Teaching of Psychology:
Ideas and Innovations

Sponsored by: Farmingdale State University
of New York

Proceedings of the 19th Annual Conference on Undergraduate
Teaching of Psychology

April 6–8, 2005

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Note: **The * indicates the session chairperson.**

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Introduction

The 19th Annual Conference on Undergraduate Teaching of Psychology was held on April 6—8, 2005 at Kutsher's Country Club in Monticello, NY. The conference was sponsored by the Psychology Department of the State University of New York at Farmingdale.

The conference featured two keynote speakers—Dr. James Naire, sponsored by Wadsworth Publishing Company, and Dr. Michael Epstein, sponsored by Rider University. Participants also had 30 presentations from which to choose, an array of publishers' displays to visit, and many colleagues, old and new, with whom to network. Ten of these presentations are included in these proceedings.

The success of the conference was due to the continuing efforts of many people. The conference committee was expertly chaired by Dr. Gene Indenbaum, who had the assistance of Dr. Marilyn Blumenthal, and Ms. Barbara Sarringer. Dr. Judith R. Levine served as the program chairperson. We would also like to extend our thanks to Wadsworth Publishing and Rider University for arranging for the keynote speakers to join us.

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PROGRAM

Wednesday, April 6, 2005

REGISTRATION: 2:00-2:30 p.m.

SESSION 1   2:30 - 3:45 p.m.

RM 1:   ORAL PRESENTATIONS

A Qualitative Analysis of Student Evaluations of Courses and Instructors
Joseph J. Maiorca, Fashion Institute of Technology, SUNY, NY

There is an enormous literature on the subject of student evaluations of faculty. The current presentation will address some developments in that literature that should be of interest to faculty. A major methodology problem of past studies is the rigidity of the research instrument. Such rating instruments, that typically use Likert-type rating scales, have been used for the sole purpose of standardizing students' responses. But they also have the effect of suppressing some aspects of the complex relationship between teacher performance and student evaluations. The current study will employ a questionnaire, to over 100 students from a northeastern college that will ask students to qualitatively enumerate the factors involved in their instructor and course assessment. This type of research may supply some answers to the "Why?" question left by quantitative designs.

Diversity: Integrated into Human Services and Psychology Courses
Edward J. Murray and Carol A. Puthoff-Murray*, Kent State University
Ashtabula OH

This presentation will examine students' ability, to wrestle with concepts of diversity and relate these ideas to models from Psychology and Human Service. The emphasis in this discussion is upon the integration of divergent thoughts and a critical evaluation of problem solving and critical thinking. In presenting students' ideas, the process of content analysis provides the techniques to describe and evaluate these creative essays.

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RM 2:   WORKSHOP

Fostering Academic Integrity
Linda L. Dunlap, Marist College, NY

This workshop focuses on why academic integrity must be encouraged. Students data about academic integrity will be summarized. Several forms of academic dishonesty will be discussed including" *Cheating, Fabrication, Plagiarism, Misrepresentation, Failure to contribute to a collaborative project, Aiding others, Sabotages, and Resubmission of identical assignment.* Methods to detect and prevent each of these will be discussed. Common faculty and student beliefs about academic integrity and why students do or do not cheat will also be discussed. Finally, we will discuss methods to deal with dishonesty and to foster classroom and institutional climates supporting an ethos for academic integrity.

SESSION 2:   4:00 - 5:15 p.m.

RM 1:   WORKSHOP

Soothsayer and Myth Busters: Are You Sure This is Research Methods?
Christopher Carroll and Katherina Carroll, Farmingdale State, NY

Teaching research methods in an introductory psychology course can be a challenging undertaking. Capturing students' interest, stimulating their curiosity, and helping them find personal relevance in the process are valuable precursors to learning the basic concepts of research design and evaluation. The proposed workshop will utilize astrology and health psychology to demonstrate experimental and correlational research designs. Workshop attendees will be participants as well evaluators of the research, identifying and applying a broad range of research principles typically covered in an introductory psychology course. These are procedures that the workshop facilitators have used in their introductory psychology classes. Attendees will be provided with the materials needed to replicate these activities in their own classes.

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RM 2:   ORAL PRESENTATIONS

Contemporary Mainstream Media as a Learning Tool
Joyce A. Hemphill and Laura M. Scheinholtz, University of Wisconsin – Madison, WI

We all have educational videos we show highlighting the concepts we are teaching. However, bringing in video clips from Hollywood movies and television shows demonstrates how these concepts are alive and well and out there among us in the real world. In addition, these clips usually have a humorous side to them adding just enough sparkle to our lecture. Many times students don't expect to see the Simpsons in an academic setting. By showing non-traditional academic examples we break the students' habituation to the lecture material and activate their attention and increase their cognitive participation. Our session will provide visual examples of psychological concepts in media as well as a modest resource/reference list. Please note that the main focus of our selection will be representing, but not limited to, aspects of developmental theories, learning theories, and cognition.

Using Advertisements to Demonstrate Social Marketing and Group Stereotypes
Diana Milillo*, University of Connecticut, CT

During a class on Social Influence, a demonstration content-analyzing a mass of advertisements was used to discuss whether advertising strategies use values that are important to different social and ethnic groups (Gobe, 2001), or play on common stereotypes of the groups. Students brought in advertisements that they analyzed on content, visual and textual dimensions. Students identified significant differences in the way the same product (e.g., a car, alcohol, cellular phone) was marketed based on gender, age, class, ethnicity, and sexual orientation. The class thought the demonstration was effective in illustrating stereotypes and would highly recommend it for a future class.

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Wednesday, April 6, 2005

Reception: 5:30 – 6:30 PM
(INCLUDING WINE & BEER
ON THE HOUSE)

Dinner: 6:30 pm

Keynote Speaker:
Dr. James Naire

"Teaching from a Functionalist Perspective:
Memory, Perception and the
Myth of the
Encoding-Retrieval Match"

Speaker and Reception Courtesy of
Wadsworth Publishing

After Dinner: Hospitality Room

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Thursday, April 7, 2005

BREAKFAST: 7:30 - 9:00 a.m.

SESSION 3:   9:00 – 10:30

RM 1:   ORAL PRESENTATIONS

Effective Learning in the Classroom: Using Psychology to Teach Psychology
Jeffrey S. Nevid, St. John's University, NY

Research evidence demonstrates the effective learning depends upon active engagement of process relating to attention, encoding, and elaborative rehearsal and review of newly acquired information. The presentation focuses on specific suggestions for incorporating these four principles of effective learning (engaging attention, encoding information, elaborating meaning, and evaluating progress) in the introductory psychology course.

Brief Film Clips as "Teasers" for Sensation and Perception
Stephen A. Wurst, SUNY Oswego, NY

In television programs, a "teaser" is a short segment at the beginning of the program that will capture the audience's attention, and entice the audience to stay tuned. Brief (approximately 1-2 minute) film clips were used as "teasers" in an undergraduate sensation and perception course. Examples of teasers for various topics (including, top-down processing, color, depth, philosophical issues, visual physiology, audition, olfaction, gustation, and touch) will be shown, and student reactions will be presented.

Short Essays and Deep Processing: An Empirical Test
Robert A. Dushay*, Morrisville State College, NY

Students are more likely to retain information when they engage in deep processing of the material (Craik & Lockhart, 1972). But it can be difficult to get students to do so in an introductory psychology survey. One technique to encourage deeper processing is to have students write brief essays, where they relate psychological theories to events that have occurred in their lives (16th TOP Conference, April, 2002). In this talk, I will present data on whether performance on the essay assignment sis related to improved performance on related questions

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on exams.

RM 2:   ROUNDTABLE

Analysis of Personality Variables Associated with Team Testing: Is It Right for Everyone?
Ilyse O'Desky and Kathleen Torsney, William Paterson University, NJ

Test anxiety often results in poor test performance among college students. It has been proposed that interventions which decrease test anxiety will result in improved performance among college students. Research has demonstrated that team testing leads to significant increases in test performance among students. In a previous study, it was found that team testing lead to a give to ten point increase in test scores while at the same time significantly increasing the time students spent taking the test. However, a closer analysis of the data in this previous study found that not all students benefited from this procedure equally. In some cases, the student's performance in this condition declined. The present study represents and attempt to determine those personality variable which would predict who benefited from team testing.

SESSION 4: 10:30 – 11:15

Publishers' Displays and Coffee

SESSION 5: 11:15 – 12:30

RM 1:   ROUNDTABLE

How a White Teacher Teaches White Students about White Privilege and Racism
Peter Heinze, Ramapo College of New Jersey, NJ

This presentation describes the experience of being a White, heterosexual male teaching themes of racism and white privilege within the context of an undergraduate Multicultural Psychology course. The importance of white students at a predominantly white college first learning about white privilege and racism prior to exploring multiculturalism is discussed. Specific teaching strategies and student exercises are described, as well as teaching tools used. A focus on further refining the material for future teaching, as well as potential areas of research, is discussed.

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RM 2:   ORAL PRESENTATIONS

Personal Storytelling in Teaching Introductory Psychology
Herman Huber, College of St. Elizabeth, NJ
Richard Linden, Sussex County Community College, NJ

Some instructors view the process of teaching as the deliverance of facts and ideas contained in textbooks, devoid of any personal connections. When an instructor shares a personal story that illustrates a psychological concept, classroom pedagogy is enriched. Students feel encouraged to share their own stories, thereby further elucidating the material and making it relevant. This presentation is geared toward understanding the role and nature of personal stories and their effective use. The goal is to have participants begin to consider the use of stories in their own teaching. We share some of the do's and don't's that we have discovered over the years. The authors will share several of their own favorite stories and encourage participants to share theirs.

Keep It or Pitch It: An Informal Comparison of Instructor's Manuals
Joyce A. Hemphill* and Michael A. Grapkowski University of Wisconsin-Madison, WI

The focus of this session is our examination of the instructor's manuals of major developmental textbooks (e.g., Berk, Bee, Santrock). We compared the manuals in relation to content, suggested additional readings, class activities, suggested videos, lecture outlines, masters for handouts, quick references, and discussion questions. A key factor in our evaluation was the bias we brought to the process. One of us is a novice instructor and the other one experienced. Did we view the contributions of the manuals to course preparation the same? What factors weighed into our perceived value of the manual? What additions would we like to see? Would we keep it or pitch it? And why?

RM 3:   PANEL PRESENTATION

"Perspective of the Holocaust": Taking Lessons into the Community
Ruth Hannon, Rebecca Leavitt, and Joel Litvin, Bridgewater State College, MA

Students and faculty take lessons on hate, prejudice, scapegoating and bullying into the community in two ways. First, students learn about the Holocaust from an interdisciplinary perspective and develop lessons for middle school children. Second, faculty engage with students and community members then use those lessons to help lead the college toward its goal of institutionalizing service-learning throughout the campus. Design of the course, mechanics of service-learning, and efforts of the college will be addressed by faculty. Outcomes of service-learning projects will be described by students.

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Thursday, April 7, 2005

Lunch: 12:45 - 2:45 p.m.

Keynote Speaker:
Dr. Michael Epstein

"Errors ≠ Mistakes: Failures of Feedback and the Efficacy of Error"

*Speaker Courtesy of
Rider University*

Note: The * indicates the session chairperson.

RM 1:   PANEL PRESENTATION

Personality and Cognitive Variables and Academic Performance
Margaret D. Anderson, Courtney Beauchamp, Patrice Gordon, Meghan Kellar, Sean Knipe, Jennifer Lintner and Jamie Valentino, SUNY Cortland, NY

This panel presentation will compare the personality and cognitive profiles of different groups of college students and examine the interaction between those variable and academic performance. The variables that will be examined include Ambiguity for Tolerance, Metacognition, Need for Closure, Need for Cognition, Locus of Control, Learning Style and elements of family structure. Learner profiles based on these variables will be presented for different groups of learners determined by major, a year in school, geographic location, and type of institution. Academic performance as described by their overall and major grade point averages will be related to the various profiles.

RM 2:   ORAL PRESENTATION

Teaching the Missing Chapter in Abnormal Psychology
Rhea Parsons, Borough of Manhattan Community College, NY

When students take Abnormal Psychology, they use textbooks that include chapters on the history, assessment and diagnosis, etiologies and treatments of psychological disorders and ethical/legal issues. However, one chapter is usually missing - the one dealing with the stigma of mental illness. Stigma has been shown to be the primary reason people do not seek treatment for mental illnesses. This presentation focuses on teaching students about the stigma of the mentally ill, how myths are generated and perpetuated, and specific methods of reducing stigma in the classroom and society through education, assignments, and other resources.

