My name is Steven Bengal.
I teach psychology.

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"this is who I am"

This Is Who I Am

STEVEN BENGAL, PhD

I am an organized, self-motivated, and deeply passionate social psychologist capable of providing instruction and training on a wide variety of topics, from research methodology to scientific writing to supervising complete student research projects. I have taught everything from small discussion-based courses of less than thirty people to large lecture hall classes with over one hundred and twenty students. I am constantly seeking out new opportunities to involve myself with instruction, including asking for additional courses and involving myself in advanced training opportunities. I have taught no less than eight courses in each year of my associated faculty position, with additional service contributions toward codifying course assessment procedures to allow the University to better understand both student learning and teaching efficaciousness. I am seeking a position in the field of Psychology, and if given a chance, I believe I will exceed expectations.

WHO I AM CONTENT

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Steven Bengal, Ph.D.
SOCIAL PSYCHOLOGIST

Salutations,

Teaching psychology is the single greatest passion in my life. I am going into my seventh year as an educator at the University-level, beginning during my doctoral training at the research-intensive program at Ohio State University. I have since pursued additional teaching opportunities, such as the interdisciplinary Graduate Teaching Fellowship (GTF) program, training course assistants, mentoring a student organization, and pursuing a career as a faculty instructor in the field of Psychology. I am particularly interested in further development of education techniques at a personal and departmental level, and in working with my colleagues to develop a hub of resources of current and aspiring psychology instructors.

My central focus is on the merit of student engagement. From my course experiences and student feedback, I believe the single most valuable trait of psychology faculty is to prompt student investment and involvement. Not only will an excited student seeks out active opportunities to learn, they better the course for their peers from their involvement. The interconnection between psychology concepts broadly and the students' own background, culture, and experiences should not be undersold; indeed, these are all particularly germane to the field of social psychology. This is the study of the human condition, and as such, grounding it in the students own experiences produces a particularly valuable opportunity for tutelage.

I feel I have the skills, experience, interest, and commitment to help a prospective audience not only learn, but to value learning. I strive to create an energized and engaged classroom experience through interactive, hands-on activities and placing abstract psychological phenomena in terms of concrete experiences. I additionally have worked to develop techniques to better communicate psychological findings and studies to diverse communities and from more senior students to beginners, from large lecture-based courses with to small discussion-based programs. I have broad instructional experience with foundational courses in statistical analysis and research methods, core social psychology classes, including project-based learning and scientific writing techniques, upper-level laboratory classes involving student-driven psychology experimentation, and interdisciplinary work connecting social psychology to security, risk, decision-making and international studies.

Thank you for your time and consideration.

Sincerely,

Steven Bengal

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Steven Bengal, Ph.D.

qualifications

I am a full-time teaching faculty member at the Ohio State University, specializing in undergraduate instruction of social psychology, research methodology, and applied laboratory courses. I have taught no less than eight (8) courses each year of my associated faculty (lecturer) position, with additional service contributions toward codifying course assessment procedures and creating a repository of free psychology instructional resources.

education

THE OHIO STATE UNIVERSITY

Doctor of Philosophy, Psychology (Social)   **2016**
Dissertation: "From attitudes to anchoring (and back again)"
Advised by Duane Wegener, Ph.D.

Master of Arts, Psychology (Social)   **2012**
Thesis: "The impact of implausible anchors"
Advised by Duane Wegener, Ph.D.

THE UNIVERSITY OF MICHIGAN

Bachelors of Arts, Psychology and Philosophy   **2010**
Graduated with Honors and Distinction

employment*

THE OHIO STATE UNIVERSITY

Associated Faculty, Lecturer   **2016 - present**
Department of Psychology

Graduate Teaching Associate (GTA)   **2012 - 2016**
Department of Psychology

see teaching experience for relevant course details

teaching experience

foundational courses

PSYCHOLOGY 2300
AU2016, SP2017, AU2017, SP2018, SU2018

RESEARCH METHODS IN PSYCHOLOGY

A core course for the psychology major, I provided a foundational perspective of research methodology. This covers a diverse range of topics, from ethical concerns critical to psychological research to sampling methods to assessment of study validity and examination of nonacademic reports on scientific findings. Courses contain a large number (100+) students, and I facilitate in class discussions as well as providing interactive lecture components. Additionally, I provided instruction and guidance to teaching assistants about research methodology, grading procedures, and course development. **120 students.**

PSYCHOLOGY 2220
AU2018

DATA ANALYSIS IN PSYCHOLOGY

Discussion of statistical analysis of psychological data - random samples, graphical and numerical techniques of descriptive statistics, correlation, regression, probability, sampling distribution, and hypothesis testing. A foundational introduction to statistical analyses, up to and including regression. My duties included developing appropriate conceptual, graphical and applied mathematical demonstrations, training students in the use of current statistical programs (e.g., SPSS, R), and mentoring teaching assistants in the field of statistical analyses and course design. **100 students.**

core social psychology

PSYCHOLOGY 3325
SP2015, SU2016, AU2016, SP2017, SU2017, SP2018

INTRODUCTION TO SOCIAL PSYCHOLOGY

A course designed for psychology majors to provide an in-depth theoretical background of the field, parsed into practical, engaging pieces. Consisting of mainly junior students with a more rigorous psychology background, this course allows for further engagement with the material and an opportunity for small-group discussions to provide interactive, student-driven learning discussions. **60+ students.**

PSYCHOLOGY 2367.01 general education (GE) course
AU2012, AU2013, SP2014, AU2014, SP2015, AU2016, AU2017, SP2018(X2), AU2018

SECOND-LEVEL WRITING: SOCIAL PSYCHOLOGY

My role in this course was to not only provide the students a rigorous background in the numerous areas of research in social psychology (e.g., attitudes, aggression, stereotyping, social cognition, etc.), but also to provide them a strong foundation in understanding, reading, and writing in a scientific fashion. A project-based general education course, I have duties including grading, syllabus construction, lesson planning, test design and even building appropriatee, interactive communication projects. This class is open to students of all majors. **30 students.**

teaching experience, cont.

capstone courses

PSYCHOLOGY 4525 international studies major REQUIREMENT
AU2018

PSYCHOLOGY OF PERSONAL SECURITY: GLOBAL AND LOCAL PERSPECTIVES

A survey of diverse psychological literature on personal (in)security from individual, interpersonal, and cultural contexts. I instructed upper-level students from a wide variety of backgrounds about a host of psychological factors (e.g., risk perception, terror management theory, mortality salience, fear, attachment, system justification) that may satisfy psychological needs, motives, and well-being. This course involves developing specific, applied presentations and coordinating interactive discussions and demonstrations for a large, senior-level class. **90 students.**

PSYCHOLOGY 4520
AU2016, SP2016, AU2016, SP2017, AU2017, AU2018

SOCIAL PSYCHOLOGY LABORATORY

My responsibility in this upper-level psychology course filled with senior students was to train them in all aspects of developing a psychological study: from reading research articles, to developing unique theoretical hypotheses, to designing, constructing, distributing and analyzing a true scientific experiment and finally, writing, reporting, and presenting the results. I was additionally involved with instructing and developing teaching assistant skills to understand the complexities of laboratory work in this course. A capstone course, requiring PSY2220 (statistics), PSY2300 (research methods), and PSY3325 (social psychology), all of which I also teach. **30 students.**

awards and honors

UNIVERSITY CENTER FOR THE ADVANCEMENT OF TEACHING (UCAT)   2015
Selected as inaugural member of the UCAT Teaching Circle
Interdisciplinary teaching and instructional design panel

GRADUATE TEACHING FELLOWSHIP (GTF)   2014
Award for summer training opportunities on education advancement
Full summer training institute and funding for development of an instructional program

GRADUATE STUDENT RESEARCH FORUM AWARD   2013
Award for first runner-up of research presentation

UNIVERSITY FELLOWSHIP   2010-2011
The Ohio State University; graduate student fellowship

formal academic presentations

BENGAL, S. (08/2018). *Show, don't tell: Instructional demonstration.* Workshop presented at Teaching Psychology Kickoff, Columbus, OH.

BENGAL, S. (02/2017). *Persuasion: The little nudge.* Invited presentation at the University of Denver, Denver, CO.

BENGAL, S. (07/2016). *Creating interesting and effective visuals.* Workshop presented at Ohio State Psychology Workshop on Teaching, Columbus, OH.

BENGAL, S., WEGENER, D., PETTY, R., & BLANKENSHIP, K. (05/2015). *Knowledge, plausibility, and numerical anchoring.* Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

BENGAL, S. (10/2014). *Midterm feedback workshop.* Workshop presented at the Ohio State University, Columbus, OH.

BENGAL, S., WEGENER, D. , PETTY, R., & BLANKENSHIP, K. (05/2013). *Effects of elaboration and cognitive load on anchoring to extreme values.* Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

BENGAL, S., & WEGENER, D. (01/2013). *Implausible anchors and shifting ranges.* Poster presented at the annual meeting of the Society for Personality and Social Psychology, New Orleans, LA.

BENGAL, S.,WEGENER, D. (05/2012). *Effects of perceptions of plausible values on anchoring.* Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

BENGAL., S., & WEGENER, D. (01/2012). *Extreme anchoring: Testing the effects of implausible values on estimates.* Poster presented at the annual meeting of the Society for Personality and Social Psychology, San Diego, CA.

GOLE, J., KENNELLY, T., BENGAL, S., BORKOWSKI, J., GASPARINI, K., & CHANDLER, J. (05/2008). *Implicit egotism and marriage.* Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

publications

BENGAL, S. T., GRETTON, J. D., & WEGENER, D. T. (2018). Attitudes. In J.T. Wixted & S. Ghetti (Eds.) *Stevens' Handbook of Experimental Psychology and Cognitive Neuroscience* (4th Edition, Vol. 4: Development and Social Psychology, pp. 357-394). New York: Wiley.

SAWICKI, V., WEGENER, D. T., CLARK, J. K., FABRIGAR, L. R., SMITH, S. M., BENGAL, S. T. (2011). Seeking confirmation in times of doubt: Selective exposure and the motivational strength of weak attitudes. *Social Psychological and Personality Science*, *1* , 1-7.

manuscripts in preparation

BENGAL, S.T., & WEGENER, D. T. (in preparation). Shifting ranges: plumbing the limits of anchoring extremity.

WEGENER, D. T., BENGAL, S. T., BLANKENSHIP, K. L., DETWEILER-BEDELL, B.,& PETTY, R. E. (in preparation). An attitudinal approach to anchoring: Curvilinear effects of anchoring extremity.

WEGENER, D. T., BENGAL, S. T., BLANKENSHIP, K. L., DETWEILER-BEDELL, B., & PETTY, R. E. (in preparation). Metacognitive underpinnings of knowledge on anchoring: the role of confidence.

other writing

BENGAL, S. T., (2015). Midterm feedback – Do's, don'ts, making it easy. *Noba Blog.* Retrieved from http://noba.to/84u6pkwq.

faculty leadership

TEACHING CONFERENCE PLANNING COMMITTEE MEMBER   **2018**
Member of planning committee for the 3rd annual meeting of the OSU psychology teaching conference
Coordinating, designing, and organizing psychology mini-teaching conference
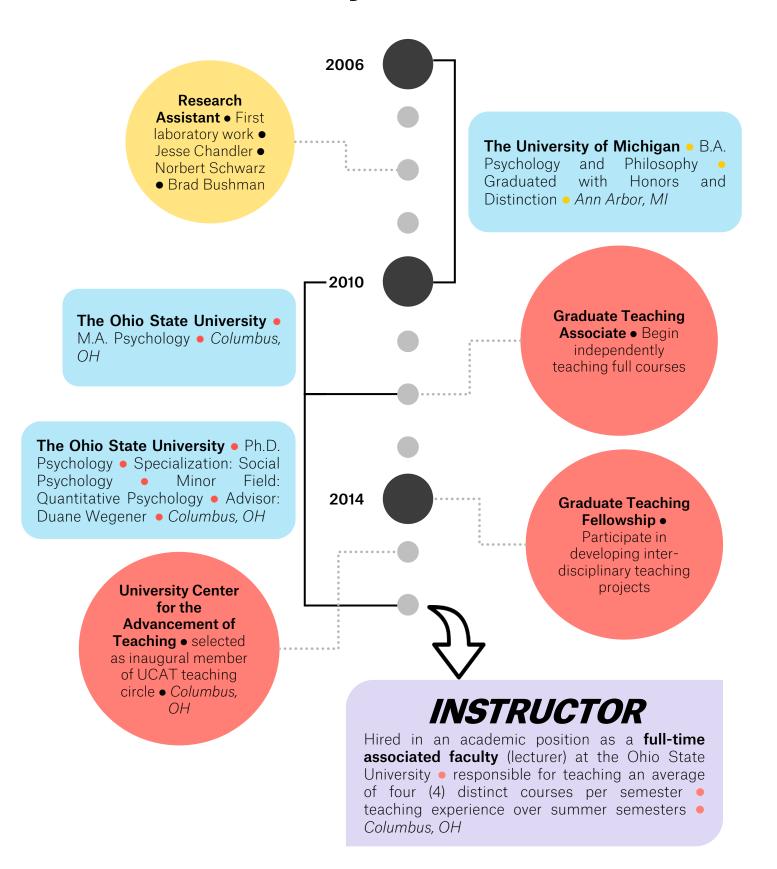
FACULTY ADVISOR: NATIONAL ALLIANCE ON MENTAL ILLNESS (NAMI)   **2018**
Faculty advisor for the Ohio State University chapter of NAMI
Organization promotes guiding students to mental health resources

academic history model

2006

Research Assistant ● First laboratory work ● Jesse Chandler ● Norbert Schwarz ● Brad Bushman

The University of Michigan ● B.A. Psychology and Philosophy ● Graduated with Honors and Distinction ● *Ann Arbor, MI*

2010

The Ohio State University ● M.A. Psychology ● *Columbus, OH*

Graduate Teaching Associate ● Begin independently teaching full courses

The Ohio State University ● Ph.D. Psychology ● Specialization: Social Psychology ● Minor Field: Quantitative Psychology ● Advisor: Duane Wegener ● *Columbus, OH*

2014

Graduate Teaching Fellowship ● Participate in developing inter-disciplinary teaching projects

University Center for the Advancement of Teaching ● selected as inaugural member of UCAT teaching circle ● *Columbus, OH*

INSTRUCTOR

Hired in an academic position as a **full-time associated faculty** (lecturer) at the Ohio State University ● responsible for teaching an average of four (4) distinct courses per semester ● teaching experience over summer semesters ● *Columbus, OH*

RESEARCH STATEMENT

SOCIAL PSYCHOLOGY

The domain of social psychology is incredibly broad; which is one of the central reasons I have been attracted to it as a field. One of the most rewarding features of being involved in an academic environment is the ability to listen and discuss research across a wide variety of topics.

However, I am particularly invested in several topics in the field of psychology; primarily, I am fascinated by minimal influences on human behavior, cognition, and affect. That is: how minor environmental nuances can produce a large impact on judgment and behavior, even when a person is not aware of the cause of these influences. I am enthralled by research on how taller ceilings prompts feelings of freedom and changes consumer focus (see Meyers-Levy & Zhu, 2007), or how the ease of reading a recipe or workout plan directly informs people's beliefs about the ease of actual baking or exercising (see Song & Schwarz, 2008). These minimal influences in the environment are both pervasive and overlooked, which makes them an area rife for interest.

PAST RESEARCH

My own attempt at investigating a minimal environmental impact was in the domain of anchoring – how changes to even irrelevant numbers in a person's environment could shove around surprisingly strongly-held attitudes, like a person's perception of the likelihood of nuclear war (see Plous, 1989). These anchoring effects also may influence expectation when they occur incidentally in one's environment, without drawing attention to the value, such as by changing the name of a restaurant (see Critcher & Gilovitch, 2007).

Given my background and training in the domain of attitudes and persuasion, I particularly focused on working at the intersection of attitudinal and judgment and decision-making research to better understand the limits of anchoring effects to extreme values, as well as to demonstrate the value of how an attitudinal approach to anchoring can allow one to make new and interesting predictions about when anchors will be particularly persuasive.

CURRENT INTERESTS AND FUTURE DIRECTIONS

My current, primary areas of psychology interest broadly lay in this category of minor environmental impacts. I am additionally curious about related domains of research, such as how even minor physical changes can produce dramatic cognitive adjustment in the domain of embodied cognition. I am also interested in modern applications of classic theories of persuasion and attitude change, borne out of research on wartime propaganda, to the changing landscape of anonymous communication. Investigating the role of elaboration, and in particular how people make inferences about the traits of online sources of information and correct for their own and other's biases in a digital communication landscape, can help us better understand modern propaganda techniques. Additionally, I would like to explore the relationship between physical environments and cognition (embodied cognition) and applying classic psychology research to the domain of moral decision-making.

PRIMARY FOCUS

I have found that one of the most rewarding aspects of teaching an upper-level social psychology laboratory is the ability to work hands-on with undergraduate researchers, and to dive into new, unexplored areas of psychology research. Allowing students to choose a direction to pursue, and then both learning with them and instructing them on best research practices, has been a phenomenal boon to my understanding of the science as a whole. I am particularly interested in helping teach students the value and methods of research, and guide and mentor them on their own projects in the domain of social psychology.

