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نائب رئيس الجامعة للشؤون الأكاديمية
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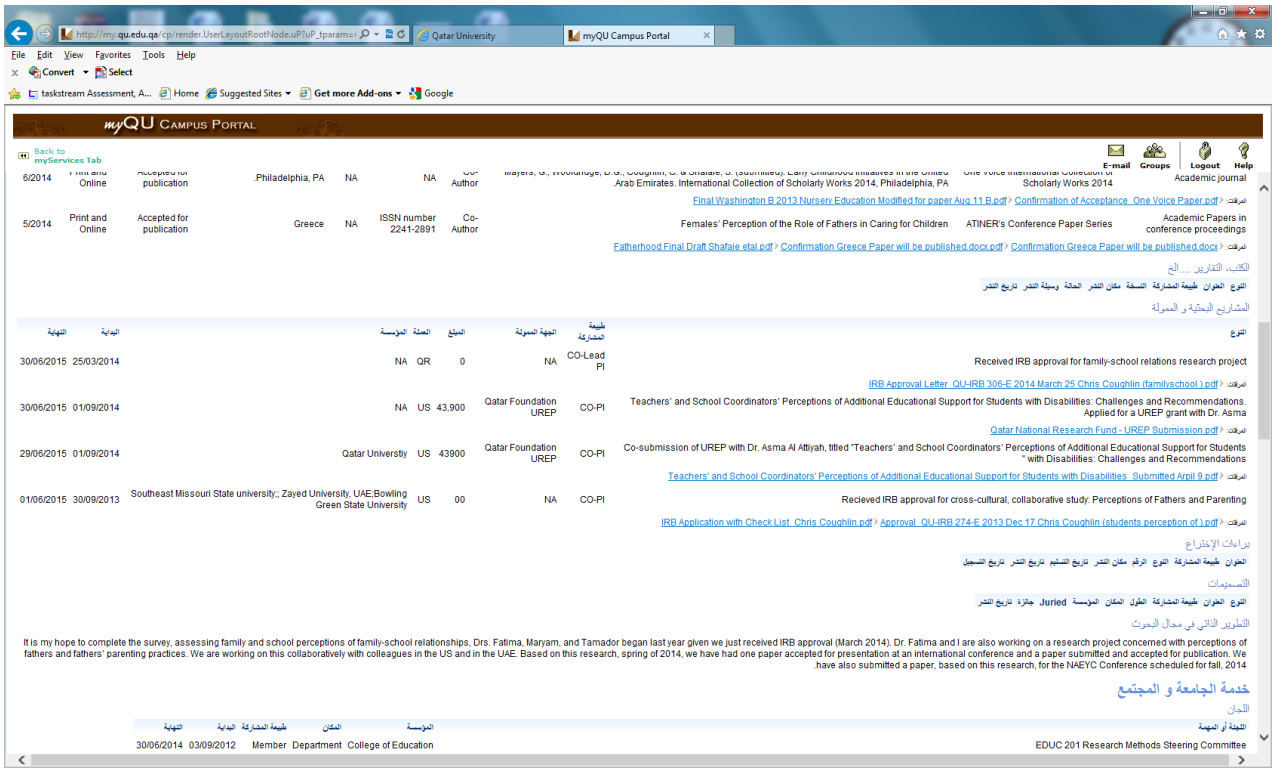
التقييم تقارير ملفات التقييم القائمة الرئيسية إغلاق النظام
ملف عضو هيئة التدريس
2014-2013
الكلية: Education القسم: Psychological Sciences عضو هيئة التدريس: Dr. Chris Diane Coughlin
المؤهلات العلمية
مجال التدريس
المقرر الذي تم اختياره للتقويم :
PSYC201 - Introduction to Psychology
Scanned PSY201 Course Portfolio Section 6 Reflection.pdf
Scanned PSY201 Course Portfolio Section 4 and 5 Student Work and Final Course Evaluation.pdf
Scanned PSY201 Course Portfolio Section 3 Teach Work.pdf
Scanned PSY201 Course Portfolio Section 2 Teaching Philosophy.pdf
Scanned PSY201 Course Portfolio Section 1 Table Context and Syllabus.pdf
التطوير الذاتي في مجال التدريس
In reflecting on my teaching this year and thinking about next year, I know I want to continue to work on using a variety of teaching strategies that actively engage students in the learning process. I know this will be challenging simply because I will be teaching large 200 level classes. I want to develop more in-class activities to support student learning and engagement with the subject material. I requested, from the students in both my Psychology and Research Methods courses, informal feedback on the classes, and in doing so, the students shared that this was a favored way of learning ,so this is something I will work to include more consistently next year. I would also like to do more inquiry based learning projects in my classes, however, I have found this to be a challenge simply given the size of the classes and given the courses I am teaching are general education courses. Having .said that, I feel a good compromise is to incorporated more activity-based class assignments, and thus, something I will be working on between now and next year
الجهد العلمي
المجلات ، الكتب...الخ
النوع العنوان طبيعة المشاركة الصفحات مكان النشر الحالة وسيلة النشر تاريخ النشر
Academic journal Asia-Pacific Journal of Teacher Co-Author The influence of student teachers on the perspectives of early childhood cooperating teachers regarding early reading instruction NA Asia-Pacific Journal of Education, AU Accepted for publication Print 6/2014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Academic journal Scholarly Works 2014 Co-Author NA NA Philadelphia, PA Print and Online 6/2014
Final Washington B 2013 Nursery Education Modified for paper Aug 11 B.pdf
Confirmation of Acceptance One Voice Paper.pdf
Academic Papers in conference proceedings ATINER's Conference Paper Series Co-Author ISSN number 2241-2891 NA Greece Accepted for publication Print and Online 5/2014
Fatherhood Final Draft Shafaie etal.pdf
Confirmation Greece Paper will be published.docx.pdf
Confirmation Greece Paper will be published.docx
الكتب، التقارير ...الخ
النوع العنوان طبيعة المشاركة الصفحات مكان النشر الحالة وسيلة النشر تاريخ النشر
المشاريع البحثية و الممولة
النوع طبيعة المشاركة الجهة الممولة المبلغ العملة المؤسسة البداية النهاية
Received IRB approval for family-school relations research project CO-Lead PI NA 0 QR NA 25/03/2014 30/06/2015
IRB Approval Letter QU-IRB 306-E 2014 March 25 Chris Coughlin (familyschool).pdf
Teachers' and School Coordinators' Perceptions of Additional Educational Support for Students with Disabilities: Challenges and Recommendations. Applied for a UREP grant with Dr. Asma CO-PI Qatar Foundation UREP 43,900 US NA 01/09/2014 30/06/2015
Qatar National Research Fund - UREP Submission.pdf
Co-submission of UREP with Dr. Asma Al Attiyah, titled "Teachers' and School Coordinators' Perceptions of Additional Educational Support for Students " with Disabilities: Challenges and Recommendations CO-PI Qatar Foundation UREP 43900 US Qatarsstiy 01/09/2014 29/06/2015
Teachers' and School Coordinators' Perceptions of Additional Educational Support for Students with Disabilities Submitted April 9.pdf
Recieved IRB approval for cross-cultural, collaborative study: Perceptions of Fathers and Parenting CO-PI NA 00 US Southeast Missouri State university;; Zayed University, UAE;Bowling Green State University 30/09/2013 01/06/2015
IRB Application with Check List Chris Coughlin.pdf
Approval QU-IRB 274-E 2013 Dec 17 Chris Coughlin (students perception of).pdf
براءات الإختراع
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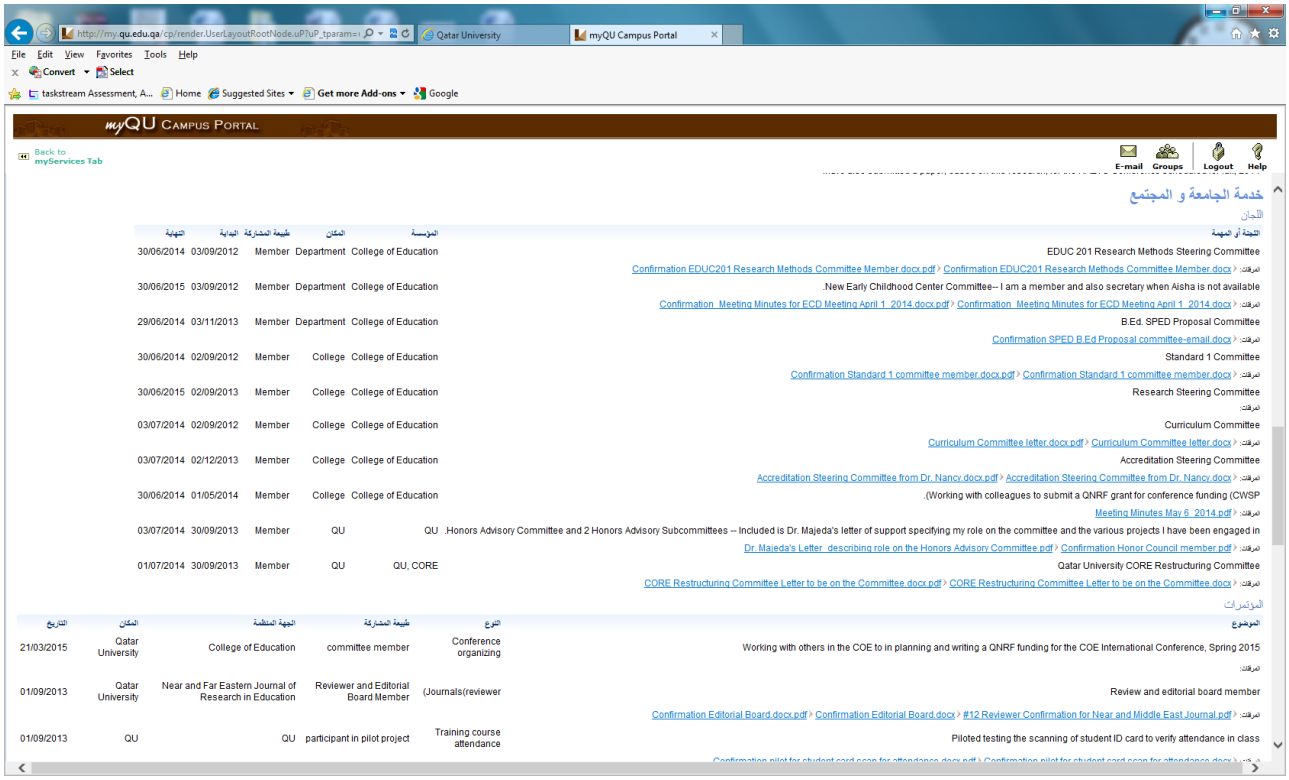
التصميمات
النوع العنوان طبيعة المشاركة الطول المكان المؤسسة Juried جائزة تاريخ النشر
التطوير الذاتي في مجال البحوث
It is my hope to complete the survey, assessing family and school perceptions of family-school relationships, Drs. Fatima, Maryam, and Tamador began last year given we just received IRB approval (March 2014). Dr. Fatima and I are also working on a research project concerned with perceptions of fathers and fathers' parenting practices. We are working on this collaboratively with colleagues in the US and in the UAE. Based on this research, spring of 2014, we have had one paper accepted for presentation at an international conference and a paper submitted and accepted for publication. We .have also submitted a paper, based on this research, for the NAEYC Conference scheduled for fall, 2014
خدمة الجامعة و المجتمع
اللجان
اللجنة أو المهمة المؤسسة المكان طبيعة المشاركة البداية النهاية
EDUC 201 Research Methods Steering Committee College of Education Department Member 03/09/2012 30/06/2014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المكان
طبيعة المشاركة
البداية
النهاية
EDUC 201 Research Methods Steering Committee
College of Education
Department
Member
03/09/2012
30/06/2014
Confirmation EDUC201 Research Methods Committee Member.docx.pdf
Confirmation EDUC201 Research Methods Committee Member.docx
.New Early Childhood Center Committee-- I am a member and also secretary when Aisha is not available
College of Education
Department
Member
03/09/2012
30/06/2015
Confirmation_Meeting Minutes for ECD Meeting April 1_2014.docx.pdf
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B.Ed. SPED Proposal Committee
College of Education
Department
Member
03/11/2013
29/06/2014
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Standard 1 Committee
College of Education
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Member
02/09/2012
30/06/2014
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Research Steering Committee
College of Education
College
Member
02/09/2013
30/06/2015
Curriculum Committee
College of Education
College
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02/09/2012
03/07/2014
Curriculum Committee letter.docx.pdf
Curriculum Committee letter.docx
Accreditation Steering Committee
College of Education
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Member
02/12/2013
03/07/2014
Accreditation Steering Committee from Dr. Nancy.docx.pdf
Accreditation Steering Committee from Dr. Nancy.docx
.(Working with colleagues to submit a QNRF grant for conference funding (CWSP
College of Education
College
Member
01/05/2014
30/06/2014
Meeting Minutes May 6_2014.pdf
.Honors Advisory Committee and 2 Honors Advisory Subcommittees -- Included is Dr. Majeda's letter of support specifying my role on the committee and the various projects I have been engaged in
QU
QU
Member
30/09/2013
03/07/2014
Dr. Majeda's Letter_describing role on the Honors Advisory Committee.pdf
Confirmation Honor Council member.pdf
Qatar University CORE Restructuring Committee
QU, CORE
QU
Member
30/09/2013
01/07/2014
CORE Restructuring Committee Letter to be on the Committee.docx.pdf
CORE Restructuring Committee Letter to be on the Committee.docx
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الموضوع
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الجهة المنظمة
المكان
التاريخ
Working with others in the COE to in planning and writing a QNRF funding for the COE International Conference, Spring 2015
Conference organizing
committee member
College of Education
Qatar University
21/03/2015
Review and editorial board member
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Reviewer and Editorial Board Member
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Qatar University
01/09/2013
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Piloted testing the scanning of student ID card to verify attendance in class
Training course attendance
participant in pilot project
QU
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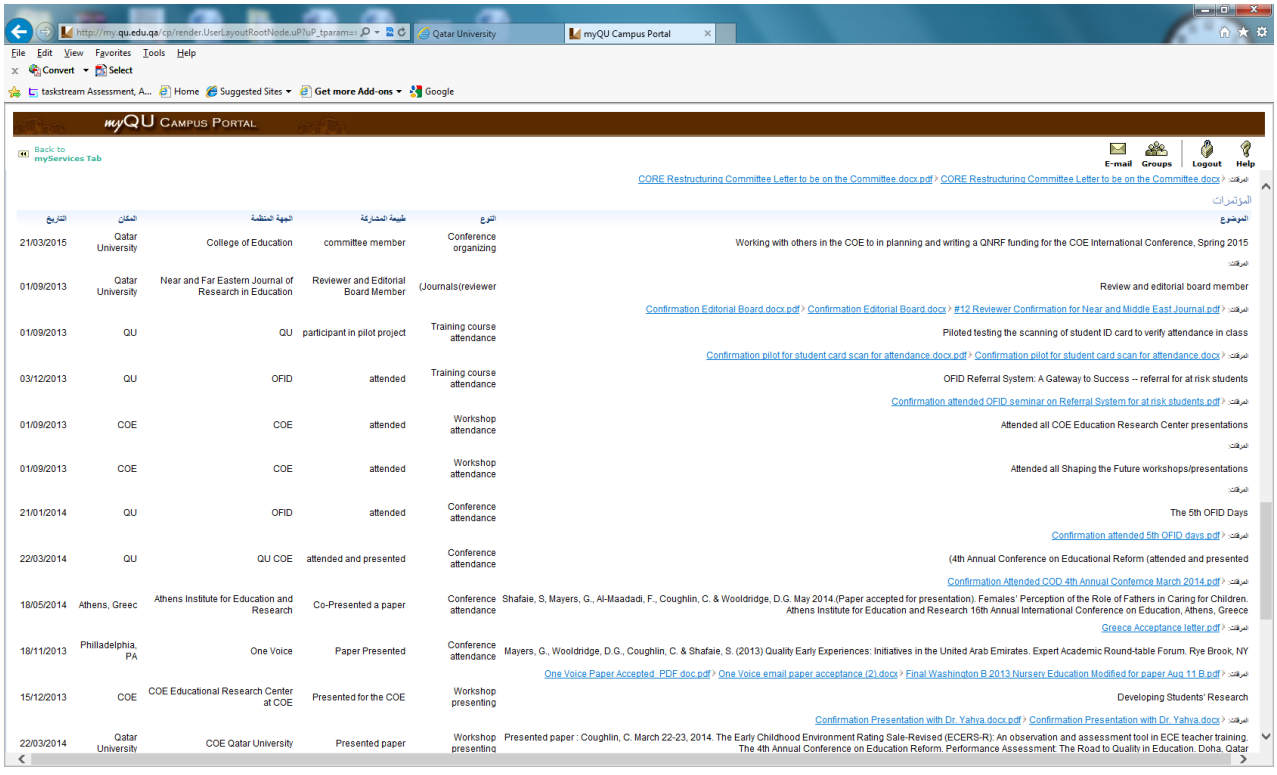
01/09/2013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CORE Restructuring Committee Letter to be on the Committee.docx.pdf
CORE Restructuring Committee Letter to be on the Committee.docx
المؤتمرات
الموضوع
النوع
طبيعة المشاركة
الجهة المنظمة
المكان
التاريخ
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College of Education
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Near and Far Eastern Journal of Research in Education
Qatar University
01/09/2013
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#12 Reviewer Confirmation for Near and Middle East Journal.pdf
Piloted testing the scanning of student ID card to verify attendance in class
Training course attendance
participant in pilot project
QU
QU
01/09/2013
Confirmation pilot for student card scan for attendance.docx.pdf
Confirmation pilot for student card scan for attendance.docx
OFID Referral System: A Gateway to Success -- referral for at risk students
Training course attendance
attended
OFID
QU
03/12/2013
Confirmation attended OFID seminar on Referral System for at risk students.pdf
Attended all COE Education Research Center presentations
Workshop attendance
attended
COE
COE
01/09/2013
Attended all Shaping the Future workshops/presentations
Workshop attendance
attended
COE
COE
01/09/2013
The 5th OFID Days
Conference attendance
attended
OFID
QU
21/01/2014
Confirmation attended 5th OFID days.pdf
(4th Annual Conference on Educational Reform (attended and presented
Conference attendance
attended and presented
QU COE
QU
22/03/2014
Confirmation Attended COD 4th Annual Conference March 2014.pdf
Shafaie, S, Mayers, G., Al-Maadadi, F., Coughlin, C. & Wooldridge, D.G. May 2014.(Paper accepted for presentation). Females' Perception of the Role of Fathers in Caring for Children. Athens Institute for Education and Research 16th Annual International Conference on Education, Athens, Greece
Conference attendance
Co-Presented a paper
Athens Institute for Education and Research
Athens, Greec
18/05/2014
Greece Acceptance letter.pdf
Mayers, G., Wooldridge, D.G., Coughlin, C. & Shafaie, S. (2013) Quality Early Experiences: Initiatives in the United Arab Emirates. Expert Academic Round-table Forum. Rye Brook, NY
Conference attendance
Paper Presented
One Voice
Philladelphia, PA
18/11/2013
One Voice Paper Accepted_PDF doc.pdf
One Voice email paper acceptance (2).docx
Final Washington B 2013 Nursery Education Modified for paper Aug 11 B.pdf
Developing Students' Research
Workshop presenting
COE Educational Research Center at COE
COE
15/12/2013
Confirmation Presentation with Dr. Yahya.docx.pdf
Confirmation Presentation with Dr. Yahya.docx
Presented paper : Coughlin, C. March 22-23, 2014. The Early Childhood Environment Rating Sale-Revised (ECERS-R): An observation and assessment tool in ECE teacher training. The 4th Annual Conference on Education Reform. Performance Assessment: The Road to Quality in Education. Doha, Qatar
Workshop presenting
Presented paper
COE Qatar University
Qatar University
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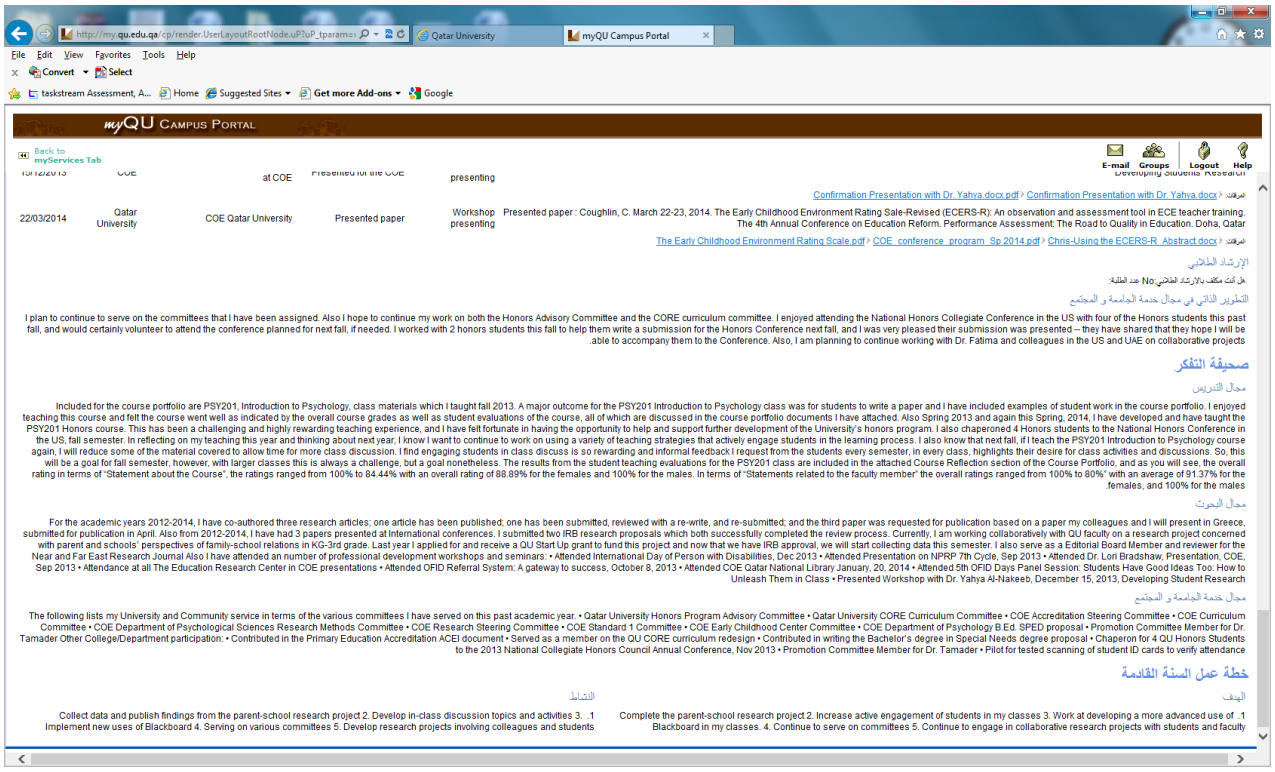

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15/12/2013	COE	at COE	Presented for the COE	presenting	Developing Students Research
22/03/2014	Qatar University	COE Qatar University	Presented paper	Workshop presenting	Presented paper : Coughlin, C. March 22-23, 2014. The Early Childhood Environment Rating Sale-Revised (ECERS-R): An observation and assessment tool in ECE teacher training. The 4th Annual Conference on Education Reform: Performance Assessment: The Road to Quality in Education. Doha, Qatar

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المرفقات: The Early Childhood Environment Rating Scale.pdf | COE_conference_program_Sp 2014.pdf | Chris-Using the ECERS-R_Abstract.docx

الإرشاد الطلابي

هل أنت مكلف بالإرشاد الطلابي:No عدد الطلبة:

التطوير الذاتي في مجال خدمة الجامعة و المجتمع

I plan to continue to serve on the committees that I have been assigned. Also I hope to continue my work on both the Honors Advisory Committee and the CORE curriculum committee. I enjoyed attending the National Honors Collegiate Conference in the US with four of the Honors students this past fall, and would certainly volunteer to attend the conference planned for next fall, if needed. I worked with 2 honors students this fall to help them write a submission for the Honors Conference next fall, and I was very pleased their submission was presented – they have shared that they hope I will be able to accompany them to the Conference. Also, I am planning to continue working with Dr. Fatima and colleagues in the US and UAE on collaborative projects.

