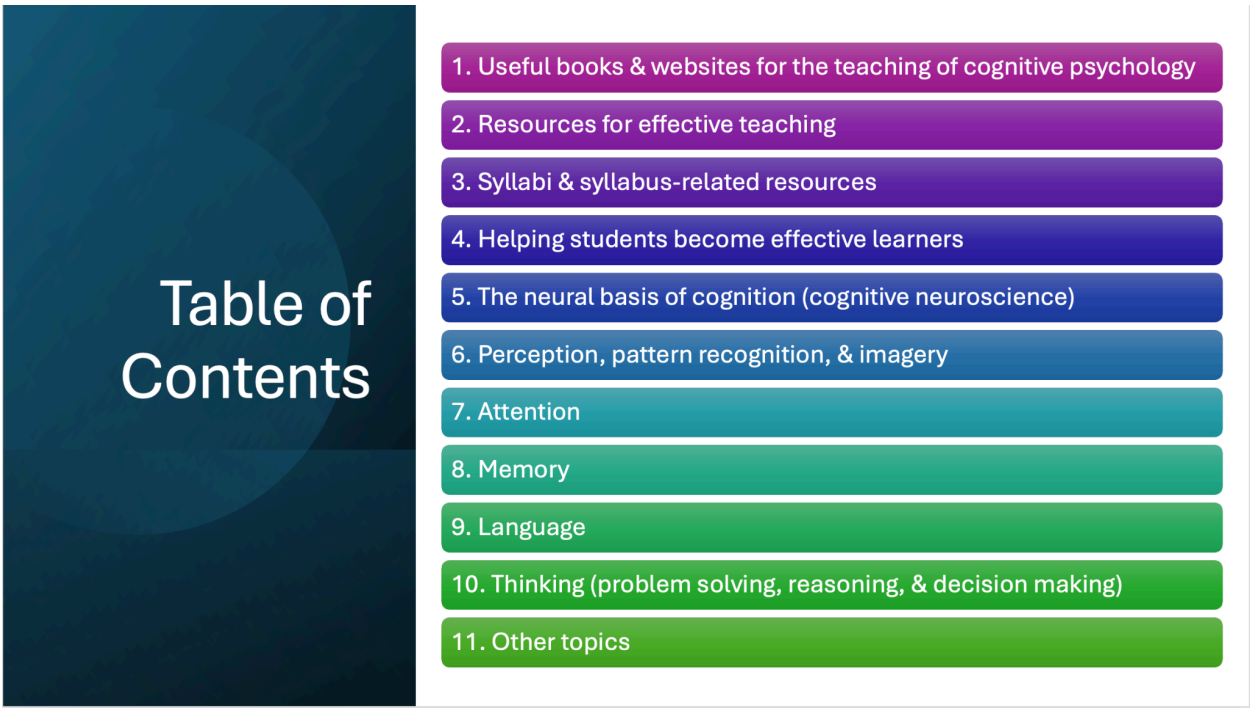
CURRENTLY UNDER DEVELOPMENT (Last updated: June 27, 2025, 10)

PLEASE SHARE YOUR FAVORITE TEACHING RESOURCES!

Teaching Resources for Cognitive Psychology

Assembled by:
Akira Miyake
University of Colorado Boulder
Bluesky: @amiyake.bsky.social
Email: akira.miyake@colorado.edu



(the page #s & direct links to each section will be added later)

First of all, thank you for your interest in this initiative, especially to those who provided suggestions and/or shared their favorites in response to my calls. I acknowledge your contributions to this resource list by listing your Bluesky handle and/or links to your Bluesky post(s).

As you see below, however, **this list could use your further help**. In particular, certain topics are not covered as well as I would like (e.g., course syllabi, thinking). If you are willing to share any of your teaching resources for cognitive psychology courses (or related courses) that are not already on this list, please do so on Bluesky and tag me

(@amiyake.bsky.social) or contact me by email (akira.miyake@colorado.edu). **Any help from you in the form of actual sharing of teaching resources would help me stay motivated and make further progress on this resource compilation project.** So please share your favorite resources on Bluesky or by email.

I will continuously update this list throughout the summer so that you will have full access to useful resources/materials that you can incorporate into your teaching of cognitive psychology & related courses when the fall semester begins.

Bluesky Threads

A fair number of the resources included in this list (especially, videos & demos) come from 3 threads on Bluesky. You—yes, even non-Bluesky users—can read the threads through the following links:

- The thread on the syllabus & general teaching related tips
- The thread on useful videos
- The thread on demos

Notes

- I would like to make this resource list accessible to all interested people, but I do not have an infinite amount of time to work on this list. So, where appropriate, I provide URL links to the original Bluesky posts.
- Where appropriate, I provide Amazon.com links to some books & other resources. This is purely for your convenience. I do NOT get any profit.

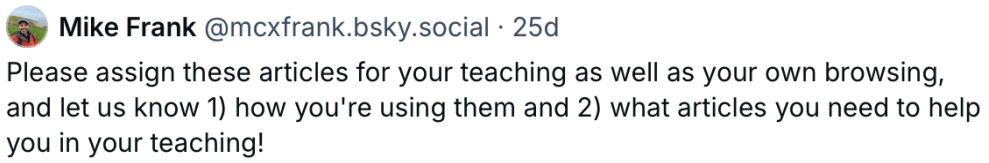
Section 1: Useful Books & Websites for the Teaching of Cognitive Psychology

Here are some books and websites that you may find useful for the teaching of cognitive psychology.

Useful Cognitive Psychology Books

Because many of you are likely familiar with popular textbooks on cognitive psychology, I will not list them here. Instead, I would like to suggest some books that you may not be aware of but might find really useful/helpful in your lecture preparation.

- ***Open Encyclopedia of Cognitive Science*** (MIT Press)
    - A ***free, open source*** encyclopedia of cognitive science that includes entries for many topics covered in a cognitive psychology class.
    - Editors-in-Chief: Michael C. Frank (@mcxfrank.bsky.social) & Asifia Majid
        - See Mike Frank's Bluesky post about this encyclopedia here



- Matt Crump's cognitive psychology textbook: ***Instances of Cognition: Questions, Methods, Findings, Explanations, Applications, and Implications***.
    - All of the materials in this textbook are available "*for free for others to use, copy, remix, re-use.*" (see below for more information about how Matt uses this book to teach his intro cognitive class)
- An edited volume by Alastair Smith (2023): ***Cognition in the Real World.***
    - If you want to cover cognitive processes as applied to real-world situations in your class, this edited volume might be of interest to you. It has 5 main sections: (1) perception & attention; (2) movement & action; (3) memory & emotion; (4) speech & language; and (5) learning and decision making. I could see assigning some chapters in my class. If you teach an applied cognitive psychology course, this might be a good textbook for that.
- Moscowitz's (2024) textbook on social cognition: ***Introduction to Social Cognition: The Essential Questions and Ideas***.
    - This is the most cognitive of all social cognition textbooks currently available, and its coverage in cognitively relevant topics is excellent. If you want to spice up your teaching by discussing its applications, reading this book might give you some new insights.