Academic References

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The Ohio State University

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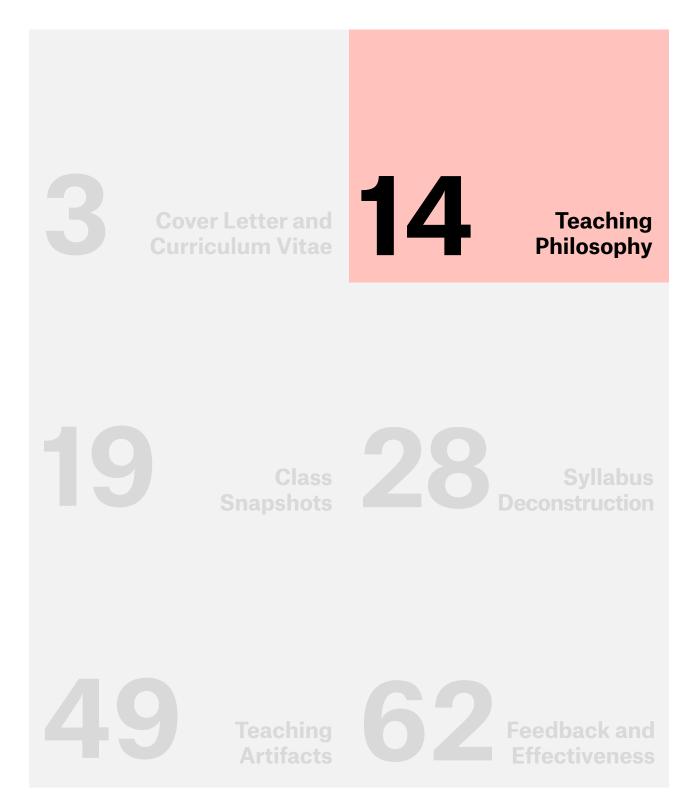
DR. MELISSA BEERS

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"this is why I teach"

This is Why I Teach

STEVEN BENGAL, PhD

My true passion in psychology lies in the interactive discussion and formulation of ideas, and the tremendous excitement I have to share my enthusiasm for human psychology with others.

I believe the field of psychology should provide students an understanding of the architecture of the mind and the framework for exploring human thoughts, feelings, and behaviors. Every student that I instruct has a first-hand experience with subject matter of psychology; it is a science of the human condition. There is more than a casual interest in psychology among the students, as the field speaks particularly poignantly towards the problems many young college students find themselves facing through their university lives: understanding their personal relationships, struggling with peer pressure, dealing with loss, sorrow, and anger.

From examining course assessments and directly collaborating with students on class materials, I believe the most critical component to quality education is to provide an opportunity for students to be engaged and excited by their courses.

If I can provoke genuine enthusiasm for a subject matter, an active desire to learn, then I no longer need to design materials to demand student attention, but instead provide materials that allow for exploration. For example: I have an in-class activity based on memory malleability work by Elizabeth Loftus (e.g., Loftus & Palmer, 1974) in the middle of the semester in which I challenge students to recount simple cues in their class environment: the number of windows on a wall, the color of a wall in the back of the room, etc., to illustrate how memory does not function like a recorder, and is malleable and has gaps.

Students have expressed amusement and interest in these concepts and a desire for a more experiential focus of hands-on in-class activities that directly relate to their lives, which prompted me to design a number of additional materials about direct applications of psychology to areas such as health, sustainability, or the law. When students grapple with a new psychological concept, I encourage them to frame it in terms of their everyday experiences.

> *"Every student that I instruct has a first-hand experience with the subject matter of psychology; it is a science of the human condition, and they have lived it."*

Psychology as a field is unique, insofar as what we study, and teach, should be familiar to the students: they live the field, with every waking moment. For example, in my introduction to social psychology courses, I may discuss a concept whose terminology may initially seems foreign: such as basking in reflected glory (Cialdini, 1976): sharing the joy and sorrow of a group's failure and successes. But by discussing this concept in terms of student experience – wearing the same colors and symbols as a team, hearing the roar of the crowd at a football game, the rush of victory and sting of defeat, the language they and their friends use to talk about the team and game – the concept becomes salient, immediate, and recognizable.

Allowing students to place the abstract into their own experiences personalizes a class, and incentivizes continued participation and interest: learning about psychology becomes an exercise in learning about the students themselves. Although many students already grapple with these issues through a variety of their own devices, one of my goals is to move them from casual interest and natural reactions, as passive participants, to active observers of psychological phenomena. They are realizing a new framework to consider both their own experiences and the shared human condition.

The origin, and clearest demonstration of this interest-focused conceptualization can be seen from soliciting direct feedback from students in my courses. Students are provided an anonymous platform to discuss their continued participation in a course and what particularly drives their interest, and noted engaging visual materials, instructor enthusiasm, and opportunity for hands-on participation were key; as such, I have began focusing on these areas for development. I additionally used these midterm feedback forms both to highlight course concepts for classes, such as Research Methods (such as survey design or explicit attitudinal measures), and as an opportunity for students to directly discuss their own feedback with me, as in-class activities.

These techniques not only give me a way to discuss class concepts, but gives student insight into the fact that their feedback is valued: it has been reviewed, discussed, and treated with care. They are invested in the course, they have a role in its development.
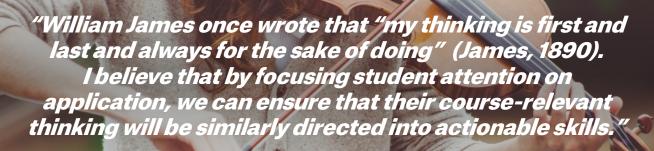
In addition to trying to foster an engagement-focused environment, as learners in my classes students explore a diverse range of activities and experiences to better understand the complex array of different minds and cultures that exist. Students are encouraged to critically reflect on their own underlying assumptions and challenge their preconceived notions.

The entire field of social psychology is a particular valuable tool for emphasizing and discussing diversity of religion, race, creed and background. My attention extends to a diversity in the kinds of activities that students have reported that foster their best growth. In this current semester, I am teaching a social psychology course that is additionally a writing class. As such, I wanted to focus on providing them with the broadest range of communication experiences: from collaborating in team-based environments in leadership positions to finding and discussing a research study that most interested them, to taking on roles as an adviser and directly applying social psychological principles to address a social issue.

Students have additionally expressed interest in communicating beyond scientific writing, and as such we collaboratively organized a project-based plan that involved a diverse even practicing presentation skills; across my courses, students actively introduce their materials to small groups or in front of the entire class. William James once wrote that "my thinking is first and last and always for the sake of doing" (James, 1890). I believe that by focusing student attention on application, we can ensure that their course-relevant thinking will be similarly directed into actionable skills.

Importantly, this attention to a diversity of skills and backgrounds means that my teaching methodologies change depending on the background of the students I instruct. For classes such as research methods that may include new psychology majors, I provide a broad background environment, such as guided in-class activities in which I pose a psychological question (e.g., suppose people are more helpful in the winter than the summer: what are three reasons why this may be?) that students work out with their colleagues. These hands-on activities have proven fantastic for focusing students on the interaction between different areas of psychology, and the application it can have into their own lives.

More senior students are often already interested, invested, and committed: they just need an open opportunity to explore their interests, with a guide to make sure they stay on track. As such, allowing students to develop ownership of their own research projects, such as in a psychology laboratory, has provided to be more motivating and produce better quality of discourse and deeper learning. These upper level students are challenged to take a position and then defend it using psychological concepts by self-directed assessment of modern research. Indeed, I have even instructed my students in research writing courses to share this focus on attention to background experiences in their own writing by using the mnemonic 'CAT' to remind them to consider 'Clarity, the Audience, and the Topic at hand.'

I have additionally learned a tremendous amount from other instructors, both in psychology department and from other fields, through the Graduate Teaching Fellows program. While I was fortunate to have a number of senior instructors who provided feedback and shared critiques of my instruction, I found that many other instructors did not have these same opportunities. In light of this, I am additionally deeply invested in working on providing material access for all instructors: teaching for teachers. I have written some guidelines to acquiring and using student feedback in a timely fashion and provided workshops on creating effective visual presentations for teaching. Lastly, I have an ongoing project of codifying psychology teaching resources from different universities and websites, from videos that demonstrate psychological concepts to writing resources, in an effort to create a hub of psychological content.

I consider it a tremendous privilege to have the opportunity to teach. I am constantly driven to improve and find it immensely rewarding. The more I teach, the more I learn from my students, and the more I learn, the better I teach.

This is my passion. This is why I teach.

Steven Bengal, Ph.D.
SOCIAL PSYCHOLOGIST

"these are my classes"

These Are My Classes

STEVEN BENGAL, PhD

I have experience teaching everything from small (less than thirty students) discussion- and project-based courses, up through large (more than one hundred twenty students) lecture-based classes. I have completed all aspect of course design and development, from researching past materials, selecting texts, mentoring assistants, organizing online resources, and creating new instructional materials, including handouts, exams, presentation materials, assignments, and syllabi.

I particularly enjoy the challenge of crafting a new class and instructing on a wide variety of different topics in the field of psychology. I would relish an opportunity to develop a class exploring how modern communicative technology has impacted a wide variety of psychology domains (e.g., construal-level theory and the internet, the development of persuasive targeted marketing techniques), a course exploring interdisciplinary connections between philosophy and psychology (e.g., just-world fallacy, moral licensing and compensatory behaviors, moral foundations theory), or a course in which guest speakers would attend to communicate with new psychology majors about potential career options.

THESE ARE MY CLASSES

COURSE ASSISTANT MENTORSHIP
MULTIPLE COURSES

One role I have served as a mentor to a series of course assistants, both graduate students and undergraduate students, over almost all of my courses. I am responsible for ensuring these course assistants receive hands-on training in how a given course is conducted, from more traditional assistant activities, such as grading practices and rubric design, to hands-on, in class demonstrations. Course assistants are not only invaluable for many instructors of larger courses, to ensure a course is running smoothly, but should also be developing their own instructional skills. With this in mind, I have worked closely over the years to coordinate with each assistant personally, to work on a guideline for furthering those educational skills they are particularly interested in pursuing.

I have provided a series of materials one of my former course writing assistants for PSY2367.01, Social Psychology Writing, developed for use in collegiate courses under my guidance.

Figure 1. I worked with my course writing assistant to help facilitate student discussions on our online portal. She helped develop brief "helper" blurbs for each of the projects completed in this course, to give the students an additional perspective for them to work from and answer any frequently asked questions.

Figure 2. A cropped view of my course writing assistant's student-driven office hours, in which she would meet with students who wanted to discuss any aspect of course writing in a more informal setting. We worked on schedule coordination and general office hour construction.

Figure 3. A selection of slides my PSY2367.01 course writing assistant helped develop for her own in-class presentation about how to create appropriate visual presentations for an upcoming project, from her own experiences with the course.

PSYCHOLOGY 2220
DATA ANALYSIS IN PSYCHOLOGY

PSYCH2220 is the first in a two-part series (with PSY2300) that is a required class that all psychology majors must take to complete their psychology degree at OSU. As such, this class tends be large (100+ students), and some students may not initially be particularly motivated by the concept area. As such, I see it as my responsibility to demonstrate both (1) the value of appropriate data design and visualization, and (2) how interesting the results of these statistical tests can be, not only for the field of psychology, but the students lives!

With this in mind, I have tried to develop resources for students to work directly with me, in-class, on data analysis techniques. For example: I have added practice days after any given topic (e.g., t-tests, frequency distributions) that include step-by-step instructions of how to employ statistical tests across a variety of different software packages, and set aside class time to work through them, together.

By the end of the semester, the students not only have a series of hand-crafted documents outlining the importance, definitions, and formulas for data analysis, but have personally conducted a series of statistical tests and data visualizations, from basic tests of central distribution to linear regressions, directly in the classroom itself. Upon completing this course, and its sister class PSY2300, students should be fully prepared to begin developing and analyzing their own research projects in psychology.

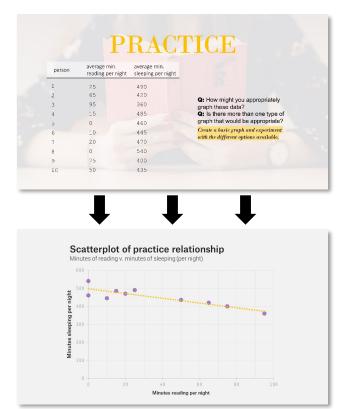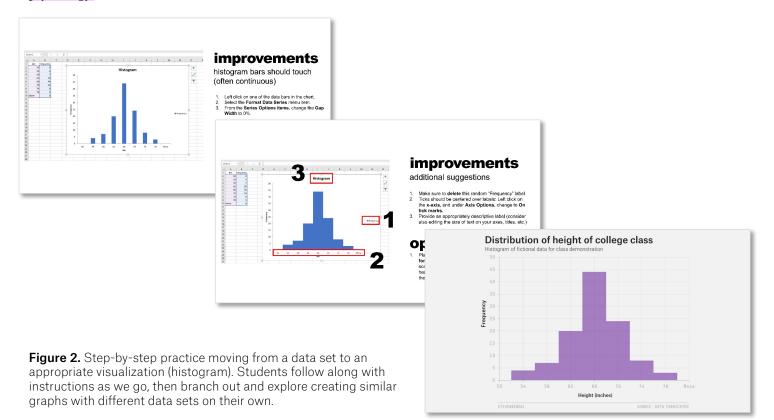**Figure 1.** In-class practice choosing (1) an appropriate graph, and (2) actually graphing a data series by using EXCEL.

Figure 2. Step-by-step practice moving from a data set to an appropriate visualization (histogram). Students follow along with instructions as we go, then branch out and explore creating similar graphs with different data sets on their own.

Figure 1. Some slides aimed at helping students visualize different forms of counterbalancing.

PSYCHOLOGY 2300
RESEARCH METHODS IN PSYCHOLOGY

PSYCH2300 is the second in a two-part series (with PSY2220) that fully fills out appropriate research concepts, including a diverse range of topics such as reliability, validity, operationalization, sampling methods, experimental designs, small-n designs, research ethics and more. Given the current climate in the field of social psychology, it is particularly imperative for students to understand the value and process of replication and appropriate study construction.

Although this class is full of broad, abstract concepts, it is vitally important that students are able to connect these to direct, real-world consequences. With this in mind, I try to always provide concrete examples, to give the students some form of framework by which to consider the consequences and value of research methodology. In addition, as this course is very large (up to one hundred twenty students), my materials need to be eye-catching and relevant to their lives to keep student engagement across a spectrum of students with a wide variety of psychology expertise and training.

I have provided some sample concepts covered in my "Simple Experiments" presentations for PSY2300 Research Methods.

Figure 2. Perhaps the best method to helping students understand WHY we employ certain policies in research methods (e.g., random assignment, selection, etc.) is by having them consider what the results would mean if we did not engage in these policies. In class, we run through a number of simple experiments, such as this Van Kleef, Shimzu, & Wansick (2012) study on the impact of bowl size on pasta consumption. Students are first tasked with interpreting the results, then consider possible alternative hypothetical (e.g., what would happen if we used a within-group design instead of a between-group design?). Lastly, they work in small groups to construct their own variation of this experiment. In this way, they need to not only demonstrate understanding but the ability to apply their research methods expertise... which is exactly what we want them to be do leaving the class!

Figure 1. One sample advertisement students could discuss. This project focused on locating an advertisement and applying some of the principles of persuasion to not only understand why it may have been successful, but to then write up a blog post to inform others about how social psychology research can be applied in various domains, such as marketing.

PSYCHOLOGY 2367.01
SOCIAL PSYCHOLOGY WRITING

PSYCH2367.01 is a second-level communicating and writing course with an emphasis on social psychological content. In this course, I work with students to improve their writing abilities, focus on different styles of communication, and particularly emphasize project-based learning using social psychology as a backdrop.

The students mainly learn by working with their colleagues, and directly with me, on hands-on projects designed to push them to explore the applications of psychology to their own lives. For example, one project involves the students actively seeking out examples of different forms of advertisements, then using social psychology principles to explain both (1) Why these advertisements may be successful, as well as (2) what may be improved to persuade a broader audience.

After working individually on this project, the students will come together in small groups to discuss similarities or differences between their interpretation. This work involves both directly interacting with real world examples, and the students take an active, engaged role in deciding what content they want to investigate and employ. These broad, communicating projects have proven to be both more engaging for students (by their own feedback) and produce a higher quality of learning (based on preliminary results from testing examinations).

On this page I just have a snapshot of some different slides students have used either in discussions or presentations. For a brief description of the different projects currently being employed can be seen under the 'These are my Tools' section of this portfolio.

Figure 2. Student advice for peers about appropriate APA citation practices.

Figure 3. Student-created presentation slides for a formal, group-based presentation about an application of social psychology to some topic of social interest (here, eating disorders).

PSYCHOLOGY 3325
INTRODUCTION TO SOCIAL PSYCHOLOGY

PSYCH3325 is a course designed for psychology majors to provide an in-depth theoretical background of the field, parsed into practical, engaging pieces. Consisting of mainly junior students with a more rigorous psychology background, this course allows for further engagement with the material and an opportunity for small-group discussions to provide interactive, student-driven learning discussions.

