

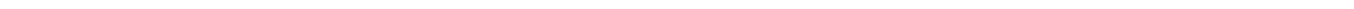
# Georgia Psychological Society© Newsletter

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Number 3  
July  
2006



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## LATE SUMMER ANNOUNCEMENTS

- ◆ As we complete the summer session, work continues on our Georgia Psychological Society's Southeastern Journal of Psychology. We have had a number of excellent manuscripts submitted and we are looking forward to our first edition.
- ◆ Please set your calendars for **April 14, 2007** to attend the second annual meeting of our Society. Our meeting will be held on the campus of Macon State College, Macon, Georgia. Submissions of paper proposals for the conference will be **January 18, 2007**. Early bird registration deadline will be **March 1, 2007**.
- ◆ Our first annual conference was held in Valdosta, Georgia on April 7-8th. We had a total of 70 participants. Our most popular talks were the Mock GRE examination presented by Dr. Deborah Briihl and Reflective Pedagogy Through Analogy Construction by Dr. Joe Mayo.

### In the laboratory: Member research programs

#### Interview with Dr. David Monetti, Valdosta State University, on his "Core Content Project" grant

##### 1. What is the Grant about? What are the expected findings/results?

The grant project is called the "Core Content Project". This project is a partnership between the Georgia Professional Standards Commission and Valdosta State University which developed a series of web-based courses for Georgia certified special education teachers who may use them to qualify for newly revised state certification. The two web-based course series will provide fifteen semester hours of content instruction in the area of reading and fifteen semester hours of content preparation in mathematics.

##### 2. How long have you been working on it and who with?

This was a one year project from the fall 2005 term until the fall 2006 term. The directors of the grant were Dr. Phil Gunter, Jon Sizemore, and myself. We were also very fortunate to have input and direction from Dr. Fran Watkins who is the Director of Educator Preparation at the Georgia Professional Standards Commission and from Dr. Leslie Morrison at the Georgia Professional Standards Commission. The individuals who I am most deeply in-

**IN THE LABORATORY continued on page 6**



## College Teaching Tips:

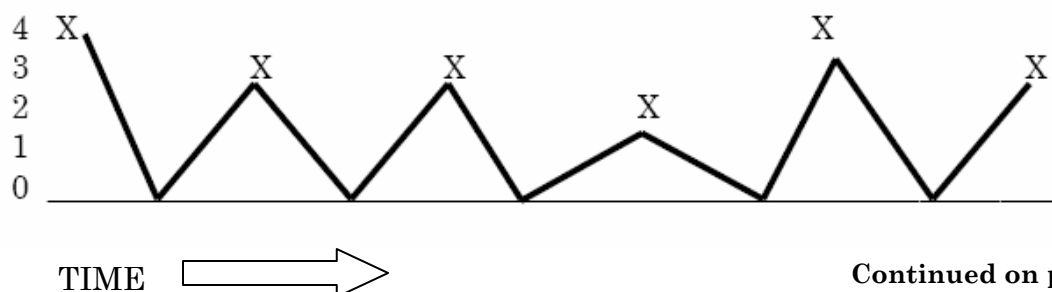
### An introduction to conceptual development using a demonstration of spreading activation in retrieval

Charles R. Talor  
Valdosta State University

The acquisition of concepts is a critical part of cognitive development. Roberts and Horowitz (1986) reported early conceptual development in 7 and 15 month olds, who were able to distinguish conceptual categories in a study using habituation-dishabituation procedures. Similarly, Mandler (1996) found that one and two year olds could distinguish the category of toy birds from that of perceptually similar toy airplanes. Rosch (1985) described the tendency of young children to form basic level categories when encoding and retrieving concepts, such as “dog,” in contrast to other category levels such as “animal” (a superordinate level) or “Dalmatian” (a subordinate level). For classes in Child Psychology and in Human Development, I use this demonstration of spreading activation to introduce conceptual categories and as a lecture lead into conceptual development. The instructor begins by asking a student to name items in a familiar category for a minute, for example, the names of animals. The student is given no preparation time. A second student monitors the time. Typically, the student will name several animals, followed by a silence for several seconds and then the name several more animals followed by another period of silence. Typically, this naming-silence pattern continues for the entire minute. While the student is naming animals, the instructor writes the names down on the blackboard, starting a new column after each period of silence. When finished, the instructor has written a series of columns:

| (column 1) | (column 2) | (column 3) | (column 4) | (column 5) | (column 6) |
|------------|------------|------------|------------|------------|------------|
| Dog        | Lion       | Trout      | Snake      | Worm       | Canary     |
| Cat        | Elephant   | Salmon     | Lizard     | Snail      | Robin      |
| Hamster    | Monkey     | Bass       |            | Slug       | Bat        |
| Turtle     |            |            |            | Fly        |            |

