

**-Psychology Education Training Seminar- Psychology Department-
University of the Bahamas**

The Teaching of Psychology as a Global, Integrated Science— Competencies, Innovations and Lessons Learned

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Overview of Talk

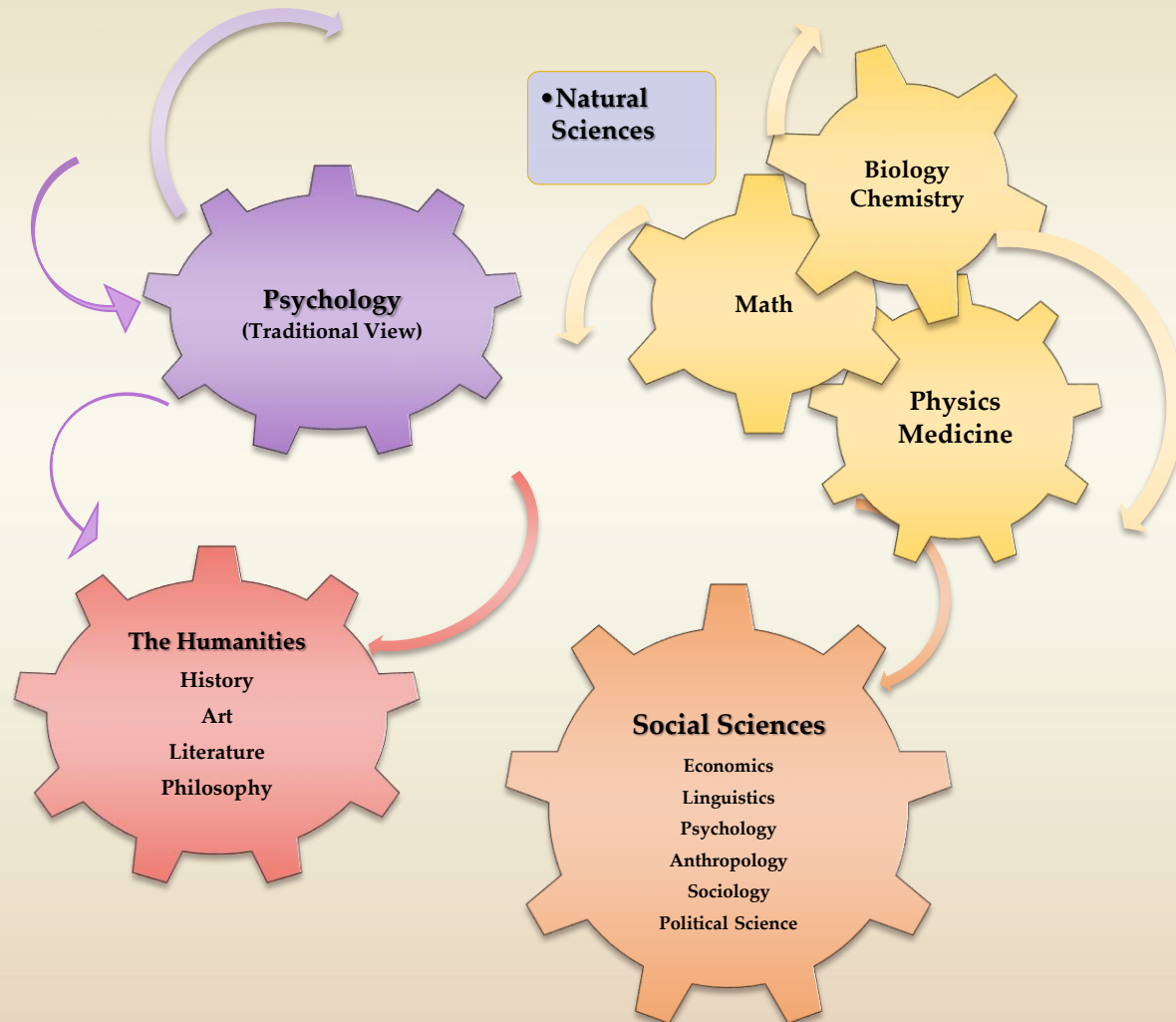
- **Psychology Is a Hub Science— Integrated and Global**
 - **Recognition as a Science**
- **Overview of Historical Evolution and its Importance in the Teaching of Psychology**
- **Subfields As Examples of its Multidisciplinary Focus**
- **Competencies for Teaching Undergraduate Psychology and Assessing Student Learning Outcomes**
 - **Innovations in the Field**
 - **Lessons Learned**
 - **The Future of Psychology**

State of Psychology

- *Separate from the*
 - *Disciplines*
- *Regained Recognition as a Science*
 - *Interdisciplinary and Global*
 - *A Collaborative Science*
 - *No Rigid Paradigm*
- *Multiple Methods and Approaches*



Hierarchical Relationship





PSYCHOLOGY'S RELATIVES

Relationship to the Social and Natural Sciences

- *Psychology belongs to a family of disciplines known as the social sciences: **Sociology, Anthropology, Economics, Political Science,, Geography, and History.***
- *Psychology also belongs to the natural sciences: **Biology, Physics, Chemistry, Math.***
- *Psychology belongs to Medicine: **Psychiatry, Neuroscience***

***Historical Evolution
and Interdisciplinary
Focus***

***And Contributions of Interdisciplinary
Scientists and Philosophers***

Major Periods in World History Impacting the Evolvement of Psychology

<i>Ancient Egypt</i> (664-554BC)	<i>The Patristic Period</i> (200AD-500AD)	<i>British Empiricism</i> (17 th & 18 th Century)
<i>Ancient Greece</i> (500BC-300BC)	<i>The Middle Ages</i> (500AD-900AD)	<i>Experimental Psychology</i> (1800s-1870s)
<i>Graeco-Roman Period</i> (100BC-500AD)	<i>The Renaissance</i> (1450-1600 AD)	<i>French Psychology</i> (late 18 th Century – Early 19 th Century)
<i>Hellinistic & Roman Period</i> (300-100BC & 100BC-500AD)	<i>Modern Period</i> (17 th Century)	<i>Functionalism in America</i> (19 th Century)

EARLY EGYPT TO RENAISSANCE

Figure 2.1 Historical Contributions to an Integrated Psychology



Historical Contributions to an Integrated Psychology

GREAT BRITAIN TO DARWIN

Figure 2.1 Historical Contributions to an Integrated Psychology

Great Britain: Empiricism, Associationism & Mechanism

- **Sir Isaac Newton**-Physics;Spectrum of Color from White Light-Sensation and Vision-British Empiricism-Physical Nature, Material Particles, Motion
- **Thomas Hobbes**-Political Philosophy.Human Nature-Social Conduct-Matter in Motion-Nervous System
- **John Locke**-Greek Rhetoric-Moral & Political Philosophy-Chemistry-Meteorology-Medicine;Human Understanding-Elements of Mind
- **George Berkeley**-Theology-Math-Physics-Morals-Economics-Medicine;Mentalism,-Vision-Depth Perception
- **James Mills**-Theology, Economics, Journalism, History;Sensations & Ideas Primary to Mind
- **John Mills**-Philosophy-Economics-Political Science-Psychology;Mental Chemistry
- **Julien Offray de La Mettrie**-Fine Arts, Theology, Medicine;Natural History of the Soul

The Scottish Realists and The German Idealists

- **Thomas Reid**-Minister-Philosophy-Faculty Psychology;Faculty of the Soul-Faculties of Mind-Human Thought
- **Thomas Brown**-Philosophy-Literature-Medicine;Observations on the Zoonomia of Erasmus Darwin-Philosophy of the Human Mind
- **Immanuel Kant**-Philosophy;Reason and the Laws of Mental Functioning, Anthropology
- **Johann Herbart**-Philosophy;Defined Psychology as a Science based on Experience, Metaphysics and Mathematics-Interference in Learning
- **Kant and Herbart** contributed to psychology becoming a separate science from philosophy

Physiology, the Allied Sciences, Psychophysics and Experimental Psychology

- **Phrenology**-the science of character and morphology of the skull
- **Pierre Flourens**-Performed experiments on the functions of the brain.
- **Paul Broca**-Medicine-Physical Anthropology;Brain Impairments in Frontal Lobe of Brain-Speech Impairments-Aphasia
- **Herman Von Helmholtz**-Physics-Hydrodynamics-Electrodynamics-Meteorological Physics; Neural Physiology-Theory of Color Vision
- **Gustav Fechner**-Physiology-Physics- Philosophy-Art; Psychophysics-Difference Threshold-Fechner's Law
- **Wilhelm Wundt**-Medicine-Physiology-Experimental Psychology; Introspection-Experimental Methodology-Philosophical Studies-Structuralism-Content Psychology

Darwinian Evolution and Psychology

- **Charles Darwin**-Medicine-Theology-Natural Science
- Published *On the Origin of Species; The Descent of Man and Selection in Relation to Sex; The Expression of the Emotions in Man and Animals.*
- Predicted new role for Psychology
- Influenced psychological thought and methodology
- Pioneered the field of Evolutionary Psychology
- Made impact on Biology, Physics, Philosophy, Religion, Linguistics and Literature, and Eugenics

Individual Differences and Measurement

- **Sir Francis Galton**-Anthropology-Hereditiy-Meteorology
- Brought union between psychological methods of measurement and theory of evolution
- Psychology of Individual Differences
- Published *Hereditary Genius and Inquiries into Human Faculty and its Development*
- Developed Statistical Procedure of Correlation
- Originator of Mental Tests