- **Any others?**

Useful Websites for the Teaching of Cognitive Psychology

The following are the links to useful websites relevant to the teaching of cognitive psychology & related courses suggested/shared by Bluesky users. Screenshots of the posts are available at the end for non-Bluesky users who cannot view the linked threads.

- **PsyToolkit**'s experiment library
    - Shared by Arturo Perez (@arturop.bsky.social)
    - URL link to the site: t.co/TSLOMJ52vE
- Matt Crump's website for his introductory cognitive psychology course
    - Shared by Matt Crump (@mattbrumplab.bsky.social)
    - URL link to the site: www.crumplab.com/cognition/
- **Any others?**

Section 2: Resources for Effective Teaching

Here are some useful books on teaching (not specific to cognitive psychology) and general teaching tips that you may find useful.

Useful Books to Inspire/Improve Your Teaching

The following is a list of teaching-related books written for instructors (not for students) that I personally liked very much. If you want to add any more general teaching books that you think are useful for instructors of cognitive psychology & related courses, I welcome your suggestions.

- James M. Lang (2021). ***Small teaching: Everyday lessons from the science of learning*** (2nd ed.).
    - A great book that gives you a lot of ideas about what small changes you can make in your teaching to make it more effective for student learning. Lang knows cognitive psychological research really well. Highly recommended.
- James M. Lang (2020). ***Distracted: Why students can't focus and what you can do about it.***
    - A sequel to his "small teaching" book that provides useful evidence tips for how to make students more focused and engaged.
- Daniel T. Willingham (2021). ***Why don't students like school?: A cognitive scientist answers questions about how the mind works and what it means for the classroom*** (2nd ed.).
    - Like Lang's (2021) small-teaching book, this book gives you a lot of useful tips for improving your teaching. Highly recommended.
    - Dan Willingham (@dtwuva.bsky.social)
- Lovett, Bridges, DiPietro, Ambrose, & Norman (2023). ***How learning works: 8 research-based principles for smart teaching*** (2nd ed.).
    - A bit more technical than the above three books, but it gives you evidence-based guidance for how to make your teaching more effective and help students better regulate their learning & motivation.
- Oakley, Rogowsky, & Sejnowski (2021). ***Uncommon sense teaching: Practical insights in brain science to help students learn***.
    - With Terry Sejnowski, Barbara Oakley teaches a popular, free online course on Coursera, *Uncommon Sense Teaching*. (With additional instructors, Oakley & Sejnowski offer two follow-up courses on Coursera with the same name, one on building community & habits of learning and the other on teaching online.)

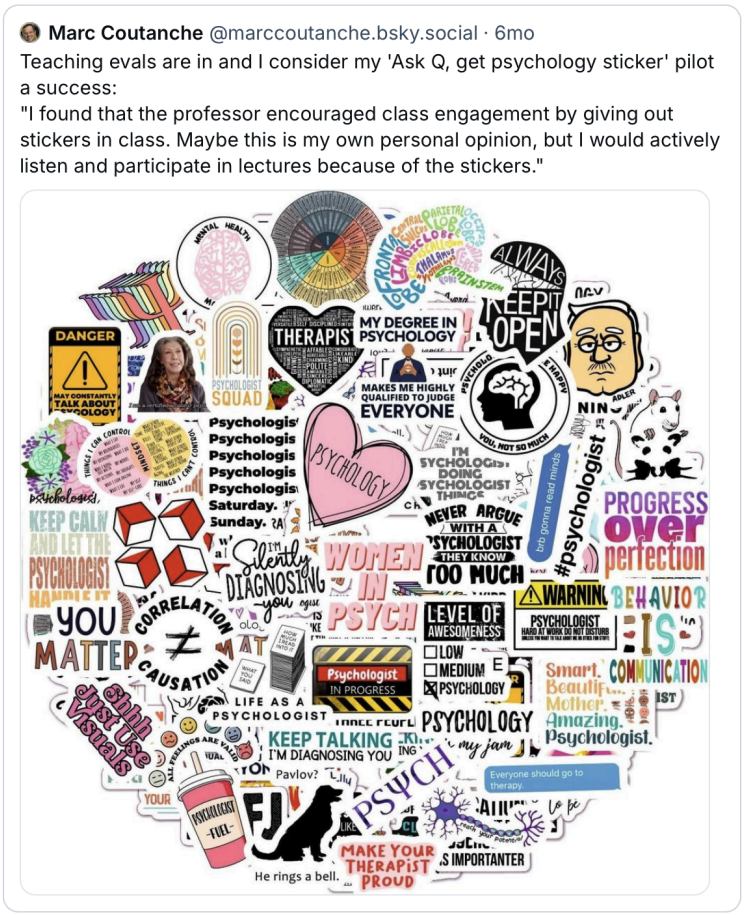
- Jeffrey D. Holmes (2016). ***Great myths of education and learning***.
    - Though somewhat dated, it discusses & debunks the "myths" educators and students may have about their teaching/learning. I have discussed some of the myths in my cognitive psychology class, and students liked the discussion (e.g., "students should not change answers on multiple-choice exams").
- Eaton, Hunsaker, & Moon (2023). ***Improving learning and mental health in the college classroom.***
    - Although this book is less directly related to cognitive psychology than the other books listed above, it is nonetheless an extremely important one if you care about students' mental health. The book provides not only sobering (& even disturbing) statistics on the prevalence of mental health struggles among university situations but also concrete ways in which you can help students better cope with psychological distress and improve their learning. Highly recommended.
- **Any others?**

Useful Teaching Tips

The following tips are based on some earlier Bluesky posts. For more details, please see the original Bluesky posts/threads.

- Teaching tips for helping students reduce academic procrastination
    - Akira Miyake (@amiyake.bsky.social) & Michael Kane (@michaeljkane.bsky.social)
    - This open-access article published in *Current Directions in Psychological Science* (Miyake & Kane, 2022) includes a long but informative table (Table 2) that goes over in detail a host of practical strategies you can implement in your own teaching that may help students reduce academic procrastination. It also provides a short tutorial of the procrastination literature. Download a PDF file of the article for easier reading of Table 2.
- Slides for check-ins, warm-up activities, & exit tickets to establish connections w/ students (useful for relatively small classes)
    - Shared by Allyson Master (@allisonmaster.bsky.social)
    - URL link to the folder: t.co/TSLOMJ52vE
- A 3-minute Q&A period idea to encourage students to ask questions in class
    - Shared by Steve Most (@sbmost.bsky.social)
    - See Steve's Bluesky threads for more details, but the basic idea is to have this 3-min Q&A time in each class and encourage students to ask questions

- [Using psychology stickers to encourage students to ask questions in class]
    - Shared by Marc Coutanche (@marccoutanche.bksy.social)
    - See the screenshot below to see the kinds of psychology stickers Marc used. Those stickers (100 pcs) are available for purchase at Amazon (e.g., [psychology stickers]; [neuroscience/brain "pun" stickers]).



