

**THE TWENTY-SECOND
LEWIS M. TERMAN WESTERN REGIONAL TEACHING CONFERENCE**

Westin – Long Beach, California

Location -- Centennial Ballroom

A FOCUS ON ASSESSMENT

- 8:30 a.m. **Continental Breakfast**
- 9:00 a.m. **Welcome and Introductions** – Chris Cozby, WPA Executive Director, and J. Kris Leppien-Christensen, Terman Conference Chair
- 9:15 a.m. **The Nuts and Bolts of Highly Effective Teaching: Some More Thoughts**
Eugene Wong, California State University, San Bernardino
- 10:15 a.m. **Coffee Break**
- 10:30 a.m. **Fostering Mega-Cognitive Dialogues in Psychology Courses through the Reading Apprenticeship Model**
Andrea Pantoja Garvey, American River College
- 11:30 a.m. **We Are Not Alverno College: Designing a Customized Assessment System for Closing the Loop at Any Institution**
Sharon Hamill, California State University, San Marcos
- 12:30 p.m. **Lunch Break**
- 1:15 p.m. **It's Time: Getting Serious about National Advocacy for Undergraduate Psychology Majors**
R. Eric Landrum, Boise State University
- 2:15 p.m. **Intro Psych: What Are We Trying to Do?**
Sue Frantz, Highline Community College
- 3:15 p.m. **Coffee Break**
- 3:30 p.m. **Beyond Compliance – Making Student Learning Outcome Assessment More Useful**
Jerry Rudman, Psi Beta Executive Director and Irvine Valley College
- 4:30 p.m. **A Quiet World: The Wonders of Hearing and Hearing Loss**
David Myers
- 5:30 p.m. **Conference Closing and Evaluation** – Diane S. Brown, Terman Conference Associate Chair

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The Nuts and Bolts of Highly Effective Teaching: Some More Thoughts

Eugene Wong, California State University, San Bernardino

Our conversation will provide us with an opportunity talk about teaching within the context of story-telling. We learn so much when we hear stories! So, as teachers, “story-telling” in the classroom is integral in supporting student learning and engagement. We will consider what it means to tell a story in class and also explore some of the core components of highly effective teaching that you can adapt for your own classroom. We’ll also be able to look at what students find to be especially important in highly effective instructors and how that may be integrated with teaching practices to create optimal learning settings.

Eugene Wong is a developmental psychologist whose research focuses primarily on the academic experience of school-age through college-age students. Specifically, his interests are in understanding how students’ performance can be supported in the classroom. Additionally, Eugene conducts research that examines the efficacy of computer-assisted training programs in remediating working memory and attention weaknesses which directly impact academic performance in the K-12 and university settings. Eugene has been recognized for his teaching at the University of Maine at Farmington and at CSU San Bernardino. Most recently he received the WPA Teaching Award.



Fostering Mega-Cognitive Dialogues in Psychology Courses through the Reading Apprenticeship Model

Andrea Pantoja Garvey, American River College

Vygotsky’s theory and socio-constructivist research of cognitive development have for many decades provided supporting evidence that learning occurs as students engage in social dialogues with one another and their instructors related to course-specific texts. The implementation of socio-constructivist principles into specific teaching practices continues to be challenging for many college professors who have to balance content-delivery with time constraints. The Reading Apprenticeship Model (Schoenbach, Greenleaf, & Murphy, 2012) helps translate socio-constructivist ideas into specific teaching routines. At the core of the Reading Apprenticeship Model is its emphasis on scaffolding meta-cognitive dialogues, fostering a culture of inquiry in the classroom. This presentation introduces the audience to some basic premises of the Reading Apprenticeship Model followed by a hands-on demonstration of specific teaching routines applied in a lower-division Child Psychology class.

