



## PROFESSIONAL AFFILIATIONS:

- \*American Psychological Association (Society for the Teaching of Psychology)
- \*Society for Constructivism in the Human Sciences

## RECENT PUBLICATION HISTORY:

- \*Mayo, J. A. (2003). Applying personal construct theory to classroom learning in the undergraduate psychology curriculum. Manuscript submitted for publication.
- \*Mayo, J. A. (2003). Journal writing revisited: Using life-adjustment narratives as an autobiographical approach to learning in psychology of adjustment. Journal of Constructivist Psychology, 16, 37-47.
- \*Mayo, J. A. (2002a). Case-based instruction: A technique for increasing conceptual application in introductory psychology. Journal of Constructivist Psychology, 15, 65-74.
- \*Mayo, J. A. (2002b). Co-construction of analogies as a constructivist teaching strategy in life-span developmental psychology. Manuscript in progress.
- \*Mayo, J. A. (2002c). Concept mapping as a constructivist learning tool in introductory psychology. Manuscript in progress.
- \*Mayo, J. A. (2002d). "Dear diary ...": The benefits of journal writing in the undergraduate curriculum. Psychology Teacher Network, 12(3), 4.
- \*Mayo, J. A. (2002e). Dialogue as constructivist pedagogy: Probing the minds of psychology's greatest contributors. Journal of Constructivist Psychology, 15, 291-304.
- \*Mayo, J. A. (2002f). Linking developmental theories to themes in the autobiographical narratives of life-span developmental psychology students. Manuscript in progress.
- \*Mayo, J. A. (2002g). Metanarrative analysis of the process of completing life-story narratives in human growth and development across the life span. Manuscript in progress.
- \*Mayo, J. A. (2002h). Repertory grid as a means to compare and contrast developmental theories. Manuscript submitted for publication.
- \*Mayo, J. A. (2002i). Using mini-autobiographical narration in applied psychology to personalize course content and improve conceptual application. Manuscript submitted for publication.
- \*Mayo, J. A. (2002j). Using repertory grid to organize course content and increase students' understanding and participation in historical foundations of psychology. Manuscript submitted for publication.
- \*Mayo, J. A. (2001a). Life analysis: Using life-story narratives in teaching life-span developmental psychology. Journal of Constructivist Psychology, 14, 25-41.
- \*Mayo, J. A. (2001b). Students as architects of knowledge in developmental psychology courses. Psychology Teacher Network, 11(2), 7, 10.
- \*Mayo, J. A. (2001c). Using analogies to teach conceptual applications of developmental theories. Journal of Constructivist Psychology, 14, 187-213.
- \*Mayo, J. A. (in press-a). Observational diary: The merits of journal writing as case-based instruction in introductory psychology. Journal of Constructivist Psychology.
- \*Mayo, J. A. (in press-b). Using case-based instruction to bridge the gap between theory and practice in psychology of adjustment. Journal of Constructivist Psychology.

## **Condensed Curriculum Vitae of: Dr. Joseph A. Mayo (Page 3)**

### **REVIEWS OF BOOKS AND JOURNAL ARTICLES:**

- \*Serve as an *ad hoc* reviewer for the Journal of Constructivist Psychology.
- \*Serve as an *ad hoc* reviewer for the American Journal of Undergraduate Research.
- \*Reviewed Bernstein and Nash's (2002) introductory text, Essentials of Psychology.
- \*Reviewed Uba and Huang's (1999) introductory text, Psychology.

### **CONFERENCE PRESENTATIONS:**

- \*Scheduled to present a paper titled "Constructing Knowledge through Repertory Grid Technique" at Teaching Matters [Cross-Disciplinary Conference]: Theory, Practice, and the Classroom (March, 2003).
- \*Invited to present a one-hour session titled "Students as 'Architects of Knowledge' in Developmental Psychology Courses" at the 13<sup>th</sup> Annual Southeastern Conference on the Teaching of Psychology (February, 2002).
- \*Conducted a one-hour, interactive workshop titled "Using Analogies to Teach Conceptual Applications of Course Content" at the 8<sup>th</sup> Annual Georgia [Interdisciplinary] Conference on College and University Teaching (February, 2001).