Examples of Sub Fields

*Schools and Subfields Embracing an Integrated
Analyses*





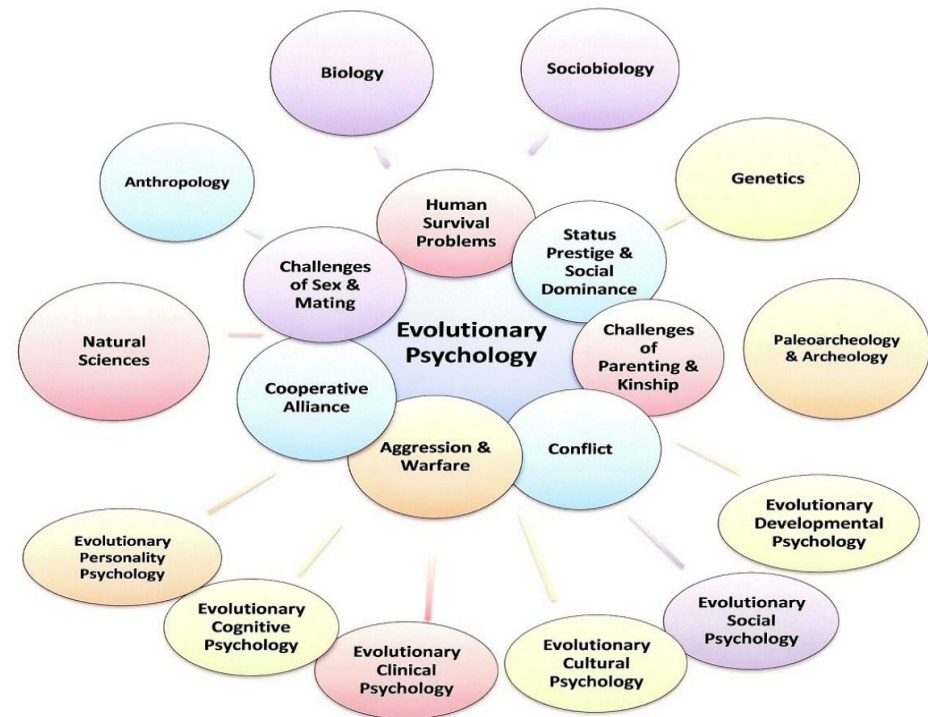
Evolutionary Psychology

DAVID M.
BUSS

*Evolutionary
Psychology*

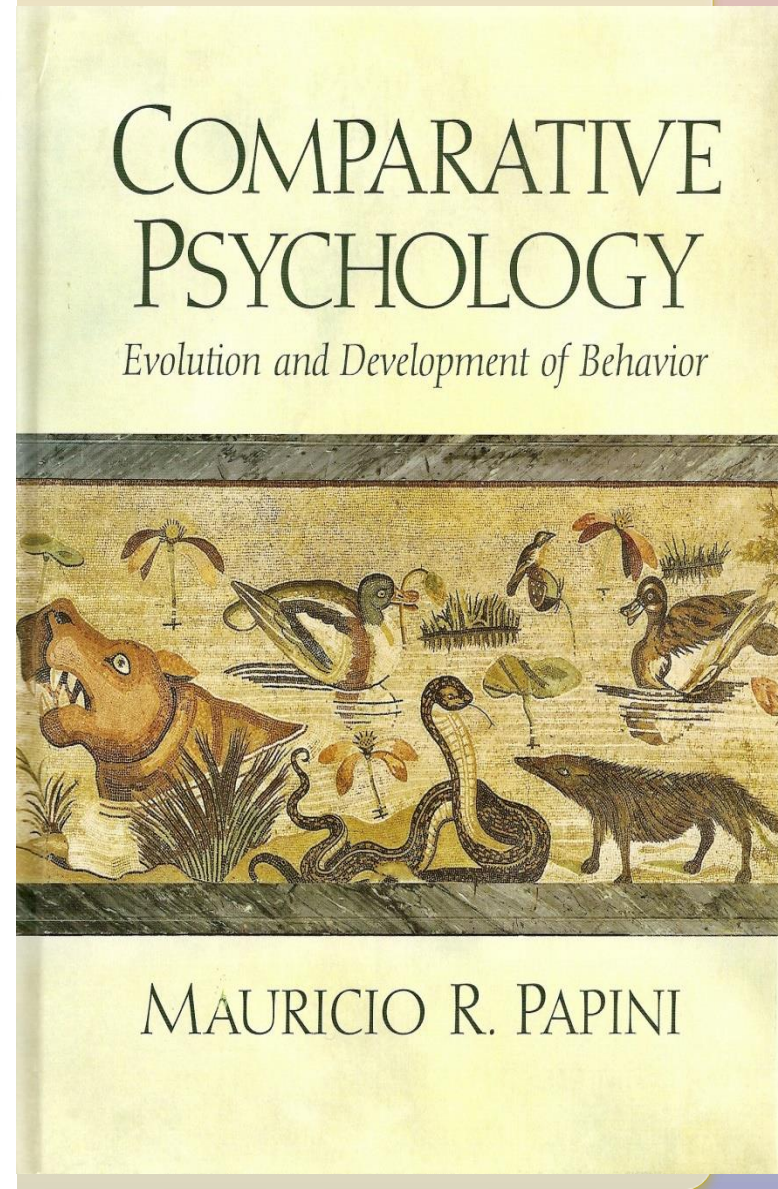
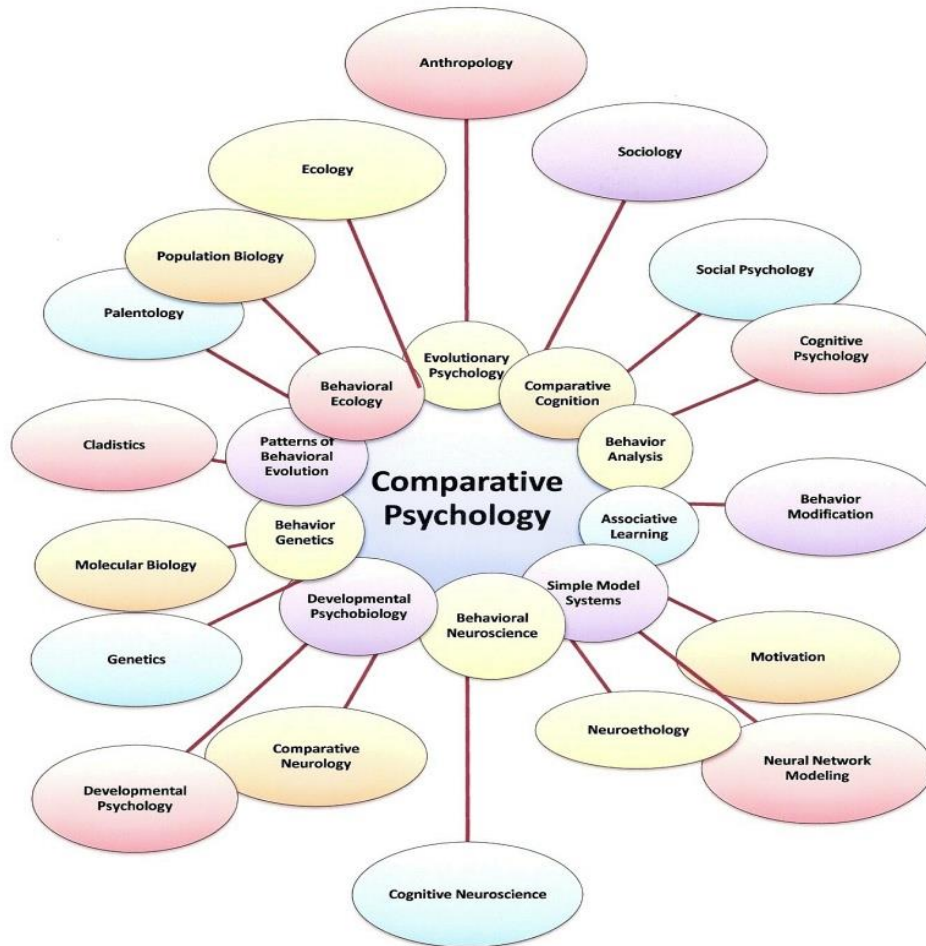
THE NEW
SCIENCE
OF THE
MIND

