

THE SEVENTEENTH
LEWIS M. TERMAN WESTERN REGIONAL TEACHING CONFERENCE
Los Angeles, California
April 27, 2011

Success and Best Practices for Students and Teachers

- 8:30 am **Continental Breakfast**
Provided by Worth Publishers
- 9:00 am **Welcome -- Chris Cozby**, WPA Executive Director
- 9:10 am **Walking the Talk of Diversity: Holistic Teaching Strategy for Race, Gender, Class, Sexual Orientation, Disability, Religion, Age, Language, and Region**
Heesoon Jun, Evergreen State College, Olympia, Washington
- 10:15 am Break
- 10:30 am **Teaching Implicit Prejudice: Pedagogy, Teaching Styles, Assessment, and Teacher-Student Diversity**
Virgil Adams, III, California State University, Channel Islands
Thierry Devos, San Diego State University
Heather Smith, Sonoma State University
Luis A. Vega, California State University, Bakersfield
- 12:00 –
1:30 pm Lunch Break
- 1:30 pm **Designing and Structuring Courses for Student (and Professor) Success**
Henry D. Schlinger, Jr., California State University, Los Angeles
- 2:30 pm **Are We Looking the Wrong Way? Lessons from Geese and Genghis Khan**
Robert Bramucci, South Orange County Community College District
- 3:30 pm Break
- 3:45 pm **Using Media in the Classroom: Best Practices**
Thomas E. Ludwig, Hope College
- 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.



VIRGIL ADAMS, III, California State University, Channel Islands

THIERRY DEVOS, San Diego State University

HEATHER SMITH, Sonoma State University

LUIS A. VEGA, California State University, Bakersfield

Teaching Implicit Prejudice: Pedagogy, Teaching Styles, Assessment, and Teacher-Student Diversity

This panel presentation and discussion will report findings from a multi-year, -campus, and -instructor investigation of student-learning of implicit prejudice within social psychology courses. Issues for discussion will include: (a) the advantages and disadvantages of professors attempting to teach the same content/format across campuses, (b) assessment beyond a single class or department, (c) assessment as a form of research, and (d) reconciling different schools of thought, teaching styles, and diverse student populations in order to standardize student-learning. In addition to discussing student-learning and pedagogical outcomes, the panel will discuss the lessons learned, best practices, and whether student attitudes are influenced by course content.

Virgil H. Adams III is an Associate Professor of Psychology in the Psychology Program at California State University at Channel Islands where he also serves as Associate Chair. He received his Ph.D. in Social Psychology from the University of California, Santa Cruz. An award winning instructor, he teaches courses in social psychology, history & systems of psychology, intergroup relations, field research methods, and intermediate statistics. His research focuses on quality of life, hope, and families, in particular African American families. Dr. Adams' greatest satisfactions come through both his teaching as well as the mentoring of student research projects.

Thierry Devos is an Associate Professor in the Department of Psychology at San Diego State University. He received his Ph.D. in social sciences from the University of Lausanne, Switzerland. He teaches courses in social psychology, prejudice, stereotyping, and intergroup relations. Mentoring undergraduate and graduate students in research activities is a core component of his instructional activities. His research focuses on how social identities operate outside of conscious awareness and control. Specifically, he is interested in the implicit interconnections between ethnic and national identities, and in factors affecting the implicit academic self-concept of under-represented groups. He has published more than 30 articles in academic journals and more than a dozen contributions to edited volumes. His research has been funded by the National Institute of Mental Health and the Swiss National Science Foundation.

Heather Smith is a Professor in the Department of Psychology at Sonoma State University. She received her Ph.D. in social psychology from the University of California, Santa Cruz. She teaches courses in qualitative and quantitative research methods, social and organizational psychology. Her current research projects focus on how people's definitions of fairness and

reactions to disadvantages or conflict change when they identify themselves as members of particular groups. Her research has been funded by the National Institute of Mental Health and the National Science foundation. She is most proud of the six peer-reviewed publications that she has published with SSU undergraduate co-authors.

Luis A. Vega received his Ph.D. in Social Psychology from the University of California, Santa Cruz and is a Professor of Psychology at California State University, Bakersfield, where he teaches courses in Intergroup Relations, Social Psychology, and Research Methods. His research focuses on victims' perceptions of discrimination and social identity. Luis's greatest satisfaction is mentoring first-generation college students, of whom he was once one.



ROBERT BRAMUCCI, South Orange County Community College District
Are We Looking the Wrong Way? Lessons from Geese and Genghis Khan

Since their inception, colleges and universities have focused on "top-down" initiatives. But the Internet provides revolutionary new ways of doing things in a "bottom-up" fashion, from Facebook and Twitter to open source software and crowdsourced problem-solving. Dr. Bramucci draws examples from the unlikeliest of places--ants and Apple computers, mackerel and mashups, and yes, geese and Genghis Khan--to show how we might focus our efforts in a more productive direction to tackle formerly-intractable problems in higher education.

Before he became the *Vice Chancellor of Technology and Learning Services* for South Orange County Community College District, **Dr. Bramucci** spent fifteen years in the classroom. He serves on the state *Educational Technology Advisory Committee* to the Board of Governors of the California Community Colleges and has been honored with the system's highest award for technology leadership. Bob and his team just won a *2010 Campus Technology Innovator Award* from *Campus Technology* magazine and their work was recently featured in *The Chronicle of Higher Education*.



