

Introduction

John Dewey is arguably the most influential thinker on education in the twentieth century. His educational theories were first presented in *My Pedagogic Creed* (1897) in which he contended that the most effective teaching techniques are based on experiential education, which he described as intentional programming designed to teach through experience. Dewey believed that in order for education to be most effective, the content should be presented in a way that actively involves the student and allows him or her to relate the information to prior experiences, thus deepening the connection with the new knowledge. Dewey's ideas went on to influence many other experiential models, including Project Based Learning that puts students in the active role of researchers. Many of Dewey's ideas are at the heart of the latest educational initiative: promoting student engagement. Student engagement can be defined as a students' willingness to actively participate in the learning process and to persist despite obstacles and challenges. While student engagement can include activities well beyond the classroom, including extra-curricular learning opportunities, the focus of this book is on the "micro" level—what happens in and immediately surrounding class.

Purpose of the Book

In his *Talks with Teachers*, William James suggested that while psychology is a science, teaching is an art. He further suggested sciences do not generate art directly out of themselves but require an intermediary inventive mind to create teachable moments. To be good teachers, James believed that we need the "happy tact and ingenuity to tell us what definite things to say and do when the pupil is before us. That ingenuity in meeting and pursuing the pupil, that tact for the concrete situation are the alpha and omega of the teacher's art" (James, 1899, p. 9).

The purpose of the book is to provide teachers of psychology access to teaching techniques that epitomize "happy tact and ingenuity." The principle influence that teachers have on student behavior occurs in the classroom since, as noted by Erickson and Strommer, (1991), today's students spend relatively little time studying outside of class. When college teachers think about student engagement, they suggest that engaged students really want to learn, exceed expectations, and demonstrate passion and excitement (Barkley, 2009). In this book, the

reader will find a host of ideas that should help create passion and excitement in the classroom.

Organization of the book

In this book, the authors describe engagement techniques that address topics within the context of a particular course in psychology. Each chapter provides an annotated bibliography of activities published elsewhere as well as a new unpublished activity that the author has used. The annotated bibliography outlines exercises and demonstrations that enhance student engagement relevant to the topic area that have been published in TOPS, the *Handbooks for Teaching Psychology*, as well as activities recommended in various Instructor's manuals and those available through OTRP. The book is divided into five sections. The first section describes activities that can be used in the social, developmental, environmental, organizational, and cross-cultural psychology. The second section describes activities that can be used to teach sensation and perception, cognitive psychology, intelligence, language and related topics. In the third section, we offer teaching techniques relevant to biological psychology, research methods and related topics, as well as history and systems courses. Abnormal behavior, personality, gender and adjustment are all addressed in Section 4. Section 5 is devoted to activities that can be used in more than one course and include topics such as diversity, critical thinking, positive psychology and APA style writing.

Section 1. Social and Developmental Psychology

In her chapter, Maya Khanna describes an activity for courses on adulthood and aging. In this activity, students design a retirement and care plan for a fictional older adult or couple entering retirement based on the health, financial, and family situation of the character(s). Working in small groups, students design these plans while drawing help from external resources such as local assisted living centers, and agencies on aging. Students present their plans during in-class presentations at the end of the semester. Khanna also includes an annotated bibliography in which she describes several previously published activities for courses on adulthood and aging.

The purpose of Richmond and Hagan's chapter is to assist educators who teach child and adolescent psychology courses in improving their instructional

methods for engagement. The authors review over 80 published articles on various ways to engage students in child or adolescent psychology courses. They then select 16 exemplary articles to annotate. Finally, they provide a table summarizing these articles and an additional 10 articles they deemed noteworthy. Finally, they provide a critique of past research and suggestions for future research.

It is often very difficult for people to openly discuss their thoughts, feelings, and beliefs about death. Lisa Bauer's chapter describes classroom techniques that can be implemented in a death, dying, and bereavement course. The chapter describes a teaching activity that increases students' knowledge about organ donation while encouraging students to explore and share their beliefs. The last part of the chapter includes an annotated bibliography. The described activities capture the attention and interest of students, encourage students to become active participants in the exploration and discussion of death, and educate them about death, dying, and bereavement.

One of the advantages of teaching group dynamics is that the subject matter itself can be created and demonstrated within the confines of the classroom. The explicit goals of group-process classes vary from an emphasis on experiential learning to a focus on theory and research. No matter what the approach, adding group activities to the class will increase students' engagement, comprehension of concepts, and their skill when working in-group settings. Don Forsyth's chapter provides the materials needed to carry out one such activity, the Task Challenge activity. He also provides a series of creative activities that enterprising instructors have developed to teach students about groups.