Through lectures, I cover a diverse range of topics of research in social psychology (e.g., attitudes, aggression, stereotyping, social cognition, etc.) and emphasizes psychology as a scientific approach to understanding the natural world. Not only does this class include broad themes in psychology, but highlights the importance of appropriate evidence with specific examinations of classic social psychology experiments.

Then to supplement these talks, small, in-group and full class discussions, presentations, and debate help the students practice applying these concepts to their everyday life. To hammer home the relevance of this topic, I have worked collaboratively with students to engage in topics they find particularly germane to their lives, and have designed presentations on applications of social psychology to topics such as careers in psychology, health, and the law.

A sample selection of topics covered through the course is presented below.
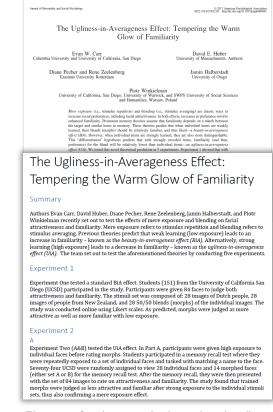
Figure 1. Student article that related to (but extended beyond) class content, and the beginning of a summary handout they used when presenting (and discussing) the findings of the article with their peers.

PSYCHOLOGY 4520
SOCIAL PSYCHOLOGY LABORATORY

PSYCH4520 is an upper-level social psychology laboratory course in which I am directly involved with assisting psychology major students, many of whom want to pursue a graduate education, in running their own independent research projects. In small groups, students work through a research problem of their own choosing from start to finish: from conceptual design, to locating and reading background references, to creating a workable hypothesis, filling out a completed IRB form and CITI training, programming the experiment, collecting real data, analyzing the data, writing up the project and finally creating a poster for a University-wide presentation.

I am tasked with guiding and mentoring these students through every stage of the research program. Largely, this class is treated like a graduate-level course: I am a facilitator to warn them of pitfalls and guide them to appropriate resources, rather than merely lecture them about what a research project entails.

This is a hands-on project-based course, but for upper-level, advanced students. Essentially, they complete a fully-fledged research project within a limited time frame, with limited resources. Students who are capable of completing this course are absolutely prepared for larger and more involved research projects: either independently or through a psychology graduate program.
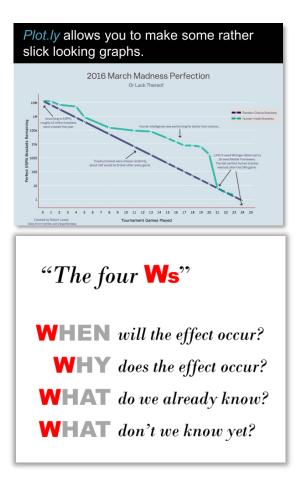
Figure 1. Some sample slides.
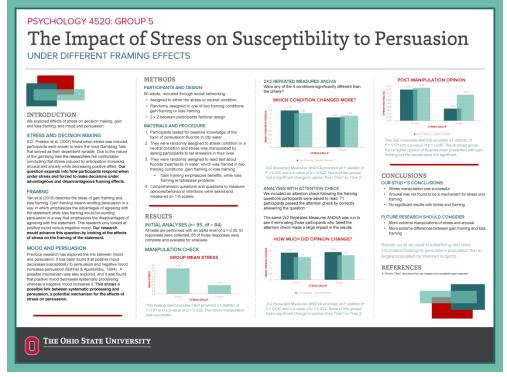
Figure 2. An example of a completed poster for a final poster presentation by one PSYCH4520 group, based on their own independent research.

PSYCHOLOGY 4525
PERSPECTIVES OF PERSONAL SECURITY

PSYCH4525 is an upper-level psychology class focusing on diverse fields of research and their impact on security, risk, and leadership. It is unique for an umber of reasons, including (1) it involves a host of psychological factors (e.g., risk perception, terror management theory, mortality salience, fear, attachment, system justification) that may satisfy psychological needs, motives, and well-being. In particular, I have focused on applications of judgment and decision-making research to these issues.

(2) This course is required for international studies majors at OSU, and as such, contains a large number of students outside the field of psychology. Working to directly demonstrate the value of understanding these concepts in an interdisciplinary context is both challenging and rewarding, with the ultimate goal of providing a new perspective to consider old issues.

And lastly, (3), the course involves a deeper, more meaningful discussion of applied psychology findings than we usually have time for in a standard introduction course. Concepts like prospect theory or risk management, which may be briefly covered, are fully fleshed-out and discussed.

Some assorted materials presented throughout this class are included on this page.

"this is what students see"

This Is What Students See

STEVEN BENGAL, PhD

My focus on immediately impactful content, designed to energize, permeates how I design all aspects of course content. This includes the very first item most students will experience when entering a class: the syllabus. The goal of this section of my teaching portfolio is to give you some insight into how I design written content for student consumption.

Importantly, any content for pedagogy must take care to not directly follow many design conventions for more broad consumption, which may be more splash than substance. Design for instruction necessitates both a focus on interest as well as clarity. Information needs to be immediately accessible, and color or formatting should be not be used haphazardly but to draw from similar thematic elements or highlight important and salient course content. Using a series of three colors, my current syllabi designs are relatively consistent between a number of my courses. I strive for an economy of content on my syllabi, supplementing them with more in-depth discussions of the course assignments and reading using on-line websites (discussed later in this portfolio). I have included an in-depth discussion of one sample syllabus of a recent course: an Introduction to Social Psychology (PSYCH2367.01) class, and a brief look at a different design I am also currently using from my Data Analysis (PSYCH2220) class.

As an important note: none of my discussed rules for syllabus creation are immutable. Indeed, they are descriptions of what I considered when designing for this particular course, but variation in content, student expertise, and course style should necessitate adjustments.

SYLLABUS *DECONSTRUCTION*

Figure 1. Color scheme of three pages from the sample syllabus.

If you just look at a few sample pages from my syllabus, an immediate color scheme sticks out. This motif is repeated on the top and bottom of every page of the syllabus, as well as throughout. Here, I opted for three bright colors, allowing me to differentially highlight course content. Besides immediately setting this syllabus apart from most syllabi the students have encountered, a brief discussion of the value and flexibility of this scheme is discussed below.

R93, G221, B211   R255, G117, B124   R255, G202, B79
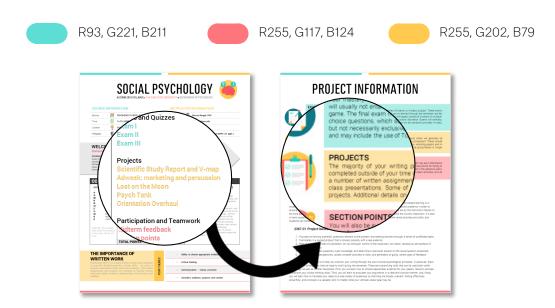
Figure 2. Repetition of colors to related content.

One way this color scheme can be used successfully is by allowing for repetition of colors to mean something intuitive to the students. For instance, on the first page of the syllabus, I denote the point values for three different categories: Exams, Projects, and Section Points.

Later on the page, when discussing these three areas, they share the same colors (and indeed, icon colors) as the previous introduction. This should allow students to easily follow along with syllabus content and quickly retrace previous information if they forget it.

FONT SELECTION
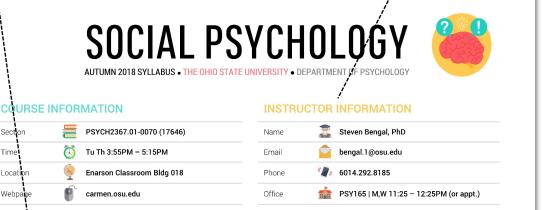
The syllabus title typeface is MARIANINAFYW01-MEDIUM. The rest of the syllabus interior uses different elements of the ROBOTO typeface family. Headings are **ROBOTO BLACK** ;Subheadings are ROBOTO MEDIUM; Body text is ROBOTO.

Using a single font is absolutely fine for most syllabi, as well as using several in concert. Importantly, using multiple fonts is not problematic so long as they are employed consistently.

The focus of the "First Page" is immediate, clear content that will be most useful for understanding the structure of the class. This includes location, timing, requirements to achieve a maximum grade, and a brief discussion of the expected course work.

Students are given a brief introduction to the course. This could be expanded depending on complexity, but most pertinent information will come later.

The most immediately relevant information for students is provided in the absolute first place they will look. This includes relevant course details, as well as any and all information about how to contact me in case they need additional help.

SOCIAL PSYCHOLOGY

AUTUMN 2018 SYLLABUS • THE OHIO STATE UNIVERSITY • DEPARTMENT OF PSYCHOLOGY

COURSE INFORMATION

Section		PSYCH2367.01-0070 (17646)
Time		Tu Th 3:55PM − 5:15PM
Location		Enarson Classroom Bldg 018
Webpage		carmen.osu.edu

INSTRUCTOR INFORMATION

Name		Steven Bengal, PhD
Email		bengal.1@osu.edu
Phone		6014.292.8185
Office		PSY165	M,W 11:25 − 12:25PM (or appt.)

WELCOME!
Statement of Course Goals

STUDENTS TAKING PSYCHOLOGY 2367.01 (PSY2367.01) should acquire knowledge of scientific theory and research in the major topic areas of social psychology. With the aid of projects and assignments, students should discover the relevance of the course material to situations of everyday life. Further, they should gain an understanding of the strong (but usually unrecognized) social forces that influence others' and their own behavior in such settings as home, school, and work. The practice in written expression provided by in-class writing and short-essay homework assignments, together with written feedback from the instructor on both content and style, is intended to help in the development of writing skills.

Any nuance in grading procedures or special techniques will be discussed here. Clarity of how students will be assessed is paramount.

COURSEWORK

OSU Standard Scale

A	93+%
A-	90+%
B+	87+%
B	83+%
B-	80+%
C+	77+%
C	73+%
C-	70+%
D+	67+%
D	60+%
E	<60%

Typically, the average final grade for students in the class will be a B or B-.

Exams and Quizzes

Exam I	50 points
Exam II	50 points
Exam III	50 points

Projects

Scientific Study Report and V-map	65 points
Adweek: marketing and persuasion	60 points
Lost on the Moon	30 points
Psych Tank	70 points
Orientation Overhaul	75 points

Participation and Teamwork

Midterm feedback	5 points
Section points	30 points
Weekly Questions	15 points

TOTAL POINTS	**500 points**

COURSEWORK AND ASSESSMENT
How are students graded?

Student learning is assessed primarily through written work designed to progressively develop and refine skills, as well as through content evaluation (exams) and class participation.

Class meetings involve lecture and discussion, and some material will be discussed in class that is not covered in the assigned text or readings. Written work submitted for credit in this course will be retained by the Psychology department for one year following the University's official retention schedule. The Psychology department may review submitted assignments (with identifying information removed) for purposes of course assessment to ensure the course meets expected learning outcomes.

THE IMPORTANCE OF WRITTEN WORK

Psychology 2367.01 is a second-level writing course intended to promote discipline-specific writing skills. As such, it requires substantial written work from students. The written assignments and projects are intended to develop writing skills and solidify students' understanding of the lectures and readings.

FOUR THEMES:

1. Ability to choose appropriate evidence
2. Critical thinking
3. Communication − clarity, concision
4. Considers audience, purpose, and context

A general overview of the point distribution of course work, as well as the exact number of points necessary to meet any given grade area. Student report having no question about how to achieve a maximum grade: it is among the first content they learn about the class.

In this section I provide a brief overview of the purpose of this project-based course. These four components will be the focal point throughout the semester, and each project will be used by the students to practice and ultimately demonstrate their mastery over writing techniques.
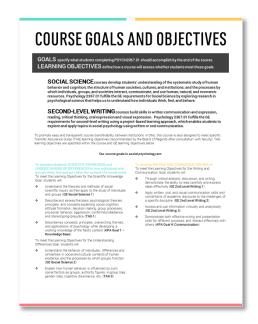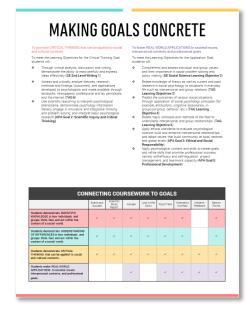
The next pages of the syllabus follow similar color directions as the first page. "Course Details and Responsibilities" (page 2) adds some visual objects that contain relevant information about additional resources (books) as well as attendance and other responsibilities. On the same level as "late work" comes an important note – highlighted in the dangerous red (the only on the page) to draw attention.

Student and instructor responsibilities have mirrored colors. While the content isn't identical, they are split into an equal number of items, to represent the collaborative nature I strive to promote within the course. They aren't hierarchical intentionally, but placed on the same level, next to one another – equal partners in education.

The "Course Goals and Objectives" is an example of content that is mandated to be on the syllabus – the wording and descriptions must be present, without adjustment. Even so, I do have the ability to change how the information is presented, to again draw attention to the most important components through how I construct the page.

I believe this page is best representative of the consistency of font types (heading, subheadings, plain text, etc.), as well as the value of contrast and color to highlight relevant information. The bold black section at the top initially draws attention, headings are bright, and punchy bullets keep the information organized.

The course goals carry on to the next page (we have a lot of them!) in which we try to attach these goals to coursework in a section titled "Making Goals Concrete". This section is intended to visually represent how the concepts we want to cover will be actually conducted throughout the semester – to provide a concrete grounding of the abstract discussion of goals in the previous section. This is meant to demonstrate both the attention I have put into the assignment selection, as well as providing a depiction of how we are moving from platitudes to action the students can use and value.
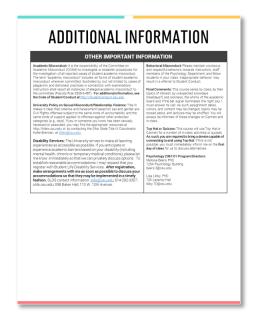
Directly after clarifying how our individual projects (which are detailed in full through an online system) attach to our goals, I begin to provide a brief overview of what is broadly expected from these categories of work in the "Project Information" page. This is a sufficient introduction to the components of the upcoming assignments, and will help further ground the students expectations. Next, I begin discussion an overview of submission policies for the class. Each project will be varied, from scientific writing papers to in-class presentations to advertisement critiques, so it is important for the students to have a basic understanding of how the assignments will be submitted and evaluated.

PROJECT INFORMATION

EXAMS
Your mastery of social psychology content will be evaluated through a series of exams or in-class quizzes. These exams will usually not entail a cumulative component, but questions from anything you've learned through the semester are fair game. The final exam may have a cumulative component. Exams in this course will largely consist of a series of multiple-choice questions, which some short answers questions being included at the instructors' discretion. Exams will centrally, but not necessarily exclusively, focus on content covered in the lectures. The quizzes will be randomly provided in-class, and may include the use of Top Hat.

PROJECTS
The majority of your writing progression will be evaluated through several broader projects which will generally be completed outside of your time in-class. These assignments may often also contain an in-class component. These include a number of written assignments designed to promote communication about psychology topics, including papers and in-class presentations. Some of these are short and individual topics, whereas the majority will be group-based or longer projects. Additional details on Carmen will specifically outline all the details of these projects.

SECTION POINTS
You will also be evaluated on how much you participate in the class throughout the term. Students may earn attendance points for being actively involved in discussions, being on-task and being prepared. Students may lose points for failing to be engaged or on-task in class, being late to class, and/or being consistently absent (as described in the absence policy section). A majority (or all) of these points, however, will be provided based on submission of in-class activities, and as such, missing a lecture may preclude you from these points.

Submission Overview

PSYCH 2367.01 is a writing course about social psychology and utilizes project-based learning. Project-based learning is a student-centered dynamic classroom approach in which students take an active role in exploring real-world problems in order to acquire a deeper knowledge. Project-based learning (in contrast to a paper-based course commonly led by the instructor) intends to be more personally meaningful to students and allows students to see the educational value beyond the current classroom. It is also a more versatile learning approach, in which multiple perspectives and skills are utilized to tackle varied activities and skills, and students can benefit from frequent feedback that ideally comes in different forms.

2367.01 Project-based Criteria:

1. Focuses on forming authentic questions relevant to the problem and seeking answers through a series of scaffolded tasks
2. Culminates in a revised product that is shared, possibly with a real audience
3. Role of instructor is that of a facilitator; do not relinquish control of the classroom, but rather, develop an atmosphere of shared responsibility
4. Role of students: ask questions, build knowledge, and determine a real-world solution to the issue/question presented
5. Engages multiple perspectives, utilizes versatile activities or skills, and generates on-going, varied types of feedback

In this course, our goal is to help you improve your writing through the use of social psychological principles. In particular, there are four major writing goals that we hope to instill during the semester. These are overarching skills that can be used both within psychology as well as in other disciplines. First, you will learn how to choose appropriate evidence for your papers. Second, we hope to improve your critical thinking skills. Third, you will learn to articulate your arguments in a clear and concise manner. And, finally, you will learn how to translate your ideas to a wide variety of audiences so that they are broadly relevant. Writing effectively, powerfully, and concisely is a valuable skill, no matter what your ultimate career goal may be.