### **PROFESSIONAL AND COMMUNITY SERVICE:**

- \*Conducted over 100 school-success seminars (1-16 hours in length) for audiences of all educational levels that include coverage of time management, reading for better comprehension, study skills, effective note taking, memory improvement, and test-anxiety management (1989 to present).
- \*Conducted over 50 workshops (1-24 hours in length) for Georgia-based businesses of all sizes and varieties on topics such as team building, group dynamics, problem solving, interpersonal communication, leadership, motivation, effective listening, conflict resolution, and the psychology of work safety (1989 to present).
- \*Undertook over 20 presentations for civic and community groups on topics that include self-motivation, memory enhancement, and self-improvement (1989 to present).
- \*Appointed in 2001 to serve on Membership and Public Relations Task Force of Division 2 (Society for the Teaching of Psychology) of American Psychological Assoc.
- \*Judged the 18th, 19th, and 20th Annual Science and Engineering Fairs (2000, 2001, 2002), sponsored by the Regional Educational Service Agency of Griffin, Georgia.
- \*Instructed over a dozen mini-classes as part of a certificate in management program, offered jointly through Gordon College's Office of Community Education and the American Management Association, for which I had also designed the curricular graduation requirements (1990 to 1992).
- \*Designed and instructed class modules in educational psychology, which were completed by Georgia educators as a component of state-approved course work toward teacher re-certification (1990 to 1992).

How can undergraduate educators improve student learning? Although this question can certainly invoke debate in academe, one way to accomplish this goal is through the use of a constructivist model of teaching and learning, a leading conceptual paradigm in post-secondary education for nearly three decades. From a constructivist perspective, students act as Architects of knowledge, @ formulating their own meaningful changes in understanding by integrating new knowledge with information that already exists in long-term memory. A clear argument can be made in support of constructivism as a viable cognitive approach to effective classroom learning. However, an equally convincing argument can also follow that constructivist methods hold the potential to invoke social components. From a purely cognitive standpoint, students hypothesize and investigate problems as they discover solutions for themselves. Yet, as social beings, students may also co-construct knowledge in dialogue with teachers and/or classmates.

Over the past three years, I have undertaken an active, classroom-based, research program in my own freshman- and sophomore-level psychology courses, involving appropriate informed consent and extensive quantitative and qualitative assessment of the extent to which constructivist educational innovations contribute to student learning. In assessing the effectiveness of these constructivist techniques, I adhere to rigorous research designs that compare parallel classes--one or more sections of each class offering the constructivist classroom intervention, with the other section(s) relying on more conventional didactics (e.g., term papers)-while controlling for extraneous instructional variables such as course content and testing format. Based on student-performance measures derived from carefully formulated examinations that tap into higher-level learning outcomes such as application, analysis, synthesis and evaluation, my objective assessment instruments include standard parametric statistical testing (e.g., analysis of variance, t-test). I also utilize more novel objective measures, such as scored group discussion, to assess the more interactive components of constructivist learning. In addition, I report on the success of my constructivist classroom interventions through students= anecdotal comments, narrative excerpts from selected constructivist projects, and other qualitative measures. Moreover, I gauge students= perceptions of constructivist assignments through anonymous questionnaires that combine Likert-type numerical ratings with opportunities for students to comment narratively on their attitudes toward constructivist learning. Overall, the results of these varied assessments have consistently shown that constructivist pedagogy compares favorably to more traditional learning approaches in terms of encouraging, conceptual application, critical thinking, academic challenge, motivation to learn, course organization and relevance to daily life, creative expression, self-discovery, personal interest in the subject matter, and participation in the learning process.