The instructor then plots the number of items in each column to show the class the student’s pattern of name retrieval:



Continued on page 4



### College Teaching Tips continued from page 3

The columns reflect a spreading activation of memory as exemplars are identified within conceptual groups, and the silence the time it takes to access a new conceptual group. When diagrammed, the data show a “sawtooth” pattern. Virtually all students who engage in this task will name animals at the basic level category as described by Rosch (1985). This demonstration can lead to a discussion of Collins and Quillian’s (1969) hierarchical model of semantic relations, the updated Collins and Loftus (1975) theory of spreading activation in a semantic network, priming (McNamara, 1992; Ratcliff & McKoon, 1989), connectionist models of memory (Rumelhart & McClelland, 1986), as well as an introduction to conceptual categories and their development in infants and children.

For example, the student’s responses are most like a hierarchical search model in the fish and reptile exemplars of the third and fourth columns (groups 3 and 4). This pattern of naming shows hierarchical relationships that link superordinate to subordinate levels, in this case trout, salmon, and bass belong to the same superordinate node of fish and are named together, while snake and lizard belong to the same superordinate node of reptiles and are named together. However, the student responses in the first and last columns (groups 1 and 2) are more typical of a spreading activation across a network of semantic relations as the student accessed a category of “house pets” and “flying animals.” The grouping of “house pets” show suggest networked relationships outside of a hierarchical structure—as seen in dog, cat, hamster and turtle. In terms of development, both for novice adults and children, these models describe development as part of the emergent properties of semantic relations (or connectionist links) which modify over time and experience. This can be seen in young children who do not initially distinguish butterflies from birds and bats, but separation occurs as they gain experiences with the differential properties of each kind.

While the nature of concepts and conceptual development of infants, preschoolers and young children are the main areas of study, there are many other applications which can be introduced with this lecture topic. For example, spreading activation is thought to assist in providing context effects for children learning to read and identify unknown words in a sentence. Similarly, some assessments of learning difficulties in children use assessments such as naming items and concepts.

#### References

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- Collins, A. M., & Quillian, M. (1969). Retrieval time from semantic memory. *Journal of Verbal Learning and Verbal Behavior*, 8, 240-248



## SNAPSHOT: A LISTING OF MEMBER PROGRAMS

*Snapshot provides a listing of the Georgia Psychological Society members' college, university, and professional affiliations at the 6 month anniversary of the organization of our society.*



*Abraham Baldwin College, Tifton, GA*

*Fordham University—College at Lincoln Center, New York City, NY*

*Georgia Southern University, Statesboro, GA*

*Gordon College, Barnesville, GA*

*Greenleaf Treatment Center, Valdosta, GA*

*Kennesaw State University, Kennesaw, GA*

*Jacksonville State University, Jacksonville, AL*

*Midtown Psychological Associates, Valdosta, GA*

*Thomas University, Thomasville, GA*

*University of Georgia, Athens, GA*

*University of Maryland, College Park, MD*

*Valdosta State University, Valdosta, GA*

*Waycross College, Waycross, GA*



**Continued: IN THE LABORATORY from page 2**

debted for their excellent efforts on this project were the curriculum experts who actually generated the web-based courses. In mathematics, those individuals were (listed alphabetically): Dr. Darryl Correy, Dr. Peggy Moch, and Dr. Sandy Trowell. In reading, those individuals were (listed alphabetically): Dr. Carol Barnette, Dr. Sheryl Dasinger, Dr. Brenda Dixey, Dr. Lynn Minor, and Dr. Barbara Stanley. One of the strengths of this grant project was that we had an incredible group of twenty-six k-12 educators who evaluated the web-based courses we developed and gave us invaluable feedback about how we could increase the learning opportunities of educators who participate in them. You can find a listing of those professionals at: <http://www.valdosta.edu/distance/core/reviewers.htm>

