

About the Authors

Michael Britt obtained his PhD in Industrial/Organizational psychology from the University at Albany in 1991. He taught a variety of courses in psychology at Marist College in Poughkeepsie, New York, obtaining tenure in 1997. During that time, Michael began working with Pearson Education on a number of online education projects. In 2000, Michael went to work full time for Pearson Education, where he continues to work on online learning programs. His personal podcast/blog is entitled Psychology in Everyday Life: The Psych Files and can be found at <http://www.thepsychfiles.com>. He continues as adjunct faculty at Marist College. He continues to experiment with new technologies and their application to teaching and learning in his work and his podcast.

Brian L. Burke is an Assistant Professor of Psychology at Fort Lewis College, a public liberal arts college in Durango, Colorado. Brian is a licensed clinical psychologist whose principal academic interests include motivational interviewing and college teaching. He regularly attends and presents at teaching conferences on the scholarship of learning and teaching, twice winning the Doug Bernstein Poster Award for innovative teaching ideas (NITOP 2004 and 2005), and the New Faculty Teaching Award at Fort Lewis College in 2005. Brian originally hails from Montreal, Canada, and received his PhD from the University of Arizona in 2003. For more information, visit Brian's website at http://faculty.fortlewis.edu/burke_b.

Janet F. Carlson has been a member of the Society for the Teaching of Psychology for nearly 20 years, shortly after earning her PhD in clinical psychology at Fordham University and beginning a full-time academic career. She has held faculty appointments at Fordham, Fairfield University, Le Moyne College, SUNY - Oswego, Texas A&M University at Galveston, and the University of Nebraska - Lincoln. At Oswego and Texas A&M, she also wore an administrator's hat. Throughout these transitions, teaching has kept her grounded and provided a consistent focus. She has served the Society in a variety of capacities and will continue to do so in the future. She was elected President-elect of STP, effective January 2008.

Stephen L. Chew has been a professor and chair of psychology at Samford University in Birmingham, Alabama since 1993. He received his PhD in experimental psychology from the University of Minnesota. He was selected as a Carnegie Scholar in 1998 as part of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). He received the Buchanan Award for Classroom Teaching Excellence from Samford in 1999, and he was named the Professor of the Year for Alabama by the Carnegie Foundation for the Advancement of Teaching in 2001. In 2005 he received the Robert S. Daniel Teaching Excellence Award from the Society for the Teaching of Psychology. His research interests include the use of examples in teaching, tenacious student misconceptions, and the role of cognitive load in learning. Chew has been a keynote speaker and workshop leader at numerous conferences on teaching in general and on the teaching of psychology in particular. He was co-editor of the book, *Best Practices in Teaching General Psychology*, published in 2005 by Erlbaum.

Jeffrey L. Helms received his doctorate in clinical psychology from Spalding University in Louisville, Kentucky. Currently, he is a faculty member in the Psychology Department at Kennesaw State University. His research predominantly focuses on the areas of forensic psychology and the scholarship of teaching. He holds licensure as a

psychologist in Georgia and has previously practiced and taught in California and Kentucky. Jeff has practiced in multiple settings, including community mental health and various forensic environments. Currently, he maintains a private forensic and clinical consulting practice.

Teresa Joyce is Dean of the Graduate College at Kennesaw State University and Professor of Management. She holds a Bachelor's degree from Saint Bonaventure University and MBA and PhD degrees from the Katz Graduate School of Business, University of Pittsburgh. Teresa serves as the faculty advisor for KSU's Pride Alliance and initiated KSU's Safe Space Initiative in 2002 (<http://www.kennesaw.edu/safespace>). She has authored or co-authored over 80 articles on the topics of organizational change, strategic planning, and human resource management.

Marcel S. Kerr has taught psychology courses at the university level for over 10 years at four different universities: Texas Tech University, Tarleton State University, Texas Wesleyan University, and Walden University. She received her Bachelors degree in Psychology from Texas A&M University, a Masters of Arts degree in Experimental Psychology from Texas Tech University, a PhD in Experimental Psychology and Statistical Methods from Texas Tech University, and a Masters of Education degree in Educational Technology from the University of Texas at Brownsville. Dr. Kerr has worked as a researcher in private and government sectors conducting research on political, social, and education policy. Currently, Dr. Kerr is an Associate Professor and Chairperson of the Psychology Department at Texas Wesleyan University in Fort Worth, Texas. She enjoys teaching statistics, research, human development, and social psychology, and her current research focuses on online learning pedagogy.