One of my articles on constructivist classroom methods has appeared in each of the past, two, fall editions of the **Psychology Teacher Network (PTN)**, a quarterly newsletter published by the Education Directorate of the American Psychological Association. Since fall of 2001, I have had seven articles accepted for publication in the **Journal of Constructivist Psychology (JCP)**, a refereed journal with a 30% acceptance rate and a broad international readership, having received requests for reprints and ancillary instructional materials from colleges and universities across the U. S. and in Brazil, Spain, Poland, Germany, France, and Great Britain. I also serve as an ad hoc reviewer for **JCP**. [On a related note, I have volunteered my services as an ad hoc

reviewer for the newly formed **American Journal of Undergraduate Research**, and previously reviewed two introductory psychology texts: Uba and Huang=s (1999) **Psychology** and Bernstein and Nash=s (2002) **Essentials of Psychology**.] In addition, I have recently submitted, for publication consideration, two more manuscripts to **JCP** and another manuscript to **Teaching of Psychology (TOP)**, a highly regarded, refereed journal with a 15% acceptance rate. I am also in various stages of progress in completing four additional manuscripts that I plan to submit to peer-reviewed journal outlets. My **JCP** article, *Life Analysis: Using Life-Story Narratives in Teaching Life-Span Developmental Psychology*, was also chosen for inclusion in the database of the Jean Piaget Archives, housed at the University of Geneva, Switzerland. Moreover, I am presently awaiting disposition on a book proposal that I have submitted for publication review. The proposed book, titled **Students as Architects of Knowledge: Constructivist Teaching Applications in the Undergraduate Curriculum**, is designed to serve as a compilation of my original classroom research and practice in the area of constructivist psychology.

I have shared aspects of my research findings with other educators in the context of professional conferences. At the 8<sup>th</sup> Annual Georgia [Interdisciplinary] Conference on College and University Teaching in February, 2001, I presented my findings on the successful use of analogical reasoning and its ability to enhance students= conceptual application skills. I was also invited to discuss the results of my research on both analogies and autobiographical narratives as effective learning tools, at the 13<sup>th</sup> Annual Conference Southeastern Conference on the Teaching of Psychology in February, 2002. Moreover, I will present an overview of my research on innovative educational applications of repertory grid technique--an instrument that can be used to assess students= conceptual frameworks in line with Kelly=s personal construct theory--at a interdisciplinary conference for undergraduate educators titled Teaching Matters: Theory, Practice, and the Classroom, which will be hosted by Gordon College in March, 2003.

I have also recently collaborated with a member of the biology faculty at my institution in experimental design and data collection regarding a cross-disciplinary research project that examined the impact of concept mapping as a constructivist learning instrument in selected components of both introductory psychology and biology courses. Derived from the methodology piloted in this joint research effort, I have designed a research paradigm that will allow me to conduct a more thorough analysis of concept mapping as a learning tool in future introductory psychology classes. I will commence data collection in spring semester of 2003, with the goal of sharing my findings through subsequent publication/conference presentation.

In order to facilitate review of my scholarship of teaching activities, the attached, seven-page appendix includes an annotated bibliography of each of my published articles, manuscripts under submission, and manuscripts in progress. For ease of reading, I have organized the appendix into the following two sections: (1) articles and manuscripts related to peer-reviewed journal outlets, which I=ve organized by general topic and (2) articles published in the **PTN** newsletter.

## APPENDIX

### Section I: Peer-Reviewed Journal Outlets

#### Life-Story Narration

1. Mayo, J. A. (2001). Life analysis: Using life-story narratives in teaching life-span developmental psychology. Journal of Constructivist Psychology, 14, 25-41.

I introduced a term-length, life-story narrative project with a library-research component, called the *Life Analysis*, to students completing a sophomore-level course in life-span development. In the condition where I had assigned this project, each student analyzed his or her life, in theoretical terms, over both its historical and hypothetical span from infancy through late adulthood. For the periods in their development that had passed, students were asked to provide an analysis of the events that were important in shaping their personal development. For the developmental periods that had not yet arrived in their lives, students were asked to realistically weave together expected life successes with anticipated disappointments. Relative to students who did not complete this assignment, the results of objective statistical testing and qualitative assessment--including an anonymous questionnaire, anecdotal reports, and narrative excerpts from selected life analyses--indicate that narrative methodology compared favorably to conventional pedagogy in terms of comprehension and application of salient developmental concepts and theories. The benefits of learning through life-story narration are related to each student's subjective capacity to actively connect and construct ideas and experiences into personally meaningful relationships.