- **Any others?**

Section 3: Syllabi & Syllabus-Related Resources

Syllabi for Cognitive Psychology Courses (HELP NEEDED!!!)

The following are the course syllabi shared by some Bluesky users (thanks!). We could use more. If you are willing to share your course syllabi, please do so on Bluesky (& tag me) or send me an email.

- My Fall 2024 syllabus for PSYC 2145 Introductory Cognitive Psychology
    - Akira Miyake (@amiyake.bsky.social)
    - My Fall 2025 syllabus will be substantially different (I'll be using different books, & the course requirements will be different (going back to in-class exams). I will also try to make it more visually attractive. I will share my Fall 2025 syllabus in mid-August when it is ready.
- Elika Bergelson's Spring 2025 syllabus for PSY 11 Cognition: How the Mind Works
    - Shared by Elika Bergelson (@bergelsonlab.bsky.social)
- Matt Crump's Fall 2023 syllabus for PSYC 2530 Introduction to Cognitive Psychology
    - Shared by Matt Crump (@mattcrumplab.bsky.social)
- **[...more to come, hopefully...]**
- **Anybody else willing to share your syllabus?**

Useful Syllabus-Related Resources

The following are useful syllabus-related resources you could use if you want to give your syllabus a visual make-over. Most of them are based on some earlier Bluesky posts. Below, I provide screenshots of the original Bluesky posts so that you can see what those templates actually look like.

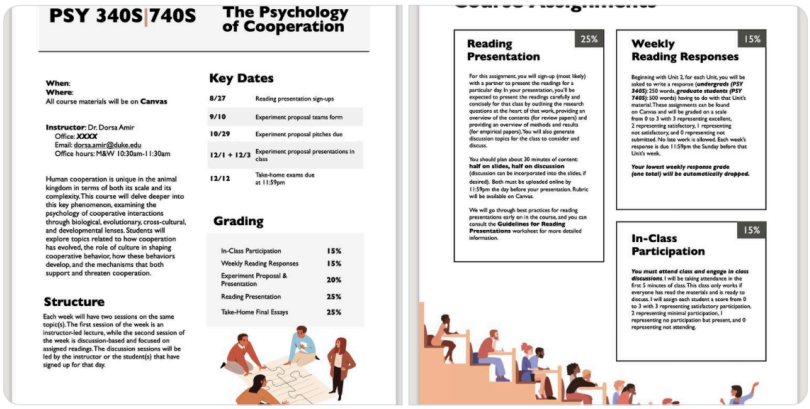
- A template for a graphic syllabus
    - Shared by Dorsa Amir (@dorsaamir.bsky.social)
    - Link to the file (Keynote): drive.google.com/file/d/1K6W-...
        - Can be easily converted to a PPT file
- A template for a "quick-start guide to success"
    - Shared by Hannah Snyder (@hannahrsnyder.bsky.social)
    - Link to the original Keynote file
    - Link to the PPT version

- A template for a “thrival” guide I created for my cognitive psychology class
    - Link to the PPT file
    - Link to Regan Gurung’s (@reganargurung.bsky.social) thrival guide that I used as a starting point for mine (in .jpg format)
- **Any others?**

Dorsa Amir
@dorsaamir.bsky.social

Made a "graphic syllabus" this year to encourage students to actually, you know, read the syllabus and maybe even use the information. Stay tuned for results!

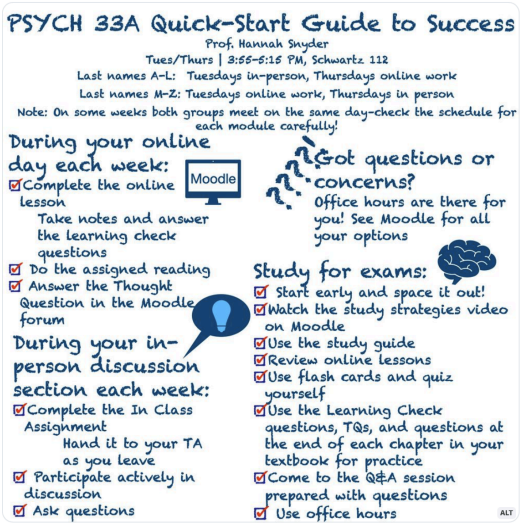
Here's a link to the Keynote file if you wanna try it out 👇🏽
drive.google.com/file/d/1K6W-...



May 16, 2025 at 6:01 AM · Everybody can reply

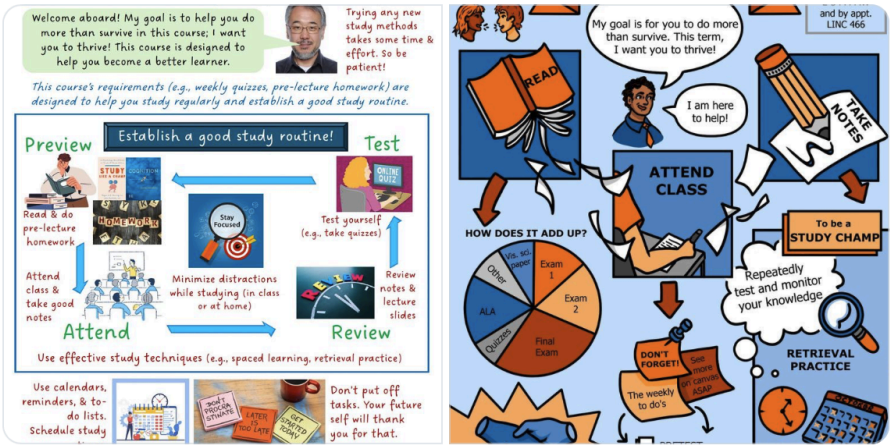
Hannah R Snyder
@hannahrsnyder.bsky.social

While we're waiting for this to happen (ha!), no one can stop us from supplementing the bloated syllabus with a "quick start guide". Here's mine as an example.



Akira Miyake
@amiyake.bsky.social

Last fall, I created a "thrival" guide for my undergrad intro cog psych class (~200 students), modeled after the one by @reganargurung.bsky.social. It was a great exercise for me. The diagram also served as the "guidepost" for the initial "becoming a better learner" module of the course.



