

TEACHING PORTFOLIO

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TEACHING PHILOSOPHY

My passion is to teach psychology. As an instructor of an introductory psychology course, I am aware that the majority of my students would not share my infatuation with this subject as they are non-psychology major freshmen or sophomores. Additionally, this might be the one and only time, they would ever take a psychology class. Thus, keeping this in mind, my main objectives for their learning experiences are: to foster an appreciation for the remarkable field of Psychology; to provide essential knowledge and invaluable tools which will be applicable to the students' future careers; and to enhance self-awareness and understanding of the world around them as well their role in it. I believe effective teaching is the outcome of a life-long process and selfless devotion. I am dedicated to continuous personal growth and improvement of my teaching practices in the best service of my students. In my opinion exemplary teachers never cease to enhance their teaching skills through a process of self-examination that includes constructive feedback from both students and colleagues. Additionally, I believe incorporating and experimenting with new instructional approaches enriches the learning environment, as does staying current with the latest empirical research. Thus, I make attending teaching seminars and conferences a high priority. In addition to the importance of my personal growth as a teacher, I outline a common set of course expectations and objectives below.

Critical thinking. John F. Kennedy said: "Too often we enjoy the comfort of our opinion without the discomfort of thought." A high priority in all of my classes is to develop students' critical thinking skills as I believe they are incredibly valuable for both their personal and professional development. I think that students come to class with their own personal experiences, perspectives, understandings and assumptions which may foster a lack of appreciation and understanding for the science of psychology. Thus, I challenge their current perspectives and provide them with awareness of our own cognitive biases and distortions in order to become more competent at drawing valid and objective inferences. I emphasize the empirical foundation of psychology using a variety of strategies, including experiments that teach students to generate and test alternative explanations. I often tell my students that psychology is everywhere in our day-to-day lives. Together we ponder questions such as "Why do we act the way we do?" or we evaluate findings from peer-reviewed journals and popular claims in the media. Fostering such discussions enhances their critical thinking which I then supplement with research knowledge to conceptualize their ideas and demonstrate how psychologists scientifically provide answers to these questions. Over the course of the semester, this new way of critical thinking solidifies and becomes a habit.

High standards. As a former professional athlete, a current coach and a teacher, I firmly believe in setting high standards for my students. As the saying goes, "shoot for the moon and even if you miss, you will still be among the stars." As a teacher, a psychologist and a researcher, it is imperative that I recognize this phenomenon and not only address it in class but also provide the students with an accurate and objective view of what actually the science psychology entails I believe students excel in an environment in which expectations of performance are clear and attainable, and at the same time, sufficiently high to present real challenge. When the student is ready to face this challenge, I am there, approachable, available and sincerely invested in their success. I complement my high expectations with study aids and frequent opportunities to provide help via study sessions, online chat reviews, and web discussion forums. My ultimate goal for my students is their personal and professional development which can be achieved my setting high standards, creating challenging situations and providing guidance and support so they can overcome them and learn from this experience.

Enriched learning environment. I believe that effective and enduring learning is achieved by providing students with in-depth and repetitive exposure to the concepts and theories that are essential not only to the remarkable field of psychology but also to our everyday lives. To capture their interest and attention, I discuss the theories and show them the connection with real life issues. I describe fundamental principles to increase the likelihood that a given perspective will resonate with individual students. I invite them to explore use their life experiences while learning the course material so they can _____ y classroom activities regularly involve a variety of elements. My extreme organization and preparedness allows me to incorporate techniques that often require a great deal of preparation, such as interactive class demonstrations, group discussion, presentations, and Jeopardy-style review sessions. I am also well trained to utilize the tools offered by web course-management systems (e.g., Blackboard) to extend the learning environment beyond the classroom. Using a combination of teaching strategies and evaluation techniques provides the meaningful engagement that will prepare students for a life in an increasingly complex and diverse society. I firmly support the notion that as a result of learning, the person is transformed – more enlightened, more empowered, more enriched which ultimately is my goal for all my students.

