

# Practical Ways to Improve Teaching and Learning in Your Classes

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Natalie J. Ciarocco

Monmouth University

SPSP 2019

# Skill Development for Psychology Majors

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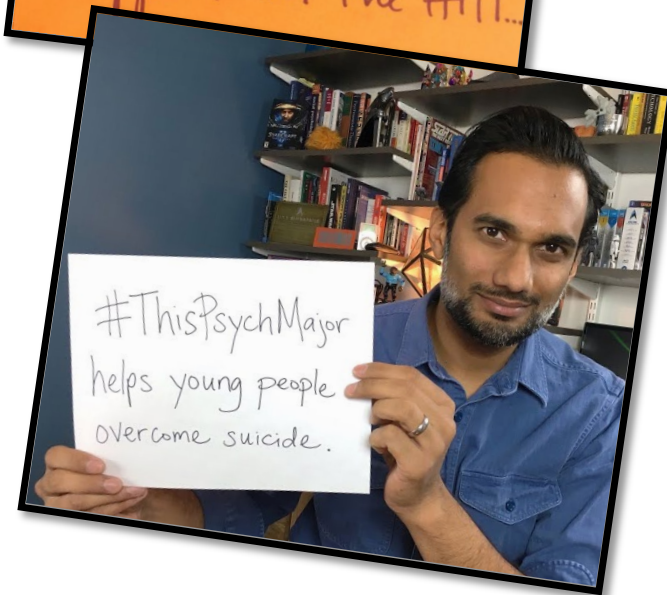
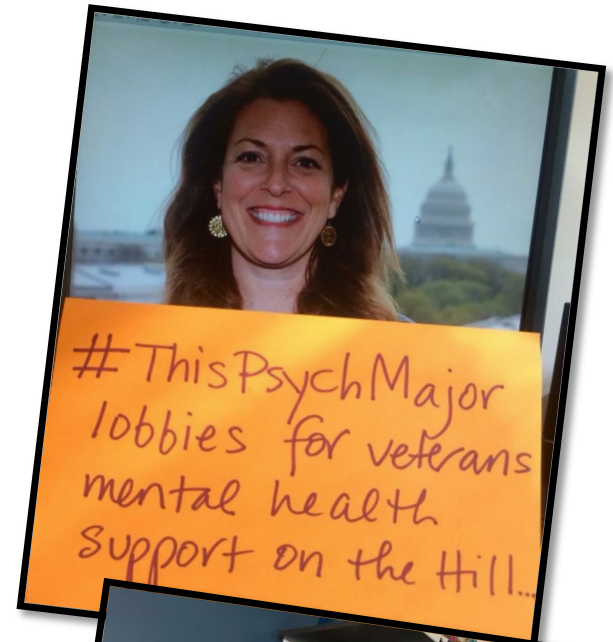
(Fabris, 2015)

# Jeb Bush: Psych majors work at Chick-fil-A

by Curt Mills | October 24, 2015 11:16 AM



"We have huge shortages of electricians, welders, plumbers, information technologists, teachers," Bush said at Sen. Tim Scott's town hall event Saturday. (Paul Zoeller/The Post And Courier via AP)





SPSP2019





**Intellectual  
Development**

**Career  
Preparation**

designed by  freepik.com



(Lin, Christidis & Stamm, 2017)



(Hart Research Associates, 2015)





SPSP2019

# What skills do employers value?

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# Skills for Career Success

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- Communication skills
- Critical thinking & Research skills
- Collaboration skills
- Self-management skills
- Professional skills
- Technological skills
- Ethical skills

(Appleby, 2014)

# Promoting Skill Development in Your Courses

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intentional

in · ten · tion · al

Adjective: Done on purpose; deliberate.

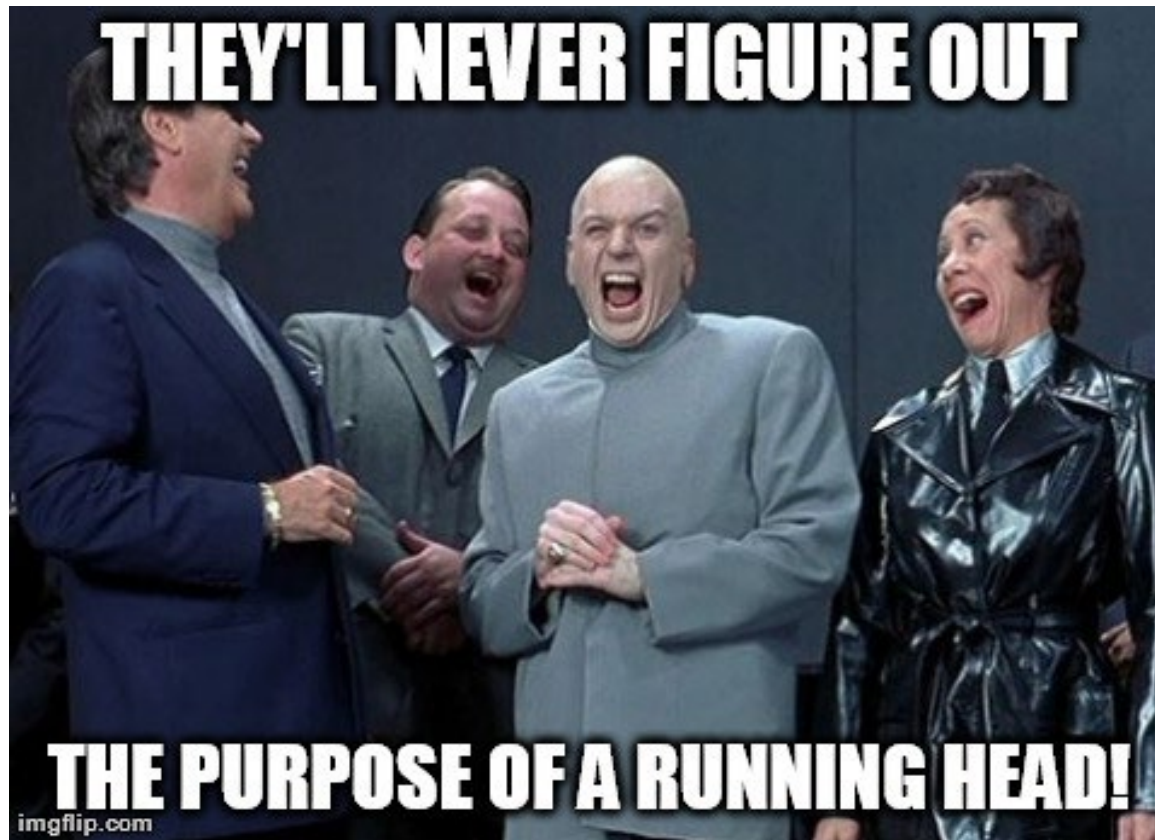
# Suggestion #1: Strengthen Communication Skills

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# Is Mastering APA Style the Key to Effective Communication?

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# How Does One Improve as a Writer?

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Write.  
Write more.  
Write even more.  
Write even more than that.

# Other Types of Communication Skills?

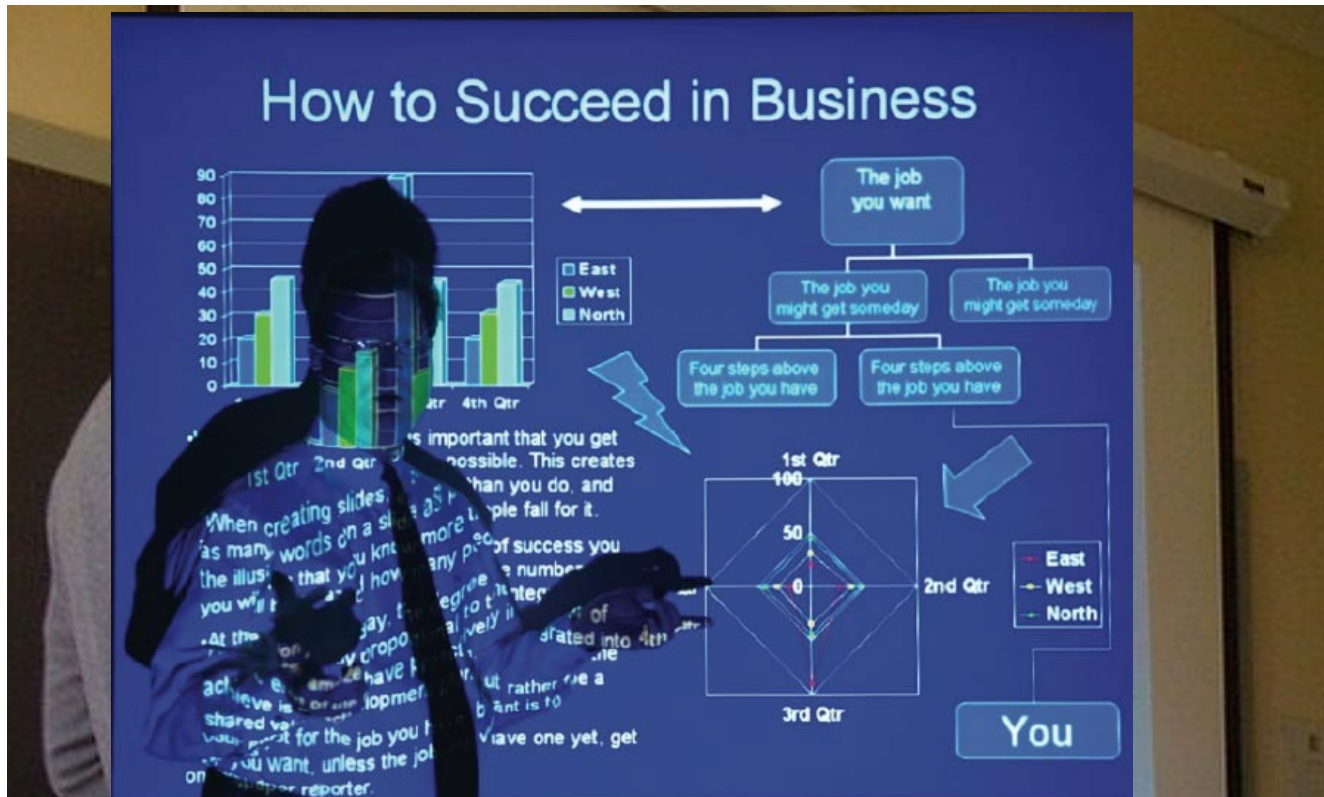
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# Teach How to Give Effective Presentations

- Have you ever experienced this?

