

Forty-first Annual National Institute on the Teaching of Psychology January 3–6, 2019

Welcome to the 41st Annual National Institute on the Teaching of Psychology. We wish you a productive and enjoyable conference. We hope we have achieved our goal of providing a wide range of content areas and an atmosphere that supports both your individual involvement and your interaction with other psychology faculty, with a program that will help you explore new ideas that will enhance and broaden your teaching skills in various areas of psychology instruction. We will appreciate your comments and suggestions during and following the conference.

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Conference Sponsors

Association for Psychological Science
University of South Florida

Conference Committee

Stephen Chew (Co-Chair)
Bridgette Martin Hard
Erin Hardin
Robert Hendersen (Chair)
Beth Morling
Conference Coordinator: Annette Cook

GENERAL INFORMATION

Registration

Location: Grand Palm Colonnade

Hours: Wednesday: 3:00 – 7:00 p.m.

Thursday: 7:30 a.m. – 5:00 p.m.

Friday: 7:30 a.m. – 5:00 p.m.

Saturday: 7:30 a.m. – 5:00 p.m.

Sunday: 7:30 a.m. – 12:00 p.m.

A continental breakfast will be available Thursday from 7:30 a.m. – 8:30 a.m.

Admittance to all conference events will be **by conference badge only**.

Registered participants may obtain a sessions-only badge for a guest **whose professional affiliation is unrelated to psychology** and who is at least 16 years of age. This badge allows attendance at certain sessions, but not meals, breaks, or poster sessions. Visit the registration desk.

Children of registered participants are welcome to attend the evening reception on the opening day of the conference. Children under the age of 17 are not permitted in any other NITOP sessions or events, but we make an exception for quiet infants-in-arms.

Participants who have attended three or more Institutes are identified by a small psi on their badge—we hope that you will feel free to ask these individuals any questions you may have about conference events.

Meals

All participants, their companions and families are welcome at the Buffet Reception on Wednesday evening at 6:00 p.m. in the Pavilion, which is located near the Breckenridge building, a very short walk from the main conference building.

Admission to the following events will be by conference badge only:

- 1) Continental Breakfast on Thursday
- 2) Breakfast on Friday, Saturday, and Sunday
- 3) Box lunch (with ticket) on Thursday
- 4) Lunch on Friday and Saturday, in the Jacaranda Hall
- 5) Poster sessions, where refreshments will be served in the Banyan Breezeway
- 6) Participant Idea Exchanges, where refreshments will be served in the Jacaranda Hall
- 7) Coffee breaks in the Grand Palm Colonnade

Registered participants who wish to purchase a badge for their guest to attend all these functions may do so at the registration desk. No badges may be purchased for individual meals or breaks, or for individuals under the age of 16.

Posters

Thursday: 1:30–3:00 p.m. (Posters 1 – 36)

Friday: 4:30–6:00 p.m. (Posters 37-72)

Saturday: 4:45–6:15 p.m. (Posters 73-108)

Poster Setup

Thursday by 10:00 a.m. for Session I

Friday by 2:00 p.m. for Session II

Saturday by 2:00 p.m. for Session III

Posters should be left until Noon the following day for participants to review and obtain handouts during free time in the program. At least one author must remain with each poster throughout the poster session. The poster schedule can be found on pages 17-33 of this program.

Participant Idea Exchanges (PIEs)

Thursday: 3:15–4:15 p.m. (Topics 1-33)

Friday: 10:15–11:15 a.m. (Topics 34-72)

Saturday: 10:15–11:15 a.m. (Topics 73-98)

Participant Idea Exchanges are roundtable discussions of a wide variety of topics in the Jacaranda Hall. Presenters of Participant Idea Exchanges have provided a list of discussion question which will be posted at the door to the Jacaranda Hall as well as at the discussion tables during these sessions. To review these questions in advance, reference a conference binder or visit www.nitop.org. The Participant Idea Exchange schedule on pages 33 through 48 lists the topics and table numbers for the PIE sessions.

Teaching Slam

The Teaching Slam will be held on Thursday from 4:30–5:45 p.m. This is a fast-paced, dynamic session in which participants can get new ideas to use in class. Teaching Slam presentations might be a novel teaching tip, an assessment idea, or a class activity. Each speaker will provide one handout. The speakers and titles of the Teaching Slam presentations appear on page 49 of this program.

Demo Demo

The Demo Demo will take place on Saturday from 2:00–3:15 p.m. This event will expose the audience to class demonstrations of approximately 15 minutes each. In this fun event, the audience members will be the class: They will participate as students in each demonstration. Each presenter will microteach a demo that works well every time or present their own spin on a classic demo showing us how they make it new. All Demo Demo presenters will provide a handout with key information about the presentation. The speakers and titles of the Demo Demo presentations appear on page 50 of this program.

Exhibits of Books and Software

Exhibits are located in the Banyan Breezeway. Although exhibitors are welcome to be present in the exhibit area throughout the conference, all will be at their displays for consultation and conversation during the following guaranteed times:

Thursday: 10:15–10:45 a.m. and 12:45–4:15 p.m.

Friday: 10:15–11:30 a.m. and 12:30–6:00 p.m.

Saturday: 10:15–11:30 a.m. and 12:30–6:15 p.m.

Abstracts and Handouts

Abstracts of presentations to be given during the conference appear on pages 51 through 72 of this program. In addition, handouts are included in the conference binder and online at www.nitop.org. Additional handouts may be distributed at the sessions. Extra handouts will be available at the Registration Desk.