Social support and collaborative learning process. An African proverb says that: “Alone we go faster, but together we go further.” As a teacher, I believe that collaborative learning process between the students and the instructor is both effective and beneficial in achieving the ultimate goal of personal and professional development. Together we do go further and reach higher, more challenging goals. My responsibility as an instructor is not only to provide knowledge, but also support and care. My main focus are the students. I strive to be flexible, emphatic, and aware of the diversity and uniqueness of each and every one of them. I foster a conversational atmosphere in which students feel comfortable sharing their comments and questions. As part of a supportive framework, students are encouraged to view one another as colleagues, partners, and peers, never as rivals. I would rather students compete against ignorance rather than each other. Further, I believe teachers should provide enough emotional support to give students the courage to pursue their greatest ambitions. In addition to my academic advising duties, I am rewarded by the opportunity to serve as a role model, inspiring students to become confident and hardworking scholars. My teaching and coaching experiences have shown that once students are engaged and excited about the material, they naturally begin think critically, proactively ask questions, and search for the relevance on their own. I firmly believe that through the collaborative learning process, the students become active participants in their education. I foster this process by engaging and empowering the students.

Passion is a unique feeling that not every person has the opportunity to experience. I feel truly blessed to have found mine as I cannot imagine a more fulfilling life than that of a teacher. Transmitting genuine enthusiasm for the remarkable field of psychology comes naturally to me, as does forming a personal connection with my students. Even though I am early in my teaching career, I am confident that this framework represents a set of expectations, objectives and goals that I can achieve and improve as I am gaining additional experience. I am confident that my skills as an instructor will be constantly evolving. As a teacher who is passionate about teaching psychology, I hope to inspire my students to not simply pass the class but to embrace all the incredible benefits the science of psychology has to offer for personal and professional development. Also, I hope that through psychology, my students will enhance their self-awareness encouraging them to adopt a positive and confident outlook for themselves and the world. Being a teacher is a profoundly challenging and rewarding job. I wake up every day with a smile knowing that I have the opportunity to positively impact my students and help them unravel and embrace their uniqueness through the fundamental concepts of psychology.

CURRICULUM VITÆ

EDUCATION

University of Nevada-Las Vegas

Master of Science in Clinical Mental Health Counseling May 2019
Advanced Graduate Certificate in Addiction Studies July 2019
Teaching Certificate May 2019
Mentorship Certificate May 2018

School of Business Competence, Sofia, Bulgaria

International Certificate Accreditation for Professional Qualification:
Business Administration and Management May 2015

National Sports Academy "Vasil Levski"

Master of Science: Sport Psychology May 2009

University of Nevada-Las Vegas

Bachelor of Arts in Psychology May 2008
Minor in Human Services May 2008
Minor in Family Studies May 2008

TEACHING EXPERIENCE

University of Nevada, Las Vegas

Graduate Assistant Academic Advisor August 2016 - Present
Guest Lecturer for Undergraduate level course PSY 101 April 2018

College of Southern Nevada

Guest Speaker at the invitation by Professor Bruno Rhodes February 2019

PUBLICATIONS

UNDER REVIEW

May 2019

Stucki, K., Gomez-Batista, S., **Aladjova, M.**, & Griffin, K. (2019) *Systematic Review: The extent to which athletes are affected by mental health conditions and their responsiveness to psychological interventions in both uncontrolled and controlled trials: an examination at the **The Optimum Performance Program in Sports (TOPPS) Lab** under the mentorship of **Dr. Bradley Donohue***

UNDER REVIEW

May 2019

Jasso, M., Strong, M., Perkins, M., **Aladjova, M.**, & Danlag, A. (2019) *Literature Review: The effect the importance of ethnicity exerts on the individuals' tendency to feel offended and on their mental health: an examination at the **The Optimum Performance Program in Sports (TOPPS) Lab** under the mentorship of **Dr. Bradley Donohue***

RESEARCH EXPERIENCE

The Optimum Performance Program in Sports (TOPPS) Lab

March 2018 - Present

Under the mentorship of **Dr. Bradley Donohue**

Conducting a Systematic Review: To determine the extent to which athletes are affected by mental health conditions and to determine their responsiveness to psychological interventions in both uncontrolled and controlled clinical trials

Conducting a Literature Review: To determine the effect the importance of ethnicity exerts on the individuals' tendency to feel offended and on their mental health