2. Mayo, J. A. (2003). Journal writing revisited: Using life-adjustment narratives as an autobiographical approach to learning in psychology of adjustment. Journal of Constructivist Psychology, 16, 37-47.

Building on the earlier success of using the Life Analysis as a life-story narrative assignment in my life-span developmental psychology classes, I report on the *Life-Adjustment Narrative* in psychology of adjustment as a term-length, autobiographical learning assignment with a library-research component. In completing this narrative analysis, students recorded their attitudes and feelings toward the self, important events in their own lives, and interpersonal relationships that affect their personal adjustment. Compared to traditional didactics, similar to the quantitative and qualitative evidence found in support of the Life Analysis, the Life-Adjustment Narrative was shown to concurrently promote intellectual growth and meaningful personal insights. Based on the results of a Likert-type attitudinal rating scale, students viewed this assignment as helpful in encouraging critical thinking, academic challenge, motivation to learn, course relevance to personal life, creative expression, self-discovery, and personal interest and enjoyment.

3. Mayo, J. A. (2002). Using mini-autobiographical narration in applied psychology to personalize course content and improve conceptual application. Manuscript submitted for publication.

In place of the term-length, autobiographical writing projects that I had employed in teaching life-span developmental psychology (Life Analysis) and psychology of adjustment (Life-

Adjustment Narrative), I assigned a series of brief, written, autobiographical reports with accompanying library-research components, each report associated with material from one of twelve different chapters covered in a sophomore-level course in applied psychology. In completing each report, students described and applied psychological principles to their past and present life experiences. In line with prior findings comparing the academic performance of students completing the Life Analysis and Life-Adjustment Narrative projects with those students receiving traditional instruction alone, the quantitative and qualitative evidence combine again in support of autobiographical narration as a constructivist learning strategy that encouraged intellectual advancement and meaningful introspection in a real-world context. Furthermore, per questionnaire results, students rated these assignments favorably as learning tools that both personalized course content and cultivated self-discovery.

4. Mayo, J. A. (2002). Meta-narrative analysis of the process of completing life-story narratives in human growth and development across the life span. Manuscript in progress.

As a follow-up to my previous investigation of the term-length Life Analysis project, I will perform a meta-narrative analysis of the process of completing life-story narratives in life-span developmental psychology. Instead of requiring that students submit a completed project at the end of the semester, I have divided the project into three smaller assignments due at designated intervals throughout the term. The first assignment pertains to infancy, toddlerhood, and the preschool years; the second, the elementary school years through adolescence; and the third, early through late adulthood. In line with the literature on meta-memory judgments of autobiographical memories, I will use numerical rating scales and anecdotal reports to ascertain students' attitudes toward engaging in life-story narration as a learning tool. Of particular emphasis will be the search for similarities and differences in students' perceptions across developmental periods in the life cycle. I will present the results in light of a constructivist perspective on teaching and learning.

5. Mayo, J. A. (2002). Linking developmental theories to themes in the autobiographical narratives of life-span developmental psychology students. Manuscript in progress.

Research has recently emerged that examines autobiographical memories within the framework of human development. In this investigation, I revisit my earlier Life Analysis project with yet another group of undergraduate students from my classes in life-span developmental psychology. Rather than again defining the project's usefulness as a pedagogical tool relative to more traditional didactics, I will combine frequency-based quantitative measurement with open-ended qualitative analysis across the personally salient events recorded in the autobiographical narratives completed by students. For the developmental time frame prescribed by each of three narrative assignments (infancy through preschool, elementary school through adolescence, early through late adulthood), I will amass an ongoing record of the number of times that developmental theories were used by students in support of their recorded life events. A synopsis of the thematic content of each event (e.g., one-year-old child playing hide-and-seek) will be accompanied by a brief description of the supporting theoretical application (i.e., object permanence as developmental milestone in Piagetian sensorimotor intelligence). In each instance where it is determined that a developmental theory does not apply correctly to a given life event, the record will reflect an incorrect application. Correct and incorrect applications will be

categorized and discussed separately in the process of analyzing the data. The underlying goal of these analyses is to uncover dominant patterns and themes across students' self-narratives, relating these findings to important developmental theories addressed in the course.