صحيفة التفكر

مجال التدريس

Included for the course portfolio are PSY201, Introduction to Psychology, class materials which I taught fall 2013. A major outcome for the PSY201 Introduction to Psychology class was for students to write a paper and I have included examples of student work in the course portfolio. I enjoyed teaching this course and felt the course went well as indicated by the overall course grades as well as student evaluations of the course, all of which are discussed in the course portfolio documents I have attached. Also Spring 2013 and again this Spring, 2014, I have developed and have taught the PSY201 Honors course. This has been a challenging and highly rewarding teaching experience, and I have felt fortunate in having the opportunity to help and support further development of the University's honors program. I also chaperoned 4 Honors students to the National Honors Conference in the US, fall semester. In reflecting on my teaching this year and thinking about next year, I know I want to continue to work on using a variety of teaching strategies that actively engage students in the learning process. I also know that next fall, if I teach the PSY201 Introduction to Psychology course again, I will reduce some of the material covered to allow time for more class discussion. I find engaging students in class discuss is so rewarding and informal feedback I request from the students every semester, in every class, highlights their desire for class activities and discussions. So, this will be a goal for fall semester, however, with larger classes this is always a challenge, but a goal nonetheless. The results from the student teaching evaluations for the PSY201 class are included in the attached Course Reflection section of the Course Portfolio, and as you will see, the overall rating in terms of "Statement about the Course", the ratings ranged from 100% to 84.44% with an overall rating of 88.89% for the females and 100% for the males. In terms of "Statements related to the faculty member" the overall ratings ranged from 100% to 80%" with an average of 91.37% for the females, and 100% for the males.

مجال البحوث

For the academic years 2012-2014, I have co-authored three research articles; one article has been published; one has been submitted, reviewed with a re-write, and re-submitted; and the third paper was requested for publication based on a paper my colleagues and I will present in Greece, submitted for publication in April. Also from 2012-2014, I have had 3 papers presented at International conferences. I submitted two IRB research proposals which both successfully completed the review process. Currently, I am working collaboratively with QU faculty on a research project concerned with parent and schools' perspectives of family-school relations in KG-3rd grade. Last year I applied for and receive a QU Start Up grant to fund this project and now that we have IRB approval, we will start collecting data this semester. I also serve as a Editorial Board Member and reviewer for the Near and Far East Research Journal Also I have attended an number of professional development workshops and seminars: • Attended International Day of Person with Disabilities, Dec 2013 • Attended Presentation on NPRP 7th Cycle, Sep 2013 • Attended Dr. Lori Bradshaw, Presentation, COE, Sep 2013 • Attendance at all The Education Research Center in COE presentations • Attended OFID Referral System: A gateway to success, October 8, 2013 • Attended COE Qatar National Library January, 20, 2014 • Attended 5th OFID Days Panel Session: Students Have Good Ideas Too: How to Unleash Them in Class • Presented Workshop with Dr. Yahya Al-Nakeeb, December 15, 2013, Developing Student Research

مجال خدمة الجامعة و المجتمع

The following lists my University and Community service in terms of the various committees I have served on this past academic year. • Qatar University Honors Program Advisory Committee • Qatar University CORE Curriculum Committee • COE Accreditation Steering Committee • COE Curriculum Committee • COE Department of Psychological Sciences Research Methods Committee • COE Research Steering Committee • COE Standard 1 Committee • COE Early Childhood Center Committee • COE Department of Psychology B.Ed. SPED proposal • Promotion Committee Member for Dr. Tamader Other College/Department participation: • Contributed in the Primary Education Accreditation ACEI document • Served as a member on the QU CORE curriculum redesign • Contributed in writing the Bachelor's degree in Special Needs degree proposal • Chaperon for 4 QU Honors Students to the 2013 National Collegiate Honors Council Annual Conference, Nov 2013 • Promotion Committee Member for Dr. Tamader • Pilot for tested scanning of student ID cards to verify attendance

خطة عمل السنة القادمة

الهدف	النشاط
Complete the parent-school research project 2. Increase active engagement of students in my classes 3. Work at developing a more advanced use of Blackboard in my classes. 4. Continue to serve on committees 5. Continue to engage in collaborative research projects with students and faculty. 1	Collect data and publish findings from the parent-school research project 2. Develop in-class discussion topics and activities 3. Implement new uses of Blackboard 4. Serving on various committees 5. Develop research projects involving colleagues and students. 1

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نائب رئيس الجامعة للشؤون الأكاديمية Vice President for Academic Affairs

التقييم تقارير ملفات التقييم القائمة الرئيسية إغلاق النظام

محلل الأداء العام

الكلية: Education القسم: Psychological Sciences عضو هيئة التدريس: Dr. Chris Diane Coughlin السنة الجامعية: 2014-2013

التقدير: (5.0-4.70)ممتاز (4.69-3.80)فوق المتوقع (3.79 - 2.80)متوقع (2.79 - 1.80)أقل من المتوقع (1.79-1)غير مرضي

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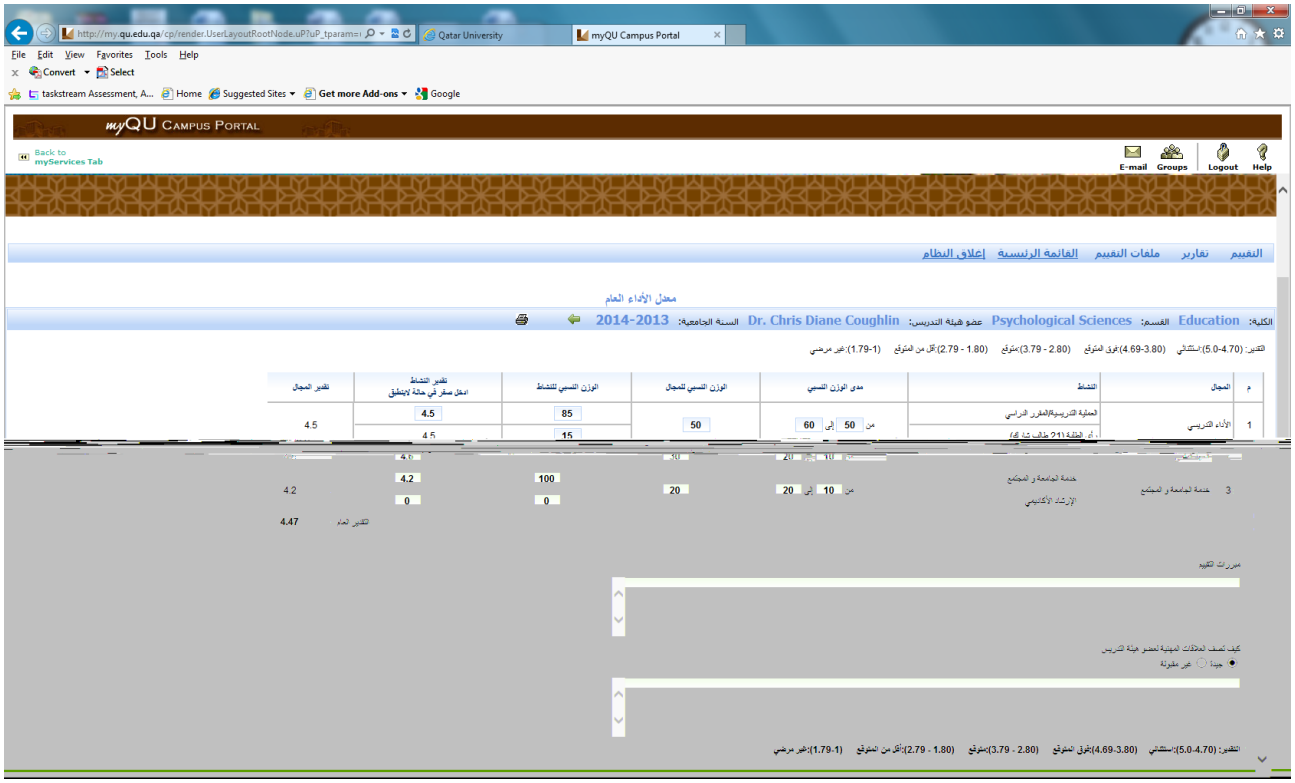
		رأي الطلبة (21 طالب شارك)			15	4.5	
2	الجهد العلمي		من 10 إلى 20	30		4.6	4.6
3	خدمة الجامعة و المجتمع	خدمة الجامعة و المجتمع	من 10 إلى 20	20	100	4.2	4.2
		الإرشاد الأكاديمي			0	0	
						التقدير العام	4.47

مبررات التقييم

كيف تصف العلاقات المهنية لعضو هيئة التدريس

جيدة غير مقبولة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التقييم تقارير ملفات التقييم القائمة الرئيسية إغلاق النظام
معدل الأداء العام
الكلية: Education القسم: Psychological Sciences عضو هيئة التدريس: Dr. Chris Diane Coughlin السنة الجامعية: 2014-2013
التقدير: (5.0-4.70):استثنائي (4.69-3.80):فوق المتوقع (3.79 - 2.80):متوقع (2.79 - 1.80):أقل من المتوقع (1.79-1):غير مرضي
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3 خدمة الجامعة و المجتمع خدمة الجامعة و المجتمع الإرشاد الأكاديمي من 10 إلى 20 20 100 4.2 4.2
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التقدير العام 4.47
مبررات التقييم
كيف تصف العلاقات المهنية لعضو هيئة التدريس
مهنية غير مقبولة
التقدير: (5.0-4.70):استثنائي (4.69-3.80):فوق المتوقع (3.79 - 2.80):متوقع (2.79 - 1.80):أقل من المتوقع (1.79-1):غير مرضي

كلية التربية
College of Education
QATAR UNIVERSITY جامعة قطر

4th ER
تقييم الأداء: الطريق الى جودة التعليم
Performance Assessment: The Road to Quality in Education

Certificate of Participation

This is to Certify that

Dr. Chris Coughlin

Participated in the 4th Annual Conference on Educational Reform
"Performance Assessment: The Road to Quality in Education"
Saturday 22 & Sunday 23 March 2014
In

The Early Childhood Environment Rating Scale-Revised (ECERS-R): An Observation and Assessment Tool in ECE Teacher Training

Prof. Maryam Majid Al-Falasi
Conference Coordinator

Prof. Hissa Sadiq
Dean, College Of Education

Chris Diane Coughlin

From: em.nmejre.0.31a7c8.2dc64495@editorialmanager.com on behalf of Near and Middle Eastern Journal of Research in Education <nmejre@qscience.com>
Sent: Sunday, March 10, 2013 1:26 PM
To: Chris Diane Coughlin
Subject: Thank you for the review of NMEJRE-D-13-00001R1

Ref.: Ms. No. NMEJRE-D-13-00001R1
Reflecting on Teachers' Practices at Qatari Preschools: Using British Preschools as a Comparison Near and Middle Eastern Journal of Research in Education

Dear Coughlin,

Thank You for your review of this manuscript.

You can access your review comments and the decision letter (when available) by logging onto the Editorial Manager site at:

http://nmejre.edmgr.com/
username: CCoughlin-939
password: coughlin6784

Kind regards,

Ramzi Nasser
Managing Editor
Near and Middle Eastern Journal of Research in Education

UREP 16 - 144 - 5 - 042

Proposal Title

Teachers' and School Coordinators' Perceptions of Additional Educational Support for Students with Disabilities: Challenges and Recommendations

Table of Contents

1. Abstract……..…….3
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3. Objectives……...5
4. Methods……..……5
5. Role of undergraduate researchers……..……...6
6. Summary of anticipated benefit of the project in creating a research culture in Qatar……...6
7. Timeline/Milestones……...6
8. References……..8

1. Abstract

Additional Educational Support Needs is the term adopted by Qatar's Supreme Education Council (SEC) in 2002 to identify students with disabilities and others with special needs who attend the independent schools. As mandated by the SEC, all additional support needs and services are to be provided in the general classroom. To best meet the needs of students with disabilities in the classroom, the Response to Intervention (RTI) model for students with disabilities has been adopted. The purpose of this study is to gain a greater understanding of how well the RTI model is meeting the needs of students with disabilities in the classroom. Specifically, this is a descriptive study focused on special education teachers' and additional educational support coordinators' perceptions of RTI policies and practices. This study will randomly select 20 Primary and Secondary, male and female, schools in Qatar to participate in the study. Teachers of students with special needs and support coordinators will be asked to complete the questionnaire. The findings from this study and associated recommendations will be shared with the SEC, schools and other stakeholders to help support the vision of inclusive classrooms in Qatar.

2. Significance

Since 1995, the Emir of Qatar, Hamad bin Khalifa Al Thani, has led the country on a course of significant economic and social development. His reforms have positioned the country to be a leader in education reform in the Middle East. A number of changes to Qatar's kindergarten through grade 12 and higher education systems have been put in place. In 2002, implementation of the reform initiative, entitled Education for a New Era, began and the Supreme Education Council (SEC) was established to lead the reform. The SEC was designed to supplant the traditional Ministry of Education. The SEC established two administrative bodies and gave them direct responsibility for enacting policies and developing a plan for students with disabilities (Al Attiyah & Lazarus, 2013; Al Attiyah & Mian, 2009). These bodies were the Additional Educational Support Needs (AESN) Department and the Education Institute.

Qatar was a signatory to the *Convention for the Rights of People with Disabilities* in 2007 at the United Nations, and the right to an education for all children in inclusive settings (Education for All) came to the forefront after this development. By signing the Convention, each country is required to protect and enforce the rights of individuals with disabilities to learn as their peers and to ensure their rights to full participation in society. "The State of Qatar supports the rights of children with special needs to obtain suitable opportunities to learn and be included with other children in classrooms as a way to shape an inclusive society" (Al Attiyah & Lazarus, 2012, p. 176). To this end, AESN was created to assist the schools in the use of best-practice teaching strategies to meet the needs of students with disabilities in the independent schools (Al Attiyah, 2008; Al Attiyah, Al Abed, Al Balsha, Al Haddad, & Lazarus, 2004; Al Attiyah, Al Abed, Al Balsha, Al Haddad, Lazarus, Maftah, Al Hajiri, & Sowaidi, 2005).

Inclusion can be defined as including students with special needs in the same classroom as students who are defined as typically developing (Boer, Pijl, Minnaert, 2010). Full inclusion

means using procedures aimed at supporting all students in learning and participating effectively in the educational system (Supreme Education Council, 2009). The vision of inclusion focuses on the child's right to participate in the classroom and the role the school must play to achieve this goal. Under full inclusion, the classroom teacher uses all possible educational experiences to enhance learning for all children, regardless of their needs. This involves improving teaching and assessment practices and the use of strategies that will reach all children, including those with special education needs. Polices and guidelines have been prepared to help and support schools to meet the ethical, educational and legal requirements of Education for All (Supreme Educational Council, 2009). The AESN Department through its AESN policy provides the independent schools with support to help students to have a quality educational experience. The values and responsibilities behind the AESN policy are laid out in the document that includes the following directives; (a) it is the responsibility of the whole school to support students with disabilities; (b) a team approach will be used to ensure this; (c) the system of support at school will focus on an educational model rather than a medical model; (d) parents will be given the right to receive support related to his child's additional educational support needs; and (e) the school will provide professional development programs and training (SEC, 2009).

The Education Institute oversees independent schools and assists them in designing educational plans identifying the individual needs of each student. The Institute helps independent schools by preparing educational policies for the schools and providing help for students with additional educational support needs.

The Educational Institute has adopted the RTI model for students with disabilities. The components of an RTI model generally include screening of children, progress monitoring, and a multi-level prevention system. These are all employed in the general education classroom (National Center on Response to Intervention, 2011). The RTI model includes three levels of intervention (SEC, 2009).

The first level of support begins when a student does not make expected progress in the classroom. The interventions are designed to be preventative and are started as soon as progress monitoring identifies a student who is falling behind and not acquiring academic skills (such as reading). There must be frequent, relevant data collection at this level. If a student fails to make progress after evidence-based interventions have been tried, then the problem-solving process of the collaborative team is started in level two (VanDerHeyden & Jimerson, 2005).

The second level (level two) of RTI support focuses on following a multidisciplinary collaborative problem-solving process to come up with methods of teaching to help students who need more support with the educational program of the classroom. The methods should be empirically based intervention strategies that make use of available resources in the school, home, and community to implement and sustain these interventions. There must be systematic measuring of the students' progress with these interventions. If the student is still having problems, then level three is considered for more intensive support (VanDerHeyden & Jimerson, 2005).

The third level (level three) of intervention requires more specialized intensive teaching methods. It may be necessary to consider placement of the student outside the general classroom to meet his or her needs. The level three assessment would be a comprehensive multidisciplinary assessment of the student's educational needs.

The RTI model focuses on improving teaching and assessment procedures to meet the needs of all children in the classroom. Improvements may incorporate making modifications to the curriculum and assessments and generally includes an emphasis on using technology. The classroom program is presented and modified as needed by the teacher with the help of the additional educational support coordinator.

The purpose of this study is to examine the RTI model as it is currently being implemented in the classroom from the perspective of both the special needs teacher and the additional educational support coordinator.

3. Objectives

The are three major objectives to this study:

1. Provide an assessment of RTI policies and practices employed in the classroom from the perspective of special needs teachers and additional educational support coordinators.
2. Share the findings highlighting challenges and recommendations with the SEC, schools and stakeholders to help ensure the vision of inclusive classrooms in Qatar schools is being met.
3. Provide undergraduate students with an opportunity to engage more actively in the research process.

4. Methods

This is a descriptive study using a mixed method approach. It will focus on support coordinators' and teachers' perceptions of the RTI policies and practices currently employed in Qatar schools. Listed are the steps that will be taken to conduct this study:

- identify 20 schools in Qatar (primary –secondary, male and female) to participate in the study
- develop the questionnaire that will be given to teachers of students with special needs and additional educational support coordinators
- complete the IRB process
- pilot the questionnaire and modify as needed
- distribute the questionnaires to the 20 schools and participating teachers/service coordinators
- input the questionnaire data into SPSS
- analyze the data
- summarize the findings
- share the findings and recommendations with SEC, schools, other stakeholders

5. Role of the undergraduate researchers

Six undergraduate students have been invited to work on this project. The six students will participate in all aspects of the project, and specifically their role will be to:

- complete a comprehensive literature review
- participate in the development of the questionnaire with faculty
- help facilitate distribution and collection of the questionnaires in the schools
- create a data file based on questionnaires via SPSS
- participate in the analysis of the data
- discuss the results
- participate in writing and sharing the findings/recommendations with the SEC, schools, and/or other stakeholders

In terms of data gathering, the students working in teams will facilitate the questionnaires being distributed and completed by the special needs teachers and additional educational support coordinators at the 20 participating schools.

6. Summary of anticipated benefit of the project in creating a research culture in Qatar

The study will provide recommendations for quality enhancements and assurance for special education related to policies and practices in Qatar. This is of value to the State of Qatar as it pursues its education reform agenda and the rights of the students with disabilities to be with their peers in the same school. This study will provide a descriptive assessment of the RTI model currently being implemented in the classroom from the perspective of special needs teachers and support coordinators. Findings, highlighting challenges and recommendations will be shared with the SEC, schools and stakeholders to help ensure the vision of inclusive classrooms in Qatar schools is being met. The six students who will participate in this study are students in the College of Education who have had coursework in inclusive education. As future teachers they are very much interested in gaining a greater understanding of the needs of students with special needs so that they will be able to provide the best learning opportunities for all children in their classrooms. This project provides the students not only an opportunity to learn more about inclusive education but also an opportunity to learn more about research through active participation in all phases of the research process, from conception to completion.

7. Timeline/Milestones

A table below indicates the project management chart, each activity, student role and time for each task. Six undergraduate students will be required to work for a total of 60 hours. We will require students to have an active role in the empirical approach and project logistics. The expectation is that the students will be able to understand the basis of a quantitative approach to research, use the appropriate statistical tools, make the interpretations and draw conclusions. Table 1 indicates the total hours per task and per quarter, fall and spring semesters (beginning September 2014 through June 2015)

Table 1: The Time-line of the Project based on fall and spring semesters, 2014-2015, academic year.

Activity (Beginning Fall 2014 – Spring 2015)	Fall Semester		Spring Semester	
	Q 1 15 hrs	Q 2 15 hrs	Q 3 15 hrs	Q 4 15 hrs
Meeting with students and explaining the nature of the project	X			
Develop project logistics	X			
Meet with the team (research faculty and students) to discuss theory and literature review	X			
Meet with the (research faculty and students) to design the questionnaire	X			
Pilot the questionnaire		X		
Modify the questionnaire according to the pilot study results		X		
Meet with students to discuss the data gathering protocol that will be implemented in the distribution and collection of the questionnaires at the schools		X		
Divide the students into groups of 2 to go to the selected schools to meet with the teachers and coordinators to discuss the study and distribute and collect the questionnaires			X	
Student enter the data from the questionnaires into SPSS(Student works for 7 hours)			X	
With mentor student analyzes the data			X	
Students interpret the analysis and write a report				X
Researcher writes a report				X
Students review the work with mentor to finalize a draft				X

Six students will be hired for this project; the students will work closely with faculty on all stages of this project.