Gambling, Addiction, and the Microaggression Experience Lab May 2018 - Present
Under the mentorship of Dr. Gloria Wong
Managing a research study examining the gambling tendencies and addictions in college students

ACADEMIC PRESENTATIONS

National Conference on Gambling and Addiction October 2018
Assisted with the presentations
Networked with the various specialists in this field

UNLV Diversity and Mentorship Reception Fair October 2018
Assisted with the presentations
Networked with the UNLV Faculty and Mentors

UNLV Multicultural Mixer Fair September 2018
Presented The Optimum Performance in Sports Lab
Networked with the UNLV Faculty and Students

UNLV Registered Student Organizations September 2018
Presented The Optimum Performance in Sports Lab
Networked with the UNLV Faculty and Students

APA American Psychological Association Conference August 2018
Presented a Poster on "Gender Differences in Individual Variations of Stress Response to Racial Microaggressions among Asian Americans"
under the mentorship of **Dr. Gloria Wong**
Networked with the various specialists in this field

Nevada Council on Problem Gambling Conference May 2018
Assisted with the presentations
Networked with the various specialists in this field

RELEVANT EXPERIENCE

Southwest Autism and Behavioral Solutions | Registered Behavior Technician May 2017 - Present
Provide Applied Behavior Analysis (ABA) treatment to children diagnosed with language, communication, behavioral and developmental disorders such as Autism Spectrum Disorder
Administer clinical skills instruction and behavior reduction protocols based upon the principles of Applied Behavior Analysis

Community Counseling Center | Clinical Mental Health Intern December 2016 - December 2017
Performed individual and group therapy sessions with clients diagnosed with various mental health disorders and/or addictions
Conducted assessments of the client health through the use of specific screening and assessment tools
Facilitate referrals to other healthcare professionals and medical facilities

LEADERSHIP DEVELOPMENT

University of Nevada, Las Vegas | Graduate Rebel Ambassador August 2018 - Present
Working closely with Dean Korgan and other Graduate College staff
Sharing experiences as a graduate student with current and prospective students and alumni

Academic Success Center | Professional Development Program August 2016 - Present
Providing avenues for attaining transferable knowledge, skills, experiences
Preparing for the desired professional workforce

Counseling Academic & Professional Honor Society CHI SIGMA IOTA | President
2017 - 2018

President of Omega Alpha Chapter - UNLV
Working closely with the professional counselors, student and members
from around the world

American Counseling Association | Member 2016 - Present
World's largest association representing professional counselors in various practice settings

Networking with the professional counselors, student and members from around the world

Golden Key International Honour Society | Member 2006 – Present
The world's largest collegiate honor society and membership is by invitation only
The top 15% of college and university undergraduates, as well as top-performing graduate students

STUDENT EVALUATIONS

1. Lecture, discussion, and activities were relevant to the course.

Response option	WEIGHT	FREQUENCY	PERCENT
Strongly Disagree	1	0	0%
Disagree	2	0	0%
No opinion	3	1	2%
Agree	4	6	14%
Strongly Agree	5	35	83%

2. Instructor displayed a thorough knowledge of the subject matter

Response option	WEIGHT	FREQUENCY	PERCENT
Strongly Disagree	1	0	0%
Disagree	2	0	0%
No opinion	3	1	2%
Agree	4	7	17%
Strongly Agree	5	34	81%

3. Instructor was organized and displayed evidence of skillfull prepa

Response option	WEIGHT	FREQUENCY	PERCENT
Strongly Disagree	1	0	0%
Disagree	2	0	0%
No opinion	3	2	5%
Agree	4	6	14%
Strongly Agree	5	34	81%

4. Instructor presented material in an appropriate pace

Response option	WEIGHT	FREQUENCY	PERCENT
Strongly Disagree	1	0	0%
Disagree	2	0	0%
No opinion	3	1	2%
Agree	4	9	21%
Strongly Agree	5	32	76%

5. Instructor emphasized important points

Response option	WEIGHT	FREQUENCY	PERCENT
Strongly Disagree	1	0	0%
Disagree	2	1	2%
No opinion	3	1	2%
Agree	4	8	19%
Strongly Agree	5	32	76%