Figure 3.1 Evolutionary Psychology and its Interdisciplinary Focus



Comparative Psychology

Figure 3.2 Overview of Comparative Psychology



The Cognitive Sciences

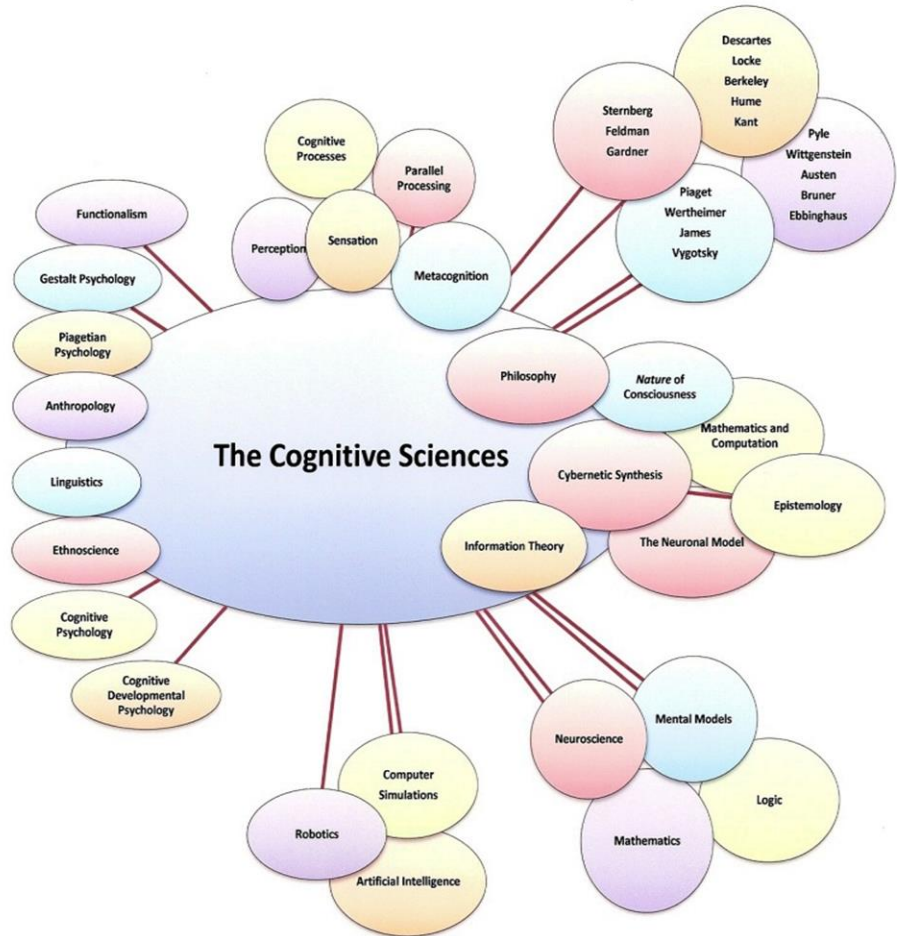
THE
MIND'S
NEW
SCIENCE

A History of the Cognitive Revolution

Howard Gardner

WITH A NEW EPILOGUE BY THE AUTHOR:
Cognitive Science After 1984

Figure 3.3 Overview of the Cognitive Sciences



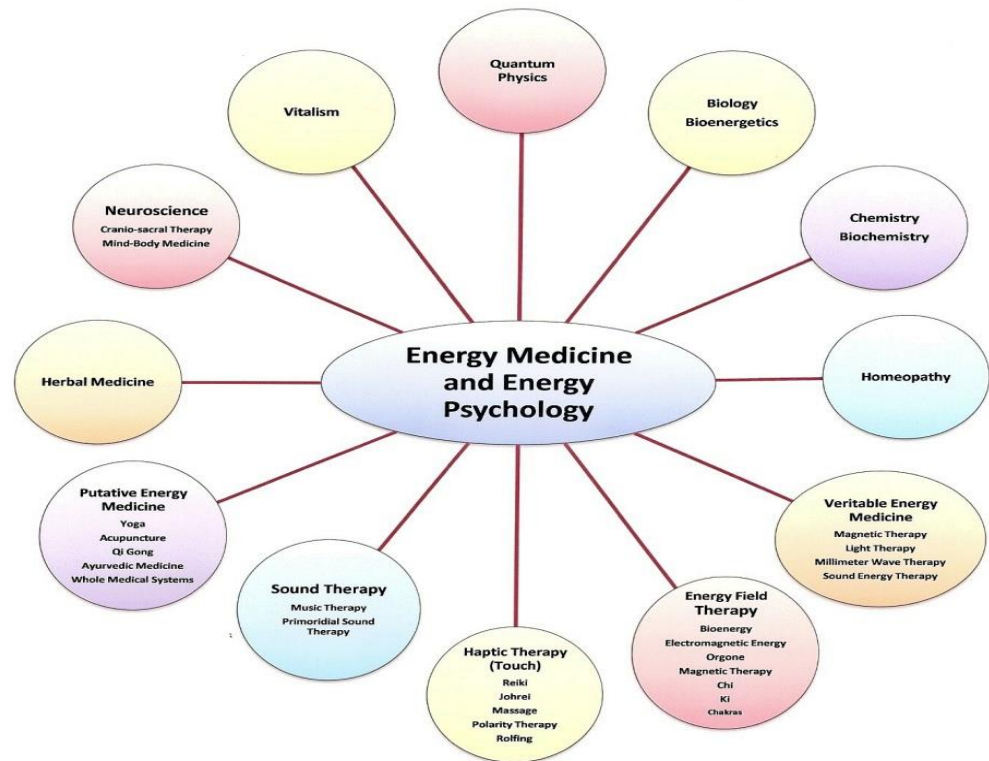
Quantum Physics

Figure 3.4 Overview of Quantum Physics and Quantum Psychology



Energy Medicine

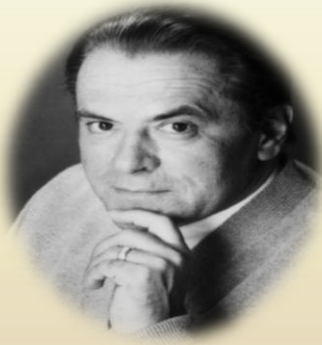
Figure 3.5 Overview of Energy Medicine and Energy Psychology





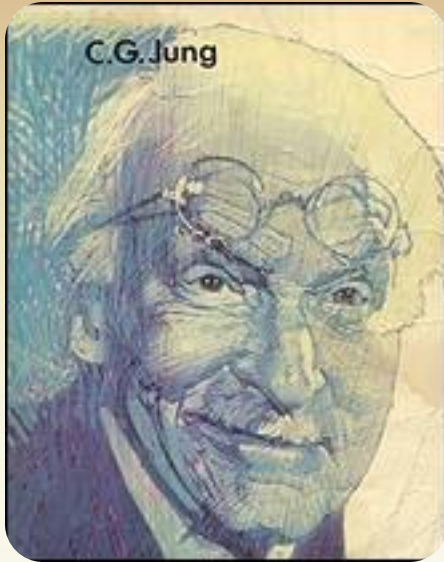
Portraits

Psychological Scientists Using Integrated Approaches



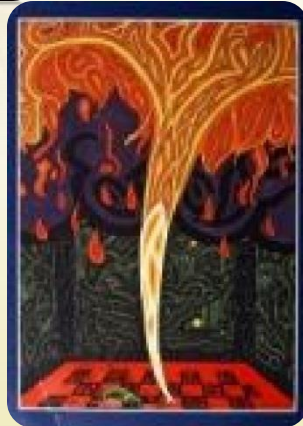
WILLIAM JAMES





Carl Jung

“A Healer of Souls and Culture”



Jung: An Integrated Psychology

Collected Works

- *Analytical Psychology*
 - *Development of the Personality*
 - *Psychiatric Studies*
 - *Psychoanalysis*
 - *Psychogenesis of Mental Disease*
 - *Symbols of Transformation*
 - *Psychological Types*
 - *Experimental Researches*
 - *Structure and Dynamics of the Psyche*
 - *Aion: Researches into the Phenomenology of the Self*
 - *The Spirit of Man, Art and Literature*
 - *Psychology and Religion*
 - *Psychology and Alchemy*
 - *Alchemical Studies*
 - *Mysterium Conjunctions*
 - *The Symbolic Life*
- Many other works**
- *Man and his Symbols*
 - *Modern Man in Search of a Soul*
 - *Seven Sermons to the Dead*

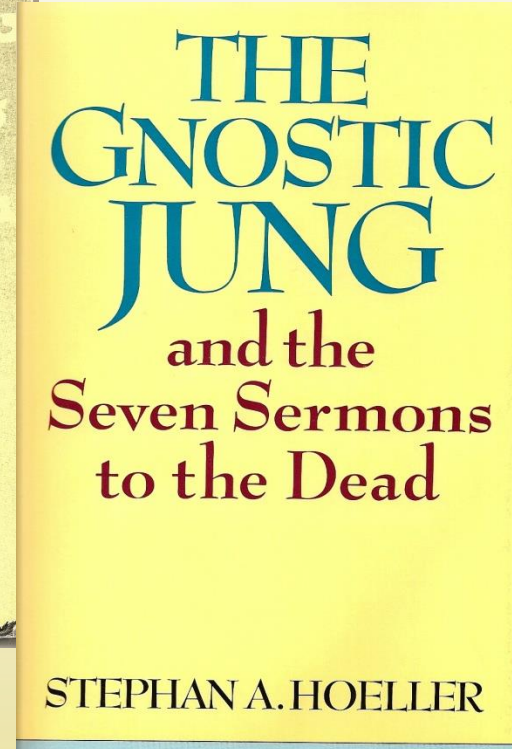
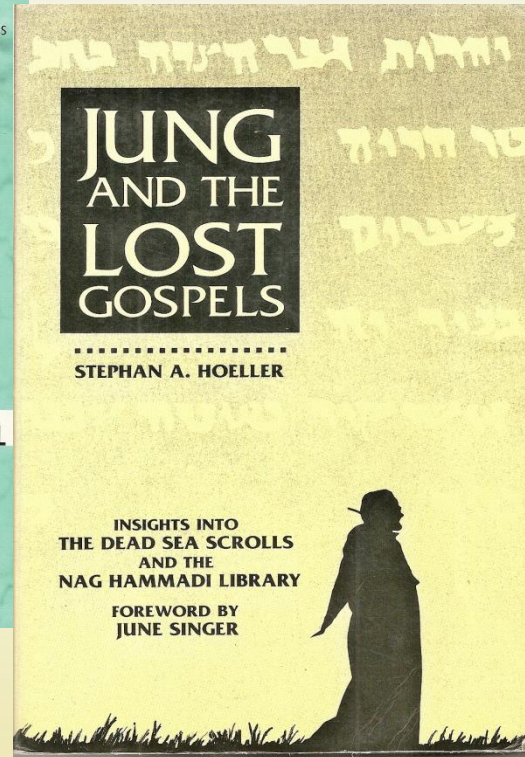
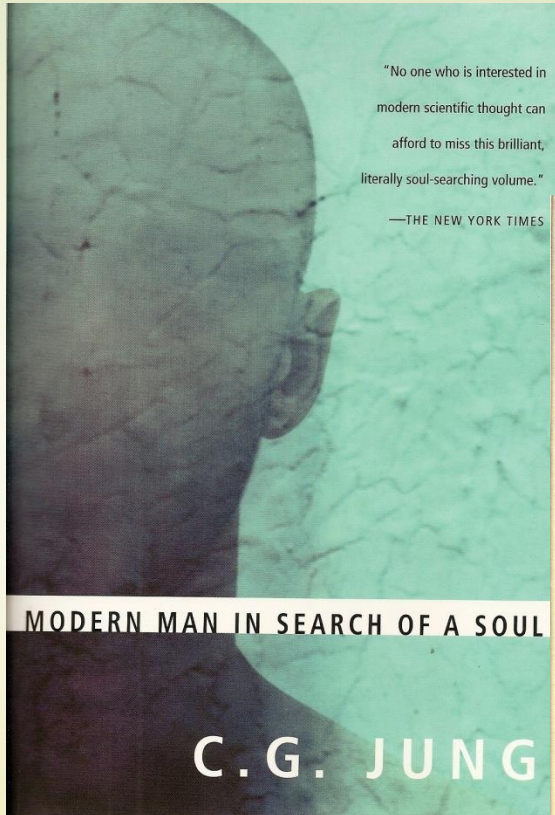
•GNOSTICISM