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Qatar University Institutional Review Board
QU-IRB

March 25, 2014

Dr. Chris Coughlin
College of Education
Qatar University
Tel.: + 974 4403-5224
Email: ccoughlin@qu.edu.qa

Dear Dr. Chris Coughlin,

Sub.: Research Ethics Review Exemption
Ref.: Project titled, "Perspectives of Family and School Relations in Qatar"

We would like to inform you that your application along with the supporting documents provided for the above proposal, is reviewed and having met all the requirements, has been exempted from the full ethics review.

Please note that any changes/modification or additions to the original submitted protocol should be reported to the committee to seek approval prior to continuation.

Your Research Ethics Approval No. is: **QU-IRB 306-E/14**
Kindly refer to this number in all your future correspondence pertaining to this project.

Best wishes,

K. Alali

Dr. Khalid Al-Ali
Chairperson, QU-IRB

جامعة قطر
QATAR UNIVERSITY
Institutional Review Board
(IRB)
Office Of Academic Research

Member of Qatar Foundation

Proposal status - View

UREP 16 - 144 - 5 - 042 (RO Vetted)

Proposal registration

Date Submitted: April 6, 2014 10:27
Research area: 5. Social Sciences
Specialty: 5.3 Educational Sciences - Education, Special
Research Type: Basic research
Research area keywords: special eduction; inclusion; additional educational support; Undergraduate Research; response to intervetion
Project title: Teachers' and School Coordinators' Perceptions of Additional Educational Support for Students with Disabilities: Challenges and Recommendations

Submitting institution information

Institution name: Qatar University

Project Title:

Teachers' and School Coordinators' Perceptions of Additional Educational Support for Students with Disabilities: Challenges and Recommendations

QNRS Compliance

Project complies with QNRS: Yes
QNRS Area - Goals: 4. Social sciences, arts and humanities - SAH.1 Society
QNRS Objectives: SAH.1.1 Education and skills development
Stakeholders: QU, QF, DIIFSD, EC Universities, Social and Economic Survey Research Institute (SESRI)
QNRS Justification: Since 1995, the Emir of Qatar, Hamad bin Khalifa Al Thani, has led the country on a course of significant economic and social development. His reforms have positioned the country to be a leader in education reform in the Middle East. A number of changes to Qatar's kindergarten through grade 12 (Kindergarten–12) and higher education systems have been put in place. In 2002, implementation of the reform initiative, entitled Education for a New Era (ENE), began and the Supreme Education Council (SEC) was established to lead the reform. The SEC was designed to supplant the traditional Ministry of Education. The Supreme Education Council (SEC) established two administrative bodies and gave them direct responsibility for enacting policies and developing a plan for students with disabilities. These bodies were the Education Institute and the Additional Educational Support Needs (AESN) Department. The AESN was created to assist the schools in the use of best-practice teaching strategies to meet the needs of students with disabilities in the independent schools. This purpose of this study is to gain a greater understanding of how well schools are meeting the needs of students with disabilities from the perspective of special needs teachers and the school personnel who coordinator special need services in the school and classroom.

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Collaborator(s) - Faculty Member(s):

Collaborator(s) - Mentor(s):

Collaborative Institution Information

Budget:

Personnel & Expenditure Budget

Personnel Name	Role	Amount
Dr. Asma Al Attiyah	Primary Faculty Member	$6,000.00
Dr. Chris Coughlin	Faculty Member	$6,000.00
Maha Fakhry	Student	$4,000.00
Aljazi Alkuwari	Student	$4,000.00
haya Al-Quraishi	Student	$4,000.00
Asmaa Alsulaiti	Student	$4,000.00
Fatima Alsharoqi	Student	$4,000.00
Fatma Alajmi	Student	$4,000.00
	Total Personnel Cost	**$36,000.00**

Indirect Cost

Name	Amount
Indirect Cost	**$2,400.00**
	$2,400.00

Equipment Cost

No costs entered yet.

Software Cost

No costs entered yet.

Supplies Cost

No costs entered yet.

Travel Cost

Books, Publications and Presentations Cost

Name	Unit Cost	Quantity	Justification	Total Cost
Publication and presentation	$3,000.00	1	We will need to: 1. print questionnaires to be completed by the study participants 2. print and disseminate the findings of the study to stakeholders 3. publish findings in an open-access journal	$3,000.00
				$3,000.00

Miscellaneous Cost

Item Name	Justification	Total Cost
Incentive for participation	Incentive for participation (20 schools, $50 per school)	$1,000.00
Data Entry	Professional data entry	$1,500.00
		$2,500.00

Total Additional Expenses Budget: $7,900.00

Grand Total: $43,900.00

Research Plan File:

Date of Upload 4/9/2014 9:27:00 AM

Research Plan File Name: **Teachers_and_School_Coordinators_Perceptions_of_Additional_Educational_Support_for_Students_with_Disabilities_Submitted_Apil_9**

Ethical compliance

IRB Required? Yes

Social and Behavioral Research: Yes

Institution(s): Qatar University

Protocol file name:

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Quality Early Experiences: Initiatives in the United Arab Emirates

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Supporting Quality Early Experiences: Initiatives in the United Arab Emirates

The story of education in the UAE started when early communities were created, around 1900-1912. Educational activities were presented by Islamic scholars – open to everyone, children learned the Quran, writing the alphabet, and whatever knowledge the "Mutawa" (teacher) decided to teach. Education in the United Arab Emirates (UAE) has undergone major changes and improvement over the last decade. The society has witnessed major comprehensive development in both structure and services influenced by tremendous economic growth. Factors that have greatly influenced UAE education policy are imbedded in the UAE Constitution (2013) stating that education is fundamental for progress and should be compulsory and free at all levels of education.

The period of early childhood development is viewed as a most critical phase of human development with these early years playing a foundational role in building future successes (National Scientific Council on the Developing Child, 2007). Current research addressing brain development clearly emphasizes the importance of brain research on these early developmental years (Boyd, Barnett, Bodrova, Leong, Gomby, Robin & Hustedt, 2005). As is highlighted in numerous research findings the early years is a time when children acquire foundational knowledge and dispositions that have lifetime implications. Children who participate in high quality early care and education programs are likely to be more successful in later school, are more competent socially and emotionally, and show higher verbal and intellectual development than children who are not enrolled in high quality programs (Heckman, 2000; Schweinhart, Barnes & Weikart, 1993; Boyd, Barnett, Bodrova, Leong, Gomby, Robin & Hustedt, 2005). Educators and economists have long put forward the view that investment in children below compulsory school age is the most productive form of educational investment (Heckman &

Masterov, 2007). Quality care and education directly impacts children's learning and developmental outcomes (Fraser, 2008). With additional support from neurological studies there has been heightened interest in early childhood education, specifically at the preschool stage (Fox & Rutter, 2010; The National Scientific Council on the Developing Child 2007; Siegel & Hartzell, 2003; Gerhardt, 2004).

This overview provides an historical glimpse of the state of nursery education in the UAE. In the UAE nursery education is the terminology being used for preschool education. Nursery education in the UAE addresses the ages of birth to age 4. In this paper we will be using the term preschool.

Kindergarten under the regulation of the Ministry of Education in the United Arab Emirate has actively pursued initiatives to improve the quality of the Early Childhood Education sector. The historical beginnings and current status of this sector reflects an acknowledgement of the need to support and promote early care and development. The historical timeline follows:

- In 1968, the first public kindergarten was established in Abu Dhabi. By 1973, there were seven kindergartens throughout the UAE (Knowledge and Human Development Authority**,** 2011).
- In 2011, there were 124,173 children enrolled at the kindergarten level serving children aged four to five (UNESCO, 2011).
- Seventy percent of the Emirati children are enrolled in private kindergarten (Knowledge and Human Development Authority, 2011).
- Between 1980 and 2007 the Ministry of Social Affairs was responsible for public kindergarten. In 2007 this responsibility was transferred to the Knowledge and Human

Development Authority in Dubai (Knowledge and Human Development Authority, 2011).

- Kindergarten education is not compulsory and is free for all Emeriti citizens. Expatriates are expected to enroll their children in private programs (Knowledge and Human Development Authority, 2011).

Preschool education in the UAE addresses the ages of birth to age 4. From its beginnings, a variety of laws and initiatives have positively influenced the early childhood sector and enhanced the experiences provided to support children and families. These include:

- Introduction of a Federal Law in 1983 to regulate the licensing and functioning of preschool in the UAE (Federal Law No. 5). This was followed in 1984 with the establishment of the first licensed preschool.
- Establishment licensing guidelines to regulate preschool programs.
- Introduction of Federal Law No. 16 in 2006, requiring government departments with more than 50 female employees to establish preschools for children and their employees. It aims at providing ideal preschools for working mothers at Dubai government departments and organizations using best international standards through implementing the National Child Care Standards.

There is a currently an acknowledgement of the importance of the early years with a more focused emphasis by the Ministry of Social Affairs (2010) on putting into place structures addressing licensing regulations and quality guidelines for preschool programs. Quality Guideline Standards have been established through the Ministry of Social Affairs in collaboration with educational institutions in the UAE including Zayed University's College of Education. As stated by Mariam Mohammed Khalfan Al Roumi, Minister of Social Affairs in

addressing the objective of the standards, *to accomplish this aim the Ministry has laid down quality standards for the services provided by nurseries. Such standards are derived from the most modern local and international standards and from the bases on which the services provided reflects on the best nurseries in the world* (Ministry of Social Affairs, 2009). The document aims to:

- Ensure excellent services regarding care and welfare of children;
- Develop and improve the performance and of preschools according to internationally quality approved standards;
- Prepare quality classification levels to evaluate programs; and
- Ensure financial support by the government.

The Ministry of Social Affairs has undertaken the task of setting up licensing guidelines for the establishment and continuous monitoring of early childhood preschool programs. Programs are visited and inspected annually based on a developed quality assurance classification system. Preschools are rated on an A to E rating scale based on a comprehensive early childhood education criteria assessment system. Schools receiving a failing grade of *E* will be required to make a number of immediate changes and are further granted a six months grace period to upgrade every aspect of their program to acceptable levels. These quality standards address the extent to which programs meet or exceed criteria within the following areas:

- Supporting Children's Rights and Needs
- Promoting Community Responsibility
- Addressing Security, Health and Safety
- Maintaining an effective Administrative and Financial Management system

- Maintaining an effective Management and Technical Development system.

An important component of these quality standards is the emphasis on teacher qualification with a requirement that the Preschool Director, the Assistant Director and the classroom teacher/supervisor hold a degree in Early Childhood Education. There is also an emphasis on health and safety issues that includes; a requirement that each program has a certified nurse on staff with the responsibility of organizing and managing the clinic, providing daily health and safety checks of children, maintaining up to date health file on each child and supporting parents towards addressing health and safety needs of children.

Overall government financing of preschool education is minimal since the majority of early childhood programs are privately owned and adopt a for profit model (Karaman, 2011). Ministry of Social Affairs (2010) figures showed that the UAE has 248 private preschools, accommodating more than 19,000 children, while there are 26 government preschools.

Rapid economic growth in the UAE has brought large numbers of expatriates into the labor force. Thus, increasing numbers of preschools have been established to meet the demand.

Table 1: Preschools in Dubai and Number of Children Enrolled

Year	Number of Preschools	Number of Children Enrolled
1996	24	1, 911
2000	36	2,230
2004	55	2,540
2007	71	6,155
2009	84	7,594
2010	274	19,000

Sources: Ministry of Social Affairs (2010) and Knowledge and Human Development Authority**,** **(**2011)

Currently, approximately 90% of the preschools are used by expatriate families with less than 5 percent of Emirati children aged 0-4 being enrolled in preschool. This finding reflects the preference of Emeriti families for home-care, a tradition that may be influenced by family values

that support extended family living arrangements and discouraging the placement of young children in preschool. In many instances, care is being provided by maids in the home or through extended family arrangements. According to Bennett (2009), there appears to be a lack of knowledge of preschool services, including a lack of understanding regarding the importance of early quality experiences for children.

From the onset, the UAE constitution was formulated to safeguard the rights of women by providing them equal opportunities. Women therefore have the same legal status, claim to property, access to education, and the right to practice any profession (Halloran, 1999; Ministry of Information and Culture, 2004). With an increasing trend in mothers being in the workforce there appears to be a supporting shift in values. (Abdel-Rauf, 2000). With the increase of women in the workforce and the federal law requiring government departments with more than 50 female employees to establish preschools for children and their employees there is a need for quality childcare. Thus, providing ideal preschools for working mothers using best international standards through implementing the National Child Care Standards is essential.

There has been an uptake in the number of Emeriti families enrolling their children in preschool programs (Ministry of Social Affairs, 2011). The focus on creating a comprehensive Early Childhood Education system creates challenges to the implementation of the vision. Current challenges include:

- Training adequate numbers of teachers to satisfy the demand in the early childhood sector,
- Ensuring that services are accessible to rural communities;
- Maintaining appropriate quality assurance;
- Providing quality professional development opportunities to meet licensing requirements;

- Providing additional home school community linkages to support children and families;
- Providing better awareness campaigns on available preschool services;
- Enhancing the awareness to families regarding the importance of early quality experiences for children and providing parent education opportunities; and
- Providing supportive training opportunities for families who choose to use maid assistance for child care.

Viewing the investment in a comprehensive Early Childhood Education system as a key factor towards providing sustainable quality education, current early childhood reform initiatives in the UAE continue to emphasize better teacher preparation, greater program accountability, higher early childhood curriculum standards and the requirement of having qualified early childhood teachers and personnel. There are also opportunities being provided for continuous professional development and training through the current licensing guideline requirements. These trends bode well for the achievement goals set out in the Millennium Development Document-United Arab Emirates Report (2007), which emphasized support for the early and elementary education sector in linking education output with the economic, social, and cultural development needs of the UAE.

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April 30, 2014

To Whom It May Concern,

This is confirmation that the following excellent paper has passed favorably through peer review, has been accepted for publication in the One Voice International Collection of Scholarly Works 2014. The publication is currently under production. ISBN of number will be released in advance of delivery.

Mayers, G., Wooldridge, D.G., Coughlin, C. & Shafaie, S. (submitted). Early Childhood Initiatives in the United Arab Emirates. *International Collection of Scholarly Works 2014*, Philadelphia, PA.

We are honored to have this excellent paper included in the Collection this year.

Rosanna Pittella PhD
Co-Director

*7921 Deer Run Road * Glenside, PA 19038 * Phone: 267-287-8357 * Fax: 215-948-3398*

Class Portfolio Document Organization
PSY201: Introduction to Psychology
Fall 2013

1. Course Description
    - Syllabus
2. Course Teaching Philosophy
    - Course Teaching Philosophy Statement
    - Use of Blackboard
3. Sample Teacher Work
    a. Research Paper (with rubrics), Presentation (with rubrics), Midterm, Final
4. Sample Student Work
    - Discussion of Student's Work
    - Research Paper: Best
    - Research Paper: Average
    - Research Paper: Poorly written (in comparison with other papers)
    - Power Point Presentation: Best
    - Power Point Presentation: Average
    - Power Point Presentation: Not as well done
    - Students' Final Grades
5. Reflection

Course Portfolio PSY201 Introduction to Psychology

1. Course Description

Please refer to the syllabus.

UNIVERSITY OF QATAR
COLLEGE OF EDUCATION
Department of Psychological Sciences
Course Syllabus
Fall 2013

Course Number: PSY201
Course Title: Introduction to Psychology
Class Meeting Time: Female Section Sun-Tue 2:00 -3:15, Male Section Sun-Tue 3:30-4:45

Faculty Information:
Name: Dr. Chris Coughlin
Academic Title: Associate Professor
Office Location: College of Education, Room #220
Telephone Number: 5224
Office Hours: Monday 1:00-3:00, Wed 11:00-1:00 and by appointment.
Email Address: ccoughlin@qu.edu.qa

REQUIRED TEXT

- Passer, M., & Smith, R. (2011). *Psychology: The science of mind and behavior.* (5th ed.). New York: McGraw Hill.
  In text citation: (Passer & Smith, 2011)
- Other readings as assigned
- APA resources for students: http://www.apa.org/

COURSE DESCRIPTION

The course provides students with introductory knowledge and skills about the basic principles, methods, and areas of psychology, such as learning, memory, emotion, perception, physiological, developmental, intellectual, social, and abnormal. The aim of this course is to provide students with a basic overview of psychology as a behavioral science and to help them develop a more comprehensive and accurate understanding of human behavior. 3 credits.

RATIONALE

This course is designed to provide a general understanding of the basic elements of psychology, enabling students to meet the psychology requirement of their social work program.

Psychology can be defined as the scientific study of mental processes, emotions, and behavior. In this course, students will be introduced to current theory and research in psychology and how they're applied to solving both individual and social problems. It is impossible to understand ourselves or others around us without looking at how we the biological, environmental, and cognitive factors influence our behavior. Thus, this course will serve as an overview of the major

fields within psychology with an emphasis on developing an understanding of psychology as the science of human thought, emotion, and behavior.

Although this course is about psychology, an important underlying theme in the course will be the development of students' critical thinking abilities. Specifically, in many of our discussions and assignments, students will be asked to approach their work with the following four questions in mind:

- What is it that someone wishes me to believe?
- What evidence supports or refutes the truth or falsity of this belief?
- Am I being given *all* the evidence for or against the belief?
- Is there more than one way to interpret the evidence for this belief?

LEARNING OUTCOMES

At the end of this course, students will be able to:

1. identity the major fields of study and theoretical perspectives within psychology and articulate their similarities and differences.
2. differentiate between the major observational, correlational, experimental, and quasi-experimental designs used by psychologists and articulate the benefits and limitations of each.
3. identity and discuss the biological bases of behavior.
4. articulate the basic principles, major theories, and research concerning learning and cognition.
5. recognize the major theories of development, critical research on development, and developmental concepts from across the life span.
6. discuss the symptomatology, possible etiology, and proposed treatment for the major categories of psychological disorders.
7. identify and discuss the major theories and research from the area of social psychology.
8. develop a capacity for critical thought and reasoning.
9. read current literature related to a specific psychological topic and write a short paper discussing and evaluating this research.
10. write their paper in APA format.

INSTRUCTIONAL STRATEGIES

- Lectures
- Group discussions
- Class presentations
- Small group activities
- Self-reflection papers
- Use of library and multimedia resources

STUDENT EXPECTATIONS

Students are expected to read the text and understand a sizeable portion of its content prior to coming to class. Students should come to class actively prepared and contribute to the community of learners by being positive participants in discussions, presentations, and assignments. Classes will involve lectures, guest lectures, small group activities, and other types of active learning, such as problem

solving and role playing, during all of which students will be expected to take a proactive part in.

ASSESSMENT SYSTEM

Class activities:	10%
Presentation:	15%
Midterm Exam:	25%
Term Paper:	20%
Final Exam:	30%
Total:	**100%**

UNIVERSITY EVALUATION SYSTEM

GRADE		PERCENT
A	=	100 - 90
B+	=	89.99 - 85
B	=	84.99 - 80
C+	=	79.99 - 75
C	=	74.99 - 70
D+	=	69.99 - 65
D	=	64.99 - 60
F	=	59.99 - 0

Course Outline: This is a tentative schedule, subject to change

Week	Date: Week of	Topic	Text Book & Other Readings as Assigned
1	**September** 15	Introduction to the course	
2	22	The Study of Psychology	Chapter 1, other reading as assigned
3	29	Studying Behavior Scientifically	Chapter 2, other reading as assigned
4	**October** 6	Genes, Environment, Brain, Behavior, Sensation and Perception	Chapter 3, 4, 5, other reading as assigned
	13	Holiday	
5	20	Continued from previous week	
6	27	Consciousness, Learning and Memory	Chapter 6 other reading as assigned
7	**November** 3		**Midterm Exam Tuesday Nov 5**
8	10	Consciousness, Learning and Memory Motivation and Emotion	Chapter 7, 8 Chapter 11, other reading as assigned
9	17	Life Span Development	Chapter 12, other reading as assigned
10	24	Continued from previous week (**Note: Chapter 13**, Personality will be on the test but material will be covered through the research paper presentations.)	
11	**December** 1	Health and Wellbeing and Psychological Disorders and Treatment	Chapter 14,15 other reading as assigned
12	8	Continued from previous week	**Term Paper Due Tuesday, December 10**
13	15	Presentations	
14	22	Presentations	
15	29	Presentations and Wrap-Up	
16 & 17	**January** 5& 12	Final Exam	The date for the **Final Exam** – refer to campus Finals Schedule. The **Final Exam** will cover material post-midterm

Concerning Assignments and Correspondence:

1. **The instructor reserves the right to make changes to the syllabus, if needed, changes will be announced in class. Thus it is very important for students to attend class.**
2. **Any student who misses 25% of the classes will fail the course (please refer to Qatar University class attendance policy). As stated**

Attendance Policy from Student Handbook

Class participation and attendance are important elements of every student's learning experience at QU, and the student is expected to attend all classes. Keeping track of the student's attendance and observation of the student's performance in class are the responsibilities of the instructor. A student should not miss more than 25% of the classes during a semester. Those exceeding this limit will receive a failing grade regardless of their performance. In exceptional cases, the student, with the instructor's prior permission, could be exempted from attending a class provided that the number of such occasions does not exceed the limit allowed by the University. The instructor will determine the validity of an excuse for being absent. A student who misses more than 25% of classes and has a valid excuse for being absent will be allowed to withdraw from the course. This student will be exempted from fines associated with withdrawal.

3. **Missed in-class activities may not be made up.**
4. **No make-up quizzes will be given; the lowest score on one quiz will be thrown out.**
5. **Paper assignments are due at the beginning of the class on the assigned due date. Late papers will be accepted, however, points will be deducted. All late papers will automatically lose points and will not be accepted after one week post due date.**
6. **You must utilize Blackboard for all email correspondence; we will use Blackboard messages for email correspondence located on Blackboard under Course Tools.**

Concerning Class Rules:

- **please be considerate of others at all times;**
- **be on time and seated when class begins. Attendance will be taken within the first 10 minutes of class, thus students who come to class late risk being marked absent;**
- **remain in your seat until class is dismissed (except in the event of an emergency);**
- **refrain from talking or causing distractions when others are speaking;**
- **silence all cell phones; cell phones must be kept in your purse or book-bag -- do not answer your cell phone in class. If you must take/make a phone class, you will need to leave class;**
- **no texting during class;**
- **please do not use your laptop in class to peruse the web for personal reasons -- it can be very distracting to other students. You can utilize your laptop in-class as long as it pertains to the class.**

Student Complaints Policy:

Students at Qatar University have the right to pursue complaints related to faculty, staff, and other students. The nature of the complaints may be either academic or non-academic. For more information about the policy and processes related to this policy, you may refer to the students' handbook.

