

**THE SIXTEENTH
LEWIS M. TERMAN WESTERN REGIONAL TEACHING CONFERENCE**
Cancun, Mexico
April 21, 2010

Sponsored by Pearson Higher Education

Balance – It's Not an Act, It's a Profession!

- 8:30 am **Continental Breakfast**
Provided by Pearson Higher Education
- 9:00 am **Welcome – Stanley Sue**, WPA President
& **Chris Cozby**, WPA Executive Director
- 9:10 am **Juggling the Demands of Psychology Education in the 21st Century**
Bettina J. Casad, California State Polytechnic University, Pomona
- 10:15 am Break
- 10:30 am **Writing assignments: Two Techniques to Balance Too Many Students and Too Little Time**
Brennis Lucero-Wagoner, California State University, Northridge
- 11:30 am **Two Paths to Virtue in Academia**
Steven F. Bacon, California State University, Bakersfield
- 12:30 –
1:30 pm Lunch Break
- 1:30 pm **Coping with Student Incivilities: Balancing the Needs of Everyone Involved**
Laura L. Duvall, Heartland Community College
- 2:30 pm **The Balancing World of Effective Teaching: Teaching Current Research Findings while Bridging the Challenges of Low Basic Skills Students**
Amy L. Ramos and Teresa Jacob, Grossmont College, National Latino Research Center, CSUSM
- 3:30 pm Break
- 3:45 pm **The Unrealized Genius of Homer Simpson: Taking Social Psychology Outside of the Classroom**
Kevin Simpson, Concordia University
- 4:45 pm **Conference Closing and Evaluation**
Conference Coordinator
Anne Duran, California State University, Bakersfield

THE SIXTEENTH LEWIS M. TERMAN WESTERN REGIONAL TEACHING CONFERENCE PRESENTERS AND PRESENTATIONS

Master Teachers tell of their approaches at creating a dynamic learning environment.
Registration information at www.westernpsych.org



STEVEN F. BACON, California State University, Bakersfield
Two Paths to Virtue in Academia

In this talk, I will describe two major types of character strengths or virtues: focus strengths, exemplified by creativity, and balance strengths, exemplified by wisdom. Which type we pursue influences how we organize our personal and professional lives, including choices about what we do, where we do it, and what values we promote as professional practitioners, researchers and teachers. I will discuss the implications of these choices and the values we promote for the classroom.

Steven F. Bacon is chair and professor of Psychology at California State University, Bakersfield where he teaches introductory, clinical and positive psychology. He is Director of the Quality of Life Studies Laboratory at CSUB. He received his Ph.D. in Clinical Psychology from the University of Minnesota.



BETTINA J. CASAD, California State Polytechnic University, Pomona
Juggling the Demands of Psychology Education in the 21st Century

Psychology education in the new millennium comprises much more than delivering core content to students. Today's psychology students need to become critical thinkers and psychologically literate citizens to successfully navigate life in the 21st century. This presentation will share the recommendations put forth by the 80 educators who convened at the 2008 National Conference on Undergraduate Education in Psychology. In *Undergraduate Education in Psychology: A Blueprint for the Future of the Discipline*, psychologists offer five quality principles to guide undergraduate curricula in psychology.

Bettina J. Casad is an assistant professor of Psychology at California State Polytechnic University, Pomona. She received her B.S. in Psychology from the University of Washington and Ph.D. in Social Psychology from Claremont Graduate University. Dr. Casad teaches students in Social Psychology, Prejudice and Discrimination, Experimental Psychology, and Statistics. She has published on the scholarship of teaching and learning on topics such as translating psychological science into teaching and learning and teaching and learning in different academic settings. Dr. Casad's research program examines effects of stereotype threat on the academic performance and career choices of women and minorities in leadership and non-traditional fields.



LAURA L. DUVALL, Heartland Community College
Coping with Student Incivilities: Balancing the Needs of Everyone Involved

Respectful conduct is vital to academic endeavors. Unfortunately, and all too commonly, faculty, staff, and administrators must contend with discourteous student behaviors. Incivilities affect the instructor's capacity and desire to teach, the students' ability to learn, and create emotional distress for all involved. Whether passive or overt, these disruptions are difficult to cope with, in part, because of their wide variety and often ambiguous nature. However, if not addressed, disrespectful behaviors rarely diminish, and will often escalate. Although we will discuss student behavior, the emphasis is not on the student, but on how we as educators can best approach these difficult situations. What proactive strategies will reduce the occurrence of incivilities in the first place? And when incivilities do surface, what tactics minimize their negative impact on the class? As educators we must try to balance the needs of the discourteous student, the needs of the other students in the class, as well as our own needs - concrete and practical plans will be shared on how this might be accomplished.