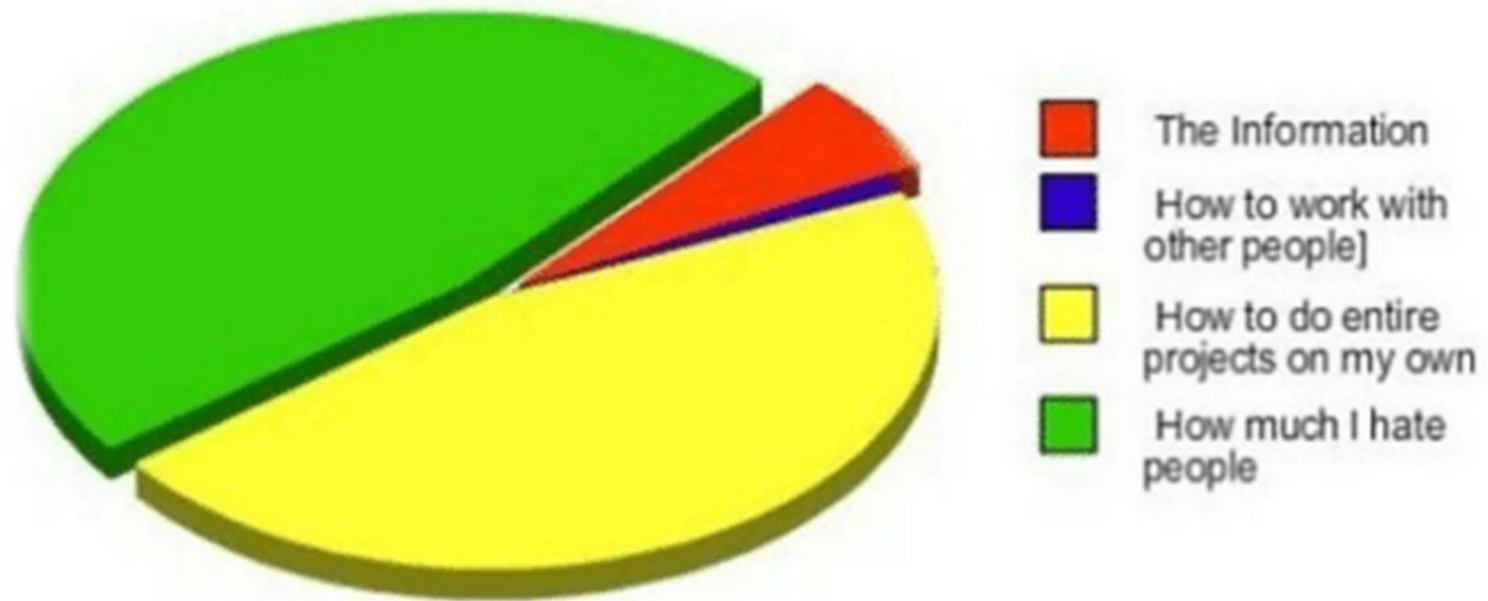


# Suggestion #2: Strengthen Teamwork & Collaboration Skills

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# What I Learn from Group Projects



# Suggestion #3: Expand Technological Skills

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# Don't Know How to Do Something?

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**You**  **Tube**

*To The*

*Rescue!*

# Suggestion #4: Emphasize Employable Skills

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- List specific skills practiced in syllabus
- Talk about on first day of class
- List skills practiced on each assignment
- Practice makes perfect!
- Talk about skills on last day of class
  - Link skills to the specific things they did in class
  - Talk about adding them to their resumes



**HELLO**  
AM I...

EMPLOYABLE?

# Employable Skills Self-Efficacy Survey (ESSES)

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(Ciarocco & Strohmetz, 2018)



# Department Use

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# Professor Use

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# Student Use

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# Employable Skills



[www.employableskills.com](http://www.employableskills.com)

[www.employableskills.com](http://www.employableskills.com)

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**Start the Survey Now ►**

**1**

Fill Out  
Survey

**2**

Receive  
Feedback

**3**

Make  
a Plan

# Employable Skills



*Take the survey!*

1 Questions 1-20

2 Questions 21-40

3 Questions 41-51

4 Demographics

Please indicate your level of agreement with the following statements:

**1. I feel comfortable working in group settings.**

Strongly Disagree    Disagree    Somewhat Disagree    Somewhat Agree    Agree    Strongly Agree

**2. I would rather be the person who gets to lead a group project.**

Strongly Disagree    Disagree    Somewhat Disagree    Somewhat Agree    Agree    Strongly Agree

**3. People easily understand what I mean when I am talking to them.**

Strongly Disagree    Disagree    Somewhat Disagree    Somewhat Agree    Agree    Strongly Agree

# *Communication Skills*

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Being able to communicate clearly and effectively with others is one of the most important skills to possess when applying for a job. In fact, it is usually a top priority in the mind of any potential employers (Appleby, 2014). Being able to properly write and speak when conveying different goals and ideas tends to lead to more promotions. Poor written or verbal communication, along with difficulty following written or verbal commonly are commonly noted reason new college hires are reprimanded. Communication includes reading skills, writing skills, speaking skills, and listening skills.

## **Writing**

**Your Score: 5.5**

**Your Level: High**

## Reading

**Your Score: 4**

**Your Level: Average**

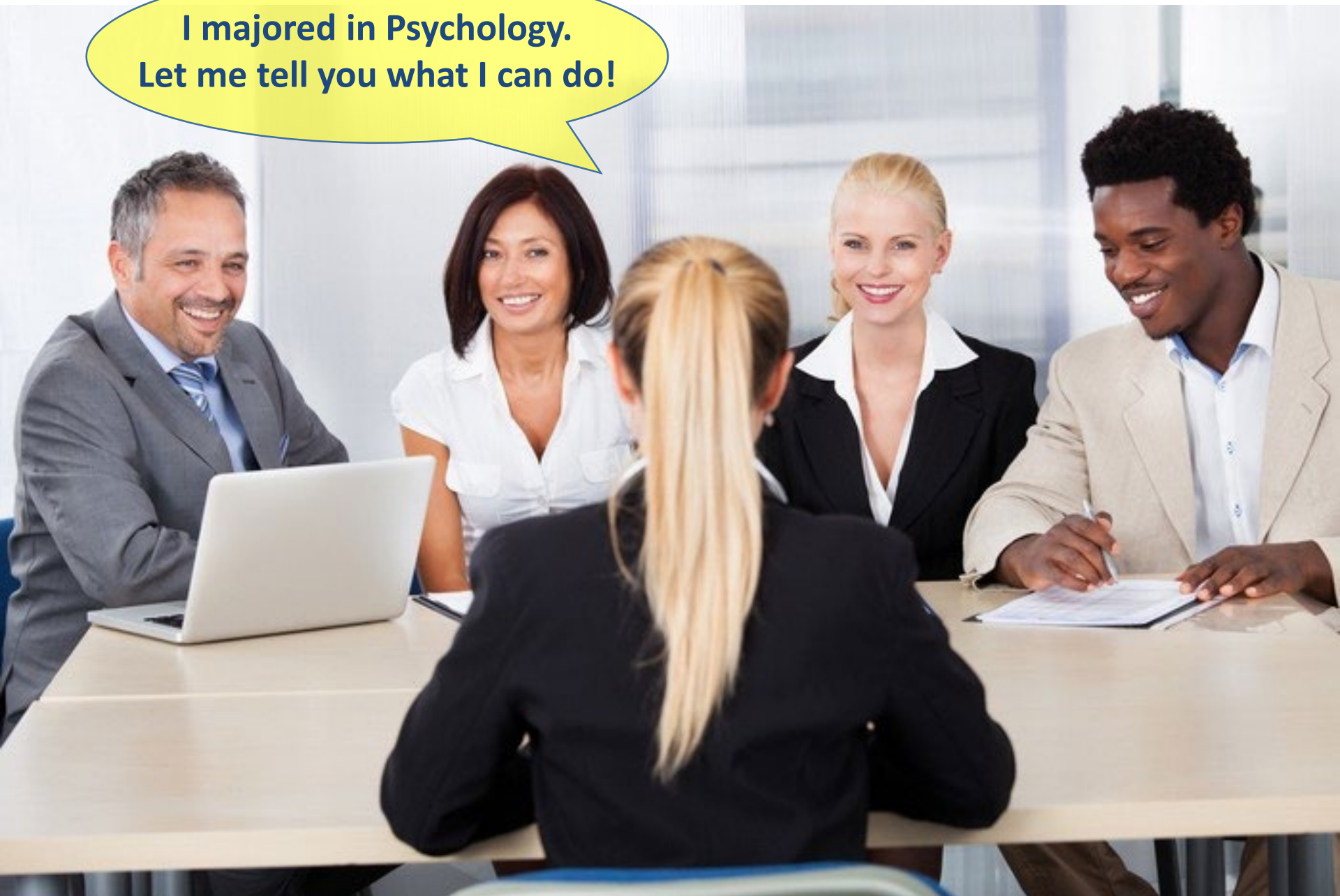
### How You Can Improve Your Reading Skills

Other than when pleasure reading, always take notes to facilitate a better understanding of what is being read (Bohay, Tamplin, & Radvansky, 2011).