January 3, 2025 at 9:47 AM · Everybody can reply

<u>Section 4</u>: Helping Students Become Effective Learners

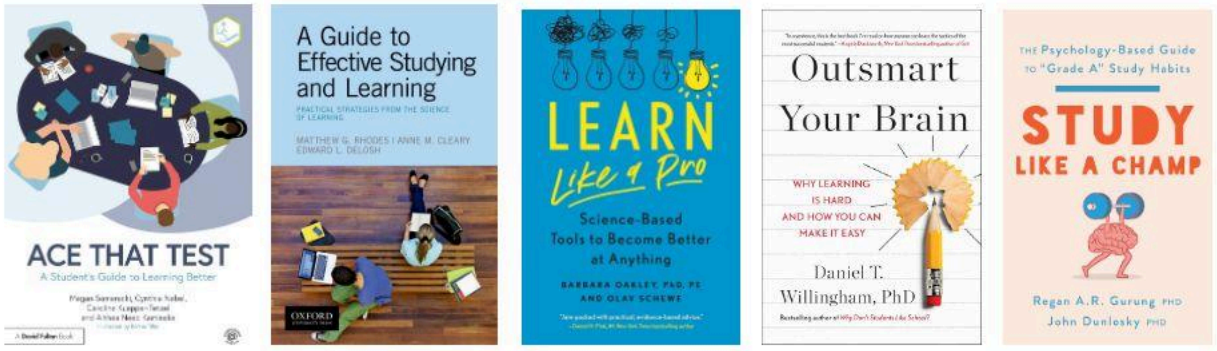
Cognitive psychology courses are best suited for teaching students how to study effectively and become more effective learners. For this reason, I am providing some useful resources here. I welcome suggestions for additional resources.

Useful Books (Written for the Student Audience)

Currently, no cognitive psychology textbooks include a separate chapter teaching students effective learning strategies. For this reason, you might be interested in supplementing the main textbook of your choice with one of the following books written for the student audience. They are all written by cognitive psychologists, learning scientists, and/or educators and are useful to students.

Because each book has its own strengths and weaknesses, it is difficult for me to pick one as my absolute favorite. If you are interested in assigning one of the books to students in your class, take a look at multiple books and see which one fits your teaching best. Even if you are not planning to assign one in your class, I recommend that you consult one or two of these books and tell students about some of the ideas discussed in these books.

Recent books on effective learning written for students



- Sumeracki, Nebel, Kuepper-Tetzel, & Kaminski (2023). ***Ace that test: A student's guide to learning better***.
    - Megan Sumeracki (@drsumeracki.bsky.social); Cindy Nebel (@drcindynebel.bsky.social); Carolina Kuepper-Tetzel (@drckt.bsky.social); Althea Need Kaminske (@drkaminske.bsky.social).
    - A beautifully illustrated book. Each chapter is short & to the point.
- Rhodes, Cleary, & Delish (2019). ***A guide to effective studying and learning: Practical strategies from the science of learning***.
    - Anne Cleary (@anneclearyphd.bsky.social)

    - This is perhaps the most "textbook-like" of all the books listed here, but I like the fact that it includes many demos that you could possibly do in your teaching.
- Oakley, B., & Schewe, O. (2021). ***Learn like a pro: Science-based tools to become better at anything***.
    - Withs.
- Daniel T. Willingham (2023). ***Outsmart your brain: Why learning is hard and how you can make it easy***.
    - Dan Willingham (@dtwuva.bsky.social)
    - This book covers some topics that other books do not (e.g., how to learn from past exams, how to gain self-confidence as a learner, how to cope with anxiety). It also includes a section written for instructors at the end of each chapter.
- Gurung, R. A. R., & Dunlosky, J. (2023). ***Study like a champ: The psychology-based guide to "Grade A" study habits.***
    - Regan A. R. Gurung (@reganargurung.bsky.social)
    - Some useful & beautiful infographics that go well with this book are available here for downloading.
    - This book includes several questionnaires for self-reflection purposes (e.g., study behaviors, procrastination). Online versions of those questionnaires are available here.
- **Any others? Please share your favorites!**

Although these books do a great job of telling readers what learning strategies have been found effective, none of them tell the student audience in sufficient depth how to turn that knowledge into lasting habits. This is surprising because there are several popular books on habits available (most notably, James Clear's bestseller, *Atomic Habits*). If you are one of the authors of the study guide books listed above, please include a chapter on habits and discuss how to break bad habits and form new good ones. It is critical for student learning.

Good Articles & Chapters to Assign to Students

The following are good articles or chapters to assign to undergraduate students (preferably relatively short and not too technical) for classes/lectures on attention.

- Putnam, Sungkhasettee, & Roediger (2016). ***Optimizing learning in college: Tips from cognitive psychology***. *Perspectives on Psychological Science*.
    - This article is written for the student audience. It is short and easy to read, so it is a good one to assign to students at the beginning of the semester.

Unfortunately, it is not open-access, but here is the summary table (Table 1) that summarizes the main points of the article.

- Miyatsu, Nguyen, & McDaniel (2018). ***Five popular study strategies: Their pitfalls and optimal implementations***. *Perspectives on Psychological Science*.
    - This one is substantially more detailed and more challenging for students to read than the one above by Putnam et al. (2016). But it goes through 5 commonly used study strategies (rereading, marking/highlighting, note-taking, outlining, & flashcards), identifies common "pitfalls" for each, and provides tips for optimal implementation. Here is the summary table for the article you might find useful.
- Dunlosky (2013). ***Strengthening the student toolbox: Study strategies to boost learning***. *American Educator*.
    - This short article is written primarily for educators, but it is also appropriate for students (they will have no problems understanding this article). This is essentially a shorter, more accessible version of the *Psychological Science in the Public Interest* article by Dunlosky et al. (2013).
- **Any others? Please share your favorites!**

Useful Websites

The following websites provide useful resources for helping students become better learners.

- The Learning Scientists
    - The Learning Scientists (@learningscientists.bsky.social)
    - A very useful site from a group of cognitive/learning scientists (the authors of the *Ace That Test* book listed above).
- Your Guide to Effective Learning (part of the Pedagogical Influencer Project)
    - Regan A. R. Gurung (@reganargurung.bsky.social)
    - This site is a nice accompaniment to the *Study Like a Champ* book by Gurung & Dunlosky listed above.
- College Info Geek
    - Thomas Frank (@thomasjfrank.com)
    - Although it is no longer actively updated, the Studying and Learning section of this site has many useful blog entries & links to YouTube videos, in which he discusses relevant scientific evidence.
- **Any others? Please share your favorites!**

Useful Videos

The following videos (all available on YouTube) might be something you could show in class or ask students to watch as an assignment.

