students to read the article prior to the class meeting and provide students with a list of discussion questions ahead of time so they can prepare answers at home. This could also be done as a classroom debate. Instructor should allow 30 minutes for class discussion/debate):* Ask students to read an article such as Goldberg, R. (Ed.) (2005). *Taking sides: Clashing views on controversial issues in drugs and society* (7th ed). Guilford, CT: McGraw-Hill and critically think about drug use and misuse. Students should develop arguments for and against the following topics: “Should marijuana be legalized for medicinal purposes?”, “Are drug treatment programs effective?”, or “Do drug addicts choose to be addicted to drugs?” (Lo 2.3, 3.1, 5.4)

(In Class)

Student Paper: *(This demonstration only take about 5-10 minutes of class time and is very effective because students can experience the concept of suggestibility first-hand).* Start out with the following classroom demonstration: “Tell your students to close their eyes and imagine they are cutting a lemon...a large... sour... bitter lemon...so full of juice that it drips over their fingers onto the floor. Imagine how sucking the juice from the same fruit” (Bolt, M. (2007). *Psychology instructor's resource manual to accompany David G. Myers Exploring Psychology* (7th ed.). New York: Worth Publisher). Once you completed the demonstration ask students to write a short paper about what happened to them during the demonstration. “Where they salivating? Could they taste the sourness of the lemon juice in their mouths? “What does this tell you about suggestibility?” Instruct students to relate this experience to what they have learned about hypnosis and suggestibility. (LO 3.1, 9.2)

Infusing diversity into the classroom *(The instructor should ask students to read the article prior to the class meeting and provide students with a list of discussion questions ahead of time so they can prepare answers at home. This could also be done as a classroom debate. Instructor should allow 30 minutes for class discussion/debate):* Ask students to read articles about consciousness as they relate to aging, culture, ethnicity, race, disability, gender, or sexual orientation. Possible topics to cover include: changes in REM sleep over the lifespan, trans-like states that are induced through religious beliefs (see video clip about the whirling dervishes), the use of mind altering drugs for

religious purposes (Trimble, J. E., Stevenson, M.R., & Worell, J. P. (2003). Toward an inclusive psychology: Infusing the introductory psychology textbook with diversity content). (LO 5.4, 5.5b). Possible article:

Jones, P. N. (2005). The American Indian church and its sacramental use of peyote: A review for professionals in the mental-health arena. *Mental Health, Religion & Culture*, 8(4), 227-290. doi: 10.1080/13674670412331304348.

The authors describe how the use of peyote is an essential part of the Native American Church ceremony and theology, and discusses reasons why the use of peyote under the 'bona fide religious ceremonies of the Native American Church act' should be allowed.

ACTIVITIES & TECHNIQUES

(In Class)

Classroom Exercise (*Instructor should allow 15-20 minutes for students to complete the test and discuss the outcomes with the class*): Introduce the topic of sleep with the National Sleep Foundation's Sleep IQ test (<http://www.allegiancehealth.org/content.aspx?id=1294>) (LO 9.2)

Psychology in the News (*Instructor should ask students to read the article and be ready to discuss it. Allow 20-25 minutes for discussion*): New York Times article about the nature of free will (<http://opinionator.blogs.nytimes.com/2011/10/19/what-makes-free-will-free/>) (LO 3.1, 5.4)

Videos that can be used as discussion starters:

- The nature of consciousness (Part 1 & 2) – An introduction to the nature of consciousness (<http://www.youtube.com/watch?v=GfI9t11xEtM&feature=related> and <http://www.youtube.com/watch?v=wg7pquocy4Q&feature=related>). (*Instructor should allow 20-30 minutes to watch the videos and discuss how the scenes relate to the nature of consciousness*). (LO 2.3, 5.4)
- This video clip can be used to show the effects of cocaine on the brain. It illustrates how the dopamine reward centers of the brain are activated while eating, drinking, engaging in sexual activity. Further, it demonstrates how cocaine increases the amount of dopamine released and also blocks the reuptake of dopamine and explains the consequences of using cocaine. (<http://www.youtube.com/watch?v=4OS2C4NemJI>). (*Instructor should allow 20-30 minutes to watch the video and discuss the effects of cocaine on the brain*). (LO 5.4, 9.2)
- This 7-minute video clip describes the pathology of addiction according to the theories presented in Dr. Ronald Ruden's book "The Craving Brain" (<http://www.youtube.com/watch?v=K3gfzfqEre0&feature=related>). (*Instructor should allow 20 minutes to watch this video and discuss the pathology of addiction*). (LO 2.3)

- This video clip about the whirling dervishes can be used as a starting point for discussion about religious experiences and consciousness (<http://www.youtube.com/watch?v=GJl0fU-0jC0>). (Instructor should allow 20 minutes to watch this video and discuss religious experiences and their effects on consciousness). (LO 5.5b)

RELEVANT TOP ARTICLES (Annotated Bibliography)

Bristow, A. R., Provost, J., & Morton, K. (2002). Attending step meetings as a course requirement: A preliminary investigation. *Teaching of Psychology, 29*(2), 125-128.

This article describes a study in which students in a drug and behavior course were asked to attend a 12-steps meeting (i.e., Alcoholics Anonymous) and evaluate its effectiveness in treating alcoholism based on what they had learned in class. Students in this study reported that attending the meetings significantly increased their understanding of addiction treatment, especially when they felt comfortable attending the meetings. Following the visit of a 12-steps meeting, students are asked to write a short paper about their experience. This activity could be incorporated into the course and would allow students to see first-hand how addiction can be treated. (LO 2.3, 3.1, 9.2).

Palladino, J. J., & Carducci, B. J. (1984). Students' knowledge of sleep and dreams. *Teaching of Psychology, 11*(3), 189-191.

This article presents data from a study assessing students' knowledge about sleep and dreaming prior to lectures covering this topic in class. The study illustrated that students have many misconceptions about sleep and dreaming. To identify misconceptions and correct them instructors may use either the Sleep and Dreams Information Questionnaire (SDIQ) or the National Sleep Foundation's Sleep IQ test (<http://www.allegiancehealth.org/content.aspx?id=1294>) to gauge students' understanding of sleep and dreaming. The surveys can also lead to a discussion about sleep disorders such as night terrors and sleep apnea. (LO 2.3, 3.1, 5.4, 9.2)

Additional Reference

Chalmers, D. (1995). The puzzle of conscious experience. *Scientific American, 273*, 80-86.

This paper by one of the leaders in the field of consciousness provides the reader with an overview of the history of the teaching of consciousness and how it has changed over the years. It describes the concept of consciousness and why consciousness is such a mysterious topic to study. It also explains why neuroscience alone cannot explain our conscious experience and why we have to also look to more subjective ways of studying consciousness to increase our understanding of the topic. Instructor may choose to read this article to prepare for class and/or ask students to read and discuss this article in class. (LO 2.3, 3.1, 5.4).