**3. What are some hints (or warnings) that you would tell others about working on grants?**

The one recommendation I would make to an individual who wants to get involved in grants is to seek out a mentor who can help you navigate the process. There is a lot involved in a grant venture in terms of accountability, management, fiscal procedures, and planning. I was very fortunate in that when I was a new faculty member at Valdosta State University I was mentored by Dr. Pam Hertzog through a multi-million dollar grant project called the Georgia Systemic Teacher Education Program (GSTEP). Then, when the GSTEP project's funding period ended, Dr. Phil Gunter helped me successfully navigate and mentored me through this Core Content Project. Based on what I have learned about grants by working with Dr. Hertzog and Dr. Gunter, I have been able to secure several other grant awards that total about \$150,000. These later grant awards that I mention are in a research area that is of particular importance to me: service-learning.

**4. What is the number one take home message that you would like to say about this grant and the outcomes for it.**

Our James L. and Dorothy H. Dewar College of Education's mission is to "Positively Impact Learning Through Evidence-Based Practices" and this project is intended to assist our statewide community of special education teachers do just that by helping them increase their content preparation in the areas of reading and mathematics.

## Author Guidelines for submitting articles to the Southeastern Journal of Psychology©:

The Southeastern Journal of Psychology© invites original manuscripts on topics in applied and basic psychology, and interdisciplinary work which intersects with psychology, such as education and learning, assessment and nursing, behavior within social groups. Articles representative of a variety of disciplinary bases are accepted. Content may address research, reviews, scholarly writings, field and clinical experiences, and the teaching of Psychology.

Brief manuscripts are 1,500 to 2,500 words (3 to 5 single spaced pages), manuscripts are 5,000 to 10,000 words (10 to 20 single spaced pages). Review of literature manuscripts will also be considered. All manuscripts must conform to the editorial style of the fifth edition of the APA style manual.

The Southeastern Journal of Psychology© is published in both electronic and hard-copy formats. For the electronic format, hypertext submissions are welcome.

- ◆ Articles may be submitted either electronically to the Editor or by ordinary mail on a floppy diskette, CD, or DVD disk in windows in MS Word or WordPerfect format. All articles will be peer reviewed in a blind process.
- ◆ Articles should be prepared according to the guidelines in the publication manual of the American Psychological Association (The Fifth Edition).
- ◆ Please include a 100-150 word abstract.
- ◆ Questions concerning possible contributions be directed to the Editor.

[crtalor@valdosta.edu](mailto:crtalor@valdosta.edu), or by

U.S. Postal Mail at  
Dr. Charles R. Talor  
Editor,  
Southeastern Journal of Psychology  
Department of Psychology and Counseling  
Valdosta State University  
Valdosta, Georgia

