

Biographical Notes on Individual Contributors

Gil Clary and Andrea Olson. The **College of St. Catherine** contributions to this essay, along with the course revision, were prepared by all members of the department. The following lists each faculty member, her or his area in psychology and years of teaching experience: Gil Clary (social, 24 years), Joanne Floyd (developmental, 20 years), Andrea Olson (industrial-organizational, 3 years), David Schmit (developmental, history, 15 years), Lynda Szymanski (clinical, 6 years) and Tom Thieman (experimental, 27 years). In addition, the following student laboratory instructors, past and present, have contributed significantly to this work: Beth Arteaga, Andrea Schneider, Kari Trad, Katie Zaaft, Meghan Texley, Kelly Rank, Courtney Kellerman, Audra Faiola, Ana Fernandez, Abbe McGray, Ehlan McNear, Katherine Fines, Mellisa Gadwa, Liz McMann, Deb Ruyman, and Karalyn Snyder. Finally, the course revision described here was funded by a NSF Course, Curriculum, and Laboratory Improvement grant.

Bonnie Sherman and Howard Thorsheim. A NSF Course and Curriculum Development grant (1996-1999) formed the basis for introducing laboratory research training into the **St. Olaf College** psychology curriculum. Those from the St. Olaf College Department of Psychology who initially worked on this project include: Jim Dickson (experimental), Dana Gross (developmental), Elizabeth Hutchins (Research Librarian), Patricia Sargent (experimental), Howard Thorsheim (experimental), and Bonnie Sherman (experimental). Students with grant funding who also contributed were Kirsten Hayden, Erica Johnsen, Kirsten Roman Mohn, and Nathan Strand. By the 2003-04 academic year, all full-time faculty members and a total of 32 student preceptors had contributed to this laboratory project.

Diane Finley is a professor of psychology at Prince George's Community College, outside of Washington, DC, where she has been heavily involved in online teaching as an instructor, designer, and trainer. She is also an adjunct at University of Maryland University College where she has taught online for over 8 years and currently teaches Research Methods online. She was involved in online education at her previous place of employment as well and credits her skill as an online teacher and course developer as one factor that helped her obtain her current position. She is also involved in Maryland Faculty Online, which offers online training for instructors moving to the online environment. One of her courses for Maryland Online is "Teaching Psychology Online." Diane received her MA from Louisiana State University and her PhD from the University of Maryland College Park, where she minored in sport psychology. In her spare time away from the computer, you can find Diane at the ballpark watching the Bowie Baysox, the AA affiliate of the Baltimore Orioles, play baseball, or at Camden Yards watching some former Baysox play in the big leagues.

Stephen L. Chew is professor and chair of psychology at Samford University in Birmingham, Alabama. He received his PhD in experimental psychology from the University of Minnesota. He received the Buchanan Award for Classroom Teaching Excellence from Samford and the Professor of the Year award for Alabama from the Carnegie Foundation for the Advancement of Teaching. In 1998, he was chosen as a Carnegie Scholar as part of the

Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). He has been a speaker and workshop leader at numerous teaching conferences. This essay is based on a paper he presented in September 2003 at Taking Off: Best Practices in Teaching Introductory Psychology in Atlanta, Georgia.

Peter J. Giordano has been on the faculty at Belmont University since 1989 and is currently chair and professor of psychology. He received his BA, MA, and PhD (Clinical) from the University of North Carolina at Chapel Hill. If he could snap his fingers and make a childhood dream come true, he would play basketball for UNC-CH. He is a past National President of Psi Chi and served as the Methods and Techniques Editor for *Teaching of Psychology*. Most importantly, he is the husband of Jan and the father of two fine sons, Nicholas (age 18) and Michael (14), who are growing up way too fast. He thanks the following students who have helped his thinking in this area and have assisted in data collection and coding: Kelly Voss, Emily Sheffer, Kristen Moore, Angela Strahan, and Marcie Schroeder. Finally, he also thanks his teaching friends who have shared their stories with him in conversation or e-mail.

Lisa Whitten is an associate professor of psychology at the State University of New York, College at Old Westbury. She earned her Bachelors degree at the University of Michigan, majoring in Psychology and Anthropology, and her doctorate at the Gordon Derner Institute at Adelphi University. Active in the Association of Black Psychologists for over 20 years, she served two terms as president of the New York chapter. Dr. Whitten was a member of the APA Textbook Guidelines Initiative Work Group of the Commission on Ethnic Minority Recruitment, Retention, and Training 2 Task Force, which developed recommendations for introductory psychology textbook publishers and authors on enhancing coverage of diversity issues. She has written about race in the undergraduate curriculum. Her first article on the topic was "Infusing Black Psychology into the Introductory Psychology Course," which appeared in *Teaching of Psychology* in 1993. Dr. Whitten maintains a private practice in Harlem, New York, where she specializes in depression in women.