### **Case-Based Instruction**

6. Mayo, J. A. (2002). Case-based instruction: A technique for increasing conceptual application in introductory psychology. *Journal of Constructivist Psychology*, 15, 65-74. As an alternative or supplement to the traditional lecture format, in *case-based instruction* (CBI) students actively experience an actual or fictional problem-centered narrative. As a means of teaching reasoning skills that link theory to practice, CBI has been used successfully in psychology and other disciplines. In this study, I formulated and used a hypothetical case narrative in teaching conceptual analysis and application of major theories in introductory psychology. Intact classes were randomly assigned to receive either CBI combining small- and large-group discussion or traditional lecture-based instruction. On the basis of objective statistical testing and the observation of spirited class discussions, compared to the control condition experiencing conventional pedagogy alone, CBI was shown to be a useful instructional strategy in promoting critical thinking and connections between theoretical and applied knowledge. Questionnaire data also indicate that students viewed CBI not only as realistic and helpful in the learning process, but also as challenging, creatively stimulating, interesting, and enjoyable.

7. Mayo, J. A. (in press). Observational diary: The merits of journal writing as case-based instruction in introductory psychology. *Journal of Constructivist Psychology*. In the context of introductory psychology, I report on my use of the *Observational Diary* as a term-length, case-based, journal writing assignment with a library-research component. In composing an Observational Diary, students maintained an ongoing record of the times that they observed basic psychology applied in their lives or the lives of others, commenting on how psychological principles were at work in these situations. Linking journal writing to case-study methodology, each journal entry served as a vignette, or brief case description, portraying some experience through which students were afforded the opportunity to exemplify, analyze, and apply psychological concepts. I used a multilevel three-group design to compare academic performance when students completed an Observational Diary to similar performance when students either completed traditional chapter-by-chapter synopses or were not given any outside, written assignment. The results of objective statistical testing show that students completing an Observational Diary learned more about psychology and its real-life applicability than students receiving conventional didactics alone. Narrative excerpts from selected diaries also offer appreciable evidence of analytical, creative, and personally insightful thinking. Moreover, questionnaire data suggest that students viewed the diary assignment as an effective learning tool for cultivating critical thinking, intellectual challenge, creative expression, real-world relevance of psychological principles, insight into self and others, and personal interest in the subject matter of psychology.

8. Mayo, J. A. (in press). Using case-based instruction to bridge the gap between theory and

practice in psychology of adjustment. Journal of Constructivist Psychology. In this investigation, I expand on my earlier, exploratory success with CBI in introductory psychology--in which I had utilized a single assignment based on a hypothetical case study--by employing a series of actual case narratives for students to analyze and discuss in psychology of adjustment. Each of twelve case narratives (one for each chapter covered in the course) served as a brief biographical account of salient aspects in the lives of actual characters. In the CBI learning condition, students read each case before a designated class date, in preparation for a whole-class discussion. Following class discussion on the adjustment-related implications evident in each case, students wrote a short paper that addressed the underlying theme(s) of that case, what they had learned from reading and then discussing the case in class, and how to apply what they had learned to personal-adjustment concerns in their own lives. Each of these papers also contained a library-research component. Congruent with constructivist educational objectives, the results of objective statistical testing indicate that students exposed to CBI demonstrated greater comprehension and application of course principles, relative to students exposed to traditional pedagogy alone. Engaging class discussions provide additional evidence of varied conceptual applications by students. By means of questionnaire findings, it is shown further that students viewed CBI as challenging, interesting, realistic, and helpful toward learning.

### **Analogical Reasoning**

9. Mayo, J. A. (2001). Using analogies to teach conceptual applications of developmental theories. Journal of Constructivist Psychology, 14, 187-213.