What Students Know About Plagiarism
Emily G. Soltano, Worcester State College, MA
Michael S. Goodstone*, Farmingdale State, NY

Faculty seek ways to minimize the frequency of plagiarism behaviors. The current study seeks to better understand student plagiarism from the perspective of the student. Data regarding students' ability to recognize what constitutes plagiarism, perceptions of the potential negative consequences of being caught, past plagiarism behaviors and likelihood for future plagiarism behaviors are presented and discussed. Implications for faculty attempts to minimize student plagiarism are presented.

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SESSION 7:   4:30 – 5:45

RM 1:   ORAL PRESENTATIONS

Distance Learning in Psychology
Katherine Zaromatidis and Patricia A. Oswald, Iona College, NY

More and more colleges and universities offer students the option of taking distance learning courses, which provide the opportunity to complete college courses without scheduled classroom sessions. Typically, students are drawn from the growing population of traditional-aged and adult learners who want a more flexible way to complete course work. This presentation will discuss organizing, managing, and mentoring strategies used in teaching distance learning courses and examples will be provided from several courses taught in the distance learning format-social, developmental, and organizational. In addition, data obtained from surveying student attitudes towards distance learning courses will also be discussed.

Prescribing Humor in Teaching: Therapeutic Levels, Side-Effects, and Toxicity
David J. Bennett*, Northpark University, IL

It's good to incorporate humor into our teaching, right? The diverse literature examining the use of specific humorous techniques to illustrate concepts, the use of humor in testing, the assessment of benefits for students and teachers will be presented in the context of a large and growing literature on the psychology of humor. Importantly, not only the benefits will be discussed. Much as in the "laughter is the best medicine" movement, the benefits of humor are sometimes oversimplified. A thoughtful look at the use of humor in teaching must necessarily also acknowledge the potential costs of humor in teaching.

RM 2:   ORAL PRESENTATIONS

What's On Your Mind?
Elizabeth B. Gardner, Kathleen E. May, and Glenn T. Newman, Fairfield University, CT

Active learning practice dictates that we know who our students are. Devoting time at the beginning of each class to "what's on your mind?" (WOYM) has enabled us to do that as well as to decrease stress, build community, and educate more broadly. Students in two courses rated enjoyment, relevance and usefulness of WOYM at the beginning and later in the semester, when they also rated how much they thought it helped to learning about who we are, decreased stress, and built community. Student ratings of the value of WOYM were positive; students especially agreed that WOYM helped to build community.

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Assessing Student Learning Outcomes in General Education: The Uses of
Introductory Psychology and Political Science Courses

Roberta T. Paley*, Fashion Institute of Technology, SUNY, NY
Joseph H. Moskowitz, New Jersey City University, NJ
Yasemin Celik, Fashion Institute of Technology, SUNY, NY

The assessment of student learning outcomes in general education is underway in colleges throughout the country. Institutions of higher learning are defining "general education" in numerous ways and are measuring student learning with a wide variety of methods. This presentation summarizes the findings of a project that examined the uses of introductory courses in two social science disciplines, psychology and political science, in general education assessment efforts. Through a literature review as well as interviews, we inventoried the role that faculty and students who teach and take these courses are playing in general education assessment. We found that colleges frequently use these classes as forums to measure general education skills such as critical thinking, written and oral communications, and research methods, and that other colleges assess discipline content in these courses as part of general education assessment. Our findings include preliminary data regarding which skills and specifically what content is (and is not) part of general education assessment in these introductory level courses.

RECEPTION: 6:00 – 7:00 p.m.
(INCLUDING WINE & BEER
ON THE HOUSE)

Dinner: 7:00 p.m.

Note: The * indicates the session chairperson.

Friday, April 8, 2005

BREAKFAST: 8:00 - 9:30 a.m.

SESSION 8:   9:30 – 10:45

RM 1:   ORAL PRESENTATIONS

LUCAS: A Powerful Learning System
Gordon Whitman, Tidewater Community College, VA

LUCAS is a powerful and holistic learning system alternative to the SQ3R and related study skills and learning programs found in many Psychology texts. LUCAS is designed for the millennium student. LUCAS is a learning Gestalt firmly based on learning theory and grounded in 34 years of experience including the intersection of rural and urban differences.

Active Learning and Pavlovian Conditioning Don't Ring a Bell
Laura L. Phelan and Dawn R. Rager*, St. John Fisher College, NY

We investigated the effectiveness of active learning. Students were randomly assigned to an experimental ($n = 35$) or control group ($n = 36$), and then either participated in or read about a classical conditioning procedure, respectively. Both groups then completed a quiz, followed by thought-provoking questions about the procedure, followed by the same quiz again. Finally, all students completed a survey concerning the effectiveness of the activities. Preliminary analyses showed that the active learning activity did not influence quiz scores in the experimental group, however, the experimental group found their activity significantly more engaging than the control group.

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RM 2:   WORKSHOP

Rows and Circles: An Exercise for Teaching Cross Cultural Psychology
Peter Heinze and Shirley Muñoz, Ramapo College of New Jersey, NJ

This article describes an exercise designed to help increase learning regarding themes salient to cross-cultural psychology. An exercise, "Rows and Circles", which was spontaneously created during a class session, was used to provide a deeper understanding of the connection between cultural behaviors and practices and the underlying values and attitudes which promote these. Both cross-cultural perspectives and psychoanalytic group theory are used to understand the ways in which students attempted to handle intergroup conflict. Additional learning, student feedback and an example of using the exercise in a corporate diversity training setting are also discussed.

Coffee: 10:45 – 11:15

SESSION 9: 11:15 – 12:30

RM 1:   ORAL PRESENTATIONS

Bringing Closure to the Major in Psychology: The Capstone Course for Seniors
Peter J. Behrens, Penn State Lehigh Valley, PA

B.A. and B.S. degrees in psychology provide a program of coursework, including lectures and laboratories that follow a predictable pattern for 8 semesters. This pattern comes abruptly to an end with the last semester of required courses and electives. Colleges and universities, as a rule, do not provide a seminar or "capstone" course for seniors, and this is seen as a distinct disadvantage for students transitioning to either employment or graduate education. This paper will review some relevant results from the First National Survey of Senior Seminars/Capstone Courses (1999), existing capstone courses in psychology, and the capstone course in place at Penn State Berks-Lehigh Valley College for Applied Psychology. Data will be offered on student reactions to the Penn State course and the impact the course has on student perceptions of the degree.

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Issues and Innovations in Managing a Required Undergraduate Psychology Internship Program

Peter M. del Rosario*, Marist College, NY

Published investigations of undergraduate psychology internships focus mainly on pedagogy, procedures, and problems with elective practicum courses. Required undergraduate psychology internships are rare. This presentation describes lessons learned from managing a required internship program at a department that has required an internship for over 20 years. Innovations in managing the program are detailed. Finally, the prevalence of elective versus required field experiences, and the number of credit hours involved, is examined, across a sample of psychology curricula from more than 200 U.S. colleges and universities.

RM 2:   ORAL PRESENTATIONS

Videoanalysis: Assessment and Instructional Pedagogy for High-level Electives

Jonathan Springer, Kean University, NJ

The presentation involves courses taught with this never pedagogy, the past 2-3 years. Graduate courses (Evolutionary Psychology, Small Group/Analysis), and undergraduate courses (Evolutionary Psychology and Industrial/Organizational Psychology) and results from videoanalyses in them will be discussed and examples of students' papers shown. In addition an interactive, international, cross-cultural psychology course, now in its implementation phase, will be shown and discussed. Discussed are difficulties inherent in differently contented courses, diverse student populations, and instructor style flexibility. Enormous advantages of this pedagogy include better student applications, "growth" in successive use and course understanding.

A Demonstration on Emotion and Memory

William R. Balch*, Penn State, Altoona, PA

The relation between emotion and memory is tested in a classroom experiment in which the students rate a series of both pleasant and unpleasant words. Then the students receive booklets containing a series of sentences, designed to induce either a pleasant or an unpleasant mod. Finally, the students recall as many of the words that they hear in the rating task as they can. This experiment tests three emotion-related effects: the Pollyanna principle, differential retrieval, and mood-congruent memory. The results most consistently support the Pollyanna principle (the superior memory of pleasant words, as compared to unpleasant words).

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Lunch: 12:30

Conference Committee:
Gene Indenbaum, Chairperson
Judith R. Levine, Program Subcommittee Chairperson
Marilyn Blumenthal, Conference Program Editor & Keynote Speaker Contact Person
Barbara Sarringer, Executive Assistant

HOPE TO SEE YOU ALL IN 2006.

Note: The * indicates the session chairperson.

A Qualitative Analysis of Student Evaluations of Courses & Instructors

Joseph J. Maiorca
Fashion Institute of Technology

Student evaluations of faculty members are commonly used in the evaluation of teaching effectiveness. There is a body of literature about student evaluations of teaching containing many conflicting conclusions. One major problem is that a definition of teaching is absent. Another major problem is that reliability and validity studies of SEF have yielded inconsistent results. Furthermore, there are many variables unrelated to the quality of teaching that may affect evaluations and that interact in complex ways.

For example, students in higher-level courses tend to rate professors more favorably than students in lower-level courses. The same is true for students taking elective courses compared to students with required courses. Both of these outcomes may be related to the students' greater interest in the course material. A number of variables have been studied in relation to SE – gender, discipline area, students' perception of grades, and so on. In light of the many factors unrelated to the quality of teaching, it is important to recognize the limitations of SEF.

A major methodological problem of past studies is the rigidity of the rating instrument. Typically, likert scales are used for the purpose of standardizing student responses giving the impression of objectivity. But these numbers are merely measurements of subjective opinions. The traits and anchors employed in SE are often ambiguous and, consequently, the utility of the average ratings is somewhat limited. SE may point to broad areas of concern, but they do not identify causes of the weaknesses or provide any recommendations for improvement.

The structured, but open-ended items that the current study will employ may clarify some of the factors affecting student evaluations that closed-ended questions have not been able to ascertain.

In the current study we asked students to describe not only their best and worst instructor, but also best and worst courses. The questions read:
> *What are the five outstanding characteristics of the best*
> *college teacher you have known?"*
>
> *"What are the five outstanding characteristics of the worst*
> *college teacher you have known?"*

The same questions were repeated for the best and worst courses.

During the first week of classes in September 2004, a questionnaire was administered to 120 students registered in four sections of Industrial psychology courses at FIT (a Public, SUNY college in NYC). The sample was selected on the basis of convenience. The questionnaire

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consisted of twelve items, four of which were open-ended, and eight demographic variables. These comments were tentatively categorized as those pertaining to:

1. Teaching activities
2. Classroom atmosphere
3. Instructor's comportment
4. Workload, assignments and grading
5. Acquisition of knowledge
6. General interest in subject
7. External factors (class size, scheduled time of class)

The students' written statements were grouped by similar comments and then figures were tallied. A second independent reviewer grouped comments. (There was 84% agreement-a reasonable agreement level considering this was a pilot study).

Based on this sample it was found that the results were parallel with respect to the dimensions of the best and worst teachers/courses. That is, the character of evaluations tended to vary in equal percentages in an oppositional manner across most of the dimensions. For example, students assessed both the best and worst courses/teachers on the basis of classroom teaching activities and the instructors' comportment. The major difference was found in the area of workload/grading. In this area a *higher* percentage of students cited workload/homework/grading issues in describing their worst teachers as opposed to their best teachers.

Factors external to the course or instructor, such as scheduling and class size, have some influence on student appraisals. However, other variables appear to have a greater overall influence. Students surveyed preferred courses when material was presented in a clear and organized manner (students used descriptors such as "based on previous lessons", "logically developed"). They preferred professors who explained and simplified material in class and presented material in an enjoyable and relevant manner (relevant defined as information useful to career or personal growth). Many of the "Best Professors" employed a *variety* of classroom methods in addition to maintaining a relaxed, fun classroom environment.

It was also helpful if the instructor was friendly, funny, non-judgmental or possessed some other agreeable attribute (e.g. Sense of humor). Students also tended to prefer instructors who were responsive to their concerns and complaints, which prepared them for their examinations, and provided them with opportunities to improve their grades. (It was clear that "responsiveness" referred to both inside and outside the classroom- someone who understood about problems.)

Not surprisingly, a substantial number did not like difficult or challenging workloads. Most students noted that they expected to spend three or less hours per week studying for a course, or to read twenty pages or less per week.

Note: The * indicates the session chairperson.

Students did not like completing assignments over which they were not tested. Consequently, they preferred instructors who covered exam material in class. And while only a few students claimed that they liked a course because they received a good grade, approximately 18% of students complained about the instructors' grading (too harsh, not clearly defined, subjective) when describing their worst teachers. Despite the research that shows correlation, students can discern between a quality teacher who will challenge them from those that may dumb down a class. Students tend to give higher ratings when they expect high grades.