- Thomas Frank's YouTube channel (College Info Geek)
    - Though no longer updated, this channel includes many useful videos to share with students. The following playlists are particularly helpful:
        - The "Start with These" playlist
        - The "Effective Studying and Learning" playlist
        - The "Productivity, Habits, and Defeating Procrastination" playlist
        - The "Building Efficient Reading Skills" playlist
        - The "Improving Test and Exam Grades" playlist
        - The "I'm Unmotivated" playlist
- Change how you study: Secrets from cognitive science
    - Shared by Steve Most (@sbmost.bsky.social)
    - A compilation of short & fun video clips Steve created for TikTok. Great to share with students.
- TED talk on procrastination by Tim Urban (short version)
    - This is an excellent short video to show in class (< 4 min) as a starting point for discussion about academic procrastination and possible ways to reduce it. Students resonate to Urban's account of procrastination (highlighting the important role of impulsivity). It is very entertaining and engaging, but his account is consistent with some scientific evidence.
    - This is the original longer version of his TED talk, entitled "Inside the Mind of a Master Procrastinator."
- **Any others? Please share your favorites!**

Class Activities (In-Class Discussions & Homework Assignments) (HELP NEEDED!!!)

The following are useful non-demo activities (e.g., small-group discussions, homework assignments) that may help promote active learning.

- **Any suggestions?**

Section 5: The Neural Basis of Cognition (Cognitive Neuroscience)

Although I am not a big fan of many cognitive psychology textbooks dedicating a separate chapter to cognitive neuroscience (why not integrate it into content chapters?), I decided to have a separate section here to follow the common practice in cognitive psychology textbooks.

Useful Books for Instructors

The following are useful books for the ***instructors*** to read/consult for the teaching of classes/lectures related to the neural basis of cognition.

- **Any suggestions?**

Good Articles & Chapters to Assign to Students

The following are good articles or chapters to assign to undergraduate students (preferably relatively short and not too technical) for classes/lectures on the neural basis of cognition.

- **To be added later**

Useful Videos

The following are good **videos** you could show in class or ask students to watch at home in preparation for in-class discussions.

- The Wada Test
    - Shared by Dorothy Bishop (@deevybee.bsky.social)
    - Dorothy says: "this very old video showing Juhn Wada administer the Wada test is like something out of StarTrek"
    - The video demonstrates what happens to our cognitive functions (e.g., language) if you temporarily (very briefly) "paralyze" one hemisphere.
- Split-brain patient "Joe" being tested with stimuli presented in different visual fields by Mike Gazzaniga
    - Shared by Jon May (@profjonmay.bsky.social)
    - A short video of a patient whose corpus callosum was severed (i.e., no communication between the two hemispheres)

- Severed corpus callosum: A video of split-brain patient Joe from the Scientific American Frontiers series
    - Here is another video featuring Joe and Mike Gazzaniga. It is longer (~10 min), but good to ask students to watch it as a homework assignment and go over the logic of these experiments in class. I really like the last demonstration involving Joe's perception of a face made of vegetables, depending on which hemisphere the image is projected to.
- **Any others? Please share your favorites!**

Demos

The following are good **demos** you could give/show in class.

- **Any suggestions?**

Class Activities (In-Class Discussions & Homework Assignments) (HELP NEEDED!!!)

The following are useful non-demo activities (e.g., small-group discussions, homework assignments) that may help promote active learning.

- **Any suggestions?**

Section 6: Perception, Pattern Recognition, & Imagery

Useful Books for Instructors

The following are useful books for the ***instructors*** to read/consult for the teaching of classes/lectures related to perception & imagery (e.g., visual, auditory).

- Benjamin Balas (2024). ***Practical Vision Science: Learning Through Experimentation***.
    - Ben Balas (@bjbalas.bsky.social)
    - A useful "learning-by-doing (DIY)" book for upper-level undergraduate class on perception. See Ben's own terrific explanation of this book in this Bluesky thread.
- **Any others? Please share your favorites!**

Good Articles & Chapters to Assign to Students

The following are good articles or chapters to assign to undergraduate students (preferably relatively short and not too technical) for classes/lectures on perception & imagery.

- **To be added later**

Useful Videos

The following are good **videos** you could show in class or ask students to watch at home in preparation for in-class discussions.

- Best Illusion of the Year Contest channel on YouTube
    - This YouTube channel includes many short videos demonstrating creative visual illusions (along with some explanations).
- Visual agnosia (associative agnosia)
    - This is a great video to illustrate dissociations in pattern recognition (impaired word/object recognition, but spared face recognition). The patient in the video (Kevin) is quite good at explaining his experiences when he tries to recognize objects.
- Face blindness (part 1) & face blindness (part 2) from CBS News 60 Minutes
    - These ***prosopagnosia*** videos are great for teaching (despite the use of the phrase I dislike, "face blindness"). The videos show not only different cases of developmental (life-long) and acquired prosopagnosia but also ***superrecognizers*** (see Part 2), who have uncanny abilities to recognize and

remember faces. It also features Nancy Kanwisher (@nancykanwisher.bsky.social), who was surprised to learn that those lifelong prosopagnosic patients had an intact fusiform face area.
    - I usually ask students to watch Part 2 at home (as a homework assignment) and will discuss the video in class (e.g., is the term "face blindness" good or bad? Why?).
- **Any others? Please share your favorites!**

Demos

The following are good **demos** you could give/show in class.

- Perception of sine-wave speech
    - Shared by Alfred Nobel (@alfrednobel.bsky.social)
    - This video discusses sine-wave speech. The most interesting part of this video involves the demo segments (0:30-1:42 & 6:19-7:06), where unintelligible sine-wave speech suddenly makes sense after you hear what the original speech said, illustrating ***top-down influences*** on speech perception.
- Talking piano: Can you understand what the piano says?
    - This "talking piano" video is based on the same idea as the above sine-wave video. Watch the initial 15-s segment (0:03-0:18), for example. With the caption, you understand what the piano is saying, but, if you close your eyes, you have no idea, again illustrating ***top-down influences*** (this time, from the sentences shown on screen). I have shown this 15-s segment in class, and students were surprised by it.
- Misheard lyrics
    - This short and funny clip provides another example of ***top-down influences*** on auditory perception. Here, the words on the screen and the visual images lead you to mishear song lyrics. If you listen to the songs with your eyes closed, you might not fall for those wrong lyrics, but you will definitely fall for some of them if you hear the songs with your eyes open.
    - There are many other misheard lyrics videos on YouTube, but this one is short and reasonably safe to play in class.
- Audio demonstrations of auditory scene analysis (from The Music Lab)
    - Shared by Samuel Mehr (@mehr.nz)
    - This site includes many audio demos from a CD & associated booklet produced by Bregman & Ahad (1996). There are a total of 41 audio demos available.

- Buddha's ear illusion
    - Shared by Suzy Styles (@suzyjstyles.bsky.social)
    - You have probably heard about the rubber-hand illusion, but it's complicated and not easy to give a demo. This Buddha's Ear illusion is simple; all you need is a balloon (actually, you might not even need a balloon, according to a study conducted by its inventors.
    - Suzy tried this illusion in her large lecture class successfully & says: "It worked super fast - within four or five 'stretches', and then without the balloon."
- Conscious vs. unconscious visual imagery (using a binocular rivalry priming test w/ anaglyph images)
    - Shared by Janel Le Belle (@janellebelle.bsky.social)
    - This is a bit difficult to explain in words here, so I suggest you take a look at Janel's Bluesky posts for more information.
- **Any others?**

Class Activities (In-Class Discussions & Homework Assignments) (HELP NEEDED!!!)