SPECIAL NEEDS

In accordance with Law No 2 of the year 2004, and Article 49 in the Constitution of Qatar: "Education is the right of all.", and "the State shall extend efforts to achieve fair and appropriate access in education for all". Qatar University seeks to ensure fair and appropriate access to programs, services, facilities, and activities for students with special needs. Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss your specific needs. Please contact the Office for Disability Services to coordinate reasonable accommodations for students with documented disabilities.

Special Needs Section

Student Activities building
Men's Campus: 44033854, Fax: 44838925; Women's Campus: 44033843, Fax: 44839802;
Email: specialneeds@qu.edu.qa; Office hours: 7:30 AM – 2:30 PM

STUDENT COMPLAINTS POLICY

Students at Qatar University have the right to pursue complaints related to faculty, staff, and other students. The nature of the complaints may be either academic or non-academic. For more information about the policy and processes related to this policy, you may refer to the students' handbook.

ACADEMIC HONESTY

Qatar University is an academic community actively engaged in scholarly pursuits. As members of this community, students are expected to recognize and honor standards of academic and intellectual integrity. The College of Education supports the ideals of scholarship and fairness by rejecting all dishonest work when it is submitted for academic credit. Qatar University encourages students to be responsible and accountable for their decisions and actions. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty. Academic dishonesty and plagiarism are described on ***page 37*** **in the Qatar University Student Handbook.**

LEARNING SUPPORT

Qatar University operates Learning Support Centers on each campus to provide services to students to supplement their in-class instruction and ability to meet course requirements. These services include tutoring, acquiring efficient learning skills and strategies, academic and learning assessment (in conjunction with the Counseling Center), and writing labs and workshops. Information about the Learning Center may be found at http://www.qu.edu.qa/students/services/slsc/

Support for Students with Special Needs

It is Qatar University policy to provide educational opportunities that ensure fair, appropriate and reasonable accommodation to students who have disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to contact their Instructor to ensure that their individual needs are met. The University through its Special Needs Section will exert all efforts to accommodate for individuals' needs.

Contact Information for Special Needs Section:

Tel-Female: (00974) 4403 3843

Tel-Male: (00974) 4403 3854

Location: Student Activities Building

Email: specialneeds@qu.edu.qa

Academic Support and Learning Resources

The University Student Learning Support Center (SLSC) provides academic support services to male and female students at QU. The SLSC is a supportive environment where students can seek assistance with academic coursework, writing assignments, transitioning to college academic life, and other academic issues. SLSC programs include: Peer Tutoring, the Writing Lab, Writing Workshops, and Academic Success Workshops. Students may also seek confidential academic counseling from the professional staff at the Center.

Contact Information for Students Support and Learning Resources:

Tel: (00974) 4403 3876

Fax: (00974) 4403 3871

Location: Female Student Activities Building

E-mail: learningcenter@qu.edu.qa

Student Complaints Policy

Students at Qatar University have the right to pursue complaints related to faculty, staff, and other students. The nature of the complaints may be either academic or non-academic. For more information about the policy and processes related to this policy, you may refer to the students' handbook.

Declaration

This syllabus and contents are subject to changes in the event of extenuating circumstances. The instructor (with approval of the Head of Department) reserves the right to make changes as necessary. If changes are necessitated during the term of the course, the students will be notified by email communication and posting the notification on the online teaching tool Blackboard. It is student's responsibility to check on announcements made while they were absent.

Faculty signature and date

OTHER ONLINE RESOURCES FOR STUDENTS

- http://www.apa.org/students
- http://www.bps.org.uklbps/roles/Student.cfin
- http://psychology.about.com/od/glossaryfromatoz
- http://www.psychologymatters.org/glossary.html
- http://psychcentral.com/resources/Psychology
- http://www.psychology.org

6. Reflection

I very much enjoyed teaching this Introduction to Psychology for the first time this past semester. I found most of the students to be engaged in the course. In terms of changes I will make, if I have the opportunity to teach this class again, I think I will need to look at the amount of material that needs to be covered. I would like to leave more class time for discussion. However, this can be quite challenging in terms of larger classes, but I know students gain more from a class when they feel engaged.

I would not change the exams. I think requiring a midterm and final worked well and I was generally pleased with the overall quality of the students work. I felt the exams kept the students on top of the course material.

Students enjoyed the guest speaker. I was able to schedule Aisha A Ahmadi to come to the classes to share with the class her background in Counseling Psychology. Based on student reflections concerning Aisha's class visit, the students were very impressed with her presentation. The males, however, were more critical and did not seem to get as much out of the presentation; as shared, they would have liked to have had more time to ask questions.

Blackboard Discuss was utilized. I utilized it for the students to reflect on various class topics, and copies of the Discussion Board topics are included.

I think requiring the students to write a research based paper and present it to the class are two excellent assignments, which I would require again. This is a skill they need to learn, and I think this is the perfect class to help develop and support that skill.

As I previously have stated, teaching this class was a delight. I certainly would have liked to have seen more males enrolled in the course and would hope that the enrollment would improve next time it is offered. Thank you for this opportunity, and I certainly hope I will be able to teach the class again next year.

I have included student evaluations of the class, as you can see the overall rating in terms of "Statements related to the faculty member" ranged from 100% to 80%" with an average of 91.37% for the females, and 100% for the males. In terms of "Statement about the Course", the ratings ranged from 100% to 84.44% with an overall rating of 88.89% for the females and 100% for the males. There is some caution warranted in these evaluations in terms of the low number of responses, particularly for the males – only one male responded. Overall, I was very pleased with the student evaluations but in teaching this course again, as previously noted, I will managed the material a bit

better so that we can engaged in more student interaction and sharing during classes, which I know will make the class more enjoyable for the students.

4. **Sample of students' work**

As you can see, in looking at the 'best' paper, it truly demonstrates stellar work. The students were given a choice in terms of the topic of their paper. The choices were:

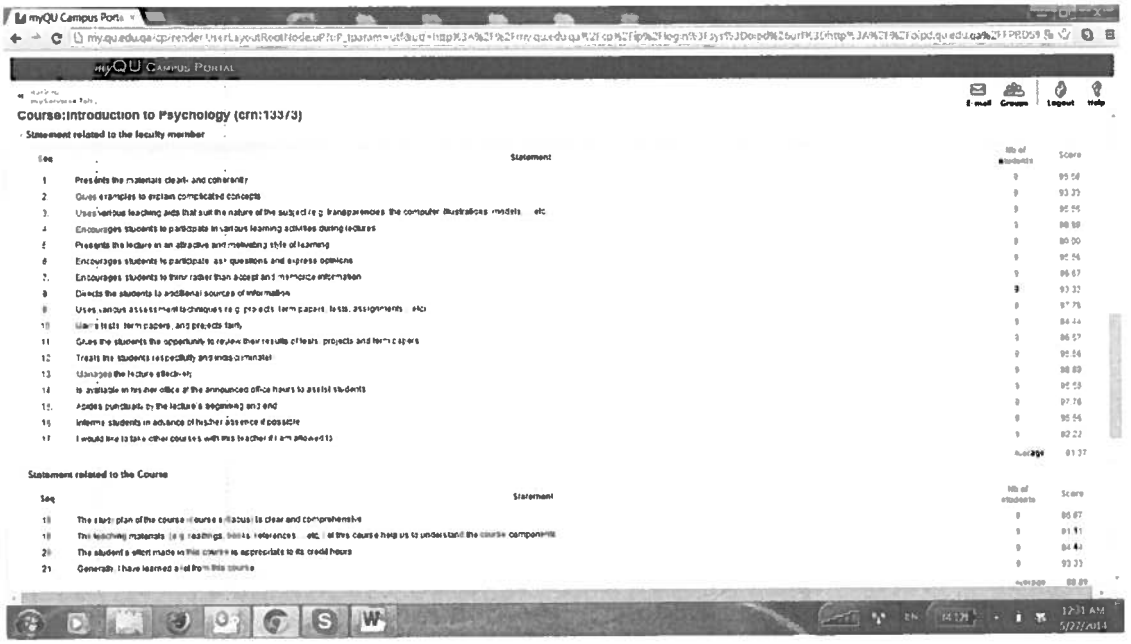
1. **The causes of "evil."** The textbook and lectures discuss Stanley Milgram's famous obedience experiments (described in the Social Psychology chapter), in which ordinary people obeyed "evil" commands and delivered painful electric shocks to innocent victims simply because the experimenter told them to do so. **What do you think is the cause of the evil behavior?** Was it something inside the person (his/her personality traits, bad genes, etc.), or was the evil behavior caused by the person's environment (a bad upbringing, bad social influences, etc.). Is evil behavior ever purely a function of just the person or just the situation? Whatever explanations you offer, would you use the same explanations to account for "evil" behavior in the world at large – e.g., men who rape, corporate officers who steal money from workers and stockholders, genocides, people and corporations who destroy the environment and pillage the planet…etc.? Be sure to refer to appropriate research and theory; cite research to support your statements, conclusion. Your paper will have at least 2 main sections. Section 1 of your paper will discuss the topic and the final section, Section 2, will discuss if you as a group agreed in your conclusions? If so why, if not, why not? Be creative in the way you address this topic, but be sure to cite research to support your statements, conclusions!
2. **Analyzing Personality in Terms of the Nature-Nurture Debate.** Describe your personality, for example, in terms of the Big Five personality traits, ecological systems perspective (Urie Bronfenbrenner), etc. How much do you think your traits result from nature (i.e., genetics, heredity) and how much do you think they result from nurture (how you were reared, your environment, personal experiences). Issues you might consider: How similar is your personality to your parents' personalities and to your siblings' personalities? Why are you similar or dissimilar to your close family members in personality? Be sure to refer to appropriate research and theory; cite research to support your statements, conclusion. Each co-author of the paper will address these questions concerning their personality and then you will discuss how similar, dissimilar your personalities are as a group working on this paper. What do you think accounts for the similarities and differences among the co-authors? In terms of organizing your paper, if there are 3 of you working on this paper, I would expect 4 sections to your paper -- a section for each of you to discuss/address the questions pertaining to your own individual personality (Sections 1, 2, and 3) and the last section (Section 4), would address similarities and difference among your personalities and what you as a group thinks accounts for those similarities and differences. In terms of each of your personalities, what made working together easy, difficult…etc.

Students were required to read 'peer reviewed research articles' and use the research to support the information included in their paper. A research based paper and application of theory is a challenging paper to write, and overall I was very pleased with the papers. One of the best papers in the class is included. The title of the paper is "The Causes of Evil – Understanding Young Psychopathic Criminals".
As you can see, this is an excellent paper and adheres to all the assignment requirements. I have also included a paper titled, "Personality". There were no major problems with the paper but it could have used a bit more re-writing to make it a more interesting, better constructed paper, but all-in-all, it was well done. Finally, I have included the paper assessed as one of the lowest in the class, "Non-Stop Battle of Evil" This paper received a low mark and simply reflects a student who needed to spend more time writing for clarity. As noted, her paper needed research to support her statement, conclusions, and without providing research support, her paper received a low mark. I provided numerous opportunities for each student to get feedback on multiple draft copies of their papers. The students who really took advantage of this feedback submitted the best papers in the class.

In terms of the student presentations, I have included copies of the best, okay, and worst (in that order). Overall, the students did very well with their presentations. Out of 15 points, the points ranged from 12 to 15 (and one student who received 0 points did not present her paper), and I have also include the best, okay and worst presentations, also in that order.

All included is a sample to students Blackboard discussion.

Student Evaluations



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E-mail Groups Logout Help

Course:Introduction to Psychology (crn:13373)

Statement related to the faculty member

Seq	Statement	No of students	Score
1	Presents the materials clearly and coherently	9	95.56
2	Gives examples to explain complicated concepts	9	93.33
3	Uses various teaching aids that suit the nature of the subject (e.g. transparencies, the computer, illustrations, models, etc	9	95.56
4	Encourages students to participate in various learning activities during lectures	9	88.89
5	Presents the lecture in an attractive and motivating style of learning	9	86.00
6	Encourages students to participate, ask questions and express opinions	9	95.56
7	Encourages students to think rather than accept and memorize information	9	96.67
8	Directs the students to additional sources of information	9	93.33
9	Uses various assessment techniques (e.g. projects, term papers, tests, assignments, etc)	9	97.78
10	Marks tests, term papers, and projects fairly	9	84.44
11	Gives the students the opportunity to review their results of tests, projects and term papers	9	86.67
12	Treats the students respectfully and kindly in general	9	95.56
13	Manages the lecture effectively	9	88.89
14	Is available in his/her office at the announced office hours to assist students	9	95.56
15	Applies punctuality to the lecture's beginning and end	9	97.78
16	Informs students in advance of his/her absence if possible	9	95.56
17	I would like to take other courses with this teacher if I am allowed to	9	82.22
		average	91.37

Statement related to the Course

Seq	Statement	No of students	Score
18	The study plan of the course (course syllabus) is clear and comprehensive	9	86.67
19	The teaching materials (e.g. readings, books, references, etc.) of this course help us to understand the course components	9	91.11
20	The student's effort made in this course is appropriate to its credit hours	9	84.44
21	Generally, I have learned a lot from this course	9	93.33
		average	88.89

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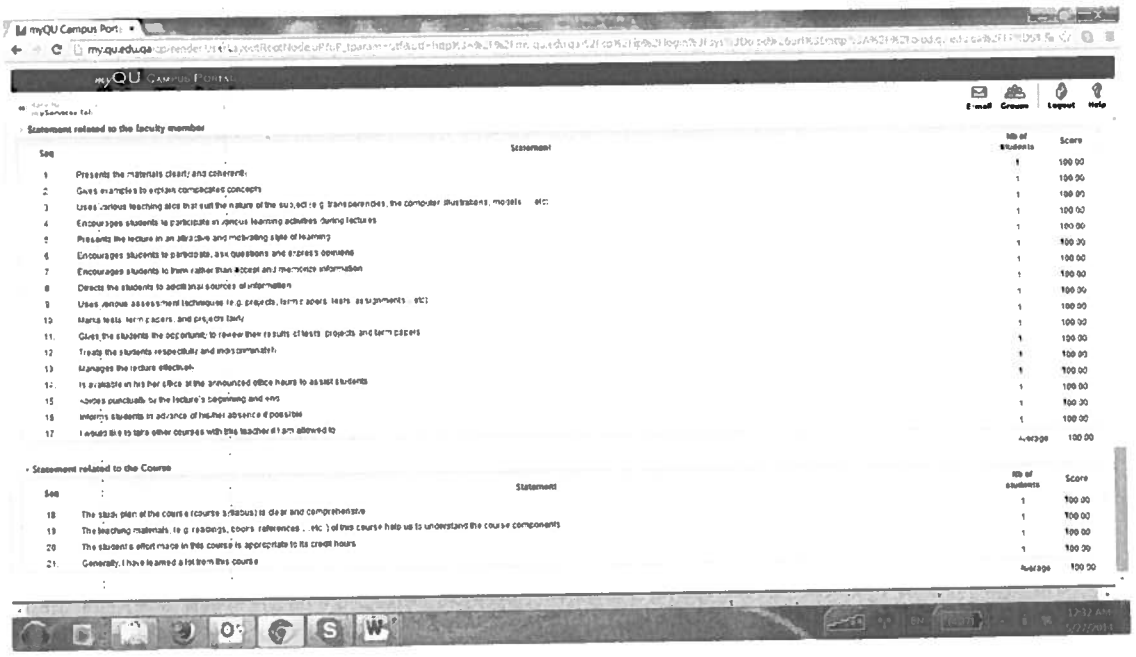

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Statements related to the faculty member

Seq	Statement	No of Students	Score
1	Presents the materials clearly and coherently	1	100.00
2	Gives examples to explain complicated concepts	1	100.00
3	Uses various teaching aids that suit the nature of the subject (e.g. transparencies, the computer illustrations, models ... etc)	1	100.00
4	Encourages students to participate in various learning activities during lectures	1	100.00
5	Presents the lecture in an attractive and motivating style of learning	1	100.00
6	Encourages students to participate, ask questions and express opinions	1	100.00
7	Encourages students to think rather than accept and memorize information	1	100.00
8	Directs the students to additional sources of information	1	100.00
9	Uses various assessment techniques (e.g. projects, term papers, tests, assignments ... etc)	1	100.00
10	Marks tests, term papers, and projects fairly	1	100.00
11	Gives the students the opportunity to review their results of tests, projects, and term papers	1	100.00
12	Treats the students respectfully and understandably	1	100.00
13	Manages the lecture effectively	1	100.00
14	Is available in his/her office at the announced office hours to assist students	1	100.00
15	Arrives punctually to the lecture's beginning and ends	1	100.00
16	Informs students in advance of his/her absence if possible	1	100.00
17	I would like to take other courses with this teacher if I am allowed to	Average	100.00

Statement related to the Course

Seq	Statement	No of Students	Score
18	The study plan of the course (course syllabus) is clear and comprehensive	1	100.00
19	The teaching materials, (e.g. readings, books, references ... etc.) of this course help us to understand the course components	1	100.00
20	The student's effort made in this course is appropriate to its credit hours	1	100.00
21	Generally, I have learned a lot from this course	Average	100.00

Running head: CAUSES OF EVIL

Research Paper

The Causes of Evil- Understanding Young Psychopathic Criminals

Saara Bumadian 200910554

Haya Al-Thani 201104693

Kaltham Al-Majid 201108115

Introduction to Psychology L51

Qatar University

"Man is the cruelest animal."- Friedrich Nietzsche. Serial killers, child abusers, rapists and con artists commit different types of crimes, but all seem to share one thing in common; they are evil. Most dictionaries generally define evil as any immoral action that results in harm or injury to others. However, this general understanding of evil is not always black and white. One problem with trying to define it is that the way one understands evil depends on their understanding and conception of morality. Another problem is that acts of evil can be done intentionally and unintentionally and are excusable if they are done unknowingly. It is also necessary at times for one to commit evil to prevent an even worse outcome, such as in cases of self-defense. Therefore, not every person who engages in an evil act is considered an evil person. Evil people are the agents of gratuitously evil actions and are fully aware of the pain that they are inflicting on others. They are also familiar with the moral principles of society that do not encourage nor support these actions yet, they still choose to act in evil ways without any feelings of guilt or remorse. Evil characters have existed throughout history; however, we tend to ignore the fact that some of the most unimaginable crimes were committed by children and young adults. Researchers for decades have been trying to understand evil in people. The first section of this paper will focus on studying children and young adults who have been labeled as psychopathic criminals in order to determine the underlying causes of their evil actions. The second section will contain a case study of a young psychopathic criminal in order to determine whether the causes of evil stated in this paper can be applied in the case. The third and final section of the paper will discuss the conclusions of the authors and their thoughts on the causes of evil in children and young adults.

SECTION ONE: Understanding Young Psychopathic Criminals

In order to understand the reasons why young psychopathic criminals engage in evil acts, it is important to first understand the meaning of a psychopath and to also differentiate between psychopathic and non-psychopathic criminals. The term psychopath is used to describe people with a personality disorder characterized by a number of interpersonal and behavioral traits. Common Psychopathic traits include lack of empathy, frequent violation of social norms and egocentricity (Harpur, Hakstian & Hare, 1988). Psychopaths are also manipulative and narcissistic. Qualified examiners have used the psychopathy checklist which was developed by Robert Hare, a Canadian Psychologist, in 1970 to rate psychopathy in people. It has been used as a valid instrument to rate an individuals' psychopathic tendencies. Some criminals, regardless of their age, participate in criminal activities; however, not all are considered psychopaths. Psychopathic criminals usually plan their crimes ahead of time, their motivation to commit a crime comes externally and they tend to be coldblooded by nature. However, crimes committed by non-psychopathic criminals are usually crimes of passion and the criminal has an emotional connection with the victim (Woodworth & Porter, 2002). A study published in the journal of Law and Human Behavior states that homicides committed by psychopathic offenders contained a higher level of gratuitous and brutal violence in comparison to homicides by non-psychopathic offenders (Stephen, Woodworth, Earle, Drugge & Boer, 2003)

Researchers have attempted to find a biological explanation as to why some individuals engage in evil actions. One biological reason that can help in understanding evil in people was stated in an article published in the Nature Neuroscience journal. The authors studied the long-term effects of early prefrontal cortex lesions which occur before the age of two in addition to prefrontal cortex damage that occurs in adulthood; in order to examine the behavioral differences

in diagnosed patients. Patients diagnosed with damage in the prefrontal cortex at an early age as well as those diagnosed in adulthood showed normal cognitive functionality; however, they had impaired social behavior. In addition, they made decisions with no sensitivity to the future consequences to these decisions. The also had defective autonomic responses to punishment. However, unlike the patients who were diagnosed with prefrontal cortex lesions in adulthood, those who suffered from it in an early age, had defective moral and social reasoning. This means that their ability for complex social conventions and moral rules had been compromised. The article also stated that this condition of severe prefrontal cortex syndrome in which one is diagnosed at an early age resembles psychopathy (Anderson, Bechara, Damasio & Tranel, 1999).

Damage in the prefrontal cortex can be caused by many things such as head traumas and even tumors and it should be treated early. The importance of the prefrontal cortex to function properly is crucial since it has been found to play a major role in cognitive functioning and also has the ability to translate ones thoughts into actions in accordance to internal goals (Miller & Cohen, 2001). Another study published in the Psychological Bulletin journal adds that impairment in the prefrontal cortex may result in the inability to separate between action and knowledge, impair the ability to monitor personal behavior and result in attitudes of apathy all of which have been associated with psychopathic behavior (Stuss & Benson, 1984).

Most people with personality disorders, including psychopaths are prone to anger. Humans by nature possess a natural ability in which they are able to control their anger even in situations where they may be in distress. This natural mechanism is essential for the development of moral distinction. It is presumed that psychopaths lack this violence and anger inhibitor. A

causal model was developed to depict how the lack of this mechanism could help explain the core behavioral symptoms associated with psychopathic disorders (Blair, 2005).

When trying to understand the biological and genetic causes that drive psychopaths to participate in evil acts, researchers have focused on trying to understand why psychopaths cannot feel sympathy to others' pain. The study of empathy in humans has been common by many researchers interested in understanding human behavior. The tendency for aggressive and violent behavior has been used as an indicator of trouble in an appropriate empathic response to the suffering of another individual (Blair, 2005). It is presumed that lack of empathy could be a result of a dysfunctional neural circuit in the brain that is involved in recognizing emotional expressions that indicate suffering in other individuals. Years of studying neuroimaging has found a positive correlation between those who engage in violent and aggressive behavior and functional deficits in brain regions where emotion recognition is involved, specifically the amygdala. In addition, deficits in brain areas where regulation of emotional behavior, specifically the orbitofrontal cortex can and in many cases will lead to aggressive and antisocial behavior (Sterzer, Stadler, Poustka & Kleinschmidt, 2007).

great info

Most of the research done about psychopathic criminals, regardless of their age, revolves around male psychopaths. The results from the research conducted on male psychopaths cannot be generalized to the female population due to sex and gender differences. A study done on gender differences and psychopathy in young children concluded that remarkable differences between psychopathic boys and girls exist. Girls surprisingly showed significantly higher levels of physical and interpersonal aggression than boys. In addition, boys were highly aggressive towards other boys, where girls showed high levels of aggression towards both boys and girls. Girls also showed more emotionality and brutality and when socially provoked, showed higher

levels of anxiety and distress. However, the study concluded that males tend to have higher violent crimes rates than women and this may have a lot to do with the opportunities males have to commit crimes (Stickle, Marini & Thomos, 2012).