Unfortunately, the majority of students in this sample did not place any obvious emphasis on the extent to which they learned in their favorite course, and even less emphasis was placed on this issue in their worst course. However, this may have been indirectly implied in other areas.

It is outside of the scope of this presentation to provide and answer to all of the problems that plague SE. The focus was on a process, not on content. In conclusion, I would recommend the following four considerations to improve the SE process.

1.   Use comments. Qualitative analysis can compliment quantitative analysis.

Scannable data may be used to determine the number of students who believe that the instructor's speech is not clear and understandable, while qualitative data collection could elaborate on *why* students do not consider the instructor's speech clear and understandable. The comments might explain that the noise from the air conditioning unit makes it difficult to hear the lectures. In the same way, a quick review of the comments might also explain any outliers that could have influenced the scannable summaries.

Qualitative and quantitative have different strengths and logics, together providing a holistic approach. This type of research often supplies the answers to the "Why?" questions left by quantitative designs. Using the approach described in this study, (of encouraging and organizing comments) may offer helpful insights.

2.   Focus on more objective/ behavioral traits.

In some cases, SE forms may need to be redesigned to emphasize relatively objective/behavioral traits rather than general, abstract terms. The first step must be to define what is teaching.

Instead of rating "clarity of instruction," ask, "Did the instructor use concrete examples?" Instead of "organization," ask "did the instructor review topics from previous lectures?" or "did the teacher put an outline on the blackboard?" Instead of subjective terms such as "overall effectiveness" use CI "did the professor come to class on time?" or "Did he/she review work within a reasonable time?"

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3.   Conduct Reliability and Validity Studies

If personal decisions are based on SE, then the college/school should conduct periodic reliability and validity studies. Obviously, if the process is not reliable, then it cannot be valid.

4.   Finally, a call for caution.

Student evaluations are seldom criticized as a measure of student satisfaction with instruction; rather they are criticized as measures of instructor's effectiveness. Student evaluations should be only *one* of the many sources of information. We fail ethically when we permit important personal decisions to proceed on the sole basis of potentially unreliable data.

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Diversity Integrated into Human Service and Psychology Courses

Edward J. Murray & Carol A. Puthoff Murray
Kent State University Ashtabula

During a registration at Ellenville, a colleague confronted me with a statement, "I hope you are not that Murray." The conversation continued and my final response clarified the topic. "My name is Ed, not Charles." I received back a quick, "That's good."

This dialogue produced major questions, since Carol and I were the co chairs for the Kent State Ashtabula Diversity Council. How can university classrooms wrestle with issues pertaining to racial justice and become an integral integrated part of learning without watering down the course content? Can these racial issues engage students in critical objective thinking? Can students lay aside prejudicial perceptions?

These questions became more realistic after an exposure to A Country of Strangers, (Shipler, 1997). In this book, Shipler (1997) uncovered the divide of plantation life in Charleston, South Carolina. When visitors exchanged ideas, plantations became a two-edge sword. One group expressed joy about the glories of the 18th and early 19th centuries, while others felt the pain of suppression. A contemporary Brooklyn High School was depicted as an integrated tolerant environment with specific rooms and corridors restricted for a particular ethnic or racial group, however, dark skinned Panamanians and Dominicans were rejected by African Americans. A discussion of Murray's Bell Curve highlighted further the national divide on race. The presentation accentuated the philosophical divide between the Red States and the Blue States. The conservatives used the data to justify low class status and progressives were placed in the non-activist position of evaluating and criticizing the data.

At the present time, these issues of race and prejudice continued to surface and energize some of the masses. David Duke has concentrated his recent attacks on Jewish people. In New Orleans, Duke said, "anything that strikes out and weakens the Jewish supremacist power is good for us." (SPLC Report, June 2004).

In The Working Poor, Shipler (2004) wrote, "… racial bigotry has still left blacks seriously overrepresented among Americans of low income. Yet poverty also contains universal hardships that afflict people of all races." Recently, Allen (2004) wrote, "… norms continue to view blacks as the underclass and to place us at the very bottom of the racial hierarchy."

All of these materials and ideas created a climate that cried out for an integration of diversity and social justice into university education.

METHOD

In 2000, the Kent State University Ashtabula (KSUA) Diversity Council organized a professional conference focused on A Country of Strangers with David K. Shipler attending and commenting on the professional papers. The conference was held in September 2001. Strong encouragement and reinforcement were given for student participation.

After the conference, 17 papers were published in the Spring, 2003 under the title Blacks and Whites Meeting in American. Eighteen Essays on Race. David K. Shipler, had also

Note: The * **indicates the session chairperson.**

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contributed an address. The professional papers had the themes of race and prejudice. The specific areas of interest concentrated on diversity related to the university, arts, popular culture, sports, ministry, economic divide and prejudicial treatment.

Each semester, students in Human Service and Psychology classes received assignments to read Blacks and Whites Meeting In America (White, 2003). The assignment requested that students examine the 18 essays and choose three or four essays for a paper. In the paper, students were expected to reflect on the essays using theoretical models from Human Service and Psychology. The students were required to ask themselves how learning models, developmental models and social models related to these essays and express their concepts in a coherent written format.

FINDINGS

The students in the I/O class concentrated their efforts on four essays. These students attempted to relate the themes from the essays to organizational research and models. Critical evaluations were also introduced from the Early Adolescent and Family Courses.

Stanton W. Green presented ideas about the integration of baseball with an African-American, e.g. Jackie Robinson. Students observed that these changes increased Social Capital not only for Blacks but also for the entire United States. However, the expansion of baseball to Latino's contributed to perceptions about the global economy and globalization. References were drawn from Tom Friedman's Lexus and the Olive Trees.

Other reflections about the climate of baseball throughout the l940s, l950s and into the l960s indicated that baseball mirrored the nation in that the society reinforced Theory X. The students described the treatment of the person and the climate of society in these terms: Man is irrational and lazy, his goals are contrary to the goals of the organization, he only wants economic incentives and he must be manipulated and controlled.

These principles led to the countervailing discussion of Leadership (Bennis, l989). Students recognized that bureaucracy had the potential to stifle creativity and generated "groupthink."

Other presentations described the struggles presented in Green's article and reflected upon the need for psychological strength. Robinson, Aaron and Sosa needed resources and a strength of character. The model used in this context was Erikson's identity stage and generativity stage. Hypotheses were made that these men knew themselves well and had deep desires for success and achievement.

Students from the Family course concentrated on models that mirrored the major environmental factors. Bronfenbrenner's Ecological Systems analysis was used to point out the developmental variables that influenced identity. For the students in the Family Class, Sosa and Robinson wrestled with identity through encounters that engaged the various societal systems.

Other students applied Seligman's Learned Helplessness model and determined that Sosa and Robinson overcame negative environmental stimuli by using the power of personal control.

Some students described a climate of racism and prejudice but depicted Sosa and Robinson as men with positive identities who cut through societal barriers and climbed the ladder of Maslow's Hierarchy of Needs.

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In the Early Adolescent course, students focused on Bandura's Social Learning model and discussed Robinson and Sosa in the context of role models. The students also saw the implications of self-efficacy in that these two men had the talent and tenacity to give their lives self-determination and achieve success.

Jeffrey J. Wallace discussed concepts that contrasted historical experiences with the ideals of public policy concerning justice and equality in education. His historical perspective showed that diversity came with slow hard fought struggles that continue today. These thoughts of Wallace generated reflections on Richard Florida's <u>The Rise of the</u> <u>Creative Class</u>. Students recognized that diversity had an interconnection with creativity. Cities large and small with large diverse populations had a higher percentage of creative people. Other students emphasized the importance of cognitions and emotions e.g., attitudes and the relationships to the organizational structures and environments. Hypotheses were also raised about the importance of diversity and its impact on universities and education.

Wallace's historical analysis prompted students in the Family course to integrate Bronfenbrenner's Micro, Meso, Exo and Macro Systems into the discussion of racial prejudice. These presentations described the influenced of the various ecological factors and the permeating cultural attitudes and ideologies of the United States.

In the Early Adolescent course, many students focused on Wallace's emphasis upon education as the road to equality. The students reflected on Bronfenbrenner's Ecological Model and determined that education related significantly to social stratification e.g., SES. These insights generated the hypothesis that these multivariate factors also potentially facilitated the identity process.

In Gregory K. Stephens' article, he presented the 21st Century diversified world of Florida and he talked about an environment that blended together people from diverse backgrounds. His biracial children interacted and communicated with other Whites, Blacks and Latinos. The black and white world of David K. Shipler lacked the diversity of contemporary society.

Stephens' concepts triggered psychological constructs like Rotter's Internal Locus of Control and Bandura's concept of Self Efficacy. The students described leadership for the 21st century with these ideas and they expected these visions to include diverse relationships.

 In the Family Course, students analyzed Stephens' concepts and portrayed a changing ecological model that produced a new climate for personal growth and identity. The students had a vision that the ecological changes helped people of diversity achieve a positive identity and advance through Maslow's Hierarchy of Needs.

Edward J. Murray depicted an environment of change. The United States has become a nation with 20% growing economically and 80% left behind. While technology, globalization and entrepreneurship have expanded, social capital, personal economic capital and intellectual capital except for the few have declined.

Many students saw relationships between environmental changes and the constructs presented in the I/O class. Education correlated with social stratification and prepared the individual to face globalization and the entrepreneurial climate of society. Peter Drucker's observation, that l973 was a point of demarcation, because society moved from a climate of

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social supports to an environment focused on the individual and personal responsibility, was completely comprehended in the analysis and comments of students.

The Early Adolescent and Family students had the same perceptions about the social economic divide in the United States. The students described a hedonistic society excessively concerned with immediate gratification. These students saw a society stuck at premoral thinking. The students moved from Kohlberg to Piaget and Gardner. The students recognized the importance of formal thought and the various types of intelligence and their comments indicated that the 20/80 split related to the impact of higher education on the global economy.

In this assignment, students evaluated the articles with comparison to Abnormal Psychology. Early Adolescent and Family materials. A criminal sociologist, Irene Jung Fiala, reviewed more than 100 professional research studies on racial profiling and discrimination. However, after she argued the issues of racial profiling and expert police investigation, she refused to answer the question: what is good police work and what is discrimination.

The students in Abnormal Psychology raised hypotheses about these issues. These patterns created an environment of stress that disrupted a personal state of homeostasis. The students quoted Sue, Sue and Sue (2003) that African Americans have significantly higher rate of PTSD than other United States citizens. Further ideas about prejudice reflected Selye's Stress Model and described the implications for depression, learned helplessness and paranoia in conjunction with pervasive negative cognitions. Finally, a female biracial student gave a personal reflection in that she has experienced the phenomenon of driving while black.   The Early Adolescent and Family, students choose not to review Fiala's Articles.

In a romantic presentation of Theatrical Relationships, James R. Birch related a story about Cab Calloway's acceptance and promotion of the Kelly brothers. The Kelly brothers asked for an audition and became the dance duo for the band.

The students reflected on the climate of the l930s and saw many hypothesized implications for Richard Lazarus' Transaction Model of Stress. They also analyzed the climate of prejudice and determined that these outcomes resulted from Beck's and Ellis' models of Negative Distorted Cognitions and Irrational Beliefs.

 Other students described Cab Calloway and the Kelly brothers using Carl Rogers' construct, "actualizing tendency," that emphasized the development of the full potential within the person. Further reflections on the l930s environment generated Rogers' ideas about self-esteem and self-worth. How can these people cut through prejudice and stereotypes without a positive self-concept?

The final analyses reached out and portrayed these theatrical personalities in relationship to Erikson's Identity Model and Sheehy's Pathfinder Model. The musical trio of Cab Calloway and the Kelly Brothers had the ability to cut through life adversities and find a meaningful expression of self.

The students in Early Adolescent and the Family courses discussed the importance of identity in a society of prejudicial stereotypes. With a positive identity, Cab Callaway was able to exercise an authoritative parental style and embrace the Kelly brothers. Identity allowed Calloway to communicate with Emotional Intelligence, e.g., Intrapersonal and Interpersonal Intelligence.

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In an article focused on "The Dialogue" Carol A. Puthoff-Murray raised questions about the variance between white perceptions of African America wealth and the reality concerning outcomes. Contemporary motifs showed a major economic and digital divide.

These concepts helped students reflect upon various models. They used Beck's and Ellis' models to elaborate on negative cognitions and irrational beliefs. They perceived these processes leading to prejudice and discrimination.

Other students interrupted the climate of discrimination as an outcome of Heider's Attribution Theory in that stereotypes resulted from specific situations that received global and dispositional attributions. Some students used Attribution Theory to progress into Seligman's Model of Learned Helplessness.