Submission deadline for the second edition issue is October 15, 2006

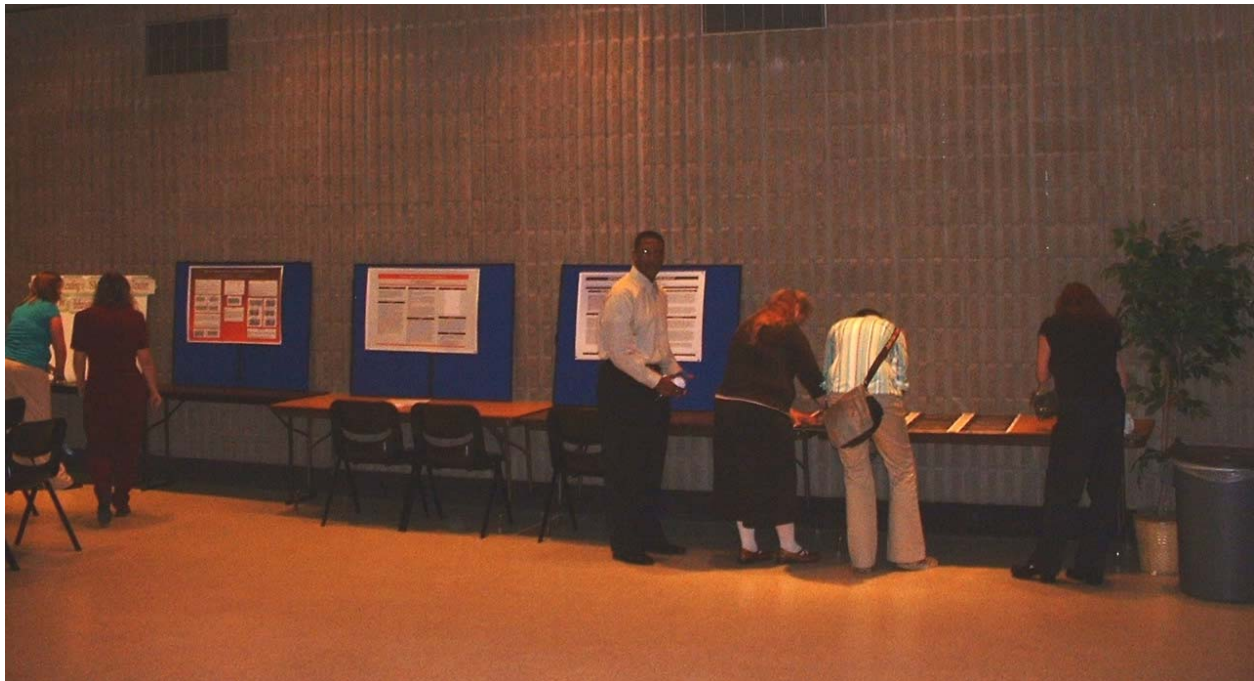
## Pictures from the 2006 Georgia Psychological Society Conference



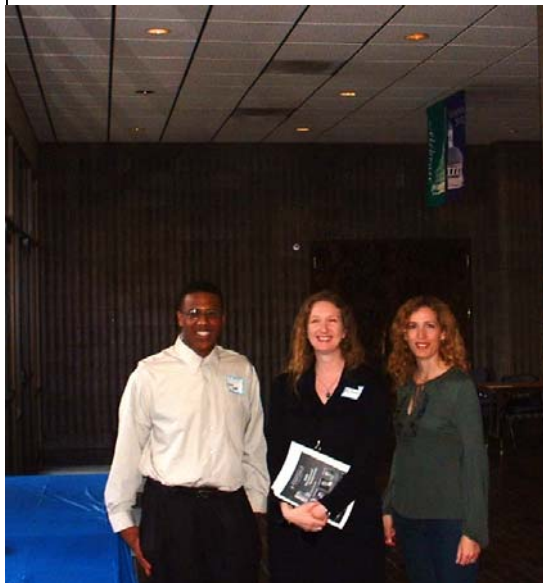
Dr. Deborah Briehl prepares students for their Mock-GRE examination.



Dr. Kevin Colwell (seated at front) describes characteristics of clinical psychology graduate programs.



**Poster Session in the main auditorium**



Society members Mr. Enoch Walls, Ms. Amy Browne, and Ms. Dawn Browne take a break during the conference.



Ms. Melanie Mays (second from left), Worth Publishers shows textbooks and tradebooks to two conference participants. On the right we have our registration table with volunteers Ms. Monique Harmon, Ms. Cindy Bonner, Ms. Georgia Oropeza, and Ms. Ashley Skinner,

## Schedule of meetings and conferences 2006-2007

Gerontological Society of America, Dallas, Texas, November 11-14, 2006.

Southeastern Psychological Association, New Orleans, February 21-24, 2007.

Society for Research in Child Development, Boston, MA., March 29-April 1, 2007

American Educational Research Association, Chicago, IL., April 9-13, 2007.

Georgia Psychological Society, Macon, GA, April 14, 2007.

Association for Psychological Science, Washington, D.C., May 25-28, 2007

### College teaching tips, continued from page 4

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Rosch, E. (1983). Prototype classification and logical classification: The two systems. In E. Scholnick. *New Trends in Cognitive Representation: Challenges to Piaget's Theory*; (pp. 73-86). Hillsdale, NJ: Lawrence Erlbaum Associates.

## Society Member News

**Blaine Browne, Greg Pinera, Sarah Steedman, and Enoch Walls** presented *Stimulus duration, visual field and imagineability on lexical decision* at the May 2006 meeting of the Association for Psychological Science held in New York City, N.Y.

**Jessica Dyal and Charles R. Talor** presented *Bereavement responses to death* at the May 2006 meeting of the Association for Psychological Science held in New York City, N.Y.