•THE OCCULT

•WORLD RELIGION

•THE NAG HAMMADI TEXTS

Jung & Religion

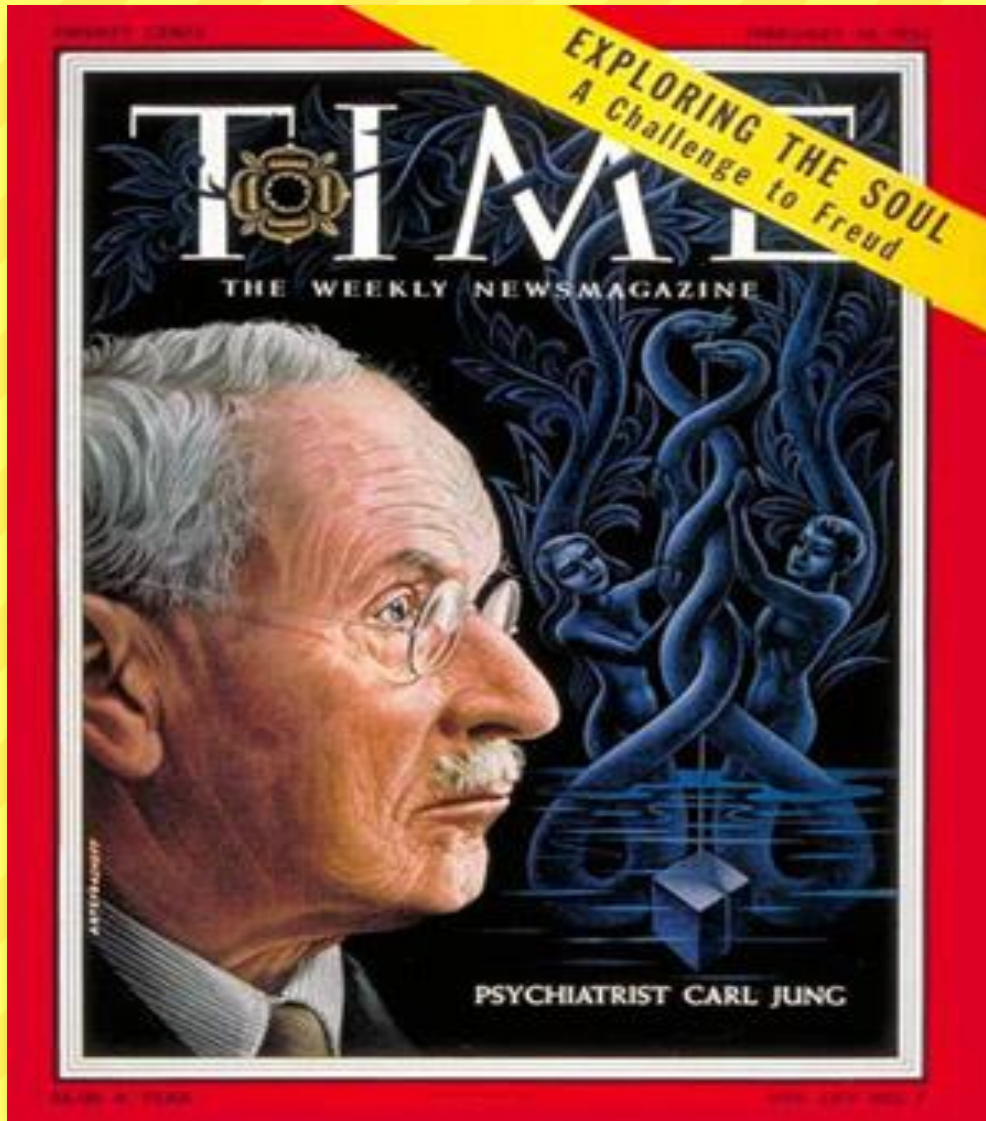


Jung & Alchemical Studies

- *Equated to the alchemical process and transformation that takes place in man's psyche and evolution.*



Mandala by Carl Jung- "The Alchemy of the Renewal"



“Artists, literary scholars and psychology will always have to turn to each other for help. Arts and literature convey the contents of consciousness.”

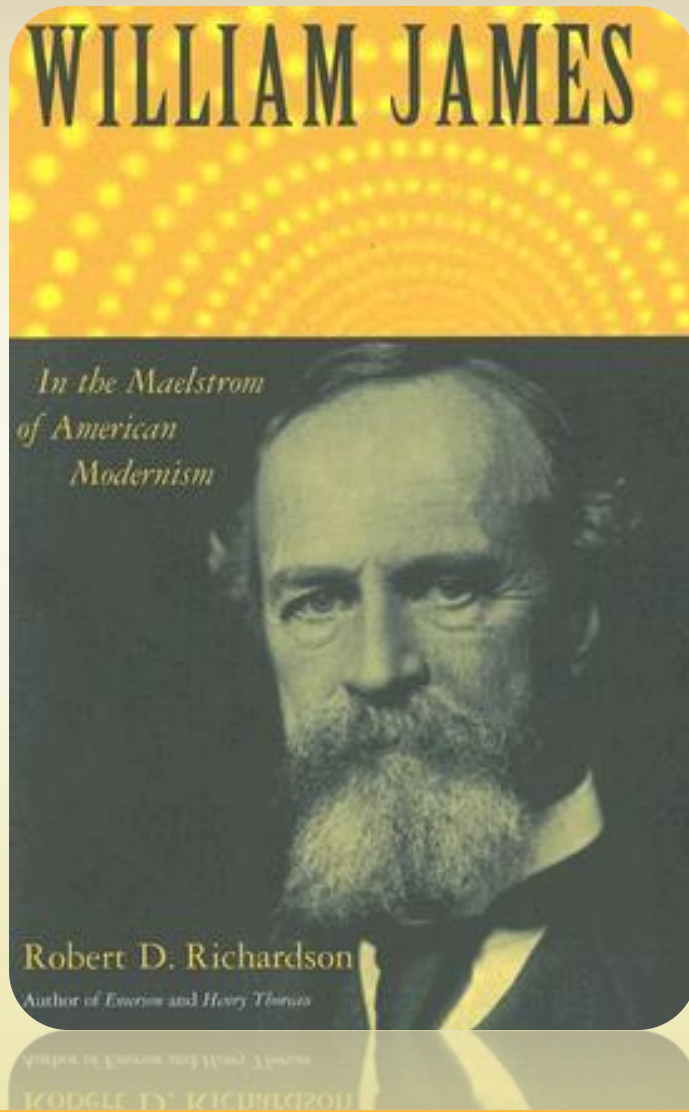
Jung on Art and Literature



Mandala by Carl Jung

Time Cover: February 14, 1955-“Medicine: The Old Wise Man”
[Click Here For Full-Text Article](#)

William James



Books includes:

- *The Varieties of Religious Experience*
- *The Sick Soul*
- *The Healthy-Minded Soul*
- *The Theory of Emotion*
- *Human Immortality*
- *Problems of Philosophy*
- *Talks to Teachers and Students*
- Studied art, chemistry, anatomy, physiology, biology, medicine, literature educational psychology and philosophy.

Background & Training Led to an Integrated Psychology

MEDICINE, PSYCHIATRY, PSYCHOLOGY

SCIENCE, BIOLOGY, NEUROSCIENCE

Chester Millbrook Pierce



- MD, Psychiatry, Psychology, Education, Biology & Science, Cultural Geography & Anthropology
- Harvard Graduate School of Education, Harvard Medical School and School of Public Health
- Extreme & Mundane Environments, Roots of Violence, Race, Racism and Mental Health, Health Disparities, Micro-Aggression, Media, Sports Medicine, Global Psychiatry, Child Development

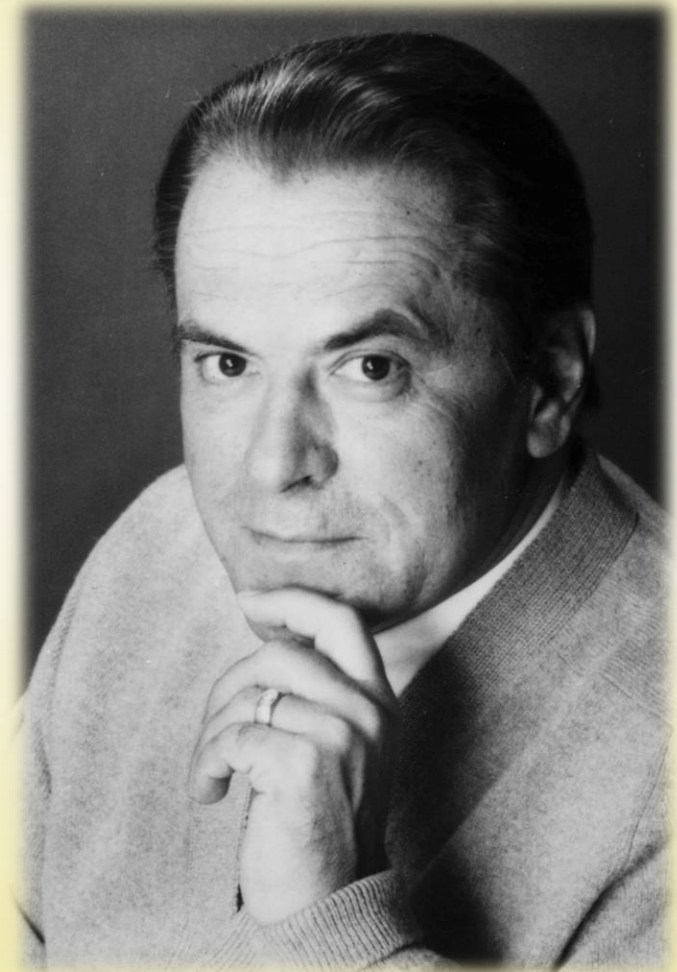
Pioneer in Global Mental Health and Founder of Global Psychiatry

Stanislav Grof

FOUNDER: TRANSPERSONAL PSYCHOLOGY

- **Background:** Medicine, psychology, psychiatry, psychotherapy, anatomy, physiology, biochemistry of the brain.
- **Studied:** *consciousness, religion, role of spirituality, physics and botany, LSD studies, non-ordinary states of consciousness, holotropic breathwork, art, quantum physics the trauma of birth, and more.*
- **Books include:** Realms of the Human Unconscious; Ancient Wisdom and Modern Science; Beyond the Brain; Spiritual Emergencies; The Holotropic Mind; LSD-Doorway to the Numinous and many more.

FOUNDER: NEW PARADIGM IN PSYCHOTHERAPY



Howard Gardner



- *Theory of Multiple Intelligences*
- *Art, Mind & Brain*
- *Project Zero*
- *Good Work Project*
- *5 Minds for the Future*
- *Extraordinary Minds*
- *Ethical Responsibilities of Scientists*
- *Interdisciplinary Study*
- *Preparation for a Global World*





Competencies

For Teaching Undergraduate Psychology and Assessing Student Learning Outcomes

The Assessment CyberGuide for Learning Goals and Outcomes

(Second Edition, November 2009)

Compiled by Thomas Pusateri
with assistance from Jane Halonen, Bill Hill & Maureen McCarthy



APA PRINCIPLES FOR
Quality
UNDERGRADUATE EDUCATION *in*
PSYCHOLOGY

The Assessment CyberGuide for Learning Goals and Outcomes

(Second Edition, November 2009)

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with assistance from Jane Halonen, Bill Hill & Maureen McCarthy

APA GUIDELINES
for the Undergraduate
Psychology Major

VERSION 2.0
August 2013



AMERICAN PSYCHOLOGICAL ASSOCIATION

Principles for Quality Undergraduate Education in Psychology

- **Principle 1: Students are responsible for monitoring and enhancing their own learning**
- **Principle 2: Faculty strive to become scientist–educators who are knowledgeable about and use the principles of the science of learning**
- **Principle 3: Psychology departments and programs create a coherent curriculum**
- **Principle 4: Academic administrators support and encourage quality practices in teaching and learning**
- **Principle 5: Policymakers and the general public need to understand why psychological literacy is necessary for informed citizens and an effective workforce**

Download at:

<https://www.apa.org/education/undergrad/principles-undergrad.pdf>

APA Guidelines for the Undergraduate Psychology Major

- **Goal 1: Knowledge Base in Psychology**

Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.

- **Goal 2: Scientific Inquiry and Critical Thinking**

The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods.

- **Goal 3: Ethical and Social Responsibility in a Diverse World**

Involves the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.