The Puthoff-Murray article about "The Dialogue" caused students to raise serious questions about Bronfenbrenner's Ecological Model and Bandura's Model of Social Learning. From a developmental cognitive approach to Psychology, the hypotheses were generated about the influence of societal factors and social models. One student purposed an ideal moral solution in that she hopefully anticipated a society based upon ethical standards and a Postconventional Level of moral thought. For her, Kohlberg's higher order morality became a mandate for society to conquer prejudicial stereotypes.

Eileen Sheryl Hammer discussed a training program to increase significantly the number of educated minorities in the corporate business world. She presented a dichotomy between the personal life of minorities and expectations of corporate American.

Many students observed that the dichotomous societies created an identity problem. The business world had one set of expectations and the personal black world had other values and norms. These diverse cultures placed the individual in a dissociative atmosphere. Other students recognized that these conflicting values produced an approach-avoidant conflict that contributed to stress.

Another essay that focused on the "New Jacks", Iverson, Rodman and Bonds, generated the most controversial reactions. Thabiti Lewis wrote, "The media and society not only contradict the ideal of self-reliance, but in doing so, their relationships with African-American athletes in modern culture are comparable to one between prisoner and guard".

Many students stated that the behaviors of many contemporary athletes displayed narcissistic behaviors and personalities. One Person gave Thabiti, "the crazy person award" and argued that young people of all colors have great admiration for these athletes.

In the Motivation, Early Adolescent and Family Classes, many previously reviewed authors and articles received commentary. However, the articles chosen for this section were by authors not previously examined.

Thomas Kaufman discussed the history of the Chicago Newberry Library. Walter Loomis-Newberry desired a "free public library". However, the estate trustees made the library an exclusive place of study for scholars.

The students' commentary raised questions about Maslow's Hierarchy of Needs. How does a person develop in SES without further education? Others recognized the correlation between Achievement Motivation and educational accomplishments.

The final major theme was Power Motivation. Students commented on the use of coercion, dominance and control.

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The Early Adolescent and Family students made observations about crass social power and drew implications for Bronfenbrenner's Ecological Model. They also described this blatant misuse of authority as a climate incompatible with Maslow's Hierarchy of Needs. They perceived that these attitudes interfered with personal growth and identity.

The metaphors of pain broke open a world confronted with stress and discomfort. Lynda J. Lambert presented the works and symbols of two artists. These creators faced the hits of life and through their art forms and textured materials gave emotional expression to the reality of suffering.

Students focused on Seligman's models. They perceived the trauma of the artists and recognized that these two people did not fall into Learned Helplessness. The artists used art to work through the trauma and their visions generated a healthy state of Learned Optimism.

Lambert discussed the concept of racial displacement. The Early Adolescent and the Family students perceived this experience as dissociative depersonalization. The students embraced the artistic metaphors and saw these symbols as a road to therapeutic and positive psychological health. The art had significant artistic values and the students had deep appreciations of these expressions. However, students argued that these works of art also created a climate conducive for identity and self-awareness.

The General Psychology students had reflections about many of the previously reviewed authors. Although many papers were outstanding, the observations concentrated on the presentation of David K. Shipler, the keynote speaker and pivotal person of the conference. His work, "A Country of Strangers," was the thematic vision that integrated the diverse perceptions of the various papers.

David K. Shipler discussed contrasting visions in a post 9/11 environment. He pointed out that the Arabs and Muslim in a post 9/11 climate will not loose the civil liberties denied to Japanese after Pearl Harbor. However, he stated that African-Americans in leadership positions were frequently confronted with subtle signs of racism. The camouflage of prejudice permeated the opinion pole research and influenced contemporary society.

In his presentation, Shipler talked about an Alabama lady that developmentally experienced a father threatening her with the negative outcome of working for a "nigger".

One student examined this problem from the viewpoint of conflict. The Alabama lady recognized the irrational beliefs. However, the emotional learning of Classical Conditioning continued to echo in her ears. The student integrated Pavlov and Ellis into the conflict analysis.

Another student reflected on the same story and made implications pertaining to Schacter's Model. This student perceived that physiological stress historically created negative thoughts and emotions. The Alabama lady through life experiences changed her cognitions and ultimately worked for a man of color. However, remnants of the stress and negative emotions continued.

Other students observed that Shipler's presentation reflected a general climate of stress and they applied Selye's model to the described life experiences. They also saw that stress had the potential for fear and these reactions possibly created attitudes of paranoia.

A final student paper made general comments on Shipler's concept with a presentation of Kohlberg's model of conscience development. The student pointed out that at a "Law and Order" Conventional Level of Morality, the behaviors of discrimination and racism were immoral. This

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student conceived racism and discrimination in relationship to Pre-moral Thought and "good boy-good girl" morality. Racism and discrimination were incompatible with higher order moral judgments.

Shipler's presentation also generated reflections on Bronfenbrenners's Ecological Model. The various systems reinforced and encouraged a climate of subtle and "underground" racism. The Early Adolescent and Family students continued to produce hypotheses about the systems and their impact on personal identity.

CONCLUSION

These verbal reflections and interpretations indicate that students have the ability to integrate the concepts from psychology with issues of diversity. The Human Service students see the implications of the psychological models in the human condition and apply these models to issues of race. This theoretical assignment helps students develop critical and divergent thinking.

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Short Essays and Deep Processing: An Empirical Test

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Perhaps the key component for student success in college psychology courses is their ability to retain information and to demonstrate what they know at a later time. It has been shown that "elaborative rehearsal" of material produces better results than the more common rote-memorization technique (Craik & Lockhart, 1972). The hard part lies in convincing low-achievement undergraduate students to use these techniques over their supposedly "tried and true" rote memorization studying.

I have been attempting to encourage students to use elaborative rehearsal studying techniques in a variety of ways. I have discussed it in lecture in the cognitive psychology unit, where I can cite research evidence of its effectiveness. I have proposed it to individual students during office hour visits. I have taught a Practical Study Skills course, where I assigned students to use these techniques and to document that they had done so. I have seen little evidence of improvement in student performance as a result of these presentations of the material.

In previous research, I administered a series of self-report surveys on study habits before each exam, asking students to mark what techniques they had used for studying, and to estimate how much time they'd spent on each. Students reported studying for a mean of 2.9 hours for unit tests, and a mean of 5.8 hours for the final exam. The top four study techniques, measured by the amount of time spent on them, were reviewing notes, reading the textbook, reviewing study guides, and "explaining material to myself," the main form of elaborative rehearsal recommended at the time. Students reported a mean of just about half an hour of this for the unit tests, and about forty minutes for the final exam.

Anecdotal evidence from the Practical Study Skills course in the Fall '04 semester were even more disappointing. Few students took advantage of recommended note taking and studying techniques, based on what I saw in their collected notebooks. One extreme case is particularly illustrative of how good studying does not lead to self-reinforcement. One student in the study skills course, earning a failing grade on the first psychology unit test, put in a tremendous effort to study for the second unit test, raising her grade to a B. Celebrated in class as a success story for her improvement, she put in less time studying for the rest of the unit exams, and earned two Cs and an F on them, along with a C- on the final exam.

In summary, while the experimental evidence for elaborative or deep-processing studying repeatedly demonstrates its superiority over rote memorization techniques, it is difficult to motivate low-achievement students to take advantage of it. However, I believe it is possible to inspire elaborative rehearsal of information through creative use of assignments, and I report here one method, along with empirical evidence as to its success.

Method

The study was done on a population of 84 undergraduate students in three sections of Introduction to Psychology taught by the author at Morrisville State college in the Fall 2004 semester. Demographic data were not collected systematically, but student gender and

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race/ethnicity were coded by observation. 54% of the students were female, and 57% were white. The majority of the non-white students were African-American (34%). The remaining seven students were classified as Hispanic, Asian, or unknown.

As part of their coursework, students were assigned to write five "minipapers," brief writing assignments where they defined a psychological principle and provided an example where they observed the principle in their lives. The assignments did not have any requirement for length, and students were encouraged to be brief. The main features of the assignment were that students were not allowed to use any quotes in their writing, and the example was supposed to be something they actually observed. Assignments were graded by the author on a zero to two point scale, where a student earned a zero if the minipaper showed no understanding of the concept; a one if the student had only a vague idea of the concept, or if he or she provided only one of the components, such as a definition with no example, or a suitable example without a definition. A student earned two points if their definition and example showed they understood the concept. Assignments were frequently given fractions of points, such as if the grade fell somewhere between a two and a one.

Students were assigned to three groups based on the first letter of their last name, with minipaper topics pre-assigned for each group. Topics for group one (last names A – G) were arousal, sensory adaptation, the law of effect, problem solving through insight, and social comparison. Topics for group two (last names H – M) were reflex, motion sickness as a result of mismatched perceptions from the vestibular and visual systems, shaping, punishment, and correspondence bias. Topics for group three (N – Z) were the effects of caffeine or nicotine, selective attention, positive or negative reinforcement, observational learning, and conformity. Topics were selected to be roughly balanced for coverage across each of the major units of the course (biological psychology, learning theory, cognitive psychology, and social psychology) and for topic difficulty.

All students took a cumulative final examination, consisting of sixty multiple choice questions. There were two parallel forms of the final, each drawn from the same bank of questions, each covering the same concepts. Thirteen of the fifteen minipaper topics had a final exam question related to it. Final exam questions were classified into three types: Linked, Not Linked, and Unlinked.

Linked questions were directly related to the minipaper concepts that a student was assigned to write. Unlinked questions were those that were not linked to any minipaper topics. Not Linked questions were questions that were linked for other students, but not for the student in question. For example, students in group one had to write about arousal. The final exam question on arousal was linked for students in group one, but for students in the other groups, this question was not linked.

As mentioned above, only thirteen of the fifteen concepts had linked questions. Due to an oversight, no exam questions were given on the effects of caffeine and nicotine, nor were there exam questions for selective attention. That means that a given individual might have five linked questions and eight not linked ones, or he or she could have three linked questions and ten not linked ones.

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Results

The basic question was "did writing a minipaper improve student performance on linked questions on the final exam?" For the first analysis, I chose only minipapers where students had earned a maximum score of two. Of the 404 submitted minipapers, 197 of them earned two points (49%). Students wrote a mean of 1.8 minipapers that received this grade; fifteen students had no minipapers worth two points.

Fully 72% of the students who had gotten at least one two-point minipaper got perfect scores on all of their linked questions. Such a skewed distribution called for a nonparametric comparison. The median score for linked questions was 100%, while the median score for the not linked questions was 75%. The Wilcoxon Signed Ranks Test found this significant ($z = 2.29$, $p = .022$). To estimate effect size, I used a paired samples t-test, which fell just short of statistical significance ($t_{(68)} = 1.93$, $p = .058$) but provided an effect size of $d = .23$. While Cohen (1985) refers to this as a small effect, it translates to a mean improvement of 8.15 points on these questions. An equivalent improvement of this magnitude across the entire final exam would be an improvement of nearly a letter grade.

This analysis was repeated on two more groups: minipapers that got between 1 and 1.99 points, and minipapers that got more than zero but less than one point. The results were similar, but not significant. For minipapers between 1 and 1.99 points (65 students had at least one of these), $z = 1.56$, $p = .12$; for minipapers between zero and one points (8 students had at least one of these), $z = 1.28$, $p = .20$. While these differences were not statistically significant, the effect sizes were not radically different from those of the two point minipapers: for minipapers that scored one or more, the mean improvement was 7.36 points (effect size $d = .21$) and for minipapers that scored above zero but less than one, the mean improvement was 12.5 points (effect size $d = .54$).

Discussion

The study has a number of weaknesses. The question of causality is weakened by the quasi-experimental nature of the design (for one thing, essay topics were not randomly assigned), and there was a likely self-selection bias: student performance could not be mandated, and there were differences between students who reliably got high marks on minipapers and those who didn't, not to mention the students who neglected to turn any minipapers in. The within-subjects design of the experiment addressed both of these flaws: student performance on linked questions was compared to performance on equivalent not linked questions, controlling for ability and motivation. However, it's clear that the results can't be indiscriminately generalized.

Speaking of generalization, the small number of minipapers involved in the analyses (sometimes only one per student) implies there could be wide variation in results when replicated. However, an unpublished analysis from a prior, less well-controlled study, where students chose their own minipaper topics, showed a parallel result, implying that perhaps this generalization problem is less than it might appear to be.

