

Excellence in Psychology Instruction Conference 2018 Speaker Profiles

Dr. Jane Halonen



Bio: Jane S. Halonen has been a Professor of Psychology at the University of West Florida, James Madison University, and Alverno College. Current publications of interest include the third edition of the Critical Thinking Companion for Introductory Psychology, co-authored with Cynthia Gray, and The Psychology Major's Companion: How to Get You Where You Want to Go with Dana Dunn. Jane's most recent research emphases have been in assessment, helping good departments become great ones, and trying to help legislators and others with serious misconceptions about psychology understand the true nature of discipline. Jane has been involved over the course of her career with helping the American Psychological Association develop guidelines or standards of academic performance from high school through graduate levels of education. She served as the Chief Reader for the Psychology Advanced Placement Reading from 2004-2009. A self-identified "teaching conference junkie," Jane served on the NITOP Board and has presented at nearly every regional teaching conference in psychology. She co-chaired APA's Summit on National Assessment in Psychology in Green Bay, Wisconsin, and participated in the 2017 Summit on High School Psychology. In 2000, she won the Distinguished Teaching Award winner by the American Psychological Foundation and the American Psychological Association named her an "Eminent Woman in Psychology" in 2003. In 2013 she won the APF Award for Applications in Education and Training. The Society of Teacher of Psychology named the "Early Career Award" in her honor as a tribute to her mentoring of generations of psychology teachers at all levels.

Dr. Ryan Martin



Bio: Dr. Ryan Martin is a professor and the chair of the psychology program at the University of Wisconsin-Green Bay. He teaches courses on mental illness, research methods, emotion, and a capstone on anger and violence. He is an anger researcher whose work has been featured in the New York Times, NPR, BBC and elsewhere. He also hosts two podcasts: *Psychology and Stuff* and *All the Rage*.

Summary: Human beings are information gathering machines. We desperately want to know things and feel a sense of despair when people withhold information from us. As teachers, we are often faced with a paradox, though. If people are so naturally curious, why aren't our students more interested in the material? This talk will address the innate value of curiosity, the ways we inadvertently kill curiosity in our students, and the best ways to use curiosity to increase student learning.

Dr. Jenell Holstead



Bio: Dr. Jenell Holstead is an Associate Professor at UW-Green Bay in Human Development and Psychology. Her background is in the area of school psychology, and her research interests focus on the effectiveness of after school programs. Specifically, she examines the extent to which such programs improve academic performance. Dr. Holstead is also the Director of UW-Green Bay's Consortium of Applied Research (CAR). She has worked in program evaluation for the past 12 years, with expertise in educational research.

Summary: This session will provide participants networking opportunities to discuss practices regarding the teaching of psychology. Participants will have a chance to share challenges with one another, identify solutions, as well as find opportunities for collaboration.

Adam Wiskerchen

Bio: Adam Wiskerchen has been teaching Psychology and AP Psychology for 13 years at Green Bay Preble High School. For the last 11 years he has served as the social studies department chairman. In 2016, Adam created the Twitter account, @Psych_Review, which helps teachers and students around the world learn about psychology and prepare for the annual College Board exam. In 2018, over 10,000 students followed the Twitter account. He resides in Green Bay with his wife, Reannon, and her their three children, Evan, Isaac, and Eleanor. In his spare time, Adam coaches youth basketball and baseball, and enjoys kayaking.

Summary: This session will provide you with the framework for hosting a high school psychology fair. Topics that will be discussed include brainstorming and researching topics,

creating a demonstration and display for the fair, hosting the fair, and debriefing students afterwards. Resources will be shared to adopt and implement the psychology fair in your school.

Dr. Georjeanna Wilson-Doenges



Bio: Georjeanna Wilson-Doenges is a Professor of Psychology at the University of Wisconsin-Green Bay. She received her Ph.D. in Social Ecology: Environmental Analysis and Design from the University of California-Irvine. Her research interests involve benchmarks of the Scholarship of Teaching and Learning (SoTL), student engagement, and perceptions of sense of community. She has taught statistics, research methods, environmental psychology and conservation psychology for over 20 years, both in-person and online. Throughout her career, Georjeanna has emphasized teaching and writing about data analysis in clear and accessible ways. Georjeanna is a leader in the Society for the Teaching of Psychology, specifically in the SoTL Workshop where she serves as the director and statistical consultant. As an Environmental Psychologist, Georjeanna enjoys applying the many benefits of nature to students' everyday lives.

Summary: This session will be an outdoor nature walk through UW-Green Bay's beautiful arboretum (weather permitting) with a walking presentation about the benefits of exposure to nature on learning from the field of Environmental Psychology.

Dr. Jason Cowell



Bio: Jason Cowell is an Assistant Professor of Psychology at the University of Wisconsin-Green Bay. He is a trained neuroscientist and is passionate about making neuroscience “approachable” to students. At UWGB, Jason teaches courses in Neuroscience and Cognition and is the director of the Neuroscience Lab, a hands-on electroencephalography, psychophysiology, and eye-tracking suite designed to teach undergraduate students to engage in neuroscience methods.

Summary: The field of psychology has begun to become increasingly interdisciplinary; our understanding of any given phenomenon have turned from descriptive behaviors, to linking to the genetic, neural, and cognitive underpinnings. However, this onslaught of new information, while compelling, is dense material to comprehend and translate to our students. In this session, I will introduce a series of “Quick hits.” These are translatable activities that you can use in your own psychology classroom to enhance students’ psychology and neuroscience learning experiences.

Dr. Alan Chu



Bio: Dr. Tsz Lun (Alan) Chu's primary areas of expertise are psychosocial aspects of sport, exercise, and health. Specifically, he conducts both quantitative and qualitative research on the roles of social agents (e.g., coaches, parents, peers) in motivation for youth sport and physical activity (https://www.researchgate.net/profile/Alan_Chu4). Dr. Chu is also a sport psychology consultant who works with athletes and coaches, from high school to professional levels across sports, on mental skills training including goal setting and visualization. To practice what he preaches, Dr. Chu is physically active and highly involved in sports, specializing in table tennis (not the basement "ping pong"!) as a competitive player and an internationally certified coach. He currently serves on the coaching committee of the National Collegiate Table Tennis Association and teaches the coaching certification course.

Dr. Jana Fogaca



Bio: Dr. Jana Fogaca is a professor of the psychology department at the University of Wisconsin-Green Bay. She teaches courses on sport psychology, counseling, personality, and a capstone about mental performance. She is a sport psychology researcher and practitioner, having experience working with various sports teams.

Summary: Multiple factors affect sport performance: physical conditioning, technical skills, tactical strategies, and mental preparation are among the most important. Sport psychology is an area of psychology that focuses on helping athletes improve their mental as well as physical performance. Although coaches and athletes recognize the importance of being mentally prepared to perform, most do not take the time to practice mental skills or do not even see them as something that can be improved. However, our brain is like a muscle (e.g., bicep)—the more we strengthen and condition it the stronger it gets. This talk will focus on a few common sport psychology techniques that can be taught in high school psychology courses and boost student interest in the field.