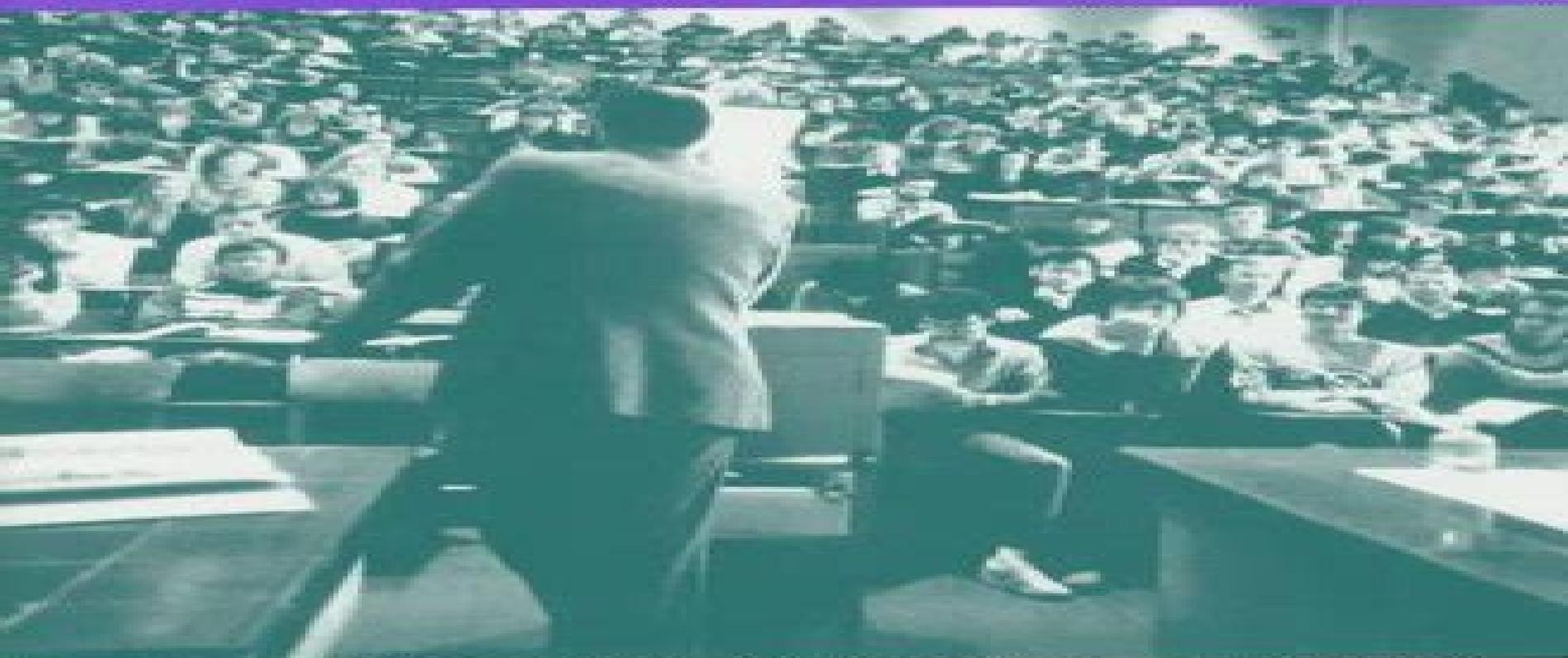


# TEACHING INTRODUCTORY PSYCHOLOGY



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# Teaching Introductory Psychology

**Rebecca R. Totton, Catherine A.  
Sanderson**



## **Teaching Introductory Psychology:**

A Guide to Teaching Introductory Psychology Sandra Goss Lucas, 2009-01-22 A Guide to Teaching Introductory Psychology focuses on the critical aspects of teaching introductory psychology to undergraduate students It includes ideas tips and strategies for effectively teaching this course and provides useful answers to commonly asked questions A concise and accessible guide to teaching introductory courses in Psychology Begins with an orienting history of the course Evaluates current trends in teaching and offers suggestions for developing personal techniques Addresses a number of relevant issues including how to teach difficult topics linking course content to everyday experience developing and using class presentations lectures and active learning ideas and increasing interest in course topics Supported by a website that provides links to useful websites and handouts that instructors can use in their classes <http://www.blackwellpublishing.com/teachpsychscience/lucas>