When taking notes, avoid merely summarizing the text and actually try to draw conclusions by evaluating the arguments made by the author (Browne, Freeman & Williamson, 2000). Avoid distractions such as texting while reading (Fante & Sexton, 2013). Not only will you complete the reading faster, you will be developing good habits for successfully for meeting deadlines in college or at work.



**I majored in Psychology.  
Let me tell you what I can do!**



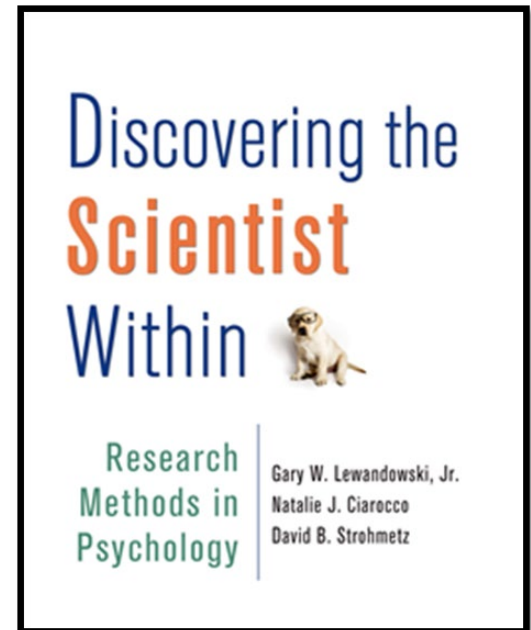


Questions?

# Skill Development for Psychology Majors

Practical Ways to Improve Teaching and Learning in Your Classes

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2019 SPSP CONVENTION

== FEBRUARY 7-9 ==



# Practical Ways to Improve Teaching and Learning in Your Classes: Teaching for Social Justice-Related Outcomes

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Jamie Franco-Zamudio, PhD

Spring Hill College

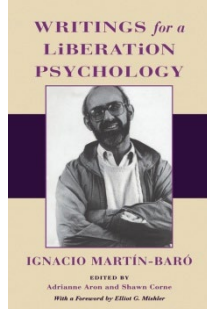
## Personal Note:

# Reasons for Intentionally “Teaching for Social Justice”

- Students are not learning one discipline at a time. Goal: Connect information across classes and integrate into the knowledge they gain from the 24-hour news outlets and social media.
- There is a growing push to examine the legitimacy of social and political systems. Students often claim the desire to be an agent of change.
- Learning new concepts and schemas in classes is essentially consciousness-raising. When students learn about social issues, they are often taught about the issue without learning how to make change. They often ask for tools to engaging unfair and unjust systems and policies.
- As we know, youth are often the most radical and strongest proponents of revolutionary change. As educators, we recognize their frustrations and are well-suited to provide them with applications of psychological theory that will enable them to become advocates and allies – regardless of their final career-choice.

# Teaching Social for Justice

- Defining social justice
  - “...social justice includes a vision of society in which the distribution of resources is equitable and all members physically and psychologically safe and secure” (Bell, 1997, p. 1).
- Psychological aspects of social justice
  - Rules, norms, attitudes (Lee, 2011)
  - Product (i.e., goals) and process (i.e., how to achieve the goals; Bell, 1997)
- Teaching for social justice includes a focus on
  - Ethical values, care, and respect (Marshal & Olivia, 2006)
  - Fairness (Crosby & Franco, 2003; Rawls, 2001)
  - Moral responsibility (Kohl, 2001)
  - Power (Apfelbaum, 1979; Deaux & Bikmen, 2010; Green, 1998; Young, 1993)



# Liberation Psychology

- Instead of a top-down examination, Martín-Baró argues for a bottom up examination of people's lives.
  - Martín-Baró asserts that a contextualized, historical analysis will better reflect the psychology of oppressed peoples (Martin-Baro).
    - "Normal" isn't normal for all peoples.
      - "Unbiased routine methods" are actually biased in favor of the dominant, hegemonic "class," reifying the pathological and objectified descriptions of the oppressed (Martín-Baró, 1994).
      - "...the existing stereotypical order is consecrated as natural..." (Aron & Crowne, 1996, p. 3).
      - Psychology should help people understand their own realities, reflecting their own experience
- "...psychologizing has served directly or indirectly, to strengthen the oppressive structures, by drawing attention away from them toward individual and subjective factors"* (Aron & Crowne, 1996, p. 19)



# Liberation Psychology in Practice

- Utilizing *just* frameworks and methodologies
  - Community-Based Participatory Research (CBPR)
  - Participatory Action Research (PAR)
  - Reflective-Action and Reflective Practice (inspired by Dewey; Schön, 1983)
  - Transcommunality (Brown-Childs, 2003)
- *Intentional* assignments or courses
  - Reflections
  - Action-Assignments
    - Objectives
      - Perspective-taking, empathy, engagement, collaboration, awareness, personal transformation
    - Assessment
  - Service-learning and experiential-learning

# Setting the Stage

- During one of the first weeks of classes, have the students read the APA report on Generation Z
- Assign readings from the Yes! Magazine content for teachers: Teaching Social Justice <https://www.yesmagazine.org/for-teachers/for-teachers/teaching-peace-justice>
  - I assign the content from the “Let’s Talk About Mental Health” section <https://www.yesmagazine.org/for-teachers/curriculum/lets-talk-about-mental-health>
- Brief readings:
  - [5 Fake Facts About Mental Health Stigma](#)
  - [The College Mental Health Crisis in 10 Sketches](#)
  - [What is Barbershop Therapy?](#)
  - [I Stopped Playing the Strong Black Woman](#)
  - [The Surprising Link Between Your Mental Health and Everyone Else’s](#)
- Yes! Magazine also has student writing competitions, which I assign in relevant classes: <https://www.yesmagazine.org/for-teachers/writing-competition>

# Weekly Online Assignments: Submissions in Alternative Formats

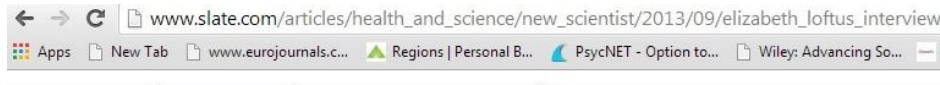
- You may compose your reflection in any one of the following formats:
- A visual map using a program such as Webspiration, WiseMapping, or MindMup; upload your final image as a JPEG
- An audio recording between 2-3(ish) minutes in length; you may use Vocaroo (<http://vocaroo.com/>) and insert the recording or provide a link to it in a word document as a submission
- A video recording using your cell phone; upload the file or provide a link to a Youtube video in a word document
- A slide presentation between 4 to 6 slides in length using PowerPoint; upload the PowerPoint file
- A written narrative between 300 and 500 words in length
- \*Source SNHU
- Personal note: I teach a 4/4 load and adjunct online each term. These assignments can be graded fairly quickly. I inform students that I will provide brief comments to set up any expectations regarding my feedback.

# Social Justice in Introductory Psychology Classes

- Memory
  - Eyewitness testimony (Loftis, 1975)
- Motivation
  - Maslow's (1943) Theory of Human Motivation and the *Hierarchy of Needs*
- Social Psychology
  - Conformity and power of the situation (Haney, Banks, & Zimbardo, 1973)
  - Prosocial behavior

# Social Justice in Introductory Psychology Classes

- Memory
  - Eyewitness testimony (Loftis, 1975)



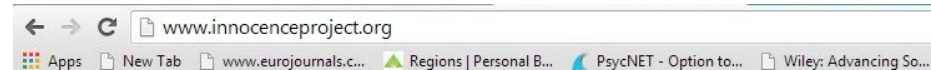
NEW SCIENTIST STORIES FROM NEW SCIENTIST. SEPT. 8 2013 9:30 AM

Article from **NewScientist**

## I Could Have Sworn ...

An interview with false-memory expert Elizabeth Loftus.

By Alison George



INNOCENCE PROJECT

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Get E-mail Updates

KNOW THE CASES : UNDERSTAND THE CAUSES : FIX THE SYSTEM

ABOUT : DONATE : NEWS & RESOURCES



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100% OF YOUR GIFT IS TAX-DEDUCTIBLE

**THE INNOCENCE BLOG**  
Updated Daily  
testimony exoneration courts eyewitness dna

Texas State Fire Marshal is Commended for Transforming State's Law Enforcement

Follow Us On Twitter Get Email Updates

Like Angela Irvine, Alyssa Claire and 59,974 others like this.



