

1 **Strengthening the Common Core of the Introductory Psychology Course**

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5 APA Board of Educational Affairs Working Group on

6 Strengthening the Common Core of the

7 Introductory Psychology Course (2012)

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13 **Strengthening the Common Core of the Introductory Psychology Course**

14 Participants at the 2008 APA National Conference on Undergraduate Education
15 held at the University of Puget Sound articulated several high-priority recommendations
16 later published in *Undergraduate Education in Psychology: A Blueprint for the Future of*
17 *the Discipline* (Halpern, 2010) and embodied in the *Principles for Quality*
18 *Undergraduate Education in Psychology* (APA, 2011). Conference participants made
19 two strong recommendations about the importance of the introductory psychology course
20 (henceforth Intro Psych). The first was that the Intro Psych course should be a
21 prerequisite for all other psychology courses. The second was that the Intro Psych course
22 should mirror the core model for the psychology major.

23 To address these recommendations, APA's Board of Educational Affairs (BEA)
24 established a Working Group to Strengthen the Common Core of the Introductory
25 Psychology Course. BEA charged the Working Group to:

- 26 1. Examine the common core of the Intro Psych course at the college level including
27 the content, outcomes, possibility of a laboratory component, and implications for
28 a major vs. a non-major directed course.
- 29 2. Recommend potential action steps to BEA on strengthening the common core.

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Background

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Psychology has been an active scientific area for over 100 years. The field has made significant technological and methodological innovations, with new areas evolving and pre-existing areas merging. Yet most Intro Psych textbooks are still comprised of the same 14-16 chapters (Griggs & Jackson, 2013). Correspondingly, the structure of the Intro Psych course has remained relatively consistent.

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Although there have been major studies of the psychology curriculum over the years (e.g., Brewer et al., 1993; Perlman & McCann, 1999; Stoloff et al., 2010), none of the reports focused on the content or organization of Intro Psych. In one notable exception, Homa and colleagues (2013) examined the objectives and content of Intro Psych courses and found considerable variance nationally, with some focused more on psychology as a science and others focused on psychology as a means of self-understanding and improvement.

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Psychology is a growing discipline that concerns the enormous complexity of human behavior in its cultural context, and psychological research contributes in important ways to solving a wide range of problems. For example, many of the most pressing contemporary social problems (and likely problems of the next century) reflect, to an appreciable extent, modifiable cognitions, emotions, and behaviors. These problems include prejudice and discrimination, exploitation and violence, depression and dysphoria, child neglect and parental divorce, and the rising medical costs associated with behavioral and cultural factors. More young people die or become disabled from unfortunate behavioral choices (e.g., drug use, gang violence, drinking and driving) than from all diseases combined (Gurung, 2014). In addition, many intriguing scientific

56 problems facing humankind – ranging from the neural basis of thought, emotion, and a
57 sense of the self; the cognitive operations underlying effective problem solving and
58 optimal decision making; the sociocultural factors that make education effective and
59 enjoyable; the best means of dealing with life’s stressors; and humankind’s place within
60 the tree of life – are questions that fall within the purview of psychology.

61 At the same time, psychological science has a demonstrated track record of
62 enhancing human functioning at both the micro and macro-levels (e.g., APA, 2005;
63 2010). The procedures for optimizing human potential are the subject matter of
64 psychology: successful parenting and aging, athletic and artistic flow, extraordinary
65 memory and reasoning, and maximizing the development of intelligence, environmental
66 conservation, are but a few topics that have been subjected to scrutiny in psychological
67 laboratories.

68 However, the contemporary Intro Psych course structure tends to not accurately
69 reflect the discipline as it stands today. Specifically, most textbooks still treat different
70 areas of psychology (e.g. social, personality) as if they are distinct and studied in
71 isolation of other areas. In fact, psychological research today rarely utilizes material
72 covered in just one chapter of an Intro Psych textbook (Cacioppo, in press). This silo-like
73 representation is also seen when psychology is divided into ‘domains’, referred to in such
74 documents such as the *National Standards for High School Psychology Curricula* (APA,
75 2011) and *Guidelines for the Undergraduate Psychology Major* (APA, 2007). Domain
76 may not be the best way to demarcate the contemporary nature of our field.