Scott O. Lilienfeld received his AB from Cornell University in 1982 and his PhD in 1990 in Psychology (Clinical) from the University of Minnesota. He is currently associate professor of psychology at Emory University in Atlanta. Dr. Lilienfeld is founder and editor of the journal, *Scientific Review of Mental Health Practice*, and is past President of the Society for a Science of Clinical Psychology. He is a member of nine journal editorial boards, and has published approximately 110 articles and chapters on personality disorders, personality assessment, psychiatric classification, and questionable practices in clinical psychology. In addition, he is co-editor of *Science and Pseudoscience in Clinical Psychology* (2003, Guilford), and co-author of *What's Wrong with the Rorschach?* (2003, Jossey-Bass). He is also a Consulting Editor for *Skeptical Inquirer* magazine. In 1998, Dr. Lilienfeld received the David Shakow Award for Outstanding Early Career Contributions to Clinical Psychology from Division 12 of the American Psychological Association.

Jim Benedict is professor of psychology at James Madison University where he has taught for over 20 years. He was chosen as Distinguished Teacher of the College of Education and Psychology at JMU in 2001-2002. He received his PhD and MS degrees in biopsychology at

the University of Massachusetts at Amherst and his BA degree at Oberlin College. Computers have been part of his teaching for many years. He has written several computer packages for use in instruction including a simple data analysis and problem solver for use in statistics, and a widely-used computer simulation of Pavlovian conditioning. He is interested in the scholarship of teaching, particularly in how the internet can facilitate student learning and involvement in traditional classrooms. He has found that Just-in-Time Teaching can be used to facilitate communication between student and teacher and make the classroom time more meaningful.

Kevin Apple is an associate professor and assistant department head of psychology at James Madison University. He was chosen as the Outstanding Faculty Member by the National Society of Collegiate Scholars at JMU in 2003. He was also nominated for the 2003 Distinguished Teacher Award in the College of Integrated Science and Technology. He received his PhD, MS, and BA degrees in psychology at Ohio University. His training is in social psychology, and his research interests include social perception, attribution theory, and prejudice. He is also interested in the scholarship of teaching and is particularly interested in how to assess student learning. He has taught classes ranging in size from 6 to 300 students, and is continuing to search for ways to make large classes more interactive.

Jeanne L. O'Kon is the program chair of behavioral sciences at Tallahassee Community College, and an adjunct professor in the Department of Psychology at Florida State University. She earned a BS degree in Psychology in 1973, a MS degree in Psychology in 1975, and a PhD degree in Educational Psychology, all at Florida State University. She regularly teaches Psychology of Women, General Psychology, and History and Systems of Psychology. She also instructs courses in Classroom Discipline and Tests and Measurements for students majoring in Teacher Education. She has served as a member of the Florida Commission on the Status of Women, and was selected in 2003 as a "Woman of Distinction" by the Girl Scout Council of the Apalachee Bend.

Rachel Sutz received her BA from the University of Florida in 1994 and her MS and PhD from Florida State University in 1997 and 2004, respectively. Since earning her Master's degree in Curriculum and Instruction, Rachel has held adjunct appointments at Florida A & M University, Florida State University, Keiser College, and Tallahassee Community College. She has taught numerous courses including: Introduction to Education, Schooling in American Society, Teaching Diverse Populations, Gender and Popular Culture, Social Gerontology, Global Women's Issues, Sociology of Sex and Gender, Family Problems and Social Change, Gender and Work, Social Problems, Introduction to Sociology, Introduction to Composition, Argument and Persuasion, Literary Magazine Production, and Creative Writing. This year she will add two new courses to her teaching vitae: The Modern Woman Warrior and Social Psychology.

Scott A. Bailey is an associate professor of psychology at Texas Lutheran University. He holds TLU's Lillie Krause Professorship in Social Science, and is chair of the Department of Psychology. His regular teaching assignments include Quantitative Methods for Psychology, an integrated, two-semester course in methodology and statistics; Drugs and Behavior; Physiological Psychology; and Animal Learning. He is presently co-writing a drugs and

behavior textbook with Cathy Grover, a fellow graduate of the Emporia State University master's degree program. His research interests include the biological basis of learning and memory.

Erin B. Rasmussen is an assistant professor of psychology at Idaho State University. She taught at the College of Charleston in Charleston, South Carolina, for 3 years prior to joining the faculty at Idaho State. She teaches undergraduate and graduate courses in learning, psychopharmacology, and general psychology. She received her MS and PhD in the experimental analysis of behavior, with a minor in behavioral pharmacology and behavioral toxicology, from Auburn University. She continues to study the effects of environmental contaminants on behavior, and currently is examining how prenatal ephedrine exposure and intrauterine food restriction play roles in the value of food and sensitivity to food reinforcement. She is also interested in exploring the teacher-researcher distinction in academia.