Send a New Years message to our 2013 exonerees  
Send a New Years greeting to all the Innocence Project clients exonerated in 2013, wishing them a Happy New Year for 2014!  
MORE >

The Innocence Project is a national litigation and public policy organization dedicated to exonerating wrongfully convicted individuals through DNA testing and reforming the criminal justice system to prevent future injustice.

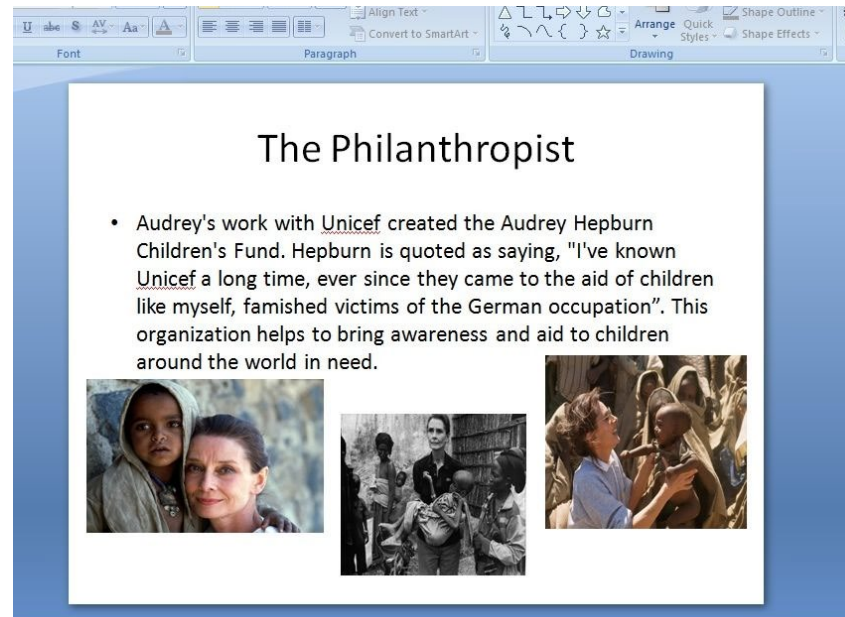
# Social Justice in Introductory Psychology Classes

- Motivation

- Maslow's (1943) Theory of Human Motivation and the *Hierarchy of Needs*

- Group project: Profile a self-actualized leader, hero, or celebrity

- Students recognized the characteristic of social consciousness and a desire to “give back”



The screenshot shows a Microsoft Word document with the following content:

## The Philanthropist

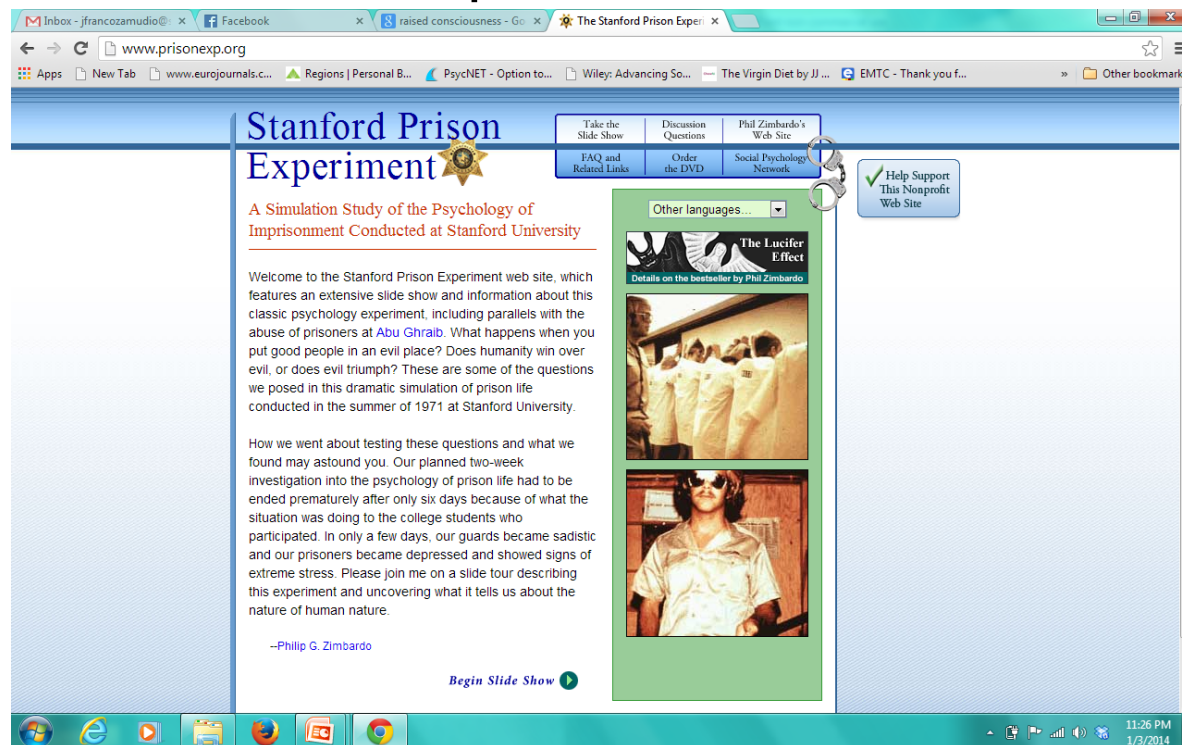
- Audrey's work with Unicef created the Audrey Hepburn Children's Fund. Hepburn is quoted as saying, "I've known Unicef a long time, ever since they came to the aid of children like myself, famished victims of the German occupation". This organization helps to bring awareness and aid to children around the world in need.

Below the text are three images:

- 1. A color photograph of Audrey Hepburn and a young child.
- 2. A black and white photograph of Audrey Hepburn with a group of children in a famine-stricken area.
- 3. A color photograph of Audrey Hepburn holding a young child.

# Social Justice in Introductory Psychology Classes

- Social Psychology chapter
  - Conformity and power of the situation
  - **Stanford Prison Experiment** (Haney, Banks, & Zimbardo, 1973)



The screenshot shows a web browser window displaying the website for the Stanford Prison Experiment. The browser's address bar shows the URL [www.prisonexp.org](http://www.prisonexp.org). The website has a blue header with the title "Stanford Prison Experiment" and a gold star icon. Below the title, there is a navigation menu with links for "Take the Slide Show", "Discussion Questions", "Phil Zimbardo's Web Site", "FAQ and Related Links", "Order the DVD", and "Social Psychology Network". A "Help Support This Nonprofit Web Site" button is visible on the right. The main content area features a red heading: "A Simulation Study of the Psychology of Imprisonment Conducted at Stanford University". The text below describes the experiment, mentioning the abuse of prisoners at Abu Ghraib and the questions posed in the simulation. It also includes a quote from Philip G. Zimbardo and a "Begin Slide Show" button. On the right side, there is a section for "The Lucifer Effect" with a book cover image and a photo of a woman in a white uniform.

# Social Justice in Introductory Psychology Classes

Stanford Prison Experiment (Haney, Banks, & Zimbardo, 1973)

Haney

Zimbardo

*From Prison to Home:  
The Effect of Incarceration and Reentry on Children, Families, and Communities*

## The Psychological Impact of Incarceration: Implications for Post-Prison Adjustment

Craig Haney  
University of California, Santa Cruz

December 2001

[ [Project Home Page](#) | [List of Conference Papers](#) ]

### Contents

- [Abstract](#)
- I. [The State of the Prisons](#)
- II. [The Psychological Effects of Incarceration: On the Nature of Institutionalization](#)
- III. [Special Populations and Pains of Prison Life](#)
- IV. [Implications for the Transition From Prison to Home](#)
- V. [Policy and Programmatic Responses to the Adverse Effects of Incarceration](#)

- [Endnotes](#)

### Abstract

This paper examines the unique set of psychological changes that many prisoners are forced to undergo in order to survive the prison experience. It argues that, as a result of several trends in corrections, the personal challenges posed and psychological harms inflicted in the course of incarceration have grown over the last several decades in the United States. The trends include policies and conditions of confinement as well as the much discussed de-emphasis on rehabilitation as a goal of incarceration. As a result, the ordinary adaptive process of institutionalization has become extraordinarily prolonged and intense. Among other things, these recent changes in prison life mean that prisoners in general (and some prisoners in particular) face more di

A screenshot of a web browser showing a Wired.com article. The address bar displays the URL: www.wired.com/science/discoveries/news/2008/02/ted\_zimbardo?currentPage=all. The Wired logo is prominent at the top, with navigation links for GEAR, SCIENCE, ENTERTAINMENT, BUSINESS, SECURITY, DESIGN, and OPINION. Below the logo is an advertisement for the Nexus 7 tablet, featuring a close-up of a person's eyes on the screen and the text: "Nexus 7. Google's highest resolution 7" tablet with virtual surround sound." A "Buy now" button is visible on the right side of the ad.

SCIENCE : DISCOVERIES

## TED 2008: How Good People Turn Evil, From Stanford to Abu Ghraib

By Kim Zetter 02.28.08

MONTEREY, California -- Psychologist Philip Zimbardo has seen good people turn evil, and he thinks he knows why.