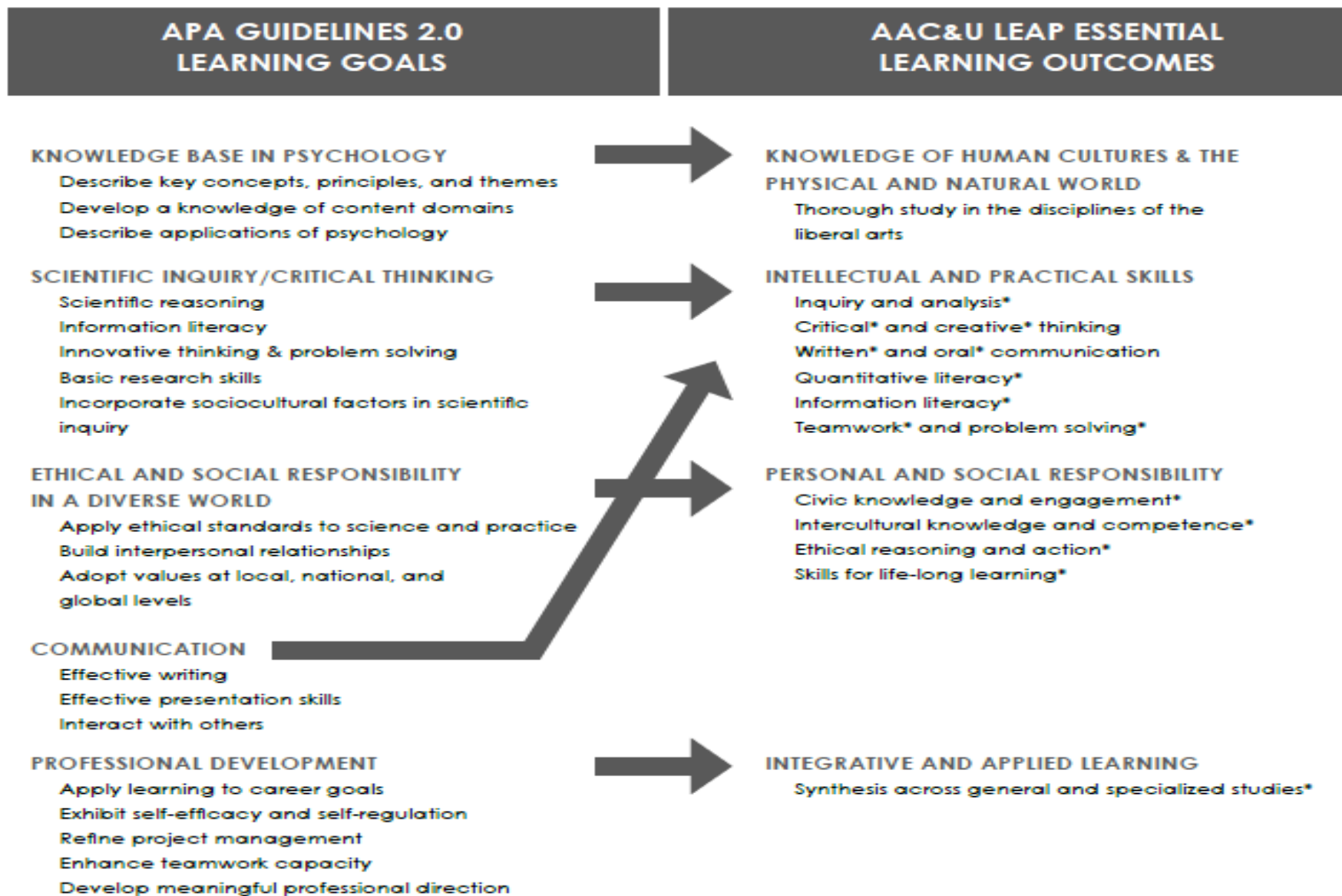
- **Goal 4: Communication**

Students should demonstrate competence in writing and in oral and interpersonal communication skills. Students completing foundation-level courses should write a cogent scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others, and express their own ideas with clarity.

- **Goal 5: Professional Development**

The emphasis in this goal is on application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.

FIGURE 1. AAC&U AND APA GUIDELINES 2.0 LEARNING OUTCOMES



Note. AAC&U = American Association of Colleges and Universities; LEAP = Liberal Education and America's Promise.

*AAC&U has created rubrics for these outcomes, available here: <http://www.aacu.org/value/rubrics>

The Assessment CyberGuide for Learning Goals & Outcomes

**UNDERSTANDING
ASSESSMENT**

**DESIGNING VIABLE
ASSESSMENT
PLANS**

**APPLYING
STRATEGIES**

**SUSTAINING AN
ASSESSMENT
CULTURE**



AMERICAN
PSYCHOLOGICAL
ASSOCIATION
EDUCATION
DIRECTORATE

[Download Assessment Cyberguide](https://www.apa.org/ed/governance/bea/assessment-cyberguide)

<https://www.apa.org/ed/governance/bea/assessment-cyberguide-v2.pdf>

Best Practices in Assessment

- **Encourage department ownership to drive the process.**
- **Define your objectives in the context of your institutional mission.**
- **Focus on collaboration and teamwork.**
- **Clarify the purpose of assessment.**
- **Identify clear, measurable, and developmental student learning.***
- **Use multiple measures and sources consistent with resources.**
- **Implement continuous assessment with clear, manageable timelines.**
- **Help students succeed on assessment tasks.***
- **Interpret and use assessment results appropriately.**
- **Evaluate your assessment practices.***

An Overview of Assessment Strategies

Course Data

- Objective Tests (e.g., multiple choice, true-false, fill-in-the-blank items)
- Essay Tests
- Embedded Questions and/or Assignments
- Classroom Assessment Techniques (e.g., 1-minute papers, course focus groups, free-writing, etc.)

Individual Projects/Performance Assessment

- Written Products (e.g., term papers, lab reports, critiques)
- New Oral Presentations (e.g., speeches, role plays)
- Graphic Tests and Displays
- Poster Presentations
- Structural/Situational Assessments

Summative Performance Assessment

- Standardized Tests
- Locally-Developed Exams
- Capstone Experiences
- Internships/Professional Applications
- Portfolios
- Assessment Center Methods (e.g., in-baskets, guided problem-solving)
- Case or Longitudinal Studies

Self-Assessment/Reflection

- Student Journals or Self-Critiques

Collaboration

- Research Teams & Group Projects (e.g., written and oral)
- On-Line Group Activities (e.g., maintaining print record of interactions in chat room or other internet-based contact)

Interviews and Surveys (Attitude Measurement)

- Satisfaction Measures (e.g., seniors, alumni, employers, graduate school advisors, parents)
- Performance Reviews (e.g., alumni, employers, graduate school advisors)
- Exit Interviews
- Focus Groups
- Follow-up Alumni Interviews
- External Examiner Interviews (exit interviews conducted by objective, external expert)

Archival Measures

- Transcript Analysis / Analysis of Transfer Patterns
- Syllabus Audit
- Demographic Data Analysis
- Alumni Database
- Library Use Statistics / Web Hits

[The Assessment Cyberguide for Learning Goals and Outcomes \(November 2009\)](https://www.apa.org/ed/governance/bea/assessment-cyberguide-v2.pdf)

<https://www.apa.org/ed/governance/bea/assessment-cyberguide-v2.pdf>

Revision of Bloom's Taxonomy

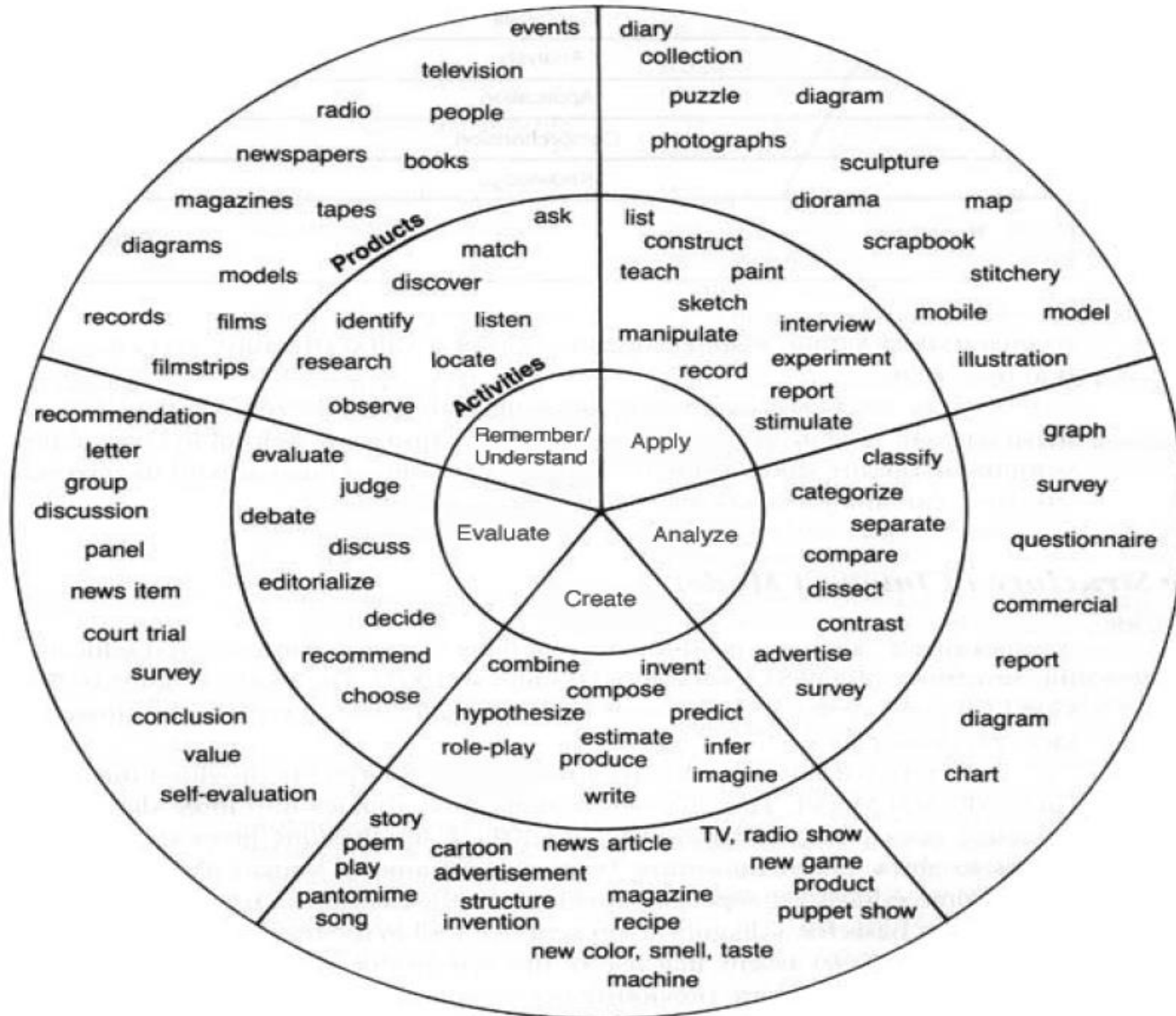


Based on:

Anderson, L.W., & Krathwohl, D.R. (Eds.) (2001). *A taxonomy of learning, teaching, and assessment: A revision of Bloom's taxonomy of educational objectives*. New York: Longman. For more information, visit <http://tinyurl.com/AndersonKrathwohl2001>

How the Taxonomy Promotes Active Learning

Cognitive Taxonomy Circle



Assessment of Student Learning Outcomes

- Programs should demonstrate that they are providing students with developmentally appropriate writing, speaking, research, collaborative, and technology opportunities.