GENERAL. In this course, our goal is to help you improve your writing through the use of social psychological principles. In particular, there are four major writing goals that we hope to instill during the semester. These are overarching skills that can be used both within psychology as well as in other disciplines. First, you will learn how to choose appropriate evidence for your papers. Second, we hope to improve your critical thinking skills. Third, you will learn to articulate your arguments in a clear and concise manner. And, finally, you will learn how to translate your ideas to a wide variety of audiences so that they are broadly relevant. Writing effectively, powerfully, and concisely is a valuable skill, no matter what your ultimate career goal is. Below, we will offer some helpful hints on how to go about writing your papers.

DUE TIME. See Carmen for strict due times. Unless otherwise noted, papers are required by the beginning of class. Some assignment details for these projects may additionally be required by the end-of-class for in-class work days, and may be required to be submitted online. As such, having a device that is capable of both (1) writing, and (2) connecting to the internet is paramount for this course.

SPACE LIMIT AND FONT SIZES. For any written content, font should be kept to a readable size (10-12 pt. font). Most standard fonts (e.g., Calibri, Arial, Helvetica, Times New Roman, etc.) are allowed. Any font or size that is submitted that deviates from these norms and makes it harder to read or grade will result in point deductions.

FORMATTING. Full papers should be typed in double-spaced format. Some assignments may involve different formatting (see Carmen for specific details). All papers submitted should have standard margins (1-inch) and should adhere to the size limitations presented on Carmen. If there are no relevant size limitations listed on Carmen, then you need to provide sufficient details to demonstrate your mastery of the materials, and length is left to your discretion.

DOCUMENT TYPE. All standard Microsoft word document types (e.g., .doc or .docx) are permitted, as well as PDF (.pdf) documents. Importantly, Macintosh .pages or OpenOffice .odt documents (and any other document type) are not permissible due to grading issues with submitting feedback. If you have one some other writing source, we recommend using free online text editors or converting your documents before submission.

GRADING. Instructors will grade for substantive content, along with the mechanics and style of writing, including spelling, grammar, sentence structure, and overall organization and quality of the writing. Comments on your papers will point out both good and bad points of both substance and style, with that feedback serving as a resource for how to improve your writing. Review your instructor's comments carefully and use that feedback when preparing subsequent papers.

DRAWING ON LECTURES AND READINGS. One purpose of the paper assignments is for your instructor to see how well you understand the material from lectures and readings and how well you can apply that material in thinking about a new problem. Thus, the information provided to you by the instructor and the text represents the building blocks that you should use in constructing your paper. It is crucial that you cite as much information as possible from lectures and readings to support your arguments in the papers. Use the papers to demonstrate that you understand the lectures, read the text, and can effectively apply the material.

WRITE IN YOUR OWN WORDS. Although it is often appropriate to quote other authors word for word in papers, doing so in this course defeats the purpose of the assignments. Show that you understand the course material by explaining it in your own words, not by using the words of another author. Become familiar with paraphrasing, instead of using direct quotes.

PROPER USE OF CITATIONS. When you are explaining specific material from the lectures or readings, be sure to indicate the source of the ideas. When using a general idea that was presented in class or in the text, cite the source of the idea in parentheses at the end of the sentence. If you absolutely must use a direct quotation, indicate that you are using someone else's words with quotation marks, and state the source in parentheses at the end of the quote. Using material from lectures or text without proper citation is plagiarism. Be careful to give other authors credit for their work. Plagiarism is easy to detect, and the consequences are serious.

INTUITION AND PERSONAL EXPERIENCES. When writing papers for this course, use evidence from high-quality sources to support your arguments. Psychology relies upon empirical evidence because, as you will learn, intuition can be subject to bias. Your own intuition is also not a solid basis for supporting an argument; cite course material instead.

STYLE. For help with your writing style, read the section in the textbook on writing style and any other handouts your instructor gives you. For additional assistance, consider visiting the university's writing center (see http://cstw.osu.edu/writingcenter for more information) or talking to your instructor during his or her weekly office hours.

General policies for paper submissions are included after the overview of the content. Most of these are well known to the students already, but it doesn't hurt to be thorough! If they are ever confused about any given formatting issue, they will already have the class requirements (which mirror standard APA requirements) directly from the syllabus they receive on the first day of class.

The final "Additional Information" section is largely administrative, with links and contact information. I feel this content could stand alone and deserved its own section in an easily accessible location – the bottom of the last page – so students wouldn't have to flip through to the middle of a page somewhere hidden in the center of the syllabus for these important details. Probably the most useful section of this is the SLDS (Disability services) contact information, for students who need note takers, extended test time, or any other accommodations.

ADDITIONAL INFORMATION

OTHER IMPORTANT INFORMATION

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct (COAM) to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at http://studentconduct.osu.edu.

University Policy on Sexual Misconduct/Relationship Violence: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Disability Services: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Behavioral Misconduct: Please maintain courteous and respectful behaviors towards instructors, staff members of the Psychology Department, and fellow students in your class. Inappropriate behavior may result in a referral to Student Conduct.

Final Comments: This course varies by class, by their topics of interest, by unexpected snowdays (heatdays?) and sickness, the whims of the academic board and if the bat signal illuminates the night sky, I must answer its call. As such, assignment dates, rubrics, and content may be changed, topics may be tossed about, and lectures may be shuffled. You will always be informed of these changes on Carmen and in class.

Top Hat or Quizzes: This course will use Top Hat or Carmen for a number of in-class activities or quizzes. As such, you are required to bring a device capable of connecting to and using Top Hat. If this is not possible, you must immediately inform me on the first day of class for us to discuss alternatives.

Psychology 2367.01 Program Directors:
Melissa Beers, PhD
125A Psychology Building
beers.3@osu.edu

Lisa Libby, PhD
126 Lazenby Hall
libby.10@osu.edu

The absolute last page of the syllabus in the course calendar. Not only will students have an idea about the work the course will largely entail, they will now be informed about the pace and workload of other class content: readings, exams, due dates, etc. By having this on the absolute last page, I hope to provide easy access to course timings throughout the semester.

The necessary information is immediately obvious: weeks, class dates, topic areas, book chapters, extra readings, assignment dates, are all provided. Additional supplementary information (and a copy of the syllabus itself)will be available online.

This page illustrates how design of a syllabus, particularly in color and font choices, can be used to highlight important class information.

AUTUMN 2018 COURSE CALENDAR

Week	Dates	Topic	Notes
1	Tu 08/21 Th 08/23	Introduction to Course and Syllabus; Methods in Social Psychology	
2	Tu 08/28 Th 08/30	Methods (cont.) The Social Self	V-Map
3	Tu 09/04, Th 09/06	The Social Self (cont.) Social Cognition	
4	Tu 09/11, Th 09/13	Social Cognition (cont.) Attribution	Midterm feedback
5	Tu 09/18	Scientific Study Report Presentation	Scientific Study Report and Presentation
5	Th 09/20	Exam 1	
6	Tu 09/25 Th 09/27	Careers in Psychology Cognitive Dissonance	
7	Tu 10/02, Th 10/04	Attitudes and Persuasion Adweek Discussion	Adweek Proposal
8	Tu 10/09	Social Influence	Adweek peer review
8	10/11	Autumn Break	
9	Tu 10/16, Th 10/18	Social Influence	Adweek
10	Tu 10/23, Th 10/25	Group Processes Lost on the Moon; Psych Tank discussion	Lost on the Moon: a retrospective
11	Tu 10/30	Exam 2	
11	Th 11/01	Relationships and Attraction	Psych Tank Proposal
12	Tu 11/06, Th 11/08	Stereotyping	Psych Tank Resources
13	Tu 11/13 Th 11/15	Psych Tank Presentation	Psych Tank Presentation + evaluation
14	Tu 11/20	Aggression	
14	Th 11/22	Thanksgiving Break	
15	Tu 11/27 Th 11/29	Prosocial Behavior	Orientation Overhaul
16	Tu 12/04	Exam 3	

YELLOW as BREAKS
Besides exams, knowing when class is **not** in session, due to holidays or other University policies, is paramount.

Bold and column-cutting is used for autumn break, to draw particular attention. Missing days that are more erratic (due to singular holidays) would be commented on under the "notes" section,

RED as WARNING
Here, each exam is in the same color, and is the only content in that color. Without having to search through all of the text, these very important events cut through the other columns and are highlighted in an eye-catching color.

However, this still retains the color composition of the rest of the syllabus.

Bold font stands in contrast to lighter styles, and should be used sparingly. Like too much highlighting, overuse will lead to a confusion as to what is actually important.

Using consistent design techniques are useful for at least two central reasons:

1. They can reduce cognitive load when attempting to derive information, and
2. When you **interrupt** them with contrasting colors or typeface changes (e.g,. Italics, underlines, bold,) this new information will "pop" off the page and draw attention. A clear example of this is with the "summer break" yellow interrupting the teal of the week column, or the midterms interrupting the standard column format.

The complete syllabus (AU18 Social Psychology Writing) is provided on the following page(s).

SOCIAL PSYCHOLOGY

AUTUMN 2018 SYLLABUS ● THE OHIO STATE UNIVERSITY ● DEPARTMENT OF PSYCHOLOGY

COURSE INFORMATION

Section		PSYCH2367.01-0070 (17646)
Time		Tu Th 3:55PM – 5:15PM
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Webpage		carmen.osu.edu

INSTRUCTOR INFORMATION

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Email		bengal.1@osu.edu
Phone		6014.292.8185
Office		PSY165	M,W 11:25 – 12:25PM (or appt.)

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COURSEWORK

OSU Standard Scale

A	93+%
A-	90+%
B+	87+%
B	83+%
B-	80+%
C+	77+%
C	73+%
C-	70+%
D+	67+%
D	60+%
E	<60%

Typically, the average final grade for students in the class will be a B or B-.

Exams and Quizzes

Exam I	50 points
Exam II	50 points
Exam III	50 points

Projects

Scientific Study Report and V-map	65 points
Adweek: marketing and persuasion	60 points
Lost on the Moon	30 points
Psych Tank	70 points
Orientation Overhaul	75 points

Participation and Teamwork

Midterm feedback	5 points
Section points	30 points
Weekly Questions	15 points

TOTAL POINTS	**500 points**

COURSEWORK AND ASSESSMENT
How are students graded?

Student learning is assessed primarily through written work designed to progressively develop and refine skills, as well as through content evaluation (exams) and class participation.

Class meetings involve lecture and discussion, and some material will be discussed in class that is not covered in the assigned text or readings. Written work submitted for credit in this course will be retained by the Psychology department for one year following the University's official retention schedule. The Psychology department may review submitted assignments (with identifying information removed) for purposes of course assessment to ensure the course meets expected learning outcomes.

THE IMPORTANCE OF WRITTEN WORK

Psychology 2367.01 is a second-level writing course intended to promote discipline-specific writing skills. As such, it requires substantial written work from students. The written assignments and projects are intended to develop writing skills and solidify students' understanding of the lectures and readings.

FOUR THEMES:

1.	Ability to choose appropriate evidence
2.	Critical thinking
3.	Communication – clarity, concision
4.	Considers audience, purpose, and context

COURSE DETAILS

COURSE BOOKS

The social psychology textbook for this course is a **HIGH-QUALITY, FREE, OPENLY LICENSED** online source. This means you can read and download course content for free, without the high price tag or copyright restrictions. Rather than pulling a big book out of your bag, you can go online to find the content you need.

All course content, including both social psychology readings and writing resources, can be found on Carmen.

COURSE SITES:
CARMEN
https://carmen.osu.edu
NOBA
http://nobaproject.com

ATTENDANCE

PLEASE DO!

Attendance is **NOT SPECIFICALLY REQUIRED**, but there is a strong correlation between attending the course and final grades.

The slides are not always designed to include all of the information we discuss through a course, and cannot answer your questions by themselves. Lastly, there may be **SOME POINTS ASSOCIATED WITH SHOWING UP**!

LATE WORK

LATE ASSIGNMENTS (I.E. THOSE TURNED IN AFTER THE TIME THEY ARE DUE) OR MISSED EXAMS WILL RECEIVE A "0." All deadlines appear in this syllabus and are final. In rare circumstances, an exception may be granted to a student who provides a validated excuse to the instructor prior to the paper due date or exam date.

If you foresee being unable to turn in a paper or take an exam on the assigned date, contact the instructor **IMMEDIATELY** to request an extension. Extensions, make-up exams, or incomplete final grades must be approved by the course coordinators.

IMPORTANT NOTE:
Any excused absences for University-sponsored events must be documented and brought to the instructor's attention **PRIOR TO THE ABSENCE**.

RESPONSIBILITIES

INSTRUCTOR		STUDENT
I will be available to discuss course material and provide assistance with assignments. You will have carte blanche access to office hours, which you are encouraged to take advantage of. Please meet with me early/often if there any course issues, grading questions, or anything else you wish to discuss.	**1**	You must be prepared to speak. You will be expected to participate throughout the entirety of this course, often in a public manner. You are expected to discuss assigned readings and ask questions. Stage fright be damned, this course is your time to shine!
Considering the fast pace and building-block nature of the assignments, I will provide you with useful and timely feedback on all assignments/exams. The timing may fluctuate with the size and complexity of the assignment, but immediate feedback in terms of quality will be available through in-class discussion and office hours.	**2**	Be respectful to other students in the class, as well as the instructor! Refrain from sleeping in class, working on other assignments, and using electronic devices in a distracting fashion (with the exception of taking notes and following along). Be prepared for each class period by arriving on time. Read assigned readings and review course materials. Take an active, engaged role in your own learning.
I will do my best to present course material in a clear, interesting manner, and to provide you with hands-on experience and examples of difficult concepts. My role in this course is a facilitator: I am here to provide a framework and guide discussion, provide presentations, video clips, pictures, and exam review materials. Think of me as the rumble strip and signs on a highway, but not as a tow truck.	**3**	Be prepared to work outside of class. Readings, studying, and preparing for future classes.

COURSE GOALS AND OBJECTIVES

GOALS specify what students completing PSYCH2367.01 should accomplish by the end of the course. **LEARNING OBJECTIVES** define how a course will assess whether students meet these goals.

SOCIAL SCIENCE courses develop students' understanding of the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources. Psychology 2367.01 fulfills the GE requirements for Social Science by exploring research in psychological science that helps us to understand how individuals think, feel, and behave.

SECOND-LEVEL WRITING courses build skills in written communication and expression, reading, critical thinking, oral expression and visual expression. Psychology 2367.01 fulfills the GE requirements for second-level writing using a project-based learning approach, which enables students to explore and apply topics in social psychology using written or oral communication.

To promote easy and transparent course transferability between institutions in Ohio, this course is also designed to meet specific Transfer Assurance Guide (TAG) learning objectives (recommended by the Board of Regents after consultation with faculty); TAG learning objectives are specified within the course and GE learning objectives below.

Our course goals in social psychology are:

To increase students' SCIENTIFIC KNOWLEDGE and UNDERSTANDING OF DIFFERENCES in how individuals and groups think, feel, and act within the context of a social world
To meet the Learning Objectives for the Scientific Knowledge Goal, students will:

❖ Understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups (**GE Social Science 1**)

❖ Describe and assess the basic psychological theories, principles, and concepts explaining social cognition, attitude formation, decision making, group processes, pro-social behavior, aggression, conformity/obedience and stereotyping/prejudice (**TAG 1**)

❖ Describe key concepts, principles, overarching themes, and applications of psychology while developing a working knowledge of the field's content (**APA Goal 1 – Knowledge Base**)

To meet the Learning Objectives for the Understanding Differences Goal, students will:

❖ Understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function (**GE Social Science 2**)

❖ Explain how human behavior is influenced by such social factors as groups, authority figures, in-group bias, gender roles, cognitive dissonance, etc. (**TAG 3**)

To develop WRITING AND COMMUNICATION SKILLS
To meet the Learning Objectives for the Writing and Communication Goal, students will:

❖ Through critical analysis, discussion, and writing, demonstrate the ability to read carefully and express ideas effectively (**GE 2nd Level Writing 1**)

❖ Apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline (**GE 2nd Level Writing 2**)

❖ Access and use information critically and analytically (**GE 2nd Level Writing 3**)

❖ Demonstrate both effective writing and presentation skills for different purposes, and interact effectively with others (**APA Goal 4: Communication**)

MAKING GOALS CONCRETE

To promote CRITICAL THINKING that can be applied to social and cultural contexts

To meet the Learning Objectives for the Critical Thinking Goal, students will:

❖ Through critical analysis, discussion, and writing, demonstrate the ability to read carefully and express ideas effectively (**GE 2nd Level Writing 1**)

❖ Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet (**TAG 6**)

❖ Use scientific reasoning to interpret psychological phenomena, demonstrate psychology information literacy, engage in innovative and integrative thinking and problem solving, and interpret basic psychological research **(APA Goal 2: Scientific Inquiry and Critical Thinking)**

To foster REAL-WORLD APPLICATIONS to societal issues, interpersonal contexts, and professional goals

To meet the Learning Objectives for the Application Goal, students will:

❖ Comprehend and assess individual and group values and their importance in social problem solving and policy making (**GE Social Science Learning Objective 3**)

❖ Relate knowledge of theory as well as current and past research in social psychology to situations in everyday life such as interpersonal and group relations (**TAG Learning Objectives 2**)

❖ Predict the outcomes of various social situations through application of social psychology principles (for example, attributions, cognitive dissonance, in-group/out-group behavior, etc.) (**TAG Learning Objective 4**)

❖ Relate major concepts and methods of the field to understand interpersonal and group relationships (**TAG Learning Objective 5**)

❖ Apply ethical standards to evaluate psychological science, build and enhance interpersonal relationships, and adopt values that build community at local, national, and global levels (**APA Goal 3: Ethical and Social Responsibility**)

❖ Apply psychological content and skills to career goals and refine skills that promote professional success, namely self-efficacy and self-regulation, project management, and teamwork capacity (**APA Goal 5: Professional Development**)

CONNECTING COURSEWORK TO GOALS

	Exams and Quizzes	Scientific Study Report	Adweek	Lost on the Moon	Psych Tank	Orientation Overhaul	Midterm Feedback	Section Points
Students demonstrate SCIENTIFIC KNOWLEDGE in how individuals and groups think, feel, and act within the context of a social world.	✓	✓	✓	✓	✓	✓		✓
Students demonstrate UNDERSTANDING OF DIFFERENCES in how individuals and groups think, feel, and act within the context of a social world.	✓	✓	✓	✓	✓	✓		✓
Students demonstrate CRITICAL THINKING that can be applied to social and cultural contexts.	✓	✓	✓	✓	✓	✓	✓	✓
Students make REAL-WORLD APPLICATIONS to societal issues, interpersonal contexts, and professional goals.			✓		✓	✓	✓	✓

PROJECT INFORMATION

EXAMS
Your mastery of social psychology content will be evaluated through a series of exams or in-class quizzes. These exams will usually not entail a cumulative component, but questions from anything you've learned through the semester are fair game. The final exam may have a cumulative component. Exams in this course will largely consist of a series of multiple-choice questions, which some short answers questions being included at the instructors' discretion. Exams will centrally, but not necessarily exclusively, focus on content covered in the lectures. The quizzes will be randomly provided in-class, and may include the use of Top Hat.