Zimbardo will speak Thursday afternoon at the TED conference, where he plans to illustrate his points by showing a three-minute video, obtained by Wired.com, that features many previously unseen photographs from





# Social Justice in Introductory Psychology Classes

Stanford Prison Experiment (Haney, Banks, & Zimbardo, 1973)

A screenshot of the SPSSI website's navigation menu. The menu is organized into several categories, each with a list of links:

- Global Climate Crisis**
  - Fact Sheets
    - »Human behavior dimensions of climate change policy
  - Event Reports
    - »Feed-in tariff roundtable at CAP (April 2009)
  - APA Resolutions
    - »Affirming Psychologists' Role in Addressing Global Climate Change
  - Issue Overview
    - »Global climate change and psychology, Clayton & Swinn
- Poverty and Unemployment**
  - Position Statements
    - »Psychological effect of unemployment
  - Research Briefs
    - »Framing Poverty as a Social Problem
- International Human Rights**
  - Fact Sheets
    - »Hate Crimes
  - Congressional Hearings
    - »Human trafficking and Transnational Organized Crime (SPSSI James Marshall Scholar, Angel Colon-Rivera) Nov 2, 2011
  - Research Briefs
    - »Torture in Interrogation submitted to President Obama's

A screenshot of a PDF document titled "The Use of Torture in Interrogations" from the SPSSI website. The document features the SPSSI logo and the tagline "Sound science, sound policy".

**The Use of Torture in Interrogations**

*Sound science, sound policy*

Torture during interrogations is defined by the United Nations as cruel or degrading treatment of a person, with the intent of obtaining intelligence or a confession.<sup>1</sup> Any form of torture is prohibited in the United States, including during times of war.

Unsurprisingly, torture produces serious and lasting trauma in the victims of torture. While some may accept this in the interest of national security, the severe cost of torture extends to the individuals who apply torture techniques as part of national security investigations. Policy-makers should take all of this into account when evaluating the use of torture in interrogations.

The following science-based arguments are particularly relevant for the debate on the use of torture in interrogations:

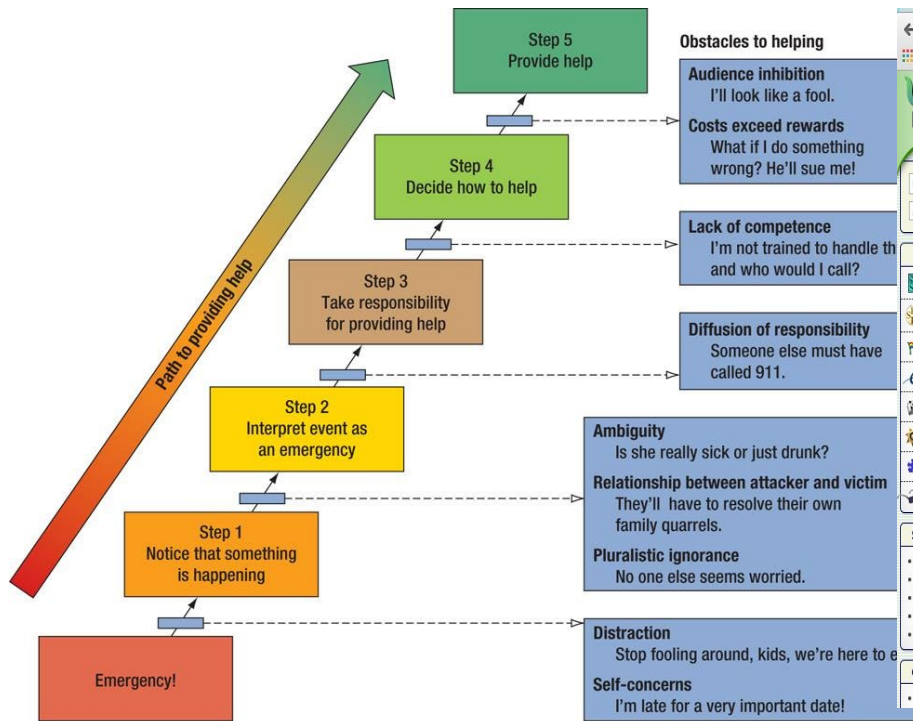
- ❖ Torture is ineffective and liable to produce false information
- ❖ All parties involved in torture suffer long-term damaging effects
- ❖ Torture has severe adverse consequences for society

**Torture is ineffective and liable to produce false information**

- The use of abusive interrogation techniques is often based on the assumption that a suspect is withholding intelligence. Research has confirmed that interrogators can not reliably tell when a suspect is withholding information. Innocent suspects who do not possess valuable information are likely to appear defiant and resistant to interrogators, and are interrogated more violently.<sup>2</sup>
- Numerous survivors of torture report they would have said whatever they believed

# Social Justice in Introductory Psychology Classes

- Social Psychology chapter
  - Prosocial behavior-Experiential-learning assignment



## Obstacles to helping

**Audience inhibition**  
I'll look like a fool.

**Costs exceed rewards**  
What if I do something wrong? He'll sue me!

**Lack of competence**  
I'm not trained to handle this and who would I call?

**Diffusion of responsibility**  
Someone else must have called 911.

**Ambiguity**  
Is she really sick or just drunk?  
**Relationship between attacker and victim**  
They'll have to resolve their own family quarrels.

**Pluralistic ignorance**  
No one else seems worried.

**Distraction**  
Stop fooling around, kids, we're here to see the show.  
**Self-concerns**  
I'm late for a very important date!

www.socialpsychology.org/teach/compassion.htm

**Social Psychology Network**  
Maintained by Scott Plous, Wesleyan University

**Social Psychology Day of Compassion**

Students in *Social Psychology* are invited to complete a participant-observation assignment on the psychology of compassion. The purpose of this assignment is to put the course material into action in daily contexts, applying social psychology research findings on attributional biases, bystander intervention, conflict resolution, empathy, and so on. Successful completion of the assignment will add ten points to your cumulative point total for the semester.

**Part I: Participate in the Day of Compassion**

To complete this assignment, choose a day that will be your "Day of Compassion" and try your absolute best to live each minute of that day as compassionately as possible. In other words, for a full 24-hour period you should do your best to reduce suffering of others, help those in need, be considerate and respectful, and avoid causing harm to any living being.

When carrying out this assignment, leave no behavior unexamined -- from watching TV to eating lunch to decisions about giving time or money to others. That is, don't limit yourself to simply holding the door open for a stranger or petting a lonely dog; think about all the unnecessary suffering in the world, and strive for the greatest impact and deepest level of compassion without being phony or insincere. It is up to you to define what compassion is and to decide how best to realize it.

If you are already quite compassionate, try being compassionate toward groups you don't often focus on, and even if your actions don't differ much from how you normally behave, be sure to carefully observe and analyze what transpires during the experience. If outside events make it difficult for you to participate on the day you chose, or if you feel dissatisfied with your performance of the assignment, feel free to postpone the exercise on a later day.

**Note:** To minimize any bias in social reactions, it is best if you do not tell others about the class assignment until after the Day of Compassion is over.

**Partner Sites**

- Society for Personality and Social Psychology
- Society of Experimental Social Psychology
- UnderstandingPrejudice.org
- einterview.org
- Research Randomizer
- Stanford Prison Experiment
- The Jigsaw Classroom
- JoeChemo.org

**Social Psychology Pages**

- Social Psychology Topics
- Professional Journals
- Teaching Resources
- Psychology Textbooks
- Online Psychology Studies

**Other Psychology Pages**

- Links by Psychology Area

**Psychology Headlines**  
From Around the World

- Parents Sinking Some Kids with Their Puffed-Up Praise, Study Finds
- Call for More Social Science Research Transparency
- A Cyclical Concept of Time May Boost Your Bank Account
- Researchers Map How Emotions Are Experienced in the Body
- People with Mental Illness Far More Likely to Use Alcohol, Drugs
- Heroic Imagination Project Helps Student Take Action
- Rapist's Plea for Euthanasia Stirrs Debate on Right to Die
- World Health Organization Launches Mental Health Action Plan

Search 9,814 headlines... Search

News on Twitter (81,688 followers)  
News Feed (35,797 subscribers)  
Visit us on Facebook (45,125 likes)

# Social Justice in Introductory Psychology Classes

- Lifespan Development
- Include Gender
  - Share the APA Guidelines on Working with Men and Boys <https://www.apa.org/monitor/2019/01/ce-corner>
  - Watch “The Mask You Live In”  
<http://therepresentationproject.org/film/the-mask-you-live-in-film/>