STUDENT LEARNING OUTCOMES DOMAIN				
Outcome	Underdeveloped	Developing	Effective	Distinguished
Writing skills	Requires no systematic writing projects	Offers writing projects consistent with individual faculty commitment to writing in some courses	Develops writing skills through limited requirements in targeted classes (e.g., may include foundation or writing-intensive courses)	Implements systematic developmental plan for required writing (e.g., all senior-level courses are writing intensive)
Speaking skills	Does not provide systematic opportunities for developing oral abilities	Provides haphazard opportunities consistent with individual faculty commitment to develop oral abilities	Implements limited formal or informal opportunities to develop oral abilities	Requires developmental oral performances to facilitate oral skills that may culminate in presentations in professional contexts
Research skills	Provides no systematic opportunities or support for student scholarship	Offers selected elective opportunities (e.g., research team) for motivated students but minimal mentorship of students	Incorporates variable research experience as part of the curriculum that accommodates student skill and motivation levels	Requires scholarship from all majors as a performance obligation that integrates content and skill
Collaborative skills	Offers no systematic instruction or opportunity related to collaborative work	Facilitates opportunities but fails to provide instruction or feedback to facilitate collaborative skills	Provides some training in and feedback for improvement in collaborative skills	Embeds multiple required collaborative activities supported by sound preparation and developmental feedback
Information literacy and technology skills	Does not facilitate students' effective use of information literacy and technology	Provides limited exposure to technology, usually in the context of a single course	Requires experience in multiple contexts to develop a minimum set of technology and information literacy skills	Facilitates refined and creative use of technology and information literacy for professional activities through systematic learning opportunities

THE SKILLFUL PSYCHOLOGY STUDENT

PREPARED FOR SUCCESS IN THE 21ST CENTURY WORKPLACE

Psychology provides skills that employers value.



COGNITIVE

Analytical thinking: Solve complex problems, attend to details, plan proactively, and display comfort with ambiguity.

Critical thinking: Display proficiency with statistics, program evaluation, and research design necessary for the study of social and technical systems.

Creativity: Use innovative and resourceful approaches to problem solving and new tasks.

Information management: Be adept at locating, organizing, evaluating, and distributing information from multiple sources.

Judgment and decision making: Engage in logical and systematic thinking and ethical decision making when considering the possible outcomes of a particular action.



COMMUNICATION

Oral communication: Demonstrate strong active listening and conversational abilities in both informal and professional environments, as well as aptitude for public speaking and communicating scientific information to diverse audiences.

Written communication: Comprehend relevant reading materials to produce professional documents that are grammatically correct, such as technical or training materials and business correspondence.



PERSONAL

Adaptability: Adjust successfully to change by responding in a flexible, proactive, and civil manner when changes occur.

Integrity: Perform work in an honest, reliable, and accountable manner that reflects the ethical values and standards of an organization.

Self-regulation: Manage time and stress by completing assigned tasks with little or no supervision; display initiative and persistence by accepting and completing additional duties in a careful, thorough, and dependable manner.



SOCIAL

Collaboration: Work effectively in a team by cooperating, sharing responsibilities, and listening and responding appropriately to the ideas of others.

Inclusivity: Demonstrate sensitivity to cultural and individual differences and similarities by working effectively with diverse people, respecting and considering divergent opinions, and showing respect for others.

Leadership: Establish a vision for individuals and for the group, creating long-term plans and guiding and inspiring others to accomplish tasks in a successful manner.

Management: Manage individuals and/or teams, coordinate projects, and prioritize individual and team tasks.

Service orientation: Seek ways to help people by displaying empathy; maintaining a customer, patient, or client focus; and engaging in the community.



TECHNOLOGICAL

Flexibility/adaptability to new systems: Be willing and able to learn and/or adapt to new computer platforms, operating systems, and software programs.

Familiarity with hardware and software: Demonstrate competency in using various operating systems, programs, and/or coding protocols; troubleshoot technical errors; and use software applications to build and maintain websites, create web-based applications, and perform statistical analyses.

For more information, visit on.apa.org/2xAT2bp

Other Resources on Teaching and Learning Competencies

- [A Practical Guidebook for the Competency Benchmarks](#)
A new guidebook that provides practical information on implementing a competency-based approach to education and training.
- [Adjunct Faculty Resource Guide](#)
<https://www.apa.org/ed/precollege/undergrad/ptacc/adjunct-faculty-manual.pdf>
- [Resources for the Inclusion of Social Class in Psychology Curricula](#)
<https://www.apa.org/pi/ses/resources/publications/social-class-curricula.pdf>
This document includes course syllabi, classroom exercises, scholarly books and articles, as well as examples using fiction and popular media. It is for all psychology educators, including those teaching at the high school, college and graduate school levels.
- [ASSESSMENT OF OUTCOMES OF THE INTRODUCTORY COURSE IN PSYCHOLOGY](#)
<https://www.apa.org/ed/precollege/assessment-outcomes.pdf>
- [TOP 20 PRINCIPLES FROM PSYCHOLOGY FOR Pre K-12 TEACHING AND LEARNING](#)
<https://www.apa.org/ed/schools/teaching-learning/top-twenty-principles.pdf>
- [Guidelines on Internationalizing the Undergrad PSY Curriculum](#)
<https://www.apa.org/ed/precollege/about/international.pdf>
Resources to help teachers of psychology address the current conditions, challenges and responsibilities of internationalization.
- [Resources for the Inclusion of Social Class in Psychology Curricula](#)
<https://www.apa.org/pi/ses/resources/publications/social-class-curricula.pdf>
This document includes course syllabi, classroom exercises, scholarly books and articles, as well as examples using fiction and popular media. It is for all psychology educators, including those teaching at the high school, college and graduate school levels.
- [A Collection of Core Psychology Articles](#)
<https://www.apa.org/members/content/secure/core-psychology-articles-booklet.pdf>

Other Resources on Teaching and Learning Competencies

- **Teaching Psychology, Where Can I Find Help?**

<https://www.apa.org/ed/precollege/topss/help-teaching-psychology>

This resource provides the novice or veteran psychology teacher with a quick reference for needs and questions that arise while preparing to teach a course in psychology.

- **Resources for Teachers of Psychology**

<https://www.apa.org/action/resources/teachers/index>

Understanding the science of psychology can help students in their careers and their lives. Psychological science is the foundation of many interesting career paths.

- **Revised Bloom's Taxonomy**

<https://tlc.iitm.ac.in/PDF/Blooms%20Tax.pdf>

f



Innovations

*Examples of Projects, Assignments, Rubrics and More in the
Teaching and Assessment of Psychology*



Modes of Teaching

*Team Teaching, Cross-Disciplinary, Hybrid, Face-to-Face
(traditional lecture vs. active learning) with Technology,
Cooperative Teaching, Online, Live*





Teaching with Technology

Online Psychology Portals

With interactive e-books, videos, quizzes, critical thinking exercises, tests and other analytics.



Online Psychology Portals

PSY 200-Principles of Psychology-Spring 2013 - Windows Internet Explorer

C:\Documents and Settings\raking\My Documents\Psy 200 Grant\PSY 200-Principles of Psychology-Spring 2013.mht

Google

PSYCH PORTAL

David G. Myers

PSYCHOLOGY TENTH EDITION IN MODULES

enter search terms or page/section

Rosalyn King (Instructor)

HOME E-BOOK COURSE MATERIALS DIAGNOSTIC QUIZZING LearningCurve ASSIGNMENT CENTER COMMUNICATE CALENDAR GRADEBOOK COU

PSY 200-Principles of Psychology-Spring 2013

HELP

PSYCHOLOGY 200-PRINCIPLES OF PSYCHOLOGY
DISCOVERING INTRODUCTORY PSYCHOLOGY AND THE SCIENCE OF MIND
SPRING 2013

Psychology 200, Principles of Psychology surveys the integrated field and science of psychology. The course explores the dynamic factors influencing human behavior and provides an overview of the basic foundation of psychology, psychological principles and the various psychological fields.

Course focus will emphasize psychology as an integrated and hub science rather than solely as therapeutic and applied practice. The course will broaden the student's understanding of the scope of the field and discipline; and demonstrate its practical application while expanding one's vision and perspectives toward a major or advanced study in the field.

Course will be presented in seven (7) segments: Overview and History of Psychology, The Science of Mind, Developmental Science, The Cognitive Sciences, Differential Psychology, Social Behavior, and Applying Psychological Science.

Customize Your Portal

Course Info

- Course Name: PSY 200-Principles of Psychology-Spring 2013
- Course #: PSY 200 Section #: ALL
- Instructor: Dr. Rosalyn King; Julie Carvalho; Lara Ewing
- Contact Info: raking@nvcc.edu; lewing@nvcc.edu; jcarvalho@nvcc.edu
- Office Hours: Mondays 2-4pm
- Syllabus (file)
- Syllabus (link)

Announcements

[add/edit announcements](#)

View: Past Present All | Sort: Descending

Thursday, January 03, 2013

Welcome to PsychPortal!