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101 applications of psychological science), with each domain including standard areas that
102 cover the breadth of Intro Psych. Each domain's standard areas include relevant unit
103 topics such that by teaching at least one unit from each domain, students in high school
104 psychology courses receive a representative picture of contemporary psychology. The
105 *Standards* could consequently also be used to organize, plan, and direct college-level
106 Intro Psych (Smith & Fineburg, 2006).

107 The *Guidelines for the Psychology Undergraduate Major* (henceforth *Guidelines*;
108 APA, 2007) capture “a set of optimal expectations for performance at the completion of
109 the baccalaureate degree by students who major in psychology. The document outlines 10
110 goals and suggested learning outcomes that represent reasonable departmental
111 expectations for the undergraduate psychology major across educational contexts” (APA,
112 2007, p. v). The most recent revision of the *Guidelines* -- APA Guidelines for the
113 Undergraduate Psychology Major 2.0 (hereafter *Guidelines 2.0*) -- incorporates changes
114 that reflect emerging best practices and integrate psychology's work with benchmarking
115 scholarship in higher education. *Guidelines 2.0* abandoned the original distinction
116 between psychology-focused skills and psychology skills that enhance liberal arts
117 development. Instead, the new guidelines describe five inclusive goals for the
118 undergraduate major that represent more robust learning and assessment activities (APA,
119 2013). Similar to the *Standards*, the *Guidelines 2.0* also help to shape a common core for
120 Intro Psych.

121 Conceivably, Intro Psych could mirror the core model for the psychology major
122 but there is little consistency in requirements for the major (Stoloff et al., 2010). The
123 undergraduate psychology major differs markedly from one institution to another, in

124 areas such as semester hours needed, the implementation of capstone courses, or even
125 required and elective class topics. Dunn and colleagues (2010) suggested a curricular
126 model for the psychology major and recommended that Intro Psych mirror the same
127 model. But their recommendation from the 2008 APA National Conference on
128 Undergraduate Education remains just that – a recommendation without implementation
129 or other action.

130 **Should Intro Psych have a Common Core?**

131 Intro Psych enrolls between 1.2 million and 1.6 million students annually (Steuer &
132 Ham, 2008); it is the second most popular college course in the nation, second only to
133 English Composition (Adelman, 2004). Intro Psych is required for the psychology major
134 in 98% of U.S. colleges (Stoloff et al., 2010) and is taken by 60% of high school students
135 (Adelman, 2004). Intro Psych serves not only as a prerequisite for other courses in the
136 discipline, but for most college students as their only formal exposure to psychological
137 science.

138 “Given the ubiquitous relevance of psychology to other majors and fields, most
139 jobs, and the world in general, as well as the many contributions an understanding of
140 psychology can have to personal growth and development, all students need to receive a
141 common core of content” (Dunn et al., 2010, p. 59). The recent expansion of methods to
142 deliver Intro Psych in new ways, such as UPACE, hybrid/blended, online, and Massive
143 Open Online Courses (MOOCs), allows the breadth and depth of Intro Psych content to
144 evolve rapidly and to fit easily the new formats.

145 A core provides a singular message to students and the public about what
146 constitutes the field of psychology. A common core for all institutions offering the course

147 will ensure greater consistency in what majors and students taking the course as a general
148 education requirement receive. “Internal and external pressures on the discipline ...
149 suggest a need for a common, coherent core curriculum for the undergraduate psychology
150 major” (Dunn et al., 2010, p. 53). Having a common core for Intro Psych will map nicely
151 onto calls for a common curriculum (for the major), the use of quality benchmarks
152 (Dunn, McCarthy, Baker, Halonen, & Hill, 2007), and the *APA Guidelines for the*
153 *Undergraduate Psychology Major 2.0* (APA, 2013). Having a common core in Intro
154 Psych should also help students prepare for the forthcoming behavioral components in
155 entrance exams for medical school (i.e., MCAT 2015).