The following are useful non-demo activities (e.g., small-group discussions, homework assignments) that may help promote active learning.

- **Any suggestions?**

Section 7: Attention

Useful Books for Instructors

The following are useful books for the ***instructors*** to read/consult for the teaching of classes/lectures related to attention.

- Gloria Mark (2023). ***Attention span: A groundbreaking way to restore balance, happiness, and productivity***.
    - Gloria Mark (@gloriamark.bsky.social)
    - This book discusses some interesting research findings and might be helpful for "spicing up" your attention lectures.
- **Any others? Please share your favorites!**

Good Articles & Chapters to Assign to Students

The following are good articles or chapters to assign to undergraduate students (preferably relatively short and not too technical) for classes/lectures on attention.

- Strayer & Watson (2012). ***Supertaskers and the multitasking brain: The discovery of multitasking masterminds is revealing how the brain works when it strives to do several things at once***. *Scientific American*.
    - Though it is a bit outdated, it is still a good, easy-to-read article to assign to students if you discuss multitasking and its consequences in your attention lecture(s).
- **Any others? Please share your favorites!**

Useful Videos

The following are good **videos** you could show in class or ask students to watch at home in preparation for in-class discussions.

- Change blindness: The "door" study
    - Created by Dan Simons (@profsimons.bsky.social) & shared by John Towse (@jntowse.bsky.social)
    - This short video provides a nice demonstration of change blindness occurring in everyday settings.

- Apollo Robbins's TED talk: The art of misdirection
    - In this TED talk, Apollo Robbins gives an amazing, live demonstration of ***inattentional blindness***. It is a fun video to show (I still can't figure out how he did the trick he revealed at the very end of his talk!).
- **Any others? Please share your favorites!**

Demos

The following are good **demos** you could give/show in class.

- **In-class *dichotic listening* demo**
    - I personally love giving this dichotic listening demo in class (see this info sheet for the instructions). You need a helper and some practice for this demo, but it's effective. Students fail to notice some blatant things like repeated words & changes in topic/language. Highly recommended.
    - In addition to the instruction sheet, I am also making the corresponding slides for this demo available for your use. The results of this demo nicely echo the classic findings. I use this demo to show that little attention → little semantic processing → poor later memory.
- ***Change blindness demos***
    - The task is to figure out what is changing in the scene you see on the video. If you know what is changing, it is very obvious, but many students fail at this change detection task.
        - Graduate change blindness 1
        - Graduate change blindness 2 (shared by Steve Most @sbmost.bsky.social)
        - Flickering pictures 1
        - Flickering pictures 2 (a clip from Bruce Hood's Christmas lecture)
    - There are many other short demo videos available on YouTube, though some of the videos fail to make a clear distinction between change blindness and inattentional blindness.
- ***Inattentional blindness demos***
    - The task is to watch these videos (your attention is drawn to something in the video). The question is whether you detected some changes in something you were not focusing your attention on.
        - The Monkey Business Illusion (created by Dan Simons, @profsimons.bsky.social) — this one works even though many students now know about the famous Gorilla study).
        - Magic Singh (BBC video)

    - There are many other inattentional blindness demos available on YouTube.
- **In-class *task switching* demo**
    - If you talk about task switching and switch costs, this simple demo works really well. I have made the slides from my lecture available for downloading.
- Another task switching demo
    - Shared by Rob McEntarffer (@rmcenta.bsky.social)
    - This one involves switching between counting (1, 2, 3,...) & reciting alphabets (A, B, C,...) Rob also discusses this demo's implications for teaching and student learning.
    - Here is another variation you could try (addition vs. subtraction).
- **Any others? Please share your favorites!**

Class Activities (In-Class Discussions & Homework Assignments) (HELP NEEDED!!!)

The following are useful non-demo activities (e.g., small-group discussions, homework assignments) that may help promote active learning.

- **Any suggestions?**

Section 8: Memory

Useful Books for Instructors

The following are useful books for the ***instructors*** to read/consult for the teaching of classes/lectures related to memory.

- Charan Ranganath (2024). ***Why we remember: Unlocking memory's power to hold on to what matters.***
    - Charan Ranganath (@charan-neuro.bsky.social)
    - This is a great book on memory I enjoyed (listening to). It discusses many interesting ideas about how memory works that could be useful for teaching. In particular, I find the subtitles of each chapter useful (e.g., "why we might remember some things and forget others" for Chapter 1),, because they remind me of what "big picture" ideas I should communicate to students in my memory lectures.
- **Any others? Please share your favorites!**

Good Articles & Chapters to Assign to Students

The following are good articles or chapters to assign to undergraduate students (preferably relatively short and not too technical) for classes/lectures on memory.

- **To be added later**

Useful Videos

The following are good **videos** you could show in class or ask students to watch at home in preparation for in-class discussions.

- Episodic vs. semantic memory distinction from the TV show *The Good Place*
    - Shared by Steve Most (@sbmost.bsky.social)
    - This 40-s clip from *The Good Place* illustrates the distinction between episodic and semantic memory. Easy to show in class.
- The power of ***chunking***: An audio recording of S.F. recalling a sequence of 22 digits for the first time
    - Shared by Sashank Varma (no Bluesky account), with the help of Vijay Marupudi (@vijaymarupudi.bsky.social)

    - This is an audio recording of S.F. (one of the two students participating in the study) successfully recalling a 22-digit sequence for the first time. You might have seen a description of this study (Ericsson, Chase, & Faloon, 1980) and know how S.F. managed to acquire his digit memorization skill (= using a chunking strategy based on his extensive knowledge of running records), but you might not have heard S.F. actually recalling digits. This audio clip gives you a glimpse into what the memory training session with S.F. was like.
        - Here is my Bluesky thread about this audio recording.
        - Here is a transcript of the audio recording (in PDF), provided by John Towse (@jntowse.bsky.social). I made some edits to make it easier to read.
        - Finally, here are the slides you could use if you decides to play this audio clip in your class.
- Joshua Foer's TED talk: Feats of memory anyone can do
    - This is a great, highly engaging video, though it is long (~20 min). In it, Foer describes his own experience of becoming a world class memory champion. The video provides a good illustration of how a mnemonic technique known as the method of loci works.
    - I usually ask students to watch this video as part of a homework assignment and then give a method-of-loci demo in class to show that it is easy to learn how to use this technique to memorize 16 items in sequential order.
- How I memorized an entire chapter from "Moby Dick"
    - Shared by Steve Mosst (@sbmost.bsky.social)
    - This is another good video to show to students to illustrate how mnemonic techniques (especially the method of loci or "memory palace") work.
    - See the demo section below for an interactive "game" you/students can play to memorize Kay Ryan's poem *Turtle*.
- Darren Brown Mind Control video on mnemonics (e.g., the method of loci)
    - Shared by Jay Patel (@infotainment.bsky.social)
    - Another interesting mnemonics video. This one was shot in a casino.
- Clive Wearing: The man with no short-term memory
    - This 3-min clip is a good one to show in class, clearly illustrating Clive Wearing's memory problems (severe cases of both retrograde and anterograde amnesia). It also shows the types of memories spared (e.g., procedural, semantic).
    - This video might be a good one to use to clarify what the scope of "short-term memory" is according to cognitive psychology.