SCIENTIFIC AMERICAN News Feed

Mindfulness May Improve Test Scores → (60-Second Mind - Yesterday)

Gum Chewing May Improve Concentration → (60-Second Science - Mar 26)

Text Mining Uncovers U.S. Emotion and British Reserve → (News - Mar 22)

Serotonin Receptors Offer Clues to New Antidepressants → (News - Mar 22)

We Think the Future Is Closer Than the Past → (60-Second Mind - Mar 22)

How to Create an Optimal Workout Playlist → (Features - Mar 20)

Let's Get Physical: The Psychology of Effective Workout Music → (Features - Mar 20)

Assignment Center

ADD AN ASSIGNMENT

SHOW: ALL ENROLLED USERS

Assignment Type / Title

- Overview and History of Psychology
- Research and Ethics in Psychology
- Science of Mind
- ✓ Psy 200 Pre Test
- Developmental Science
- Examinations
- Cognitive Science
- Differential Psychology
- Social Psychology

Online Psychology Portal Analytics

Assignment Report: Examination #1 (Overview, Science of Mind and Developmental Science)
 Due date: 4/11/2013 5:00:00 PM
 Gradebook category/points: Exams / 100
 Max Attempts: 1

Grade Distribution

n: 26 grades
 mean: 78.7% • standard deviation: 13.1
 min: 36.4 • median: 81.3 • max: 97

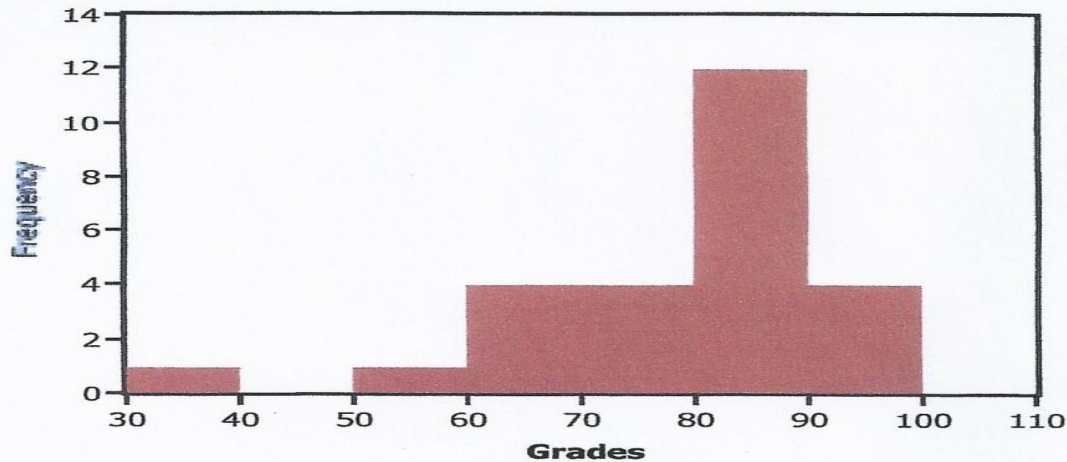


Table Stem & Leaf
 Histogram

Lower Limit
 Interval Width

Grade Distribution

n: 26 grades
 mean: 78.7% • standard deviation: 13.1
 min: 36.4 • median: 81.3 • max: 97

Int.	<i>f</i>	%	Cum. <i>f</i>	Cum. %
30 - 39	1	3.8	1	3.8
40 - 49	0	0.0	1	3.8
50 - 59	1	3.8	2	7.7
60 - 69	4	15.4	6	23.1
70 - 79	4	15.4	10	38.5
80 - 89	12	46.2	22	84.6
90 - 99	4	15.4	26	100.0
100 - 109	0	0.0	26	100.0

Grade Distribution

n: 26 grades
 mean: 78.7% • standard deviation: 13.1
 min: 36.4 • median: 81.3 • max: 97

Stems represent 10's
 Leafs represent 1's

```

3 | 6
4 |
5 | 2
6 | 1799
7 | 0489
8 | 000144555677
9 | 0117
10 |
    
```

Other Online Psychology Resources

- **[APA Online Psychology Laboratory](#)**

provides highly interactive resources for the teaching of psychological science for students and teachers.

- **[Illusionworks](#)**

Illusionworks Inc., is the most comprehensive collection of optical and sensory illusions on the WWW. View the video by Al Seckel and also explore illusions and photography. This site contains numerous interactive demonstrations, up-to-date and reliable scientific explanations, school projects, illusion artwork, interactive puzzles, 3D graphics, suggested reading lists, bibliographies, perception links, etc. Provides information in introductory and advanced levels. Go to the advanced level.

- **[Sniffy, The Virtual Rat](#)**

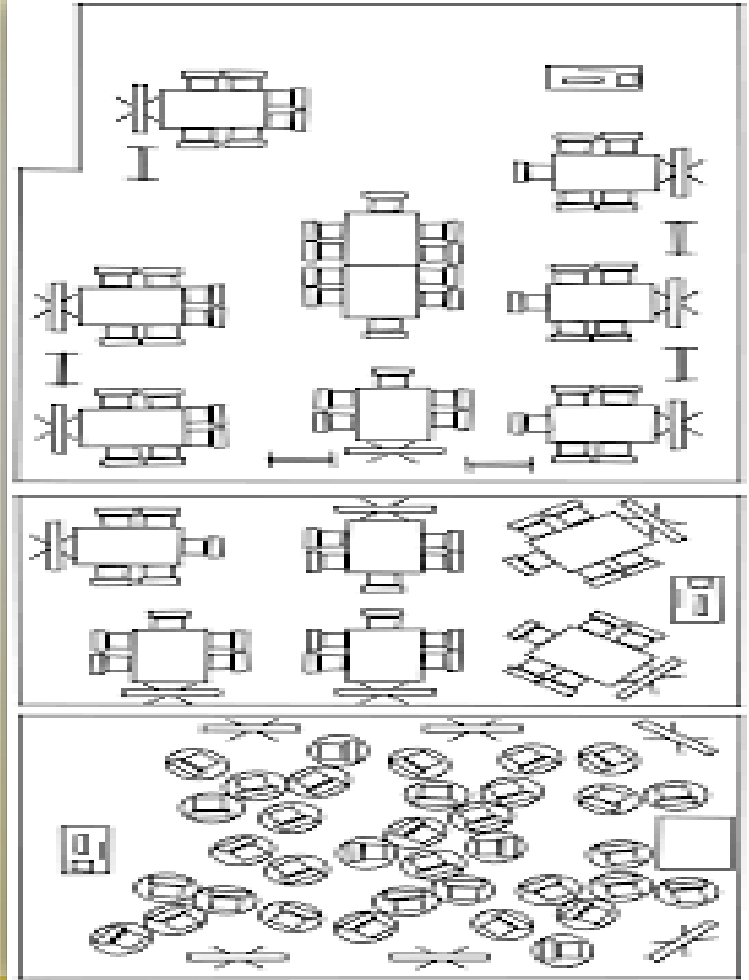
- Using Sniffy in the psychology of learning, you can explore operant and classical conditioning. Look at the tutorials and then download Sniffy in preparation of your in-class laboratory time.

- **[Personality Tests](#)**

- A variety of informal personality and lifestyle tests.

Classroom Designs and Learning Studios

Flexible spaces with rolling and movable furniture to facilitate active learning.



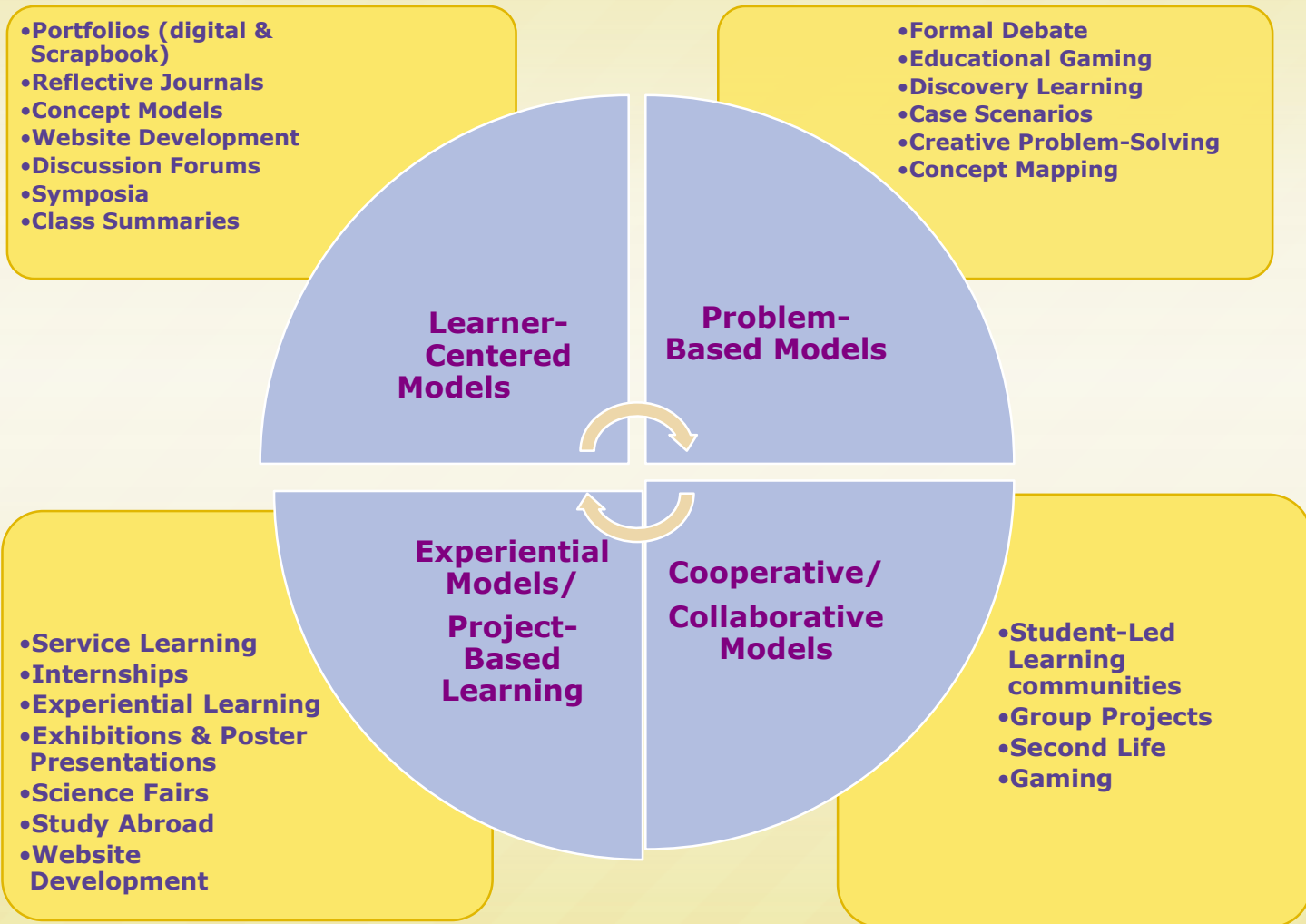
Authentic Teaching, Learning and Assessment

Models



Instructional Models and Strategies

Differentiated Instruction, Flipped Classroom, Authentic Instruction





Portfolios

Description

- ❖ A showcase of student performance. Artifacts, items, objects, or articles as examples of students' understanding and learning in a subject.
- ❖ Core of the portfolio are reflective narratives connecting to discipline content.
- ❖ Exhibits what students have learned, skills, talents and understanding of concepts and content.
- ❖ Attempts to restructure learning and instruction.
- ❖ Designed to present a broader and more genuine picture of learning.