LINKS TO ToPIX MATERIALS

Video/audio: <http://topix.teachpsych.org/w/page/19980981/Consciousness%20Video>

Books & Films:

<http://topix.teachpsych.org/w/page/39236200/Sleep%20and%20Consciousness>

Current events/ news:

<http://topix.teachpsych.org/w/page/19980980/Consciousness%20in%20the%20News>



Chapter 9: Intelligence & Thinking

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INTELLIGENCE: COVERAGE SUGGESTIONS

1 class period (50 min – 75 min):

- ✓ Definition of intelligence (general intelligence vs multiple intelligences) (LO 1.2b)
- ✓ Measurement of intelligence
 - History of measuring intelligence (if time permits) (LO 1.2b)
 - Psychometric considerations (reliability vs validity) (LO 4.3)
 - The normal curve (LO 4.3)
- ✓ Heritability vs. Sociocultural determinants of intelligence (LO 4.3, 5.5)

LEARNING OBJECTIVES

- ❖ **1.2 b:** Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology: Individual differences, psychometrics, personality, and social processes, including those related to sociocultural and international dimensions
- ❖ **4.3:** Articulate how psychological principles can be used to explain social issues and inform public policy
- ❖ **5.5:** Recognize and respect human diversity

(as suggested by [APA guidelines, 2007](#))

POSSIBLE ASSESSMENTS

(In or Out of Class)

Have students create their own (brief) intelligence test by generating questions. Can occur before or after discussions of culture fair tests. (LO 1.2b, 5.5)

ACTIVITIES & TECHNIQUES

(In Class)

The Hamburger Test of Intelligence – Have students describe their favorite toppings on a hamburger. Have them immediately repeat the task. Then provide a bogus list of acceptable “intelligent” toppings. The exercise is a fun way to distinguish between the reliability (very reliable) and validity (terribly invalid) of a test. (LO 4.3) (IC)

Administer the intelligence test given to American soldiers in WWI (available at <http://historymatters.gmu.edu/d/5293>). This activity highlights the cultural dependency of many intelligence tests for factual knowledge, and can lead to a discussion of crystallized versus fluid intelligence. It tends to be fun for students. (LO 5.5) (IC)

Introduce the book “The Bell Curve” by Richard Herrnstein and Charles Murray (1994). (*Students could also read an excerpt before class and come prepared to discuss.*) Have students discuss one of the more controversial claims of the book that intelligence is largely inherited and not influenced much by ethnicity or socio-economic status. Have students describe the possible implications of that statement. This activity highlights a difficult core concept for many students. (LO 5.5) (IC/OC)

RELEVANT TOP ARTICLES

(Annotated Bibliography)

Griggs, R. A. (2000). A one minute “intelligence” test. *Teaching of Psychology*, 27, 132-135.

This article presents a demonstration of the definition of intelligence by presenting visual word puzzles as a quick test of intelligence. It involves repeated presentation of items varying in difficulty as prompts for discussion of the topics of reliability and situational factors in testing. All materials necessary for the test are in the text.

Warren, C. S. (2006). Incorporating multiculturalism into undergraduate psychology courses: Three simple active learning activities. *Teaching of Psychology*, 33, 105-109.

Through the use of three “intelligence tests,” this article provides demonstrations of multicultural awareness. Specifically, the demonstrations highlight language and cultural biases that can exist in intelligence tests.

LINKS TO ToPIX MATERIALS

Activities, demonstrations, handouts, etc.:

<http://topix.teachpsych.org/w/page/19981009/Intelligence%20in%20the%20Classroom>

Videos: <http://topix.teachpsych.org/w/page/19981008/Intelligence%20Video>

Books and films: <http://topix.teachpsych.org/w/page/39237027/Thinking-Language-Intelligence>

In the news:

<http://topix.teachpsych.org/w/page/49255106/Intelligence%20in%20the%20News>

THINKING: COVERAGE SUGGESTIONS

1 class period (50 min – 75 min):

- ✓ Define cognition (LO 1.2a)
- ✓ Introduce concepts (prototypes, exemplars) and classification (hierarchies) (LO 1.3c)
- ✓ Problem solving, including heuristics (LO 3.1e)
- ✓ Decision making, including common biases (representativeness, availability, overconfidence) (LO 3.1e, 5.2)

LEARNING OBJECTIVES

- ❖ **1.2a:** Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology (1) learning and cognition
- ❖ **1.3c:** Interpret behavior and mental processes at an appropriate level of complexity
- ❖ **3.1e:** Recognize and defend against common fallacies in thinking
- ❖ **5.2:** Demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior

(as suggested by [APA guidelines, 2007](#))

POSSIBLE ASSESSMENTS

(In or Out of Class)

Ask students to identify times when they have made one of the following mistakes: representativeness bias, availability bias, overconfidence bias (or any others you cover). Have them write a brief essay explaining the mistake and how it is an example of the concept. (LO 1.2a, 3.1e)

Ask students to draw a conceptual map of the material in the chapter. Have them develop a hierarchical organization to the material representing their understanding of the concepts involved. (LO 1.3c)

ACTIVITIES & TECHNIQUES

Overconfidence Activity: Select some word puzzles (e.g., <http://thinks.com/brainteasers/index.htm>). Pick ones that are easy to present (e.g., only visual display). Show several and quickly give students the answers. Ask them how long it would take them to solve one. Then present a novel problem (without the solution) and time how long it takes students to complete it. Students usually will believe the novel problem will be easy to solve and they will be able to do it quickly, demonstrating overconfidence. It is a fun way to demonstrate the concepts. (LO 3.1e)

Thinker (available at <http://cat.xula.edu/thinker/decisions/heuristics/ranking>) has a variety of web-based demonstrations of common decision making errors, including the representativeness heuristic, the availability heuristic, framing effects, and the gambler's fallacy. Great for critical thinking development. Select interactive demonstrations that expand upon static concepts from the book. (LO 3.1e)

Functional Fixedness Activity (taken from Myers, 2007): Ask students to arrange six matchsticks so that they form three equilateral triangles. You may do it as a thought exercise, or actually provide your students with some sticks. Most students will be fixated on two-dimensional solutions. The only way to answer the problem is to create a three-dimensional pyramid. Also a fun way to demonstrate the concept. (LO 3.1e, 5.2)

RELEVANT TOP ARTICLES (Annotated Bibliography)

Forsyth, D. R., & Wibberly, K. H. (1993). The self-reference effect: Demonstrating schematic processing in the classroom. *Teaching of Psychology, 20*, 237-238.

This article provides a brief demonstration of schematic processing whereby individuals remember self-referential words at a higher rate than other words.

Motes, M. A., & Wiegmann, D. A. (1999). Computerized cognition laboratory. *Teaching of Psychology, 26*, 62-65.

In addition to other experiments, this article describes how one can use the Computerized Cognition Laboratory to replicate two classic experiments by Tversky & Kahneman regarding the framing effect and heuristics.