Prefrontal cortex lesions, inability to suppress anger, lack of empathy and gender have all been studied by experts to explain the biological reasons for evil behavior. However, it is sometimes possible for good people with none of the previous biological problems to become perpetrators of evil. Therefore, trying to understand the inner determinants is not enough, in most cases there is an external catalyst that causes one to do evil. For this reason, factors in the external environment must be studied to fully understand the causes of evil.

The Stanford prison experiment is a famous experiment that was carried out in 1970 by Phillip Zimbardo that illustrated how the power of the situation and perception of anonymity have the ability to transform good citizens into evil doers. In his book, The Lucifer Effect, Phillip Zimbardo examines in depth the transformation in human character with the participants of the Stanford prison experiment. The most valuable contributions the Lucifer Effect had was the comparison Phillip Zimbardo draws between the Stanford prison experiment and the Abu Gharib horrific acts of violence (Zimbardo, 2007). Abu Gharib prison, which is a correctional facility in Bagdad, was where human rights violations against Iraqi prisoners were held. The prisoners were abused physically and sexually and were also killed by the United States army and Central Intelligence. It is important to point out the ages of the participants in the Stanford Prison experiment in addition to the ages of the members of the US military in the Abu- Gharib prison. The Stanford Prison participants were young males who were undergraduate students thus; their ages most likely ranged between 18 and 24. Some members in the US military who tortured the Iraqi prisoners were as young as 21 such as Lynndie England who took part in the torturing of

the prisoners. The power of the situation has the ability to influence people and any person, regardless of their age, can go from being good to committing the most unimaginable evil crimes.

Many researchers studying delinquent behavior have tried to determine whether the type of environment children are brought up in can influence their behavior in the long run. In an article studying childhood abuse, a total of 604 federal male inmates were studied to determine the effects childhood abuse and neglect can have on violent and aggressive behavior in adulthood. The findings of the study showed that men who were abused as children are three times more likely to engage in violent acts than those who were not abused. In addition, the type of abuse that was endured as a child was similar to the type of abuse that was inflicted on others as an adult. For example, those who were sexually abused as children in most cases were sexual abusers as adults (Dutton & Hart, 1992). In many cases, those who grow to be abusers were usually healthy children with no psychological or biological problems. It is the type of environment that they were raised in and the people who they were surrounded by that have made such a negative impact on their behavior in the long run. Another study found additional negative effects on behavior that have resulted from early childhood abuse and neglect. The study states that emotional instability and depression are also some of the consequences of childhood abuse. In addition, neurobiological research has also found that early abuse can alter psychological response to stressful stimuli which can have a significant effect of the child's ability to socialize in the future (Stirling & Jackson, 2008).

Another external factor that should be examined when studying behavioral problems in children and young adults is the influence of violent media and video games. Many studies have found that exposure to violent media including violent imagery in movies, music videos and

television can affect one's thoughts and emotions which can then lead to aggressive and fearful behavior, especially in boys (Browne & Giachritsis, 2008). In addition, due to the popularity of violent video games in the past decade, researchers began to question the effects it has on the players' behavior. In a study published in the Journal of Experimental and Social Psychology, 22 males and 21 females were randomly assigned to play either a violent or a non-violent video game. They then competed with one of their opponents in a reaction time task which allowed for provocation and revenge. The punishment level set by the participant was used to measure aggression. The results of the study concluded that the participants who played the violent video games showed more aggression in punishment than those who played the non-violent video games. The study also showed that these effects were larger for the male participants than the female participants (Bartholow & Anderson, 2002). The main issue with violent video games is that they have been linked to a series of school shooting sprees, homicides and beating deaths perpetuated by adolescent boys. The similarity between the crimes and violent video games is being studied closely to determine whether a relationship between the crimes and the extent of which children and young adults play video games can be found (Anderson, 2004).

You can simply refer to the author(s)

great study to cite

SECTION TWO: Case Study

Children possess a genuine innocence that differs from adults since they have no preconceived notions due to their lack of experiences. However, Mary Bell is an example of a child who is in no way innocent, and has committed frightening crimes at such a young age. In the summer of 1968 in Newcastle England, Marry Bell was arrested for the murder of two young boys and she was only 11 years old.

Martin Browne was the first to be murdered by Mary and was found asphyxiated in an old house. His death was written off as accidental. Brian Howe who was three years old was found dead months later. After examining Brian's body post-mortem, they concluded that he had been strangled to death and had found puncture wounds all over his body and the letter "M" had been carved into his skin. The day of Brian Howe's funeral, family and friends grieved and cried over the death of the little boy except for Mary. She rubbed her hands together and could not contain her laughter. The police began investigating children in order to get answers. Two young girls immediately caught the attention of the investigators. Mary Bell and Norma Bell, who are not related, seemed suspicious when they were interviewed. They mentioned details about the crime scene that was confidential and for this reason they had been interviewed several times and their stories were changed each time ("Life detention for," 1968).

Norma and Mary were both arrested after they had broken into and vandalized a local nursery. The police found four notes and one had details of the death of the first young boy who was murdered, Martin Brown. Both girls accused the other of squeezing Brian's throat and Mary had blamed Norma for the cuts on Brian's body. Mary had informed Norma of the damage she had done to Brian Howe. She also took her to the woods where he was murdered to show off

what she had done. Norma had helped Mary break into the nursery and helped in writing the notes, but she was not involved in either of the murders. Norma was found not-guilty. The results of the investigation had exposed the truth. Other children had admitted to Mary's violence and they confessed that she had tried to strangle them in the past. The accumulation of evidence was not in Mary's favor and she was found guilty of the murder of the two boys. Mary's response to the murder of Brian Howe was "Brian Howe had no mother, so he won't be missed." She was sentenced to a life imprisonment ("Life detention for," 1968).

Trying to understand how a child could do such evil is complicated. Mary grew up in an abusive environment. Her mother was an unstable 17 year prostitute when she had Mary. On different occasions, she had left her with relatives and sometimes even strangers. The worst part is that her mother had forced her to participate in perverted sexual acts when she was a young child. Her father also had problems of his own. The first few years of Mary's life, the father was not in the picture. Years later he had come back into their lives and married Mary's mother; however, he was usually out of work and had a criminal record of his own ("Life detention for," 1968).

The murders Mary Bell committed are in no way acceptable and her lack of empathy, remorse and antisocial behavior make her a psychopath. Her aggressive and violent acts have turned her into a criminal at such a young age. Focusing on genetic and biological reasons to explain her behavior is not enough. If anyone was brought up in the environment she had been brought up in, chances are they would have psychological issues of their own. The abusive environment and neglect that Mary experienced early in life has no doubt influenced her behavior in a negative way. Mary Bell may be a psychopath, but mostly she is a product of a dysfunctional family that was deprived from a normal childhood.

well-being of the child. We believe that neglecting children when they are young can do more harm than good. We also believe that Mary Bell's parents could have spared the lives of the two boys who were murdered if they had succeeded in forming a secure attachment. Children can be compared to a sponge in the sense that they soak up every little detail from the environment surrounding them. They pick up on little things and these little details are stored in their long-term memory and their personalities develop based on what they experience beginning from a young age.

For the purpose of this paper, we focused only on psychopathic criminals, specifically children and young adults. We only focused on young psychopathic criminals who are the perpetrators of the most brutal and violent crimes such as abusers, rapists and killers, because trying to understand how a child or young adult can do such evil really puzzled us. In our opinion, we believe that these crimes are the evilest crimes one can commit. However, we also believe that people who steal millions of dollars from large organizations, or managers that give orders to pollute cities and villages because of their factories and manufacturing activities are considered evil people as well. As a group we believe that evil comes in different forms. By stealing money and polluting the environment, a person is still causing great harm to others. However, we believe that all these evil doers may share similar biological problems such as a lack of empathy and guilt, but we think the driving force behind the different types of crimes come from different external catalysts. This brings us back to the point that we cannot focus only on genes, we must look at the environment as well in order to fully understand why certain people do the things they do.

Finally, it is important for experts and psychiatrists to be very skeptical before labeling people, especially children, under the age of 10, as psychopaths. Mental and personality

disorders are socially unacceptable and can have negative consequences in the future, especially if misdiagnosed. Frick (2002) argues that personality traits are relatively stable from adolescence into adulthood. However, an important thing to take into consideration when dealing with adolescents is that adolescents seem to possess personality traits that resemble psychopathic traits and in many cases, psychopathy in adolescence has a high false-positive rate. The reason for this is because adolescence is the period for developmental changes. In addition, they tend to be more impulsive and less empathetic than adults. For this reason, there should be great sensitivity and careful study of each individual case before classifying someone as a psychopath, especially for young children and adults.

This is
An excellent
Paper!
Well done!

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Personality

Introduction to psychology

Dr. Chris Coughlin

Fall 2013

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Introduction :

Human sometimes act, feel, think in a situation and they do not know why .they will ask themselves why did I felt that, or act that way? This question leads to an important matter, or subject that every individual should know about them self, which is Personality. There are many definitions for personality, and it is been studied from many psychological perspectives. However, there is a definition close to what I think personality is in Passer and Smith book , which is " Personality as the distinctive and relatively enduring ways of thinking, feeling, and acting that characterize a person's responses to life situations"(Passer and Smith, 2011).someone's Personality is his/her own thoughts, feelings, and believes that they optioned from unique experiences they been through , also their own biology from gender, genes, and brain function. In this paper I will be discussing some personality theories, such us the trait perspective and I will be discussing the five factor model, then I will talk about the biological foundations of personality from genetics, temperament, and gender. Furthermore, I will discuss culture effect on shaping personality, finally I will be discussing if personality can be changed or developed. Moreover, I will analyze my own personality by giving examples while discussing theories of personality.

Trait Theory:

Trait theories described personality using words that define the way people behave differently in the same situation, they wanted to capture everyone's individual trait, so they came up with Cattell's 16 dimensions. However, they thought it is more than they need, and they wanted to

categorize personality in a basic structure. Furthermore, they wanted to guess real-life behavior, so they came up with the big five factors (Passer and Smith, 2011).

In the following table we can see the big five personality factors and the behavioral facets :

	Big five factors	Behaviors(facets)
O	Openness versus closedness to experience	Ideas (curious)
		Fantasy (imaginative)
		Aesthetics (artistic)
		Actions (wide interests)
		Feelings (excitable)
		Values (unconventional)
C	Conscientiousness versus lack of direction	Competence (efficient)
		Order (organized)
		Dutifulness (not carless)
		Achievement striving (thorough)
		Self-discipline (not lazy)
		Deliberation (not impulsive)
E	Extraversion versus introversion	Gregariousness (sociable)
		Assertiveness (forceful)
		Activity (energetic)
		Excitement – seeking (adventurous)

		Positive emotion (enthusiastic)
		Warmth (outgoing)
A	Agreeableness versus Antagonism	Trust (forgiving)
		Straightforwardness (not demanding)
		Altruism (warm)
		Compliance (not stubborn)
		Modesty (not show – off)
		Tender- mindedness (sympathetic)
N	Neuroticism versus emotional stability	Anxiety (tense)
		Angry hostility (Irritable)
		Depression (not contented)
		Self- consciousness (shy)
		Impulsiveness (moody)
		Vulnerability (not self – confident)

In this part I will a[illegible]y [illegible]e own person[illegible]it[illegible]d [illegible]e big five .

- First Openness v[illegible]rs[illegible]osedness to ex[illegible]ce[illegible]k[illegible] open to experience because I like to challenge[illegible]ny[illegible] sometimes, b[illegible]m[illegible]I [illegible]only try crazy things about something I am [illegible]te[illegible]d on, for exa[illegible]ti[illegible]ce [illegible]orean food. Furthermore, I really like art, i[illegible]t i[illegible]wing, paintin[illegible]hi[illegible]io[illegible]d cooking all kind of food.

However, I do not have a wild imagination, yet I do feel excited when I am doing something new or even I love.

- Second Conscientiousness versus lack of direction : I think I lack of direction because I do not give someone instructions much attention for example if my mother told me be careful and close the door so no enter, or one I did not think in a useful way of entering the room because the key was with my sisters, so I broke the window instead without if they are near or not, also I try to organize my schedule, butI fail to follow it.
- Third Extraversion versus introversion : I think I am Extraversion because I like waking more than sitting, and I really enjoy sports specially running , and I can say I am a warm person that people can open them self to , where they do not afraid of someone judging them or letting out there secrets.
- Froth Agreeableness versus Antagonism : I think more agreeableness because I always try my best to understand why someone did that and to forgive them, also I do care about other and spicily who are In need for something and I try to give and chare like when I do some food for my sister in the Moring or when she is busy and could not go bring her something, or with my cloth and even driving when it is crowded to let other relax.
- Fifth Neuroticism versus emotional stability : I think I am neuroticism. I am very shy whenever I am in the spot light, I always like to feel It is not about me so I do not feel nerves or tensed for example when I take an exam in a quiet classroom I get distracted my hand shack or my stomach hurts, and I cannot say myself confident is weak because I know I can do great things. However, I am looking myself because I do not have determination to work on myself.

needs a bit more proof-reading

Measuring the big five dimensions :

We can measure our personality by talking one of these test which translate the five characters of the big five. The first one is BFI This is a free online measuring quaternary for the five qualities consisting of short phrases total of 44 items (John, 2007). The second one is the NEO-PI personality Inventory.

Biology and personality:

- Genetics.

Many theories tried to explore the damnation of biology on our personality. There have been many studies on both identical and fraternal twins personalities to see whereas genetics have a roll in peoples personalities. One of the largest studies discussed social attitudes and personality. It contained 14 000 twains and their relatives; however, they only concentrated on the self quaternary and bayed less attention to the parent description and the result of heritability was 0.40 and 0.60 and there was no contribution to same environment between the sample. In the other hand, the result of families studies for heritability was 0.30, which is somehow less than the twains studies, this could tell us that genetics can play a roll (Gestel and Broeckhoven, 2003). where in another study they did on bird taking two kind (male/ females) and (shy, standing in one place / outgoing, exploring the place) then they let them breed then they would cross-fostered eggs just before hatching. That way they would limited any genetic from their parent before hatching and the result is they got effected by environment, so they questioned if adopted children get there personality trait from their biological parent or the environment they grow up in (ROWE, 2013).So in the end we get both attempt to prove genetics does play and does not

- Brain and Temperament.

Some theorist studied the brain function and how is it related to our personality. The most known one is Eysenck's model. However, he knew that environment have the biggest effect ,but he talked about how people react in this environment that have to do with biology (Passer and Smith, 2011).Temperaments are not considered as personality traits. However, it influent the development of the personality for example I was a shy baby and it is still the same when I am a young adult, as a shy baby I would always stand back and watch others and I did not like the spot lights, Now I am a university student and I cannot go talk to people, professors without feeling nerves, even if the thought of participation in a class came to my mind I would feel pain in my stomach. However, if a baby is out going and likes to speak up, tell stories, and being in middle of attention he will grow up to be out going as well maybe friendly and loved by everyone. It is this little things in our childhood that can tell us about our future personality or the way we will behave in any situation. also there are researches that talk about a specific area in the brain that is responsible for fear, and as a baby if you cry when you see unfamiliar face to you, you will do the same when you see someone face when you are an adult, so you will have high reactivity in

that area in your mind, but if did not have a different whether it is a familiar face or not, you will grow up to have less reactivity in that area of your mind when you see someone new to you.(Passer and Smith, 2011). What all of this tell us about biology is that it has effect on chapping our personality.

culture, gender, and personality:

culture is the values and believes alder generation wanted to pass to their next and next generation , it is there experience in life their wisdom the wanted to tell there children about it, who they are and what they should keep, how to behave in situations, and some this aspect are still with us . for example Muslims and Arabian ancestors, where know for and compete in providing the greatest hospitality, also know to be genres and we are still doing the best we good when a guest comes to visit us. And there are many other different cultures that have something the believe in. for example there is the collective cultural people here they think of themselves as more changeable to adopt to any environment and that environment as more stable. In the other hand, individualist culture see themselves as staple and the environment is changeable for example if they did not like this university they will go to another one. And there is cultures like European – American who are motivated to be unique , where in other cultures such as Asian – American prefer to be like everyone. Culture effect the way we express our emotion for example the American would have the emotion of superiority, proud, in top of the world. However, in Japanese culture they would have feelings like friendly, feel close, and respect. Some cultures are called " tight" they have rules about behavior and they punish how break them such countries is Singapore, adolescents cannot experience alcohols, or engage to a violence situation and they

cannot have sexual intercourse (Triandis and suh, 2002) This tell us that cultures play good roll in chapping our personality, considering it part of the environment that a person have throughout his life.

Gender and personality:

There are different between someone's sex and gender . sex is our biological features. However, gender is associated with society concept of how women and male should be , and it differ from culture to another . some of the biological different between males and females is females grow physically faster in the begging than boys , but then girls stop growing in teenager stage and boys start to grow in one time, also boys are more physically active so they are good in sport and another factor is because sports need strength and muscles and testosterone is the responsible hormone for building muscles and men have this hormone in large amount than women has. In the other hand, women have the progesterone which is responsible for feminism qualities. Furthermore, this is only biological differences and it give us hints to things women or men can or cannot do the same, now the cultural thoughts concerning femininity and masculinity. Its different from region to another for example "African-American families encourage girls to be aggressive and assertive." (Parke and Gauvain, 2008). Finally we can say gender does have some roll in developing our personality. Furthermore, gender is the societies perspective on how men and women should act based on their ability, and societies is part of the environment that shape peoples personality.

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Non-Stop Battle of Evil

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Abstract

Since the beginning of mankind, there was always a battle between good and evil. Evil can be found in anywhere also inside of you not only around you. What causes this battle to continue and can it be stopped someday? There are many causes of evil. Such as: biological, psychological and environmental causes and many experiments and theories regarding this topic. Are we born evil with the desire to harm or the surroundings is what initiates us?

Introduction

Take a moment, and look around you. Observe the world as a whole. How people think, act and react. Many people are killed on daily basis, why is that? Many of victims from all over the world are killed without any relevant reasons. Many girls are raped and end up having severe issues without even knowing why they all of a sudden became victims. Families are destroyed, kids turn into orphans and many other heart wrecking examples to people who are destroyed without any obvious reason. The easiest example to relate to is what is happening in Syria. Syria has been suffering for more than two years now. Why is that? Only because they wanted to have freedom, Is this even fair? Evil is surrounding us from everywhere. Moreover, evil is not only around us but it is actually in us. Each one of us has a battle going within himself/herself. We wake up every day suffering constantly to decide whether to be good or bad. We make this decision. We either feed the evil that is inside of us and turn into beasts living on earth, or we decide to make the right call and be good and do no harm for anybody.

On the other hand, is evil subjective? How can we judge if that behavior is considered to be evil or not. Maybe one evil act can be a very normal thing to another person. What code of ethics can help us determine on our deeds. Maybe the person who has done something bad has a very logical explanation to their behavior. After all, this topic is very controversial and it depends on how each person sees the world.

Literature Review

Definition of evil

It is very hard to define evil. The word evil has many meanings depending on the person's perspective of what is good and what is bad. Try and ask a group of people about evil's definition. There is no way that two of them will agree on a same definition. The thing that we all will agree on is that evil is harmful, vicious and immoral. The word evil itself holds too much negativity in it. Evil can be harmful for the individual, society and the entire world as well. Ervin Staub(1978) is a professor in psychology in Massachuusetts University, and the president of international society for psychological politics. He stated that evil according to him is "great human destructiveness" He also said that there are many forms of evil. It can be very obvious, or it can come in a hidden way like smaller act of evil. I agree on professor staub's definition of evil and it is true that evil comes in many forms. For instance when you kill somebody that can be considered as an obvious act of evil. On the other hand if you are abusing someone, it is still considered as an evil act but it comes in smaller portions, but the accumulation of the situation is what ends up harming them.

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Causes of evil

There are many things that can influence a person to become evil. There are many situations that a person can encounter and lead them to become evil. Also there are factors that affect our personalities and choices. For example, there are biological, psychological, environmental and emotional causes that help us in order to become evil.

Biological causes:

The biological cause focuses on the biology of human beings. Physical traits, Genes, hormones and the function of the brain with the rest of the nervous system. Many studies have been done and still are on the role of biology and how it affects the way people behave. For sure, this aspect affects the evilness in every person. Cesare Lombroso (1835-1909) is an Italian physician and criminologist. He argued that being a criminal is something that is inherited and some people are born criminals so called atavistic. His study included Italian prisoners and Italian soldiers. He then observed their physical traits and concluded that they are physically different. According to Lombroso, there are physical characteristics that can define a criminal. Such as: symmetry of the face, long arms, twisted nose and large lips.

There is also another theory that is called the Y chromosome theory. It claims that criminals have an extra Y chromosome. A man with the extra Y chromosome (XYY) is also called "super male" and in this case the chromosomes rebel and that what causes them to commit crimes.

I agree to the fact that there's a biological side behind evilness but not to the extinct to be born evil or criminal. We might have the trait inside of us but it need to be initiated by something. For instance, by the circumstances or the environment. Not just because you were born with bad genes it means you must be evil.

Psychological and emotional causes:

People tend to ignore the psychological health of the person. The mental health is very crucial and it plays a huge role in the evilness of the individual. Many people who are suffering from mental disorders behave in a way that can harm them and the people around them no intentionally but it ends up in an ugly way. Examples of mental disorders are anxiety, depression, bipolar and many other examples at their early stage they are not considered as fatal disorders but over time and if they are left untreated they can have very bad out comes.

Leatrice Brewer is a thirty three years old mother who has killed her children. In February, 2008. In New York city. She drowned her three children in the bath tub and killed them the moved them to the bed and tried to kill herself by drinking cleaning chemicals but she didn't die so she jumped from the second floor but she survived as well. The judge didn't put her in trial instead he decided that she was not guilty due to mental illness and defect. This story shows how mental health is very important and some of us do evil things unintentionally due to mental disorders.

I believe that if you are mentally sick things are out of your control. You do not mean to harm people around you. Yet, you should really care about your mental health. The

what does the research tell us - remember, this is a "research" paper.

people around you family and friends should help you if they noticed any change on your behavior they should get you to get help and not just ignore the symptoms until things get out of control.