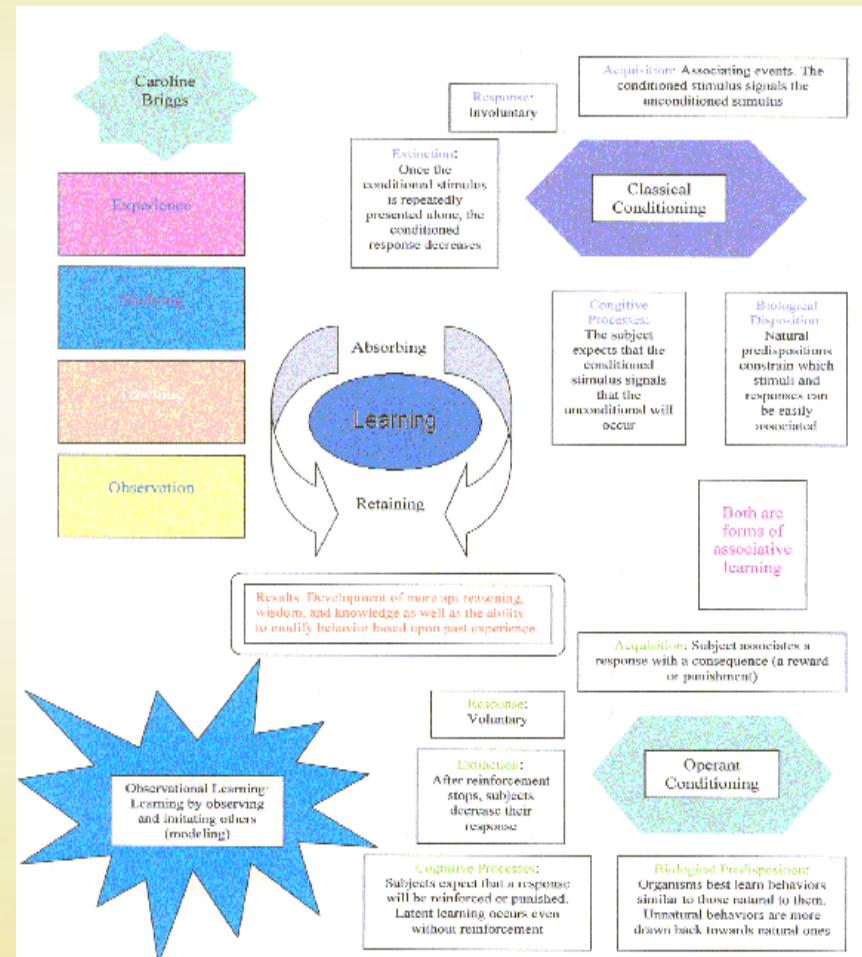
Action Steps: How To Get Started

- ❖ Review Pertinent and Related Research
- ❖ Conceptualize Model(s)
- ❖ Develop Set of Written Guidelines For Students to Follow
- ❖ Develop Assessment Criteria
- ❖ Develop Assessment Form for Student Feedback
- ❖ Implement Model in Classroom
- ❖ Reflect on Reactions and Experiences
- ❖ Collect Model Portfolios for Future Students to Use as Guide
- ❖ Compile and Evaluate Student Comments
- ❖ Continually Modify and Improve Techniques

Concept Models

Description

- A concept is a cognitive conceptual framework displayed in graphical form. It may group similar events, ideas, objects or people.
- Elements of cognition that help to simplify and summarize information.
- Aids in memory, understanding and thinking.
- Can be used to summarize readings, lectures, making notes in seminars, reviewing for an exam, working on an essay, definition construction, paradigm shifts, creative writing, developing models and more.



Concept Models

WHAT IS PSYCHOLOGY?

Romancing

family's

Lonely

SECRET

DR. C. GEM

Psychology is a science that relates to how people think and why they act the way they do. There are many different types of psychology such as abnormal, child, and criminal psychology. Psychology is the most common science of human behavior. It relates to everyday life and provides reasons and theories for different behaviors.

CHILDREN

RELATIONSHIPS THE HAPPY COUPLE

DESIRES

Mr. Manic-depressive

Good morning, Miss Smith.

Bum! m'anks, Gra Smith.

Quarantain, Paban Smith.

Katrina, m'anking Smith.

Good afternoon, Missa Smith.

As usual from, miss Smith.

What is Learning?

Bloom's Taxonomy

Learning Disabilities:

can affect: Listening, Speaking, Reading, Writing, Math

Intelligence Quotient

A measure of intellectual functioning determined by the Wechsler Intelligence Scale for Children. It contains two subscales: a performance scale and a verbal scale. The performance scale measures the ability to solve problems without the use of words, to think rapidly in visual images and to quickly interpret visual materials.

Gifted Learners

In Jav's definition of giftedness, adopted by the Federal Government in 1991, the gifted student is one who exhibits evidence of high performance capability in areas such as leadership, creative, artistic, or leadership capacity, or in specific academic fields, and require services or activities not ordinarily provided by the school in order to fully develop such capabilities. In addition, it states that "children and youth with outstanding talents perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment... Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor."

Slow Learners

Slow learners are students who score below the average range on IQ tests. They include students who score approximately 1.5 to 2.0 standard deviations below the average range on IQ tests. They are often characterized by low achievement and slow learning. According to Dr. Steven H. Bace, "Slow learners account for a disproportionate number of school dropouts, attend less regularly, miss class more frequently, experience more frequent absences, are more often referred to special education, and are more likely to be referred to the principal's office." They are often characterized by low achievement and slow learning. According to Dr. Steven H. Bace, "Slow learners account for a disproportionate number of school dropouts, attend less regularly, miss class more frequently, experience more frequent absences, are more often referred to special education, and are more likely to be referred to the principal's office." They are often characterized by low achievement and slow learning.

WHAT YOU DON'T KNOW COULD KILL YOU

how to BOOST YOUR BRAINPOWER

the last word

Service Learning

A Developmental Psychology Class in the Field



A total class service learning project at the Loudoun County Transitional Home for displaced families.

For more on Service Learning, to visit other links and to get the rubric and assessment packet for student grading, visit my website at:
<http://www.psyking.net/id117.htm>

Digital Projects

Digital Reflective Journal

- [Reflective Journal-Saad.pdf](http://www.psyking.net/id149.htm)
(<http://www.psyking.net/id149.htm>)

Websites

- *Saikology*
<http://www.saikology.com/>
- [Dissociative Identity Disorder](https://psychologydid.my-free.website/)
<https://psychologydid.my-free.website/>

Digital Projects

Video Productions

- *The Stanford Experiment*
<https://youtu.be/DOd7U4WNnWU>
- *How Far I've Come*
https://youtu.be/_k7ZNi4f4B8

Digital Posters

https://prezi.com/dm1gq8bauv-q/psychology/?utm_campaign=share&utm_medium=copy

Other Types

Infographics

Games

Digital Research Papers

Lessons Learned

Tips for the Teaching of Psychology

Lessons Learned

- **Effective and detailed course syllabus and class schedule.**

Making sense out of the book and organizing content effectively – combining subject content to make more teachable and understanding.

Learning the material and interpreting content.

Lessons Learned

Differentiating instruction to meet the needs of all types of learners.

Read and research psychology and the strategies for the teaching of psychology. Stay updated.

Script out Lectures. Add and modify each semester.

Lessons Learned

Develop skills in critical reflection.

Build and perfect teaching skills with each course.

Collect data from students to improve your craft.

Lessons Learned

Don't be afraid to borrow ideas, teaching strategies, lessons, etc.

Participate in professional development and self-development.

**Stalk yourself and your teaching.
Reflective Practice.**

Future Directions

- ***Separate Science***
- ***Focus on Scientific Aspects***
- ***Increased Interdisciplinary Focus***
- ***Cross disciplinary, Multidisciplinary Collaborations and Teams***
- ***More Co-Teaching***
- ***New Training Mandates***
- ***Improved Methodologies for Scientific Studies***
- ***Improved Technology***
- ***Growing Areas of Specializations, Careers and Demand***
- ***Psychology's Impact and Representation in the Global World***



SAMPLE OF DISCIPLINES AND CAREERS IN PSYCHOLOGY

Adolescent psychology
Addiction psychology
Adult development and aging
Analytical psychology
Applied psychology
Applied experimental psychology
Art Therapy
Assessment psychology
Aviation psychology
Behavioral economics
Behavioral neuroscience
Behavioral psychology
Biological psychology
Child psychology
Clinical health psychology
Clinical psychology
Cognitive and perceptual psychology
Cognitive developmental psychology
Cognitive ergonomic psychology
Cognitive neuroscience
Community psychology
Comparative psychology
Consulting psychology
Consumer psychology
Correctional psychology
Counseling psychology
Criminal psychology
Cross-Cultural psychology
Developmental psychology
Developmental health psychology
Economic psychology
Educational psychology
Energy Medicine
Engineering psychology
Environmental, population and conservation
psychology
Evolutionary psychology
Experimental psychology
Family psychology

Forensic psychology
Forensic neurophysiologists
Gender psychology
Gero or Geriatric psychology
Group psychology and psychotherapy
Health psychology
History of psychology
Human factors and Ergonomics
psychology
Humanistic psychology
Human Sexuality
Industrial/organizational psychology
Infant psychology
Interdisciplinary psychology
International psychology
Media psychology and technology
Medical psychology
Military psychology
Musicology
Neuroendocrinology
Neuropsychology and Behavioral
Neuropsychology
Neuroscience
Orthopsychology
Occupational Health psychology
Peace, conflict and violence psychology
Pediatric psychology
Perception
Personality psychology
Philosophical psychology
Physiological psychology
Positive psychology
Private practice
Psychology of religion and spirituality
Psychoanalytic psychology
Psychocardiology
Psycholinguistics
Psychometry
Psychoneuro-immunology

Psychopathology
Psychopharmacology and
Pharmacotherapy
Psychophysics
Psychosocial oncology
Psychotherapy
Quantitative and
measurement psychology
Quantum psychology
Rehabilitation psychology
School psychology
Sensation
Sleep Medicine
Social neuroscience
Social psychology
Space Psychology
Sports psychology
Statistical psychology
Theoretical and
philosophical psychology
Trauma psychology

(King, 2018)

Psychological Science Associations

American Psychological Association (APA)

www.apa.org

Association of Psychological Science(APS)

www.psychologicalscience.org

International Union of Psychological Science(IUPS)

<http://www.iupsys.net>

Bahamas Psychological Association (BPA)

<http://www.bahamaspsych.org/aboutus.htm>

Caribbean Alliance of National Psychological Associations (CANPA)

<http://www.canpanet.org/>

Jamaican Psychological Society

<https://www.jampsych.com/>

The Barbados Society of Psychology

<https://www.facebook.com/TheBarbadosSocietyofPsychology/>



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Mandalas: <http://www.dhushara.com/book/jung/jung2.htm>