

Teaching Psychology **A Step-by-Step Guide**

THIRD EDITION



Douglas A. Bernstein, Sue Frantz,
and Stephen Chew

Teaching Psychology A Guide For The New Instructor

Peipei Pang



Teaching Psychology A Guide For The New Instructor:

Teaching Psychology Fred W. Whitford, 2006 **Teaching Psychology** Charles Morris, 1998-12 **Teaching Psychology**, 1996-03 **Teaching Psychology** Douglas A. Bernstein, Sue Frantz, Stephen L. Chew, 2019-11-08 This thoroughly revised third edition of *Teaching Psychology* synthesizes the latest pedagogical research on effective teaching and translates it into recommendations for classroom application. It also takes into account the many changes in the teaching landscape that have taken place in recent years. Covering key topics such as planning a course, choosing teaching methods, assimilating technology, and the integration of teaching into the rest of your academic life, this book also includes an abundance of supportive supplementary content to guide and inform new teachers. This content will also benefit seasoned teachers who wish to reevaluate their current teaching practices and explore new teaching ideas and techniques. Presenting a comprehensive and cutting edge teaching guide for psychology teachers, this book is a vital resource for those who are training psychology instructors or undertaking a teaching psychology course. It is also a useful text for more experienced faculty looking to update their current teaching practices.

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.

Understanding Psychology Charles G. Morris, 1993 This book presents a scientific, accurate, and thorough overview of the essential concepts of psychology in engaging language that the average reader can easily comprehend. Topics include the science of psychology, the biological basis of behavior, sensation and perception, states of consciousness, learning, memory, cognition, and mental abilities, motivation, and emotion, life span development, personality, stress, and health psychology, psychological disorders, therapies, and social psychology. For counselors, behavioral analysts, and others in various related psychology fields.

Ri In-Class Act Ml Intro Psychol Patricia A. Jarvis, 2000-08 **Psychology** Stephen Worchel, Wayne Shebilske, 1992 Extensive revision retains the popular biographical stories. Sensation and Perception are combined into a single chapter, new chapter on Health Psychology. New material on cross cultural and global research. Entirely redesigned and features new SQ3R pedagogy.

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Subject Guide to Books in Print, 1997 *Research in Education*, 1974 **Inservice Education of High School Mathematics Teachers** Kenneth E. Brown, 1961 Classified Guide to Technical and Commercial Books, 1904 **Teaching Psychology** Jillian Grose-Fifer, Patricia J. Brooks, Maureen

O'Connor, 2019-02-12 A guide to an evidence based approach for teaching college level psychology courses Teaching Psychology offers an evidence based student centered approach that is filled with suggestions ideas and practices for teaching college level courses in ways that contribute to student success The authors draw on current scientific studies of learning memory and development with specific emphasis on classroom studies The authors offer practical advice for applying scholarly research to teaching in ways that maximize student learning and personal growth The authors endorse the use of backward course design emphasizing the importance of identifying learning goals encompassing skills and knowledge and how to assess them before developing the appropriate curriculum for achieving these goals Recognizing the diversity of today's student population this book offers guidance for culturally responsive ethical teaching The text explores techniques for teaching critical thinking qualitative and quantitative reasoning written and oral communication information and technology literacy and collaboration and teamwork The authors explain how to envision the learning objectives teachers want their students to achieve and advise how to select assessments to evaluate if the learning objectives are being met This important resource Offers an evidence based approach designed to help graduate students and new instructors embrace a student centered approach to teaching Contains a wealth of examples of effective student centered teaching techniques Surveys current findings from the Scholarship of Teaching and Learning Draws on the American Psychological Association's

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