Environmental causes:

Sometimes we find ourselves in situations where we are obliged to do evil acts against our will from superior people like governments. Do we reject to serve their orders? Or we go against ourselves and follow their orders? In other situations we are obliged to become evil due to situations we are facing. What if your manager fires you from work for no reason or prefers an employee who is less qualified than you are and he gets all the credit for the work. In such situations anger can take over you and you can behave in a way you would not consider in your normal state. The environment can easily shape the human behavior depending on the situation.

Feral children can be a very good example for the environmental causes and how it affects our behavior. Feral children are children who were isolated or merely engaged with people from very early stages in life. This issue affects their personality very much. They lack the basics that we learn when we are babies and as we are growing up. For instance, they do not learn how to walk or talk or engage with people the way normal kids are raised.

Oxana Malaya is a girl who was abandoned by her parents after birth. She lived her first six years with dogs in a kennel. Then she was taken into care. Malaya now is twenty

two years old but she is still suffering from her experience and having difficulties behaving like ordinary people.

We are humans everything we go through life affects our personalities. Sometimes it can be positive effects but in many other situations it can crack our personalities and change us from the inside and change our behavior and our view of the world. But that does not give us the permission to hurt or harm people around us. We should take our time to think before we act no matter what is the situation we are facing.

Famous studies on evil

There are many famous studies that has been done regarding evilness that shows how certain situations or untreated mental issue or others that proves there are biological, psychological and environmental causes that triggers the person to become evil or initiates their genes.

One of the experiments that I have found very interesting and it proves how people tend to obey the authority or people who are in power. Not to mention it is one of the most ten famous experiments in psychology. Milgram experiment took place in Yale University in 1961. The purpose of the experiment was to see if people would obey the rules even if they did not want to do so. In brief, the experiment was about participants have to deliver shocks to people who are part of the experiment as well and as the experiment continues they were increasing the volts of the shocks and ordering the candidates to shock the person. The results of the experiment were very shocking that 65% of them delivered the maximum voltage shocks. After explaining the experiment to the participants only 1% regretted their enrollment in the experiments. These statistics are scary, in fact the whole study is considered to be scary. It proves how people tend to obey the rules of people who are more superior to them, even if they were against what they are doing and how the environment you are in can affect your decisions.

Another famous experiment is Stanford prison experiment by Zimardo in 1971. The study took place in Stanford's University and students who signed up for the experiment were classified into prisoners and guards. Then they have noticed that students who played the role of prisoners became weak and felt inferior. While, students who were

Conclusion

Evil can come in many forms. Either in small acts or in huge dramatic disasters. Evil is found in each and every person. It is not very surprising that we all have two battles going inside of us. What is surprising is when we let the bad side take over us. When we surrender to our grief and pain and let it control us. We end up not hurting ourselves only but the people around us. Sometimes our mistakes are irreversible. Many other times we might lose the dearest people to our hearts without realizing it. We should pick the environment that we are surrounding ourselves with very carefully. They can be the reason to turn us into living monsters. If we ever feel that things went out of control there is no shame in reaching for help. We are all humans and go through phases in life and in some phases we need a help of a friend or even a professional help. Also, it is our responsibility if we saw someone behaving in an odd way to reach out to help them. The whole community is responsible for each other. I'm sure that the mother who has killed her kids she had very obvious symptoms of depression but simply no one cared or they did not think it was that serious.

What you are in your life is your choice. Yes, evil is within us and surrounding us behind every corner. On the other hand, love is always there. I believe it is easier to love and heal that grief hurt. Even if it is in your genes or the surroundings keep making you want to do evil acts. Pause for a little and remember you can never solve anything with evilness but love can always be the answer.

The paper reads well, however, without citing research, as required by APA, it makes for a "weak" research based paper -

All references must be cited in text - APPA requirement

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What is Evil ?

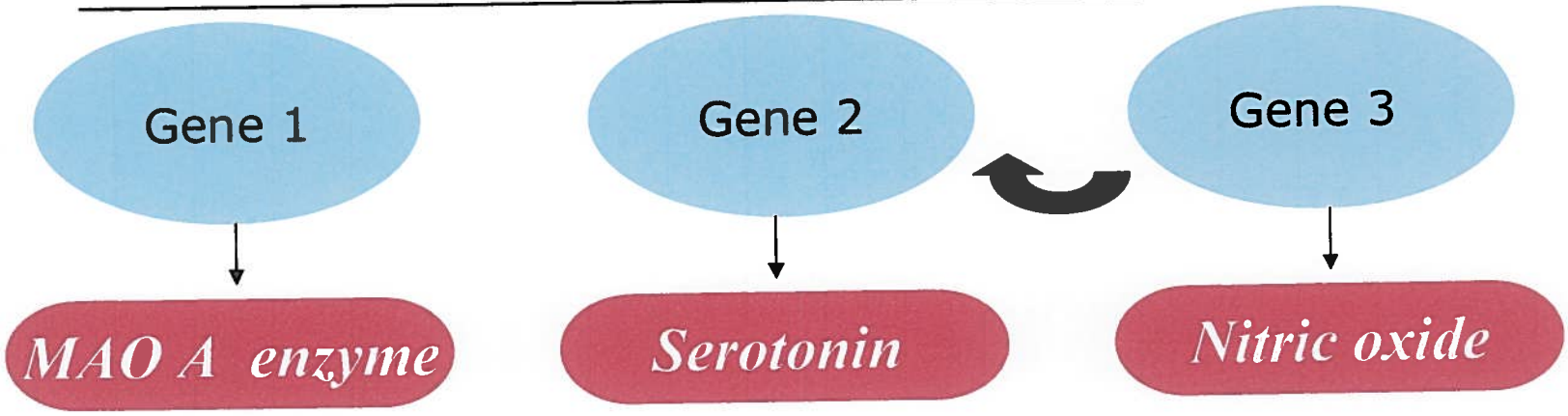
- Evil is considered as multiple behaviors, coming in many forms and under many labels, some of which that immediately come to mind when the word 'evil' is mentioned such as (psychopaths, murderers, rapists, heartlessness acts, abuse and cruelty).

- Sometimes its even acting irresponsibly with prior knowledge that the consequences will result in the harm.

Causes of Evil: Environmental or Genetic?

- Is it caused by genetics, that make people either born evil or with a tendency to be so?
- Is it environmental, indicating that a presence in the wrong place at the wrong time will make a person evil?

The Three Deficient Genes



Low level of enzyme in children in addition to mistreatment and abuse, develop anti-social behavior and lead to criminal acts.

Slow recycling of the hormone in teenagers living in poor socioeconomic environments develops psychopathic behavior.

Low level of the brain chemical in mice, exhibits violent anti-social behavior from lack of aggression inhibition leading to committing criminal acts.

Personality Disorder: Ticking time bombs

- Study of histories of criminals showed they commonly have *personality disorders* causing them to have faulty executive function performance, such as judgment and control of impulse.
- Look a lot healthier than they truly are.
- Most common psychotic diagnoses amongst them are Borderline, Narcissistic and Anti-social personality disorders.
- *Environmental influences are the trigger*, therefore, there is no way to determine the exact moment they will explode.

Is Evil Gender linked?: The extra "Y" chromosome

- Male *aggressive behavior* is linked to *high* testosterone hormone level.
- A hormone responsible for developing male characteristics and male instinctive behavior such as *hunting*.
- The level of testosterone is also present in women, but is *higher in men* due to their "Y" chromosome.
- Presence of an extra "Y" chromosome, is a rare *disorder* in males presenting with extra aggressive behavior, low IQ and inadequacy in managing and controlling their impulses.

The moral molecule: Oxytocin

- Oxytocin is the moral compass, scientifically proven to help humans grow feelings of affinity, as well as encouraging the *moral* behavior.

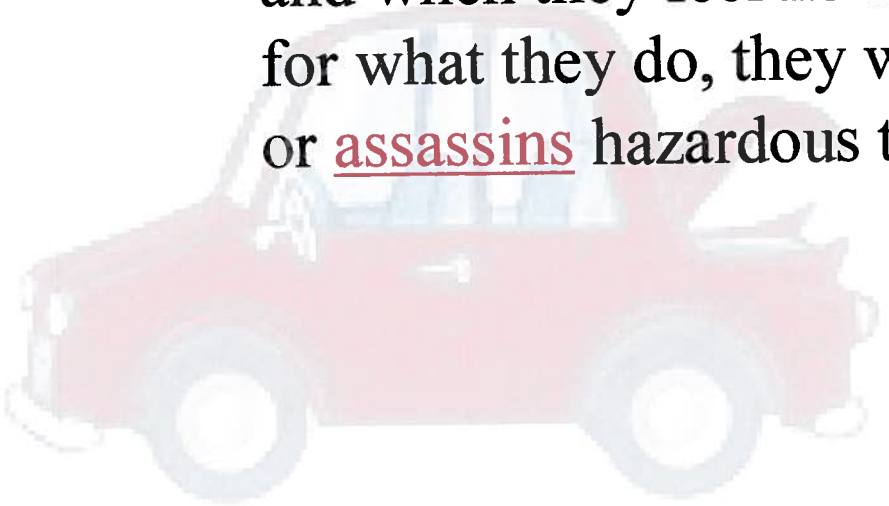
- *95%* of people release Oxytocin when exposed to positive stimuli, the other *5%* who didn't, showed characteristics of *psychopaths* such as being charming, charismatic and self-deceptive while committing their monstrous actions.

- High stress also stops the release of Oxytocin surfacing a temporary psychopathic state in the person.

Anonymity and Evil behavior

- Communities where *anonymity* rules, no value is given to the existing individuals results in people acting *evil*.

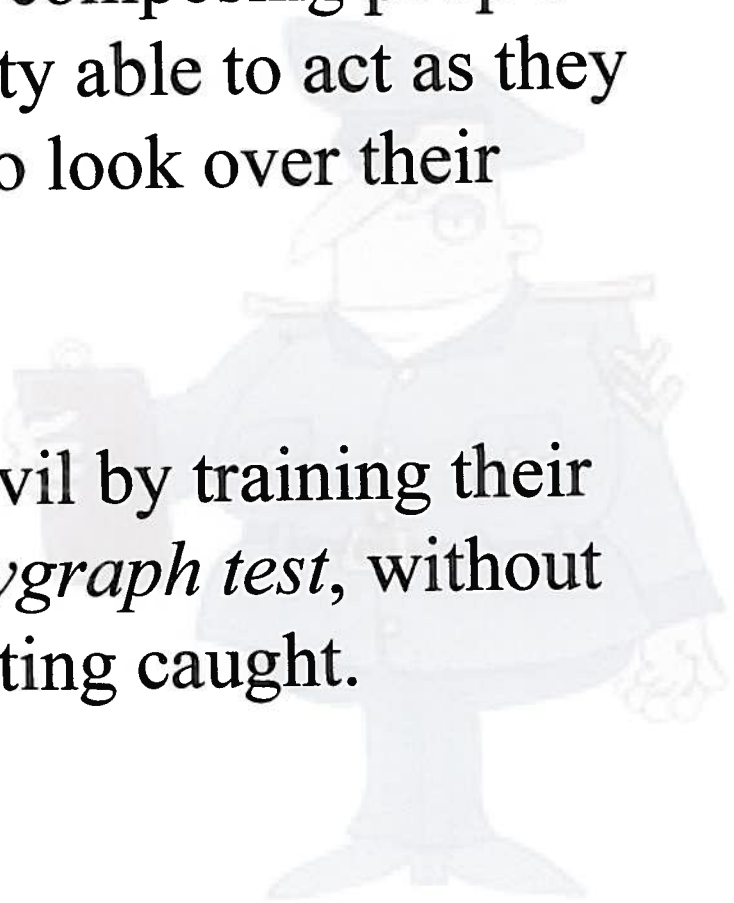
- A study clearly showed that in a society where people are not acknowledged or recognized for their humanity, and when they feel no one knows who they are or cares for what they do, they will potentially become vandals or assassins hazardous to ones self and property



Authority rules Evil

- Authority is effectively composing people who are set out in society able to act as they please without having to look over their shoulders.

- Authority encourages evil by training their soldiers to *pass the polygraph test*, without ever being afraid of getting caught.



Fundamentals of Evil

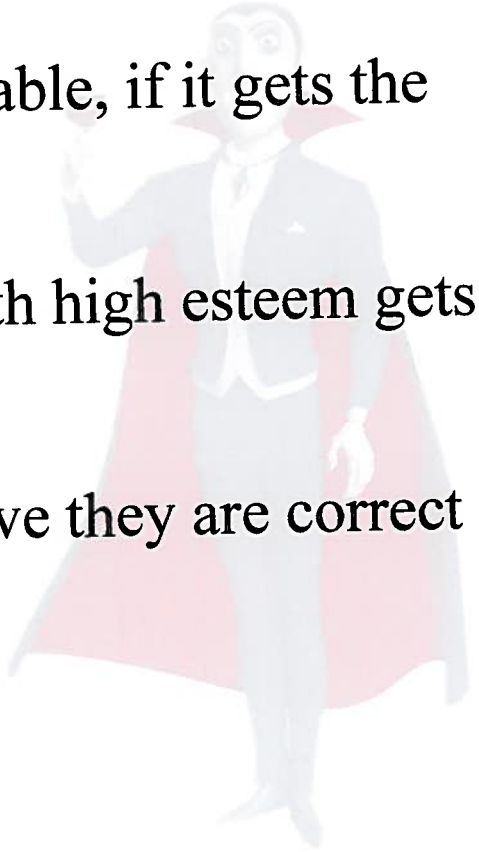
- Evil is traced down into four causes: Instrumentality, threatened egotism, idealism, and sadism.

1-Instrumentality: thought that evil is acceptable, if it gets the desired outcome.

2- Threatened egotism: is when someone with high esteem gets criticized and strikes back.

3-Idealism: is described in people who believe they are correct in their actions.

4-Sadism: is finding joy in hurting others.



Summary

- There is a neurological, behavioral, psychological basis to evil in people along with the effects of the surrounding environment, the society, or minor traumatic experiences that either nurtured that evil embedded in people, triggered its arising, or encouraged it.

In the end, both genes and the environment, are factors strongly linked and working together to form evil, the only question is, to what degree in each case?

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EVIL IN PSYCHOLOGY

Farah Danaf & Zeinab Hammoud
Student ID # - is helpful

What is Evil?

- Evil literally means; *harmful or tending to harm.*
- Evil actions are part of human mind, which works in very mysterious ways in affecting the environment we live in.
- To do evil, one must be in power and capable of brainwashing the individuals, using abusive tools.

HOW EVIL IS PRODUCED AND APPLIED ON PEOPLE?

In the Environment we live in, through five stages:

- Extraction
- Production
- Distribution
- Consumption
- Disposal

EXTRACTION

Natural resources are exploited:

- We chop down trees
- We blow out mountains to get the minerals inside them
- We use up all the water
- Wipe out animals

WHEN DEVELOPED COUNTRIES RUN OUT OF RESOURCES, WHAT DO THEY DO?

Using the Third World Countries' natural resources. How?!

- Developed countries use the resources of the Third world countries without their acknowledgment.
- By polluting the air and water of any less developed country's which leads to health problems, poverty, illiteracy and mortality.

PRODUCTION

- After extraction, energy is used to mix toxic chemicals with the natural resources to make toxic products.
- We never know the full impact on health and the environment we are exposed to everyday.
- As long as we keep getting toxics into our production system, we will keep getting toxics to the things we bring to our homes, workplaces and schools
- The youngest members of our society are getting the highest doze of toxic chemicals.

DILEMMA

The toxins inside and outside the factories cause

" POLLUTION"

How do developed countries protect their environment?

Moving their polluting factories to pollute other land and that cause

" AIR POLLUTION".

DISTRIBUTION

- Selling all the toxic contaminated junk as quickly as possible.

- Distributors do not pay the workers high wages and they skip many payments as possible.

- People living in third world countries paid with the loss of their natural resources; clean air, increasing Asthma, and increasing Cancer rates.

CONSUMPTION

- Stuff are designed in such a way that we are being forced to throw our materials frequently and buy new ones.

- Estimated studies show that materials we harvest, press, transport and mine are trashed within six months only.

THE THREE EFFECTIVE STRATEGIES

Planned obsolescence: Which means to produce useless stuff as quickly as possible so we chuck them and buy new stuff (Crane, 2011)

Perceived obsolescence: Convinces us to throw away stuff that is still perfectly useful (Thabet, 2013).

Advertisements and media: we are told around 3000 times a day that our skin is wrong, our hair is wrong, our clothes are wrong, our furniture is wrong, our car is wrong, we are wrong! But it can be fixed if we only go "shopping".

DISPOSAL

What happens to all the stuff we buy, where does it end up?

- It is either dumped in a big whole in the ground or if we are lucky; first the junk is burnt and then dumped in a landfill. Either way, both pollute the air, land, & water, in contribution to changing the climate.
- Burning the garbage releases the toxics up in the air, even worse it makes new super toxics like 'Dioxin'; *any of a number of mostly poisonous chemical* (Medical, 2002).

PHILIP ZIMBARDO

- Evil means to intentionally hurt people physically, psychologically and to destroy people's ideas and commit crimes.
- In reference to Zimbardo's Stanford Prison Experiment, it demonstrated the powerful role that the situation can play in human behavior (Leithhead, 2011). Because the guards were placed in a position of power, they began to behave in ways they would not normally act in their everyday lives or in other situations. The prisoners, placed in a situation where they had no real control, became passive and depressed.

CONCLUSION

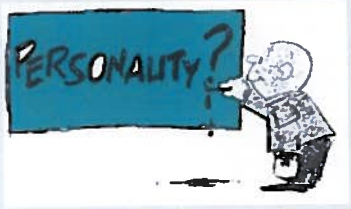
This is exactly what is happening to the world, considering the guards as developed, rich, powerful countries and the prisoners as the third world countries. The notion initiated in this paper is very similar. The manipulative tools and procedures used by those in power have underestimated the roles of the crowd. Their strategies have made them feel incapable of achieving anything right and productive. Currently, in most societies, people have the illusion of controlling their own lives while not knowing that someone else is moving them around like puppets making them do what they want them to do. When thinking deeply about this, we come to a conclusion that this is exactly how most countries use inhumane ways in order to become rich and recognizable. Through evil and unethical methods, many talents are being ignored if not demolished. Jimi Hendrix quotes, "when the power of love overcomes the love of power, the world will know peace" (Hendrix, n.d.)

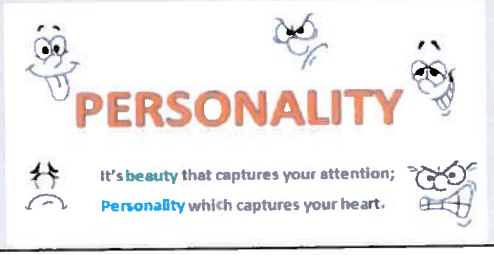
PERSONALITY

Shaikha Fatma & Sara

What is Personality?

Personality is when an individual obtains socially desirable characteristics, which causes the person to be attractively or distinctively different. We all have some differences and some similarities in our personalities. My co-authors and I are going to summaries our personalities for you to understand our personality as a whole.





Shaikha's Personality

I get very stubborn when my siblings annoy me at home and when they are making loud noises. I can't concentrate on my studies with them at home. I have always been stubborn since I was a child, because I have always been an introverted person. I prefer to be alone and watch movies on my laptop, rather than going to the cinema with my friends. It is more relaxing and I don't hear loud noises from people or people chewing while I'm watching the movie.

At first, I get shy when I surround myself with new people, but when I start socializing with them, I become more friendly and comfortable to talk to them about anything. Usually, I get shy when I have to answer a question I do not understand in class or when I have to talk in front of people for a presentation, but now I am more confident than I was in school and I am answering more questions in class without feeling frightened the answers I think, might be wrong.

I am very studious. I try to work hard and motivate myself to get high grades, because as a university student I have to work really hard to graduate successfully. I do not like leaving things till the last minute, I usually work on my assignments early and I work on it weekly so I can be organized and get very high grades. Private self consciousness is the internal focus on the self; it refers to the person's thoughts, feelings and motives.

Fatma's Personality

I am a bit cold-hearted; I do not make friends very easily. When I first meet people I do not socialize with them, unless they start socializing with me and when they do, I start being more friendly and interactive with them. I am also shy when I am around a group of people, so I try to fit in and socialise. Shyness is a personality trait inherited in some individuals. For some people, the experience of shyness or social phobia is continual and so intense that it may interfere with their social life.

When I was a child I would draw all the time and many people would compliment on my drawings. I still like to draw and I even like it more than studying, because it makes me happy and I feel more entertained when I draw something creative or from a picture and copy it. Expressing myself through drawing is a great way to let my intellectual thoughts and emotions out.

I am very stubborn most of the time, because my mother wants to shop with me and I like to shop alone or with my cousins, because when I shop with my mother she has to like what I want to buy or she choses an outfit for me to wear. I just want no one controlling me. So I prefer shopping with my cousins.

I like trying new things once a while, but if I lose interest in it, I get bored and I do not pay attention to it anymore. I am too cautious about taking risks and I like to try things that are safe and not too risky, because I find it dangerous and it makes me feel anxious.

Sara's Personality

I like to read Arabic novels, rather than studying. However, if I wanted to study I can just read through my textbook, because I learn better when I read. I also like to write a journal everyday. "Guided journaling can and will change your self-esteem because it will redefine the qualities in yourself that you value and reframe the memories that give you identity".

I like making new friends, but I am shy when I first talk to them. I do not like it when they start asking me questions about my family or my full personality at first. I like to socialize more when I start to know the person's personality and then I become more confident to talk to them about anything.

I am very stubborn at home, because of the noise of my siblings annoying me or sometimes if a lecture gets very boring, because I get bored very easily. I like to be in a quiet place and listen to music or keep myself relaxed, because being calm is the best thing I want to have, when I have university.

I like to try new things like go on roller coasters in theme parks and water rides. I tried bungee jumping while holding my video camera and I was forgetting the fact that I'll end up in the ground; it was so fun and I wish I could have done it again, because I love taking risks and facing them with confidence and no fear. I dont want my life to be

Conclusion

In conclusion, we have more similarites than differences in our personalities. We are all stubborn and shy. We do not socialize very often, but we try to fit in to start a conversation. We become more friendly and social with people after we get to know them more. Moreover, Sara and I are stubborn, because we dont like listening to loud noises and Fatma gets stubborn when her mother controls her.

The differences in our personalities are, I am very studious, I motivate myself to work hard for an exam and I try not to procrastinate, because I want to pass and get good grades. Whereas, Fatma likes to draw rather than studying, she finds it more entertaining and Sara likes to read and write books.

Fatma and I, do not like trying risk taking things, because we are too cautious and frightened to experience them. Sara, however likes trying risky things like bungee jumping, because she is fearless and doesnt want her life to be boring and not exciting.