The chapter by Hendricks and Huss first describes an active learning activity in which a voir dire, or jury selection process, can be utilized as a standalone class activity or in conjunction with a mock trial. It offers detailed instructions on how to execute the voir dire within a classroom setting and discusses many of the advantages and limitations involved in enacting the voir dire. The activity involves students in an active learning activity and encourages independent critical thinking and provides a realistic depiction of psychology within the legal system. In addition, the article provides an annotated bibliography of fifteen different activities that can be used within psychology and law related classes.

In Harnish, Bridges, Denillo and Flaherty's chapter, the authors provide readers with materials, demonstrations, and other activities designed to engage students in an applied social psychology

course. They describe a variety of in-class and service-learning projects that facilitate the acquisition of knowledge and skills undergraduate students need in order to be successful in their academic and professional careers.

Environmental psychology is the study of human interaction with the built and natural environment. Paul Bell and his colleagues describe a series of in-class and field exercises and demonstrations, and longer-term assignments, intended to illustrate relevant concepts and processes. Topics include the full range of environmental issues, including perception, attitudes, and cognition; personal space, territoriality, and crowding; as well as sustainability and saving the environment. Many of the exercises are directly relevant to the college/university campus, including issues of campus history, social interaction, student retention, and functional and dysfunctional design. The authors have used these exercises in their own classes and have modified them through the years based on student feedback and changing times. Relevant details, handouts, and response scales are provided on a linked website.

Industrial/Organizational (I/O) psychology courses involve teaching students how to use psychological science in an applied field. The chapter by Zinn and Smiley introduces application activities for engaging students in an I/O Psychology course. In the chapter, they describe a series of activities they currently use in our I/O course to promote engagement with the material, focusing on the job of a college professor. Following these examples, they provide an annotated bibliography for I/O instructors hoping to encourage active participation by their students.

Cross-cultural psychology is an exciting field that allows students to examine the underlying reasons for psychological diversity, the links between cultural norms and behavior, and how human activities are influenced by cultural forces. Anderson and Miller review exercises that explore the relationship between culture and basic psychological processes, human development, health, emotional expression, abnormal behavior and social processes. They also describe exercises that demonstrate gender differences related to cultural factors and research methods used in cross-cultural psychology. An original exercise using social networking to explore cultural differences is provided.

Section 2. Cognitive Processes

Cindy Gibson provides an annotated bibliography of activities and demonstrations that are easily and affordably implemented in the classroom on a variety of topics in Sensation and Perception. The author has tested each of the activities in this

chapter in undergraduate Sensation and Perception courses and has found them to be effective and engaging teaching tools, based on both positive student feedback and measureable learning outcomes. The chapter starts with two original activities and other annotated activities are included with suggestions for expansion and modifications.

In their chapter, Carroll and Keniston identify challenges in teaching a course in cognitive psychology. These challenges include the abstractness of the material, the quantitative nature of the discipline, the role of cognition in the history of psychology, and the difficulties in presenting a unified theme. They describe a new activity that can be presented on the first day of class that engages students, introduces a compelling cognitive phenomenon, and provides material that may be examined again in subsequent class periods. They also review a selection of existing publications on how to engage students in cognitive psychology using diverse methods such as student journals, television commercials, and LEGO bricks.

Motivation and Emotion courses introduce students to the physiological, cognitive, and environmental forces that affect human and animal behavior. After completing a motivation course, students should have broad understanding of the complex interaction between biology, culture, and psychological processes that induce our actions, feelings, and thoughts. In his chapter, Alan Hughes shares demonstrations and activities corresponding to the major concepts typically covered in a *Motivation and Emotion* course. These activities include topics of aggressions, homeostatic processes, dreaming, addiction, fear, stress and health, sexuality, and social processes.

As student engagement is a strong predictor of academic performance the purpose of Aaron Richmond's chapter is to assist instructors who teach educational psychology in improving the learning experience of their students. After an exhaustive review of the literature, 14 exemplary articles that centered on methods to engage students are annotated. Next, the author provides a table describing each article's topic, activity type, was the method assessed, and were learning materials provided. Finally, Richmond provides a critique and suggestions for future research.

Esping and Plucker offer suggestions for in-class activities, homework assignments, and resources that psychology and education faculty can use to engage students in learning about the complex and controversial topic of human intelligence. The selected activities can stand alone or be used as preliminary steps in longer pedagogical processes. Careful attention is paid to the needs of faculty in

schools and colleges of Education, who are preparing future teachers to understand the relevance of intelligence theories for their future classroom practice.

Carroll and Pinnow identify challenges in teaching a course in the psychology of language (psycholinguistics). Many students take language for granted, and hence it is important to increase students' awareness of this topic. In addition, students may bring a variety of academic backgrounds into a psycholinguistics course and this diversity poses challenges for instructors. The authors present a new activity that enables students with different backgrounds to explore psycholinguistic phenomena in diverse ways. The chapter also includes a review of existing publications on how to engage students in the psychology of language.