LINKS TO ToPIX MATERIALS

Activities, demonstrations, handouts, etc.:

<http://topix.teachpsych.org/w/page/19980978/Cognition%20in%20the%20Classroom>

Video: <http://topix.teachpsych.org/w/page/19980979/Cognition%20Video>

Books and films: <http://topix.teachpsych.org/w/page/39237027/Thinking-Language-Intelligence>

In the news: <http://topix.teachpsych.org/w/page/26682121/Cognition%20in%20the%20News>



Chapter 10: Developmental

Carrie M. Brown
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COVERAGE SUGGESTIONS

2 class periods (100 min – 150 min):

- ✓ Introduction to Developmental Psychology
 - Definition of Developmental Psychology
 - Life Periods of Developmental Psychology
 - Three Topical Areas of Developmental Psychology
 - Examples of Research in Developmental Psychology
 - Nature and Nurture
 - Sensitive and Critical Periods
 - Cohort Effects
- ✓ Key Players in Developmental Psychology
 - Jean Piaget, Lev Vygotsky, Harry Harlow, John Bowlby, Mary Ainsworth, Diana Baumrind, Erik Erikson, James Marcia

If you have a 3rd class period, you might also consider covering:

- ✓ The Myths of Developmental Psychology (a Few Examples are Below)
 - Playing Mozart to an Infant Boosts Their Intelligence
 - Adolescence is Inevitably a Time of Psychological Turmoil
 - Most People Experience a Midlife Crisis in Their 40s or 50s

LEARNING OBJECTIVES

- ❖ **1.2a(4):** Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology – Theory and research representing each of the following four general domains – Developmental changes in behavior and mental processes across the life span.
- ❖ **1.2d(1):** Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology – Overarching themes, persistent questions, or enduring conflicts in psychology, such as – The interaction of heredity and environment.

(as suggested by [APA guidelines, 2007](#))

LEARNING OBJECTIVES (cont)

- ❖ 2.2: Explain different research methods used by psychologists.
- ❖ 3.1: Use critical thinking skills effectively.
- ❖ 4.4: Apply psychological concepts, theories, and research findings as these relate to everyday life.
- ❖ 6.4b: Demonstrate computer skills – Search the Web for high-quality information.
- ❖ 9.1: Reflect on their experiences and find meaning in them.

(as suggested by [APA guidelines, 2007](#))

POSSIBLE ASSESSMENTS

(Out of Class)

APA's Division 7 (Developmental Psychology) Web Site (<http://ecp.fiu.edu/APA/div7>). For this assignment, students will go to the Web site, browse, and then write a one- to two-page summary of what they found of interest on the Web site, and what they learned about developmental psychology by browsing. (LO: 1.2a(4), 2.2, 6.4b)

Journal Article Scavenger Hunt. For this assignment, students will choose a topic of interest (related to developmental psychology) and then use PsycINFO to locate three empirical journal articles – each article must be from a different journal (for example, *Developmental Psychology*, *Child Development*, *Infant and Child Development Journal*, etc.). Students then write a summary of each of the three journal articles (paying close attention to the method and results of each article) and describe what each of the articles tells us about the students' topic of choice. (LO: 1.2a(4), 2.2, 3.1, 6.4b)

Web Site Evaluation. For this assignment, students choose one organization from a list provided (example organizations include March of Dimes, Autism Speaks, La Leche League International, etc.). The students then use Google to find the organization's Web site. After closely examining the site, the students respond to the following questions: (1) From the list you have been provided, which organization did you choose? Why did you select this particular organization? What drew you to it? (2) Based on a close examination of the Web site, what does this organization do, specifically, to encourage children's development and well-being? Is this organization invested in children's physical, cognitive, or social development? How so? (4) What are a few strengths of the artistic layout of the site? What are a few weaknesses of the artistic layout? Is the site easy to navigate, or difficult? How so? (5) In your future, do you think you might ever use this site as a source of developmental psychology information? Why, or why not? (LO: 3.1, 6.4b)

The Interaction of Nature and Nurture. For this assignment, students will identify and describe, in a short paper, three essential features of who they are. They will then describe how they think these three features are due to both nature and nurture, citing specific examples. (LO: 1.2a(4), 1.2d(1), 3.1, 4.4, 9.1)

ACTIVITIES & TECHNIQUES (In Class)

“Six Things to Never Say to or Ask a Developmental Psychologist.” This is an introduction to developmental psychology that can occur on the first day. The activity dispels myths that many people hold regarding who developmental psychologists are and what developmental psychologists do. This is a fun, informative activity that will introduce students to developmental psychology and help give them a better understanding of what developmental psychology is (and is not) about. (LO: 1.2d(1), 2.2, 3.)

- “You must love children!” (Why it’s a myth: Developmental psychology is not about children only. Rather, it is about the lifespan – here, you can go over the periods from prenatal to late adulthood.)
- “Can you give me parenting advice?” (Why it’s a myth: Developmental psychology is about so much more than parenting. Life span development is the study of how people grow, change, and stay the same over the course of their life, with focuses on three topical areas: physical, cognitive, and social.)
- “It must be fun to play with kids all day. Developmental research must be a blast!” (Why it’s a myth: Research in developmental psychology is diverse, including observations, interviews, fMRI, longitudinal, cross-sectional study, etc., and the research focuses on all age groups.)
- “So, is it nature or nurture?” (Why it’s a myth: Developmental psychologists recognize that almost everything about us can be explained by an interaction between nature and nurture; neither nature nor nurture alone is sufficient to explain who we are.)
- “Our time as a baby is the most important, right?” (Why it’s a myth: Every life period is important in its own way. This would be a good time to introduce the ongoing debate in developmental psychology over the importance of early life experiences versus later life experiences, and to present the idea of sensitive and critical periods.)
- “Why bother studying development? Aren’t we all the same?” (Why it’s a myth: Each of us belongs to a cohort, or people who were born around the same time and in the same place as us. This is a good time to introduce cohort effects and how they make for different developmental ecologies.)

“Who Would Have Said It?” To really know developmental psychology, you have to know about the “key players.” In this activity, students are presented with a list of statements and a list of many of the “key players” of developmental psychology, and they match each statement with its correct “key player” (see Appendix A). This is a way to introduce students to many of the most well-known people in developmental psychology, while giving them a beginning understanding of what each person’s theoretical perspective. (LO: 1.2a(4), 1.2d(1))

“What are the Myths of Developmental Psychology?” Using Scott Lilienfeld’s (2009) book, *50 Great Myths of Popular Psychology: Shattering Widespread Misconceptions about Human Behavior*, quiz the students on their knowledge of developmental psychology. On either PowerPoint slides or a handout, list some (or all) of the myths provided in the developmental psychology section of Lilienfeld’s book and ask the students to respond to each with “true” or “false.” Some of the myths in the book: Playing Mozart to an infant boosts their intelligence, adolescence is inevitably a time

of psychological turmoil, most people experience a midlife crisis in their 40s or early 50s. Lilienfeld's section on human development lists over 20 myths and their explanations. This can be an eye-opening activity for students, as they are often surprised to learn that they have believed some (or all) of these myths. (LO: 1.2a(4), 1.2d(1), 2.2, 3.1)

RELEVANT TOP ARTICLES (Annotated Bibliography)

Bryan, A. J. (1988). Discussion topics for developmental psychology. *Teaching of Psychology*, 15(1), 42-44.