Sara and I prefer to be alone rather than going out, we like to relax at home. Whereas, Fatma is more extroverted, she enjoys going out with her cousins rather than staying at home and relax, she is more energetic than Sara and I.

There is a lot of value in having friends who have different interests. It's comfortable to be with people who understand you, but it may be the people who you have the least common with, who end up teaching you the most.

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Collection

Users can Collect posts into a printable, sortable format. Collections are a good way to organize posts for quick reading. A Collection must be created to tag posts. More Help

Thread:	response	Posted Date:	September 23, 2013 4:57 PM
Post:	response	Status:	Published
Author:	**Haya AlThani**		

the vedio that was shown in class was very insperational how she talked about her past , what i have learnt from the vidiow was power poses could hounstly change your views" fake it till you make it" . what i also got from it is that u could alwas make something of your self.

Thread:	Response to the video	(Post is Read)	
Post:	Response to the video	Posted Date:	September 23, 2013 4:41 PM
Author:	**May Hanafy**	Status:	Published

First of all, the vedio discussed many great ideas that I have found very grabbing. I strongly responded to two or three concepts. The first one was the idea that even when a person fakes a pose ,he does feel a bit like it. I have acually tried some of both high power and low power poses she have showed and I found that its true that when you take that position you do feel that power or weakness in you, even if its fake. plus I do take some of these positions, but I never knew that for instance when I put my hand on my neck, that means im feeling insecured or I needed comfort.

Also, I realised that the non verbal communication can either bring happiness or severe awekwardness to a person. I found the idea very fasinating since all human beings do communicate non verbally every second, so the experience would make some people feel a bit insecured. Finally, the part where she talked about the testosterone level and its powerful relationship with confidence and power, could really help people out in understanding their communication skills.

Thread:	Our bodies change our minds!!	(Post is Read)	
Post:	Our bodies change our minds!!	Posted Date:	September 23, 2013 4:31 PM
Author:	**Razan Momani**	Status:	Published

After watching this video, all I thought of was how amazing our bodies are!

through out the whole video I was relating everything she's saying to myself and my life experiences. Body language has always faacinated me, but what was totally new to me is that body language can actually change somebody's life. I've always observed people's body language but it never crossed my mind to watch mine. I always thought that it's our minds that are responsible for everything it never crossed my mind that our body langauge can change our minds. Moreover, this video made me believe that we are the one's who choose whether to be powerful or powerless, nothing has control over us except ourselves it's a matter of decision. Once we set our minds and bodies to something nothing can stop us and we should "Fake it 'till we become it"

Thank You

Razan Momani

201002440

Thread: Respond to Amy Cuddy video (Post is Read)
Post: Respond to Amy Cuddy video
Author: **Aysha Ahli**
Posted Date: September 23, 2013 4:31 PM
Status: Published

From what I watched in Amy Cuddy TED talk, it was very impressive to see the effect of the mind on the body and the effect of the body on the mind. before watching this video, I was aware of the idea that mind changes the body, but not the opposite. This was a new information for me, which I aimed to follow in my hard times, by following the role of faking until you become it, and by faking power posses in my weak and stress times.

Thread: Amy Cuddy (Post is Read)
Post: Amy Cuddy
Author: **Diyana Sahib**
Posted Date: September 23, 2013 4:24 PM
Status: Published

Actually the video talks about the power pose, how standing for two minutes before any stressful interview can lead to more confidence. It also describes how other power poses can raise he confidence level.Also by faking that one coud something difficult one gets the courage and be able to do several difficult tasks.As she describes how her teacher faked that she could do the talk and how she faked and did the talk.

In fact, the video describes how by understanding Psychology one can be able to influence others and be able to do tasks with otherwise they would not have been able to do.

Thread: (Post is Read)
comment for "Amy cuddy's" video ..
Post:
comment for "Amy cuddy's" video ..
Author: **Shaikha Al Naemi**
Posted Date: September 23, 2013 9:13 AM
Status: Published

According to this video I learned a great lesson today, like, when she said "Our minds change our bodies" that means when we think or pretended to be powerful actually that give us more confident. In addition, she gives a new idea and I learned it when she said "Also our bodies change our minds" it means how con shape our body to change our life and I learned about hormones the testosterone & cortisol.

Also she talked about the "high-power poses" which makes the testosterone hormone in high level; in contrast, the "low-power poses" makes cortisol hormone more high which gives negative behavior for the person.

In fact there are some sentences I heard which touch my heart and I will never forget:

"Our bodies change our minds .. and our minds change our behavior ..and our behavior change our outcomes"

"Fake it till you become it"

"Tiny tweaks > Big changes"

So every time if I am nervous I will do it the "high-power pose"

I am interested to learn more about psychology I believe it will change my life. I think psychology about study of mind and body and will help me to understand my self more, and most important to help me for my teacher career to understand my students.

Thank you Dr. Chris for the video and discussion.

Shaikha al-naimi

Thread:	Amy Cuddy	(Post is Read)	
Post:	Amy Cuddy	Posted Date:	September 23, 2013 7:57 AM
Author:	**Zamzam Syed**	Status:	Published

As mentioned that we all know how our minds change our body. But the fact that the body changes the mind can't be true for all. It mostly has to do with the will power I suppose, how we can control our mind. Those who can control the mind can actually adapt to their body poses but if the mind is a strong controller, I doubt it can be effect by the power poses. I am not sure if this could be right but can it be proven wrong.

Another thing she mentioned in her talk is about faking who or what we are. I believe it to be entirely true but then it is hard for one to fake in an environment where the people have got one particular image of you. At this point the person has to be fed with a lie that she can do it which could actually be the truth. When the person believe's what the other person say's that he can do it,he will definitely do it as how she said to her student who thought she couldn't do it.

Overall it was informative and has taught some of the things that people do.

Thread:	response to Amy Cuddy	(Post is Read)	
Post:	response to Amy Cuddy	Posted Date:	September 22, 2013 10:37 PM
Author:	**Farah El danaf**	Status:	Published

Attachment: Amy Cuddy.docx (10.139 KB)

Thread:	ZEINAB HAMMOUD 200905002	(Post is Read)	
Post:	ZEINAB HAMMOUD 200905002	Posted Date:	September 22, 2013 9:20 PM
Author:	**Zeinab Hammoud**	Status:	Published

As strange as it may sound, this lady has actually moved me! I definitely understand her situation as a 19 years old girl and I can relate to her. Sometimes being neglected and ignored leads to such

results, however they are reasons for transformation.

I remember a couple of years ago before I join QU, I wanted to join Virginia Commonwealth University so bad, but obviously it didn't work and I ended up at QU. VCU rejected my application the first time and asked me to work harder on my SAT. It's amazing how most of us cant give up on what we really want to have or be. I worked really hard to get a 1800 which I myself didn't believe. I didn't get lucky! No I worked so hard! My family didn't motivate me in anyway, they always used to pull me down, I trained myself not to break down easily. I made it eventually and got a good grade, yet I didn't join. But I wanted prove to myself that I am someone with potential.

I always say to my friends, "come on guys, its all in your head, its psychological" and its true!!

Most of the times when we panic, its just in our heads, it doesn't really exist. Amy is right, those 2 minutes of empowering our inner goddess for a couple of minutes are one way to success. We don't need the support of anybody to excel with our tasks or careers; it starts within our selves. Why not fake it, till we become it?

Psychology is one way to change our characters into better ones; I believe it is very helpful and accurate. Body language in specific is a way that we have used several times in our lives to explain others reactions towards us. Amy in her talk, gave us a reason to actually test our own languages and change them till we become happy with our own body and personality.

Thread: Response to Amy Cuddy's TED Talk
Post: Response to Amy Cuddy's TED Talk
Author: **Amna Al Ibrahim**

(Post is Read)

Posted Date: September 22, 2013 8:17 PM
Edited Date: September 22, 2013 8:20 PM
Status: Published

Amy Cuddy spoke about body language and how it plays a big part in our judgment making process and how we quickly form impressions of people.

She talked about how when you feel more powerful you make yourself "big" and expand your body and when you feel powerless you do exactly the opposite; you make yourself small and you keep to yourself. These postures are universal and old and they are also seen in animals.

She used solid and various examples that were simple and easily comprehended and she also used experiments to prove this theory- which is our bodies change our minds- including a biological experiment. The hormone levels of powerful and powerless individuals were assessed and the results showed that a high level of testosterone (which is a dominance hormone) and a low level of cortisol (which is a stress hormone) were present in a powerful person's blood and the opposite were found in a powerless person's blood.

She also used personal experience to help the audience understand and relate to this theory better.

The main statements she made during her talk were that:

- Our non verbals govern how other people think and feel about us but also how we think and feel about ourselves
- Our minds change our bodies

- Our bodies change our minds
- Our behavior changes our outcomes
- You can fake it till you become it
- Tiny tweaks can lead to big changes

I always feel very inspired and informed after watching TED Talks and this one was no exception. I will definitely try the methods she presented out and hopefully they will work out for me.

Thread:	response, activity 1	(Post is Read)	
Post:	response, activity 1	Posted Date:	September 22, 2013 8:08 PM
Author:	**Sharfaa Fathima**	Status:	Published

This video was highly informative as it gives us an insight regarding how important body poses are and what role they play in our daily life. what impressed me most, was that, the opneness of the speaker regarding the topic was commendable. a key point i learnt was the activity of role play and how few minutes of jst changing postures , made these people actually FEEL different about oneself. this shows us how strongly the mind is connected with the body in the scientific and psychological sense. The postures of people around us, give us so much information about what they are thinking of them selves rather than about the other person. so its interesting to learn, how our poses or behaviourial features, affect out mind and vice versa.

Thread:	response to amy cuddy TED talk	(Post is Read)	
Post:	response to amy cuddy TED talk	Posted Date:	September 22, 2013 11:14 AM
Author:	**Reem Alhawamdeh**	Status:	Published

i believe that there are several circumstances that affects our body response to the surroundings, but one of the most affective thing is our thoughts and feelings, the thoughts we get first thing when we wakeup in the morning are very affective to the way we act all day. put a positive thought and think about it you will feel cheerful and you get energy to get through the day, every positive thought attracts alike thoughts to our mind therefore it affects our body language and we take a pose that somehow shows how cheerful and confident we are.

and one important thing is that we can change a whole arranged situation for the sake of the body language of the person who we are talking to, for example if i have an issue i want to discuss with the head of the department, of course i will prepare my talk and the things i want to complain about but the whole prepared talk mjght change and my confidence might get vanished or rised according to his body languange and the pose he is taking when i first meet him.

Thread:	Response to Ted Talk	(Post is Read)	
Post:	RE: Response to Ted Talk	Posted Date:	September 22, 2013 9:04 AM
Author:	**Farah El danaf**	Status:	Published

Attachment: New Microsoft Word Document.docx (12.998 KB)

Thread:	Response to Ted Talk	(Post is Read)	
Post:	Response to Ted Talk	Posted Date:	September 22, 2013 8:47 AM
Author:	**Noor Al-Yahri**	Status:	Published

First of all I just love Ted videos, there are so inspiring to me. As for Amy Cuddy video I found it very interestng and usefull. Her method may be empowering and helpful for many people. I think the study

of the impact of our body and facial language and how it relates to everything we do is very important and will help a lot in many different aspects of ur lives such as presentations, jobs interviews or even public speachs. This videos defeinitely wworth watching.

Thread: Inspiring speech (Post is Read)
Post: Inspiring speech
Author: **Fida Ali**
Posted Date: September 22, 2013 1:06 AM
Edited Date: September 22, 2013 1:09 AM
Status: Published

Amy Cuddy talk is so inspiring and she reminds us how influecial is the power of non verbals communication and internal experience affects within ourselves or how it reflects and reinforces when we face the public . she has convinced a shy and non-condident person to "fake it till you become it" and will try my best to live through.

Thread: Respond to Amy Cuddy Video (Post is Read)
Post: Respond to Amy Cuddy Video
Author: **BibiAsma Roshonuddin**
Posted Date: September 21, 2013 11:46 PM
Status: Published

From this video, what i learnt is that our non-verbals affect our thoughts and feelings. We already knew that our mind changes our body but it was very interesting to know that it is also true the other way around i.e. Our body can change our mind also. I liked the part of having a feeling of being powerful or powerless. Based on the non-verbals, our mind can change accordingly. For example, using some of the power poses, we can feel powerful or powerless. Infact, the change of hormones level in the body due to non-verbals plays a greater role in producing the feeling of being powerful or powerless. Being powerful is associated with the rise in testosterone level (dominance hormone), whereas being powerless is associated with a decline in the testosterone level. On the other hand, Cortisol (stress hormone) increases in a powerless person and decreases in the powerful one. Moreover, merely by pretending that we are powerful, can really have a positive effect on our thinking and feeling.

Thread: (Post is Read)
Respond to Amy Cuddy TED Talk
Post:
Respond to Amy Cuddy TED Talk
Author: **Aljazy Al Qayed**
Posted Date: September 21, 2013 10:33 PM
Status: Published

Regarding the Amy Cuddy TED Talk video, it was interesting to show that the body language is the way to communicate with others, and know that there are some shared expressions between human and animals in either their weakness or strength in communication. Also, it was very impressive to know that if you really feel the expression or you fake, it gives you the same feeling and the same result, and that we conclude that the body changes our mind!

I also liked that part of the video where it showed us how faking an expression for two minutes can affect our hormones and changes our minds and reflect it on people around is. So, from what I learned from this video, is that I can control my feelings sometimes and turn it from negativity to positivity by following the rule of: "fake it, until you became it."

Thread: Video Response (Post is Read)
Post: Video Response
Author: **Saara Bumadian**
Posted Date: September 21, 2013 12:48 PM
Status: Published

Watching this video has really answered some questions I have always asked myself and I have never thought that there have been studies and research conducted on such topics. I have been aware of the fact that our nonverbals have an influence on what others think about us. I have always been told, since I was a young girl, that I should always maintain good posture and by doing that others will think I was confident. However, I always wondered how others could think I was confident when I wasn't truly confident in myself. I remember training myself on improving my posture and I would convince myself that if I just pretend to be confident maybe others will believe it and eventually I will believe it and be confident. It has worked and from watching this video, Amy Cuddy said something that will always stick with me "fake it till you make it." I believe that even if a person is not 100% convinced that he or she is able to achieve something, they should fake it and in a way program his or her brain to pretend that they are able to achieve something. By learning how to fake it, people could really save themselves from many awkward social situations such as family gatherings or even job interviews.

Thread:	What I've learnt from this video	(Post is Read)	
Post:	What I've learnt from this video	Posted Date:	September 20, 2013 5:39 PM
Author:	**Hajira Khan**	Status:	Published

Amy Cuddy's talk has been really enlightening. There are two things that I've learnt from this video; 'Fake it till you become it' and the effects of power posing in our lives.

I never knew body language could have such a strong effect on us. I see people around me whose confidence reflect through their body language, and wonder if I too can work on my power pose and overcome the days I feel timid or less confident in myself. Thanks to this talk, now I know what to do in such situations. Just two minutes of power posing in front of a mirror and I'm good to go!

Thread:	Response to Dr. Amy Cuddy	(Post is Read)	
Post:	Response to Dr. Amy Cuddy	Posted Date:	September 20, 2013 2:37 PM
Author:	**Alanoud Al-Sulaiti**	Status:	Published

Over Dr. Amy Cuddy's discussion of how power posing raises the testosterone, I got some flash backs of my own and how I without realizing it, sometimes I did power pose. Hearing her talk about all the research they did, I couldn't help but relay on my own experience and how when I power posed I felt confidant and comfortable to talk to others which was weird knowing my shy personality. But over the years, I noticed that every year my shyness reduces a little bit more. However, I do believe that power posing is not everything, for I still have moments where I try to make myself smaller. For an instance, one cannot fake knowledge, and even if it were possible, it wouldn't be for a long time. In order to become confidant you need to believe in yourself and believe in your knowledge. Dr. Cuddy's research covered the physical side and how it affects our brains, what she neglected to mention is how our thinking affects our brain. I have done no research, but I have always been interested in the human's psychology, so I always kept my eyes open on my own actions. I believe in what Dr. Cuddy has proved, but I also believe that one cannot become it without a little pushing and believing.

Thread:	Hissa's Reflection	(Post is Read)	
Post:	Hissa's Reflection	Posted Date:	September 20, 2013 1:54 PM
Author:	**Hissa Al Sheraim**	Status:	Published

While Cuddy was talking I was thinking about my self and said, "Yes! I do these things sometimes when I'm stress, worried about the exam, and in a hard situations." What is more, I was thinking like may be because of these high-power poses exercises I did well. However, the more important thing is that I don't even know that moving your body up high is affecting the result of what I'm going to do positively.

This video was so helpful to me because I know that body language can impact and change mind. Also, it made me more interesting to have additional information about Psychology.

Body language is a way of how two bodies are communicating. She talks about two power dynamics; feeling powerful and less powerful. Someone feels powerful when they start to stretch and open up. On the other hand, feels less powerful when they are closing and small. So, what you need to do when you feels stress is to take a role of change. Trying to change yourself from low-power situation to a higher one for two minutes.

Thank You.

Thread:	My comment to Amy	(Post is Read)	
Post:	My comment to Amy	Posted Date:	September 20, 2013 1:05 PM
Author:	**Shaikha Al Hassan**	Status:	Published

This video showed me what body language really is and how our body reacts to how we behave when we're surrpunded by people. When we smile, our hands go up, because when we pull ourselves up it kind of lifts our hopes up and makes us feel more confident that we're on top of the world. When we're feeling blue, our smile turns upside down and thats the same way as our body reacts, its directing downwards which means our hands will stay down and that makes us feel very weak and powerless as if we can't hold a heavy weighlifter.

Thread:	Amy Cuddy : body language	(Post is Read)	
Post:	Amy Cuddy : body language	Posted Date:	September 20, 2013 10:20 AM
Author:	**Israa Abuhassan**	Status:	Published

what i learned is not only your mind can control your behavior, but also your body for example if you

do a poweful pose you feel you are able to do brave actions unlike if you did a weak pose that make you want to feel invisible and so on. I think that psychology is an imporetend science it help humans to know about themselfs and whats wrong and why they do that and what they should do about it.

Thread:	my comment	(Post is Read)	
Post:	RE: my comment	Posted Date:	September 19, 2013 10:32 PM
Author:	**Maryam Al Rayash**	Status:	Published

Editing : She did stutter once or twice. She surely lacked fluids in her mouth and seemed like running a marathon, BUT She: had a speech in front of +500 audience, in almost strobe light,

Thread:	my comment	(Post is Read)	
Post:	my comment	Posted Date:	September 19, 2013 10:20 PM
Author:	**Maryam Al Rayash**	Status:	Published

She did stutter once or twice. She surely lacked fluids in her mouth and seemed like running a marathon, BUT She: had a speech in front of +500 audience, in almost strobe light, communicated all She wanted, and what`s most important - got a standing ovation, twice! Amy`s a perfect example of overcoming one`s obstacles, because once you forget them, you can give a freaking, powerful speech. I love it when she states : "fake it till you become it" because sometimes I don't feel like I should be doing the great things I've been given. And so for her to share her story and her feelings is amazing. I'm always terrified of getting up in class to speak but, after listening to her I started to realize that is what I do every time and I find my confidence somewhere inside and I do what I must. I believe that I have the will power and responsibility to choose the better.

Thread:	Response to Amy Cuddy	(Post is Read)	
Post:	Response to Amy Cuddy	Posted Date:	September 19, 2013 2:45 PM
Author:	**Maryam Al-Thani**	Status:	Published

Amy Cuddy's TED talk was really interesting to me because I never really knew much about body language and the effect it can have on people's perception. For example, Amy mentioned that most employers evaluate

potential employees by analysing their nonverbal expressions. I think that sometimes an individual's nonverbal expressions and body language can tell you more about that person than whatever they choose to say. People often decide what they choose to say beforehand whereas body language is just laid out for you to interpret.

Similarly, Amy implied that by adopting her power poses, people would be able to change the way they feel about themselves. When you really think about it, maybe it just has this sort of placebo effect? People are told that these poses will make you feel better about yourself when maybe you're just standing there with your arms on your hips and all you needed was to catch that 20 second break.

Also, when Amy referred to the concept of animals using the power stance as well as the shrinking frame, I think it's fascinating how humans and animals alike have that characteristic from instinct. I'd like to add, that I'm not sure whether or not this has any relation to the shrinking frame theory, but isn't that idea similar to the theory that when humans are under physical or psychological stress they assume the fetal position?

Thread: Body language effects (Post is Read)
Post: RE: Body language effects
Posted Date: September 19, 2013 11:29 AM
Author: Chris Coughlin INSTRUCTOR MANAGER
Status: Published

Nice comment!

Thread: Body language effects (Post is Read)
Post: Body language effects
Posted Date: September 19, 2013 9:51 AM
Author: Sara Almalki
Status: Published

Body language is an interesting thing that most people would like to understand. Experiments shows that most or all people strech or open up their hands when they feel strong, happy or win. And totally the opposite thing when they were depressed or weak. In the video Amy Cuddy discussed that our minds changes our bodies, but do our bodies change our minds? And the answer was yes!
So, we can use this useful that observation in our life, either with exams, interviews....
Feeling powerful makes us feel really strong and comfortable which lead to more positive outcomes and to be a creative person. On the other side, sitting uncomfortably, shrinking on our bodies making us negative people with no confident.
Being a successful person gives us a nice feeling and once you feel it you will never want to go back.

(Post is Read)

← OK

5. Students' final grades

In terms of student results, the following reports the points/percentage allocate for the: 1) Exams, 2) In-class Assignments, 3) Final Paper, and 5) Presentation, and the following lists a breakdown of the final grades.

Final Grade	Females	Males
A	9	1
B+	5	1
B	2	
C+	4	4
C	4	1
D+	1	
D	4	
F	1	1

As you can see the majority of the class did very well and I was pleased with the final grades. The students who received an F were not in attendance and failed to drop the course. The students who received a D/D+ did not complete all their work and the two students who received an F were not in attendance and failed to drop the course.

3. **Sample of Teacher Work**

- Lecture

Lectures were organized via Power Point and posted on Blackboard so students could access the lecture material prior to the class. This system seemed to work well and the Power Points complimented the textbook readings and other readings thus making the material easily accessible.

- Assignments

There were 2 major assignments for this course – a research paper and a presentation of their paper. I have included the assignment requirements along with the rubrics that were used to assess student work. I have also included the 'best', 'okay' and 'least well done' papers along with the "best', 'okay' and 'least well done' presentation.

Also included are the student's guest speaker discussion posting in regards to Aisha Mohammad S A Ahmadi. As you can see, the students, particularly the female students very much enjoyed the presentation on counseling psychology as presented by Aisha.

Finally, students also received points based on two exams, a midterm and a final as well as class activities, all of which reflect mostly average and above average marks and this is reflected in the total points they received and their final grades.