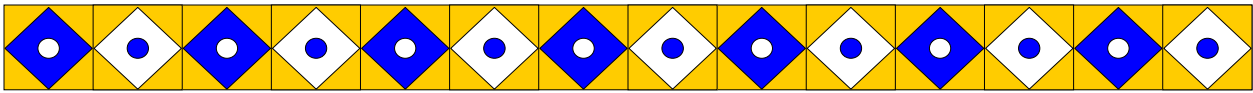
**Steven J. Kohn** presented *Racial differences in the use of lateral social comparisons among older women* at the May 2006 meeting of the Association for Psychological Science held in New York City, N.Y.

**Joseph Mayo** (at right) received the 2005 Two-Year College Teaching Excellence Award by the Society for the Teaching of Psychology (STP; APA Division 2). This award was based on the following criteria: (a) demonstrated influence in interesting students in the field of psychology; (b) development of effective teaching methods, courses, and/or teaching materials; (c) outstanding performance as a classroom teacher; and (d) concerns with professional identity as a teacher of psychology, including the scholarship of teaching and learning.



**Joseph Mayo** published *Using Peer Critique to Improve Students' Writing Skills: The Colleague Swap Revisited*, in the Psychology Teacher Network, the quarterly newsletter for the Society for the Teaching of Psychology, Summer 2006, Vol. 16, Issue 2, pp. 7-8

**Joseph Mayo** completed over this summer, the "Introductory Psychology Assessment Project" for Allyn & Bacon Publishers. This project involved developing original multiple-choice questions (heavily slanted toward conceptual application) for 14 introductory psychology topics (60 questions per topic arranged in 3 randomized sets of 20), divided equitably (420 apiece) into a midterm and a final exam that will be available online for all students using Allyn & Bacon's introductory psychology texts. Dr. Mayo's work involved collating topics across all of these texts, and assuring that these questions were consistent with the existing APA Learning Goals and Outcomes.



R. Murray and **Michael Nielsen** (at right) published *The spiritualistic tradition*, in the 2006 book edited by E. T. Dowd & S. L. Nielsen, *The psychologies in religion: Working with the religious client* (pp. 255-269). NY: Springer.



**Michael Nielsen** received the 2006 Distinguished Service Award from the American Psychological Association Division for the Psychology of Religion.

**Michael Nielsen** received the 2006 Georgia Southern University College of Liberal Arts and Social Sciences Award of Distinction in Service.

**Shari Pierce** and **Charles R. Talor** presented *Communications between students and their parents and friends* at the May 2006 meeting of the Association for Psychological Science held in New York City, N.Y.

**Charles R. Talor** presented *Use of cell phones by young and old drivers* to the May 2006 meeting of the Association for Psychological Science held in New York City, N.Y.

- Member names are in **bold**



### ***Do you have a college teaching tip?***

Do you have a great demonstration or activity that you use to introduce a lecture topic, or to begin a class discussion? Have you developed a class project or class activity which enhanced student learning?

We are interested your ideas for our college teaching tip column for this Newsletter. We are seeking short manuscripts of 400 to 700 words with references as appropriate. The Georgia Psychological Society Newsletter uses a blind peer reviewed system for College Teaching Tips submissions.

Please send your teaching tips by email to [crtalor@valdosta.edu](mailto:crtalor@valdosta.edu), or by regular U.S. mail to: Charles R. Talor, Georgia Psychological Society, c/o Department of Psychology and Counseling, Valdosta State University, Valdosta, GA 31698-0100.



## Join the Georgia Psychological Society®!

Become a member of the only professional group of Psychologists for southern Georgia. The GPS was founded on the great need for professional communication and sharing for college faculty, professionals, and students of our region.

Regular and professional members receive our quarterly newsletter, electronic and hardcopy subscriptions to the *Southeastern Journal of Psychology*\*, and 50% discount to the annual conference.

Yes, I would like to become a member:

Tell us about yourself:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Rates:

- Regular member (Ph.D., Psy.D., Ed.D.) \$25.00
- Professional member (M.A., M.S., Ed.S.) \$15.00
- Students\* (graduate or undergraduate) \$ 5.00

\*Student members who wish to receive hardcopies of the *Southeastern Journal of Psychology*® please add \$5.00 (total yearly cost: \$10.00).