Section 3. Biological Processes, Research and the History of Psychology

Joe Benz presents online video resources to illustrate many principles in animal behavior. The topics illustrated are very often the ones that students have the most difficulty comprehending. Thus, rather than an exhaustive list of resources, those chosen illustrate ideas that the students seem to have the most difficulty understanding. Thus, there are several resources for introducing the idea of evolution. This is necessary, because, to paraphrase, nothing in animal behavior makes sense except in the light of evolution

Lloyd, Shanks and Robertson's chapter details a two-fold approach to engaging students in neuroscience courses. It contains an annotated bibliography of several activities that provide integrative, hands-on learning experiences in the classroom or the classroom laboratory. In addition, it contains two novel approaches to actively engaging students in a neuroscience course: (1) a set of out-of-class exercises, in-class discussions, and a neuroanatomy laboratory adaptable to any neuroscience course; and (2) a novel, process-oriented, neuropsychopharmacology experimental design appropriate for a laboratory neuroscience course.

Frank Ferraro's chapter of engaged activities for physiological psychology focuses on ways to enhance student understanding of how the brain works. The classroom/laboratory ideas represent creative ways to explain core material related to the structure and function of the nervous system. Both formal and informal assessments indicate the activities are effective at improving student learning.

Bill Lammer's chapter provides sources that outline general pedagogical strategies for a Research Methods course that promote active learning. Some

focus on activities to strengthen skills such as writing and being a critical consumer of research information. Others provide specific engaging activities designed to help students learn a particular research design concept. The annotated bibliography included in the chapter focuses on published journal articles with data indicating the positive impact the activities have on student learning.

Actively engaging students during a statistics class may be one way of addressing the prominent fear of statistics with which many instructors are familiar. In their chapter, Zinn and Smiley identify ways that statistics instructors can actively engage their students by describing (a) using applets for demonstrations, (b) incorporating current news articles pertaining to psychology, and (c) a data collection project. They then provide an annotated bibliography for instructors, describing empirical articles that may be useful in the classroom.

Psychometrics courses introduce students to the concepts central to psychological assessment. Many students perceive the overall topic of psychometrics to be dry or irrelevant to their professional goals. Fighting against students' fear, anxiety, or dislike of statistics, instructors must use strategies to engage students and actively involve them in the learning process. Mandernach and Hackathorn discuss strategies for (a) analyzing psychometric information in the popular media, (b) evaluating the validity of online tests, and (c) constructing effective assessments.

History of psychology classes are disappearing in American universities. To counter this trend, Doug Woody's chapter presents several engaging activities to create interest in history of psychology classes. The chapter opens with a previously unpublished demonstration that provides instructors with tools to realistically and ethically present Watson and Rayner's (1920) classic Little Albert study. The chapter then presents a series of peer-reviewed demonstrations across several categories, including debates, role-playing, academic genealogies, celebrations of important dates in the history of psychology, and demonstrations of historical research apparatus. These engaging activities can help instructors bring history alive for their students.

Section 4. Abnormal Psychology and Personality

Students bring an intrinsic interest in the content to an Abnormal Psychology course, but they also bring existing stigmas against the mentally ill and mental health professionals. In his chapter, Anton Tolman outlines transformative experiences, which begin with helping students understand the professional foundation of this field, the application

of concepts and theories, development of core intellectual skills, self-awareness as a learner, and helping students recognize and combat stigma. Course activities should engage students in ways that challenge their existing framework on these topics and promote self-reflection, social competencies, and critical thinking.

Health psychology is the study of biological, psychological, and social factors in physical health and illness. In Robin Anderson's chapter, engaging learning activities are reviewed that highlight these multiple levels of analysis and understanding. Activities range from in-class demonstrations to semester long projects, and include both individual and group work. Activities promote critical thinking and a focus on research methodologies specific to issues in health psychology. In addition, many activities encourage students to apply knowledge to themselves and the community. The direct relevance and application of these projects make them particularly engaging for students.

Students generally enter clinical psychology courses excited about the material and field. As a result, relative to faculty teaching other courses in psychology, clinical psychology faculty can focus on identifying strategies for keeping students engaged, expanding and focusing their interest, and developing higher order intellectual skills. Jeanne Slattery's chapter provides an annotated bibliography of teaching exercises to meet these needs.

Rayne and Patterson provide a wide range of activities that represent best practices to teaching Human Sexuality in the college psychology classroom. The introduction includes a short framework for understanding how to implement a curriculum on a topic that is both deeply personal to most students and often highly political in nature. In order to provide a high level of student engagement with the topic, we included activities that call on both the students and the professor to work in groups and to bring in outside source material in order to personalize the content.