156 There is also an additional compelling reason to have a common core. Currently,
157 psychology lacks a universal assessment of knowledge. Assessment, whether across
158 instructors or across time, at the department level or across institutions, necessitates a
159 similar, if not standardized, experience. It will benefit the field to have a universal
160 assessment. At the Intro level, it would be beneficial for psychology to have a standard
161 set of assessment questions, perhaps tied to the *National Standards*, which can be used to
162 assess student knowledge. Having a standard assessment would allow departments to
163 compare their students directly to other programs. It would also be extremely useful as a
164 research tool for studying effective pedagogies. Departments or faculty could pick and
165 choose specific modules they want to assess, but there is no easy way to compare student
166 accomplishments if there is no consistency of content.

167 A common core could also be used across institutions. Fields such as physics
168 have common content assessments such as the Force Concept Inventory (Hestenes,
169 Wells, & Swackhamer, 1992). The discipline of psychology has no such measure, and we

170 lack thorough knowledge of the extent to which Intro Psych students are achieving
171 learning outcomes.

172 **What is being Taught in the Intro Psych Course?**

173 Before one can strengthen a common core, one needs a common core. Before
174 proposing a viable model for such a core, the Task Force searched for evidence of what is
175 currently being covered in Intro Psych.

176 There is a surprising dearth of information on this point. The majority of research
177 focuses on content analyses of Intro Psych textbooks. Textbooks have little similarity in
178 content, and vary in length, and comprehensiveness (Griggs, Bujak-Johnson, & Proctor,
179 2004; Landrum, Gurung, & Spann, 2012). Miller and Gentile (1998) found little
180 consensus among instructor ratings regarding important topics and those topics covered
181 in the class. The Task Force found only one published article on whether Intro Psych
182 courses share learning objectives or a common core.

183 Homa et al. (2013) examined student learning objectives and course content in
184 158 Intro Psych syllabi. Student learning objectives were mapped to the 2007 version of
185 the *Guidelines*. Over 50% of the syllabi contained objectives specific to the science and
186 application of psychology (knowledge base, research methods, application). Analysis of
187 content coverage revealed that instructors spent significantly more time on topics related
188 to physiological and cognitive psychology and spent significantly less time on topics
189 related to the history and scope of psychology, research methods, and developmental
190 psychology. Importantly, this was across instructors in all specialty areas. Instructors
191 spent a disproportionate amount of time on certain content areas. Additionally,

215 Cacioppo (2007) presents one alternative, a novel representation of modern
216 psychology. In his view, many of the most exciting advances in psychology today are
217 emerging at the intersections – across traditional training areas within psychology and
218 across disciplines. Comprehensive understandings of the mind and behavior are requiring
219 a combination of perspectives. For instance, it is widely recognized that the level of
220 testosterone in male rhesus monkeys predicts their sexual advances toward females in the
221 colony. However, research has also shown that the level of testosterone in these male
222 monkeys is influenced by the availability of receptive females (Bernstein, Gordon, &
223 Rose, 1983). That is, the hormonal influence on behavior and the social environment in
224 which that behavior is being expressed are mutually influencing the other. One cannot
225 develop a comprehensive understanding of their behavior by focusing on only a
226 biological or a social perspective (Cacioppo, in press). The implication is that the
227 centrifugal forces that not long ago threatened to splinter the discipline appear to be
228 receding in favor of new centripetal forces fueled by the search for more comprehensive
229 and predictive theories.

230 No longer simply a collection of independent domains based on historical or
231 administrative distinctions, psychology in the 21st century appears to becoming an
232 integrative multilevel science. Specifically, there has been a trend in the direction of
233 partitioning the science of mind and behavior into different levels of organization, with
234 each contributing to our understanding of human behavior. The *biological* perspective in
235 psychology concerns the material substrates for the mind and behavior; the *cognitive*
236 perspective emphasizes the information processing representations and operations; and

237 the *social* perspective stresses the role of the presence of conspecifics, imagined or real,
238 and of the sociocultural context.