Teachers have traditionally used analogies as exploratory tools in bridging the gap between new and pre-existing knowledge. Although considerably less extensive than the literature in the natural and physical sciences, reports within the social and behavioral sciences also describe the use of analogies as a means of conceptualizing abstract theories and models. In two related experiments, I examined the impact of analogies in teaching undergraduates conceptual applications of major theories in life-span developmental psychology classes. In Study 1, I generated original analogies reflecting each theory, comparing students' academic performance in the presence of these teacher-generated analogies with similar performance in a no-analogy control group. In Study 2, I used both teacher- and student-generated analogies, which represented the first reported empirical investigation to draw systematic comparisons between teacher- and student-generated analogies as part of the same study. Questionnaire data show that students' attitudes toward analogy-enhanced instruction were largely favorable. Based on the results of objective statistical testing, both teacher-generated-analogy (TGA) and student-generated-analogy (SGA) learning conditions performed significantly better than the no-analogy control group in comprehending and applying the developmental theories. Because learning becomes more active and interactive when students create their own analogies and share them with others as part of in-class discussion and critique, the SGA learning condition similarly outperformed the TGA learning condition. Consistent with a constructivist paradigm of teaching and learning, the general discussion addresses psychological explanations, educational applications, and implications for future research.

10. Mayo, J. A. (2002). Co-construction of analogies as a constructivist teaching strategy in life-span developmental psychology. Manuscript in progress.

In the second part of my prior, two-experiment report, with respect to analogy-enhanced instruction I found that students better understand and apply major developmental theories when they construct their own descriptive analogies in tandem with feedback from classmates and the instructor--as opposed to the case where the instructor formulates unilaterally and then presents analogies to the class as explanatory teaching tools. In a follow-up investigation, I will attempt to extend these findings by exploring further the pedagogical effectiveness of the co-construction of analogies, where teacher and students work together to encourage learning. More specifically, I will gear the co-construction process in the direction of teacher providing students with Abridging analogies,@ which incorporate intermediate analogies that share features with both familiar (*analog*) and unfamiliar (*target*) concepts. I will relate the results to a social constructivist perspective that views knowledge construction as more the product of social processes occurring between and among people than of personal processes occurring within individuals.

### **Constructing Knowledge through Dialogue, Grids, and Maps**

11. Mayo, J. A. (2002). Dialogue as constructivist pedagogy: Probing the minds of psychology's greatest contributors. Journal of Constructivist Psychology, 15, 291-304.

I report on my use of the dialogue method (a process involving both written and discursive components) as an exploratory teaching tool in a two-credit colloquium titled Historical Foundations of Psychology. Students completed various written assignments in which they identified the contributors to psychology associated with each of a series of position statements that capture the intellectual, philosophical, or theoretical views of these individuals. Students were not told in advance the identity of contributors relative to their respective position statements, which assume the form of excerpts and quotations (direct or paraphrased) from original and secondary sources. As part of their written responses, students provided supporting rationale for their answers and discussed the truths and misconceptions inherent in each statement. Afterward, students engaged in class discussion involving peer critique of their written responses. Qualitative assessment includes a survey of instructional effectiveness, visual inspection of students' written responses, and scored discussion that awarded each student points for positive contributions and deducted points for negative contributions to class discussions. Overall, the dialogue method was shown to advance critical thinking and participation in the learning process. Moreover, through Likert-type ratings and ongoing attitudinal journals, students described the dialogue method as challenging, helpful, and enjoyable in exploring the views of eminent thinkers throughout the history of psychology. These findings lend support to dialogue as a promising constructivist pedagogical strategy.

12. Mayo, J. A. (2002). Using repertory grid to organize course content and increase students' understanding and participation in historical foundations of psychology. Manuscript submitted for publication.