Similarly, the small sample size of the project hampers confidence in the results. However, this sample is the full population of students I serve in one semester. Expanding the sample would require either continuing the study across different semesters, with all the added sources of variance that entails, or expanding the study into different sections of the course with different

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instructors, with even more sources of variance. Given the effect size and the statistical significance, it appears likely that the effect described is a real one. The small sample size and resultant lack of power is more of a problem in the negative results for minipapers that scored less than two points: it cannot be determined if this is truly a negative finding or merely a lack of power. At present, this must remain an open question.

On the theoretical front, it is troubling that the link between minipaper writing and elaborative rehearsal is only theoretical. Without means to directly and independently assess the degree of elaborative rehearsal going on in the assignment, the proposed connection between writing and elaborative rehearsal must be considered sufficient. Yet if original writing about a topic does not involve more elaborative rehearsal than rote memorization of that topic, then I have seriously misunderstood the concept.

The positive implications of this study are encouraging. Prior, non-systematic attempts to introduce elaborative rehearsal in studying were ineffective. With the minipapers, elaborative rehearsal has, at least theoretically, been utilized by students with good effect. The minipaper assignments are low cost, both to the student (who presumably can dash one off in less than half an hour) and to the instructor (who presumably can grade one in less than a minute). But expanding this work is the tricky part. There is not enough time for either students to write or instructors to read minipapers on every topic in the course, and students would resist such an approach to studying. But if students are shown that minipapers are a model for an effective form of studying, they may come to use it as a form of pedagogical WD-40, to be applied to the most difficult problems to make them more manageable.

I believe that convincing students to use a more effective form of studying requires some salesmanship. In this case, we have a product that's easy to use and proven effective. The next step is in marketing it to a skeptical and potentially resistant customer base.

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Analysis of Personality Variables Associated with Team Testing: Is it Right for Everyone?

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Although previous studies have suggested that team testing leads to increased test scores and decreased levels of anxiety (Mitchell and Melton, 2003; Zimbardo, Butler and Wolfe, 2003), researchers have not yet specifically measured test anxiety during team testing to determine if team testing always reduces test anxiety. Therefore, it is possible that team testing increases levels of test anxiety in some individuals. Research examining personality factors associated with levels of test anxiety in team testing conditions could establish when team testing would not be appropriate for some examinees. In a previous study, O'Desky & Torsney (2004) demonstrated that while most examinees in the team testing condition evidenced significant improvement in performance on exams and spent more time taking the exams, the scores of some individuals significantly declined during team testing. A qualitative analysis of information obtained from students undergoing this procedure suggested that personality factors may significantly influence an examinee's experience of the team testing condition. While the aspects of personality were not actually measured in the study, the authors hypothesized that factors such as self-esteem, self efficacy, and social desirability were likely to influence test anxiety and performance during team testing. For example, students with lower levels of self-esteem may be extremely vulnerable to influence during team testing and they may actually change their correct answers to incorrect answers due to their own self-doubt. Furthermore, individuals scoring high on the trait of social desirability may behave in ways that are detrimental to their own self-interest in order to please their partner. This study sought to examine the impact of the variables of self-esteem, social desirability, and locus of control on levels of test anxiety during individual testing and team testing conditions.

Studies of team testing have employed various methodologies for operationalizing this concept. For instance, researchers may assign examinees to teams or they may allow the subjects to choose their partners. During team testing, the subjects discuss their opinions about the answers to the test items and then indicate those answers on a score sheet. Although previously published studies supplied each team with one answer sheet, O'Desky & Torsney provided each team member with an individual score sheet, so that an examinee may choose his or her own answer if there was a discrepancy in the opinions about an item. As the team testing procedure involves communicating with others, several social psychological principles and personality factors are likely to affect the examinee's performance in this task. The phenomenon of social loafing (Latane, Williams, and Harkins, 1979) may be present in a team testing condition and some individuals may not study as diligently during a team testing condition because they may assume that they can rely on their partner's knowledge. In contrast, some other individuals may feel such a strong sense of responsibility to others, that if they know that they are not well versed in the subject, they may worry that they may cause the partner to

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perform less well on a team testing exam. This socially responsible examinee may actually experience greater levels of anxiety during the team testing condition. In addition, the test taker with a strong sense of self-efficacy and self-esteem may not wish to work with a partner for fear that another student will take advantage of his or her work. Locus of control may also impact on team testing conditions as individuals with a high level of internal locus of control will be more likely to believe that his or her success is determined by individual effort rather than by chance, fate, or external forces. The authors sought to examine the impact of these personality factors on test performance and test anxiety in team testing conditions.

Methods
Participants included 60 undergraduate students enrolled in two sections of an upper level psychology course at a public state university in New Jersey. Students completed a variety of personality measures early in the semester, including Perceived Locus of Causality (Ryan & Connell, 1989), Rosenberg Self-Esteem Scale (Rosenberg, 1965), and the Marlowe-Crowne Social Desirability Scale (Crowne & Marlowe, 1960). They were also asked to complete an anxiety measure, the Test Attitude Inventory (Spielberger, 1980), prior to each exam. One class took the first and third exams independently and was offered the option of taking the second and fourth exams with a partner. The other class took the first two exams independently and was offered the option of taking the third and fourth exams with a partner. Each member of the team was required to turn in his or her own answer sheet for the exam so that if there was any significant disagreement about a test item, students could choose the response that he or she thought most appropriate. The authors performed independent t-tests and correlational analyses of the data.

Results
For both exams, the previous results of a significant improvement in performance and an increase in the time spent taking the exam was replicated. The scores of the examinees in the team testing condition were significantly greater than the scores in the individual testing condition. Also consistent with previous results, there was no change in anxiety level across the different conditions. That is, the examinees in the team testing condition did not evidence significantly decreased levels of test anxiety. The results also indicate significant correlations between social desirability and team testing ($p=.001$ for exam 2 and $p=.008$ for exam 3), self-esteem and team testing ($p=.000$ for both exams), and with age and time spent taking the test ($p=.008$ for exam 2 and $p=.004$ for exam 3). Older students devoted more time to taking the test than younger students.

Summary
Consistent with previous findings, the results from this study indicated that while team testing resulted in improved test scores and increased time spent taking the test, it did not lead to reductions in test anxiety. The results also suggest a strong relationship between social desirability, self-esteem, and the team testing condition. The authors had hypothesized that some individuals may have reported feeling more anxious during team testing because they were sensitive to social desirability or they were more suggestible due to self-esteem issues. It is

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possible that the lack of significant reductions in anxiety during team testing experiments may be due to the increase of anxiety in some subjects and the decrease of anxiety in others. Additional studies should employ a statistical analysis of variance to examine the exact relationship between these factors. Future research in this area should determine the influence of social loafing in team testing conditions and examine the degree of social loafing due to laziness and or intimidation. Other studies may also observe or tape individuals in team testing conditions and assess the levels of communication competence (Spitzberg & Cupach, 1984) in the interactions. Evaluating persuasiveness in dyads can assist both partners in gaining insight into their behavior in small groups. Principles such as source credibility (Havland, Janis & Kelley, 1953), attractiveness of partner and balance theory (Heider, 1946), and beliefs about expertise and cohesiveness of the dyad (Karau & Williams, 1997) may elucidate important aspects of influence in team testing conditions.   Finally, as Nunn (1988) has demonstrated a relationship between locus of control and anxiety, it is suggested that future studies continue to investigate the impact of locus of control beliefs and its relationship to test anxiety during team testing.

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Personal Storytelling in the Teaching of Introductory Psychology

Herman Huber, Ph.D.
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Why tell stories? They help to keep students awake. They make points that are hard to make in other ways. They're a change of pace. They personalize material an aid deep processing. They personalize the professor. They help to remove barriers. They encourage students to tell their own stories that reinforce learning of the material being studied.

Some types of stories: Apocryphal tales, may or may not be true. First person accounts. Journalistic accounts. Research. Fiction. Personal experiences – involve episodic memory, can answer student's unexpected questions.

The nature of effective stories: Too many or too few stories. They are direct, organized, and single theme. They are vivid, humorous, arouse affect, hold surprises. Are told with some sense of drama and make a clear and relevant point. They encourage students to think of their own related stories and to tell them. Good news – you don't have to be Garrison Keillor.

Your stories. How do you use stories? What favorite stories did you hear when you were in school. What are your own favorite stories that you tell students? What stories do we use for specific topics in Introductory Psychology?

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Teaching the Missing Chapter in Abnormal Psychology

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Students who take a course in Abnormal Psychology learn a myriad of psychological disorders that range from mildly dysfunctional to severe and incapacitating. Using textbooks, case studies, and multimedia, students learn the causes, signs and symptoms of mental disorders, how they are categorized, diagnosed and treated. Abnormal Psychology textbooks include chapters on the history of abnormal psychology, models of abnormality, assessment, diagnosis & treatment, the major categories of disorders, forensic psychology, and sometimes, a chapter on ethics. However, there is one chapter that is usually missing – the chapter that deals with the human side of psychological disorders and most specifically, the stigma of mental illness.

According to the National Institute of Mental Health (2001), it is estimated that 1 out of 5 adults in the U.S. (over 54 million) suffer from a diagnosable mental disorder in a given year. Also, 1 out of 5 children have a diagnosable mental, emotional or behavioral disorder and up to 1 in 10 children may suffer from a serious emotional disturbance (Surgeon General's Report on Mental Health, 1999). But, out of those 54 million adults, nearly 2/3 does not seek treatment and of the children, 70% of them do not receive mental health services. The question is…. why? Numerous studies have been conducted, including those undertaken by the Surgeon General, the National Institute of Mental Health, and the first White House Conference on Mental Illness. They found "the most formidable obstacle to future progress in the arena of mental illness and health…is stigma" (Surgeon General's Report on Mental Health, 1999). The primary reason people do not seek treatment for mental disorders is stigma.

Stigma has persisted throughout history and manifests in many ways: bias and distrust, stereotypes and labels, fear, embarrassment, anger, and avoidance (living, socializing or working with, renting to, or employing people with mental illness).
The consequences of stigma are many including decreased access to resources and opportunities (jobs, housing), decreased self-esteem, increased isolation and hopelessness, determent of people from wanting to pay for care (research, insurance), determent of people from seeking treatment and discrimination and abuse.

The Global Burden of Disease Study conducted by the World Health Organization, the World Bank, and Harvard University, measures disease burden in established market economies such as the U. S. (DALY) = disability-adjusted life year is a measure that expresses years of life lost to premature death and years lived with a disability of specified severity and duration. Mental illness, including suicide, ranks second in the burden of disease in established market economies, such as the United States (even higher than all cancers). Major depression is equivalent in burden to blindness or paraplegia. Active psychosis in schizophrenia is equal in disability burden to quadriplegia. By this measure, major depression alone ranked second only to ischemic heart

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disease in magnitude of disease burden. Thus, the cost of mental illness is significant enough that obtaining treatment is crucial, both to the person affected and to the productivity of society.

So where does the stigma come from? History tells us that from the time of Descartes, the mind and the body were split so that mental disorders were not viewed like any other illness. In the 19th century, the mental health treatment system was separated from mainstream health. There was isolation in asylums, symptoms were thought to be due to moral failings, and there was much public ignorance about mental illness. Since the 1950's, surveys have tracked public attitudes towards mental illness. Stigma was expected to decrease with an increase of public knowledge but the opposite happened: people understood more about mental illness but wanted even more social distance.

The public's perception of mental illness more frequently incorporated violent behavior especially in psychosis. Studies have shown that people with mental illnesses who do not have a concurrent substance abuse disorder are no more likely to commit a violent crime than anyone else. In fact, people with mental illnesses are much more likely to be victims of violent crimes than perpetrators. So why is the fear of violence so entrenched and where do people get their misperceptions about people with mental disorders from?

Numerous studies have shown that the primary source of public info about mental illness is the mass media. Overwhelming negative and inaccurate portrayals of people with mental illness exist in the mass media. Numerous links exist between inaccurate portrayals and negative attitudes toward people with mental illness. For example, newspapers, in particular, often stress the history of mental illness in the background of people who commit violent crimes. A study by Rose showed that only 10% of total news stories were crime-related but nearly 2/3 of all news stories involving those with mental disorders could be classified as crime news. Other studies have also shown that of all news items involving people with mental illness, over half of them were articles that linked violence with mental illness. Thus, while only 3-5% of the violence in the U.S. is actually committed by someone with a mental illness, the stories that get the most attention in the media are those that link crime, violence and mental illness. Selective media reporting reinforces public's stereotypes, reinforces the link between mental illness and violence, and encourages people to distance themselves from those with mental illnesses.

On television, 72.1% of adult characters are depicted as mentally ill injured or killed others. Characters with mental illnesses were almost 10 times more violent than the general population of characters and they were portrayed as 10 to 20 times more violent during a 2-week programming sample than real people with mental illness in the U.S. over an entire year.