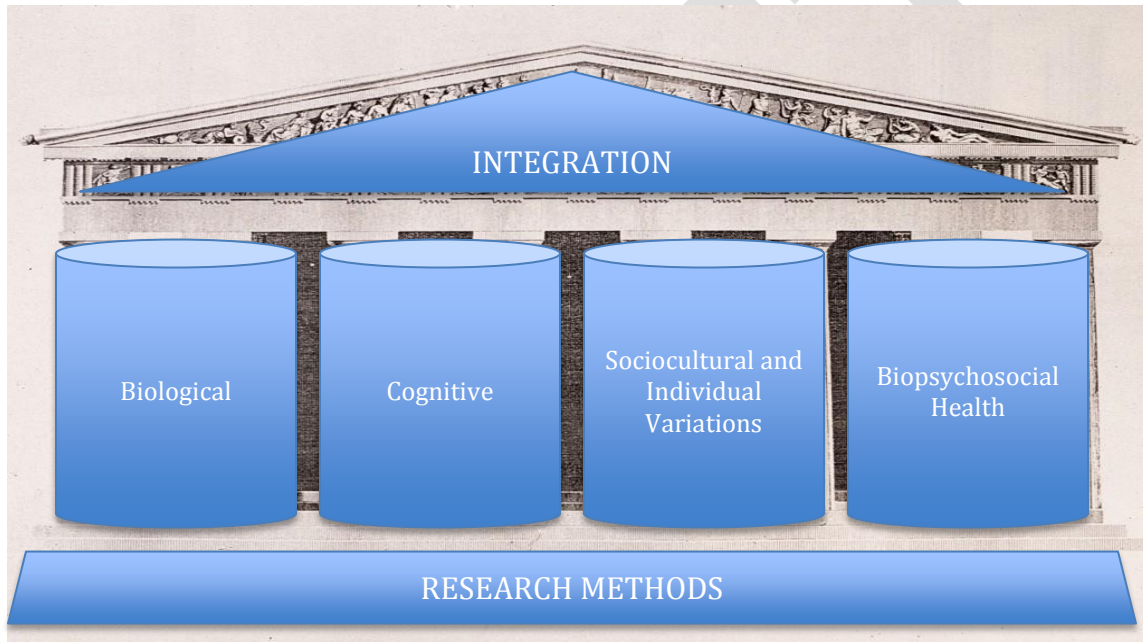
239 Additionally, there are cross-cutting perspectives that offer valuable insights into
240 the mind and behavior. The study of the nature and influence of changes over time (e.g.,
241 growth, decay) in neural substrates, information processing operations, and social
242 influences represents a *developmental* perspective in psychology; the investigation of the
243 causes and consequences of failures in neural substrates, cognitive operations, and social
244 organizations and what such failures mean for understanding the healthy system
245 represents a *biopsychosocial health* perspective; and attention to the variation around the
246 central tendency to gain leverage in formulating and testing psychological theory
247 represents a *sociocultural and individual variations* perspective. These cross-cutting
248 vectors are illustrative rather than exhaustive, of course, as there are other cross-cutting
249 perspectives, as well. Among these are *Applications, Research Methods, and Social*
250 *Responsibility* (Cacioppo, 2007).

251 The point is to underscore that each domain has substantive implications for the
252 others in the pursuit of comprehensive psychological explanations and applications. The
253 in-depth study of any one of these domains is essential, but a comprehensive
254 understanding of the mind and behavior is more likely to be achieved by an *integration* of
255 what we know and can learn across multiple levels/perspectives than by focusing on
256 individual domains.

257 Psychology is no longer a gathering of individual, isolated areas, as a cursory look
258 at many Intro Psych textbooks suggests to students. The Intro Psych course should
259 reflect the reality of an integrative multilevel science. Furthermore, Intro Psych can serve

260 as a stand-alone structure or as the foundation for the psychology major. We build on
 261 this metaphor and represent recommendations for teaching the course using an
 262 architectural analogy.