This article describes seven discussion topics related to developmental psychology that are all applicable to students' lives. The topics include the developmental periods of infancy through early adulthood.

Hershey, D. A., & Jacobs-Lawson, J. M. (2001). Developmental differences in quality of life: A classroom teaching exercise. *Teaching of Psychology*, 28(2), 114-117.

In this exercise, students examine their perceptions of normative developmental patterns in a number of major life domains across the adult life span. The activity helps to debunk the common myth that a single stage of life represents one's "prime." The activity helps students to understand that individuals reach their prime in different life domains at different points in the life course.

Nigro, G. N. (1994). Create-a-Children's Game: An exercise for developmental psychology classes. *Teaching of Psychology*, 21(4), 243-245.

This article describes a create-a-children's-game assignment. For the assignment, students work in groups to develop games for children that include rules of play and summaries of what the games will do, developmentally, for children.

Yanowitz, K. L. (2001). Looking to the future: Students' evaluations of generating lifelines. *Teaching of Psychology*, 28(3), 209-210.

Before learning about developmental psychology, students generate an initial lifeline indicating important events in their past as well as events they believe will happen in their future. Students discuss their lifelines in groups. After learning about developmental psychology, students generate a second lifeline, incorporating developmental psychology principles into their lifeline.

LINKS TO ToPIX MATERIALS

Activities, demonstrations, handouts, etc.:

<http://topix.teachpsych.org/w/page/19980987/Development%20in%20the%20Classroom>

Video/audio: <http://topix.teachpsych.org/w/page/19980986/Development%20Video>

Books & Films: <http://topix.teachpsych.org/w/page/39234155/Development>

Current events/news:

<http://topix.teachpsych.org/w/page/19980985/Development%20In%20the%20News>

APPENDIX A

Who Would Have Said It?

Jean Piaget: _____

a. "Children's thinking develops via their interactions (i.e., scaffolding) with more knowledgeable people."

Lev Vygotsky: _____

b. "In order to survive, it is essential that children have not only nutrition and shelter, but contact comfort as well."

Harry Harlow: _____

John Bowlby: _____

c. "The behaviors of parents toward their children can be classified into one of four parenting styles."

Mary Ainsworth: _____

d. "Children have schemas, or ways of thinking about the world – these schemas continue changing as children progress through four stages of cognitive development."

Diana Baumrind: _____

Erik Erikson: _____

e. "Adolescents are actively constructing their idea of who they are by simultaneously exploring and committing to various identities."

James Marcia: _____

f. "Children's attachment to their caretaker(s) can be categorized into attachment styles, via the *strange situation*."

g. "People must master various socioemotional developmental tasks as they proceed through periods of life."

h. "It is important for children to have an attachment, or close emotional bond, with their primary caretaker(s)."

i. "The ways in which adults parent their children can be classified into four parenting styles."



Chapter 11: Health Psychology, Emotion & Motivation

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HEALTH PSYCHOLOGY: COVERAGE SUGGESTIONS

1 class period (50 min – 75 min):

- ✓ Definition of health psychology
- ✓ Why we need health psychology
- ✓ What types of people and careers work in health psychology
- ✓ The interdisciplinary work done using health psychology

LEARNING OBJECTIVES

- ❖ **4.1:** Describe major applied areas (e.g., clinical, counseling, industrial/organizational, school, etc.) and emerging (e.g., health, forensics, media, military, etc.) applied areas of psychology.
- ❖ **4.2:** Identify appropriate applications of psychology in solving problems.
 - 4.2.a.: The pursuit and effect of healthy lifestyles.
 - 4.2.d.: Psychology-based interventions in clinical, counseling, educational, industrial/organizational, community, and other settings and their empirical evaluation.
- ❖ **4.3:** Articulate how psychological principles can be used to explain social issues and inform public policy.
 - 4.3.a. Recognize sociocultural contexts may influence the application of psychological principles in solving social problems.
 - 4.3.b.: Describe how applying psychological principles can facilitate appropriate change in institutions and in society.
 - 4.3.c.: Articulate the role of psychology in developing, designing, and disseminating public policy.

(as suggested by [APA guidelines, 2007](#))

POSSIBLE ASSESSMENTS (Out of Class)

Suicide Video: Students can watch a video, called A Cry for Help, available on PBS about two suicide prevention programs that have been implemented in two high schools. They can submit a reflection paper discussing the programs, the pros and cons of the programs, and what they would implement. This film can be found at www.pbs.org/wnet/cryforhelp/. (LO 4.2., 4.3.)

Develop of a Health Implementation: Students can use what they have learned throughout the chapter to develop an implementation. This is appropriate at the end of the semester, because students can apply information from various areas of psychology. One suggestion is have students choose a health area of personal interest and make recommendation for how a program could increase or decrease behaviors in that area. For example, if a student is interested in nutrition, they could develop a potential intervention (using that could increase this behavior).

ACTIVITIES & TECHNIQUES (In Class)

Assessing Current Prevention Programs – Students can take part in a classroom discussion about a current prevention program. The following paper is a program evaluation of the D.A.R.E. Program. This is a good program to review, because most students have participated in D.A.R.E. or at least familiar with the program.

- Center for the Study and Prevention of Violence. (2010). CSPV Position Summary D.A.R.E. Program. Boulder, CO.

RELEVANT TOP ARTICLES (Annotated Bibliography)

Renner, M. & Mackin, R.S. (1998). A life stress instrument for classroom use. *Teaching of Psychology, 25*(1), 46-48.

This article discusses a life stress instrument that is appropriate for undergraduate college students. Students can take this instrument and discuss their results in class. This can propel a discussion about the negative effects of stress on physical and mental health.

Sumner, K. (2003). Constructing a family health history to facilitate learning in a health psychology seminar. *Teaching of Psychology, 30*(3), 230-232.

This article describes a project for a health seminar. Students are asked to profile 15 family members and identify patterns related to health and illness in their families. This is a good example to discuss with students, because this project would be difficult to assign as part of an introductory course. However, the project could be abbreviated for a homework assignment.

Trift, D.G. (1993). Teaching an undergraduate lecture/research course in health psychology. *Teaching of Psychology, 20*(1), 21-28.

This article discusses an upper level undergraduate course in health psychology. While these examples are an upper level course, there are good assignment and lecture examples that could be incorporated into a health section of an introductory course.