PROJECTS
The majority of your writing progression will be evaluated through several broader projects which will generally be completed outside of your time in-class. These assignments may often also contain an in-class component. These include a number of written assignments designed to promote communication about psychology topics, including papers and in-class presentations. Some of these are short and individual topics, whereas the majority will be group-based or longer projects. Additional details on Carmen will specifically outline all the details of these projects.

SECTION POINTS
You will also be evaluated on how much you participate in the class throughout the term. Students may earn attendance points for being actively involved in discussions, being on-task, and being prepared. Students may lose points for failing to be engaged or on-task in class, being late to class, and/or being consistently absent (as described in the absence policy section). A majority (or all) of these points, however, will be provided based on submission of in-class activities, and as such, missing a lecture may preclude you from these points.

Submission Overview

PSYCH 2367.01 is a writing course about social psychology and utilizes project-based learning. Project-based learning is a student-centered dynamic classroom approach in which students take an active role in exploring real-world problems in order to acquire a deeper knowledge. Project-based learning (in contrast to a paper-based course dominantly led by the instructor) intends to be more personally meaningful to students and allows students to see the educational value beyond the current classroom. It is also a more versatile learning approach, in which multiple perspectives and skills are utilized to tackle varied activities and skills, and students can benefit from frequent feedback that ideally comes in different forms.

2367.01 Project-based Criteria:

1. Focuses on forming authentic questions relevant to the problem and seeking answers through a series of scaffolded tasks
2. Culminates in a revised product that is shared, possibly with a real audience
3. Role of instructor is that of a facilitator: do not relinquish control of the classroom, but rather, develop an atmosphere of shared responsibility
4. Role of students: ask questions, build knowledge, and determine a real-world solution to the issue/question presented
5. Engages multiple perspectives, utilizes versatile activities or skills, and generates on-going, varied types of feedback

In this course, our goal is to help you improve your writing through the use of social psychological principles. In particular, there are four major writing goals that we hope to instill during the semester. These are overarching skills that can be used both within psychology as well as in other disciplines. First, you will learn how to choose appropriate evidence for your papers. Second, we hope to improve your critical thinking skills. Third, you will learn to articulate your arguments in a clear and concise manner. And, finally, you will learn how to translate your ideas to a wide variety of audiences so that they are broadly relevant. Writing effectively, powerfully, and concisely is a valuable skill, no matter what your ultimate career goal may be.

GENERAL. In this course, our goal is to help you improve your writing through the use of social psychological principles. In particular, there are four major writing goals that we hope to instill during the semester. These are overarching skills that can be used both within psychology as well as in other disciplines. First, you will learn how to choose appropriate evidence for your papers. Second, we hope to improve your critical thinking skills. Third, you will learn to articulate your arguments in a clear and concise manner. And, finally, you will learn how to translate your ideas to a wide variety of audiences so that they are broadly relevant. Writing effectively, powerfully, and concisely is a valuable skill, no matter what your ultimate career goal is. Below, we will offer some helpful hints on how to go about writing your papers.

DUE TIME. See Carmen for strict due times. Unless otherwise noted, papers are required by the beginning of class. Some assignment details for these projects may additionally be required by the end-of-class for in-class work days, and may be required to be submitted online. As such, having a device that is capable of both (1) writing, and (2) connecting to the internet is paramount for this course.

SPACE LIMIT AND FONT SIZES. For any written content, font should be kept to a readable size (10-12 pt. font). Most standard fonts (e.g., Calibri, Arial, Helvetica, Times New Roman, etc.) are allowed. Any font or size that is submitted that deviates from these norms and makes it harder to read or grade will result in point deductions.

FORMATTING. Full papers should be typed in double-spaced format. Some assignments may involve different formatting (see Carmen for specific details). All papers submitted should have standard margins (1-inch) and should adhere to the size limitations presented on Carmen. If there are no relevant size limitations listed on Carmen, then you need to provide sufficient details to demonstrate your mastery of the materials, and length is left to your discretion.

DOCUMENT TYPE. All standard Microsoft word document types (e.g., .doc or .docx) are permitted, as well as PDF (.pdf) documents. **Importantly, Macintosh .pages or OpenOffice .odt documents (and any other document type) are not permissible due to grading issues with submitting feedback.** If you have one some other writing source, we recommend using free online text editors or converting your documents before submission.

GRADING. Instructors will grade for substantive content, along with the mechanics and style of writing, including spelling, grammar, sentence structure, and overall organization and quality of the writing. Comments on your papers will point out both good and bad points of both substance and style, with that feedback serving as a resource for how to improve your writing. Review your instructor's comments carefully and use that feedback when preparing subsequent papers.

DRAWING ON LECTURES AND READINGS. One purpose of the paper assignments is for your instructor to see how well you understand the material from lectures and readings and how well you can apply that material in thinking about a new problem. Thus, the information provided to you by the instructor and the text represents the building blocks that you should use in constructing your paper. It is crucial that you cite as much information as possible from lectures and readings to support your arguments in the papers. Use the papers to demonstrate that you understand the lectures, read the text, and can effectively apply the material.

WRITE IN YOUR OWN WORDS. Although it is often appropriate to quote other authors word for word in papers, doing so in this course defeats the purpose of the assignments. Show that you understand the course material by explaining it in your own words, not by using the words of another author. Become familiar with paraphrasing instead of using direct quotes.

PROPER USE OF CITATIONS. When you are explaining specific material from the lectures or readings, be sure to indicate the source of the ideas. When using a general idea that was presented in class or in the text, cite the source of the idea in parentheses at the end of the sentence. If you absolutely must use a direct quotation, indicate that you are using someone else's words with quotation marks, and state the source in parentheses at the end of the quote. Using material from lectures or text without proper citation is plagiarism. Be careful to give other authors credit for their work. Plagiarism is easy to detect, and the consequences are serious.

INTUITION AND PERSONAL EXPERIENCES. When writing papers for this course, use evidence from high-quality sources to support your arguments. Psychology relies upon empirical evidence because, as you will learn, intuition can be subject to bias. Your own intuition is also not a solid basis for supporting an argument; cite course material instead.

STYLE. For help with your writing style, read the section in the textbook on writing style and any other handouts your instructor gives you. For additional assistance, consider visiting the university's writing center (see http://cstw.osu.edu/writingcenter for more information) or talking to your instructor during his or her weekly office hours

ADDITIONAL INFORMATION

OTHER IMPORTANT INFORMATION

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct (COAM) to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). **For additional information, see the Code of Student Conduct at** http://studentconduct.osu.edu

University Policy on Sexual Misconduct/Relationship Violence: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Disability Services: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. **After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.** SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Behavioral Misconduct: Please maintain courteous and respectful behaviors towards instructors, staff members of the Psychology Department, and fellow students in your class. Inappropriate behavior may result in a referral to Student Conduct.

Final Comments: This course varies by class, by their topics of interest, by unexpected snowdays (heatdays?) and sickness, the whims of the academic board and if the bat signal illuminates the night sky, I must answer its call. As such, assignment dates, rubrics, and content may be changed, topics may be tossed about, and lectures may be shuffled. You will always be informed of these changes on Carmen and in class.

Top Hat or Quizzes: This course will use Top Hat or Carmen for a number of in-class activities or quizzes. **As such, you are required to bring a device capable of connecting to and using Top Hat**. If this is not possible, you must immediately inform me on the **first day of class** for us to discuss alternatives.

Psychology 2367.01 Program Directors:
Melissa Beers, PhD
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beers.3@osu.edu

Lisa Libby, PhD
126 Lazenby Hall
libby.10@osu.edu

AUTUMN 2018 COURSE CALENDAR

Week	Dates	Topic	Notes
1	Tu 08/21 Th 08/23	Introduction to Course and Syllabus; Methods in Social Psychology	
2	Tu 08/28 Th 08/30	Methods (cont.) The Social Self	V-Map
3	Tu 09/04, Th 09/06	The Social Self (cont.) Social Cognition	
4	Tu 09/11, Th 09/13	Social Cognition (cont.) Attribution	Midterm feedback
5	Tu 09/18	Scientific Study Report Presentation	Scientific Study Report and Presentation
5	Th 09/20	**Exam 1**	
6	Tu 09/25 Th 09/27	Careers in Psychology Cognitive Dissonance	
7	Tu 10/02, Th 10/04	Attitudes and Persuasion Adweek Discussion	Adweek Proposal
8	Tu 10/09	Social Influence	Adweek peer review
8	10/11	**Autumn Break**	
9	Tu 10/16, Th 10/18	Social Influence	Adweek
10	Tu 10/23, Th 10/25	Group Processes Lost on the Moon; Psych Tank discussion	Lost on the Moon: a retrospective
11	Tu 10/30	**Exam 2**	
11	Th 11/01	Relationships and Attraction	Psych Tank Proposal
12	Tu 11/06, Th 11/08	Stereotyping	Psych Tank Resources
13	Tu 11/13 Th 11/15	Psych Tank Presentation	Psych Tank Presentation + evaluation
14	Tu 11/20	Aggression	
14	Th 11/22	**Thanksgiving Break**	
15	Tu 11/27 Th 11/29	Prosocial Behavior	Orientation Overhaul
16	Tu 12/04	**Exam 3**	

I began reviewing other instructors' syllabi for a slightly more formal, text-heavy syllabus that I thought (1) would be applicable for University coordinated courses which may have a large amount of additional information I was mandated to include on the syllabus, and as such (2) more quickly and easily adjustable in formatting style. I found a clear, efficient, and phenomenal syllabus by Prof. Claudia Strong (Newhouse School, Syracuse University) who actually teaches courses on design (claudisatrong.com). I followed her formatting, with a few of my own minor tweaks, to create a Data Analysis syllabus, with a few examples shown below.
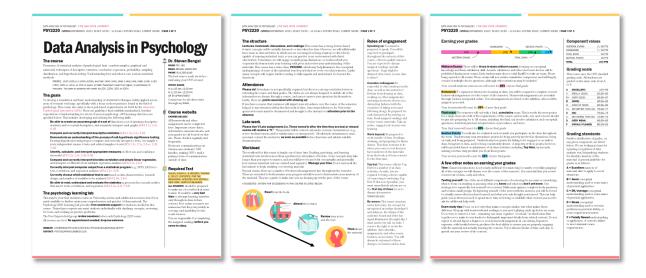
Figure 1. First three pages of (shorter), more text-heavy syllabus option.

Even though this syllabus has a bit fewer bell-and-whistles as the previous version, it still continues the consistency of color scheme laid out earlier.

The schedule is broken up by large chunks of color, and now important assignments are listed in red. A visual distribution of the points in the course is matched to highlighted descriptions of course content. A small infographic of successful class strategies draws students' attention and (hopefully) sticks in their memory. The most vital content (e.g., a required text that is essential to completing the class) stands out sharply from being highlighted, in contrast to the surrounding text.

The complete syllabus (AU18 Data Analysis in Psychology) is provided on the following page(s).
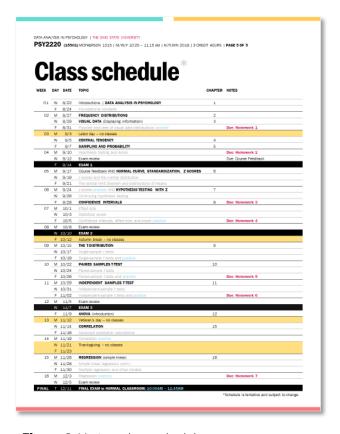
Figure 2. Variant class schedule.

Data Analysis in Psychology

The course

Discussion of statistical analysis of psychological data - random samples, graphical and numerical techniques of descriptive statistics, correlation, regression, probability, sampling distribution, and hypothesis testing. Understanding how and when to use various statistical methods.

> PREREQ: 1100 (100) or 1100H (100H), and Stat 1450 (145), Math 1148 (148), Math 1149, 1150 (150), 1251.xx (151), or 152, or equiv, or Math Placement Level M or higher; or permission of instructor. Not open to students with credit for 220, 220H, 320, or 320H.

The goals

To develop a foundation and basic understanding of statistical techniques widely applied across areas of research writ large, specifically with a focus on those practices found in the field of psychology. This course also aims to meet goal-based requirements set forth by the American Psychological Association (APA). These are guidelines that establish standardized, baseline expectations of understanding for a host of areas in psychology. APA learning objectives are specified below. This includes developing and refining the following skills:

Be able to create an accurate graph of a set of data from a set of summary descriptive statistics and/or textual description, and accurately interpret such graphs (APA 1.1c, 2.2e, 4.1f)

Compute and correctly interpret descriptive statistics (APA 2.2a, 2.2e, 4.1f)

Demonstrate an understanding of the process of null-hypothesis significance testing by using hypothesis testing steps to compute and correctly interpret z-tests, one sample t-tests, independent means t-tests, and related samples t-tests (APA 1.1c, 2.1a, 2.3a-c, 2.4f, 5.1a)

Identify, calculate, and interpret appropriate measures of effect size and confidence intervals (APA 2.2e, 2.3c, 2.4f, 4.1f)

Compute and correctly interpret bivariate correlation and simple linear regression, and interpret coefficients from multiple regression analyses (APA 2.1e, 2.2e)

Correctly interpret computer output from a statistical program (e.g., SPSS, SAS) for t-test, correlation, and regression analyses (APA 2.2e, 4.1f)

Correctly choose which statistical test to use based on data characteristics, research design, and number of variables to be analyzed (APA 2.4d, 2.4e)

Be able to read, understand and evaluate the statistics as presented in research articles that used t-tests, correlation, and regression (APA 2.2a, 4.1f, 5.1d)

The psychology learning lab

This may be your first statistics course at University, and as such additional resources have been made available to further assist your comprehension and practice of class material. The Psychology 2220 Learning Lab provides **free academic support** for students enrolled in this course. Trained peer experts can assist students individually with clarifying concepts, reviewing for tests, and working on practice problems.

The Peer Experts hold group **review sessions** before each Psychology 2220 exam.

All services are free! **No appointment needed; drop-ins welcome**.

WEBSITE: UNDERGRAD.PSY.OHIO-STATE.EDU/PSYCH2220LEARNINGLAB.PHP
CONTACT: PSYCHLEARNINGLAB@OSU.EDU

Dr. Steven Bengal

ROOM PSY 165
EMAIL BENGAL.1@OSU.EDU
PHONE 614.292.8185
The best way to reach me is by e-mail using your OSU account.

OFFICE HOURS
M 11:25 AM–12:25 PM
W 11:25 AM–12:25 PM
OR BY APPOINTMENT
Contact me for all other visits through my EMAIL.

Course website

CARMEN.OSU.EDU

All homework and other assignments can be completed here. Important course dates, information, announcements, and your grades are all located on this site. Please check it regularly and frequently.

Electronic communications via Carmen uses students' OSU handles, making OSU e-mail a primary form of communication outside of class.

Required Text

NOLAN, SUSAN A., & HEINZEN, THOMAS E. (2017). STATISTICS FOR THE BEHAVIORAL SCIENCES (4TH EDITION). NEW YORK: WORTH PUBLISHERS.

ALL STUDENTS should be prepared to make use of a textbook in some format. It would be a **very bad idea** to attempt learning statistics only through in-class lecture content. Free online resources are numerous, but they vary widely in coverage and suitability for the social sciences.