**Best Practices for Teaching Introduction to Psychology** Dana S. Dunn, Stephen L. Chew, 2006-04-21 This new book provides a scholarly yet practical approach to the challenges found in teaching introductory psychology developing the course and assessing student performance selecting which topics to cover and in how much depth the effective use of t

**Handbook for Teaching Introductory Psychology** Michelle Rae Hebl, Charles L. Brewer, Ludy T. Benjamin, Jr., 2001-08-01 Like its predecessors Volume III of the Handbook for Teaching Introductory Psychology provides introductory psychology instructors with teaching ideas and activities that can immediately be put into practice in the classroom It contains an organized collection of articles from Teaching of Psychology TOP the official journal of the Society for the Teaching of Psychology Division 2 of the American Psychological Association Volume III contains 89 articles from TOP that have not been included in other volumes Another distinction between this volume and its predecessors is its emphasis on testing and assessment The book is divided into two sections Section One Issues and Approaches in Teaching Introductory Psychology contains 52 articles on critical issues such as how to approach the course understanding students interests perceptions and motives students existing knowledge of psychology including their misconceptions a comparison of introductory textbooks and tips on how to evaluate them test questions and student factors affecting exam performance an overview of different forms of feedback giving extra credit and how to deal with academic dishonesty Section Two consists of 37 articles that present demonstrations class and laboratory projects and other techniques to enhance teaching and learning in both the introductory as well as advanced courses in the discipline This section is organized so as to parallel the order of topics found in most introductory psychology textbooks Intended for academicians who teach the introductory psychology course and or oversee grad assistants who teach the course all royalties of the book go directly to the Society for the Teaching of Psychology to promote its activities to further improve the teaching of psychology

*Thematic Approaches for Teaching Introductory Psychology* Dana S. Dunn, Bridgette Martin Hard, 2017-01-27 Recognizing the importance of introductory psychology as a gateway course this edited up to date guide presents insights that help educators address

challenges of coverage integration of active learning opportunities and ever evolving educational technologies The book features current scholarship and pedagogical practices regarding the teaching of introductory psychology in face to face online or hybrid environments The editors achieve their goals through an unusual approach inviting experienced and expert teachers of introductory psychology to describe an ongoing theme that provides structure and unity to the gateway course Themes include broad frameworks e g problem based learning big ideas that integrate course content e g subjectivity of human experience or particular skills and ways of thinking e g quantitative reasoning Important Notice Media content referenced within the product description or the product text may not be available in the ebook version

*Teaching Introductory Psychology* Roz Brody, Nicky Hayes, 1984

*Teaching Introductory Psychology* Robert J. Sternberg, 1997-01-01

The editor's goal in compiling this book was to invite authors to articulate their philosophies course designs and teaching techniques for the introductory psychology course The authors were told to write a chapter for all introductory psychology teachers and to address how the teaching of introductory psychology could be made more rewarding to students and teachers alike A few authors comment specifically on the writing process of introductory textbooks and the parallels they have found between the classes they teach and the material they write It is hoped that these chapters help to shed light on any introductory textbook's underlying purpose goals and organization and thus enable teachers to use these essential texts more effectively

*Handbook for Teaching Introductory Psychology* Ludy T. Benjamin, Robert S. Daniel, 1985 This comprehensive volume is an essential resource for instructors of beginning courses in psychology Reflecting the wisdom and creativity of many teachers of introductory psychology who contributed their ideas to the journal *Teaching of Psychology* the articles discuss a variety of issues and approaches as well as provide a large number of suggestions for classroom and extra classroom activities and demonstrations

*Introductory Psychology Teaching Primer* Sadie Leder-Elder, Jessica J. Good, Stephanie Afful, Jared Keeley, Jennifer J. Stiegler-Balfour, 2015 This book is the second edition of *Introductory Psychology Teaching Primer A Guide for New Teachers of Psyc 101* It exceeds its predecessor by the inclusion of updated student learning outcomes put forth in the APA Guidelines for the Undergraduate Psychology Major Version 2.0 as well as new resources designed to help students reach these objectives This primer is designed to be a pragmatic aid that will give instructors what they need to get started right away Authors divide each chapter into sections including Coverage Suggestions Learning Objectives Activities and Techniques Possible Assessments Relevant Articles from the *Teaching of Psychology* journal Links to TOPIX materials and Chapter Connections Given the importance of the introductory psychology class in American education approximately 1.7 million students take this class every year it is prudent for the premier organization for the teaching of psychology the Society of the Teaching of Psychology STP to provide guidelines for this course and prepare an explicit statement to aid teachers of this course STP's Executive Committee charged the Early Career Psychologists Committee to create a primer to aid those teaching introductory psychology This document is the revised and

