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Sandra Goss Lucas was Director of Introductory Psychology at the University of Illinois at Urbana-Champaign from 1998 until 2009, and continues to teach psychology courses. She has received numerous awards for excellence in teaching and has been a member of the National Institute on the Teaching of Psychology steering committee since 1986.

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This authored book is intended for academicians who teach psychology courses and/or oversee teacher assistants who do.

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.

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.

The Handbook of the Teaching of Psychology is a state-of-the-art volume that provides readers with comprehensive coverage and analysis of current trends and issues, basic mechanics, and important contextual variables related to effective teaching in psychology. Uses concise and targeted chapters, written by leading scholars in the field, to explore a myriad of challenges in the teaching of psychology. Employs a prescriptive approach to offer strategies and solutions to frequently occurring dilemmas. Covers the gamut of current topics of interest to all current and future teachers of psychology.

* A complete course, from brain biology to abnormal psychology * Hundreds of questions and many review tests * Key concepts and terms defined and explained Master key concepts. Answer challenging questions. Prepare for exams. Learn at your own pace. What are the two basic psychological dimensions of emotions? How do you define abnormal behavior? Is extrasensory perception real? What is Viktor Frankl known for? With Psychology: A Self-Teaching Guide, you'll discover the answers to these questions and many more. Frank Bruno explains all the major psychological theories and terms in this book, covering perception, motivation, thinking personality, sensation, intelligence, research methods, and much more. He presents the foundations of psychology and the biology of behavior; explores how children develop into adults and the psychological factors that make us individuals; and examines various mental disorders and the types of therapy used to treat them. The step-by-step, Q&A format of Psychology makes it fully accessible, providing an easily understood, comprehensive overview of the topic. Like the other popular Self-Teaching Guides, Psychology allows you to build gradually on what you have learned-at your own pace. Questions and self-tests reinforce the information in each chapter and allow you to skip ahead or focus on specific areas of concern. Packed with useful, up-to-date information, this clear, concise volume is a valuable learning tool and reference source for anyone who seeks a greater understanding of human behavior.

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.

Intended as a resource for psychology educators ranging from teaching assistants to experienced faculty, this book shows readers how to effectively create and manage an online psychology course. Guidelines for preparing courses, facilitating communication, and assigning grades are provided along with activities and assessments geared specifically towards psychology. Pedagogical theories and research are fused with the authors' teaching experiences to help maximize the reader's abilities as an online psychology instructor. The book focuses on psychology education at the undergraduate level but it also includes material appropriate for graduate students and professionals. Readers will find helpful examples from all the major content areas including introductory, social, developmental, biological, abnormal, and positive psychology, and human sexuality. Every chapter is organized around 3 sections. The Purpose part introduces the key concepts, theory, and research. The Implementation section reviews the 'nuts and bolts' of online teaching, and the Troubleshooting section addresses key problems and potential solutions. 'Text boxes' highlight important tips. The website http://www.TeachingPsychologyOnline.com provides additional tips, links to related articles and other resources, and examples of online psychology assignments from across the discipline. The book addresses: launching your online course; enhancing student/instructor communication; modes of multimedia and how to integrate them into your course including lecture videos, podcasting, blogging, wikis, and social networking sites; creating activities for online courses; assessment and grading; and online education trend including doctoral level education. Ideal for instructors teaching ANY psychology course, from introductory to upper-level undergraduate to graduate courses, this text can be used for developing on line courses in applied areas such as counseling, health, and industrial psychology as well as for courses in social, cognitive, and developmental psychology. Instructors of any technical skill level can use this book, including those familiar with Blackboard to those who are just getting started. Whether you are a seasoned pro or new to teaching psychology online, the tips in this book can help improve your instruction, reduce your prep time, and enhance your students' success.

Connect data and instruction to improve practice This book helps bridge the gap between classroom practice and the best of what is known from educational psychology. Teachers will find cutting-edge advances in research and theory on human learning, teaching, and instruction in an easily understood and transferable format. The authors provide detailed guidance for using data to inform practice and tools to align teacher preparation and professional development with today's best practices and most current research. This resource will provide valuable tools for: In-service teachers Pre-service teachers Instructional leaders School and district administrators

In this valuable resource, experts share deep knowledge including practical "how-to" and preventive trouble-shooting tips. Instructors will learn about course design and development, instructional methods for online teaching, and student engagement and community building techniques. The book contains successful teaching strategies, guidance for facilitating interactions and responding to diversity, and assessments, as well as future directions for online learning. With many field-tested examples and practice assignments, and with voices from students, teachers, and experts, this book arms instructors and administrators with the tools they

need to teach effective and empowering online courses. This one-stop resource addresses all of the core elements of online teaching in terms that are universally applicable to any content area and at any instructional level. "A rare book in education: one that is not only highly useful but also intellectually coherent and based on robusta>, transferable principles of learning and teaching. All educators—in online environments and in brick-and-mortar schools—will find this an invaluable resource." —From the Foreword by Grant Wiggins "We now know we can get increased participation with online tools to make thinking more visible and switch the traditional delivery of instruction to personalize learning. While it is inevitable that online learning will become an important skill for everyone, the ideas, concepts, strategies, design elements, and tools in the book by Thormann and Zimmerman can also be applied to blended learning." —Alan November, Senior Partner and Founder, November Learning "The authors of this book have created an excellent resource for anyone interested in becoming an online instructor or improving his or her skills in online teaching. The authors share a wealth of step-by-step activities, examples of assignments and teaching strategies that will guide both novice and experienced teachers as they expand their skills into the online realm. Even as a 'veteran' online instructor the book provided me with new ideas to try in my next online class." —Sam Gladstein, Coordinator, Edmonds eLearning Program at Edmonds School District, WA "Cheers to Thormann and Zimmerman for providing a must-read for online teaching. This clear and practical guide takes the instructor from design to implementation of online courses. The authors remove the anxiety about online teaching for those thinking about on-screen instruction, and provide new thinking and examples for those already immersed in it. It is a great guide for those entering the field and a superb resource for those actively engaged in it." —Anthony J. Bent, Chairman, Global Studies-21st Century Skills Committee of the Massachusetts Association of School Superintendents Book Features: The building blocks necessary to create a successful online course. The know-how of long-time online instructors. Models for Skype conferencing with groups of students. Templates for course building, including sample assignments, activities, assessments, and emails. Detailed treatment of diversity in the online environment Joan Thormann is professor in the division of Technology in Education at Lesley University, Cambridge, Massachusetts. She edits a column on technology and special needs for Learning and Leading with Technology. Isa Kaftal Zimmerman is the principal of IKZ Advisors in Boston, Massachusetts, an educational consulting firm serving educators and stakeholders in the Science, Technology, Engineering, and Mathematics (STEM) fields.