263 The content of Intro Psych can be conceptualized using the schematic of a classic
 264 Greek structure. Consistent with national recommendations for the major and with
 265 reviews of the contemporary nature of the field, the BEA Working Group recommends
 266 that instructors of Intro Psych cover:



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268 1. **The scientific method**, the true foundational basic building block and core of our
 269 discipline. Consistent with Goal 2 of the *Guidelines 2.0*, students in Intro Psych
 270 should learn skills involving the development of scientific reasoning and problem
 271 solving, including effective research methods. Students should learn basic skills
 272 and concepts in interpreting behavior, studying research, and applying research
 273 design principles to drawing conclusions about behavior.

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275 **2. At least two topics** from each of the main pillars of the field.

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277 • **Pillar 1: Biological** (e.g., Neuroscience, Sensation, Consciousness,

278 Motivation)

279 • **Pillar 2: Cognitive** (e.g., Cognition, Memory, Learning, Perception)

280 • **Pillar 3: Sociocultural and Individual Variations** (e.g., Social,

281 Personality, Intelligence, Emotion, Multicultural, Gender)

282 • **Pillar 4: Biopsychosocial Health** (e.g., Abnormal, Health, Clinical)

283

284 **3. Each of the following** should be covered for **each topic**. Just as concrete is

285 composed of different elements, each pillar is composed of different elements that

286 are now common themes across the field.

287 • **Ethics:** What are the major ethical considerations of conducting research

288 or applying the topic or phenomenon?

289 • **Diversity:** What are variations across individual and roles, including those

290 based on age, gender, sexual orientation, gender identity, race, ethnicity,

291 culture, national origin, religion, disability status, language, and

292 socioeconomic status?

293 • **Development:** What is the developmental nature of the phenomenon

294 under study, whether it be a neuron, human, or behavior?

- 295 • **Variations in Human Functioning:** What are the positive and negative
296 extremes of the phenomenon under study? Highlight failures/successful
297 examples.
- 298 • **Applications:** How does the content of the course apply to everyday life?

299

300 4. The structure is **capped by an Integration Module** that ties together the different
301 areas into a coherent whole and represents the integrative nature of contemporary
302 psychology. In contrast to focusing on just cognition or biology or just social
303 situations, modern psychology integrates different approaches. Similar to the call
304 for capstone courses for the major (Dunn et al., 2009), the Task Force
305 recommends that students in Intro Psych receive explicit examples of how the
306 different pillars of psychological science are integrated. For example, conflict in
307 close relationships can be better understood by personality characteristics, social
308 or situational factors, developmental histories of each partner, and underpinning
309 biological factors.

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311 In offering these recommendations for a common core in Intro Psych, the BEA Working
312 Group has tried to strike a nuanced balance providing flexibility yet guidance. We aimed
313 to avoid either a prescriptive, overly standardized approach on the one hand, or the extant
314 idiosyncratic approach on the other. We cherish academic freedom and recognize the
315 diversity of faculty members, teaching situations, and student audiences. At the same
316 time, a mature science should be able to agree upon and communicate its unifying core
317 while embracing diversity.

318

319 Recommendation 2. Offer a National Assessment Plan for Intro Psych

320 Although our recommended model does not specify explicit content topics, the
321 components of the pillars need to be assessed. As stated previously, there is limited
322 research on what exactly takes place in the Intro Psych class. Most information on the
323 Intro Psych course comes from publishers' market research (e.g., pubtracker) and
324 textbook extrapolations. In order to establish how our students perform or where reform
325 is needed, we first need basic information on how the course is taught, how students
326 perform on learning outcomes, and how reliable and valid the assessments are.

327 The *Guidelines 2.0* and the *Assessment Cyberguide for Learning Goals and*
328 *Outcomes in the Undergraduate Psychology Major* (APA, 2009) provide learning
329 outcomes. The *Guidelines 2.0* also identify potential assessment instruments for each of
330 the outcomes. Regardless of whether instructors use the learning outcomes in the
331 *Guidelines 2.0* or their own, the Working Group believes that a nationally coordinated
332 focus on the assessment of Intro Psych learning outcomes in general is sorely needed.
333 That can be better accomplished once a common core becomes accepted and established
334 across the discipline.

