

I have been teaching large sections of Elementary Statistics (Psy 3000) and Introduction to Research Methods (Psy 3010). My approach to both classes is pretty similar. I believe that students learn from each other and through hands on activities. I select a statistics textbook that has many more problems than we assign for homework (with answers so students can grade their own work). We encourage students to work together on the lab assignments so they can help each other and make sure they understand the concepts. The text for the research class also has exercises with each chapter as well as on-line materials for independent study. Labs in the research class also include regular activities, most of which contribute directly to students' final projects. The final projects are group projects, using an "unobtrusive observation" methodology. Groups of 4 students develop the rationale, design a study, collect the data (2 hours data collection per student, including inter-rater reliability), analyze it using SPSS or an online chi-square program, and present it as a powerpoint "poster" to their lab group. Students write the five manuscript sections across the semester, approximately 2-3 weeks apart. In accord with the CW designation, they revise each section and resubmit the revision when submitting the next section (e.g., submit revised Introduction when they submit the new Method section). To add to their research repertoire, each group creates a questionnaire that they would like administer to get a deeper understanding of why people behave as they do. These questionnaires have been wonderful at getting students to articulate research questions and clarify the rationale for their projects.

I have been very impressed by what our undergrads can do with the research projects and the questionnaires. A good part of this is the excellent work of the Graduate TAs. I try to make sure the Graduate TAs have manageable work loads. We use the same projects year after year, I have powerpoints for Lab presentations (e.g., instructions for writing the different paper sections) and the grading rubrics are reused. The undergraduates say wonderful things about the TAs and how helpful they have been for both statistics and research methods.

I have been fortunate to have undergraduate students volunteer to be teaching assistants for both classes. In the statistics class, these Undergraduate TAs hold weekly homework sessions where they show students how to do the problems. They also spend additional time tutoring individuals and groups (for pay, through the Tutoring office). This has really taken the pressure off of the Graduate TAs who have a lot of work just teaching the labs and grading papers. This semester is the first time I have an undergraduate TA in my research methods class. She is available to help students brainstorm their group projects and help them review course material prior to exams.

If my first mission is to make these classes fun through interesting substantive activities, my second mission is to make students feel welcome in the classroom and glad they showed up. I make an effort to learn their names, make small talk at the beginning of class, and try to make every class interesting and fun. One of my favorite comments in course evaluations is that the class time went by quickly. An equal favorite is that they learned a lot.

I taught Multivariate Statistics a few years ago and that led to my current team-teaching of 6510. It is an extremely difficult class to teach (trying to teach the same as the other faculty) and I will be glad when we are replaced by a single instructor.

I regret not being able to teach the undergraduate Environment and Behavior class any more. There are not enough students interested in taking the class to satisfy the new credit hour regimen (I encouraged Jonathan Amburgey to teach instead). I miss the topics and activities, and I think it is bad for my research to not teach my substantive area. Fortunately, I have begun offering the graduate seminar on behavior change, which I enjoy a lot. I am thinking about developing a behavior change course for the environmental studies program. I have had several inquiries from students in master's level environmental programs, asking me to serve on their committees because of my expertise in behavior change. They know little about psychology but want to use psychology in their interventions. I have been turning them down for lack of time. A 5000/6000 level behavior change class might fill a need. In the meantime, I have invited graduate students from outside the department to enroll in either a 6000 "meets with" or the 7000 version of the graduate seminar when I offer it next spring.

Undergraduate and Graduate Student supervision. I have supervised a couple of senior or honors' theses or research projects in Carol Sansone's advanced research class. I have not been on many student committees in Psychology, but have been on several thesis and dissertation committees around the university. Most of these are related to my interest in environmental psychology and persuasion but some are because I taught the Multivariate class and students sought statistical advice. With my colleague Barbara Brown, I co-chaired a thesis and dissertation, and am currently co-chairing a thesis committee in Family and Consumer Studies. I like co-supervising with Barb because we have complementary styles and complementary expertise.