When movies depict characters with mental illness, they usually fall into several distinct stereotypes: the rebellious free spirit (Shine), the violent seductress (Fatal Attraction), the narcissistic parasite (Analyze This), the mad scientist (A Beautiful Mind), the homicidal maniac (American Psycho), the helpless and depressed female (Crazy/Beautiful), the comedic relief (Me,

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Myself and Irene) and other unclassifiable and violent psychotics (Schneider, 2003). Even mental health professionals are portrayed in a negative manner (Silence of the Lambs).

Merchandising profits from stigmatizing mental illness. T-shirts with sayings such as "The voices in my head told me to call in sick today" perpetuate stigma. The Vermont Teddy Bear Company ran an ad this past Valentine's Day that depicted a teddy bear dressed in a white straitjacket embroidered with a red heart. The ad said "this bear is a great gift for someone you're crazy about. He even comes with a "Commitment Report" stating "Can't Eat, Can't Sleep, My Heart's Racing. Diagnosis – Crazy for You!" Trust us. She'll go nuts over this Bear!" After petitions from the National Alliance of the Mentally Ill (NAMI), Vermont Teddy Bear Company agreed to no longer advertise the bear.

Even Disney films which are associated with children and innocence stigmatize the mentally ill. A study counted the number of verbal references to mental illness in 34 animated feature length films. Words such as "crazy," "lunatic," "nuts," "loony" and "out of one's mind" were counted and assigned to characters in each movie. They found:
- References to characters with mental illness were made in 29 out of 34 films (85%)
- 21% of characters referred to as mentally ill.
- Mental illness references averaged 4.6 times per film
- Most common terms used were "crazy," "mad," "nuts" or "nutty"
- These terms were usually used to make fun of a character, to instill fear or distrust in a character.

Movies, television and media shape our culture and our attitudes. TV is the most powerful medium for framing public consciousness. Teenagers were surveyed: television and general reading were the first and second sources of information about mental illness used to base their attitudes. When students bring these misconceptions into the classroom, it is the responsibility of the instructor to replace "popular knowledge" with scientific fact.

In my abnormal psychology classes, I add my own chapter on stigma and spend at least one or two classes on the subject. Many myths need to be debunked. Educating students about abnormal psychology involves more than classifying disorders, symptoms and treatment. It includes teaching students to see people with psychological disorders in the same light as those with medical illnesses, to understand that using stigmatizing terms is damaging and disrespectful (I don't allow it in class), and to think critically about what is shown on television or printed across newspaper headlines. I show real tapes of interviews with patients, real case studies and give a list of movies and books that accurately portray people with mental illness.

I also assign projects that teach about stigma. Some in-class activities may include:
1. What is stigma? – asking students to define stigma and its consequences
2. Case Studies:
    - mental illness vs. physical illness
    - famous people with mental illnesses who have achieved

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        - artists & authors with mental illnesses and their works
        - real people with mental illness
3.   Myths of Mental Illness Quiz
4.   Pre-Test/Post-Test – to see what students have learned
5.   Ways to Fight Stigma List

Take-home projects include:

1. Stigma Project – students are asked to find examples of stigma in the mass media

2. Movie Project – students are given a list of acceptable movies that portray a character with a mental illness and diagnose the character or knowing the diagnosis, find scenes that illustrate the DSM criteria of that illness and write a psychosocial formulation.

3. Book Review – similar to the movie project but done with autobiographies or biographies of people with mental illnesses.

At the end of the semester, I ask students what was the most interesting thing they learned in class. Overwhelmingly, I receive essays stating that stigma was the most interesting topic and cleared up a lot of misconceptions for them. They write that when they see a mentally ill person on the subway, they see a person first and feel compassion whereas before they might have laughed at them or felt afraid or disgusted. They feel better about themselves or relatives who have a mental illness. Often my colleagues tell me they have "one of mine" in their class because they were informed by a student not to use stigmatizing language. Analysis of formal statistical results of teaching stigma is in progress.

In conclusion, stigma is a very important topic to me and I enjoy teaching the topic to students. I hope the suggestions were helpful and I'll leave you with a favorite quote of mine by R. D. Laing: *I am still more frightened by the fearless power in the eyes of my fellow psychiatrists than by the powerless fear in the eyes of their patients.*

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Distance Learning in Psychology

Katherine Zaromatidis, Ph.D. and Patricia A. Oswald, Ph.D
Iona College

Distance learning options provide students with the opportunity to complete college courses without scheduled classroom sessions. Typically, students are drawn from the growing population of traditional-aged and adult learners who want a more flexible way to complete course work. This paper will discuss organizing, managing, and mentoring strategies that have proven successful in teaching distance learning courses. Specifically, the following topics will be addressed: (a) the basics of BlackBoard, a popular platform for providing distance learning options to students; (b) choosing an appropriate text book and ancillary materials for a distance learning course; (c) designing assignments and assessing competencies; and (d) some "pitfalls" that may occur and how to avoid them. Examples from several psychology courses taught in the distance learning format—social, developmental, and organizational—will be provided. In addition, data obtained from surveying student attitudes towards distance learning courses will also be discussed.

Distance Learning at Iona

At Iona College, distance learning (DL) courses are offered for both traditional 18-22 year old students and non-traditional adult students. Core, major, and elective courses are offered in this format. In psychology, approximately 4 – 5 distance learning courses are offered each semester. The DL courses are completed entirely online—there are no required class meetings. The format is asynchronous—students and faculty can access the course site and complete work at times convenient to them. The DL course site can be accessed from on or off campus. The psychology DL courses are open to psychology majors and non-majors and typically, students have taken at least introductory psychology prior to enrolling in a DL course. DL courses are especially popular with working students. These courses are not recommended for freshmen, however.

BlackBoard

At Iona College, BlackBoard Learning System (Release 6) is the platform used to build DL courses. BlackBoard includes many features that work very well in creating online courses. The Control Panel menu option (available to faculty only) includes features that allow the posting of announcements, the linking of documents, the posting of assignments, and the creation of online testing. Moreover, tracking options permit the instructor to know who is accessing the various elements of the course site and how frequently. Various *folders* provide an ideal mechanism for organizing course material. One example is the *Course Information* folder, which can be used to provide faculty information and an overview of the course. External links can be made available (e.g., audio/video clips, websites, library search engines, etc.) and courses can be archived for future use.

One of the most important features of BlackBoard is the *Announcements* folder. This feature is the main mode of communication between faculty and students. Typically, it is the

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first thing that students view when they enter the course site. Conveniently, the announcements can be created and sequenced in advance, and on/off dates can be used to issue daily, weekly, or permanent announcements. Providing numerous, specific announcements works well for these courses. Some examples of the type of announcements that students find helpful include: (a) a welcome/course overview, (b) a summary of course requirements with due dates, (c) week-by-week instructions guiding their work (e.g., reading assignments, study guide completion, writing drafts of papers, discussion boards), and (d) "day of" reminders to take exams, submit papers, and so on.

The *Course Documents* folder is another useful tool. Documents can be created in Microsoft Word (or any program of choice) and imported to BB through a browse and link feature. Alternatively, documents can be created directly in BB. I prefer creating Word documents because I then can revise, print, or email files without being logged in to BB. The course syllabus, exam review sheets, handouts, and more can be made available to students using this feature.

Creating exams, always a chore, can be simplified if the course text book has a BB cartridge option. This cartridge typically includes the test bank, which in BB is called a question pool. Exams can also be created directly in BB by typing one questions and one response choice at a time. This takes considerably more time, however. Many options are available when creating exams in BB. These include: (a) an auto announcement feature for exams, (b) allowing single or multiple attempts to complete exams, (c) forced completion upon first launching of exams, (d) a timer function, (e) randomization of questions for each attempt, (f) varied question presentation modes (i.e., one at a time or all at once), (g) backtracking to previous questions permitted or not, and (h) a password option is available. Moreover, feedback to students upon completion of exams can include score only or detailed results. The detailed options include: their answers, with a correct or incorrect notation; their answers with the correct answers; or all of the above plus specialized feedback. Providing score only feedback helps maintain some degree of test security, as students can take the exams at any time during a 20 hour period.

Another useful feature is the BB Gradebook, which makes grading quick and easy. All enrolled users (students) are automatically loaded in the course gradebook. The instructor can create weighting options for each graded assignment. The status of test taking (i.e., completed, in progress, not taken) for each student is available. The gradebook generates descriptive statistics for individual students, all students, or for specific test items. This function is easier to use than Excel.

Communication in a DL learning course is different but not necessarily more difficult than in a traditional course. Faculty and students can communicate in a number of ways using BB. Faculty can post announcements, as was discussed above. Also, BB includes an email distribution list that permits faculty to email students one at a time, some students, or all of them at once. The *Discussion Board* feature can be used as a forum for students to exchange ideas, questions, or suggestions with each other (non-graded) and/or as a mechanism for "class dialogue." The Discussion board assignments that I use are asynchronous; students post their responses to specific topics/questions and respond to the postings of their fellow students. Although a synchronous "chat" feature or virtual classroom is available in BB, this is much less

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convenient for students and faculty, and can be difficult to manage if many students are responding at one time. A *Digital Dropbox* is also available for exchanging information.

Strategies for Teaching Distance Learning Courses

The following strategies have worked well in teaching distance learning courses. One way to save time is to choose a course text that includes a BB cartridge. The BB cartridge often includes PowerPoint slides, chapter outlines, study guide questions, links to related material, and a test bank. Posting an introductory announcement three or more weeks before the semester begins for those browsing the course site is one good way to market the course. Creating week-by-week announcements ahead of time is a great convenience and time saver during "crunch" periods. Emailing students at the start of term with instructions about how to access the course site, the features of BB, etc. and requiring an email response back can motivate them to take charge of this independent course of study. To help avoid the problem of missed exams, the instructor can check the students' exam completion status before the end of the exam period and email students who haven't yet begun with a reminder.

Challenges

Although distance learning options can work well for students and faculty alike, there are challenges. One issue concerns the "drifters"— the students who enroll and then do nothing. I contact these students early-on and encourage them to decide if the DL format is right for them. A second issue involves the technical glitches that often occur when students are completing the online exams. Monitoring the BB course site and one's email during exam times is essential. The instructor may need to extend the exam time period, unlock exams for a second (or third...or fourth!) attempt, or find other creative ways to deal with the surprises. A final issue concerns academic honesty and grading performance. There is no way to ensure that students will work independently when completing exams. However, some of the BB exam features can help in this regard. Some useful features include: (a) forced completion the first time the exam is launched, (b) permitting one attempt only per exam [barring technical problems], (c) a stringent time limit, (d) presenting one question at a time, (e) prohibiting backtracking to previous questions, and (f) score only feedback upon completion.

Survey of Distance Learners

The distance learning format has become very popular. One can not only find courses offered in this format but whole degrees as well as e-universities available. Due to the popularity of this format, Iona College has made it a priority for departments to offer distance learning courses, with the eventual goal being that all courses will be offered in this format in addition to the traditional lecture format. Therefore, it seemed appropriate to survey distance learners about the advantages and disadvantages of this format. Information obtained can then be used to improve these course offerings.

Participants

This pilot study included 10 participants, 8 females and 2 males, with a mean age of 19.6 years. Participants, 8 sophomores, 1 junior, and 1 senior, were currently enrolled in a

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psychology distance learning course. Of the 10 subjects, 9 were psychology majors and 1 was a social work major. Only one participant had previously taken a distance learning course.

Results

When asked for the reasons participants decided to enroll in a distance learning course, the most common response provided was the convenience of the format. Students liked the fact that they could do course work at any time of the day or night. In addition, students stated that another reason they chose this format was to free up time in their schedule or to resolve scheduling conflicts between other courses. Other benefits mentioned were the fact that one can work at his/her own pace. Some participants felt that this format taught them independence and self-discipline. All participants seemed to enjoy the fact that they did not have to get out of bed to make an early morning class.

The most commonly mentioned drawback of the distance learning format was the lack of personal contact with the instructor and/or classmates. Students stated they felt isolated despite the fact that they could communicate with both the instructor and classmates through discussion boards and/or email. Many students felt that taking notes independently was a more difficult task than they previously imagined. Some participants had difficulty with procrastination, as this format requires more independence and self-discipline on the part of the student.

Participants were specifically asked about test taking in distance learning courses. Some advantages and disadvantages were mentioned with regard to taking tests in this format. Participants stated they felt less pressure when they could not see how their classmates were responding to the test. Another advantage mentioned was the ease of cheating in this format. Obviously, one can try to look up answers without much difficulty when the instructor is not able to monitor the students' behavior. In terms of disadvantages, students mentioned the inability to ask the instructor questions in the middle of the exam. One participant had to take exams in the college computer lab, and was bothered by the noisy environment.