*Repertory grid technique* (RGT) is a tool for assessing conceptual systems consistent with Kelly's personal construct theory. In the present classroom application of RGT in a two-credit

colloquium titled Historical Foundations of Psychology, students employed 11-point construct scales to rate the positions of each of twenty-four contributors to pre-scientific and scientific psychology (e.g., Aristotle, William James, Sigmund Freud, B. F. Skinner) on each of eight, bipolar meaning dimensions (e.g., mind-body, holism-elementalism). Students were also required to discuss the supporting rationale for their numerical ratings in both written and oral fashion. By means of qualitative analysis of students= completed grids, scored classroom discussion, and the results of students= attitudinal ratings of the repertory grid assignments, RGT is shown to be effective not only in providing a context for organizing course content, but also in encouraging understanding, academic challenge, motivation to learn, interest in the subject matter, and participation in the learning process. Implications for constructivist pedagogy and classroom research are discussed.

13. Mayo, J. A. (2002). Repertory grid as a means to compare and contrast developmental theorists. Manuscript submitted for publication.

In the context of teaching life-span developmental psychology, I report on my use of *repertory grid technique* (RGT) as an instrument for studying conceptual frameworks. Using 7-point scales, students rated the positions of major developmental theorists on various bipolar constructs (e.g., nature-nurture, continuity-discontinuity) representing salient developmental issues. The results of objective testing, combined with the findings from a brief survey of students= attitudes toward repertory grid assignments, indicate that RGT is a useful pedagogical strategy in terms of organizing course content and stimulating student=s conceptual understanding and intellectual challenge. Moreover, when conjoined with the opportunity for classroom discussion, this technique encourages active participation in the learning process.

14. Mayo, J. A. (2002). Concept mapping as a constructivist learning tool in introductory psychology. Manuscript in progress.

As tools for organizing and representing knowledge, concept maps are hierarchical diagrams that illustrate the relationship(s) between concepts under a particular domain of knowledge. In this investigation, I will draw from my earlier experience with educational applications of concept maps via a collaborative research effort that involved introductory psychology and biology classes. As assignments in my introductory psychology classes, students will create their own concept maps as a means of demonstrating their understanding of the relationship(s) between key concepts presented in each chapter throughout the course. In addition to scoring the content of students= concept maps, I will compare the academic performance of concept-mapping students to similar performance of students who will receive more conventional learning methods in other introductory psychology classes that I teach. I will relate the findings to constructivist learning principles that call for students to clarify relationships between new concepts and already-existing conceptual knowledge.

## **Section II: Psychology Teacher Network**

1. Mayo, J. A. (2003). Applying personal construct theory to classroom learning in the undergraduate psychology curriculum. Manuscript submitted for publication.

In this manuscript, I discuss *repertory grid technique* (RGT) as an innovative pedagogical strategy in line with personal construct theory. Discussing the instructional methodology that I had used successfully in both life-span developmental psychology and the two-credit colloquium Historical Foundations of Psychology, I illuminate the details of how to employ RGT in order to facilitate classroom learning. I conclude by presenting the implications across the undergraduate psychology curriculum inherent in the classroom use of RGT.

2. Mayo, J. A. (2002). A Dear diary ...@: The benefits of journal writing in the undergraduate curriculum. Psychology Teacher Network, 12(3), 4.

In this article, I share the instructional methodology and findings from my classroom research and practice, involving the successful use of journal writing as a constructivist learning strategy. I begin by detailing the journal-writing methodology that I have used in my introductory psychology, psychology of adjustment, and life-span developmental psychology classes. I conclude with a cost-benefit analysis of journal writing as a learning technique, ultimately calling for other undergraduate educators to consider weaving well-conceived, journal writing assignments into applicable areas of their curricular plans.

3. Mayo, J. A. (2001). Students as Architects of knowledge@ in developmental psychology courses. Psychology Teacher Network, 11(2), 7, 10.

In this article, I commence with the argument that students hold the potential to serve as Architects@ in their own knowledge construction, creating and re-creating knowledge in conjunction with peer input and guidance from the instructor. From this perspective, I then present both life narratives and analogies in the context of constructivist pedagogy. Drawing from my own classroom research and practice, I discuss ways in which these two constructivist learning strategies can be used to stimulate students= abstract reasoning about underlying learning principles within developmental psychology classes.