Pre-Conference Teaching Institute

TEACHING INTEGRATIVE PSYCHOLOGICAL SCIENCE

Thursday, 12 March 2015
9:00 – 15:15 (9:00 AM – 3:15 PM)

AMSTERDAM
THE NETHERLANDS
12-14 March
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### Pre-Conference Teaching Institute

**TEACHING INTEGRATIVE PSYCHOLOGICAL SCIENCE**

Organized by Douglas A. Bernstein, University of South Florida, USA

Sponsored by APS

The day-long program provides insights into teaching integrative psychological science. The Institute includes a poster session and lunch. The Teaching Institute requires a separate registration fee (see page 13 for fees).

**Thursday, 12 March 2015**

9:00 – 15:15 (9:00 AM – 3:15 PM)

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**Opening Plenary**

9:00 – 10:15 | Berlagezaal

Opening remarks by Douglas A. Bernstein

**Preaching About Teaching: Obstacles to Applying Psychological Science to Classroom Instruction**

David B. Daniel

Department of Psychology, James Madison University, USA

What level of empirical evidence should teachers require before adopting strategies or technologies claimed to be effective for the classroom? What methodological questions should researchers (and publishers) address before making such claims? This talk focuses on the ecological validity of such claims and the important role of the teacher in the translation of promising results to usable knowledge.

For posters and full program details, use the ICPS app (search for “ICPS 2015” in the app store) or visit www.icps-2015/program.
Using the Scholarship of Teaching and Learning as a Means to Improve Psychology Teaching and Learning

Birgit Spinath
Department of Psychology, Heidelberg University, Germany

Scholarship of Teaching and Learning (SoTL) has become a movement in higher education. Within the framework of SoTL, instructors investigate the effects of their didactic approaches with the overarching aim to improve teaching and learning. Both instructors and students can benefit from SoTL on several levels. At the same time, SoTL is meant to advance the knowledge about effective teaching and learning by making research findings public. In this presentation, a specific approach to SoTL in psychology teaching is introduced that consists of a seven-step iterative process. In a large introductory lecture on psychology, a series of experimental studies has been conducted over several semesters. It will be reported how the process of SoTL was established and what insights it yielded. Specifically, we investigated the impact of feedback on students’ learning and the development of students’ knowledge, motivation, and satisfaction with the course during the semester. Some surprising results of these investigations led to significant changes in the design of the lecture. I would like to discuss with the audience how their own teaching might benefit from applying SoTL and how findings can be cross-validated by cooperation among instructors across different teaching formats, topics, and institutions.

Promoting the Teaching of Psychology in France: Lessons From a National Survey

Dana Castro
École de Psychologues Praticiens Rédactrice en Chef Pratiques Psychologiques, École de Psychologues Praticiens, Paris, France

In France, courses on teaching psychology are rarely, if ever, offered to new or inexperienced teachers. It is even less often considered as an object of scientific study. This situation stems partly from the way psychology curricula are organised in France, but whatever the cause, there is a real need for training aimed at improving psychology teaching techniques, not only to improve course quality, but to combat student absenteeism and promote active learning. This lecture will present the results of a national survey of teachers’ and graduate students’ views about the value of training for teaching psychology, and describe a number of initiatives that are now underway in France to introduce some change in the current situation. Among these initiatives are collaboration with the APS on various international teaching projects, the establishment of a mandatory course on the teaching of psychology in an undergraduate curriculum, and plans for the first-ever French national conference on the teaching of psychology.

Instructional Design for Complex Learning in Psychology

Jeroen J.G. van Merrienboer
Department of Educational Development and Research and Graduate School of Health Professions Education, Maastricht University, The Netherlands

A common complaint of students is that they experience their curriculum as a disconnected set of topics and courses with unclear relevance to their future profession. Four-component instructional design is a model for complex learning aimed at the teaching of professional competencies. This presentation will illustrate how the model can be used to develop an integrated psychology curriculum.
Teaching Institute Poster Session

11:45 – 12:45 | Administratiezaal
(11:45 AM – 12:45 PM)

SETUP: 11:30 (11:30 AM)
See the “ICPS 2015” mobile app or online program for program details: www.icps-2015.org/program.

13:00 – 14:00 | Rode Kamer
(1:00 PM – 2:00 PM)

Using Interactive Tutoring: Feedback Strategies to Improve Learning in Psychological Science Courses

Susanne Narciss
Department of Psychology II, University of Passau, Germany

Feedback is considered one of the most powerful factors for supporting learning and instruction (e.g., Hattie, 2009). Interactive tutoring feedback strategies combine formative elaborated feedback with tutoring and mastery learning strategies. This presentation outlines the interactive tutoring feedback model (ITF-model; Narciss, 2006; 2008; 2013) and describes its implications for the design of interactive tutoring feedback strategies.

13:00 – 14:00 | Mendes da Costa Kamer
(1:00 PM – 2:00 PM)

Improving the Coherence of the Psychology Curriculum

Leoniek Wijngaards-de Meij
Department of Methodology & Statistics of Behavioral Sciences, Utrecht University, The Netherlands

One of the challenges for a Psychology curriculum (or any curriculum for that matter) is to ensure that important academic skills and content are taught in a coordinated way. The lining up of the curriculum is a complex task and the resulting aligned curriculum is in general not easily accessible for teachers and students. To improve the coherence and accessibility of the research skills curriculum for the Psychology Bachelor at Utrecht University, a web tool was designed. The use of the web tool allows teachers to improve the alignment of the curriculum and allows students to access information on in which class they learned and used different research skills during the Psychology curriculum. By actively including the web tool in Psychology courses, students are stimulated to reflect on their growth in research skills over time. In my presentation I will discuss the improvement of the alignment of the curriculum, and how the effect of awareness of this coherence might improve the learning of the students.