Finally, students were asked if they would consider taking another distance learning course in the future. Responses were provided on a four-point scale, with 1 being definitely no and 4 being definitely yes. The participants were evenly divided with 50% saying they would probably/definitely consider other DL courses and 50% stating they would probably/definitely not consider another DL course. The mean rating was 2.8.

Conclusion

In sum, it appears that there are many things students enjoy about the DL format, thus attracting them to enroll in these courses. There are of course disadvantages as well. Some disadvantages may be more easily modified than others. For example, testing format can be manipulated with software like BlackBoard to address some of the problems students experienced. Knowing student perceptions of DL courses and making possible modifications allows instructors to increase the likelihood that students will be successful in their courses.

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What's on your Mind?

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Active-learning theorists advocate knowing who our students are (Adams, 1997; Fink, 2003). as well as knowing who we are as educators (Adams, 1997). Ignatian pedagogy, with its *cura personalis*, echoes the same theme. How shall we get to know our students? A related goal is building community. In order that students might feel comfortable and willing to participate actively in class discussion, first any barriers of mistrust need to be decreased. We have found that"What's on your mind?" (WOYM) is one way to do these things.

WOYM is a formalized version of asking how students are doing and what they are thinking, begun after the events of 9/11/01. Perhaps the most memorable immediately-post-9/11 contribution to WOYM was from a student who shared that her father was Arab and that she feared for his safety. WOYM was named and developed as a technique for knowing our students with my colleague Larri Mazon in a course we co-teach, PY 291 Cognition, race, culture, and identity. I (EBG) now take the first five or ten minutes of class for WOYM in all of my courses.

Allowing students to share whatever is on their minds, such as "my roommate has had a friend visiting for a week and I wish he would move out" or "my family has not heard from my 18-year old brother for a week and I am worried " or "I am stressed over my history exam next period" allows students to relieve themselves of their burdens and contributes to the process of building trust, forming bonds, and getting to know who we are. Class participation guidelines established at the beginning of the semester, including "don't feel cornered and don't feel pressured – pass," enable students to remain silent if they wish.

At the beginning of the Fall '04 course PY285 Cognitive Psychology, students revealed mixed reactions to the "What's on your mind?" segment. M.K., a female student who had been in one of my (EBG) courses the previous semester, said about WOYM on an "Insight Card" submitted at the end of the first class that she had been "looking forward to this all summer." In contrast, during the second week, another student asked on an unsigned Insight Card a question which may have been in the minds of others: "what does 'what's on our minds' have to do with Cognitive Psychology?" We decided to investigate students' attitudes toward this segment.

Method.

Subjects were 24 undergraduate students (22 females and two males) between the ages of 19 and 21 in PY 285 Cognitive Psychology and 17 students (15 females and two males) between the ages of 19 and 22 and two males in their 70's in PY395 Seminar on Aging in Fall 2004. Due to absences on the day of the October ratings, the Ns at that time were 18 and 17 respectively. For paired t-tests, because of inconsistent use of ID numbers, the Ns dropped to 15 and 8.

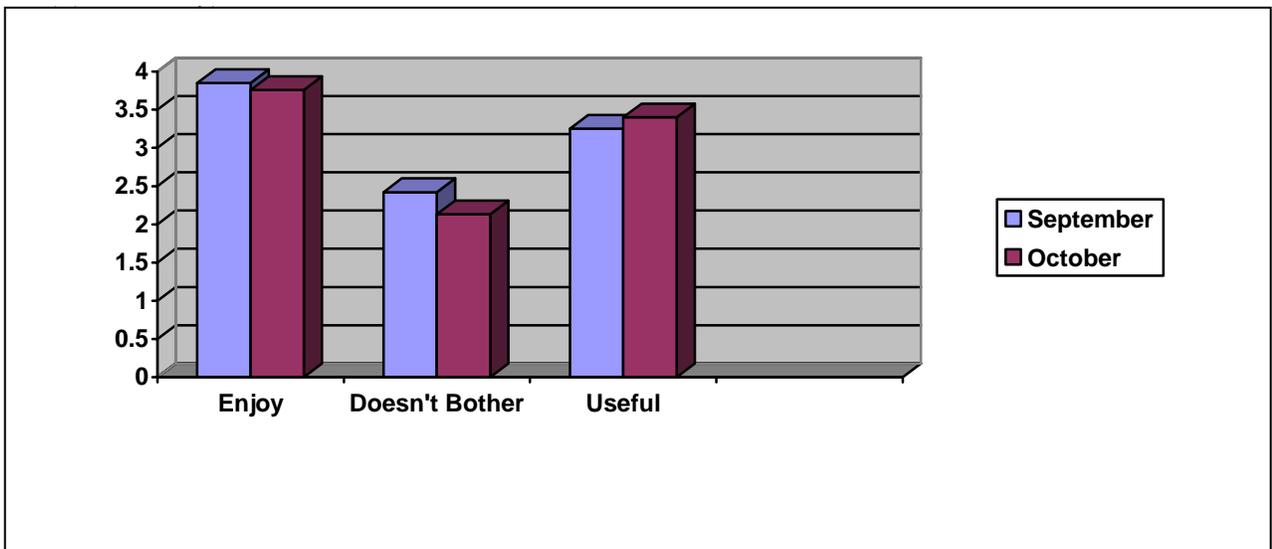**Note: The * indicates the session chairperson.**

Materials

At the beginning of the semester students were given a questionnaire asking them to rate 1.) how much you enjoy "What's on your mind?" 2.) how much it bothers you that "What's on your mind?" is not formally a part of cognitive psychology/the study of aging, and 3.) how useful "What's on your mind?" is to you personally. Students were asked to respond by putting a vertical mark on a horizontal line below each question labeled with evenly-spaced numbers 1 – 5 with "very much" above the 5 and "not at all" above the 1. They were assured that their responses were for research purposes only and asked to put an ID number on the sheet (so that later responses could be paired for analysis). Midway through the semester (late October) they were again asked to respond to the same three questions as well as three additional questions: 4.) rate how much you feel WOYM helps us to learn who we are; 5.) decreases stress and 6.) builds community.

Students' October responses were compared with their September responses for questions 1-3. For questions 4 and 5, descriptive statistics were calculated.

Results

Quantitative results: At the beginning of the semester, students in both courses together did enjoy WOYM (M=3.85, sd=.99), it did not bother them that WOYM was not formally a part of their studies (M=2.42, sd=.89), and they found it useful (M=3.25, sd=.96); in October the ratings on these three questions were similar (Fig. 1). Paired t-tests showed that no differences reached significance; however, there was a trend toward significance in the decrease in the degree to which it bothered students that WOYM was not formally a part of course material (t[22]=1.68, p=.10). The modal response for how much does it bother you that WOYM is not formally a part of Cognitive Psychology was 1 (not at all).

Students gave positive ratings of how much they felt WOYM helps us learn who we are (M=3.61, sd=.98), decreases stress (M=3.36, sd=1.03), and especially, builds community (M=4.18, sd=.95;Fig. 2). The mode for how much do you think WOYM builds community was

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Overall, students rated WOYM as enjoyable and useful and felt that it helped us to learn who we are:
"I enjoyed how we got to hear from each student and how everyone listens and truly respects one another," J.C., 9/23/04);
decreased stress
"This semester has been very stressful for me, but somehow I always felt better after class on Tuesdays. I think the WOYM helped let out some anxiety and also to see that lots of others are stressed too!" …E.M. 12/8/04;
and built community
"I really like what's on your mind because it gives some insight into experiences others are having and makes talking to people I don't know easier…unsigned Insight Card,10/18/04.

Discussion
Insight Cards, as well as providing feedback on class material and class periods, also increase our knowledge of students. A series of three cards received 4/5/05 illustrates this:

> "I'm glad that people feel comfortable in sharing their feelings with others in the class – we've got a very warm and supportive environment in this class – a very unique and important atmosphere to be in at least once a year." …K.P.

> "I was glad to be able to share my experience with my uncle's suicide with the class. Like I said,l I think it is important for people to talk about suicide and depression." … M.J.

> "I think that the expression of emotion evident in this class session really emphasized or drove home the importance of the issues. This aspect was necessary, I think, to really get a perspective other than my own." …M.C.

Asking the question of how much it bothers you that WOYM is not formally a part of course material revealed that at the time, I had not adequately thought through the pedagogical value of the technique. I am indebted to Peter Heinze for bringing this to my attention.

A comment by a male student provided one example of an opportunity to educate more broadly. For the experiential/service-learning component of a course, he was spending time in a drop-in center for women who are homeless. He remarked that he was being asked to form relationships with people he had been taught by his parents and others to avoid. This provided an opening to discuss putting aside stereotypes and valuing friendships with people of ethnicities and backgrounds different from our own. Another student educated all of us about classism. He wrote the following on an Insight Card handed in at the end of class:

> "I'm so glad I was able to share my experience at the Phi Beta Kappa induction ceremony on Sunday. For the three years I've been here, I've felt -- very strongly at times – that I don't really fit in with many of my peers. Even worse, at home I sometimes even feel l don't fit in much there either, as my mom and brother haven't really experienced many of the things I've gone through the last three years. To be able

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to share this experience with my classmates – who I feel have been some of the most sensitive and caring people I've met – has meant a great deal to me." …B.D., 4/13/05

In our experience, WOYM, particularly in conjunction with Insight Cards, is a useful tool for getting to know who our students are. We suggest that WOYM is a technique which can help us to get to know our students and which yields additional benefits of community-building, stress-reduction and opportunities for providing broader education.

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Bringing Closure to the Major in Psychology: The Capstone Course for Seniors

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Traditional B.A. and B.S. degrees in psychology provide coursework that includes general education and distribution requirements, courses in the major, and elective credits. Lecture courses, laboratory courses, seminars, and field experiences follow a predictable pattern for 8 semesters. This pattern usually comes abruptly to an end with the last semester of the student's required courses and electives. Colleges and universities, largely, do not provide a seminar or other required "capstone" course for seniors, although this situation is changing. The absence of closure to the undergraduate degree in the form of a structured experience in the last semester has come to be viewed in recent years as a distinct disadvantage in modern higher education for students transitioning to either employment or graduate training. This presentation reviews some current data and trends with regard to the capstone in American colleges and universities, albeit without being an exhaustive analysis. I will also describe the capstone course that is required of the B.A. degree in Applied Psychology at Penn State's Berks-Lehigh Valley College, its philosophical and pedagogical foundations, and its reception by students.

In the summer and early fall of 1999, the First National Survey of Senior Seminars/Capstone Courses was conducted by the National Resource Center (1999). Seven hundred and seven regionally accredited institutions in the United States were surveyed. Some institutions offered several different courses. Overall, 70.3% of respondents reported that senior seminars are discipline- or department-based, while 16.3% reported that these courses are interdisciplinary, and 5.8% reported that their courses are designed to focus on preparation for work or life after college.

Concerning the goals of the capstone course:
- 51% of the respondents reported that the primary goal of senior seminars and capstone courses is to foster integration and synthesis within the academic major;
- 22% reported that the primary goal of the courses is to either promote integration and connections between the academic major and the world of work or to improve seniors career preparation and pre-professional development;
- about 6% reported that promoting integration and connections between general education and the academic major was the primary goal; and
- 5% indicated that the primary goal was to promote the coherence and relevance of general education

More recently, the American Psychological Association (APA) conducted a survey of 2,681 schools in 2003-2004 concerning their undergraduate programs in psychology (APA, 2005). The response rate was lower than expected (only 14% of institutions returned the survey). So the results are described as "preliminary." Nevertheless, there is no reason to suspect that the returns unfairly represent institutions that do not have a capstone course in the major. Of the 326 institutions that returned the survey, 34% reported a capstone course, compared to 99% that reported offering an introductory course, and 57% that offered a child psychology course, as examples for comparison. The capstone course ranked 24th out of 40 courses reported, just

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behind Psychology of Women (35%) and just ahead of Educational Psychology and Experimental Psychology (both tied at 31%). Fewer universities (25%) than baccalaureate colleges (50%) offered the course. Thus, the capstone course holds somewhat of a marginal position with psychology departments.

When the psychology capstone course is further analyzed, considerable variation in goals and content is found. Using the key words "psychology" and "capstone" and "senior" for a Yahoo search yielded 35,400 hits with American institutions. But, this figure can be misleading. Schools define the capstone in ways that encompass everything from honors courses and projects to individual learning experiences to courses in controversial or special topics. Some institutions even define their capstone as a course in the history of psychology. It would be worthwhile to conduct a survey using a random sampling design to describe more fully the types of capstone courses in institutions. A few nonrandom examples might be of interest.

