

Reflection Journal Assignment  
PSY 101

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Reflection# 4

<b>REFLECTION QUESTION ANSWERS: EACH PAPER IS WORTH A MAXIMUM OF 10 POINTS</b>	
Quality of Answer	
<b>5 points</b>	Answer nicely addressed question asked incorporated personal opinion and class material (class material supports/justifies personal opinion); Class material discussed accurately
4 points	Answer adequately addressed question asked incorporated personal opinion and class material (class material supports/justifies personal opinion); Flaws in the discussion of class material and/or content provided is not as detailed as needed.
3 points	Attempted to answer the question asked but the personal opinion was not adequately explained by class material; Class material discussed accurately but personal opinion not fully expressed and/or not supported by content.
2 points	Attempted to answer the question asked but the personal opinion was not adequately explained by class material; Flaws in the discussion of class material; personal reflection inadequate. And/or paper does not meet minimum length.
1 points	Answer addressed the question asked but the personal opinion discussed was not supported/justified by class material; length of paper does not meet minimum requirement; limited content.
0 points	Answer did not address the question asked; provided extremely limited content, less than two paragraphs.
In-Text Citations – References In the Body of the Paper	
<b>3 points</b>	Paraphrased and correctly cited sources(in APA format)
2 points	Paraphrased source(s) but incorrectly cited source(s); more than one mistake or textbook missing
1 point	Directly quoted at least one of the sources but correctly cited both sources (APA format)
0 points	Paraphrased both sources but incorrectly cited source(s) within body of the paper or directly quoted and/or incorrectly cited the source(s) or no in-text citations provided in body of the paper.
APA Format – Reference Page	
<b>2 points</b>	Correct APA citation of sources
1 point	Incorrect APA citation; more than one mistake or textbook or reference missing
0 points	No reference page provided

Comments: Nice work...review comments in paper.

Points: 10

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Jordan Carroll

In today's superhero-obsessed culture, it is surprising that no major superhero has appeared on the silver screen with mind control powers. Perhaps the reason is that social psychologists have determined that there are real methods we can use to influence others. If we understand the scientifically proven ways we influence humanity, we can attain an almost superhuman ability to control others. As a future teacher, I know that everyday I will utilize the knowledge I gained from Module 38. One psychological phenomenon I found particularly applicable was the chameleon effect, which occurs when we imitate the actions of others subconsciously (Myers, 2001). There are a few situations in which I believe I can take advantage of the chameleon effect. First, I will use the phenomenon to quiet students. When conducting a large group of students I will use call and response clapping or percussive vocalizations to quiet my classroom. Instead of yelling at students to be quiet, I will engage them in a mimicked activity, which will cause them to be quiet. I've seen many conductors use this strategy successfully. Another situation in which I will use the chameleon effect is to instill good posture in my singers. When conducting, I will stand with ideal singing posture, in the hope that my students will mimic me. Although I have not yet taken a formal conducting class, a notable conductor at my college often speaks about this phenomenon, which he calls "mimicry." Whether he is aware of it or not, the cause of this mimicry is most definitely the chameleon effect. Just like the mimicry seen with the participants in Tanya Chartrand's and John Bargh's study, hopefully my students will stand with feet shoulder width apart, with a loose neck, with a tall spine, and with an expanded chest if I do the same (Myers, 2001).

Along with the chameleon effect, the conformity and normative social influence discussed by Myers seem extremely applicable to my future teaching work. Conformity is the phenomenon that occurs when we alter our normal personality and behavior, opting to act more like members of a certain crowd (Myers, 2001). One cause of conformity, according to Myers, is normative social influence, a force that motivates us to strive to escape rejection and to find social acceptance (Myers, 2001). In my classroom, I hope to eliminate any desire to conform,

**Comment [HJ1]:** Nice introduction!

**Comment [HJ2]:** Wrong year

**Comment [HJ3]:** This would have been a great place to explain more about this idea. Why would this be effective, what would you ask for the students to do?

**Comment [HJ4]:** Explain this experiment and why it is of interest/importance.

mainly by discouraging normative social influence. One way in which I can do this is to offer differing opinions myself when most students are of one view, consequently making my students feel like they do not need to conform to the overwhelming majority. If I do not do this, students with minority opinions will likely succumb to normative social influence, not offering their views in fear of rejection. As evidenced by the experiments of Solomon Asch, even if students have the correct answer, they will probably not offer their answer if all students are saying a different answer (Myers, 2001). Consequently, I need to ensure I never let one opinion dominate the classroom too much or those with differing opinions will feel stifled.

Learning about social facilitation and social loafing deeply inspired my perspective on teaching. Social facilitation is improved performance when others are observing you; contrastingly, social loafing is worsened performance when working in a group (Myers, 2001). Both of these phenomena have pertinence in the classroom environment. When a student is impeccably prepared to sing a piece of classical music, I can trust in social facilitation that they will perform even better when in front of an audience. However, if they are not well prepared, I know that audience attention will worsen their performance and will not allow them to perform (Myers, 2001). By telling my students that well-prepared people perform even better in front of others, I hope to motivate my students to prepare. Meanwhile, I will try to avoid group activities in classrooms because, from my own experience and from Module 38, I know that we become lazier when we believe others will pick up the slack, due to social loafing (Myers, 2001). While group work can make learning more fun, we usually work less diligently. By learning about the chameleon effect, normative social influence, and social facilitation/loafing, I now feel like a better teacher.

#### References

Myers, D.G. (2001). *Exploring psychology: Eighth edition in modules*. New York, NY: Worth