Andrea Pantoja Garvey has been teaching full-time at American River College since 2003. Her teaching is primarily focused on transfer-level, lower division developmental psychology courses, both online and face-to-face. Prior to her employment at ARC, she was a full-time Psychology professor at CSU-Chico, teaching developmental psychology courses. She completed her undergraduate degree in developmental psychology in 1994 at the Federal University of Pernambuco, Brazil (country of origin), her master’s degree in developmental psychology in 1997 and her Ph.D. degree in developmental psychology in 2000, both at the University of Utah.

In addition to teaching at ARC, she is actively involved in the [ARC Reading Apprenticeship Project](#), which involves providing training to faculty and staff on campus on the [reading apprenticeship framework](#) as well as conducting research on the effectiveness of reading apprenticeship teaching routines on student academic engagement, success and retention.

Andrea Pantoja Garvey also maintains a research program focusing on the application of dynamic systems theory to the developmental investigations of mother-infant interactions. Specifically, she examines change processes in the mother-infant communication system with an emphasis on the study of positive emotions in relational contexts, using a longitudinal data set. Her undergraduate research assistants will be presenting a poster on the topic of individual differences in infant smiling this Thursday at the 11:30am session. She is also a faculty co-adviser for her campus Psi Beta club. Her Psi Beta students will also be presenting a poster on Friday, during the Psi Beta poster session.



We Are Not Alverno College: Designing a Customized Assessment System for Closing the Loop at Any Institution

Sharon Hamill, California State University, San Marcos

The assessment literature is replete with examples of how to collect assessment data to assess student learning. However, few resources are available on how best to disseminate and use the information to close the loop and make program improvements. Whereas “best practice” institutions such as Alverno College serve as exemplary models of this process, the systems developed at these institutions may not generalize to other campuses. Each campus has its own unique culture and politics, and they vary considerably in terms of the time and financial resources available to conduct meaningful assessments. Collectively, these factors make the development of a system for appropriate dissemination of information even more complex. Using Walvoord’s approach to diagramming an assessment structure, this presentation describes the diagnosis and redesign of an assessment system through a case study of a public institution. This presentation will provide a step-by-step approach to create a simple, meaningful and sustainable assessment system that can be adapted to specific campuses and their unique cultures.

Sharon B. Hamill received her BA from CSU Long Beach and her Ph.D. in Social Ecology from the University of California, Irvine in 1990. She joined the Psychology faculty at CSUSM in 1996 and was chair of the department from 2005 to 2008. She is currently a Professor of Developmental Psychology at CSUSM, the Faculty Director of the Institute for Palliative Care, and the Program Director for the new Child and Adolescent Development Program. Her research interests include the development of personal and social responsibility among adolescent and emerging adult caregivers, multi-generational families of Alzheimer’s Disease patients, and ethnic group differences in caregiving. Dr. Hamill was recently named the Harry E. Brakebill Distinguished Professor recipient for 2015-2016.

Sharon’s interest in how to promote positive development in adolescents and emerging adults has been life-long. However, her interest in the scholarship of teaching and learning developed over the past 25 years; she likes to credit her 3 sons for teaching her that it is much more important to focus on what students are learning than what she is saying. Sharon has served as the Accreditation Liaison Officer (ALO), the Director of Academic Assessment, and the General Education Assessment Coordinator at CSUSM. She currently chairs the Core Competencies Team and works extensively with CSUSM’s instructional development team to provide training in assessment to campus faculty. She graduated from the WASC Assessment Leadership Academy, Cohort IV, and currently serves as a reviewer for WASC.



It’s Time: Getting Serious about National Advocacy for Undergraduate Psychology Majors

R. Eric Landrum, Boise State University

Majoring in psychology has been described as a double-edged sword; the skills acquired prepare students for numerous career opportunities, yet psychology graduates are not exclusively qualified for a particular career (unless graduate school is pursued). The popularity of the undergraduate psychology major makes it a frequent attack target by government leaders and aspiring politicians; unfortunately, psychology educators have no national data to refute the claims in a meaningful and persuasive way. If we care about the future of our discipline, it is now time to become serious about studying ourselves and the career paths of psychology baccalaureates.