Teaching the psychology of religion can take many forms. Ladd and Nielson's chapter outlines multi-media, internet, and human resources that can support a wide variety of options. In addition, it provides a specific example of a course structure that encourages students to think about how the psychology of religion has points of contact with an array of other disciplines.

Marianne Miserandino's chapter presents an original activity using humor to teach students about unconscious processes as an introduction to the theories and techniques of Sigmund Freud. She also provides an annotated bibliography of some usual and unusual activities to teach topics in personality

psychology including achievement motivation, the five factors, self and identity, genetics, narrative, critical thinking, and much more.

Isabelle Cherney's chapter presents examples of active learning activities and demonstrations as well as how these experiential learning exercises are adapted to the course goals and objectives in a psychology of gender course at a Midwestern University. The chapter provides descriptions of in- and out-of-class activities as well as resources that facilitate student learning.

How do people cope with the psychological challenges of daily life in our contemporary world? How do individuals navigate modern life effectively in order to successfully deal with issues including stress and coping, interpersonal communication, friendship and love, marriage and intimacy, expressing sexuality, careers and work, and physical health? Addressing these questions is the focus of the Psychology of Adjustment course. Dunn, Yost-Hammer and Weiten discuss reasons for teaching the Adjustment course, provide original activities for students to learn about adjustment issues, and close the chapter with an annotated bibliography of text books and articles on the psychology of adjustment.

Section 5. Activities that can be Used in More than One Course

Undergraduates can benefit from studying professional ethics by exploring their own morality, becoming better consumers of professional services, and being well-prepared for the ethical aspects of their internships and other applied experiences.

Mitch Handelsman's chapter presents several approaches to teaching ethics and five principles for instructors to consider when preparing to teach ethics, including the importance of (a) students' backgrounds, (b) positive approaches, (c) supportive strategies, (d) experiential methods of learning, and (e) preparation for life-long learning. The chapter presents several activities that actualize these principles, and includes an annotated bibliography.

In her chapter, Lynn Bruner suggests that engaging students in APA-style writing relates to three emphasis areas. Through developing a trusting relationship with the professor, students can more fully enter the anxiety-producing developmental process of learning psychological writing. Through participative development of a classroom culture of hard work and active practice, students master the necessary writing skills and develop positive expectancies that their efforts are meaningful. Finally, through learning to follow the steps of proofreading, revising and editing, they develop discipline and become self-correctors. A high level of personal engagement by the professor is necessary to

create a successful developmentally-based APA-style writing class.

Dunn, Beard and Fisher provide teachers with ideas and approaches for teaching about happiness. Following a brief history of positive psychology, they review constructs routinely linked to or cited as key components of happiness. They then consider various factors or "correlates" that do (but more often do not) predict people's happiness. Nine activities encouraging students to explore happiness and related psychological states are described. The authors then consider whether and how people can be happy all the time, closing the chapter with instructor resources on happiness and positive psychology, including texts, trade books, and articles appropriate for student reading assignments.

In their chapter, Cathey and Ross first discuss the numerous ways in which psychology students can benefit from exposure to human diversity in their psychology courses. They then describe their use of an online message board that allows American and Chinese psychology students to discuss course material together, and they discuss how such student exchanges can allow students, even those in relatively homogenous classrooms, to reap some of the rewards of exposure to diversity. Finally, they present an annotated bibliography of classroom activities designed to introduce diversity-related topics in psychology classes.

Although psychology has long dealt with issues of peace and war, this information has not always been integrated into the curriculum. The chapter by Woolf and Hulziger includes both exercises for immediate classroom use as well as bibliographic resources. Teachers can use this information to both introduce issues of peace and war into traditional psychology courses or to create topical courses. The material in this chapter draws not only on the psychological literature but also teaching literature from related disciplines (e.g., Holocaust Studies and Peace Studies). As peace and war are potentially political topics, the authors include recommendations aimed at avoiding potentially volatile situations.

Following an introduction about the relationships between verbal and nonverbal codes that comprise almost all human communication, Don Stacks and his colleagues provide sources for each of the nonverbal subcodes. These subcodes represent how we communicate through space and territory, our physical appearance and dress, kinesics, the voice, the use of time and olfaction.

Paul Smith's chapter is a review of a selection of published classroom activities for developing students' critical thinking skills. Seventeen such activities are described, each with a specific learning goal. The chapter also includes a description of a

new activity designed to introduce students to the empiricism-rationalism divide and to illustrate the need to back up good reasoning with sound evidence.

References

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Richard L. Miller
University of Nebraska at Kearney
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