6. Instructor was receptive to student questions

Response option	WEIGHT	FREQUENCY	PERCENT
Strongly Disagree	1	0	0%
Disagree	2	0	0%
No opinion	3	1	2%
Agree	4	5	12%
Strongly Agree	5	36	86%

7. The classroom athmosphere was conducive to student learning

Response option	WEIGHT	FREQUENCY	PERCENT
Strongly Disagree	1	0	0%
Disagree	2	0	0%
No opinion	3	1	2%
Agree	4	6	14%
Strongly Agree	5	35	83%

8. The lecture was engaging and interesting

Response option	WEIGHT	FREQUENCY	PERCENT
Strongly Disagree	1	0	0%
Disagree	2	1	2%
No opinion	3	4	10%
Agree	4	9	21%
Strongly Agree	5	28	67%

9. I would recommend this instructor to other students

Response option	WEIGHT	FREQUENCY	PERCENT
Strongly Disagree	1	0	0%
Disagree	2	0	0%
No opinion	3	2	5%
Agree	4	7	17%
Strongly Agree	5	33	79%

SYLLABUS



Department of Psychology

Course Syllabus

PSY 101 - 1234: General Psychology

Spring 2018

T/R: 10:00am – 11:15am

CBC-C123

Instructor: Maria Aladjova M. A.

Email: Aladjova@unlv.nevada.edu

Office Hours: Fridays 2:00pm – 3:00pm or by appointment

COURSE DESCRIPTION

Introduction to psychology including introductory treatment of cognition, physiological psychology, learning, personality, development, social psychology, assessment, history, psychological disorders and treatments. 3 credits.

COURSE OBJECTIVES

By the conclusion of the course, you should be able to do the following:

- Understand basic psychological terminology and major concepts in psychology
- Be able to describe how psychological evidence is acquired through the use of the scientific method
- Understand how differences in human behavior are shaped by biological, social, personal, and cultural background and experiences
- Have an increased ability to critically analyze behavior and information in order to develop informed opinions and an understanding how the basic principles of psychology that can be applied to human history, current events, and daily human life

REQUIRED MATERIALS

Kleinman, P. (2012). *Psych 101: Psychology Facts, Basics, Statistics, Tests, and More!* Avon, MA: Adams Media.

INSTRUCTIONAL METHODS

During our scheduled class meetings you can expect to listen to lectures, work in small-groups, engage in class discussions, and view relevant online and audio-visual material. Introductory psychology involves a wide variety of topics and independent student learning is valued. Class lectures and activities highlight, supplement, reinforce, and clarify knowledge you've acquired from a thorough and careful reading of the textbook. Lectures are not a substitute for reading and studying the course material on your own.

COURSE TOPICS

- The evolution of psychology
- The research enterprise in psychology
- Biological bases of behavior
- Learning
- Human memory
- Cognition and Intelligence
- Human development
- Personality
- Social Behavior
- Psychological disorders
- Treatment of psychological disorders
- Variations in consciousness

ATTENDANCE

In the beginning of every class, there will be a short assessment of your knowledge on the chapter that is due that day. The assessment is not going to be graded; however, it will count towards your attendance points. Attendance is required and makes up 5% of your grade. On days when there is not assessment assigned, I will take attendance in the beginning of class.

GRADING

Prior to completing the library research project, you will be given a rubric that details the grading for each assignment. Feedback will be given following completion of assignments based on that rubric. The breakdown for grading is as follows:

Requirement	% of grade	Points
Unit Exams (1-2)	25%	125 pts x 2 = 250
Final Exam	25%	250 pts
Research Project	15%	150 pts
SONA Participation	10%	100 pts
Attendance/Assessments	5%	50 pts _____
Total	100%	800 points

PARTICIPATION KYS CARDS – EXTRA CREDIT OPPORTUNITY

Students are encouraged to engage in class discussions with the course instructor and fellow students. Participation is rewarded with Know Your Stuff (KYS) cards are worth a minimum of 5 points each. KYS cards are the only form of extra credit available for this course.