LINKS TO ToPIX MATERIALS

Activities, demonstrations, handouts, etc.:

<http://topix.teachpsych.org/w/page/19981000/Health%20in%20the%20Classroom>

Video/audio: <http://topix.teachpsych.org/w/page/19980999/Health%20Videos>

Current events/ news:

<http://topix.teachpsych.org/w/page/49255327/Health%20in%20the%20News>

EMOTION & MOTIVATION: COVERAGE SUGGESTIONS

1 class period (50 min – 75 min):

✓ Motivation

- Definition of Motivation
- Discussion of Intrinsic versus Extrinsic motivation
- Discussion of how types of motivation affect behavior long-term and short-term and how motivation affects attitudes towards that behavior

✓ Emotion

- Definition of Emotion
- Theories of emotion (James-Lange, Cannon-Bard, Two-Factor)
- Discussion of how emotion affects behavior and drive

LEARNING OBJECTIVES

- ❖ **1.2:** Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas psychology.
 - 1.a.3.: Biological bases of behavior and mental processes, including physiology, sensation, perception, comparative, motivation, and emotion.
- ❖ **1.3:** Use the concepts, language, and major theories of the discipline to account for psychological phenomena.
 - 1.3.d.: Use theories to explain and predict behavior and mental process.
 - 1.3.e.: Integrate theoretical perspectives to produce comprehensive and multifaceted explanations.

(as suggested by [APA guidelines, 2007](#))

POSSIBLE ASSESSMENTS

(Out of Class)

Emotion -- Have students review three emotion theories (James-Lange, Cannon-Bard, and Two-Factor) and compare/contrast. Students can also choose which theory they think is the most accurate and describe why.

Emotion/Motivation – Have students write a discussion paper describing how their emotions affect their drive. For example, students will likely to acknowledge that doing well in school results in positive emotions. This likely motivates them to study. Students can brainstorm other examples and describe how their emotions affect their motivation and drive.

ACTIVITIES & TECHNIQUES

(In Class)

Emotion – Engage students in a discussion regarding how emotions can affect their health and wellness. For example, negative emotions are related to stress which negatively impacts health.

Motivation – Have a class discussion about intrinsic and extrinsic motivation. Ask students to discuss what motivates them to do well in school and how both intrinsic and extrinsic motivation applies. This is also an appropriate time to review operant conditioning and its relationship to motivation.

RELEVANT TOP ARTICLES
(Annotated Bibliography)

Barber, L.K., Bagsby, P.G., Grawitch, M.J., & Buerck, J.P. (2011). Facilitating self-regulated learning with technology: Evidence for student motivation and exam improvement. *Teaching of Psychology, 38*(4), 303-308.

This article examines how use of the My Grade feature in Blackboard affects student motivation. Student monitoring of their own grade increased motivation to study and pay attention in class. Not only does this demonstration the usefulness of providing students with an online grade monitoring system, but also provides an example to students that they can relate to.

Beehr, T.A., LeGro, K. Porter, K., Bowling, N.A., Swader, W.M. (2010). Required volunteers: Community volunteerism among students in college classes. *Teaching of Psychology, 37*(4), 276-280.

This article examined how required versus nonrequired volunteerism is related to motivation and attitudes about volunteering. This article provides an excellent example of how motivation can be affected by the level of choice a student has.

Deffenbacher, J.L. Demonstrating the influence of cognition on emotion and behavior. *Teaching of Psychology, 17*(3), 182-185.

This article provides an exercise demonstrating the influence of cognitive process that effect emotion and behavior.

Kernahan, C. & Davis, T. Changing perspective: How learning about racism influences student awareness and emotion. *Teaching of Psychology, 34*(1), 49-52.

This article discusses the effects of participating in a diversity course. Specifically, researchers were interested in how this might affect students' awareness of racism and White privilege. This is a good way to relate emotion to motivation to decrease negative racial attitudes and behaviors.

LINKS TO ToPIX MATERIALS

Activities, demonstrations, handouts, etc.:

- Motivation:<http://topix.teachpsych.org/w/page/19981020/Motivation%20in%20the%20Classroom>
- Emotion:<http://topix.teachpsych.org/w/page/19980989/Emotion%20in%20the%20Classroom>

Video/audio:

- Motivation:<http://topix.teachpsych.org/w/page/19981019/Motivation%20Video>
- Emotion:<http://topix.teachpsych.org/w/page/19980988/Emotion%20Video>

Books and Film: <http://topix.teachpsych.org/w/page/39235435/Motivation-Emotion>

In the news:

- Motivation:<http://topix.teachpsych.org/w/page/24883789/Motivation%20in%20the%20News>
- Emotion:
<http://topix.teachpsych.org/w/page/24993705/Emotion%20in%20the%20News>



Chapter 12: Personality

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COVERAGE SUGGESTIONS

2 class periods (100 min – 150 min):

- ✓ Definition of personality (consistency and distinctiveness)
- ✓ Presentation of theories and prominent theorists of personality psychology:
 - Psychoanalytic perspective
 - Freud's model of personality (id, ego, superego)
 - Psychosexual stages of development
 - Defense mechanisms
 - Projective assessments of unconscious
 - Humanistic perspective
 - Maslow's hierarchy of needs
 - Carl Rogers
 - Trait theory of personality
 - Big Five
 - Objective assessments of personality
- ✓ Person-situation debate

If you have a 3rd class period, you might also consider covering:

- ✓ Jung
- ✓ Neo-Freudian theorists
- ✓ Social-Cognitive perspective of personality

LEARNING OBJECTIVES

- ❖ **1.1b:** Identify and explain the primary objectives of psychology: describing, understanding, predicting, and controlling behavior and mental processes
- ❖ **1.2a:** Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology: Individual differences, psychometrics, personality, and social processes, including those related to sociocultural and international dimensions

(as suggested by [APA guidelines, 2007](#))

LEARNING OBJECTIVES (cont)

- ❖ **1.3d:** Use theories to explain and predict behavior and mental processes
- ❖ **1.4a:** Explain major perspectives of psychology by comparing and contrasting major perspectives of psychology
- ❖ **1.4b:** Explain major perspectives in psychology by describing advantages and limitations of major theoretical perspectives
- ❖ **3.1a:** Use critical thinking effectively by evaluating the quality of information, including differentiating empirical evidence from speculation and the probable from the improbable
- ❖ **4.4:** Apply psychological concepts, theories, and research findings as these relate to everyday life.
- ❖ **9.1b:** Reflect on their experience and find meaning in them by demonstrating insightful awareness of their feelings, emotions, motives and attitudes based on psychological principles

(as suggested by [APA guidelines, 2007](#))

POSSIBLE ASSESSMENTS

(Out of Class)

Reflection Paper: Have students apply the concepts presented in class to someone they have experience with outside of the classroom. Ask students to analyze the personality characteristics of a popular television character, a family member, friend, or explain a celebrity's public behavior in terms of their specific traits. This helps to make concepts from class more relevant and relatable to their lives outside of the classroom. For videos of interesting characters to use as subjects for the reflection papers, see <http://www.clipsforclass.com/personality> (LO 1.3d, 4.4, and 9.1b)

Practice Quiz: Students can test their understanding and comprehension of Freud's psychoanalytic theory of personality by participating in this online quiz. Feedback is immediately administered. This is a quick and easy supplemental review of concepts to assure students are grasping the finer details of Freud's theory and are prepared for upcoming examinations (LO 1.3d)
<http://webspace.ship.edu/cgboer/persquizfreud.htm>

