



# Teaching Psychology

**Dana S. Dunn**



## **Teaching Psychology:**

**Teaching Psychology** Douglas A. Bernstein, 2014-06-26 This volume provides thoroughly updated guidelines for preparing and teaching an entire course in psychology Based on best principles and effective psychological and pedagogical research it offers practical suggestions for planning a course choosing teaching methods integrating technology appropriately and effectively developing student evaluation instruments and programs and ideas for evaluation of your own teaching effectiveness While research based this book was developed to be a basic outline of what to do when you teach It is intended as a self help guide for relatively inexperienced psychology teachers whether graduate students or new faculty but also as a core reading assignment for those who train psychology instructors Experienced faculty who wish to hone their teaching skills will find the book useful too Teaching Psychology Sandra Goss Lucas, Sandra Goss-Lucas, Douglas A. Bernstein, 2004-12-13 Most new psychology instructors enter their first undergraduate classrooms with little or no formal preparation for their role as a teacher The goal of this book is to review the body of teaching research that is available as well as some of the well accepted lore so as to make the first foray into teaching psychology a positive experience Teaching Psychology outlines the major problems and issues confronting psychology teachers It presents an overview of the nuts and bolts of teaching psychology including dealing with troubled and troubling students choosing and using technology developing evaluation instruments and selecting methods for self evaluation Written by two award winning psychology professors with over 50 years of combined teaching experience the book offers a wide range of down to earth suggestions and immediately usable materials intended to help psychology teachers teach better and help students learn more The chapters are organized to roughly parallel the sequence of tasks that new psychology teachers face beginning with goal setting and ending with evaluation of one's teaching Each chapter is chockfull of helpful tools including checklists sample lecture notes writing assignments and grading criteria To make it easier to customize this material these tools are available on an accompanying CD along with a rating sheet for choosing a textbook a student grade record sheet a sample statement on academic integrity and a pool of less than perfect test items to hone item writing skills This book offers guidelines for teaching such as setting goals in line with 10 basic principles of effective teaching planning the basics including choosing a text writing a syllabus and creating a grading system setting a positive tone in the classroom providing tips on asking and answering questions promoting critical thinking and evaluating student performance Intended for psychology graduate students who are learning to teach faculty who train psychology instructors and new psychology faculty at institutions ranging from high schools to universities as well as experienced faculty wishing to hone their teaching skills **Teaching Psychology** Jillian Grose-Fifer, Patricia J. Brooks, Maureen O'Connor, 2019-02-12 A guide to an evidence based approach for teaching college level psychology courses Teaching Psychology offers an evidence based student centered approach that is filled with suggestions ideas and practices for teaching college level courses in ways that contribute to student success The

authors draw on current scientific studies of learning memory and development with specific emphasis on classroom studies The authors offer practical advice for applying scholarly research to teaching in ways that maximize student learning and personal growth The authors endorse the use of backward course design emphasizing the importance of identifying learning goals encompassing skills and knowledge and how to assess them before developing the appropriate curriculum for achieving these goals Recognizing the diversity of today s student population this book offers guidance for culturally responsive ethical teaching The text explores techniques for teaching critical thinking qualitative and quantitative reasoning written and oral communication information and technology literacy and collaboration and teamwork The authors explain how to envision the learning objectives teachers want their students to achieve and advise how to select assessments to evaluate if the learning objectives are being met This important resource Offers an evidence based approach designed to help graduate students and new instructors embrace a student centered approach to teaching Contains a wealth of examples of effective student centered teaching techniques Surveys current findings from the Scholarship of Teaching and Learning Draws on the American Psychological Association s five broad goals for the undergraduate Psychology major and shows how to help students build life long skills and Introduces Universal Design for Learning as a framework to support diverse learners Teaching Psychology offers an essential guide to evidence based teaching and provides practical advice for becoming an effective teacher This book is designed to help graduate students new instructors and those wanting to update their teaching methods It is likely to be particularly useful for instructors in psychology and other social science disciplines