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**336 Recommendation 3. Provide Similar Content for Intro Psych for Psychology Majors
337 and Non-majors**

338 The Intro Psych course should contain the same content and experiences for all
339 students at a given institution regardless of why students are taking the course (Halpern,
340 2010). Although some psychology departments may be tempted to create an Intro Psych

341 course specifically for psychology majors, there is no evidence in the literature that
342 suggests that this is differentially effective.

343 Departments that want a more robust Intro Psych course for their majors may
344 instead modify other requirements and sequencing. For example, although most
345 psychology departments require their majors to take Research Methods early in their
346 undergraduate experience (Stoloff et. al., 2010), departments that want to provide more
347 early experiences might be better served by creating another course such as one that
348 addresses career preparation (Atchley, Hooker, Kroska, & Gilmour, 2012; Brinthaupt,
349 2010; Thomas & McDaniel, 2004), preparation for the major (Atchley et.al, 2012;
350 Dillinger & Landrum, 2002), or writing in the major (Goddard, 2003).

351

352 **Recommendation 4. Provide a Research/Lab-like Experience in Intro Psych**

353 Introductory courses in most sciences are joined with required laboratories to
354 foster a deeper, integrated understanding of the science. It is not sufficient to learn the
355 laws and equations of chemistry or physics. To understand fully these sciences, students
356 need hands-on experience with classic and contemporary methods. In fact, offering Intro
357 Psych with a lab component has been shown to be effective at increasing scientific
358 literacy (Thieman, Clary, Olson, Dauner, & Ring, 2009). However, most institutions do
359 not offer a lab component for the Intro Psych course. In a sample of 364 institutions, only
360 6% offered a lab component (Stoloff et. al., 2010). Instructors of introductory psychology
361 courses have not required laboratory experiences in part because of limited resources and
362 in part because the methods and content were thought to be self-evident.

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364 Laboratory experiences in introductory psychology may be particularly important
365 because students arrive with so many misconceptions about the discipline. For instance,
366 many students begin Intro Psych believing that psychology is mostly about
367 psychotherapy and relationships, when in fact it is also about the brain, information
368 processing, genetics, behavioral plasticity, and social determinants and moderators.
369 Students also tend to arrive believing they already know the causes of behavior. For
370 example, it is commonly said that birds of a feather flock together, but of course it is also
371 commonly said that opposites attract. Everyone knows that two heads are better than one
372 but also that too many cooks spoil the broth. Students are often surprised to learn that
373 they hold many logically inconsistent beliefs about the causes of behavior.

374 The BEA Working Group is well aware that many smaller colleges or
375 departments will not be able to fund separate lab courses or complex research
376 assignments; nonetheless, there are a number of creative ways to integrate more scientific
377 research throughout the course. One option is to use virtual experiments as class
378 assignments. For example, APA maintains the *Online Psychology Laboratory (OPL)*.
379 Simple assignments using OPL can give Intro Psych students a hands-on taste of doing
380 research.

381 A second option is to provide lab-related activities through existing departmental
382 resources. For example, students at the University of Chicago are introduced to the
383 discipline through a Foundations in Psychology course in which faculty work with each
384 student to design a simple study for which they do a literature search, collect data,
385 conduct rudimentary statistical analyses, and prepare a poster for a science fair similar to
386 those seen at our national meetings. Other innovative models for integrating lab-like,

387 hands-on experiences for Intro Psych students can be developed with existing faculty,
388 graduate students, and even advanced undergraduates under supervision.

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390 **Recommendation 5. Foster Special Training Opportunities for Intro Psych**

391 **Instructors**

392 Psychological science has changed dramatically over the past few decades, and
393 Intro Psych should reflect the evolving science of psychology. Faculty members who
394 teach Intro Psych may need to adjust both the content of the course and their methods of
395 teaching it. In particular, it is important for faculty to understand and implement new
396 technologies (from clickers to mTurk) in their courses. The teachers of Intro Psych have a
397 variety of existing resources for their continuing education (e.g., Society of Teaching
398 Psychology conferences, APA programming, *Teaching of Psychology*, *Current*
399 *Directions*), but we believe the larger challenge involves convincing faculty members of
400 the importance of changing their textbooks or teaching styles instead of relying on what
401 has worked reasonably well in the past.