(In Class)

Design Your Own Personality Test: Students should work together to generate a list of what they deem to be the most important personality variables. Then, ask them to develop items to assess these different constructs. Students can administer their test to volunteers and then analyze the results of their study. This helps to provide students with hands-on experience related to generating theories, creating assessment items, conducting research, and examining data. (LO 1.2a and 1.3d) (IC) <http://teachpsych.org/ebooks/pse2011/vol2/37.%20Personality.pdf>

ACTIVITIES & TECHNIQUES (In Class)

Act Out Your Favorite Defense Mechanism: After learning about Freud's defense mechanisms, students should be split into small groups and asked to select a defense mechanism to demonstrate to the class. Classmates can use their knowledge to determine what is being acted out. Having students perform should help to break the uniformity of a lecture class and be a fun way to help students distinguish concepts that may otherwise blend together and/or be difficult to distinguish. (For a variation on this activity, see: Inman, M. L. (2000). *Defense Mechanism Miniskits*. Published in M. Bolt's Instructor's Manual that accompanies David Myers, *Introduction to Psychology*, (6th Ed.). New York: Worth Publishers. (LO 1.2a, 4.4, and 9.1b)
<http://www.macmillanhighered.com/resources/1429244364/IRM/PDF/Bolt%20AP%20TRB10.pdf>

Uncover Your Unconscious: Present students with sample depictions of projective assessments, such as the Rorschach Test and the Thematic Apperception Test (TAT). Have students report their gut-level feelings. Then, have students assess themselves and their classmates using Freud's model of personality. Learning about these concepts from a personal vantage point should allow for more meaningful acquisition of knowledge, and students tend to find this interesting and fun. The diverse responses should also help to identify some of the flaws with the psychoanalytic theory, including the inability to prove or disprove claims. For an ink blot generator and other useful tools see:
http://www.makingthemodernworld.org.uk/learning_modules/psychology/02.TU.04/?section=13
(LO 1.3d, 1.4b, 3.1a, 4.4, and 9.1b)

Participate in Online Personality Inventory: Have students examine their own personality traits by completing an online questionnaire. This activity will allow students first-hand experience with the items that comprise empirically-sound, previously established inventories, as well as allow them to apply relevant findings to their understanding of their own personality. Used in combination with projective measures of personality, this activity should provide a nice contrast between the different forms of assessment. Sample online personality inventories can be found at:
<http://www.personalitytest.org.uk/> for the Big Five, and for the NEO-FFM see:
http://www.class.uidaho.edu/psyc310/lessons/lesson03/lesson03-1_homework.htm (LO 1.1b, 1.2a, 1.3d, 1.4a, 1.4b, 3.1a, 4.4, and 9.1b)

Zodiac Signs and Personality: Students are given a list of personality descriptions based on astrology and zodiac signs. They then have to choose which one best describes them. The class discussion focuses on the difference between empirically tested theories of personality and zodiac signs. A discussion of the Barnum effect and illusory correlation help students understand the theoretical basis for personality inventories. (LO 1.4a, 3.1a, 4.4, and 9.1b)
http://www.teachpsychscience.org/pdf/316201165139AM_1.PDF

RELEVANT TOP ARTICLES
(Annotated Bibliography)

Leckl, K. (2006). Teaching personality theory using popular music. *Teaching of Psychology, 33*, 34-36.

This work describes the use of popular music to illustrate personality psychology concepts in the classroom. Students not only listened to and analyzed songs selected by the instructor, but are also asked to select songs on their own that demonstrate different theoretical approaches to personality psychology.

McCrae, R. R. (2011). Personality theories for the 21st century. *Teaching of Psychology, 38*, 209-214.

The author focuses on the importance of trait theories of personality in predicting and explaining human behavior. He advocates studying personality through an examination of traits, discussing how they are influenced by biology as well as the social and cultural environment.

Paddock, J. R., Terranova, S., Giles, L. (2001). SASB goes Hollywood: Teaching personality theories through movies. *Teaching of Psychology, 28*, 117-120.

This article describes a technique for teaching students about personality theories through viewing segments of feature films. Depending upon the movie selected, this method is an engaging and effective tool for demonstrating different theories of psychology. The authors focus on the use of the Structural Analysis of Social Behavior model in their approach.

Segrist, D. J. (2009). What's going on in your professor's head? Demonstrating the Id, Ego, and Superego. *Teaching of Psychology, 36*, 51-54.

This work describes an in-class activity designed to help instructors demonstrate the different characteristics of Freud's personality components: id, ego, and superego. The article also discusses the differing levels of consciousness associated with each component, helping provide examples of how to effectively communicate the material to students.

LINKS TO ToPIX MATERIALS

Classroom topics (activities, demonstrations, handouts):

<http://topix.teachpsych.org/w/page/19981026/Personality%20in%20the%20Classroom>

Videos: <http://topix.teachpsych.org/w/page/19981025/Personality%20Videos>

Books: <http://topix.teachpsych.org/w/page/39235788/Personality>

Current events:

<http://topix.teachpsych.org/w/page/23137146/Personality%20in%20the%20News>



Chapter 13: Social Psychology

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COVERAGE SUGGESTIONS

2 class periods (100 min – 150 min):

- ✓ Social Influence
 - Classic Studies in Conformity & Obedience
 - Bystander Effect
- ✓ Attitudes and Persuasion
 - Elaboration Likelihood Model
 - Compliance Strategies
 - Cognitive Dissonance
- ✓ Social Cognition
 - Attribution theory
 - Attributinal errors

If you have a 3rd class period, you might also consider covering:

- ✓ Social Perception
 - Prejudice
 - Discrimination
 - Modern and Implicit Racism
- ✓ Relationships & Attraction

LEARNING OBJECTIVES

- ❖ **1.2e:** Demonstrate knowledge and understanding of relevant ethical issues, including a general understanding of the APA Ethics Code.
- ❖ **3.1c:** Use critical thinking effectively by challenging claims that arise from myth, stereotype, or untested assumptions.
- ❖ **4.4:** Apply psychological concepts, theories, and research findings as these relate to everyday life.

(as suggested by [APA guidelines, 2007](#))

LEARNING OBJECTIVES (cont)

- ❖ **8.2:** Examine the sociocultural and international contexts that influence individual differences.
- ❖ **8.3:** Explain how individual differences influence beliefs, values, and interactions with others and vice versa.
- ❖ **8.4:** Understand how privilege, power, and oppression may affect prejudice, discrimination, and inequity.
- ❖ **8.5:** Recognize prejudicial attitudes and discriminatory behaviors that might exist in themselves and in others.

