

## Call for Proposals: Positive Psychology in Higher Education

Guest Editor: Acacia Parks-Sheiner

*The Journal of Positive Psychology* is pleased to announce an upcoming special issue on the teaching of positive psychology at the undergraduate level. Positive psychology is a relatively new field, and as such, there is no one approach to teaching it – syllabi at different colleges and universities vary drastically in the topics they cover and the approaches they take to teaching this dynamic and wildly popular subject area. The goal of the upcoming special issue is to provide a resource for individuals who are considering teaching a course in positive psychology, as well as seasoned positive psychology instructors looking to improve their existing courses.

We welcome proposals for articles that address important issues specific to the teaching of positive psychology at the undergraduate level. Questions of particular interest include:

- Selection of topics to cover
- Engaging approaches to addressing broad-sweeping issues such as culture, nature/nurture, and applications to public policy
- The inclusion of fields outside of psychology
- Teaching positive psychology in novel contexts (e.g. as something other than a standard lecture or seminar positive psychology course)
- Considerations when teaching positive psychology through different modes of administration (lecture course, small seminar, online, etc.)
- Selection of readings (including the pros and cons of specific texts, seminal studies, use of primary sources vs. textbooks, etc.)
- Balancing theory and conceptual topics with practical application and personal experiences of students
- The role of service-learning or practical experience in teaching positive psychology (including innovative programs that have done such a thing)
- Different kinds of assignments

Types of Submissions:

- Articles containing a case report of a particular positive psychology class the author has taught, preferably (though not necessarily) including some kind of data on the effectiveness of that teaching approach
- Reviews of textbooks/reading sources used in teaching positive psychology, so long as the reviews are integrative (e.g. covering a wide variety of texts, discussing the pros and cons of each)
- Articles focused on the teaching of a specific topic or topics in positive psychology

Please send a proposals not exceeding one single-spaced page to the Guest Editor (Acacia Parks-Sheiner; [acparks@psych.upenn.edu](mailto:acparks@psych.upenn.edu)) by September 1<sup>st</sup>, 2010.