The capstone course at Williams College, PSYC 401 Perspectives on Psychological Issues, "brings all senior majors together for in-depth discussions and debates of current controversial topics." Alvernia College in Pennsylvania offers PSY 408, which includes readings and discussion of original literature on selected topics in psychology. The University of Oklahoma offers PSY 4113, a capstone that surveys major fields of psychology.

Given this "state of the capstone" which provides little in the way of codification compared to traditional courses, the creation of a capstone is left largely to the goals and the imagination of the faculty within a department of division. The overriding consideration appears to be the particular philosophical and pedagogical tenets of the undergraduate curriculum and the culture of the institution. For example, the capstone course at Cornell College (Iowa) is titled "Senior Seminar" and asks students to "reflect on the science and profession of psychology and to consider their future interests and directions." And the newly devised "Senior Seminar in Psychology" at Penn State University Park reflects the research and graduate mission of the University by focusing on a "review of current research literature."

There is help, however, for departments in their pursuit of the elusive, quintessential, capstone course. The Boyer Commission on Educating Undergraduates (1998) offers a framework of sorts from which to structure and ultimately evaluate the capstone experience. I have taken the major five points from the recommendations in the report to describe a capstone course in psychology:

- The capstone course should bring together faculty and students in shared or mutually reinforcing projects;
- The capstone should prepare undergraduates for both the expectations and standards of graduate work and the professional workplace;
- The capstone should broaden, deepen, and integrate the total experience of the major;
- The capstone should include a major project developed from previous research or internship experience; and
- The capstone should allow for the collaborative efforts among students.

A capstone course for seniors in Applied Psychology is in place at Penn State Berks-Lehigh Valley College. This 2-campus college in the Penn State system enrolls about 3000 undergraduate students and graduates about 35 B.A. majors in Applied Psychology each year. The program is very new, and it is under constant evaluation for changes and improvement. The

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capstone course, however, is seen as fundamental, and it is required for graduation. It is offered to seniors each semester for 2 credits.

The purpose of The Capstone is to enable students to integrate the four years of study, the internship experience, and professional goals through a series of seminars.

The goals of The Capstone are directly tied to the goals of the Applied Psychology degree. These goals are as follows:

- The attainment of basic analytic, statistical, and methodological proficiency;

- The ability to think critically;

- The acquisition of critical discipline content knowledge;

- The ability to demonstrate a proficiency in communication skills, including skills in computer applications;

- An ability to demonstrate interpersonal and personal effectiveness; and

- A demonstration of an awareness and concern for ethics and professionalism within the field of psychology.

The program goals are incorporated into The Capstone in four phases.

- Phase I is composed of presentations on topics related both to academic psychology and the work activities of faculty and professionals in the community. For spring 2005, the "Final Module Schedule" was composed of 9 75-min sessions with presentations and assignments determined by the speakers. This portion of The Capstone is graded as an average of all the assignments.
- Phase II requires students to make a 30-40 min presentation to the class on a topic developed in consultation with the lead instructor (see "Capstone Contract"). Topics usually center on student internship experiences and learning in connection with coursework and career objectives. Presentations are open to all members of the campus community. PowerPoint presentations are encouraged. Grades are assigned by the faculty.
- Individual conferences are conducted in Phase III and Phase IV of The Capstone between students and the departmental faculty. Conferences in Phase III involve a final portfolio evaluation based on the professional portfolio developed by the student between the 5th and 8th semester of the program (see "Portfolio Feedback Form"). The portfolio is graded qualitatively by the faculty. Each student is given the opportunity to meet with the faculty individually in Phase IV to provide feedback regarding course and program performance. The emphasis in this meeting, which has the character of an exit interview, is developmental feedback, although evaluative feedback is also given. This phase is ungraded.

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Finally, I would like to present a brief summary of student responses about The Capstone from the Program Evaluation Exit Questionnaire. These responses cover the period between fall 2002 and spring 2003. The number of graduates is small (n = 9), but 8 of the 9 students responded that The Capstone met or exceeded their expectations.

Additionally, students responded favorably to:
- Community professionals involved in The Capstone modules;
- The use of Pic-Tel (two-way interactive teleconferencing) between the campuses for the presentations by speakers; and
- The posting of assignments, readings, and the calendar by the course enhancement technology, ANGEL, that Penn State utilizes.

We believe that our capstone course satisfies to a great extent the goals and objectives identified by national research projects for such courses. In our case, and in all cases, however, it is the outcomes that remain central for evaluation. And these we need always keep in focus (Boyer Commission, 1998):
- To promote integration and connections between the psychology major and the world of work and/or graduate study;
- To culminate inquiry-based learning of earlier course work by broadening, deepening, and integrating the total experience of the major; and
- To challenge the critical thinking, problem-solving, and discipline-based skills by a major project or experience, whenever possible in collaborative efforts.

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Videoanalysis

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   Video analysis has had a number of definitions over the past quarter century. Here we are defining video analysis as, *"student assessment of content and process in the recent and publicly shown films"*. I would like to give credit to Geoffrey Miller, currently at the University of New Mexico, for introducing me to this definition and its use in evolutionary psychology courses. Since using this assessment technique, in my undergraduate evolutionary psychology course, I have been able to expand the usefulness of this technique into other content courses on both the graduate and undergraduate levels. I would like to describe some of these applications for you today.

   First, let me tell you what this video analysis approach is <u>not</u> before I tell you what <u>it *is*,</u> and why its usefulness differs so radically from some other, well-defined approaches in video analysis. in the past, video analysis (or film analysis) was used in universities and colleges to enable student understanding in several domains. These domains included the following; how films were to be made, the analysis of the literary nature of the films, and the use of film for propaganda, political, religious, or the producer/director's agenda to influence audiences. A rather good, current example of all of the above is Mel Gibson's film, *The Passion,* now re-released in a somewhat cut version to be intended for a wider audience. There have been quite a few published takes on the why of the Gibson release, from the left, from the right and even a few from the center of the political spectrum. We can discuss the release later, if you like, from the definition and perspective of videoanalysis, which *I* am discussing today.

   Somewhat later (probably in the early 1970's when videotape became widely available) video analysis became a technique defined and used as a way of improving, or least viewing teacher behaviors in the classroom (Sherin & van Es, 2002). In fact it was in this period that I first began using video analysis in this way, both for myself and consulting with other university professors. At my university this was called the Teaching Consultation Process (TCP). The TCP was a confidential process, orchestrated by the career development unit. It was between the neophyte professor (and a more senior but badly performing one) and the consultant. The requirement for the consultant to become a consultant in the TCP was to have undergone the process her or himself and to be relatively skilled in classroom presentational modes. The main question here is that if you had undergone this reflexive approach, what did you gain in understanding of the reflexive process itself?

   A third and more recent approach in video analysis is the use of software to demonstrate in motion visual processes in chemistry, biology, physics and other sciences (Bryan, 2004). This approach allows investigation into these phenomena, which would be otherwise impossible or extremely expensive to attempt duplication in classroom. Note that this approach is the

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objective viewing of physical phenomena, with the occasional goal of manipulation of variables to these processes. The learning that takes place under these circumstances may then be assessed either in the standard exam mode or by having the student show some skill in the manipulation of the processes themselves. This is a fairly common approach in teaching systems theories in various realms. *The what and how* of the student's actual learning (for example the brain processes presumably involved) is not usually assessed. What is assessed is the assimilation of subject content.

It may be clear now that the approach to video analysis that I am taking is the actual instructor-assessment of internal processing by the student. Other aspects of this assessment include; the evolution of this processing by the student over a semester's length, the use of repeated assessments to progressively teach the student, and the value in actually assessing that the student can actively apply the course's theoretical and applied perspectives.

Think about my earlier definitional uses of video analysis. Take the first, the use of media to produce an impact. Do you think Mel Gibson was very interested in assessing the inspirational impact (if that was what he intended) of his *Passion* film, and not just the box office numbers and earnings? In the second example, the *Teaching Consultation Process,* many of us involved at the time would *probably* have *very* much wanted to know how and what details the instructors paid attention to in changing (if they did) their ways in their classroom settings. In the third example, watching and manipulating physical systems properties, it might be very important to understand and assess how, what and why individual students assimilated the material in various ways (Bryan, 2004).

In the spring of 2003 I offered a course in Evolutionary Psychology *(Psy.3350),* I had introduced into the curriculum of the Psychology Department. In about the same time frame I also introduced a graduate course in evolutionary psychology and both a graduate and undergraduate course in cross-cultural psychology. The latter two courses use pedagogy that interactively involves the Web and foreign countries, but have yet to be offered. I also teach courses in 1/0 psychology, Small Groups; both of these courses I offer on the undergraduate, and graduate levels and have taught for some *20+* years.

In all of these courses, as well as some others which I have offered for some years now, I have tried to teach taking the *perspective* of an evolutionary psychologist, a small group analyst, an I/O consultant, and so forth, inasmuch as I teach and assess the content matter. My position is that if I can get students thinking like an evolutionary psychologist, they will learn the material that much more easily. It is only recently, in the spring '03 evolutionary course, that I began to assess *how* and *why* they were taking the perspective, and what made the students different in the ways they did it. I then presented video analysis paper requirements to the students in the following manner.

"I would like you to be able to take the perspective of an evolutionary psychologist and to be able to apply this perspective and related concepts to the situations in which you are living. We have been undergoing a major change in the view we view psychology today. In its way it is as

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major a change as behaviorism was in its day. Besides learning the research base for evolutionary thinking in psychology I would like to see if you could apply it to your life. I can assess how well you learn the research literature by the exams, but how can *I* assess whether or not you are able to take the perspective of the evolutionary psychologist. One way might be by assessing how you are seeing the same things that I have seen. That is, by having you watch the same films/videos that I have seen and having you assess the videos as might an evolutionary psychologist. You may have watched over 15,000 hours of television, films, videos, etc before you entered this course. You probably have even seen some of the same films I have seen. With this amount of hours under your belt, so to speak, you probably have a high degree of "video literacy." We will each watch 3 videos this semester and will write short analytic papers on each one from the evolutionary perspective. Each video analysis paper must be a maximum of two pages, single spaced, and printed out in the following format. (I usually attach a former student paper not the best, but certainly not the worst for them to see, and to some extent model. (I also tell them they cannot use this particular video.)

I space the three lists of videos for analysis over the length of the semester. The lists themselves are chosen to correspond with the increasing levels of subject comprehension. I observe the deadlines, but have some flexibility for students who may have difficulty obtaining videos. There is a number of Blockbuster, Palmer, and independent video rental stores near the campus. I also recommend the *online* DVD *services, such* as Netflix and Customflix, which I use. I have attached an example of such a video analysis schedule, to honor Geoffrey Miller [it is his list] and his willingness to post his syllabi online, at the Human Behavior and Evolution Society website for us all to utilize. This, by the way, has become an increasingly common practice by professors in many fields. in many universities and colleges, Going online and researching others' syllabi is a great way to compare what you are doing with others in that field, and to get new thinking into your own courses.

When students turn in their video analyses, I grade them on a ten-point scale with an arrow attached to the number (upwards, down, or sidewise) to indicate the direction in which I believe their thinking is progressing. Using numbers instead of letter grades *(i.e.* 7 or 8) gives me a greater range of evaluation and a different evaluation domain for student thinking. I also include commentary and corrections to their terminology where needed. When I hand back papers I usually indicate the modal frequencies of videos watched by the students and some discussion of the three or four most watched videos. This gives me further common ground on which to evaluate how well they are applying the evolutionary perspective.

In these ways I begin to better understand the how, what, and importantly the why of different students as they take up the perspective. Although I do a certain amount of lecturing by necessity, at least a third or better of every class is taken up with questions and discussion. Through this discussion and question, I can better come to understand how and why students are not obtaining a course's perspective. I would like to add that my university's student populations tend to be first-generation and somewhat new to university traditions. There are less obvious problems in the other courses, in which I use video analysis the small groups' analyses and the I/O courses, for example, usually have more problems with deconstructing the students' already

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existing perspectives. Consider the following. As an example of this problem, in the Industrial/Organizational course I usually use videos that deal with labor union problems. Both my undergraduate and graduate I/O students generally have (sometimes very strongly) anti-union viewpoints, which are derived from their management jobs and/or family backgrounds. To take the perspective of an I/O psychological consultant requires that they deconstruct their negative viewpoint in order to video analyze the why, what and how of union organization. Both in building as well as deconstructing existing attitudes towards course content and process videoanalysis has proved to be a tremendous assessment tool in my pedagogy.

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Sample listings of videos used in my courses, as well as more detailed instructions for their classroom usage can be obtained from me. Addresses provided below.

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