David J. Wimer is currently chair of the Graduate Student Teaching Association. He received his bachelor's degree in Psychology in 1998 from Ithaca College in Ithaca, New York. While at Ithaca, he had the pleasure of working on Dr. Bernard Beins's psychology of humor research team. He initially sought a PhD in social psychology, but after receiving his MA in social psychology from Miami University in Oxford, Ohio, he decided to seek a PhD in counseling psychology from the University of Akron in Akron, Ohio. He currently works with Dr. Loreto Prieto.

Jared Keeley was chair of the Graduate Student Teaching Association from 2003-2004. He received a bachelor's degree in psychology and classics in 2002 from Knox College in Galesburg, Illinois. He is currently pursuing a PhD in clinical psychology at Auburn University in Auburn, Alabama. His teaching interests include the assessment of teaching and teaching statistics.

Chris Hakala received a BA in psychology from Castleton State College, and a MA and PhD in experimental psychology from the University of New Hampshire. He is currently an associate professor in the Department of Psychology at Western New England College, where he has been since 2002. His areas of specialization include cognitive psychology, the teaching of psychology, and the teaching of psychology at the high school level. In addition, Chris has been scoring Advanced Psychology essays since 1996, serving as reader, table leader, and question leader. Chris lives in Wilbraham, Massachusetts, with his wife (Tammy) and his daughters (Abby and Lilly).

Rob McEntarffer has been teaching Advanced Placement psychology for 12 years at Lincoln Southeast High School in Lincoln Nebraska. He started working at the AP reading in 1995, and has been a reader, table leader, and question leader. He co-authored with Allyson Weseley a book for Barron's titled *How to Prepare for the Advanced Placement Psychology Exam*. Rob worked with Teachers of Psychology in Secondary Schools (TOPPS) and helped organize a Nebraska chapter. He currently teaches three psychology classes and works as an assessment specialist for Lincoln Public Schools. Rob lives in Lincoln with his wife (Kris), daughter (Esme), cat (Henry) and dog (Ponder).

About the Editors

Bryan K. Saville is an assistant professor in the Department of Psychology at James Madison University (JMU) in Harrisonburg, Virginia, where he has been since the fall of 2004. Prior to joining the faculty at JMU, he was an assistant professor in the Department of Psychology at Stephen F. Austin State University in Nacogdoches, Texas. He earned a BA in psychology from the University of Minnesota, a MS in applied psychology from St. Cloud State University, and a PhD in experimental psychology from Auburn University. In 2002, he received the McKeachie Early Career Award from the Society for the Teaching of Psychology (Division 2 of APA). Although he has taught numerous courses over the past few years, he currently teaches General Psychology and Psychological Research Methods. His primary research interests are in the teaching of psychology; the experimental analysis of social behavior; and the application of psychological principles to sport, health, and exercise.

Tracy E. Zinn earned her PhD in industrial/organizational psychology with a minor in experimental psychology from Auburn University in 2002. After graduating from Auburn, she accepted a tenure-track position in the Department of Psychology at Stephen F. Austin State University in Nacogdoches, Texas, where she was nominated for the Faculty Achievement Award for Excellence in Teaching. Currently, she is an assistant professor in the Department of Psychology at James Madison University in Harrisonburg, Virginia, where she teaches, among others, courses in statistics and research methods, performance management, and industrial/organizational psychology. In addition, she conducts research on effective teaching practices, and faculty and student perceptions of students as customers in higher education.

Vincent Hevern graduated from Fordham College and received his Ph.D. in clinical psychology from Fordham University in 1985, the same year he was licensed as a psychologist by New York State. For 8 years he both taught psychology and practiced as a clinician in New York City. He moved to Le Moyne College in 1991 where he is Associate Professor and former chair of the Psychology Department. At Le Moyne he has taught a broad array of clinical and non-clinical courses including Introductory Psychology, Abnormal Psychology for the Health Professions, Brain and Behavior, Clinical Neuropsychology, Psychological Testing, and Counseling and Psychotherapy. His most recent research interests include the narrative perspective in the social sciences and the pedagogical implications of emerging digital technologies such as the Internet. He is the founding Internet Editor for STP for which he developed and edited several online sites from 1996 through 2005 (the *STP Homepage* and *OTRP Online*). He is an Associate Editor of the new *International Journal of Dialogical Science* <www.dialogical.org>. He is a Fellow of APA in Division 2.