R. Eric Landrum is a professor of psychology at Boise State University, receiving his PhD in cognitive psychology from Southern Illinois University-Carbondale. His research interests center on the educational conditions that best facilitate student success as well as the use of SoTL strategies to advance the efforts of scientist-educators. He has over 375 professional presentations at conferences and published over 25 books/book chapters, and has published over 75 professional articles in scholarly, peer-reviewed journals. He has worked with over 300 undergraduate research assistants and taught over 13,000 students in 23 years at Boise State. With the launch of a new APA journal in 2015—Scholarship of Teaching and Learning in Psychology—he serves as one of its inaugural co-editors. Eric served as Vice President for the Rocky Mountain region of Psi Chi (2009-2011). He is a fellow in APA’s Division Two (Society for the Teaching of Psychology or STP), served as STP secretary (2009-2011) and served as the 2014 STP President. Eric is currently the President-Elect of the Rocky Mountain Psychological Association.



Intro Psych: What Are We Trying to Do?
Sue Frantz, Highline Community College

In the Intro Psych course, we have students who will be future leaders and on-the-ground workers in politics, business, medicine, and technology. We have one term to tell them what they need to know about themselves and others. What do they need to know about psychology? What skills do we want them to develop? How do we know they have achieved that knowledge and those skills? And how do we know if they retain them after the course is over? These and other questions will be addressed.

Sue Frantz is working on her third decade in the college classroom at Highline College near Seattle. Throughout her career, she has been an early adopter of new technologies in which she saw pedagogical potential. In 2009, she founded her blog, Technology for Academics. The blog features both new tech tools and tips for using not-so-new tools effectively. She currently serves as Vice President for Resources for APA Division 2: Society for the Teaching of Psychology. In 2013, she was the inaugural recipient of the APA award for Excellence in the Scholarship of Teaching and Learning at a Two-Year College or Campus.



Beyond Compliance – Making Student Learning Outcome Assessment More Useful
Jerry Rudman, Psi Beta Executive Director and Irvine Valley College

Accountability to stakeholders requires that we assess what students are learning, use the findings to make improvements, and somehow share this publicly. The ACCJC/WASC assessment mandate from 14 years ago has led to a climate of compliance. We are “doing SLOs” but the process has not been particularly helpful or informative. Can we make assessment more useful? APA’s Learning Guidelines (2.0) can help us develop a relevant assessment program that provides departments and students with useful information, while satisfying our accreditors. Jerry Rudmann will introduce a comprehensive assessment process that aligns with APA Learning Guidelines (2.0), includes learning outcomes derived from coursework and co-curricular programs, and produces departmental and student level performance profiles.

Jerry Rudmann served on both APA task forces (*Guidelines 1.0 and 2.0*). His work history includes teaching psychology at Irvine Valley College, Human Factors Engineering at Rockwell International, and Supervising Institutional Research at Coastline College. He currently co-advises a Psi Beta chapter, serves as Psi Beta’s Executive Director, and is President of the Association of College Honor Societies (ACHS).



A Quiet World: The Wonders of Hearing and Hearing Loss

David Myers

With audio and video demonstrations (available to Terman conferees), David Myers will explore the biology and psychology of hearing and hearing loss. He will also explore user-friendly assistive technologies that reflect “the human factor,” and will describe efforts to apply social psychological principles to the transformation of American listening.

David Myers’ vocation is doing and communicating psychological science. His avocation is supporting Americans with hearing loss, for which he has received awards from the American Academy of Audiology, the Hearing Loss Association of America, and the hearing industry. He represents Americans with hearing loss on the Advisory Council of NIH’s National Institute on Deafness and Other Communication Disorders.



Conference Chair

J. Kris Leppien-Christensen, Ph.D., Professor of Psychology
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Thank you for attending!

We hope to see you next year at

The Twenty-Third Lewis M. Terman Western Regional Teaching Conference
Sacramento, California
Wednesday, April 26th, 2017