Laura Madson is an Associate Professor of Psychology at NMSU. She has taught a range of undergraduate classes including Introduction to Psychology, Psychology of Women, Sexual Behavior, Psychological Measurement, Experimental Methods, and the Psychology of Sexual Orientation. She also developed a graduate course in the Teaching of Psychology and serves as the Director of Graduate Studies in Psychology. More importantly, she still thinks teaching is the best job in the world.

Jeana L. Magyar-Moe is an Assistant Professor of Psychology at the University of Wisconsin – Stevens Point (UWSP) where she is a Wisconsin Teaching Fellow and the recipient of the 2006 University Excellence in Teaching Award and 2007 University Scholar and Leadership Mentor Awards. Magyar-Moe's research interests include positive psychology, therapy process and outcome, and the scholarship of teaching and learning. She was an Invited Scholar, Fellow, and Speaker at the 2002, 2003, and 2007 International Positive Psychology Summits and continues to focus her research primarily on the study of optimal human functioning. As a licensed psychologist, Dr. Magyar-Moe provides therapy to community clients and is a sport psychology consultant for athletes at UWSP. Magyar-Moe is on the Board of Trustees for the National Wellness Institute and is a member of Divisions 2 and 17 of the American Psychological Association. Within Division 17 she serves as the Treasurer and Chair-Elect of the Positive Psychology Section.

Margaret W. Matlin earned her bachelor's degree from Stanford University and her PhD from the University of Michigan. She currently holds the title of Distinguished Teaching Professor at SUNY Geneseo. She is the author of three current textbooks, *Cognition* (7th edition in preparation), *Psychology of Women* (6th edition), and

Sensation and Perception (with coauthor Hugh Foley, 5th edition in preparation). She has won three national teaching awards: In 1985, the Teaching of Psychology Award from the Society for the Teaching of Psychology (now called the Robert S. Daniel Award), the American Psychological Foundation's Teaching in Psychology Award (1995), and the Society for the Psychology of Women's Heritage Award for Outstanding Contributions to the Teaching of the Psychology of Women (2001).

David Matsumoto is a Professor of Psychology and Director of the Culture and Emotion Research Laboratory at San Francisco State University. He has studied culture, emotion, and human interaction for over 20 years, and is the senior author of *Culture and Psychology* (Wadsworth, with Linda Juang), among many other titles. His chapter was based on a keynote speech delivered at the Best Practices and Challenges in Teaching conference held in Atlanta, GA, in October 2006. More information about his work, along with a current bibliography, downloadable articles, and slides from his related talk, can be found at <http://www.davidmatsumoto.info/>.

Patricia Owen-Smith is a Professor of Psychology and Women's Studies at Oxford College of Emory University where she has taught for the past 22 years. She holds a PhD in Developmental Psychology with a concentration in child and adolescent development. In 2000 she was named a Carnegie Scholar by the Carnegie Academy for the Scholarship of Teaching and Learning where her research project focused on models of insight development in the classroom. Dr. Owen-Smith founded Oxford College's first service learning program and currently serves as the faculty director of the Theory Practice-Service Learning Program on the Oxford campus. She also directs the Center for Cognitive-Affective Learning, an initiative sponsored by the Carnegie Academy for the Scholarship of Teaching and Learning.

Patricia Puccio, EdD is a professor of psychology at the College of DuPage in Glen Ellyn, Illinois. She is an active participant in several teaching of psychology initiatives including the APA Committee of Psychology Teachers at Community Colleges (PT@CC), the Society for the Teaching of Psychology's Long Range Planning Committee, and the Steering Committee of the APS Fund for the Teaching and Public Understanding of Psychological Science. Pat is the founder of the Midwest Institute for Students and Teachers of Psychology (MISTOP), a two-day conference for teachers and students of psychology from high school through graduate education that celebrated its 14th year in March 2007. She is a frequent presenter at state, regional, and national conferences on topics related to the teaching, learning, and advising of community college psychology students.

Dominic Simon is an Assistant Professor of Psychology at New Mexico State University (NMSU). His research interests center around the impact of different schedules on motor and verbal learning, as well as metacognition of learning (i.e., the accuracy of learners' appraisals of their own states of knowledge). He teaches a variety of courses including Cognition and Learning.