# Experiential Learning: Taking Action



# Kurt Lewin's Action Research

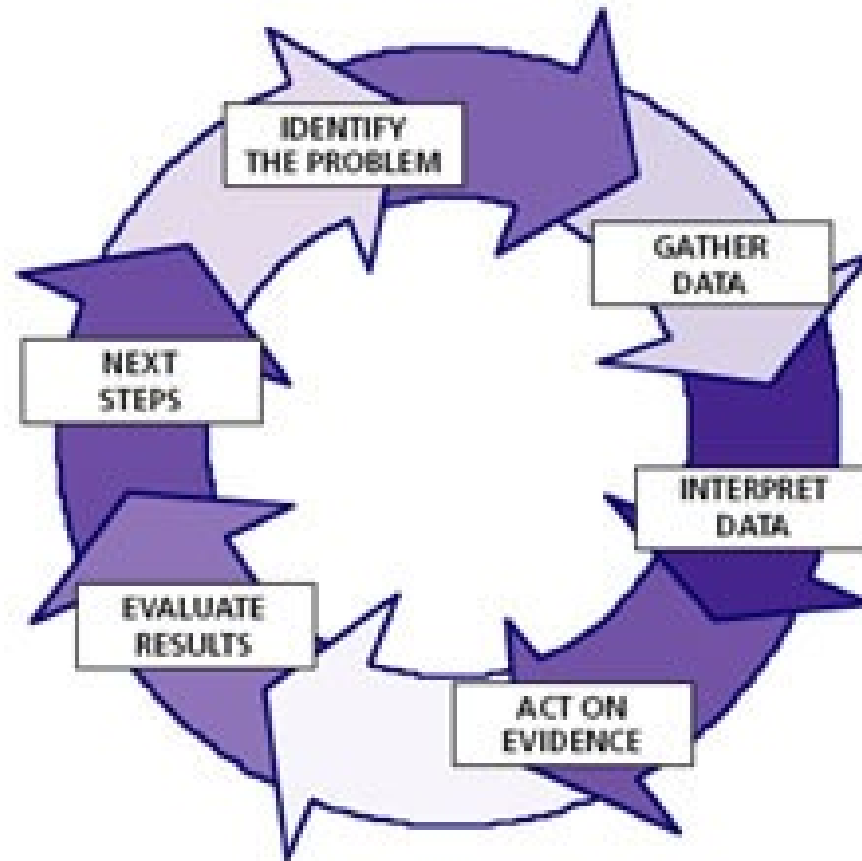


Figure 2. Action Research Cycle

# Experiential Learning Cycles

## Act

Concrete Experience  
*Facts (What Happened?)*  
Theory of Action

## Reflect

Reflective Observation  
*Feelings (What Did I Experience?)*  
Assess Behavior & Consequences

## Conceptualize

Abstract Conceptualization  
*Findings (Why Did This Happen?)*  
Revise Theory

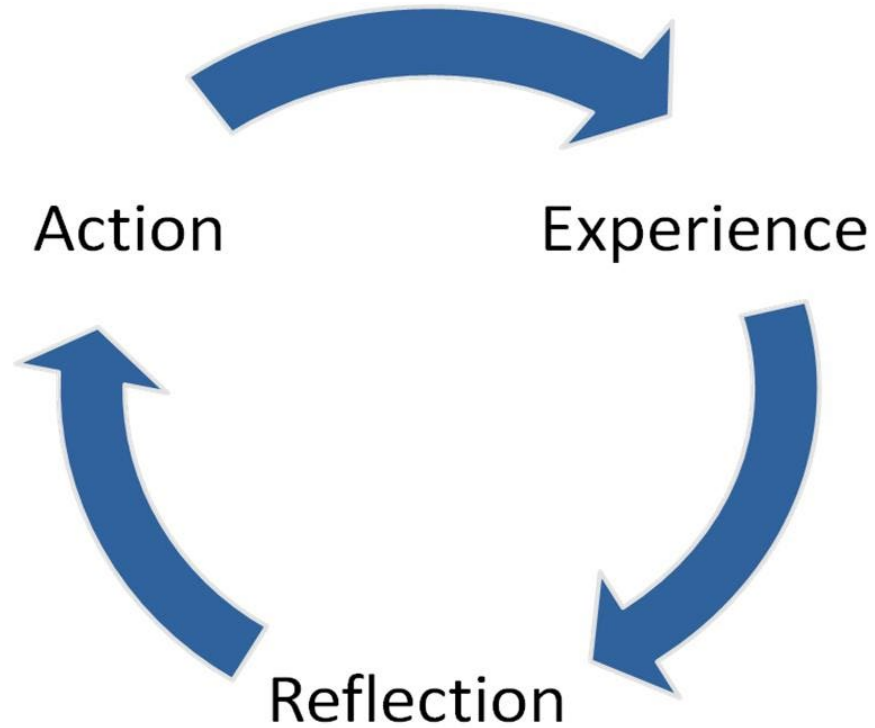
## Apply

Active Experimentation  
*Futures (What Will I Do?)*  
Implement Revised Theory

1. David Kolb
2. Roger Greenaway
3. Chris Argyris & Donald Schön

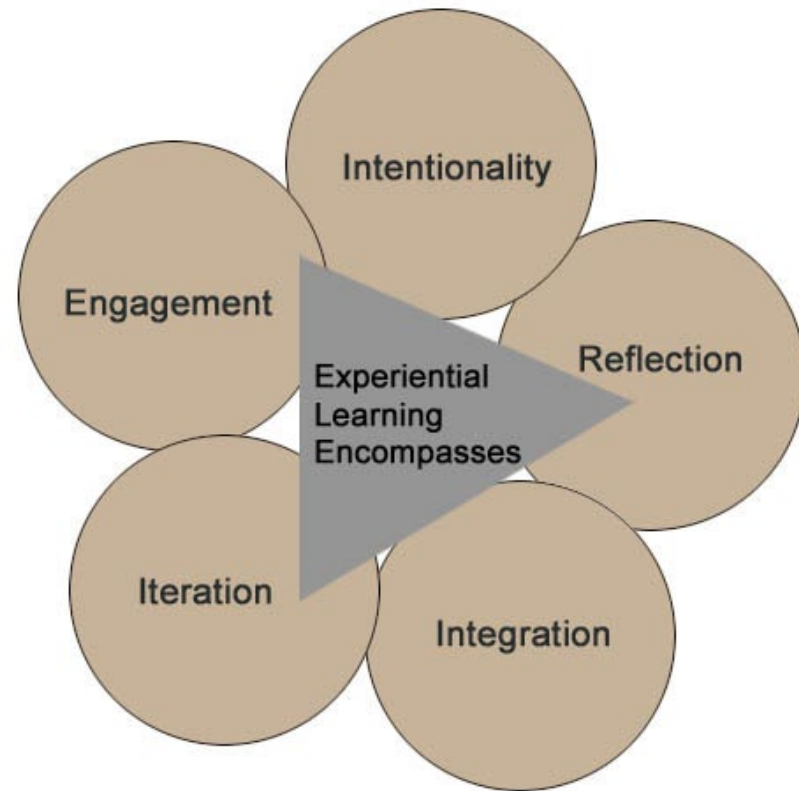
compiled by Andrea Corney  
[www.edbatista.com/2007/10/experiential.html](http://www.edbatista.com/2007/10/experiential.html)

# Jesuit Educational Philosophy



# Experiential Learning Outcomes

- **Civic engagement** (Schlehofer, 2011)
- **Perspective-taking** (Eretzian, 2011)
- **Raised-consciousness** (Lechuga & Clerc, 2009)
- **Personal transformation** (Butler Byrd, 2005)
- **Multiple “ways of knowing” and critical thinking skills** (Archer & Wong, 2010)
- **Collective action and advocacy** (Franco, 2005)





## To “Be of Use”

*“...social researchers have a public responsibility to disrupt the sense of inevitability and to engage with communities on questions of justice and the inequitable distribution of freedom, goods, and opportunities ” (Fine & Barreras, 2004, p. 176)*

# Fine & Barreras' Recommendations

- Working with the media
- Writing for policymakers
- Creating amicus briefs
- Constructing op-ed or “popular” articles
- Converting our findings into accessible language without watering down the conclusions
- Testifying in federal and state legislatures
- Research collaborations with community-based organizations
- Creating “translation” documents from rigorous research for popular, community and local use
- Participatory action research: possibilities and dilemmas
- Constituency building: creating social science–“literate” and activist communities
- Workshops on the critical use of publicly accessible databases and the creation of alternative indicators of “well-being” within education, mental health, physical health, and psychosocial contexts
- Developing and collaborating with youth researchers
- Constructing a high school curriculum for adolescent researchers
- Creating public service announcements from social science research
- Translating research into practice (educational, organizational, and/or movement based)
- Public art as a form of re-presenting critical scholarship: museums, parks, photo exhibits, videos to “disseminate” research findings

# Upper-level Psychology Classes: Examples of Experiential Learning Assignments

## Social Psychology of Social Justice

- I. Service-learning
- II. “Taking Action” writing assignments

## Industrial/Organizational Psychology

- I. Creation of workshop content
- II. Project for local non-profit organization

# Upper-level Psychology Classes: Examples of Experiential Learning Assignments

## Social Psychology of Social Justice

### I. Service-learning

### II. “Taking Action” writing assignments

- Opportunities to:
  - Work with the media
  - Write for policymakers
  - Construct op-ed or “popular” articles
  - Convert findings into accessible language without watering down the conclusions
  - Create “translation” documents from rigorous research for popular, community and local use
  - Build constituencies: creating social science-“literate” and activist communities
  - Develop and collaborate with youth researchers
  - Create public service announcements from social science research
  - Translate research into practice (educational, organizational, and/or movement based)

# Experiential Learning: Action Assignments

## Social Psychology of Social Justice

www.spssi.org/index.cfm?fuseaction=Page.viewPage&pageId=1592&parentID=471

The Society for the Psychological Study of Social Issues

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We Need Your Help!



Need a new sweater? Jeans? Or even a dress? Look no further than Patagonia!

Patagonia is a fair trade clothing store specializing in active wear.

Mission Statement: Build the best product, cause no unnecessary harm, use business to inspire and implement solutions to the environmental crisis.

In this day and age, most fashion companies do not use humane conditions. Most use sweatshops.

A sweatshop is a factory that violates 2 or more labor laws. They pay low pay, long hours, and are subject to multiple forms of abuse.

"In developing countries, an estimated 168 million children ages 5 to 14 are forced to work."