updated version of the result of their labors *Teaching Introductory Psychology* Roz Brody, Nicky Hayes, 1995 Ideas for how teaching can be structured are presented in a lively manner and there are suggested topic sequences designed for planning a modular course Major themes and issues which emerge in or can be drawn from the different topics are discussed along with ideas for how to bring each topic alive for students in the classroom or seminar group There are comments and suggestions about how students sometimes react to different topics along with useful ideas for practical work *Handbook for Teaching Introductory Psychology* Michelle Rae Hebl, Charles L. Brewer, Ludy T. Benjamin, Jr., 2001-08-01 Like its predecessors Volume III of the Handbook for Teaching Introductory Psychology provides introductory psychology instructors with teaching ideas and activities that can immediately be put into practice in the classroom It contains an organized collection of articles from Teaching of Psychology TOP the official journal of the Society for the Teaching of Psychology Division 2 of the American Psychological Association Volume III contains 89 articles from TOP that have not been included in other volumes Another distinction between this volume and its predecessors is its emphasis on testing and assessment The book is divided into two sections Section One Issues and Approaches in Teaching Introductory Psychology contains 52 articles on critical issues such as how to approach the course understanding students interests perceptions and motives students existing knowledge of psychology including their misconceptions a comparison of introductory textbooks and tips on how to evaluate them test questions and student factors affecting exam performance an overview of different forms of feedback giving extra credit and how to deal with academic dishonesty Section Two consists of 37 articles that present demonstrations class and laboratory projects and other techniques to enhance teaching and learning in both the introductory as well as advanced courses in the discipline This section is organized so as to parallel the order of topics found in most introductory psychology textbooks Intended for academicians who teach the introductory psychology course and or oversee grad assistants who teach the course all royalties of the book go directly to the Society for the Teaching of Psychology to promote its activities to further improve the teaching of psychology Teaching Introductory Psychology ,2011

Handbook for Teaching Introductory Psychology Richard A. Griggs, 2002 Introductory Psychology for Teachers Edward K. Strong, 2015-06-24 Excerpt from Introductory Psychology for Teachers Revised Certain principles have been established as fundamental to good teaching Theoretically all psychologists are agreed that a course of study should proceed from the known to the unknown and from the concrete to the general that students should learn by doing that the problem or project method of teaching is superior to memorization of a textbook that functional not faculty psychology should be taught that individual differences in students should be taken into account that a beginning course should be designed for the benefit of the great majority who never go farther etc The aim of this course is to meet these and other ideals of teaching in an introductory course of psychology designed primarily for the use of prospective teachers Instead of beginning with the most uninteresting phases of psychology and those most unknown to students the course takes up concrete experiences of

everyday life relates them to the problems of learning individual differences and influencing others and so develops these topics Each general principle is discovered by the student out of his own experience in solving specialty organized problems Only after he has done his best is he expected to refer to the text and by then the text is no longer basic but only supplementary clearing up misunderstandings and broadening the whole viewpoint Behavior as a whole is considered from the start gradually it is subdivided and subdivided so that finally such topics as memory or attention can be discussed without fixing in the mind of the student the idea that they are separate entities And in general the course is prepared on the assumption that the majority of students are never going to specialize in psychology and should consequent be given the most interesting and useful facts and principles of psychology regardless of whether or not they are usually reserved for graduate students The course is conducted in a radically different way from that of prevailing courses About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books Find more at [www.forgottenbooks.com](http://www.forgottenbooks.com) This book is a reproduction of an important historical work Forgotten Books uses state of the art technology to digitally reconstruct the work preserving the original format whilst repairing imperfections present in the aged copy In rare cases an imperfection in the original such as a blemish or missing page may be replicated in our edition We do however repair the vast majority of imperfections successfully any imperfections that remain are intentionally left to preserve the state of such historical works