(as suggested by [APA guidelines, 2007](#))

POSSIBLE ASSESSMENTS

(Out of Class)

Students can complete the IAT at <https://implicit.harvard.edu/implicit/>. Ask students to complete the Race IAT and one more of their choosing (e.g., weight, sexuality, religion, age, etc). A reflection paper might be assigned regarding their experience and the the validity of the IAT. (LO 8.5)

Mini-Research Project: Ask students to develop a hypothesis regarding human interaction based on theories of social influence (e.g., If students in a group express the same opinion, then the last student to speak will conform to fit in). Second, gather empirical data from observations of people in naturalistic environments (e.g., classroom, sporting event, mall). Write a mini-research report with methods, results and discussion sections. (LO 3.1c, 4.4)

Persuasion: Ask students to locate examples of compliance strategies (e.g., foot-in-the-door, foot-in-the-face) and/or persuasive cues (e.g., central vs. peripheral cues) in magazines or online ads. (*Students can locate examples outside of class and discuss in class for 10-15 minutes.*) Discuss which strategies/cues employed are more persuasive. (LO 4.4)

The following website has a number of good assignments all pertaining to social psychology. <http://jfmuller.faculty.noctrl.edu/crow/assignments.htm>

ACTIVITIES & TECHNIQUES

(In Class)

Students often enjoy watching original footage from the classic social influence studies and many students report remembering these studies in future courses. *Quiet Rage* discusses Stanford Prison study: a brief clip can be found here: <http://www.youtube.com/watch?v=760lwYmpXbc> (The

video in entirety is 29 minutes but I usually show the first 5-7 mins). Footage from the Milgram study can be found here: <http://www.youtube.com/watch?v=W147ybOdgpE> (9 min). Before showing this clip, ask students by show of hands how many would go all the way to 450 volts. Rarely one or two students may bravely raise their hand. In the set-up to this video, it is also important to emphasize that Milgram himself thought only 1% would go all the way. This can also lead to a discussion of research ethics and the IRBs. (LO 1.2e)

To demonstrate Cognitive Dissonance (a topic students often struggle with), ask students a series of questions on social issues such as global warming, world hunger, etc. (e.g., *Rate your agreement with these statements from 1 (strongly disagree) to 5 (strongly agree):* No one in this country should go to bed hungry). Then ask if the students engage in any specific behavior regarding these issues (e.g., Do you personally do anything to help those who are hungry (e.g. donate money/food, work in soup kitchen)?). Then ask by show of hands how many students had strong attitudinal statements but responded NO on the second set of questions. Discussion follows about how that makes us feel when attitudes and behaviors are inconsistent and what we can do about it which leads into dissonance theory. This activity is quick (10 minutes) but provides relevant application for students. (LO 4.4)

Stereotypes: When discussing social perception and stereotypes, the classic study by Jane Elliot can be replicated either in person or by watching a clip from either *The Eye of the Storm* or *A Class Divided* (<http://www.pbs.org/wgbh/pages/frontline/shows/divided/>). Ask students what labels we currently categorize by, could this be replicated in modern classrooms, and how can we minimize the effects of stereotypical assumptions This is often a difficult discussion to have, encouraging students to be honest and respectful and emphasizing commonalities (e.g., we are all college students at XYZ) might help alleviate some of the tension. Remember also not to call on students directly to be a prototype for their social group (e.g., what stereotypes have you experienced as a Black woman, etc.). (LO 8.4, 8.5)

If looking for a demonstration on a particular topic, the following site has a wealth of activities organized by topic: <http://jfmuller.faculty.noctrl.edu/crow/activities.htm>.

RELEVANT TOP ARTICLES (Annotated Bibliography)

Goldstein, S.B. (1997). The Power of stereotypes: A labeling exercise. *Teaching of Psychology*, 24, 256-258.

In this article, the author describes a classic activity relevant to stereotypes, the application of psychological theory, and critical thinking. Students are assigned a trait and then assigned to work on a group project. Students treat their classmates according to their assigned traits and observe the effect on their performance. This activity would serve as a nice transition from discussing self-fulfilling prophecies to stereotypes.

Morris, K.A., & Ashburn-Nardo, L. (2010). The Implicit Association Test as a class assignment: Student affective and attitudinal reactions. *Teaching of Psychology, 37*, 63-68.

Instructors often use the IAT as an assignment or demonstration for hidden biases. However, it is feasible that students may be upset or uncomfortable after taking the IAT. This article found that although students reported slight negative affect after taking the IAT, it still enhanced their understanding of social cognition. It is important to continue to integrate the use of the IAT in combination with classroom instruction and discussion.

Snyder, C. R. (2003). "Me Conform? No Way": Classroom demonstrations for sensitizing students to their conformity. *Teaching of Psychology, 30*, 59-61.

This article provides 9 quick demonstrations that illustrate students own vulnerability to conformity. The activities range from elucidating Milgram's classic obedience study to Jane Elliot's Blue Eye/Brown Eye demonstration as well as the self-fulfilling prophecy. This is a great start to actively teach students about the power of social influence.

LINKS TO ToPIX MATERIALS

Activities, demonstrations, handouts, etc.:

<http://topix.teachpsych.org/w/page/19981041/Social%20in%20the%20Classroom>

Video/Audio: <http://topix.teachpsych.org/w/page/19981040/Social%20Video>

Books & Films: <http://topix.teachpsych.org/w/page/39236320/Social%20Psychology>

In the News: <http://topix.teachpsych.org/w/page/23142325/Social%20in%20the%20News>



Chapter 14: Abnormal & Therapy

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ABNORMAL: COVERAGE SUGGESTIONS

1 class period (50 min – 75 min):

- ✓ Definition of abnormality in behavior (LO 4.1)
- ✓ Provide an example of a specific mental disorder (e.g., Major Depressive Disorder or Schizophrenia) (LO 1.1b, 4.2b)
- ✓ Differentiate that disorder from normality and other similar conditions (e.g., grief for MDD or Dissociative Identity for Schizophrenia) (LO 4.4)
- ✓ Provide information about the cause of the disorder (LO 4.2b)
- ✓ (It is a good idea to end with referral information for local mental health services, such as your student counseling center or local emergency hotlines; expect lots of questions and people coming up to you after class)

If you have a 2nd class period, you might also consider covering:

- ✓ Repeat the sequence above for additional disorders (e.g., Anxiety disorders, Bipolar, etc.)

LEARNING OBJECTIVES

- ❖ **1.1b:** Identify and explain the primary objectives of psychology: describing, understanding, predicting, and controlling behavior and mental processes
- ❖ **4.1:** Describe major applied areas (e.g., clinical, counseling, industrial/organizational, school, etc.) and emerging (e.g., health, forensics, media, military, etc.) applied areas of psychology.
- ❖ **4.2b:** Origin and treatment of abnormal behavior
- ❖ **4.4:** Apply psychological concepts, theories, and research findings as these relate to everyday life.