I would like to join the following Special Interest Groups (free to members, no limit on SIG memberships)

- Aging and Psychology       Teaching of psychology
- Early Intervention

Send this application to: Georgia Psychological Society, c/o Department of Psychology and Counseling, Valdosta State University, Valdosta, GA 31698-0100

Join now for the rest of 2006 and all of 2007!

Instructions for submitting papers to the second annual meeting of the Georgia Psychological Society© for April 14, 2007 in Macon, Georgia.

**Paper Presentations and symposia:**

Paper presentations will be allotted 15 minutes. Submissions will be grouped together by topic when possible. Symposia are 3 to 5 papers submitted together covering a specific topic or theme. Symposia will be allotted 60 to 90 minutes.

**Poster Presentations:**

Poster sessions will be allotted 90 minutes. Submissions will be grouped together by topic when possible. Presenters discuss their poster presentation with attendees in extended discussions with material and illustrations on the poster board.

**Workshops and continuing education**

Workshops and continuing education presentations are encouraged. Email the conference coordinators for details: [crtalor@valdosta.edu](mailto:crtalor@valdosta.edu), [bbrowne@valdosta.edu](mailto:bbrowne@valdosta.edu)

**General Instructions for All Proposals**

- Proposal abstracts must be received by **January 18, 2007**.
- Submissions are classified as “paper presentations,” “symposium presentations,” “poster presentations,” “workshops,” and “continuing education.”
- **Complete one cover sheet** for each submission.
- Format for cover sheet: Title of presentation; Name(s) of author(s), highest educational degree(s), affiliation(s) (department, school, agency, or company, etc.), and complete contact information for presenter(s).
- **Submit one abstract** of your poster, presentation, or one abstract for each presentation in a symposium. Abstracts may be up to 500 words, double spaced, and printed on one side only. The abstracts should include a statement of the problem, participants assessed, procedure, results, and conclusions. Workshops and continuing education proposals should indicate number of contact hours, sponsorship by accreditation agency or body (contact [crtalor@valdosta.edu](mailto:crtalor@valdosta.edu) for details).
- **Submit one 50 word abstract** of your poster, presentation, or each presentation in a symposium. The 50 word abstract should be suitable for publication in the conference proceedings and web-publication.
- Submit the registration form and required abstract. If you select the "Either poster or presentation" option, then the program committee will make the final decision on the type of presentation.
- Please indicate any accommodations for a physical disability which would facilitate your participation, e.g., ramp to head table, handheld microphone, flexible microphone, table microphone, lavalier microphone.
- You will be notified of the program committee's decision by e-mail unless you request notification by U.S. Mail, in which case please enclose two self-addressed, stamped envelopes. One envelope is for notification of receipt of the proposal and the second envelope is for notification of the decision by the program committee.
- **Email proposals** to [bbrowne@valdosta.edu](mailto:bbrowne@valdosta.edu) or to [crtalor@valdosta.edu](mailto:crtalor@valdosta.edu), or by **U.S. mail to:** Georgia Psychological Society, c/o Department of Psychology and Counseling, Valdosta, GA 31698-0100.

Cover sheet for submitting proposals to the second annual meeting of the Georgia Psychological Society© for April 14, 2007 in Macon, GA.

Title of proposal: \_\_\_\_\_

Author (1): \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
Name Highest degree Affiliation

\_\_\_\_\_, \_\_\_\_\_  
Address email contact

Author (2): \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
Name Highest degree Affiliation

\_\_\_\_\_, \_\_\_\_\_  
Address email contact

Author (3): \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
Name Highest degree Affiliation

\_\_\_\_\_, \_\_\_\_\_  
Address email contact

Author (4): \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
Name Highest degree Affiliation

\_\_\_\_\_, \_\_\_\_\_  
Address email contact

Author (5): \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
Name Highest degree Affiliation

\_\_\_\_\_, \_\_\_\_\_  
Address email contact

- Type of proposal  Poster  Presentation  Either poster or presentation  
 Symposium (please complete this cover sheet for each symposium presentation, and a separate cover sheet for the overall symposium)  
 Workshop  
 Continuing Education

Media requests: \_\_\_\_\_

Accommodation requests: \_\_\_\_\_