Laura L. Duvall is a Professor of Psychology at Heartland Community College, in Bloomington-Normal Illinois, where she has been teaching since 1994. She received her B.A. from the University of California at Santa Barbara, and did her graduate work at California State University, Northridge. She has felt anger and despair in the face of student incivilities, but found practical ways to cope, and bounced back to be elected by students as the Outstanding Faculty Member at Heartland, and was also the 2003 recipient of NISOD's Outstanding Faculty Award.



BRENNIS LUCERO-WAGONER, California State University, Northridge
Writing assignments: Two techniques to balance too many students and too little time

Writing assignments have been demonstrated to play an important role in student learning, but large classes present special challenges for instructors who want to employ writing in their courses. This session will discuss the use of rubrics and will provide two time-efficient means for grading both long and short-answer essays.

Brennis Lucero-Wagoner is a Professor in the Department of Psychology at California State University, Northridge (CSUN). She received her Ph.D. in physiological psychology from U.C.L.A. in 1982 and joined the faculty at CSUN in 1985. She has had an enduring interest in the scholarship of teaching and learning and has been recognized by her campus for teaching excellence. In addition to teaching courses in her area of specialty, she has taught a seminar in teaching effectiveness for many years.



AMY RAMOS and TERESA JACOB, Grossmont College, National Latino Research Center, California State University, San Marcos

The Balancing World of Effective Teaching: Teaching Current Research Findings While Bridging the Challenges of Low Basic Skills Students

One of the major challenges faced by community college professors is learning how to teach effectively to all students, regardless of basic skills competency. Students come to college with varying degrees of preparation and expectations and are likely to discover both personal and academic challenges that may prevent their success in the classroom. In the classroom, we need to address diverse levels of education and language limitations by employing a variety of

teaching techniques. However, many times instructors often end-up “re-inventing the wheel.” That is, we tend to offer one-on-one services for students (e.g., tutoring, advising, editing, etc.) that are currently offered by other departments or courses on campus. Thus, this presentation will focus on developing strategies to create effective teaching by collaborating with other departments on campus to better serve our students and to motivate those who perhaps had not seriously considered their educational future to pursue a higher education.

Amy Ramos is a psychology instructor at Grossmont College. She is also a researcher at the National Latino Research Center at California State University, San Marcos. She specializes in neuroscience and research methods. She received her PhD in Psychology and Neuroscience from Iowa State University.

Teresa Jacob has been teaching at the community college level for 20 years, and loving every minute of it! She received her PhD in Psychology at the University of California, San Diego (where she also taught for close to 20 years). She is the recipient of college-wide awards and recognitions for her excellent teaching methods. Native of Brazil, she immigrated to the US and has lived here for exactly half of her life. She has published several research studies as well as poems and short stories here and in Brazil.



KEVIN SIMPSON, Concordia University

The Unrealized Genius of Homer Simpson: Taking Social Psychology Outside of the Classroom

Social psychology is a broad and diversified field of emphasis within the discipline of psychology. In this session, special attention will be given to creating a balanced approach between using ‘real’ world illustrations and developing creative, innovative ways of teaching undergraduate social psychology. Examples will be drawn from two seemingly disparate areas: the ‘psychology of genius’ literature and the irreverent pop psychology of *The Simpsons* television show. This session will also present a range of teaching techniques and activities drawn from biographical and empirical evidence of exceptional creativity evident in the exuberant lives, temperaments, and contributions of famous geniuses throughout recent history. Lastly, Dr Simpson will also relate his experiences in preparing study abroad courses in these same areas while offering general suggestions for creating your own international studies curriculum grounded in social and personality psychology.

Kevin Simpson serves as Professor of Psychology at Concordia University in Portland, Oregon. In addition to his teaching duties in social and personality psychology, he is actively involved in research and service in college student development, applied sport psychology, HIV/AIDS outreach, and international education. Recently, Dr Simpson served as a guest faculty over a four-year span in a summer college preparatory program at Yale University where he taught a seminar entitled “*Beautiful Minds*”: *Psychology revealed through exceptional lives*. This seminar has been replicated on his home campus and offered as part of a faculty-in-residence experience in a study abroad program in London, England. His most recent publications have been in the areas of genius and creativity and the use of classic and modern propaganda in the teaching of social psychology. Dr. Simpson has also presented at international conferences for teachers of psychology, national conferences of the American Psychological Association, and various regional and local conferences in college student psychotherapy.



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Thank you for attending!
We hope to see you in 2011 at
The Seventeenth Lewis M. Terman Western Regional Teaching Conference
Los Angeles, California
April 27, 2011