"at least 1% of [Patagonia's] sales go to hundreds of grassroots environmental groups all over the world"

"The people who are forced to work must spend the majority of their paycheck on food for their families to survive."

Products are made in sweatshops. All are made of synthetic fibers that do not biodegrade.

To alleviate the use of sweatshops, shop at places like Patagonia, buy local, and become educated.

By: **Tempey Hamilton**

Date: Saturday, February 23rd, 2013

Letter to the Editor

Subject: Unequal opportunities in education

Date Sent: October 2, 2012

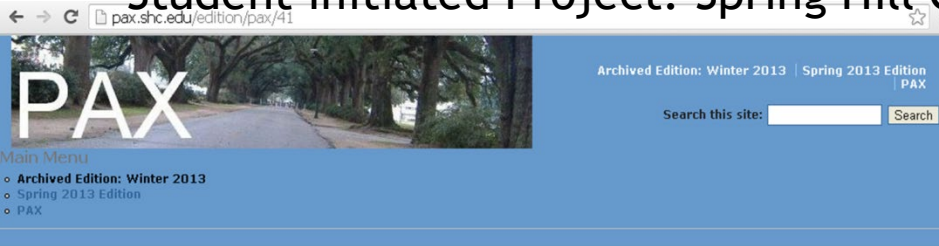
To Editor:

The racial issues in reference to education that W.E.B Du Bois addressed and fought for in the 20th century did not die with him. While other great black leaders during this time pushed for African Americans to accept their superior position and learn crafts, industrial skills, farming skills and other trades that mainstream society saw as inferior, Du Bois wanted equality for African Americans. However, blacks and whites did not have an equal opportunity to become doctors, lawyers, and nurses. Americans today like to believe that those days of inequality and discrimination are over. They are not. This fact is not more evident than in our educational system.

Schools in America were segregated until as late as the 1960s in some areas. Although legal segregation no longer exists, there is still racial segregation in schools and there is a discrepancy in the quality of education received by students of color versus students who are white. When the schools were legally segregated, whites received the better teachers, facilities, and resources, while black schools received what was left over or what was simply not good enough for the whites. Black schools today still receive inferior teachers, facilities, and resources. Statistics show that black and Latino students are more segregated now than they were 20 years ago. The student's ethnicities are 95% black 4% white 2% Hispanic. The majority of private schools are occupied by white children from wealthy families. It is no one's fault that a particular child is given the advantage of going to a better school because they can afford a private school. However the public school system is supposed to provide everyone with an equal opportunity to a quality education and frankly it does not do this.

Most of the time, the inferior schools are located in areas with families that hold low socio- economic status. However, a parent's financial standing should not limit a child's opportunity to

# Student Initiated Project: Spring Hill College's Peace and Justice Online Magazine



<http://pax.shc.edu>

Home  
PAX

Winter Edition

Welcome to the first edition of PAX, Spring Hill College's magazine focused in all disciplines, the opportunity to publish content relating to a social justice teaching and it's this background as well as a secular social justice under our campus and around the world. Ideally, this magazine will be regularly update thank you to Dr. Jamie Franco-Zamudio for being the driving force behind the Aislinn Shevlin, editor

### Reflection at Penelope House

PAX

By: **Anonymous**  
Date: Saturday, February 23rd, 2013

Awareness brings us to share in the caring of one another.

Domestic abuse, more commonly referred to as domestic violence, involves maintain power and control over an intimate partner. Domestic violence can threats that harm or influence another person.

[Read more](#)

A screenshot of a Firefox browser window displaying an article titled 'Race Wars' on the PAX website. The article is by Regina Bolton, dated Thursday, February 28th, 2013. The text of the article reads: 'Despite the negativity associated with being African American I must continue to fight the odds of becoming yet another stereotype At times I see no point this but at others it is centered on proving a point Proving that I am capable and that I do deserve to be treated as an equal being Could you imagine being questioned on your intelligence level solely on the color of your skin?'. There is a 'Read more' link below the article.

A screenshot of a Firefox browser window displaying an article titled 'Service-Learning: Portrait Project at the Boys and Girls Club' on the PAX website. The article is by Meg Benton, dated Thursday, February 28th, 2013. The article features a black and white portrait of a young boy. There is a 'Read more' link below the article.

A screenshot of a Firefox browser window displaying an article titled 'Service Observations' on the PAX website. The article is by Jessica Richardson, dated Saturday, February 23rd, 2013. The text of the article reads: 'Throughout my time at The Regional School for the Deaf and Blind I have gained a reasonable amount of knowledge about the students that I work with. For instance, I have learned that every student is an individual with specific needs that need to be met overtime. Also, every child develops at his/her own pace, so trying to incorporate the No Child Left Behind Act into the curriculum becomes very complicated to do. In fact, teachers are subjected to give work to children who are still functioning below a kindergarten level, to satisfy parents with unrealistic hopes for their children.' There is a 'Read more' link below the article.

A screenshot of a Firefox browser window displaying an article titled 'Service-Learning: Portrait Project at Little Sister's of the Poor' on the PAX website. The article is by Caitlyn Murphy, dated Thursday, February 28th, 2013. The article features a color portrait of an elderly woman. The name 'Caitlyn Murphy' is written below the portrait.

A screenshot of a Firefox browser window displaying an article titled 'Alabama Focus First Service Reflection' on the PAX website. The article is by Caitlyn Murphy, dated Thursday, February 28th, 2013.

# Upper-level Psychology Classes: Examples of Experiential Learning Assignments

## Industrial/Organizational Psychology

I. Creation of workshop content

II. Project for local non-profit organization

- Opportunities to:
  - Work with the media
  - Convert findings into accessible language without watering down the conclusions
  - Collaborate with community-based organizations
  - Create “translation” documents from rigorous research for popular, community and local use
  - Create workshops on the critical use of publicly accessible databases and the creation of alternative indicators of “well-being” within education, mental health, physical health, and psychosocial contexts
  - Translate research into practice (educational, organizational, and/or movement based)
  - Public art as a form of re-presenting critical scholarship: museums, parks, photo exhibits, videos to “disseminate” research findings

# Experiential Learning: Action Assignment Industrial/Organizational Psychology

**Communication Focus Area**

✓ Volunteer to Program Participant Communication

We chose to do this type of communication because it is very important for the volunteers to be able to reach the

**Lights of LOV - Scented 6 oz soy candles**

**\$10.00 USD**

Quantity: 1

Scents: Select a scent

**Overview**

- Handmade item
- Materials: Soy wax, fragrance, dye, wick, jetyl jar
- Feedback: 3 reviews
- Only ships to United States from Mobile, Alabama.

**gofundme**

After School Tutoring  
7-week Summer Bible Camp  
7 Bible studies a week including a Sunday morning service  
Re-entry Assistance  
Job training and placement

**The LIGHT of the Village**

**YouTube**

**The Little Tree**

Lauren Kilroy · 1 video · 58 views

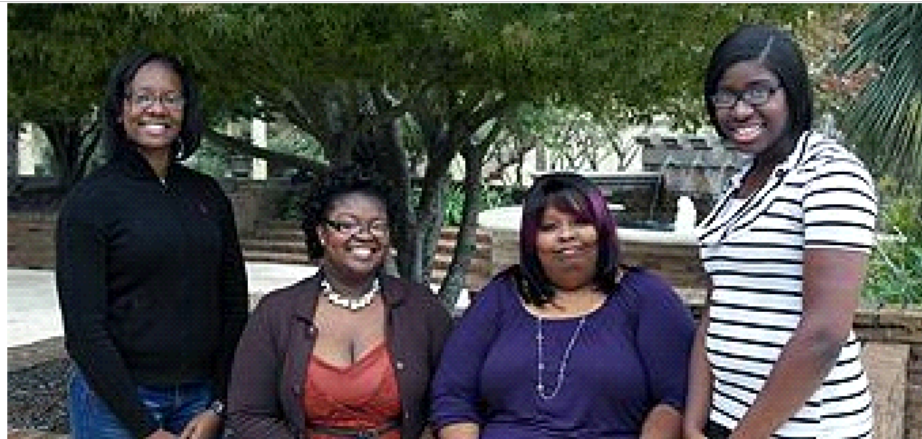
Published on Dec 1, 2013



# Site: Light of the Village

Light of the Village: Once a working crack house, and situated in a neighborhood fraught with crime, gangs, and poverty, Light of the Village school has survived and thrived for 12 years as a beacon of hope for many of Prichard, Ala.'s at-risk youth.

Volunteer Handbook <http://www.shc.edu/news/2013/12/16/light-village>



“Light of the Village doesn’t exist without community volunteers,” says Kittler. “When we started assessing needs and talking to staff members, we discovered that they didn’t have a formal a volunteer handbook. It was the perfect service project for our team.” The handbook serves as a reminder of the nonprofit’s goals and mission, as well as outlines Light of the Village’s many programs and services. Kittler spearheaded the project along with classmates Chasity Douyon, Twarner Witherspoon, and Melaine Parker.

# Site: Little Tree School

- <http://www.youtube.com/watch?v=5Y47TNMnP1U&feature=youtu.be>



The screenshot shows a web browser window with a YouTube video player. The video is titled "The Little Tree" and is uploaded by Lauren Kilroy. The video content shows a man in a grey hoodie sitting at a table with a young child, who is holding a small object. The man is looking down at the child. The video player has a progress bar at 1:35 / 2:19. Below the video, there are options to Like, About, Share, Add to, and a list of icons. The video was published on Dec 1, 2013. To the right of the video player, there is a list of recommended videos, including "#1 Breast Enhance Cream", "Friday Night in Boone, IO", "Letter N Song", "How to Twitter Tweet", and "Row, Row, Row Your Boat Nursery Rhymes".