You are responsible for completing the assigned readings **before you come to class.**

The structure

Lectures, homework, discussions, and readings: This course has a strong lecture-based format: concepts will be initially discussed or introduced in class. However, we will additionally have some in-class activities in which you are encouraged to bring a laptop or other device capable of running statistical tests, so you can practice in an environment with direct observation. Sometimes, we will engage in small group discussions or work in which you cooperatively demonstrate your learning with peers and review your understanding of the materials. This course has a sister class, **PSY2300**, which may help illuminate the conceptual underpinnings of some of the statistical tests beyond what we cover over this semester. Lastly: many concepts will require further reading to fully unpack and understand. Go beyond the classroom.

Attendance

Please do! Attendance is not specifically required, but there is a strong correlation between attending the course and final grades. The slides are not always designed to include all of the information we discuss through a course, and cannot answer your questions by themselves. Lastly, there are **points associated with showing up**!

If you have a reason that you know will impact your attendance over the course of the semester, bring it to my attention within the first week of class. Any excused absences for University-sponsored events must be documented and brought to the instructor's **attention prior to the absence**.

Late work
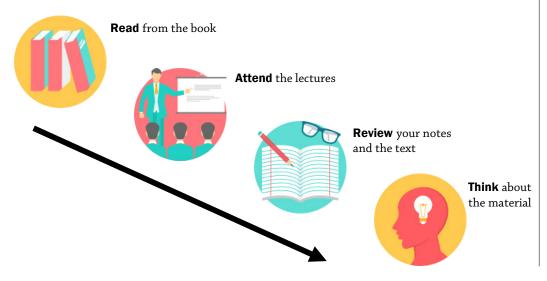
Please don't! Late assignments (i.e. Those turned in after the time they are due) or missed exams will receive a "0." This penalty will be waived only under extreme circumstances (e.g., severe medical reasons and/or family issues or emergencies). Should such circumstances arise, you must contact the instructor **as soon as possible** before class time and submit suitable documentation.

Workload

The workload for this course is largely out of class time. Reading, practicing, and learning statistical tests involves more than a perfunctory attendance of lecture. Some concepts may take longer than you expect to master, and you will have to learn both conceptually and practically how various statistical tests are related (and separate). **Manage your time.** Don't wait until the last minute to begin studying or reviewing material.

Beyond exams, there are a number of homework assignments due throughout the semester. These are intended to both measure your progress and allow you to demonstrate your mastery of the material. They are a guide to make sure you are keeping up wit the pace of the course.

A SUGGESTED SYSTEM FOR SUCCEEDING IN THIS COURSE IS LISTED BELOW:

Read from the book

Attend the lectures

Review your notes and the text

Think about the material

Rules of engagement

Speaking up: You must be prepared to speak. You will be expected to participate throughout the entirety of this course, often in a public manner. You are expected to discuss assigned readings and ask questions. Stage fright be damned, this course is your time to shine!

Consider colleagues: Be respectful to other students in the class, as well as the instructor! Refrain from sleeping in class, working on other assignments, and using electronic devices in a distracting fashion (with the exception of taking notes and following along). Be prepared for each class period by arriving on time. Read assigned readings and review course materials. Take an active, engaged role in your own learning.

Work beyond: Be prepared to work outside of class. Readings, studying, and preparing for future classes. This class is meant to be where you come to test that you have understood the materials from the book, not learn content for the first time.
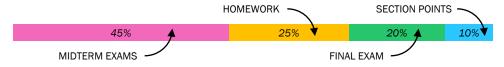
Top hat: This course will use Top Hat for a number of in-class activities. As such, you are required to bring a device capable of connecting to and using Top Hat. If this is not possible, you must immediately inform me on the **first day of class** for us to discuss alternatives. TOPHAT.OSU.EDU

Be aware: This course structure varies by lecture, by concept, by unexpected snowdays (heatdays?) and sickness, the whims of the academic board and if the bat signal illuminates the night sky, I must answer its call. As such, I reserve the right to revise the syllabus, class schedule, assignments, and other course features, as necessary. You will always be informed of these changes on Carmen and in class.

Earning your grades

45%	25%	20%	10%
MIDTERM EXAMS	HOMEWORK	FINAL EXAM	SECTION POINTS

Midterm Exams: There will be **three in-class midterm exams**, focusing on conceptual knowledge and basic calculation skill. As such, calculators and other electronic devices will be prohibited during most exams. Each student must show a valid BuckID to take an exam. Please bring a pencil to all exams. These exams will not entail a cumulative component, and will largely consist of multiple-choice questions, although other variations may be included.

Your overall midterm exam scores will count for **45%** *of your final grade.*

Homework: To expand on what you're learning in class, you will be required to complete several homework assignments over the course of the semester. Homework assignments are accessible through Carmen and graded online. Several assignments are listed on the syllabus; others will be assigned as needed.

Your homework will count for **25%** *of your final grade.*

Final exam: The semester will end with a final, **cumulative** exam. This is worth the most points for a single item out of all of the requirements of the course, and as such, care and concern should be put into preparing for it. All exams, including the final, can involve calculation and conceptual questions, statistical printout interpretation or procedures, and more.

Your final exam will count for **20%** *of your final grade.*

Section Points: You will also be evaluated on how much you participate in the class throughout the term. Students may earn attendance points for being actively involved in discussions, being on-task, and being prepared. Students may lose points for failing to be engaged or on-task in class, being late to class, and/or being consistently absent. A majority of these points, however, will be provided based on submission of in-class activities, including **Top Hats**, and as such, missing a lecture may preclude you from these points.

Your section points will count for **10%** *of your final grade.*

A few other notes on earning your grades

Time: Classroom time alone is not nearly sufficient for mastering (or maybe even fully grasping) all of the concepts we will discuss over the course of the semester. It is essential that you review content out of class, early and often.

Testing yourself: One of the most difficult components of reviewing for an exam or considering what to focus on studying is assessing what you **know** and what you **don't yet know**. One strategy is to repeatedly test yourself over content. Make mini-quizzes, complete book questions, and work in small groups. By depriving yourself of the notes with the answers, you will be forced to actually assess what you have learned, and what you only thought you learned. This can help guide you in what you need to spend more time reviewing or establish what content you need to ask for additional help with.

Exam study tips: Focus on not only what makes concepts similar, but what makes them different. Keep up with homework and readings so you aren't playing catch up before an exam. Do not try to cram for a test – cramming can cause cognitive "overload," in which ideas blur together so to make it even harder to distinguish important details from related content. Do not expect to sit and digest a chapter or even homework assignment in one sitting. Repeated exposure, with breaks between, produces the best ability to ensure you are properly engaging with the material and actually learning the content. Try to allocate blocks of time each day, to spread out your review of the content.

Component values

MIDTERM EXAMS	3 / 90 PTS
HOMEWORK	7 / 50 PTS
FINAL EXAM	40 PTS
SECTION POINTS	20 PTS
TOTAL	**200 PTS**

Grading scale

This course uses the OSU standard grading scale. All students are graded on the same scale from A to F.

A	**(EXCELLENT)**	100—93
A-	(REALLY GOOD)	92.99—90
B+	(VERY GOOD)	89.99—87
B	**(GOOD)**	86.99—83
B-	(KIND OF GOOD)	82.99—80
C+	(BIT BETTER THAN OK)	79.99—77
C	**(OK)**	76.99—73
C-	(BIT WORSE THAN OK)	72.99—70
D	**(VERY WEAK)**	69.99—65
F	**(FATALLY FLAWED)**	BELOW 65

Grading standards

Further clarification of grades, on any given component, are listed below. We are looking not just for a passing recognition of data analysis test, but pushing students for absolute mastery of the material. A general guideline for grades is as follows:

A = Excellent mastery of material, able to apply to novel situations.

B = Good conceptual understanding and/or some issues of practical application.

C = OK/average conceptual understanding and/or some issues of practical application.

D = Weak conceptual understanding and/or extreme problems in practical ability, or some requirements unmet.

F = Fatally flawed understanding or application of content; failure to meet minimal course requirements.

Useful resources

Here are links to several resources that may be useful to you throughout the semester. These may not be necessary for you to use to succeed in this course, but they can help you with either statistical analysis or visual design of data even beyond this semester.

- **r-project.org:** a free, open-source statistical analysis program.
- **rstudio.com:** a visual editor with built-in code and visualization tools to make R more user friendly.
- **tidyverse.org:** a data science package for R that provides a host of additional, useful tools, including ggplot2.
- **plot.ly/create:** online chart or graph creator with some slick options (limited free use)
- **ocio.osu.edu/software:** access to some statistical software, such as SPSS

Academic misconduct

It is the responsibility of the Committee on Academic Misconduct (COAM) to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (FACULTY RULE 3335-5-487). For additional information, see the Code of Student Conduct at HTTP://STUDENTLIFE.OSU.EDU/CSC.

Behavioral Misconduct

Please maintain courteous and respectful behaviors towards instructors, staff members of the Psychology Department, and fellow students in your class. Inappropriate behavior may result in a referral to Student Conduct.

Sexual misconduct/relationship violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at HTTP://TITLEIX.OSU.EDU or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at TITLEIX@OSU.EDU.

Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

SLDS CONTACT INFORMATION: SLDS@OSU.EDU; 614-292-3307; SLDS.OSU.EDU; 098 BAKER HALL, 113 W. 12TH AVENUE.

Instructor commitment

Availability: I will be available to discuss course material and provide assistance with assignments. You will have carte blanche access to office hours, which you are encouraged to take advantage of. Please meet with me early/often if there any course issues, grading questions, or anything else you wish to discuss.

Grading: Considering the fast pace and building-block nature of the assignments, I will provide you with useful and timely feedback on all assignments/exams. The grades may fluctuate with the size and complexity of the assignment, but immediate feedback in terms of quality will be available through in-class discussion and office hours.

Presentation: I will do my best to present course material in a clear, interesting manner, and to provide you with hands-on experience and examples of difficult concepts. My role in this course is a facilitator: I am here to provide a framework and guide discussion, provide presentations, video clips, pictures, and exam review materials – all of the materials you need to succeed, but you still have to decide to work to use them. Think of me as the rumble strip and signs on a highway, but not as a tow truck.

Class schedule*

WEEK	DAY	DATE	TOPIC	CHAPTER	NOTES
01	W	8/22	Introductions | **DATA ANALYSIS IN PSYCHOLOGY**	1	
	F	8/24	Foundational concepts		
02	M	8/27	**FREQUENCY DISTRIBUTIONS**	2	
	W	8/29	**VISUAL DATA** (Displaying information)	3	
	F	8/31	Purpose and uses of visual data distributions practice		**Due: Homework 1**
03	M	9/3	Labor day – no classes		
	W	9/5	**CENTRAL TENDENCY**	4	
	F	9/7	**SAMPLING AND PROBABILITY**	5	
04	M	9/10	Hypothesis testing and errors		**Due: Homework 2**
	W	9/12	Exam review		Due: Course Feedback
	F	9/14	**EXAM 1**		
05	M	9/17	Course feedback AND **NORMAL CURVE, STANDARDIZATION, Z SCORES**	6	
	W	9/19	*z* scores and the normal distribution		
	F	9/21	The central limit theorem and distributions of means		
06	M	9/24	*z* scores practice AND **HYPOTHESIS-TESTING WITH Z**	7	
	W	9/26	Continuing hypothesis testing		
	F	9/28	**CONFIDENCE INTERVALS**	8	**Due: Homework 3**
07	M	10/1	Effect size		
	W	10/3	Statistical power		
	F	10/5	Confidence intervals, effect size, and power practice		**Due: Homework 4**
08	M	10/8	Exam review		
	W	10/10	**EXAM 2**		
	F	10/12	Autumn break – no classes		
09	M	10/15	**THE T-DISTRIBUTION**	9	
	W	10/17	Single-sample *t* tests		
	F	10/19	Single-sample *t* tests and practice		
10	M	10/22	**PAIRED SAMPLES T-TEST**	10	
	W	10/24	Paired-sample *t* tests		
	F	10/26	Paired-sample *t* tests and practice		**Due: Homework 5**
11	M	10/29	**INDEPENDENT SAMPLES T-TEST**	11	
	W	10/31	Independent-sample *t* tests		
	F	11/02	Independent-sample *t* tests and practice		**Due: Homework 6**
12	M	11/5	Exam review		
	W	11/7	**EXAM 3**		
	F	11/9	**ANOVA** (introduction)	12	
13	M	11/12	Veteran's day – no classes		
	W	11/14	**CORRELATION**	15	
	F	11/16	Advanced correlation calculations		
14	M	11/19	Correlation practice		
	W	11/21	Thanksgiving – no classes		
	F	11/23			
15	M	11/26	**REGRESSION** (simple linear)	16	
	W	11/28	Simple linear regression (cont.)		
	F	11/30	Multiple regression and other models		
16	M	12/3	Regression practice		**Due: Homework 7**
	W	12/5	Exam review		
FINAL	T	12/11	**FINAL EXAM in NORMAL CLASSROOM: 10:00AM – 11:45AM**		

*Schedule is tentative and subject to change.

"these are my tools"

These Are My Tools

STEVEN BENGAL, PhD

A focal point of my teaching philosophy is on particularly motivating student interest and enjoyment of any given course that I teach. Based on evidence from student feedback, as well as rigorous testing, I believe an excited student will be an invested student, and that self-motivation is vastly superior to compelling action based on external rewards an punishments.

As such, I have, and continue to, invest a tremendous amount of time into developing the best possible tools to promote student involvement while not sacrificing clarity of content. There are a number of techniques we instructors have at our disposal, from hands-on interactive activities, to small-group discussions, to simply how information is presented, that can all be leveraged into providing the best possible learning experience for students. Additionally, I have had experiences instructing, guiding, and working closely with both research and teaching assistants; another fantastic resource to help connect the instructor to the students.
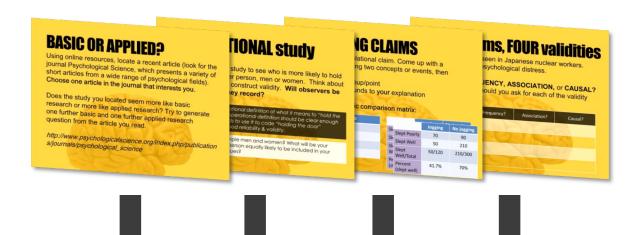
Not all of the tools or techniques I discuss in this section are going to be applicable to every class one teaches, but generally teachers develop their own individualistic style that broadly transcends individual courses, whose fingerprints are visible across the spectrum of their instruction. This is true in my case as well, and I hope the careful consideration I put into some of these techniques, and the examples of where I focus my instructional content, provides you an insight into how I use different types of content to energize interest.
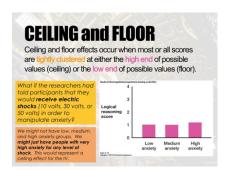
TEACHING ARTIFACTS
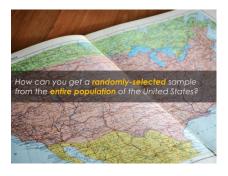
One way I try to promote clarity in my courses is with repeated motifs. For instance: slide design for definitions, typeface for title and body font, and using font color that matches the graph coloration if relevant.

One motif that has worked particularly well is with my slide coloration. In my Research Methods in Psychology (PSYCH2300) course, I include early "yellow brain" slides that always involve some level of student interaction – mainly small group work, practice applications, or class discussions. After several iterations of this type of slide design, students are immediately prepared for hands-on interactive activities whenever a yellow slide arrives. Importantly, this color is almost exclusively used for these activities.
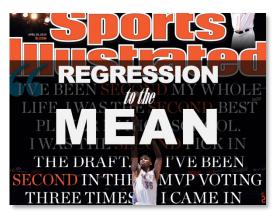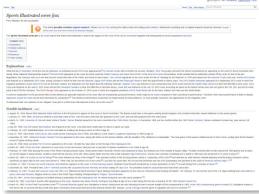
Because this color yellow becomes quickly associated with discussion and hands-on activities, I later employ it as a backdrop for questions I want the class to discuss or consider when we talk about broader topics. **An example of this sort of question regarding ceiling and floor effects is demonstrated here.**

I can also use this yellow as a prompt for activities. Now there is no question listed, but simply a direction: in small groups, work no comparing main effects in a multiple interaction. Again, the repeated color motif makes the fact that the students are going to be **directly involved instantly clear and prepares them for the activity**.

Lastly, when even employing this color sparingly – such as a text coloration, students will already be raising their hands in course upon discussing the slide. **They know that we are going to stop a current lecture and spend time in a broader discourse about the topic**, without me explicitly discussing or requesting it.

I believe that providing a real-world context for more abstract or confusing concepts in Psychology is vital for two reasons: First, it can help invest, entertain, and personalize otherwise abstruse content, and second, it can actually help clarify and demonstrate immediate, real-world examples of more basic research. I have a number of examples of my attempt at grounding research in reality littered throughout this page.

I use the *Sports Illustrated Jinx*, in which an over-performing athlete begins to see their improvement decline after being featured on the cover of Sports Illustrated, as one example of regression to the mean. I include the full Wikipedia article text of examples of the curse, letting it scroll slowly down to demonstrate how widespread this idea of a "curse" is, and how it can be explained statistically.