**Internationalizing the Teaching of Psychology** Grant J. Rich,Uwe P. Gielen,Harold Takooshian,2017-07-27 This sourcebook helps psychology professors internationalize their courses It includes contributions from 73 experts worldwide offering broad perspectives and specific suggestions The chapters cover core areas and expanding subdisciplines with annotated bibliographies to help instructors add global dimensions to their courses **International Handbook of Psychology Learning and Teaching** Joerg Zumbach,Douglas A. Bernstein,Susanne Narciss,Giuseppina Marsico,2022-12-16 The International Handbook of Psychology Learning and Teaching is a reference work for psychology learning and teaching worldwide that takes a multi faceted approach and includes national international and intercultural perspectives Whether readers are interested in the basics of how and what to teach in training psychology teachers in taking steps to improve their own teaching or in planning or implementing research on psychology learning and teaching this handbook will provide an excellent place to start Chapters address ideas issues and innovations in the teaching of all psychology courses whether offered in psychology programs or as part of curricula in other disciplines The book also presents reviews of relevant literature and best practices related to everything from the basics of course organization to the use of teaching technology Three major sections consisting of several chapters each address Teaching Psychology in Tertiary Higher Education Psychology Learning and Teaching for All Audiences and General Educational and Instructional Approaches to Psychology

Learning and Teaching      **Teaching Psychology** James Hartley, Wilbert James McKeachie, 1990 This publication is the first to cover the entire field of teaching psychology and includes teaching methods advising and curriculum planning as well as special problems in teaching laboratory and statistics courses The articles selected provide thought provoking reading for an international readership Each of twelve subject oriented sections contains a brief introduction five articles and suggested further readings for those wishing to pursue a particular topic in more detail      **Teaching Psychology in America** Charles L. Brewer, 1992-01 While the history of psychology as a discipline is well documented relatively little attention has been paid to the history of pedagogy in the field Teaching Psychology in America A History addresses this unmet need by providing an organized chronology and placing the teaching of psychology in a social and intellectual context A rich source of archival details and historical analyses the 22 chapters present a comprehensive range of topics related to the art and science of teaching psychology comparing the few standard courses taught 100 years ago with the proliferation of specialties and subfields today examining the shifts in curriculum recommendations over time analyzing the changes in textbooks handbooks and teaching related journal articles discussing the role of national and regional conferences and organizations in supporting psychology students and faculty and reviewing the part played by outstanding teachers who have made distinctive contributions to psychology during the past century PsycINFO Database Record c 2004 APA all rights reserved      The Oxford Handbook of Undergraduate Psychology Education Dana S. Dunn, 2015-08-07 The Oxford Handbook of Undergraduate Psychology Education is dedicated to providing comprehensive coverage of teaching pedagogy and professional issues in psychology The Handbook is designed to help psychology educators at each stage of their careers from teaching their first courses and developing their careers to serving as department or program administrators The goal of the Handbook is to provide teachers educators researchers scholars and administrators in psychology with current practical advice on course creation best practices in psychology pedagogy course content recommendations teaching methods and classroom management strategies advice on student advising and administrative and professional issues such as managing one's career chairing the department organizing the curriculum and conducting assessment among other topics The primary audience for this Handbook is college and university level psychology teachers at both two and four year institutions at the assistant associate and full professor levels as well as department chairs and other psychology program administrators who want to improve teaching and learning within their departments Faculty members in other social science disciplines e.g sociology education political science will find material in the Handbook to be applicable or adaptable to their own programs and courses      **A Guide to Teaching Introductory Psychology** Sandra Goss Lucas, 2009-01-22 A Guide to Teaching Introductory Psychology focuses on the critical aspects of teaching introductory psychology to undergraduate students It includes ideas tips and strategies for effectively teaching this course and provides useful answers to commonly asked questions A concise and accessible guide to teaching introductory courses in Psychology Begins with an orienting history of

the course Evaluates current trends in teaching and offers suggestions for developing personal techniques Addresses a number of relevant issues including how to teach difficult topics linking course content to everyday experience developing and using class presentations lectures and active learning ideas and increasing interest in course topics Supported by a website that provides links to useful websites and handouts that instructors can use in their classes <http://www.blackwellpublishing.com/teachpsychscience/lucas>