402 Below is an initial list of resources for supporting the ongoing learning of faculty
403 members and TAs to teach a contemporary Intro Psych course.

- 404 1. *Seek out training in interdisciplinary science (or attendance at conferences that*
405 *focus on integrative science).* Interdisciplinary science was the focus of the 2011
406 APA Education Leadership Conference, and related training is likely to become
407 more available in the future. Some interdisciplinary meetings are quite narrow
408 (intersection of fields) and others are quite broad. Attendance at the latter types
409 of conferences is more likely to foster integration.

- 410 2. *Complete an Intro Psych-focused teaching practicum or teaching assistantship*
411 *during graduate training.* Consider developing a “Teaching of Psychology”
412 course for TAs that is linked to Intro Psych so that the TAs’ time with the students
413 serves as a practicum for their teaching.
- 414 3. *Attend conference sessions throughout one’s career relevant to the teaching and*
415 *learning of psychology.* At present, a variety of excellent training opportunities
416 are available at the APA and APS national conferences and multiple regional
417 teaching conferences. The Society for the Teaching of Psychology held two Best
418 Practice conferences on Intro Psych. Stanford University is now offering a
419 summer conference that focuses exclusively on Intro Psych. Within these
420 conferences, workshop and exchange opportunities that allow for the sharing of
421 creative ideas about teaching Intro Psych would also be useful. Perhaps a larger
422 challenge is to convince more professors and TAs to attend these types of
423 teaching conferences.
- 424 4. *Maintain current knowledge of psychology through journal articles focusing on*
425 *the theory and scholarship of the practice of teaching.* Some journals already
426 include regular features about teaching Intro Psych (e.g., *APS Observer*, *Teaching*
427 *of Psychology*, as well as more specialized journals such as the *Psychology of*
428 *Women*). In addition, a variety of review journals offer integrated updates of the
429 field and can serve as excellent continuing education opportunities. Some of
430 these journals include *Annual Reviews of Psychology*, *Current Directions*, and
431 *Psychological Bulletin*. Once the findings of this BEA Working Group are
432 disseminated, a series of relevant journal articles seems appropriate.

- 433 5. *Make use of the many on-line psychology teaching resources.* Information sharing
434 has become increasingly efficient through the various websites and internet-based
435 options available to psychologists. For example, the APA Division 2 Project
436 Syllabus could be used to model creative ways of organizing Intro Psych. The
437 expansion of a catalogue of useful internet-based resources is likely to be of value
438 to Intro instructors (<http://intropsychresources.com/>).
- 439 6. *Create and use mentoring networks within national organizations and local*
440 *communities of learning.* Mentoring relationships can be useful for enhancing
441 creativity. The APA's Membership Board has created a group to put together a
442 set of recommendations for creating mentoring programs with APA divisions as
443 the target audience. Mentoring can also occur more locally, within colleges and
444 universities, for example.
- 445 7. *Attend the many teaching-related workshops and conversations within one's local*
446 *teaching community.* Faculty from different fields and disciplines share common
447 challenges in teaching introductory courses, and interdisciplinary workshops that
448 focus on good pedagogy for the teaching of the social/natural sciences can be
449 quite valuable. Cornell College, for instance, is part of a multi-institutional
450 consortium that provides regular workshops on pedagogy, and “conversations
451 about teaching” are held routinely on the local campus. The University of
452 Chicago, for another instance, has a Center for Teaching and Learning
453 (<http://teaching.uchicago.edu>) that provides a wide array of classes, workshops,
454 resources, certification programs, and seminars to promote excellence in teaching.
455 Most institutions of higher education have programs to develop and support

456 excellence in teaching. However, many graduate students and faculty are
457 unaware of these programs, and many of those familiar with the programs do not
458 attend them.

459 8. *Read books on the scholarship of teaching and learning.* A variety of publishers
460 (including APA Press) publish excellent sources on teaching. In the future, a
461 book that provides examples based on the model that emerges from this BEA
462 Working Group may prove of value.

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