POWER of
CORRELATIONS

SEE: http://www.forbes.com/sites/kashmirhill/2012/02/16/how-target-figured-out-a-teengirl-was-pregnant-before-her-father-did/

ENVIRONMENTAL
PRIMING

SEE: http://people.com/archive/life-is-sweet-for-jack-dowd-as-spielbergs-hit-film-has-e-t-lovers-picking-up-the-reeses-pieces-vol-18-no-4/

I use interesting news stories or celebrity to also try to discuss several different concepts. For instance: how target's successful use of previous purchases to predict later purchases demonstrates the value of correlations, but how it also began to unnerve or concern customers due to their accuracy. Or, how embedded advertising in films can help "prime" salient marketing details to consumers, keeping certain brands coming to mind more easily than their competitors.

These are just two of many examples, and I employ a wide range of these "real world" examples to help ground concepts that may seem more esoteric. For instance: using Richard Nixon's infamous "I'm not a crook" line can be used to demonstrate the power of the sleeper effect, or by discussing the role of reciprocity in providing constant "sales" or discounted prices, and the attempt to buck this trend cost companies (like JC Penney) dearly.

SEE: https://www.forbes.com/sites/panosmourdoukoutas/2013/09/27/a-strategic-mistake-that-haunts-j-c-penney/#794715cc134c

In addition to classroom demonstrations and discussion of real-world events, using more interactive media (such as videos) or in-class discussions and small group activities are widespread ways in which students take a more active learning role – again, with the ultimate goal of grounding the abstract into the concrete. I have several of a multitude of examples laid out below.

the NEW LOOK
MOVEMENT

In order to emphasize how human memory is imperfect, and how perception is judgment under uncertainty, one fun, short activity students may engage in is attempting to draw a circle the size of a quarter (without looking at one), based on some classic psychology work that coins appeal larger to the poor (Bruner & Goodman, 1946), powerless (Dubois et al., 2010), AND college students (Balcetis & Dunning, 2010).
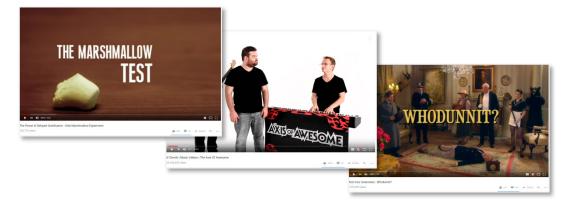
Students are often quite surprised and interested in how off they may be, and we discuss what past research has suggested about this topic. This is the first in a series of "wishful seeing" demonstrations I employ to introduce the area of Social Cognition more broadly.

Another interactive task demonstration would be to expose the participations to a first-hand demonstration of psychology content. For instance: change blindness, which has direct applications into legal areas of eyewitness testimony. Having them experience this effect personally by playing an online game has prompted several students to express interest in learning more about these areas outside of the course.

SEE: http://www.gocognitive.net/demo/change-blindness
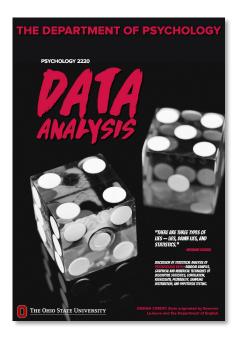
Lastly, short videos can prove to be remarkable at capturing student interest and briefly demonstrating broader concepts. "The Marshmallow Test" allows students to get a sanguine demonstration of a classic experiment on self control. The "Four Chords" songs demonstrates underlying consistency between a wide variety of music, and can be used to explain the role of mere exposure in forming tastes. Lastly, a murder mystery "Whodunnit?" in which basically every aspect of the visual field changes can be yet another demonstration of how our perception can be flawed: we don't often notice things we aren't looking for.

Online instructional components are an increasingly common tool in collegiate courses. As many courses begin to contain full online sections or offer course variants to people all around the world, ensuring that students have access to not only quality materials, but are being engaged with the course content, even when not physically present in class, is vital. With this in mind, I began to search for a useful frontpage design to immediately capture students attention.
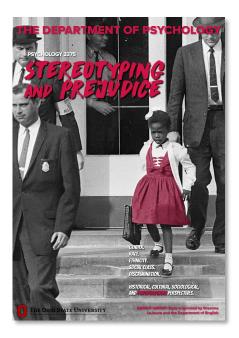
At OSU, Breanne LeJeune and the Department of English had crafted an award-winning poster series advertising their courses (https://english.osu.edu/gdusa-awards), and I thought it was a perfect visual style to greet my students when entering the class for the first time. I designed my own variant line of Psychology posters, and after receiving permission from Dr. LeJeune, have used them in my classes as course frontpages. A few examples are shown below.
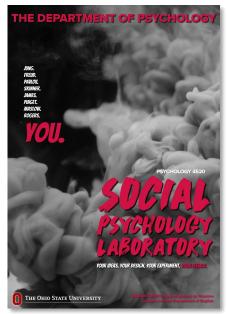
A full-size example is shown on the next page.

THE DEPARTMENT OF PSYCHOLOGY

Psychology 3325

THE IMAGINED OTHERS

THE SELF.
SOCIAL COGNITION.
ATTRIBUTION.
ATTITUDES.
COGNITIVE DISSONANCE.
GROUP PROCESSES.
SOCIAL INFLUENCE.
ATTRACTION.
AGGRESSION.
STEREOTYPING.
PROSOCIAL BEHAVIOR.

SAINTS, SINNERS, AND EVERYTHING BETWEEN.

SOCIAL PSYCHOLOGY.
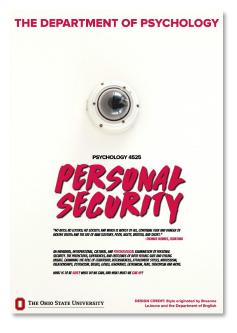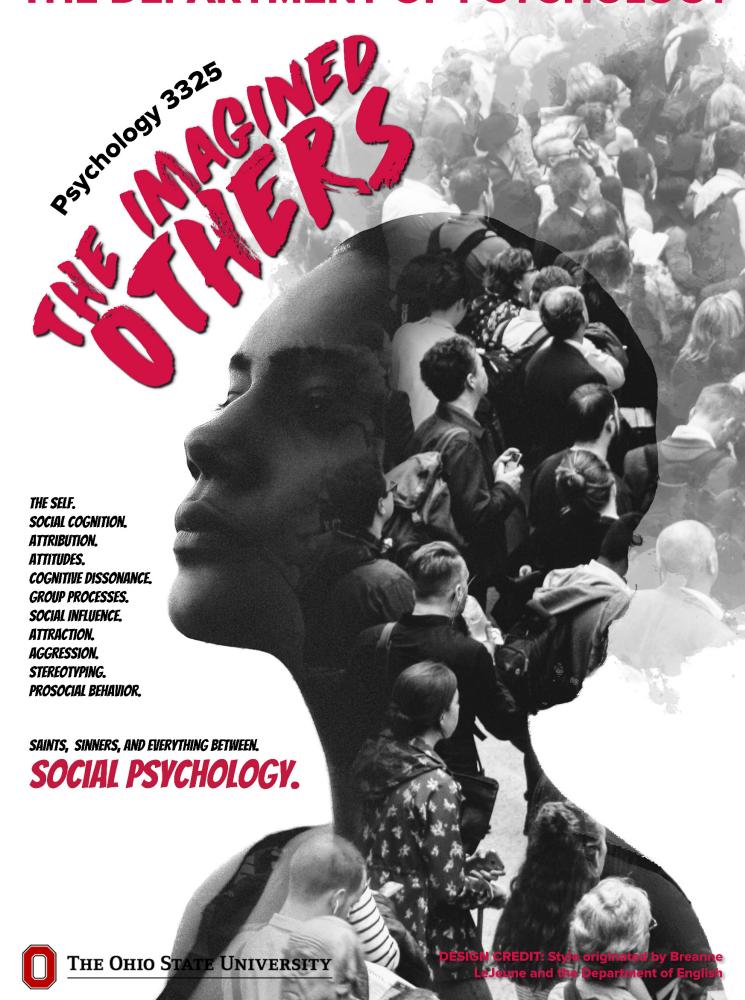
THE OHIO STATE UNIVERSITY

I pride myself on providing the full picture of any content I cover: discussing the flaws as well as the accomplishments, and ==providing students with information they may not find elsewhere, or not know to look for==. This includes in-depth descriptions of assignments and course content, locating the best possible resources, particularly free and open-source information, as well as making additional sources available for students who wish to know more about a topic.
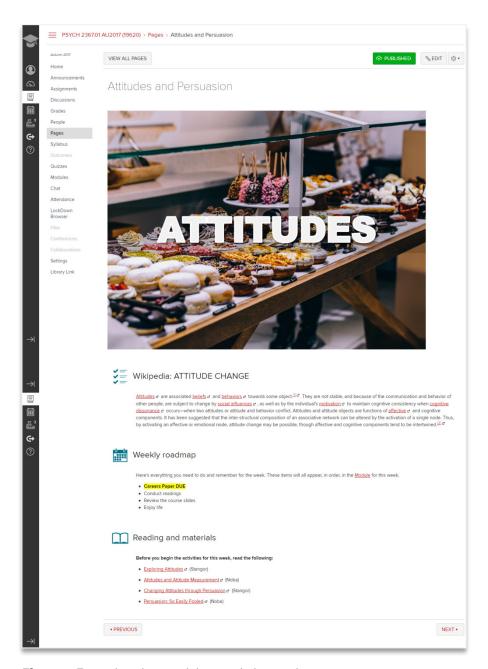
Figure 1. Example online module provided to students.

In this example module for Attitudes, I first provide the title image for the course content that will also show up in the syllabus, quickly allowing students to connect the two. One fun activity I try to have is compare how we as psychologists may define an area with a Wikipedia definition: sometimes they are close, sometimes there are some narrow nuances. I continue with brief reminders for the week of the content, and finish the module with direct links to all readings, as well as the visual presentation itself, so they can follow along in class.

A particular focus of mine is in providing inexpensive alternatives to standard textbooks and print materials. There is a wealth of tremendously high-quality resources available for free online, and different universities may often provide excellent, up-to-date resources for a variety of topics. I try to compile as many of these as possible to provide to students. I have provided just a few examples of quality resources and links below. This is an area I am particularly invested in, and have begun compiling designs for a unified hub of resources for the teaching of psychology.

Figure 1. Free online open-source text available at **https://opentextbc.ca/socialpsychology/.**
The site includes other possible texts for use, such as an entire book open research methods in psychology.

Figure 3.
http://www.stat.cmu.edu/~hseltman/309/Book/Book.pdf

A free online textbook covering experimental design and analysis., with a heavy statistics focus.

Figure 4.
https://owl.english.purdue.edu/owl/

The gold standard for citations and research paper design. Has numerous examples, sample papers, and guides to focus writing.

Figure 5.
http://nobaproject.com/

A website with phenomenal blogs covering all aspects of psychology, from learning to teaching. This includes first-hand descriptions of research from the authors themselves, explaining their work in detail.

Figure 2. A snapshot of an incomplete section of the links I provide just for additional online writing resources to students to assist them with scientific writing.
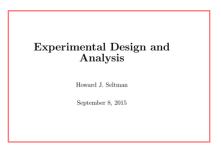
As I mention in my teaching philosophy, I am constantly striving to learn new and better techniques for instruction, and have been granted some unique opportunities to share my own perspective about teaching with others. Listening to experts in the teaching field and additionally being open with tools, techniques, and teaching styles can help the entire field provide the best experience for students.

Some of my notable contributions to improving what we know about teaching includes presenting and formally writing a brief guide for performing midterm feedback, interdisciplinary discussion and projects within the graduate teaching fellow (GTF) program, assisting in codifying and matching learning concepts in psychology textbooks to classroom goals, and finally presenting about visual presentation design suggestions, particularly for instruction. I have attached just a few of my items from this final project below.

Figure 1. Slides on visual presentation design for instructors, covering typeface, coloration motifs, image acquisition, and more.
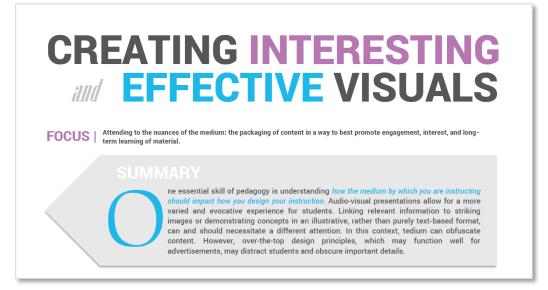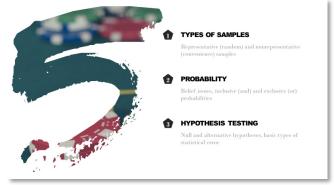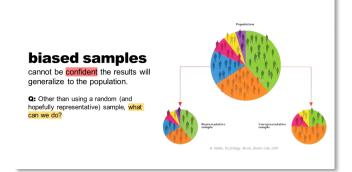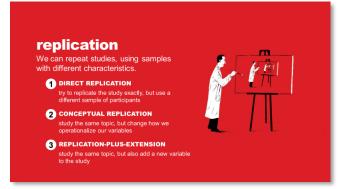

Figure 2. An abbreviated piece of a brief printed handout on visual presentation, including links, design philosophy, and thought questions to appropriately guide materials design.
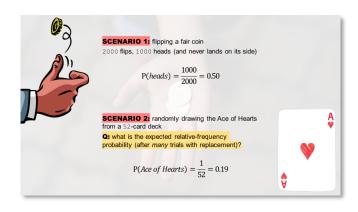
Most of my visual presentations are longer and more involved pieces of content, usually designed with courses that have a substantially heavier lecture-based component. This is particularly true for large, introductory courses (e.g., PSY2220 Data Analysis in Psychology) that have hundreds of students. When direct, small-group interaction is less feasible, it is still imperative to try to capture student attention. I have provided a small sample of lecture slides I designed for PSY2220, all taken from the same single chapter on Sampling and Probability, to demonstrate some of the different visual tools I try to employ to keep students engaged with a topic that many find dry.
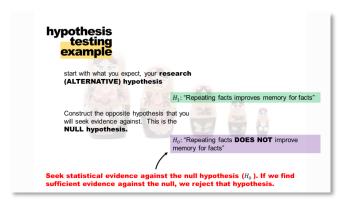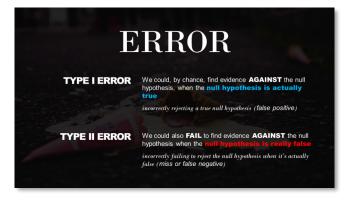
SAMPLING & PROBABILITY
CHAPTER FIVE

5

1 **TYPES OF SAMPLES**
Representative (random) and nonrepresentative (convenience) samples

2 **PROBABILITY**
Belief issues, inclusive (and) and exclusive (or) probabilities

3 **HYPOTHESIS TESTING**
Null and alternative hypotheses, basic types of statistical error

biased samples
cannot be confident the results will generalize to the population.

Q: Other than using a random (and hopefully representative) sample, what can we do?

Population

Representative sample

Unrepresentative sample

W. Weiten, Psychology, 4th ed., Brooks Cole, 2000

replication
We can repeat studies, using samples with different characteristics.

1 **DIRECT REPLICATION**
try to replicate the study exactly, but use a different sample of participants

2 **CONCEPTUAL REPLICATION**
study the same topic, but change how we operationalize our variables

3 **REPLICATION-PLUS-EXTENSION**
study the same topic, but also add a new variable to the study

SCENARIO 1: flipping a fair coin
2000 flips, 1000 heads (and never lands on its side)

$$P(heads) = \frac{1000}{2000} = 0.50$$

SCENARIO 2: randomly drawing the Ace of Hearts from a 52-card deck
Q: what is the expected relative-frequency probability (after *many* trials with replacement)?

$$P(Ace\ of\ Hearts) = \frac{1}{52} = 0.19$$

hypothesis testing example

start with what you expect, your **research (ALTERNATIVE) hypothesis**

H_1: "Repeating facts improves memory for facts"

Construct the opposite hypothesis that you will seek evidence against. This is the **NULL hypothesis.**

H_0: "Repeating facts **DOES NOT** improve memory for facts"

Seek statistical evidence against the null hypothesis (H_0). If we find sufficient evidence against the null, we reject that hypothesis.

ERROR

TYPE I ERROR
We could, by chance, find evidence **AGAINST** the null hypothesis, when the null hypothesis is actually true
incorrectly rejecting a true null hypothesis (false positive)

TYPE II ERROR
We could also **FAIL** to find evidence **AGAINST** the null hypothesis when the null hypothesis is really false
incorrectly failing to reject the null hypothesis when it's actually false (miss or false negative)

		Actual Condition	
		H_0 true	H_0 false
Decision you make	Reject H_0	False positive **Type I error** $p = \alpha$	Correction rejection $p = 1 - \beta$
	Fail to reject H_0	Correct non-rejection $p = 1 - \alpha$	False negative **Type II error** $p = \beta$

Some pieces of lecture content are a bit shorter, and employed for a very particular purpose. Below (and on the next page) you will see a brief document used in order to help explain to students in a second-level writing-based psychology course (PSYCH2367.01) about the goals and purpose their upcoming project-based communication program. I hope these brief materials will help you gain insight into some of the ways I prefer to organize and present information, at least for this particular purpose.

COMMUNICATION ASSIGNMENTS

1

SCIENTIFIC STUDY REPORT

2

RIGOROUS, SPECIFIC, DETAIL-FOCUSED

Scientific writing: concision, clarity, citation
- *Precise questions you need to answer*

Focus is on **reading papers, gather information, and experiencing a real research article**

Conclusion: should be able to establish understanding of methodology and detail-focused communication.