Psychology 201
Worth 2 Points

The purpose of this activity is for you to practice using the terms and facts associated with each of the Contemporary Approaches of Psychology. First you will create a brief scenario and use the scenario below for each of the Contemporary Approaches and describe how a psychologist believing in each approach would address the issues presented in your scenario. (We discussed an example scenario in class that you can use as an example.) Please note, your scenario must be "comprehensive enough to allow discussion of each of listed psychological approached)

Your Scenario (limited to a paragraph)

1. **Biological Approach**

1. **Psychoanalytic Approach**

2. **Behaviorist Approach**

3. **Humanistic Approach**

4. **Cross-Cultural or Sociocultural Approach**

5. **Cognitive Approach**

Term Research Paper – 20 points (20%)
Psychology 201
Fall 2013
Male Section

This paper will represent a semesters worth of work. This will be a group paper with 2 to 3 students per group (no more than 3 per group group.) You can write your own paper, and if you choose this option, then the rubric will be adjusted (see rubric).

For those who co-author a paper, you will receive assessment from me (refer to the attached rubric) as well as peer (co-authors) assessment (peer assessment information is also attached.) I will assess the paper and give every author the same points and then add to that the average points s/he received from his/her co-authors. So for example, if I assess your paper at 16 points and there are 3 of you who worked on the paper, you will each receive the 16 points from me. Then I will take the peer evaluation points, and average them, and add those points for each of you individually. So for example, if you received 4 points from one co-author and 2 points from the second co-author, your average peer assessment points would be 3. Thus I would add those 3 points to the 16 I gave you, for a total of 19 points (as you can see, my assessment is worth 80%, and peer assessment is worth 20%, of the grade you will receive on the paper.)

You and your partners will select **one** of the following topics for your paper:

1. **The causes of "evil."** The textbook and lectures discuss Stanley Milgram's famous obedience experiments (described in the Social Psychology chapter), in which ordinary people obeyed "evil" commands and delivered painful electric shocks to innocent victims simply because the experimenter told them to do so. **What do you think is the cause of the evil behavior?** Was it something inside the person (his/her personality traits, bad genes, etc.), or was the evil behavior caused by the person's environment (a bad upbringing, bad social influences, etc.). Is evil behavior ever purely a function of just the person or just the situation? Whatever explanations you offer, would you use the same explanations to account for "evil" behavior in the world at large – e.g., men who rape, corporate officers who steal money from workers and stockholders, genocides, people and corporations who destroy the environment and pillage the planet…etc.? Be sure to refer to appropriate research and theory; cite research to support your statements, conclusion. Your paper will have at least 2 main sections. Section 1 of your paper will discuss the topic and the final section, Section 2, will discuss if you as a group agreed in your conclusions? If so why, if not, why not? Be creative in the way you address this topic, but be sure to cite research to support your statements, conclusions!
2. **Analyzing Personality in Terms of the Nature-Nurture Debate.** Describe your personality, for example, in terms of the Big Five personality traits, ecological systems perspective (Urie Bronfenbrenner), etc. How much do you think your traits result from nature (i.e., genetics, heredity) and how much do you think they

result from nurture (how you were reared, your environment, personal experiences). Issues you might consider: How similar is your personality to your parents' personalities and to your siblings' personalities? Why are you similar or dissimilar to your close family members in personality? Be sure to refer to appropriate research and theory; cite research to support your statements, conclusion. Each co-author of the paper will address these questions concerning their personality and then you will discuss how similar, dissimilar your personalities are as a group working on this paper. What do you think accounts for the similarities and differences among the co-authors? In terms of organizing your paper, if there are 3 of you working on this paper, I would expect 4 sections to your paper -- a section for each of you to discuss/address the questions pertaining to your own individual personality (Sections 1, 2, and 3) and the last section (Section 4), would address similarities and difference among your personalities and what you as a group thinks accounts for those similarities and differences. In terms of each of your personalities, what made working together easy, difficult...etc.

Format

Your paper must include at least **two scientific journal articles per author**, thus if there are 3 of you writing the paper, you will include 6 peer reviewed research articles. Your paper must conform to APA format for citations and references (no other APA paper requirements are necessary.) Your paper should be double spaced, 12 font, Times New Roman or Arial. It is the responsibility of EVERY author to proof read the paper to make sure the final submission is well written. Keep in mind, a good research based paper refers to and cites research! So, the 'minimum' requirement for references does not necessarily translate to an excellent paper. Papers will be between 10 pages minimum and 15 pages maximum, including references.

Due Date

Papers are due at the beginning of class on **Tuesday, December 10**, and presentation of the papers will begin the following week. On the day your paper is due, bring a hard copy of your paper to class, and also, submit your paper to Blackboard as per instructions (this will be discussed later in the semester). To consider your paper submitted "on-time", you must submit a hardcopy of your paper **and** submit it to Blackboard by or before the beginning of class on the 10th of December. Late papers will receive an automatic **3 point deduction**; there are no exceptions – papers can ALWAYS be submitted early.

Overview of Assessment

Your paper will be accessed on the quality of writing as well as the comprehensive discussion of the topic and the overall presentation/organization of the material. To write an excellent paper (an A paper) the reader should be able to easily comprehend the material you present given your paper must be well written and demonstrate thoughtful organization. For specific assessment criteria, see Rubric, attached.

I will review one draft copy for you. If you want me to review a draft copy, all co-authors should meet with me and bring a hard copy of the paper with them for all of us to

review together. If for some reason, a co-author does not attend, for whatever reason, it will be noted and s/he could lose points when the final paper is submitted (either through my assessment and/or peer assessment.)

Name _____ ID# _____

TERM PAPER ASSESSMENT **Rubric**

	4	3	2	1	Points
Quality of Information	Information clearly relates to the main topic and follows requirements of assignment.	Information relates to the main topic and generally follows the assignment.	Parts of paper don't follow the main topic or the assignment.	Information has little or nothing to do with the main topic or does not follow assignment.	
Accuracy of Information	No inaccuracies noted based on the support of peer reviewed research articles.	Very few inaccuracies noted.	Some inaccuracies noted -- some problems with using the research to support statements, conclusions.	Many inaccuracies noted -- lots of problems using the research to support statements, conclusions.	
Organization and Readability and Mechanics	Information is very organized easily readable. All requirements were followed. Extremely minor grammatical, spelling or punctuation errors. Does not interfere with the clarity of the paper.	Information is organized and readable. All requirements were followed. Almost no grammatical, spelling or punctuation errors.	Organization of information not totally clear or readability is less than good, but all requirements were followed. A few grammatical spelling or punctuation errors. Impacts the clarity of the paper.	The information appears to be disorganized or readability is bad. Did not follow requirements. Many grammatical, spelling, or punctuation errors. Compromises the clarity of the paper. Reads more like a draft than a final paper.	
Sources and APA	Adequate number of primary sources used to support statements and conclusions. No major APA problems	Could have provided a bit more research support, but overall, statements, conclusions were supported. Mostly follows APA but needs a bit more work.	Number or quality of sources clearly inadequate – many statements and conclusions were not supported by research Major errors but effort to follow APA is apparent.	Few if any sources actually used and/or APA requirements not followed.	
				Rubric	/16
				Average Peer Points	/4
				TOTAL POINTS OUT OF 20	/20

*One Author then rubic and final points will be assessed as follows:
16 = 20; 15 = 18; 14 = 16; 13 = 14; 12 = 12; 11 = 10; 10 = 8; less than 10 = 9

Each author submitted all peer review forms ___yes ___no; if no, the student loses 3 points, automatically (this is assessed per individual student.)

Your Name _____ IS#_____

Co-Author Assessment

Please refer to the attached Co-Author Assessment Rubric. Submit this form indication the co-authors rubric score and the corresponding grade. If you give a co-author less than a rubric score of 4 (an A), specify. If a student does not submit this form (and assess each of her/his co-authors, s/he will lose 3 points on her/his individual paper assessment points.

Please think about your co-authors and grade their work:
Grade (rubric)
A (4) = excellent
B (3) = above average
C (2) = average
D (1) = below average
F (0) = nothing to assess (was assigned to your group but did not participate)

Co-Author's Name and ID Number Assign each co-author a grade and then specify why you gave a co-author less than an A grade.	Rubric 4-1	Grade A-F
1.Name/ID _____		
2.Name/ID _____		
3.Name/ID _____		
4.Name/ID_____		

Co-Author Assessment Rubric

Excellent 4	Above Average 3	Average 2	Below Average 1
The co-author equally participated in writing this paper and.... S/he did not miss ANY meetings to discuss or work on this assignment and... S/he was responsible for finding and correctly citing at least two research article that is cited in the paper and.... This co-author was great to work with – demonstrated collaboration	The co-author participated in writing this paper ..... S/he missed one meeting to discuss or work on this assignment ... S/he was helpful in finding a research article that is cited in the paper ... The co-author was good to work with.	The co-author participated in some of the writing of this paper ... S/he missed more than one meeting to discuss or work on this assignment ... S/he was not very helpful in finding at least one article to cite in this paper..... The co-author was difficult to work with.	The co-author participation in writing this paper was lacking ... S/he missed several meetings to discuss or work on this assignment ... S/he did not help in finding an article to cite in this paper ... The co-author is extremely difficult to work with.

Paper and Presentations
(Male Section)

1. **Submitting your Research Proposal Paper**
   The paper is Due Tuesday, December 10. For your paper to be considered '**submitted on time**', you will need:

- To include a cover page with the title of your paper all student names and student ID numbers included
- To bring a hard copy to class
- Submit **one** copy of the paper via **Safe Assignment** on Blackboard. For your electronic submission, you will include all pages (cover page as well as references). You must name your document with your name or names. For example, if 3 of you wrote the paper, only one of you will submit it electronically and you will name the document, Ali Smith_Marios Jones_Salem Stewart (if you can just include first and last names, that will work best.) Must be submitted by or before class on December 15 (by or before 3:30 pm). Also you MUST bring a hardcopy to class to give to me after you complete your presentation.

2. **Presentation**
   Presentations will begin December 15. For this assignment:

- Students will present in the following order:
  - **Day 1**
  - Abdirahman
  - Jeffin
  - **Day 2**
  - Hamad
  - Ahmed
  - **Day 3**
  - Khaled
  - Mohab
  - Suliman

REQUIREDELEMENTS	Slides contains Title, an good overview of topic, support from research, and other requirements based on individual or group paper.	One of the required elements is missing.	Two or more of the required elements are missing.	3
CONTENT/ORGANIZATION	Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence	Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions	Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence	3
WRITING MECHANICS	There are no errors in spelling, punctuation or grammar in reflective or explanatory text.	There are few errors in spelling, punctuation or grammar in reflective or explanatory text.	Errors in spelling, punctuation or grammar are common in reflective and/or explanatory text.	3
REFERENCES	All references are organized according to APA Style .	Most references are organized according to APA Style .	Some references are organized according to APA Style	3
PRESENTATION	Clearly, succinctly articulated the information listed on each slide in the time allocated. Demonstrated pre-presentation practice. Ended presentation within allocated time frame.	Information on the slides could have been more clearly, succinctly presented. Demonstrated the need for more per-presentation practice. Ended presentation within allocated time frame.	Presentation was not well organized indicating little to no time given for pre-presentation practice and/or exceeded time allocation.	3
Total Score				15

If you submit your Power Point late, you will receive **maximum 13** points on your presentation

Midterm Exam
Psy201 Fall 2013

Name _____
ID# _____

(3 pts)

1. From a behaviorist perspective, please explain why "timeout' can be an affective disciplinary tool.

(3 pts)

2. If you were a counselor whose counseling orientation was psychodynamic what would you take into consideration that a therapist with a behavioral perspective would not consider?

(2 pts)

3. Which of the following represents the strongest correlation? Circle the correct answer
   a. -1
   b. .9
   c. .7
   d. -.2

(2 pts)

4. How can habituation be used to test a baby's cognitive functioning?

(1 pt)

5. Based on the visual cliff studies, we can say that children are born with depth perception.
    a. True ____
    b. False ____

(2 pts)

6. Why is dreaming called "paradoxical sleep"?

(2 pts)

7. From the 6 famous studies listed, please select 2 and briefly explain the study. (Just provide enough information so that I know you are familiar with the study – you do not have to go into a lot of detail.)

- Asch Experiment
- Harlow Monkey Experiment
- Little Albert Experiment
- Milgram Experiment
- Ivan Pavlov Classical Conditioning Experiment
- Zimbardo Standford Study

(1 pt)

8. The central nervous system makes up 99% of all neurons.
    a. True _____
    b. False ____

(2 pts)

9. In class we watched a video on Joe who had experience "split brain" surgery. Why did he have this surgery, and what exactly was "split" in terms of his brain.

(1 point)

10. How do we define consciousness?

(2 pts)

11. Briefly state how culture influences dreams.

(3 pts)

12. In class and on the power point we discussed 3 reasons why we sleep, list them.

(1 pts)

13. What does posthypnotic amnesia refer to?

Final Exam
Psychology 201
Fall 2013 (worth 30 points)

Name _____

ID#_____

(2 pts)

1. Explain what is meant by teratogen and given an example of a teratogen.

(2 pts)

2. What is the difference between temperament and personality?

(2 pts)

1. What is the difference between declarative memory and procedural memory?

(2 pts)

2. The primary memory difficulty in in Alzheimer's is referred to as _____ amnesia?

(2pts)

(2 As we discussed in class, what are the 2 types of locus of control and how does this help us understand motivation?

(3 pts)

3. In class we discussed that <u>preoperational</u> children are not able to conserve, they are egocentric, and they cannot decent. In relation to the this stage of cognitive development, please define (to receive full credit, you must be specific):

- conservation:

- egocentric:

- decenter:

(2 pts)

4. When a child reaches adolescence and enters the formal operational stage of cognitive development, what is s/he able to do now (cognitively speaking) that s/he was not able to do at a younger age according to Jean Piaget's theory of cognitive development?

(2 pts)

5. Briefly explain Mary Ainsworth's research referred to as the "strange situation" **and** state the purpose the research.

(2 pts)

6. Why is Erik Erikson's theory referred to as a "psychosocial" theory of human development?

(2 pts)

7. As discussed in in the article, describe the difference in anger in relation to Borderline Personality Disorder and Narcissistic Personality Disorder.

(3 pts)

8. How does Jean Piaget's theory of cognitive development differ from Albert Bandura's social cognitive theory?

(2 pts)

9. As discussed in the article, Bipolar Disorder can be difficult to treat; is this difficulty due more to the depression or the mania, briefly explain?

(2 pts)

10. Aisha Mohammad S A Ahmadi presented information to the class and she discussed the importance of confidentiality a patient or client has with his or her counselor. What are 2 reasons Aisha gave as reasons a counselor can break confidentiality?

Of the following 2 questions, <u>select 1</u> to respond to:

(2 pts)

11. Based on the presentations and class discussions, what is the definition of a serial killer?

(2 pts)

12. What is the Big 5, in reference to personality?

2. Course Teaching Philosophy

In all my teaching, I try to adhere to the Seven Principles for Good Practice in Undergraduate Education as posited by Chickering & Zelda (1991). The 7 the principles are:

Good practice encourages student-faculty contact
Good practice encourages cooperation among students
Good practice encourages active learning
Good practice gives prompt feedback
Good practice emphasizes time on task
Good practice communicates high expectations
Good practice respects diverse talents and ways of learning

In accordance with these principles, I organized the class so that students could work together in class on class assignments/projects. I provided timely feedback on assignments via class discussion, written comments, and/or Blackboard discussion. The final paper required the students to review research and write a research based paper that adhered to APA citation and referencing requirements. This assignment communicated high expectations for a 200 level course. The final paper was challenging in that it required the students to apply theory and support their statements and conclusions based on reviewing peer reviewed literature. For this particular course, a major outcome was helping students understand how to write a research based paper. Thus students were provided with numerous opportunities for feedback.

My major goal was to engage students in the study of psychology so that they could better understand human behavior with the hope of facilitating a more compassionate understanding of factors that influence thought and behavior, and in doing so, create a better understanding of themselves and others.

- Blackboard Use

Blackboard was used in the course. Course material was available online for the students to download and read before classes. I used the discussion board to initiate discussion concerning various class topics and as a means for the students to provide feedback on various class topics. Included are copies of Blackboard Discussion.

STATEMENT OF TEACHING PHILOSOPHY

My love for teaching surfaced during my first experience with college teaching many years ago. I knew that after my first few lectures I had found the career I wanted to pursue. My philosophy for teaching has grown and expanded since that time. There are several tenants of teaching that I strongly believe in, and I make every attempt to include them in each class that I teach. Perhaps the most important characteristic of good teaching is *effective communication*. My education and experience in family mediation has helped me to develop the ability to clearly articulate concepts and to create a stimulating and safe environment for students to share their thoughts and concerns.

I view teaching as a *reciprocal process*, one in which both the teacher and the student find themselves learning from one another. Students can be wonderful, creative sources of information and students can learn from the experiences of one another. Because I so believe in the reciprocal nature of teaching, the first day of class I make it clear to my students that I expect a lot of class participation -- everyone will benefit, including me, if they share their experiences with the class. This process is fundamentally facilitated by providing a safe and open environment in which each student feels that their opinion and beliefs will be heard without judgment. I believe that the way a teacher supports (or fails to support) a student's comments or questions set the tone for the entire class. Students are very aware of the environment of the classroom and will quickly decide if it is safe to open their mouths as well as their minds. Even in a classroom with over 300 students, I have been able to provide a safe environment that allows for thoughtful and stimulating interchanges.

I believe one of my best and most versatile qualities as a teacher is my *sense of humor*. I rely on my sense of humor to engage students in the process of learning and to create a warm and caring environment. This communicates to the students that I am approachable and that I genuinely care about them. When used appropriately, humor stimulating to students and draws them into the learning experience. Students seem to retain much of what they learn if the medium by which they receive information is filled with examples, stories, and funny anecdotes.

I *make time to meet with students*. In addition to helping students understand course content, my job as instructor includes encouraging them to explore and clarify educational objectives. I view education as a means of not only increasing academic knowledge and skills, but also increasing a person's self-worth and self-esteem. At times, I use self-disclosure as a way of joining with them and normalizing their personal experiences. For example, I have shared with my students that I returned to school at the age of 28, and I was very concerned about my ability to succeed and attain my goals. I believe this strategy is very effective in helping students to accept themselves more fully through their processes of career choice, individuation and self discovery.

I believe that it is important for students to understand that it takes time to learn how to take tests, write papers, and learn subject matter. I instruct them on resources available if they are in need of extra assistance. Additionally, I work with students one-on-one who have special needs or who simply would benefit from extra instruction.

Lastly, *my educational background in Human Development and Family Studies and my multicultural experiences have given me a strong framework for teaching developmental courses*. Having worked with children and families in various settings and having taught in the United States, New Zealand, and the Middle East, as well as having traveled extensively, I draw upon my cultural experiences in my teaching to give concrete examples of theoretical concepts. This ability seems especially relevant and effective when teaching courses in child development particularly at a University that values diversity and promotes internationalization. I also believe my enthusiasm for the subject matter is translated to my students and motivates them to understand the subject as well. Although I believe that most college students are intrinsically motivated to learn, it is the responsibility of the teacher to provide the missing piece of the motivational formula. My teaching skills, when combined with my life experience and passion for teaching, have given me the ability to create the extrinsic schema that the student needs to complete the cycle of learning.

The following will briefly refer to the Seven Principle for Good Practice in Undergraduate Education (Chickering & Zelda, 1991) and will inform the reader how my teaching reflects these principles

Good practice encourages student-faculty contact

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

I always make time for my students through regular office hours, correspondence through email, telephone, etc. My office door is almost always open and I encourage students to feel free to drop by at any time.

Good practice encourages cooperation among students

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

In every one of my classes, I assign a group project so that students have a chance to get to know one anther better as well as develop their interpersonal and professional skills.

Good practice encourages active learning

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

All my classes are very interactive in that I encourage students to share their opinions and ideas. I always strive to create a classroom environment whereby students genuinely feel comfortable sharing and know that their thoughts and opinions are valued.

Good practice gives prompt feedback

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

I take a lot of pride in the fact that I return student work promptly. I provide study guides and assessment rubrics so that students know exactly what is expected in terms of tests and papers. I let students know that they have every right to question my assessment of their work. I believe that by doing this, I encourage students to visit with me if they have any concerns about a grade they received, or if they have concerns about any aspect of the class and their ability to succeed.

Good practice emphasizes time on task

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for student and effective teaching for faculty. How an institution defines time expectations for students, faculty administrators, and other professional staff can establish the basis for high performance for all.

As a professional, I know continuing to optimize these factors is an ongoing process. Trying to balance all professional responsibilities is difficult, especially when one is extremely committed to their students and teaching. I find myself struggling with finding an optimum allocation of time to do research verses time spent with students – it is an ongoing challenge and one that I will probably always struggle with.

In terms of my students, having taught for about 20 years, I believe I have developed reasonable expectations in terms of what I want students to achieve by the end of a class. Over the years, I have become more experienced and realistic in terms of the amount of material that can be covered in a semester. When I first started teaching I was very concerned with making sure the material got covered. Unfortunately, this was at times at the expense of student learning. Today, my classes are set up to be much more flexible. In this way I can encourage student engagement through meaningful, class discussions and class projects even though it might mean less material is covered. It is fair to state that it has probably taken me 20 years of teaching to discover quality is much more important than quantity.

Good practice communicates high expectations

Expect more and you will get it. High expectations are important for everyone-for the poorly prepared, for those unwilling to exert themselves, and for the bright and well

motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

If I would have addressed this issue a few years ago, I would have not questioned these tenets, because I have always held my students to high standards. However, having now lived and taught in in two other countries, the United Arab Emirates and Qatar where English is not the first language (at least for most students), I must admit this statement now makes me pause a bit. What I struggled with the most is how to incorporate high standards and fairness in terms of my expectations. For example, given English is for many of my students here at Qatar University, a second language, reading and writing can be for a lot of students, extremely challenging. Thus, I find my expectations, in terms of the amount of reading the students can accomplish in a semester, has to be adjusted (in comparison to my expectations when teaching student for whom English is their first language). So, I would have to say that yes, high expectations are certainly a factor in student success but in concert consideration to the context in which one is learning and/or teaching.

Good practice respects diverse talents and ways of learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need to the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.

I very much respect the work of Howard Gardner and his identification of 9 intelligences. Also, given my background in Human Development as well as my multicultural experiences, I can certainly appreciate diversity in terms of student ability. It is very seldom that I don't see a student succeed in one of my classes if that student applies him or herself. I will give students every chance to succeed if they are willing to put the time and effort into the class. Not all students are good at writing and test taking, and for some students, academic work is very challenging. It is my job as a teacher, as well as my passion as a teacher who is committed to her students, to provide the best support I can so my students can achieve their academic goals.