Students must print their name in legible large print on the “TICKET” portion of the KYS card and hand this portion of the card to the instructor at the end of class to receive points. Students must turn in KYS cards on the same day they were received to receive credit for their participation. A student will not receive points if the wrong portion of the card is turned in for the class session.

The “KEEP THIS COUPON” portion of the card is a receipt for KYS card points. Students must write the date of the class on the receipt when the KYS card is received and must retain all KYS card receipts. The student wishing to resolve disputes regarding KYS card points must produce dated KYS card receipts.

COURSE REQUIREMENTS

• EXAMS

Exams: There will be **three** examinations (2 unit exams and a final exam) during the semester. The unit exams will cover content from each unit and the final exam will be cumulative. All exams count for 50% of your grade with the final holding more weight (see grading breakdown). The 2 unit exams will be worth 25% of your course grade (125 points each) and

will consist of 50 multiple choice questions. The final exam will be worth 25% of your course grade (250 points) and is cumulative. It will consist of 50 questions which may be multiple choice, matching, and/or true/false questions.

- **ASSIGNMENTS**

Research Project: This project will consist of researching a psychology topic using the UNLV library resources. More detailed information will be handed out in class. This research project counts for 15% (150 points) of your grade. More instructions as well as a grading rubric will be distributed in class.

Research Participation: Students are required to participate in psychology research on campus. To participate, students must use the SONA system and must sign up for and complete at least 4 credits of research participation. More information about the SONA system can be found at <https://www.unlv.edu/psychology/sona>. Research participation is required to be completed 2 weeks before finals week (May 1st at 5pm), although this deadline is subject to change. Any change to this deadline will be announced in class. Research participation is worth 10% (100 points) of the course grade.

COURSE POLICIES

- **Leaving early/arriving late**

I understand that many of you are juggling a lot of responsibilities (e.g., jobs, family, etc.). If you need to come to class late or leave early for whatever reason, please be as discreet as possible so as not to disrupt others. If you come to class late, it is your responsibility to see me after class to make sure that I mark you as present.

- **Makeup exams and quizzes**

There are no makeup exams or make up quizzes. If you miss a quiz, that will be counted as one of your dropped quiz(zes). The final is required. Final exams will be only be rescheduled at the instructor's discretion.

- **Late work**

Instructor must approve late assignments due to emergency circumstances. No points will be awarded for late work.

- **Classroom Technology Use**

Computers and digital devices can be a great aid both when reading and when composing, but they can also be a distraction. I welcome laptops, tablets, and smart phones in the classroom; but I also expect you to use them responsibly and respectfully.

- **University Disability Policy**

If you have a documented disability that requires assistance, you will need to go to Disability Resource Center (DRC) for coordination in your academic accommodations. The DRC is located within the Student Services Complex, Building A, Room 143.

- **Other University Policies**

Please see this link with useful information for students:

https://www.unlv.edu/sites/default/files/page_files/27/SyllabiContent-MinimumCriteria-20182019.pdf

TENTATIVE COURSE SCHEDULE
The instructor reserves the right to amend this syllabus.

Date				
T 1/23	Syllabus / Ch. 1	Ch. 1		
R 1/25	Evolution of psychology cont.			
T 2/6	Biological Bases	Ch. 3	Assessment Ch. 3	Research Project Topic due
R 2/8				
T 2/20	EXAM (Ch. 1, 2, 3, 10)			EXAM 1
R 2/22	Learning	Ch. 6	Assessment Ch. 6	
T 3/6	Memory	Ch. 7	Assessment Ch. 7	
R 3/8				
T 3/20	Social Behavior cont.	Ch. 12		
R 3/22	Motivation & Emotion / Exam Review	Ch. 9	Assessment Ch. 9	
T 4/3	EXAM (Ch. 6, 7, 8, 12)			EXAM 2
R 4/5	Motivation & Emotion cont.	Ch. 9		
T 4/17	Personality	Ch. 11	Assessment Ch. 11	
R 4/19				
T 5/1	Psychological Disorders cont.	Ch. 14		SONA Credit due (Wed. 5/1)
R 5/3	Treatment	Ch. 15	Ch. 14 quiz due	
FINAL EXAM SCHEDULED: Tuesday, May 8th @ 10am-12 pm				