3

ADWEEK

4

RECOGNIZING SCIENCE IN THE NONSCIENTIFIC

Blogpost-style: directed for mass audience
- *Nonscientific writing with arguments from scientific sources*

Focus is on **different audiences, implications of psychology for society, interdisciplinary focus**

Conclusion: should be able to consider nonscientific advertisements and **find** and **apply** research to explain the role of psychology to a nonscientific audience with real-world examples.

5

6

DISCUSS, DEBATE, AND PERSUADE

An interactive encounter with your peers.
- *Engage, then introspect on applications of persuasion and policy*

Focus is on **creatively exploring applications of psychology on your own experiences.**

Conclusion: should be able to consider the direct application of psychology research to **your own** everyday life.

7

PSYCHTANK

8

APPLICATION, IMPORT, and AUDIENCES

Formal problem-solving discussion and visual presentation to class
- *Using psychology for good: solving problems and formally presenting those ideas*

Focus is on **problem-solving with psychology and presentation to an audience**

Conclusion: should be able to **apply** research to **address real-world issues,** and **present these ideas** with rigorous scientific defense.

9

ORIENTATION OVERHAUL

10

IMPLEMENTATION AND MATERIALS

Formal consulting paper with practical implementation guide and materials
- *Implementation of **specific ideas** and **designing psychological materials***

Focus is on **practical, timely application and implementation of psychology**

Conclusion: should be able to **find or locate** new psychological materials and **communicate** these ideas, backing them up with **scientific research**

11

"this is how I learn"

This Is How I Learn

STEVEN BENGAL, PhD

A ne essential aspect of any teacher is measuring both (1) how well-received your teaching techniques are, and (2) how well your students are learning. In my years of teaching, I have become particularly interested in the variety of ways one can attempt to measure student responses and acquire accurate information about the student experience, so as to better tailor a course: both for future students, and for the ones presently taking a course.

After investigating how different departments and instructors acquired feedback IN a single term, FOR that term, I began to organize a series of ready-made midterm feedback forms for dissemination among the psychology department, in an effort to make receiving feedback easier for them. In addition, I tried to codify the central components of effective midterm feedback forms and submitted an article, attempting to summarize this information in an immediately accessible and easily employable fashion, for others looking to do the same.

In this section of my teaching portfolio, I will outline some of the work I have done to solicit better midterm feedback, as well as provide some examples of my own teaching effectiveness. I will cover some of the University-provided metrics for when I was teaching in graduate school, and additionally focus on external or anonymous teaching metrics that I designed during this period and still use as a full instructor.
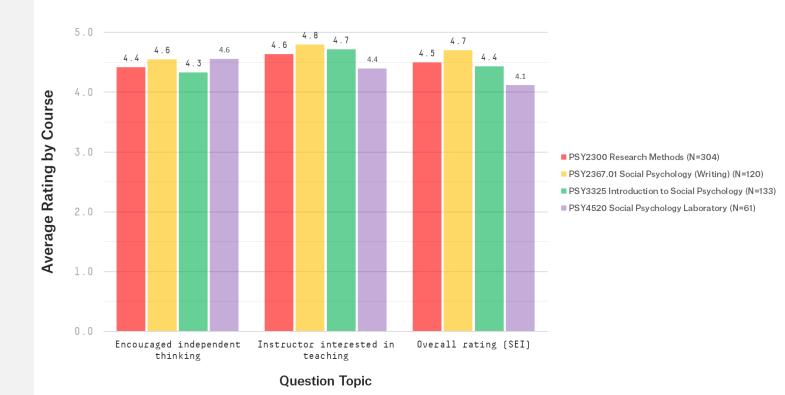
FEEDBACK and EFFECTIVENESS

I use several different metrics to evaluate teaching effectiveness, including both formal and informal techniques. One criterion is the University wide "Student Evaluations of Instruction" (SEIs) that can be included for most classes. Below, I have the mean scores across all sections for a particular course listing, for a total *N* of 618 students, evaluating me across several dimensions on these SEIs.

Ratings (SEIs)
End-of-term student evaluations of instruction

I have additionally provided an abridged look for one of my classes (PSY2367.01), and the comparison between my scores, the College of Arts and Sciences, and University-wide scores below. Additionally, you can see evidence of my successful teaching efficacy over time.

OSU Student Evaluation of Instruction Key
Sample questions from two (2) categories:
Question 3 (Rapport): Instructor interested in teaching
Question 10 (Students evaluation of their own learning): Overall rating of personal learning

YEAR	CLASS	RESPONSE	QUESTION	COLLEGE	AVERAGES UNIVERSITY	STEVEN
2014	PSYCH2367.01	56.0%	03	4.4	4.4	4.5
			10	4.2	4.3	4.5
2015	PSYCH2367.01	29.2%	03	4.4	4.4	5.0
			10	4.2	4.3	4.7
2016	PSYCH2367.01	66.7%	03	4.4	4.4	4.7
			10	4.3	4.3	4.5
2017	PSYCH2367.01	71.4%	03	4.4	4.4	4.7
			10	4.3	4.3	4.8
2018	PSYCH2367.01	48.3%	03	4.4	4.4	4.9
			10	4.3	4.3	4.7

One thing I learned from these early SEIs were some of their limitations: they prevented me from being able to make any changes within a given semester, and lacked written commentary. However, I was able to take student comments throughout the semester about what they liked (hands-on interactive activities, real-world examples) as well as what they did not like (very quick course pacing, lack of exam preparation materials) and have subsequently adjusted my own materials and instruction style to provide a better learning experience.

I made several changes across my courses to provide additional project-based assignments, such as small group assignments in research methods and social psychology writing, in which students directly collaborate with peers to design hypotheses to explain human behaviors or identify a solution to a social problem. I also began focusing on topics that have direct, real-world applications (e.g., health, the law, etc.). In addition, to address some of the aforementioned weaknesses, I constructed new exam review sheets and held Q&A class meetings before exams and focused on providing "Question? Comment? Concern?" slides throughout my presentations to allow for short breaks to slow down the overall pacing of the class and provide a framework for students to ask questions. I also added in course-wide discussion sections, so the students would have easy access to one another as a resource.

Figure 1. Example online discussion options that students can participate in with their peers for PSY2300 Research Methods.

One resource students have noted that has been particularly valuable is my weekly course questions. I essentially deconstruct an exam review sheet into component parts, then have them work around 5-minutes a day, outside of class, to see what content they are remembering well, and what they are still struggling with. This also guides students to ask additional questions, and can serve as a "mini-quiz" before an actual exam.
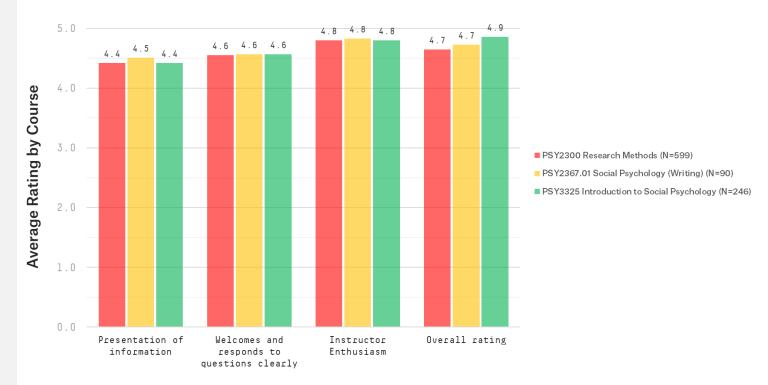

Figure 2. A selection of weekly questions from PSY4525 Perspectives on Personal Security.

Another metric I use to evaluate my effectiveness is a self-administered anonymous midterm feedback survey, which I have been developing over the past several years. Although I have fewer years of data collected by this metric, the response rates have been substantially higher. Below, I have the mean scores across all sections for a particular course listing, for a total *N* of 935 students, evaluating me across several dimensions on this midterm feedback.

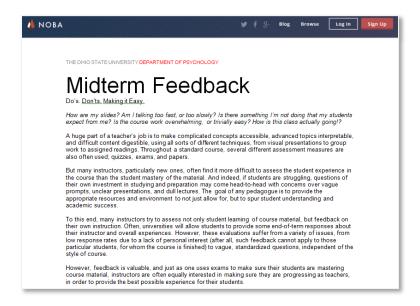# Ratings (anonymous survey)
Open-ended comment and scale surveys

This feedback is particularly within the middle of the term, to focus on methods I can use to promote change inside of a semester, rather than exclusively considering alternatives between semesters. After some pretesting and development, these feedback methods have proven to acquire substantially higher response rates than standard SEIs, largely because students feel invested in the results, which can have direct consequences to their own ability in a given semester. Additionally, incentives can be provided in order to gain submissions from otherwise ambivalent students. They also provide a diverse tapestry of information, as they allow for student comments. You can see scores for a few questions across three courses collected in the recent spring 2018 semester.

			AVERAGES			
YEAR	CLASS	RESPONSE	CLARITY	QUESTIONS	ENTHUSIASM	OVERALL RATING
SP18	PSYCH2300	95%	4.4	4.5	4.8	4.7
SP18	PSYCH2367.01	100%	4.5	4.7	4.9	4.7
SP18	PSYCH3325	80%	4.7	4.7	4.9	4.9

Below is a snapshot of part of my article that was presented on midterm feedback acquisition for the NOBA website, mainly focused on the "do's" of midterm feedback (e.g., timing, collaborative investment, quick turnaround, personalized) and "don'ts" (make snap changes and overvalue negativity, give a false impression of changeability, leave students in the dark) of broadly how to apply midterm feedback.

I apply these techniques in my own midterm feedback collection. Using a combination of Likert-style scale questions and open-ended responses, I collate student responses and then create an in-class presentation to discuss the feedback I received. I try to present a representative sample of their own responses, and we collaboratively work out how best to proceed through the semester.

Below are some images from my feedback survey and slides from a standard feedback discussion.

Midterm feedback includes *SCALAR METRICS.*

Additionally includes *FREE RESPONSE* comments, which are particularly useful.

Total Completed Responses

How many completed responses out of the total number of students in the class?

28 complete responses
30 enrolled in class

93% response rate

What Is The Point?

Feedback is essential. It helps let me know what you are thinking in a nonconfrontational fashion, and it lets you have a direct influence on both the outcome of the course, as well as the general functioning of the classroom. Post- or end-of-term feedback does not allow for intraclass changes – only inter-semester, which is a useful tool for saving the next generation from having to suffer as you have, but does not allow for sufficient adjustments to most benefit your own learning experience.

The goal is to maximize your present educational gains. "What I like" and "what actually helps me learn" are not necessarily overlapping, but the goal of the administration should always be to provide you the best possible experience.

And that includes asking you about your experience.

In addition to the university-provided SEIs and my own feedback surveys, I have sought out peer feedback from other trained instructors. By having other trained teachers watch me over the course of an entire lecture, I can hear from outside voices about what they think works (and doesn't work). This should both provide me an opportunity to broadly discuss course instruction with my peers and gain some additional expert advice. Below I have provided some comments from a peer review I received (04/2017) regarding a course I was teaching about the topic of Prosocial Behaviors:

Emphasis on "When and Why" of social behavior

Really enjoyed the storytelling approach to studies (e.g. phonebooth study)

Good set-up for video and interruption to guide what people are supposed to notice. Helps keep people engaged.

Good and appropriate use of humor (especially referencing CPR songs. Memorable tip)

Love the slide design. Incredibly visual without being distracting.

In addition to directly acquisitioned feedback, students have developed their own websites where they can provide unsolicited feedback, independent of instructor or university oversight. While great caution should be taken using these responses, as they are often from a select minority of students, self-directed feedback should not go wholly unattended. I have provided a screenshot of evaluation from the website "Rate My Professors" (http://www.ratemyprofessors.com) below (as of AU2017).
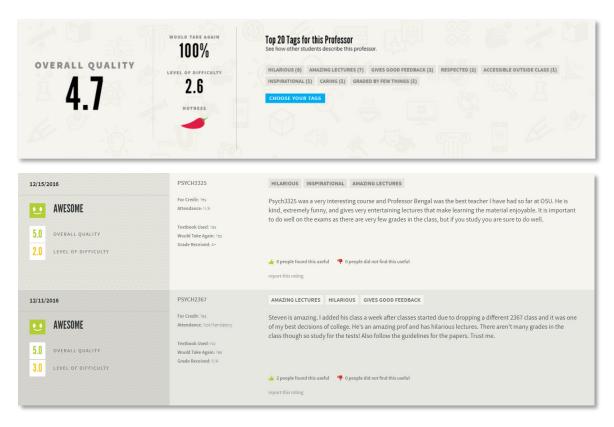

Figure 1. Rating and selected feedback from anonymous online professorial review site (AU17). As this content is full of self-selection biases, instructors need to be careful with how they use it.

sample student testimonials

He takes students' questions seriously and he invites us to ask him questions after class, and I've seen others doing it often. I think he is extremely approachable because he wants us to want to ask him questions. He takes questions in class, asks for them often, and does his best to answer them either in that time or at a future time.

The professor is always prepared and ready to assist any student struggling with a concept. Stevie provides clear explanations and great examples to further students' understanding. He can take a concept that's a bit confusing to verbalize and make light work of its explanation.

My favorite professor so far and he makes it easy to want to go to class early in the morning! I'm in his research methods class as well, and he makes that as interesting as he can as well. His passion is evident, and it's nice to see a professor who is in a good mood every day and who always seems to want to be there! I love this class, and the content it involves !

Good instructor, it's very obvious he puts time and effort into making sure he is prepared to teach and help us learn.

You're my favorite instructor and I love coming to class.

Psychology is definitely already related to our lives, but Professor Bengal has provided examples that us students specifically can relate to. He usually does this through mentioning research that was conducted here, or describing phenomenas that can be observed on campus, such as the "basking in reflected glory" example that is associated with the students of OSU and with OSU's football team.

He is always trying to relate to us, make us laugh, and use relatable examples that we can understand and use to learn the concepts! He is extremely approachable and it seems as though he truly wants to be in class everyday and because of this, it seems as though he wants to be there to help us.

"Great person and teacher! :) Really tries to make class time fun and interesting."

"He is a little ball of enthusiasm"

sample student testimonials, two

"WAYYYYYYYYYYY too excited about psychology"

"I hope to take more of your classes! I certainly want to"

"10/10 would recommend :)"

I really enjoy Professor Bengal and his lectures. Definitely one of the most entertaining lectures I have sat through here at Ohio State, and the information is very interesting!

I enjoy coming to this class. I appreciate the humor and interesting real life examples the instructor provides on a day to day basis

He is really relatable and great at his job! I love having him as a professor.

Very engaging! He seems to care about his students, he's very funny and present in the moment of every lecture.

The instructor makes the material as interesting as possible, and provides a positive learning environment while doing so. I enjoy coming to the class not so much because I love research methods, but because I like the instructor and feel that he does a very good job of keeping us all engaged. He drops many jokes, which further enhances the quality of the environment, and explains every concept in great depth and detail. He cares about the quality of his teaching and conveys information in a fun and informative manner.

I would recommend Dr. Bengal to anyone looking for a great instructor and I hope to take more of his classes in the future.

His passion is VERY evident! His desire to teach and relate to us is VERY evident! He gives relatable examples, can make us laugh, and has A TON of information that he wants to teach us! He reminds me of my favorite biology teacher from high school who had SO MUCH passion for teaching that I even went back to him for help with chemistry the following year, and for someone who is super shy, i feel like he is a teacher I wouldn't feel afraid to get help from. It feels like everyday he wants to be there to teach, to relate to and make us laugh and enjoy the subject he is trying to teach! He makes a 9 am super easy to go to

sample student testimonials, three

"Steven is amazing. I added his class a week after classes started due to dropping a different 2367 class and it was one of my best decisions of college. He's an amazing prof and has hilarious lectures..."

"SO MUCH ENTHUSIASM! It's fantastic. This is honestly one of my favorite classes. I wish all of my instructors cared this much about their subject matter. If you could teach calculus, I'd probably take it as an elective just because I'm sure you'd make it interesting."

"Dr. Bengal's enthusiasm is very infectious, and his love for teaching social psychology is very apparent in his teaching techniques..."

"He is very funny in class and create great atmosphere in class, he made all the materials seem so vivd(sic) and fun it is the best class I'm taking this semester really enjoy it."

"A great professor. Humor was well mixed with constructive feedback."

"Ideas are presented in a way that concepts quite naturally progress from one idea to the next, which helps for high level understanding. Numerous examples that are highly relatable are provided for each major concept. A concrete lecture structure and summary are provided for each lecture."

"He doesn't overuse unnecessary language in order to prove his intelligence, but rather presents the information in a way so that it is understandable, entertaining, and to the point."

"One of my favorite instructors to listen to because he actually talks about topics instead of reading them off of the screen, makes class seem more like a conversation, and keeps the class engaged."

"I like the Dr. Bengal's enthusiasm. He keeps the material very interesting and understandable, and the lectures are fast-paced enough to hold my attention the entire time but is not too fast to make notes difficult to take. I would honestly be happy with having more lectures throughout the week since the material is so interesting."

Fin.

Steven Bengal, Ph.D.
SOCIAL PSYCHOLOGIST