13:00 – 14:00 | Verwey Kamer
(1:00 PM – 2:00 PM)

Teaching Psychology as a Basic Science: Problem- and Research-Based Teaching for Non-Psychology Students

Jörg Zumbach
School of Education, University of Salzburg, Austria

Most current research on psychology teaching and learning focuses on programs for psychology students. Our research is dedicated to examining how non-psychology students can acquire basic research skills in psychology and develop adequate epistemological beliefs about psychology as a basic science by using problem- and research-based approaches.

For posters and full program details, use the ICPS app (search for “ICPS 2015” in the app store) or visit www.icps-2015.org/program.
Teaching Institute Poster Session Map

Beurs van Berlage | Administratiezaal

11:45 – 12:45 (11:45 AM – 12:45 PM)
Set up: 11:30 (11:30 AM)

For posters and full program details, use the ICPS app (search for "ICPS 2015" in the app store) or visit www.icps-2015/program.
How Should We Integrate Different Levels of Analysis in Teaching?

Michael W. Eysenck
Department of Psychology, Royal Holloway, University of London, United Kingdom

It is conventional wisdom that psychology is becoming increasingly fragmented and that it is increasingly difficult to make overall coherent sense of it. There is clearly some truth in this, but there are various reasons for modest optimism. First, several major areas within psychology (e.g., clinical, social, developmental) have become much more “cognitive” over the years. As a consequence, cognitive psychology provides a way of integrating different areas. Second, cognitive psychology itself has broadened considerably in that the focus of research is increasingly on “real world” situations and cognitive processes. This broadening also facilitates integration across areas within psychology. Third, the spectacular rise of cognitive neuroscience seems to mean that teachers of psychology (and their students!) need to become experts in the detailed functioning of the brain. In my opinion, that is not the case. What is needed is an understanding of the rationale and limitations of cognitive neuroscience, something that is much easier to acquire. In sum, it may be much easier to integrate different levels of analysis in teaching than is generally assumed.

Michael W. Eysenck is an emeritus professor in psychology at Royal Holloway, University of London, and holds an appointment as Professorial Fellow at Roehampton University. An author of several textbooks and many other publications, Eysenck’s research focuses on cognitive factors affecting anxiety. Among his best known contributions to science is the theory of the “hedonic treadmill,” which holds that people tend to quickly return to relatively stable levels of happiness after major positive or negative life events.
Call for Applications

APS Fund for Teaching and Public Understanding of Psychological Science

The APS Teaching Fund invites applications for small (up to $5,000), non-renewable grants to launch new projects.

For details go to: www.psycho logicalscience.org/teaching

Email applications to: teachfund@psychologicalscience.org

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Teaching Around the World

Psychology in Iran

APS Teaching Fund Committee

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Sue M. Frantz
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Carleton College
Steve Meyers
Roosevelt University

upcoming proposal deadline: October 1

*Applicants are invited to discuss ideas with the Teaching Fund Committee prior to submission.

Contact: Tracy E. Zinn, Chair: zinnte@jmu.edu

The Teaching Fund is made possible through the generous support of The David and Carol Myers Foundation.
More than **35,000 people are using Wikipedia to learn about psychology** every month. Yet, of the more than 8,000 psychology-related articles in Wikipedia, **fewer than 0.01%** have been assessed to have the quality of a professional encyclopedic entry. **Hundreds of articles are missing accurate content and reliable citations.**

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APS is collaborating with the Wiki Education Foundation at wikiedu.org, which has developed a targeted set of resources for classroom use. For more information, go to [www.psychologicalscience.org/apswi](http://www.psychologicalscience.org/apswi)
Fostering ATTENTION for Human Needs

Michael I. Posner
University of Oregon

Co-author: Mary K. Rothbart
University of Oregon

Presidential Symposium
Self-Regulation Across Individuals and Development

Nancy Eisenberg (Chair)
Arizona State University

Making Sense of Self-Regulation in Early Childhood: The Development of Executive Functions

Clancy Blair
New York University

Self-Control Strategies for School-Age Children

Angela L. Duckworth
University of Pennsylvania

Regulation Across the First Decade of Life: Brain and Behavior, Health and Pathology

Ruth Feldman
Bar-Ilan University, Israel

Beyond Simple Models of Self-Control to Circuit-Based Accounts of Adolescent Behavior

BJ Casey
Weill Cornell Medical College

Bring the Family Address
Humans as Animals: Politics, Culture, and Morality

Frans B.M. de Waal
Emory University

Special Event
Why Should Psychological Science Care About Racial and Ethnic Diversity?

Robert M. Sellers
University of Michigan, Ann Arbor

APS-David Myers Distinguished Lecture on the Science and Craft of Teaching Psychology
The Sense of Style: Writing and Teaching in the 21st Century

Steven A. Pinker
Harvard University