LECTURE/ACTIVITY /DISCUSSION

- **Short assessment on the assigned readings due that day**
 - Function 1: to stimulate reading
 - Function 2: to provide the instructor with feedback on the overall reading habits of the class
 - Function 3: to increase and maintain attendance
- **Case or a vignette showing a real-life example related to the readings**
 - Function 1: to sparkle interest because every student can relate to it
 - Function 2: to show that there is a connection between the readings and life
 - Function 3: stimulate critical out-of-the-box thinking
- **Small groups discussions**
 - There will be a few questions on the vignette
 - The students are given the opportunity to discuss them in their groups
 - Then we will discuss as a class
- **KYS Cards**
 - Function 1: to encourage participation
 - Function 2: to give the student the choice to participate or not

ASSESSMENT

- **Formative assessment:**
 - **Goal:** to monitor student learning and to provide ongoing feedback used by instructors to improve their teaching and by students to improve their learning
 - **Assessment 1:**
 - The short assessment we do in the beginning of class
 - A few questions assessing their knowledge on the readings and their level of understanding
 - **Assessment 2:**
 - I will ask a question about a term or a definition the students need to know
 - I will ask them to write their answers on a piece of paper without putting their names down
 - Then I will collect the paper and pass them back in a random order
 - I will provide the right answer and I will ask of the students to grade the answer on the piece of paper in front of them
 - In doing so, they'll improve their understanding of the topic.
 - I will conclude the exercise by taking a poll to measure how many papers had the right response.
- **Summative assessment:**
 - **Goal:** is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark
 - **Assessment 1:**
 - The Research Project
 - **Assessment 2:**
 - The three examinations

EXAMINATION

1. By the 1920s a new definition of psychology had gained favor. Psychology was said to be the science of...

- mind
- consciousness
- computers
- behavior
- philosophy

2. A cognitive psychologist is most likely to be interested in...

- therapy research
- observational research
- memory and perception
- research involving some medicine or placebo
- phenomenology

3. Operational definitions are...

- scientifically approved definitions
- definitions illustrated with a concrete example or visual image
- definitions which are very precise
- dictionary definitions
- definitions which tell how to collect data

4. What does it mean to say a definition is valid?

- it can be repeated under the same circumstances and will produce the same result
- it accurately represents the value of some variable
- it measures what you think it measures, as shown by using a different method to measure the same variable
- it is described in such a way that it can be measured
- it seems reasonable

5. What does it mean to say a definition is reliable?

- it means what you think it means
- you can measure the same thing again and get the same results
- there are no confounded variables
- it can be used to make accurate predictions
- it has been operationally defined

6. Replication...

- relies on self-report methods
- is important precisely because it involves the same claim but a different test, with different procedures
- is "secondary in importance" to honesty, according to the chapter
- is possible only with experimental, not observational research
- is essentially repetition of research in all its details

7. In observational research there are no...

- variables
- operational definitions
- standardized tests

- experimental manipulations
- statistical tests

8. What is the independent variable, in experimental research?

- a variable which nobody controls or changes
- the variable which is manipulated in an experiment
- the variable which is measured, to see results of an experiment
- a variable which describes some durable characteristic of the subject
- a variable which is held steady

9. A single-blind design should be sufficient to eliminate _____ as a confounded variable.

- placebo effects
- experimenter effects
- subject variables
- self-selection
- measurement effects

10. How are experimenter effects eliminated?

- with a single blind design
- with a double blind design
- with reactive measures
- with operational definitions
- with convergent operations

11. How do convolutions of a human brain compare with those of a rat or dog brain?

- they are nearly identical despite major differences in the brain's internal structure
- the human brain has many more convolutions
- the lower animals have more convolutions and therefore fewer direct connections
- human convolutions are less numerous, but larger
- humans have frontal lobes, other animals do not

12. Bilateral symmetry...

- is common in the animal kingdom
- is unique to humans
- is found only in old world primates, including humans
- is apparently involved in the sense of equilibrium or balance
- has been disproven by PET scans showing lateralization