- Army veteran with amnesia can't form new memories
    - Shared by Steve Most (@sbmost.bsky.social)
    - This touching video features Steve Ligeikis, who suffers from anterograde amnesia. Steve showed this video in his class and found it "more impactful" than the Clive Wearing video because "it is so relatable."
- Living with amnesia: The hippocampus and memory (from the Brain video series)
    - This video features a young man, "Mike," who suffers from anterograde amnesia as a result of a car accident. What is interesting about this video is that it shows how he copes with his anterograde amnesia and how he managed to learn new skills needed for a factory job. It clearly illustrates that procedural memory is distinct from episodic memory.
    - This video used to be available on YouTube, but I was not able to find it. So I am providing a direct link to the video here for educational purposes.
- Elizabeth Loftus's TED talk: How reliable is your memory?
    - Though this one might be a bit too long to show in class in its entirety, it is a good video to assign as a homework assignment (for later discussion in class). I particularly like the Steve Titus story she starts her talk with (a man wrongfully convicted for a crime he did not commit due to inaccurate eyewitness testimony). It also covers some famous experiments Loftus conducted (e.g., misinformation effect, lost in the mall study).
- True or False (w/ Dan Schacter) from the Scientific American Frontiers series
    - Though it is old, this is still a good video to show, especially the picnic scene demo they show (how later experiences can contaminate your memory of the original event).
- How to implant a false memory
    - Featuring Julia Shaw (@drjuliashaw.bsky.social)
    - This video describes the key "ingredients" you need to successfully implant false memories. It is a good starting point for discussing what students can do to avoid developing false memories.
- **Any others? Please share your favorites!**

Demos

The following are good **demos** you could give/show in class.

- Demos for Teachers' series from Rob McEntarffer's NOT FOR POINTS site
    - Shared by Rob McEntarffer (@rmcentra.bsky.social)

    - The four demos about memory below are from Rob's blog entries. In the linked blog entries, he provides instructions for each demo and explain the implications of these demos/findings for education and teaching practices.
        - Tappers and listeners (***the overconfidence effect***)
        - Close your eyes (Baddeley's three main components of ***working memory***)
        - Deep processing (***levels of processing***)
        - Schema theory and memory
- A quick in-class *false memory* demo
    - If you want to give a quick "false memory" demo in class, this is a good one (adapted from Potter & Lombardi, 1990). Students are asked to remember a sentence VERBATIM (e.g., "The knight rode around the palace searching for a place to enter"), but attending 5 words right before recall leads to semantic intrusion errors (e.g., recalling "castle" instead of "palace").
    - The slides for this demo are available here for downloading/your use.
- In-class method of loci demo (the body parts version)
    - I give a method of loci demo in class and ask students to memorize 16 grocery items in the order presented using the body parts version of the method of loci. If you click the above link, you can see my Bluesky thread about this demo.
    - The slides are available for downloading. The notes section of the slides also give some additional tips & explanations. Unfortunately, Google Drive does not like a multicolumn format, so some of the slides might not look good, but I think you can easily adjust them if you want to use the slides for your own in-class demo.
- In-class pegword method demo (remembering 10 celebrities in order)
    - In this demo, students are first asked to memorize pegwords by going through some rhymes (e.g., one is *bun*, two is *shoe*). Once that's done, they are asked to use those pegwords to memorize 10 celebrities in sequential order (e.g., if the first celebrity is Jennifer Lopez, students need to create an interactive image involving a bun and JLo).
    - The slides for this demo are available for downloading. Most students can remember 9 or all 10 celebrities on their first try.
- NYT Article: Slow and Steady, This Poem Will Win Your Heart
    - Shared by Jay Patel (@infotainment.bsky.social)
    - This NYT article provides an interactive game you or your students can play to memorize a poem below. At the very end, you can take a quiz (easy one or hard one) to test how well you were able to memorize the poem.

TURTLE *by Kay Ryan*

Who would be a turtle who could help it?
A barely mobile hard roll, a four-oared helmet,
she can ill afford the chances she must take
in rowing toward the grasses that she eats.
Her track is graceless, like dragging
a packing case places, and almost any slope
defeats her modest hopes. Even being practical,
she's often stuck up to the axle on her way
to something edible. With everything optimal,
she skirts the ditch which would convert
her shell into a serving dish. She lives
below luck-level, never imagining some lottery
will change her load of pottery to wings.
Her only levity is patience,
the sport of truly chastened things.

- **Any others? Please share your favorites!**

Class Activities (In-Class Discussions & Homework Assignments) (HELP NEEDED!!!)

The following are useful non-demo activities (e.g., small-group discussions, homework assignments) that may help promote active learning.

- **Any suggestions?**

Section 9: Language

Useful Books for Instructors

The following are useful books for the ***instructors*** to read/consult for the teaching of classes/lectures related to language.

- Fernanda Ferreira (2025). ***Psycholinguistics: A very short introduction***.
    - Fernanda Ferreira (@fernandaedi.bsky.social)
    - This is a very short introductory textbook (the paperback version is a bit bigger than a passport) that nevertheless expertly covers all the key topics in psycholinguistics. A useful book to have to prepare for your language lectures.
- Maryellen MacDonald (2025). ***More than words: How talking sharpens the mind and shapes our world.***
    - Maryellen MacDonald (@maryellenmacdonald.bsky.social)
    - This new book on talking and its impact on cognition and our daily lives discusses a lot of interesting ideas/findings that you might be interested in including in your language lectures.
    - The book also provides some links to relevant videos in the Notes section.
- **Any others? Please share your favorites!**

Good Articles & Chapters to Assign to Students

The following are good articles or chapters to assign to undergraduate students (preferably relatively short and not too technical) for classes/lectures on language.

- **To be added later**

Useful Videos

The following are good **videos** you could show in class or ask students to watch at home in preparation for in-class discussions.

- If only they could talk from the Scientific American Frontiers series
    - Though it is outdated, it still provides some illustrations of prior attempts to communicate with non-human animals (e.g., pigs, sea lions, parrots) using human language.