INDUSTRIAL/ORGANIZATIO x The Little Tree - YouTube x

www.youtube.com/watch?v=5Y47TNMnP1U&feature=youtu.be

YouTube

Upload Sign in

#1 Breast Enhance Cream  
by Naturaful  
444,554 views

Friday Night in Boone, IO  
by Erik Giles  
32 views

Letter N Song  
by Have Fun Teaching  
2,054,121 views

How to Twitter Tweet  
by The Outside Joke 2  
348 views

Row, Row, Row Your Boat  
Nursery Rhymes  
by Hoopla Kidz  
18,936,205 views

The Little Tree

Lauren Kilroy · 1 video

58 views

Subscribe 0

Like About Share Add to

Published on Dec 1, 2013

start The Little Tree - Y... NITOP Jfz 2014 - Micr... Final 6:24 PM

Home » Najjee Gatson '14: Athlete, Coach, and Leader

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## Najjee Gatson '14: Athlete, Coach, and Leader

Fri, 11/22/2013 - 10:00am

After recommendations from his basketball coach, a French teacher, and the vice principal of Our Lady of Mercy High School in Fayetteville, Ga., Najjee Gatson knew he had to visit Spring Hill College. After making the trip, meeting students, and talking to faculty, Gatson knew that SHC was the right fit for his college career.

"I had other offers to play basketball at the college level, but Spring Hill appealed to me most," says Gatson. "The combination of getting a great Jesuit education, the overall beauty of the campus, and the opportunity to play for SHC made the decision for me."

Since arriving on campus his freshman year, Gatson has done much more than score points and rebounds for the Badgers basketball team. He's made significant efforts to give back to organizations on campus and in



Most recently, Gatson is rounding out his off-campus time by leading a multi-faceted project at The Little Tree preschool in Mobile. The Little Tree provides education for traditional students and those on the autistic spectrum, ages 2 to 4.

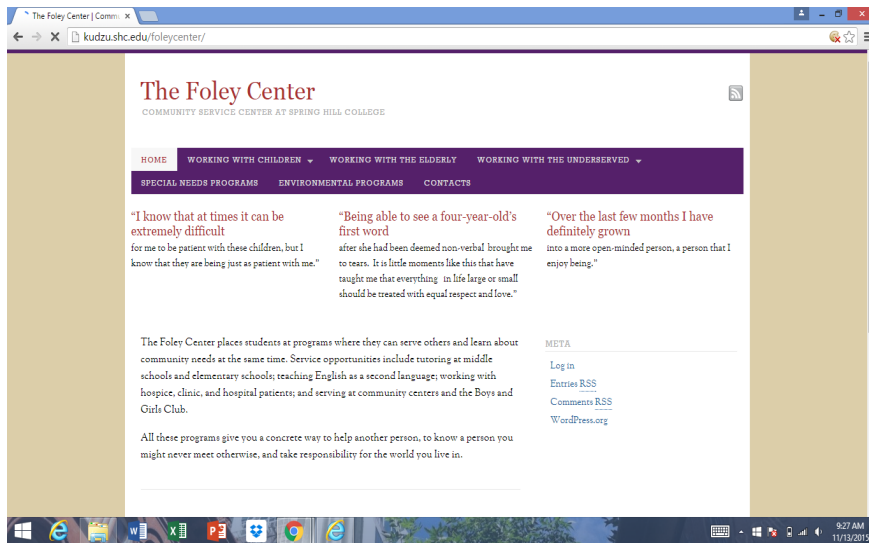
"My classmates and I are producing a promotional video for the school, as well as revising a staff and volunteer training manual," says Gatson. "The Little Tree has so much to offer and a lot of local families don't know about the programs. The video is something

# Service-Learning

Collaborate with campus Field Experience or Service-Learning Center

Service-Learning Objectives

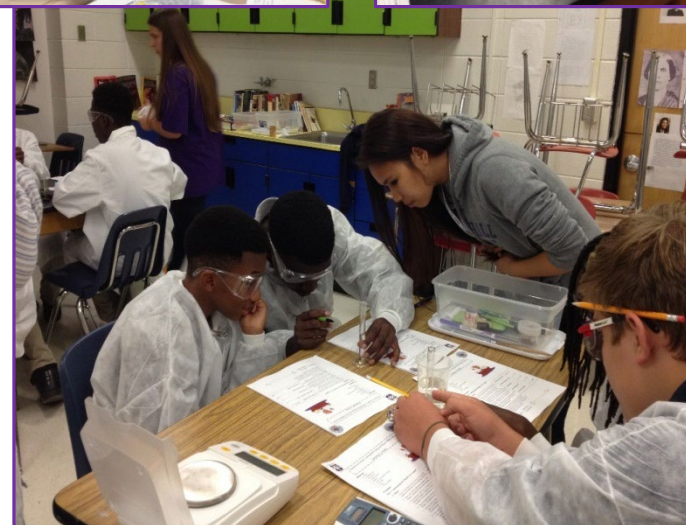
- Self- Enhancement
  - Self-esteem
  - Self-efficacy
- Understanding of Self and World
  - Empathy
  - Perspective-taking
- Value-Expression
  - Prosocial values
  - Social engagement
    - Stukas, Clary, & Snyder, 1999.



# Service Learning – Honors General Chemistry Lab

## Partners in Science

- Coordinate with a local public middle school – 8<sup>th</sup> grade Physical Science class
- Visit 4 times during semester
- Hands-on lab activities
- Developing communication skills
- Exposure to community needs



# Student Reflections: Evidence of Achieving Multiple Goals

- “Very rewarding to give back to the community, gave us a new perspective on the poverty and struggle outside of our world.”
- “I grew academically as well as personally.”
- “The team project was great because we got to work with an organization and help them.”
- “We did a good deed!”
- “I enjoyed working as a team and working with the site to use skills I learned and apply them to the site.”
- “It showed real-world applications of what we were learning.”
- “The team project was very rewarding because it allowed us to give back.”

## Engaged Scholarship (Boyer, 1966)

- “The term redefines faculty scholarly work from application of academic expertise to community engaged scholarship that involves the faculty member in a reciprocal partnership with the community, is interdisciplinary, and integrates faculty roles of teaching, research, and service” (New England Resource Center for Higher Educations).

# Providing Action Opportunities for Students

- Service-Learning Opportunities
  - Partnering with community organizations to
    - Paint murals
    - Coach youth
    - Teach art, drama, and poetry
    - Provide resources and training for science labs
- Volunteering with local non-profits
  - Utilizing transferable skills
    - Creating videos
    - Developing training manuals
    - Creating logos and advertising plans
    - Providing social media training
    - Developing websites
    - Providing staff support
    - Engaging in fundraising and grant-writing
    - Assisting with awareness and advocacy
- Training workshops for local business
  - Training staff
    - “Diversity” training, perspective-taking, communication, and tools for collaborating across difference
    - Using the SPSSI Policy Hub to train staff to write letters to the editor, create research summaries to assist with advocacy work and grant-writing
    - Needs Assessment Surveys
    - Program Evaluation



Register for this [free webinar](#) | Thursday, February 14, 2019, 2pm - 3pm EST  
**Presenters**

**Nader Hakim, University of Kansas**

Nader's research uses sociocultural approaches to understanding intergroup relations; his projects have focused on how different social psychological processes--such as identity, collective memory, and group-based emotions--hinder and promote peace and reconciliation.

**Natasha Bharj, University of Kansas**

Natasha is primarily interested in socio-cultural constructions of gendered and sexual violence, particularly within the context of colonialism and narratives of development. She also conducts research on representations of history and national identity, and is interested in the scholarship of teaching & learning.

### **Internationalizing the Introductory Psychology Curriculum: Critical Diversity Interventions in the Classroom**

**Abstract:** Given their breadth and relatable content, introductory psychology courses are opportune teaching experiences for graduate students looking to integrate diversity and social justice content. In this webinar, we will discuss our two strategies to internationalize the introductory psychology curriculum; first, the normalization of psychological ways of being beyond WEIRD settings and, second, de-naturalizing taken for granted psychological theory. These strategies extend beyond cultural diversity by also promoting critical consciousness about social and economic inequalities in the US. We will share our experiences, pedagogical motivations, and several lesson plan outlines. Our post-semester quantitative evaluations suggested that this approach amplified student comprehension because, rather than integrate diversity and social justice as peripheral addendums, we made such content integral to a full understanding of the material. We will close the webinar by discussing methods of evaluating internationalizing interventions and our experiences applying these strategies in classes across a range of levels and formats.

**Register here:** <https://attendee.gotowebinar.com/register/2683348628645018369>

Through the leadership of SPSSI's Graduate Student Committee, SPSSI has produced more than fifteen webinars. Videos of recorded webinars can be found on [SPSSI's YouTube channel](#). A description of recent webinars with links to materials (when available) can be found on the [Graduate Student Committee](#) page of the SPSSI website.



# Contact Information

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<http://kudzu.shc.edu/jfrancozamudio/>

Note: Portions of this talk have been shared at the National Institutes for the Teaching of Psychology and the SPSSI Convention

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