*Teaching Psychology* Douglas A. Bernstein, 2014-06-26 This volume provides thoroughly updated guidelines for preparing and teaching an entire course in psychology Based on best principles and effective psychological and pedagogical research it offers practical suggestions for planning a course choosing teaching methods integrating technology appropriately and effectively developing student evaluation instruments and programs and ideas for evaluation of your own teaching effectiveness While research based this book was developed to be a basic outline of what to do when you teach It is intended as a self help guide for relatively inexperienced psychology teachers whether graduate students or new faculty but also as a core reading assignment for those who train psychology instructors Experienced faculty who wish to hone their teaching skills will find the book useful too **Handbook for Teaching Introductory Psychology**, 2001 Teaching Introductory Psychology Martha Lynn Aldenbrand, 1971 **Transforming Introductory Psychology** Regan A. R. Gurung, Garth Neufeld, 2021-08-17 This book presents recommendations for teaching the introductory psychology course developed by the Introductory Psychology Initiative IPI task force appointed by APA's Board of Educational Affairs BEA Case studies illustrate the application of recommendations to learning goals and outcomes course design teacher training and student transformation Teaching Introduction to Psychology Rebecca R. Totton, Catherine A. Sanderson, 2025-12-28 This in depth book provides practical strategies and resources for teaching a foundational introduction to psychology course in line with the American Psychological Association Introductory Psychology Initiative Expert instructors share their innovative pedagogical approaches to fostering a positive learning environment Teaching Introduction to Psychology is separated into

three distinct thematic sections each with chapters which can be used together or separately allowing educators the flexibility to select and implement content that aligns with their courses The first section explores effective course structures and class management techniques encouraging positive connections between educators and their students The second section emphasizes the importance of inclusion diversity equity and access in the content and delivery of the course as well as in the teaching environment In the final section contributors provide innovative ideas for assignments and assessments that both maintain rigor and effectively engage students covering topics such as social media story telling and the paranormal An invaluable resource for psychology instructors at any career stage and any type of institution Teaching Introduction to Psychology provides the tools necessary to build a rigorous yet welcoming foundational course for all students

**Transforming Introductory Psychology** Regan A. R. Gurung, Garth Neufeld, 2022 Each year well over a million undergraduate students take an introductory psychology course This edited volume presents recommendations for designing and teaching this important course The recommendations stem from an initiative of the American Psychological Association which seeks to make introductory psychology a transformational experience for students While some students taking the course will become psychology majors or even psychologists most will pursue other careers Thus successful introductory psychology courses help students grow personally academically and professionally with skills that will be valuable for the rest of their lives regardless of career The book's recommendations cover four key areas course design defining and assessing student learning goals and outcomes teacher training and development and student learning and transformation Chapters illustrate how to implement the recommendations in various institutions including public and private colleges and universities research universities liberal arts colleges comprehensive universities two year colleges and high school Given the diverse purposes served by the introductory psychology course this work is a must have for every psychology department and every person who teaches introductory psychology

*Handbook for Teaching Introductory Psychology* Ludy T. Benjamin, Robert S. Daniel, Charles L. Brewer, Michelle Rae Hebl, Richard A. Griggs, 1985 This comprehensive volume is an essential resource for instructors of beginning courses in psychology Reflecting the wisdom and creativity of many teachers of introductory psychology who contributed their ideas to the journal Teaching of Psychology the articles discuss a variety of issues and approaches as well as provide a large number of suggestions for classroom and extra classroom activities and demonstrations

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## **Table of Contents Teaching Introductory Psychology**

1. Understanding the eBook Teaching Introductory Psychology
  - The Rise of Digital Reading Teaching Introductory Psychology
  - Advantages of eBooks Over Traditional Books
2. Identifying Teaching Introductory Psychology
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Teaching Introductory Psychology
  - User-Friendly Interface
4. Exploring eBook Recommendations from Teaching Introductory Psychology
  - Personalized Recommendations
  - Teaching Introductory Psychology User Reviews and Ratings
  - Teaching Introductory Psychology and Bestseller Lists
5. Accessing Teaching Introductory Psychology Free and Paid eBooks
  - Teaching Introductory Psychology Public Domain eBooks
  - Teaching Introductory Psychology eBook Subscription Services

- Teaching Introductory Psychology Budget-Friendly Options
- 6. Navigating Teaching Introductory Psychology eBook Formats
  - ePub, PDF, MOBI, and More
  - Teaching Introductory Psychology Compatibility with Devices
  - Teaching Introductory Psychology Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Teaching Introductory Psychology
  - Highlighting and Note-Taking Teaching Introductory Psychology
  - Interactive Elements Teaching Introductory Psychology
- 8. Staying Engaged with Teaching Introductory Psychology
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Teaching Introductory Psychology
- 9. Balancing eBooks and Physical Books Teaching Introductory Psychology
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Teaching Introductory Psychology
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Teaching Introductory Psychology
  - Setting Reading Goals Teaching Introductory Psychology
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Teaching Introductory Psychology
  - Fact-Checking eBook Content of Teaching Introductory Psychology
  - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
- 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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