- Keith Chen's TED talk: Could your language affect your ability to save money?
    - In this talk on ***linguistic relativity***, Keith Chen makes a bold claim: How the language you speak grammatically marks the future tense (vs. the present tense) has some influence on the speaker's saving behavior. Specifically, the speakers of "futureless" languages (e.g., Chinese) save more money than those of "futured" languages (e.g., English). This video is a good one to generate some discussion (if students view it in advance as part of a homework assignment): Some students are convinced by Chen's arguments, whereas others are not.
    - There is also a shorter version (~12 min) of this talk available.
- Tono Tono: A modern version of a famous aphasic patient known as "tan" because he can only say "tan"
    - Shared by Ethan Weed (@ethanweed.bsky.social)
    - This is an interesting video because of a surprising twist at the very end. Although it seems that all this patient can say is "tono tono," he can count (at least up to 10), presumably because it is automatic.
    - The Games of Thrones fans might remember the character called "Hodor" because he can only say "Hodor."
- **Any others? Please share your favorites!**

Demos

The following are good **demos** you could give/show in class.

- The McGurk effect demo
    - You can use this video in class to demonstrate the influence of visual input on speech perception (***the McGurk effect***). I think this linked video is good because it is short and easy to play multiple times with the sound on or off.
    - Students should see the guy in the video is saying "ga" (only visual, no sound). They should hear "ba" (only audio, no visual). When these are combined, they should hear "da."
    - Caution: Not all students may experience this last part (i.e., hearing "da" when the audio and visual information is incongruent). It turned out that the variability across individuals (in terms of their susceptibility to the McGurk effect is huge (see this 2015 article).
- Syntactically ambiguous news headlines
    - If you discuss ***ambiguities*** in your language lectures, you might find this list of syntactically ambiguous headlines helpful (e.g., "Enraged cow injures farmer with ax.").

- **Any others? Please share your favorites!**

Class Activities (In-Class Discussions & Homework Assignments) (HELP NEEDED!!!)

The following are useful non-demo activities (e.g., small-group discussions, homework assignments) that may help promote active learning.

- **Any suggestions?**

Section 10: Thinking (Problem Solving, Reasoning, & Decision Making) (HELP NEEDED!!!)

Useful Books for Instructors

The following are useful books for the ***instructors*** to read/consult for the teaching of classes/lectures related to thinking.

- Woo-Kyoung Ahn (2023). ***Thinking* 101**.
    - This is a great book for teaching. It is organized by common biases that affect our daily thinking and decision making (e.g., metacognition errors due to fluency, confirmation bias). The book provides a lot of interesting and relatable examples, discusses relevant research findings, and offers some promising ways to reduce the negative effects of those biases.
    - Here is my Bluesky thread on this book.
- **Any others? Please share your favorites!**

Good Articles & Chapters to Assign to Students

The following are good articles or chapters to assign to undergraduate students (preferably relatively short and not too technical) for classes/lectures on thinking.

- **To be added later**

Useful Videos

The following are good **videos** you could show in class or ask students to watch at home in preparation for in-class discussions.

- It's a (thinking) trap! Beware the "availability bias"
    - Shared by Steve Most (@sbmost.bsky.social)
    - This fun short video (< 4 min) illustrates the availability heuristic in action by providing intriguing examples. Steve says that watching this video and knowing about the availability bias might help save your relationship!
- The trolley problem from the TV show *The Good Place*
    - Shared by John Towse (@jntowse.bsky.social) & Josh Grubbs (@joshuagrubbsphd.bsky.social)
    - This video *vividly* illustrates the well-known trolley problem & highlights an important yet often neglected truth: Objectively thinking about the problem

(as is typically done when this problem is posed) and actually facing this dilemma in person are completely different.

> **Josh Grubbs** @joshuagrubbsphd.bsky.social · 12d
> oh I use this every time I teach my psychology of religion class about morality and the nature of ethical dilemmas;
>
> there's a quote in there: "there have to be stakes, or it's just another thought experiment"
>
> we spend a lot of time talking about that quote and the nature of moral psychology

- **Any others? Please share your favorites!**

Demos

The following are good **demos** you could give/show in class.

- **Any suggestions?**

Class Activities (In-Class Discussions & Homework Assignments)

The following are useful non-demo activities (e.g., small-group discussions, homework assignments) that may help promote active learning.

- **Any suggestions?**

Section 11: Other Topics

This last section lists resources shared by Bluesky users on several topics that are not extensively covered in many textbooks but might be of great interest to some instructors.

This section is under development & will be updated later.

Cognitive Development

Here are some useful videos to show in class to illustrate how children perform some cognitive tasks.

- A not B task
  - Created by Yuko Munakata (@yukomunakata.bsky.social) & shared by Hannah Snyder (@hannahrsnyder.bsky.social)
- Piaget's conservation task
  - Created by Yuko Munakata (@yukomunakata.bsky.social) & shared by Hannah Snyder (@hannahrsnyder.bsky.social)
- Dimensional Change Card Sort (DCCS) task 1 (featuring Phil Zelazo)
  - Shared by John Towse (@jntowse.bsky.social)
- Dimensional Change Card Sort (DCCS) task 2
  - Created by Yuko Munakata (@yukomunakata.bsky.social) & shared by John Towse (@jntowse.bsky.social)
- **Any others? Please share your favorites!**

Action & Motor Control

Here are some useful videos if you cover action and motor control in your class:

- Kinesia paradoxa (in Dutch)
  - Shared by Alfred Nobel (@alfrednobel.bsky.social)
  - Alfred's comment: "Patient unable to construct action trajectory shape"
  - At the 3:06 mark, you see an example of ***kinesia paradoxa***, a phenomenon that individuals with Parkinson's disease may exhibit. Parkinson's patients typically experience movement difficulties, but they may suddenly show normal movement in response to specific triggers (in this case, the stairs). This sudden change shown in the video is very striking.
- They spent 30 years unable to move (from the movie *Awakenings*)
  - Shared by Alfred Nobel (@alfrednobel.bsky.social)
  - Alfred's comment: "Patient unable to construct action trajectory shape"

    - This video illustrates patients with encephalitis lethargica. Like the kinesia paradoxa case above, movements can be influenced by specific triggers (or lack thereof). See the 1:40 mark and the 2:15 mark.
- Difficulty of producing action trajectory shapes
    - Shared by Alfred Nobel (@alfrednobel.bsky.social)
    - Alfred's comment: "A major part of scientists still believe that we might be capable of producing straight action trajectory shapes."
- Visualizing the track (bobsleigh visualization)
    - Shared by Alfred Nobel (@alfrednobel.bsky.social)
    - Alfred's comment: "Connecting the secondary internal focus to the primary external focus (the action trajectory shape of the bobsleigh)"
- Tiger Woods: Definitive putting warmup routine
    - Shared by Alfred Nobel (@alfrednobel.bsky.social)
    - Alfred's comment: "Connecting the secondary internal focus to the primary external focus (the action trajectory shape of the golf ball). Ignore commentary; focus on the two distinct set foci and on all outgoing ball trajectory shapes being different, yet similar."
- **Any others? Please share your favorites!**

Any Other Topics to Include Here????