13. How might lateralization contribute to a "control system" guiding activity, according to a decades-old theory?

- the "minor" hemisphere is better at delicate, controlled action
- if one side suddenly fails, the other can take over
- oscillations between the two sides set up a rhythm of activity
- the left hemisphere leads a person to take on challenges, the right hemisphere is associated with avoidance
- the two sides allow people to balance in an upright position

14. What does "autonomic" mean?

- automatic
- emotional
- regenerative

- isolated
- retroactive

15. PET scans...

- are not quite as good as thermograms at showing detail
- show only brain structures, not areas of activity
- are made by rotating an X-ray machine around a patient's head
- often use labeled glucose
- have not lived up to early expectations

16. An axonal arborization looks somewhat like...

- a button
- a cake of many layers
- a grape arbor, according to Cajal
- a dendritic tree
- a corn stalk

17. What does a lobotomy involve?

- suction removal of brain tissue
- removal of the frontal lobe
- cutting off the blood supply to the frontal lobe
- injection of transmitters into the frontal lobe
- cutting off communication between the frontal lobe and the rest of the brain

18. What is the corpus callosum?

- a type of nerve cell in the midbrain
- a collection of deep midbrain structures
- a lobe on the brain
- the main fiber bundle connecting the hemispheres
- the so-called homunculus

19. What is an axon?

- a tube of membrane
- the dendritic tree of a neuron
- a so-called Schwann cell
- the genetic control center of a cell
- one lane in a "multi-laned highway"

20. Dopamine, an important transmitter substance...

- originates in the nucleus basalis of Meynert
- causes depression, when too abundant
- seems involved in sensory control
- is commonly used in insecticides
- produces psychosis in large amounts

Essay questions:

1. Describe the Stanford prison study in terms of the experimental procedure and what Zimbardo and his colleagues observed in their participants. Then, explain the behavior of the participants in this study in terms of deindividuation processes and social roles.
2. Describe the Stanford prison study in terms of the experimental procedure and what Zimbardo and his colleagues observed in their participants. Then, explain the behavior of the participants in this study in terms of deindividuation processes and social roles.

3. The obedience study conducted by Stanley Milgram has become world famous. More than a thousand people at several American universities went through replications of the study. In addition, researchers in other countries, such as Spain and the Netherlands, have used Milgram's procedures. Explain, in detail, the procedures that Milgram used in his study and then analyze his results and those results found by other researchers. What conclusions did Milgram reach? How have critics reacted to his research?
4. Compare and contrast the different types of therapists: Psychotherapist, clinical psychologist, psychoanalyst, psychiatrist, licensed clinical social worker.
5. Compare and contrast advantages and disadvantages of the 5 major research methods used in psychology (case study, observational study, surveys, correlational studies and experiments).

JUSTIFICATION

- **Multiple-choice tests**

The multiple-choice tests' main goal is to measure broad knowledge of the course content in a relatively short amount of time. Additionally, they measure both simple knowledge and precise discrimination. The student is required to recognize the correct answer. The multiple-choice tests also measure the student's ability to apply concepts or principles and to assess elements of problem solving.

Some of their advantages include the possibility for more adequate sampling of the content. Also, the items can be more efficiently and reliably scored afterward. The test questions can be constructed to address various levels of cognitive complexity. Finally, they are more affordable for testing a large number of students. Some of their disadvantages include the limited types of knowledge that can be assessed. In other words, they are not well-suited for measuring certain types of skills such as the ability to organize and express ideas in writing.

Essay questions

Essay questions are a remarkable evaluation device. They provide the student with practice in organized, creative thinking about a subject and an opportunity to check their thinking against the standards. The essay questions are best suited for testing higher-level learning. By nature, they require longer time for students to think, organize and compose their answers. When scored properly, essay questions can further the learning process.

Some of the advantages essay questions display include testing higher learning objectives, stimulate learning, and encourage critical thinking. Some of the disadvantages include vagueness. As an instructor, I would make sure to provide a concrete question in order to prevent students from spending excessive amount of time on this essay question. Essay questions take longer time for both the students and the instructor. I should keep this in mind and plan accordingly. Finally, essay questions may lead the instructor to be subjective. I would make sure that I avoid prejudice when scoring the test.