HEESOOON JUN, The Evergreen State College, Olympia, Washington
Walking the talk of Diversity: Holistic Teaching Strategy for Race, Gender, Class, Sexual Orientation, Disability, Religion, Age, Language, and Region

One of the well received 2009 WPA Convention presentations was Dr. Stanley Sue's *The Teaching of the Psychology of Race, Culture, and Racism Issues and Controversies*. It stimulated intellectual rigor and passionate comments from the audience. The audience had several questions about how to deal with the other diversity issues such as disability and class. This session will discuss concrete teaching strategy to examine race, gender, class, sexual orientation, disability/impairment, religion, age, language, region, and their intersections from a holistic perspective. Holistic teaching strategy examines a person from multiple identities (race, gender, class, sexual orientation, disability/impairment, religion, age, language, and region, etc.) and their intersections. Social psychology research such as in-group favoritism, attribution error, asymmetric perception, and social projection will be discussed in conjunction with inappropriate

hierarchical, dichotomous, and linear thinking styles since these hinder our ability to examine diversity and multicultural issues from a holistic perspective. In addition, the importance of learning the holistic approach through transformative learning will be discussed because intellectual understanding alone does not transcend our attitudes, values, and beliefs that are learned through implicit learning.

Heesoon Jun is a “continuing member of the psychology faculty” (professor at a traditional college) at The Evergreen State College, in Olympia, Washington, where she has been teaching since 1996. She received her B.S. in psychology from Washington State University in Pullman, Washington, MA in clinical psychology from Radford University in Radford, Virginia, and Ph.D. in educational psychology from the University of Washington in Seattle, Washington. She received an Exceptional Faculty Award from Centralia College in 1996 and National Institute for Staff and Organizational Development Excellence Award in 1997. She was acknowledged as the Most Mentioned Faculty by Students on Evergreen State College Alumni Survey in 2007. She has been working on improving diversity and equity issues on campus since 2003 and currently is a member of the Diversity and Equity Standing Committee. She teaches Multicultural Counseling and has taught the following programs with other faculty members: Gender and Media, Self and Community, Health and Human Development, Memories, Dreams, and Beliefs, Mind Body Soul, etc. Her book, *Social Justice, Multicultural Counseling, and Practice* was published in 2009.



THOMAS E. LUDWIG, Hope College
Using Media in the Classroom: Best Practices

Converging evidence from classroom research supports the use of multimedia instructional materials, both to engage students and to increase their comprehension of the key concepts. This presentation will summarize the research findings and suggest some guidelines (with demonstrations) for effectively using media to increase student engagement and motivation, to promote classroom discussion, and to enhance understanding of complex topics.

Thomas E. Ludwig is the John Dirk Werkman Professor of Psychology at Hope College in Holland, Michigan. He received his Ph.D. from Washington University in St. Louis, and currently teaches courses in introductory psychology and lifespan developmental psychology, and conducts research on face perception. He has won several awards for excellence in teaching, including the 2005 Charles L. Brewer Distinguished Teaching of Psychology Award from the American Psychological Foundation. He is perhaps best known as a technology pioneer who has been using computer-assisted instruction in and out of the classroom since 1980. He has published several award-winning instructional technology projects for introductory psychology, including *PsychSim*, *PsychQuest*, *PsychInquiry*, *PsychOnline*, and *Concepts in Action*. He has co-authored several reports on pedagogical innovations for the Society for the Teaching of Psychology, and also co-authored a chapter in *Best Practices for Teaching Introduction to Psychology* (Erlbaum, 2005).



HENRY D. SCHLINGER, JR., California State University, Los Angeles
Designing and Structuring Courses for Student (and Professor) Success

There is currently widespread concern for effectiveness at all levels of education. A defining feature of teaching -- perhaps more than any other profession -- is the range of variability in styles and approaches. Unlike the practice of medicine, teaching is still seen as an art. Moreover, few college professors are ever taught how to teach; their only qualification is a Ph.D. and expertise in their subject matter. But nowadays when colleges and universities are struggling to retain students, it is imperative that instructors take more responsibility for the success of their students. They can do this by designing their courses and classrooms according to existing research and theory in psychology.

Henry D. Schlinger, Jr. is Associate Professor of Psychology and Director of the Graduate Program in Applied Behavior Analysis at California State University, Los Angeles. He received his B.S. and M.A. from Southern Methodist University in his hometown of Dallas Texas, and his Ph.D. far away in the bitter cold of the Midwest at Western Michigan University in Kalamazoo, where he also completed a two-year NIH-funded post-doctoral fellowship in behavioral pharmacology. He was a full professor of psychology at Western New England College in Springfield, Massachusetts, before finally giving in -- and giving up tenure -- and moving to southern California. He is the author (or coauthor) of three books and over 50 scholarly articles and commentaries published in more than 20 different peer-reviewed journals. He is currently editor of *The Behavior Analyst* and serves on the editorial boards of several other journals. He lives with his wife, an editor and writer, and infant son in the quiet, serene hills of Burbank, California.

Registration information at www.westernpsych.org

Conference Coordinator
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Thank you for attending!
We hope to see you next year at
The Eighteenth Lewis M. Terman Western Regional Teaching Conference
San Francisco, California
April 25, 2012