Call for Applications

APS Fund for Teaching and Public Understanding of Psychological Science

The APS Teaching Fund invites applications for grants of up to $5,000 to launch new projects that advance teaching psychological science.

APPLICATION DEADLINES: OCTOBER 1 AND MARCH 1

For details, go to: www.psychologicalscience.org/teaching
Questions? Contact Tracy Zinn, Committee Chair: zinnte@jmu.edu

The Teaching Fund is made possible through the generous support of The David and Carol Myers Foundation
The day-long program offers informative talks and practical advice from experts on the teaching of psychology.

See page 17 for registration information.

**Wednesday | May 20**

**Workshop**

6:00 PM – 8:00 PM | Wilder

**Why Psychologists Should Be the Best Teachers in Any Field (but Aren’t)**

**Stephen L. Chew**
Samford University

**Thursday | May 21**

**Opening Plenary**

9:00 AM – 9:50 AM | Winter Garden-Palace

**The Class Is Your Oyster: Cultivating Valuable Learning**

**Regan A.R. Gurung**
University of Wisconsin-Green Bay

Learning is a combination of a variety of factors. Just as pearls vary with the environment they form in, so too does learning. This presentation highlights key ways to cultivate learning focusing on student characteristics and behaviors, class design, and intentional pedagogy — the systematic use of evidence-based teaching strategies.
Distinguished Lecturer

1:30 PM – 2:20 PM | Winter Garden-Palace

From Kitty Genovese to the Central Park Five: Lessons for Psychology From the History of New York

Saul Kassin
Williams College and John Jay College of Criminal Justice, The City University of New York

Five months after Milgram’s first obedience experiment was published, four months after the JFK assassination, and one month after the Beatles appeared on the Ed Sullivan show, Kitty Genovese was murdered in Queens as some number of bystanders watched but failed to intervene. Fast forward a quarter of a century, a young female jogger was raped, beaten, and left for dead in Central Park — a crime for which five boys were convicted and ultimately exonerated. As if separated by a mere “New York Minute,” these legendary events have more in common than people realize. Presenting new perspectives on old cases, this presentation will describe the Milgramesque power of social influence in high-stake situations; the value of applying psychology to matters of justice, law, and public policy; and the power of storytelling in the teaching of psychology.

Concurrent Sessions

2:30 PM – 3:20 PM | Royale

Helicopter Instructors: Have We Crossed the Line From Helping to Hovering?

Tracy E. Zinn
James Madison University

Natalie K. Lawrence
James Madison University

2:30 PM – 3:20 PM | Plymouth

SoTL in Psychology: What Can We Learn From the History of Research on Psychotherapy?

Loreto R. Prieto
Iowa State University

2:30 PM – 3:20 PM | Winter Garden-Palace

What Do Psychological Misconceptions Tell Us About How Students Think?

D. Alan Bensley
Frostburg State University

Scott O. Lilienfeld
Emory University

Closing Plenary

3:30 PM – 4:20 PM | Winter Garden-Palace

Style Meets Substance in the Classroom: Nonverbal Strategies for Enhancing Rapport and Learning in the Classroom

Caroline F. Keating
Colgate University

In the thin-sliced, distraction-rich cosmos of the psychology undergraduate classroom, how things are said and done matters as much as substance. Instructors are sized-up in a nonverbal New York minute, during which expectations for high — or low — classroom rapport are set. What nonverbal communication patterns enhance rapport and engagement, and set the stage for learning and thought?

Reception

4:30 PM – 5:30 PM
9th Floor Upper Terrace

APS David Myers Distinguished Lecture on the Science and Craft of Teaching Psychological Science

The Sense of Style: Writing and Teaching in the 21st Century

Steven A. Pinker
Harvard University

Let’s face it: Most academics are terrible communicators. Why do the world’s most cerebral people find it so hard to convey their ideas? And how can we learn to do better? I suggest that the sciences of mind and language can provide guidance. Thoughtful writers and teachers should begin with a clear idealization of the simulated scenario in which they are communicating with their audience. And they must overcome The Curse of Knowledge: the inability to imagine what it’s like not to know what they do know.
APS-STP TEACHING INSTITUTE POSTER SESSION
Thursday, May 21 | 11:00 AM – 11:50 AM | Lyceum Complex

(setup: 10:00 AM – 11:00 AM)
Submitting Abstracts and Proposals for ISIR 2015:

Please consult ISIR’s website for submitting proposals for posters, individual presentations, and symposia; registration and lodging information are found there as well.

http://www.isironline.org

Lifetime Achievement Award Presentation:
JOHN C. LOEHLIN
University of Texas-Austin

Keynote Address:
Understanding Human Intelligence: The Brain Connection
ROBERTO COLOM
University of Madrid

President’s Symposium:
What Do College Admissions Tests Predict, and for Whom?: Insights from a Large Scale Research Program
PAUL SACKETT
& NATHAN KUNCSEL
University of Minnesota

President’s Invited Address:
The Sense of Style: How to Think About Writing in the 21st Century.
STEVEN PINKER
Harvard University

Distinguished Contributor Interview:
ROBERT PLOMIN
University of London

Holden Memorial Address for Distinguished Scientific Journalism:
Understanding Science Journalists and Why They Misunderstand You
ALICE DREGER
Northwestern University