**Teaching Psychology**, 1996-03 Exploring Signature Pedagogies  
Regan A. R. Gurung, Nancy L. Chick, Aeron Haynie, 2023-07-03 From the Foreword These authors have clearly shown the value in looking for the signature pedagogies of their disciplines Nothing uncovers hidden assumptions about desired knowledge skills and dispositions better than a careful examination of our most cherished practices The authors inspire specialists in other disciplines to do the same Furthermore they invite other colleagues to explore whether relatively new interdisciplinary fields such as Women's Studies and Global Studies have or should have a signature pedagogy consistent with their understanding of what it means to apprentice in these areas Anthony A Ciccone Senior Scholar and Director Carnegie Academy for the Scholarship of Teaching and Learning How do individual disciplines foster deep learning and get students to think like disciplinary experts With contributions from the sciences humanities and the arts this book critically explores how to best foster student learning within and across the disciplines This book represents a major advance in the Scholarship of Teaching and Learning SoTL by moving beyond individual case studies best practices and the work of individual scholars to focus on the unique content and characteristic pedagogies of major disciplines Each chapter begins by summarizing the SoTL literature on the pedagogies of a specific discipline and by examining and analyzing its traditional practices paying particular attention to how faculty evaluate success Each concludes by articulating for its discipline the elements of a signature pedagogy that will improve teaching and learning and by offering an agenda for future research Each chapter explores what the pedagogical literature of the discipline suggests are the optimal ways to teach material in that field and to verify the resulting learning Each author is concerned about how to engage students in the ways of knowing the habits of mind and the values used by experts in his or her field Readers will not only benefit from the chapters most relevant to their disciplines As faculty members consider how their courses fit into the broader curriculum and relate to the other disciplines and design learning activities and goals not only within the discipline but also within the broader objectives of liberal education they will appreciate the cross disciplinary understandings this book affords

*Professional Tests as Measures of Teaching Efficiency in High School* Charles Willis Boardman, 1928 **Psychology of Teaching and Learning**  
Manuel Martinez-Pons, 2001-05-21 The Psychology of Teaching and Learning provides a thorough and comprehensive introduction to the psychology of instruction in the schools and colleges The book divides the theory into three stages the three steps in the subtitle i work by the teacher prior to engagement with the student e.g. needs assessment diagnosis mental ability including emotional intelligence ii work by the teacher with the student e.g. module delivery formative assessment and

iii work done by the teacher after engagement with the student e g summative assessment remedial planning The subject matter is wide ranging including for example parental influence behavioral factors and a consideration of different kinds of intelligence Martinez Pons has developed models of instruction in the form of flow charts reports research including plentiful quantitative studies and includes boxed material explaining techniques and concepts e g correlational analysis It was written with graduate students of education in mind especially for courses for educational psychology and pedagogy Because the book develops out of general educational psychology it is applicable to all stages of education from elementary school to college teaching as well as in service professionals including educational psychologists

**SCIENTIST IN THE MODERN SCIENCE WORLD: NEW ASPECTS OF THE SCIENTIFIC SEARCH** Botirova Sevara Mamurovna, Toshtemirova Saodat Abdurashidovna, Dustnazar Omonovich Khimmataliev, Ikrom Shakhrilloevich Inoyatov, Shodiev Nematjon Sadirovich, Sharapova Nigora Amanovna, Narzulloeva Feruza Fatullayeva, Olimov Shirinboy Sharofovich, Shakhnoz Xikmatovna Samieva, Shodmonova Mijgona Salimovna, Mirzabdullaeva Dilhumor Erkinovna, Bobaeva Ziyodakhon Mahamadjon kizi, Kurbanova Zarifa Bokijanovna, Musokhan Mukhtorjanovich Kambarov, Zhabbarov Botirsher Gulyamovich, Abdullayeva Masuda Abdubannaevna, Tashibekova Munozhat Hashimovna, Mamatxanova Nargiza Toxirovna, Irisboeva Qunduz Mamadinovna, Mansurova Gulmira Rafaelovna, Abdullaeva Nilufar Sodikjanovna, Mullaboyeva Nargiza Sharopaliyevna, Askarova Ugiloy Mamashokirovna, Rakhmatova Xayrikhon Ashiraliyevna, Rakhimbayeva Dilbar Abdikhamitovna, 2022-08-30 *The Principles of Teaching* Edward Lee Thorndike, 1906 **Annual Catalogue of the University of Kansas** University of Kansas, 1917 **PREP Report**, 1972 **Annual Announcement of Courses of Instruction** University of California (1868-1952), 1921 *Educational Administration & Supervision*, 1929 The Rhode Island Schoolmaster, 1873

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