(as suggested by [APA guidelines, 2007](#))

POSSIBLE ASSESSMENTS (Out of Class)

Students search the internet for information regarding psychological disorders and evaluate the quality of that information. The assignment can be done in groups and includes a peer-evaluation component. For a full description of the activity, see the reference to Casteel (2003) below. (LO 4.4)

(In or Out of Class)

Questions Regarding Controversial Cases: The student is presented with a series of descriptions of an abnormal behavior under changing circumstances (cultural setting, severity of the behavior, etc.) and then asked if the behavior is normal or not. A full description of the activity and materials is available at

<http://www.intropsychresources.com/pmwiki/pmwiki/pmwiki.php?n=ResourcesByType.Homework>
(LO 1.1b, 4.4)

ACTIVITIES & TECHNIQUES (In Class)

Discussion of Abnormality: Enter class and behave oddly in some way (e.g., talking to yourself, showing excessive irritability, breaking social convention by standing in an unusual place). Then ask students to identify what was unusual about your behavior and why it is unusual. Based upon the reasons and examples they give, you can identify students' responses as reflecting various definitions of abnormality (i.e., distress, dysfunction, unusualness, dangerous, deviance). This activity is a fun way to get students engaged with the material and how it applies to their lives. (LO 1.1b, 4.1, 4.4)

Videos of Individuals with Disorders: Cengage has published a large online database of video clips across a range of disorders and topics relevant to abnormal psychology (<http://clipsforclass.com/abnormal.php>). This library is an economical (both monetarily and in terms of your time) way of demonstrating what these disorders are like. (LO 4.2b)

RELEVANT TOP ARTICLES (Annotated Bibliography)

Balch, W. R. (2009). Using an exemplification exercise to teach psychological disorders. *Teaching of Psychology, 36*, 55-58.

This article describes an exercise whereby students describe individuals they know or hypothetical examples of people with various mental disorders. The exercise led to improved retention on a post-test of information about the disorders relative to a lecture-only control.

Casteel, M. A. (2003). Teaching students to evaluate Web information as they learn about psychological disorders. *Teaching of Psychology*, 30, 258-260.

This article provides a method for instructing introductory students about psychological disorders using an internet based search exercise. The activity emphasizes improving students' ability to judge the quality of internet resources while simultaneously investigating content.

Conner-Greene, P. A. (2006). Interdisciplinary critical inquiry: Teaching about the social construction of madness. *Teaching of Psychology*, 33, 6-13.

In this article, the author provides a variety of background resources and commentary for understanding the social construction of mental illness. She also describes five pedagogical techniques to engage students with the material, including excellent discussion prompts. This article is a superb starting point for engaging your students in critical thinking regarding mental disorders.

Tomcho, T. J., Wolfe, W. L., & Foel, R. (2006). Teaching about psychological disorders: Using a group interviewing and diagnostic approach. *Teaching of Psychology*, 33, 184-188.

This article describes an exercise where an interviewer and pseudo-client perform an interview for the class. Based upon the interview, the students must decide which among a class of disorders best describes the individual. The authors provide scripts for an anxiety disorder, a mood disorder, and a psychotic disorder.

LINKS TO ToPIX MATERIALS

Activities, demonstrations, handouts, etc.:

<http://topix.teachpsych.org/w/page/19981032/Psychological%20Disorders%20in%20the%20Classroom>

Video/Audio:

<http://topix.teachpsych.org/w/page/19981031/Psychological%20Disorders%20Video>

Books & Films: <http://topix.teachpsych.org/w/page/39234720/Disorders>

In the News:

<http://topix.teachpsych.org/w/page/26711727/Psychological%20Disorders%20in%20the%20News>

THERAPY: COVERAGE SUGGESTIONS

1 class period (50 min – 75 min):

- ✓ Introduce therapeutic interventions (LO 4.1, 4.2b)
- ✓ Describe one or two theoretical orientations to therapy (e.g., psychoanalysis, behavior therapy) (LO 4.1)
- ✓ Review evidence for psychotherapy's effectiveness (LO 4.2b, 4.4)
- ✓ Discuss methodology for determining if therapy is effective (LO 4.2b)

LEARNING OBJECTIVES

- ❖ **1.1b:** Identify and explain the primary objectives of psychology: describing, understanding, predicting, and controlling behavior and mental processes
- ❖ **4.1:** Describe major applied areas (e.g., clinical, counseling, industrial/organizational, school, etc.) and emerging (e.g., health, forensics, media, military, etc.) applied areas of psychology.
- ❖ **4.2b:** Origin and treatment of abnormal behavior
- ❖ **4.4:** Apply psychological concepts, theories, and research findings as these relate to everyday life.

(as suggested by [APA guidelines, 2007](#))

POSSIBLE ASSESSMENTS

(Out of Class)

Have students identify a newspaper or popular media article about a treatment for a mental health condition. Have students write a brief essay about what is a supportable, accurate claim in the article versus what is not. For recent articles, see <http://topix.teachpsych.org/w/page/37117173/Therapy%20in%20the%20News> (LO 1.1b, 4.2b, 4.4)

Identify and interview a professional in mental health. Students then write a brief summary of the interaction explaining what that person does, and how they are different from another mental health profession. (LO 4.1)

ACTIVITIES & TECHNIQUES (In Class)

Watch the Gloria videos, which depict three founders of respective theoretical approaches (Carl Rogers-Humanistic therapy, Albert Ellis-Cognitive therapy, and Fritz Perls-Gestalt therapy) conducting therapy with the same woman. This activity highlights the differences between therapeutic approaches, which is hard for students to understand simply from descriptions of the schools. Rogers: http://www.youtube.com/watch?v=m30jsZx_Ngs&NR=1 Ellis: <http://video.google.com/videoplay?docid=-7965308202224028422&ei=ojGESuTVD4zblQfKm5imDg&q=gloria+therapy+ellis&hl=en> Perls: <http://www.youtube.com/watch?v=Kae5RK3JQCs> (LO 4.2b)

Present a case and have students conceptualize the problem from two different theoretical perspectives (such as psychoanalysis vs. behavior therapy). Again, this activity helps clarify the difference for the students (LO 4.2b)

RELEVANT TOP ARTICLES (Annotated Bibliography)

Banyard, V. L., & Fernald, P. S. (2002). Simulated family therapy: A classroom demonstration. *Teaching of Psychology, 29*, 223-226.

This article offers a demonstration of family therapy through a simulated interaction among student confederates. Explicit training instructions are offered for the confederates as well as discussion questions for the class.

Lawson, T. J., & Reardon, M. (1997). A humorous demonstration of in vivo systematic desensitization: The case of eraser phobia. *Teaching of Psychology, 24*, 270-271.

This paper provides a demonstration of systematic desensitization by having a confederate student work through the steps of the treatment in class.

Viken, R. J. (1992). Therapy evaluation: Using an absurd pseudotreatment to demonstrate research issues. *Teaching of Psychology, 19*, 108-110.

Treatment evaluation methods are often difficult to understand and popular media is full of supposed treatments that claim miraculous results. This demonstration highlights the need for appropriate controls in treatment studies, hopefully increasing students' critical thinking skills.

LINKS TO ToPIX MATERIALS

Activities, demonstrations, handouts, etc:

<http://topix.teachpsych.org/w/page/19981044/Therapy%20in%20the%20Classroom>

Video/Audio: <http://topix.teachpsych.org/w/page/19981043/Therapy%20Video>

In the News: <http://topix.teachpsych.org/w/page/37117173/Therapy%20in%20the%20News>