Association for Psychological Science–Society for the Teaching of Psychology

Teaching Institute
The **free** and **searchable APS Postdoc Exchange** offers a better way to advertise postdoctoral openings to candidates across all of psychological science and related disciplines.

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Association for Psychological Science–Society for the Teaching of Psychology

21st Annual Teaching Institute

Teaching Institute registration includes the Teaching Institute workshop from 6:00 PM to 8:00 PM on Wednesday, May 21.

APS-STP Teaching Institute Workshop
Wednesday, May 21

6:00 PM - 8:00 PM
Franciscan Room A

Crafting High-Quality Psychology Education: A Workshop on Using the APA Guidelines for the Undergraduate Psychology Major 2.0

Presenters: R. Eric Landrum, Boise State University
Maureen McCarthy, Kennesaw State University
Dana S. Dunn, Moravian College

APS-STP Teaching Institute
Thursday, May 22

APS-STP Teaching Institute Opening Plenary
9:00 AM - 9:50 AM
Yosemite Room B

Teaching Critical Thinking for Transfer: The Why of Higher Education
Diane F. Halpern, Dean of Social Sciences at Minerva Schools at KGI and McElwee Professor of Psychology at Claremont McKenna College

The data are clear: we can teach critical-thinking skills so that they generalize across domains and last long into the future. We will discuss how to teach critical thinking for transfer and how to assess if we have been successful.

Concurrent Sessions
10:00 AM - 10:50 AM
Franciscan Room B

America’s Next Top Model...Teaching Criteria for Undergraduate Educators
Aaron S. Richmond, Metropolitan State University of Denver

10:00 AM - 10:50 AM
Franciscan Room C

Teaching Undergraduates to See Statistics
Jessica L. Hartnett, Gannon University

10:00 AM - 10:50 AM
Franciscan Room D

Teaching Psychological Science: What’s Worth Doing Is Worth Doing Well
William F. Buskist, Auburn University

Teaching Institute Poster Session
11:00 AM - 12:00 PM
Golden Gate 6-8
(Setup 10:00 AM - 11:00 AM)

Distinguished Lecturer
1:30 PM - 2:20 PM
Yosemite Room B

Reflections on the Failure of Ignorance to Recognize Itself
David A. Dunning, Cornell University

People are often unaware of the scope of what they do not know. This invisibility of ignorance to self explains why people, particularly poor performers, frequently fail to accurately evaluate their own expertise—or to recognize true expertise when others display it. Implications, both personal and societal, are discussed.
Concurrent Sessions

2:30 PM - 3:20 PM  Franciscan Room B
Teaching Evolutionary Psychology: First, Teach What Evolution Is Not
Salvador Macias, III, University of South Carolina, Sumter

2:30 PM - 3:20 PM  Franciscan Room C
The Academic’s Toolbox: Essential Technology
Susan M. Frantz, Highline Community College

2:30 PM - 3:20 PM  Franciscan Room D
Cognitive Science Versus Bigfoot: The Importance of Cognitive Principles in Education for a Rational World
Matthew J. Sharps, California State University, Fresno

APS-STA Teaching Institute Closing Plenary
3:30 PM - 4:20 PM  Yosemite Room B
Not All Lies Are Created Equal
Mark G. Frank, University at Buffalo, The State University of New York

Research shows that much of what people believe about deception is not really true. This presentation will address these erroneous beliefs by examining how the evolutionary and cognitive origins of the various behavioral clues interact with the situational factors surrounding lie telling to produce the behaviors that can be seen.

APS-STA Teaching Institute Reception
4:30 PM - 5:30 PM  Franciscan Room B

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APS - STP Teaching Institute Poster Session

Thursday May 22
11:00 AM - 12:00 PM

Golden Gate 6-8 (Lobby Level)
**APS David Myers Distinguished Lecture on the Science and Craft of Teaching Psychology**

**Friday, May 23**
3:00 PM - 3:50 PM
Continental Ballroom 5-6

**Why Pseudoscience Belongs in the Psychology Classroom**

**Scott O. Lilienfeld**
*Emory University*

In this lecture, Lilienfeld will underscore the value of presenting pseudoscience in the psychology classroom. Using a wealth of examples, he will explain how this approach can help students appreciate (a) the distinctions between well-supported and poorly supported claims and (b) the essential role of scientific thinking as a safeguard against human error.

**Society for the Teaching of Psychology**

**Saturday, May 24**
9:00 AM - 9:50 AM
Franciscan Room C

The Meaning of Money
**Kathleen D. Vohs,** *University of Minnesota*

**Saturday, May 24**
10:00 AM - 10:50 AM
Franciscan Room C

Certainty and the Self
**Robert A. Burton,** M.D.

**Saturday, May 24**
11:00 AM - 11:50 AM
Franciscan Room C

Teaching Contentious Classics: Harlow, Sherif, and Milgram Revisited
**Carol A. Tavris,** *Social Psychologist and Writer*