Evaluation Form

The Conference Committee greatly values your responses to the questionnaire which can be found online and in the conference binder. Complete the evaluation form online, if possible. Comments and suggestions are reviewed when planning future Institutes. Return completed evaluation forms to the Registration Desk before your departure or mail to the Institute office if you cannot complete the evaluation online.

Checking Out Sunday

The special NITOP checkout time will be 12:30 p.m. Sunday (instead of the usual 11:00 a.m.), so you may attend the closing session, which ends at 12:15 p.m. If you choose to use the video checkout option, do so by 11:00 a.m. to qualify for a drawing for a 2-night, 3-day stay at the TradeWinds anytime in the future. If

you complete the video checkout before 11:00 a.m., your keys will remain active until 12:30.

Comments about TradeWinds

If you provide your email address when you check into the TradeWinds, you will receive an email message asking you to complete a questionnaire about your experience during the conference. If you return these comments to the hotel by email, your name will be placed in a second drawing for a 2-night, 3-day complimentary stay at the hotel in the future.

Support Staff

We extend sincere thanks to NITOP support staff.

Preconference Preparations & Registration:

Catherine Maxwell

Registration: Linda Arledge

and Veronica Cross

Onsite Support

University of South Florida Graduate Students

David Howard, Coordinator

Elisa Carsten	Rylan Charlton
Alexandria "Allie" Choate	Jared Davis
Hunter Drake	Haya Fatimah
Cheryl Gray	Kim Johnson
Jessica Jordan	Roxanne Lawrence
Madeline "Maddy" Lagacey	Jong "Han" Lee
Gay Lemons	Rose Miller
Mukhunth Raghavan	Dana Roberts
Ke Tong	Aashna Waiwood

ACKNOWLEDGEMENTS

Sponsors and Exhibitors

We greatly appreciate the generous support of the following sponsoring organizations and other exhibitors. We encourage participants to seek them out for information and conversation.

APA Education Directorate
APA Publications & Databases
Association for Psychological Science
Cengage Learning
Council on Undergraduate Research
GLN Consulting
Hawkes Learning
W.W. Norton Publishing Company
Pearson Education
Psychonomic Society
Sage Publishing
Society for Industrial and Organizational Psychology
Society for Personality and Social Psychology
Society for the Psychological Study of Social Issues
Society for Research in Child Development
Society for the Teaching of Psychology
Worth/Macmillan Publishers

Mark Your Calendar

**42nd Annual National Institute
on the Teaching of Psychology**

**January 3–6, 2020
The TradeWinds Island Resorts
St. Pete Beach, Florida**

Visit the NITOP webpage for updates:

www.nitop.org

RECOMMENDED LOCAL ATTRACTIONS

For participants and families who may wish to visit popular museums and aquariums in the area, we recommend the following. Visit websites for details. Prices given are general admission for adults):

[Salvador Dali Museum in St. Petersburg](#), 727-823-3767 (www.thedali.org, \$24.00 (educators \$22, students \$17, children \$10)

[MOSI \(Museum of Science & Industry\) in Tampa](#), 813-987-6000 (www.mosi.org, \$26.95 (children \$20.95)

[Clearwater Marine Aquarium](#), 813-273-4000 (www.flaquarium.org, \$21.95 (children \$16.95)

[Florida Aquarium in Tampa](#), 813-273-4000 (www.flaquarium.org, \$24.95 (children \$20.95) if purchased online.

Other attractions less than 90 minutes away include:

In Tampa:

[Busch Gardens](#)

In Orlando:

[Disney World](#)

[Sea World](#)

[Universal Studios](#)

CONFERENCE SCHEDULE

Note: Bird/Indian Key, Long Key, Sawyer Key, and Tarpon Key Rooms are located in the Island Ballroom near Registration.

Thursday, January 3, 2019		
TIME	EVENT	LOCATION
7:30 a.m.	Continental Breakfast	Grand Palm Colonnade
7:30 a.m.-5:00 p.m.	Registration	Grand Palm Colonnade
8:30-10:00 a.m. WORKSHOPS (Title, Speaker, Location)		
<i>Training Better Scientists with a Better Curriculum: Introducing Estimation, Meta-analysis, and Open Science to your Undergraduates</i>	Robert Calin-Jageman	Tarpon Key
Council on Undergraduate Research Session: Mentoring Student Researchers in Psychology	Susan Larson	Sawyer Key
<i>Exposure to Psychological Science: Using Empirical Journal Articles in Courses of All Levels</i>	Dawn McBride	Bird/Indian Key
<i>Through the Looking Glass: Lessons for Online Teachers from Alice in Wonderland</i>	Diane Finley	Long Key
10:15-10:45 a.m.	Meeting for Invited Speakers	Royal Tern
10:15-10:45 a.m.	Welcome session for First-Time Participants	Jacaranda Hall

Thursday, January 3, 2019

TIME	EVENT	LOCATION
11:00 a.m.-12:30 p.m.	Opening Session	Island Ballroom
10:15-10:45 a.m.	Exhibit Viewing	Banyan Breezeway
11:00 a.m.-11:30 a.m.	Welcoming Remarks Robert Hendersen, Melissa Welch-Ross, and Toru Shimizu	Island Ballroom
11:30 a.m.-12:30 p.m.	Opening Address: Association for Psychological Science Session: <i>Decision Fatigue: Implications for Self-Control, Wisdom, and Leadership</i> Kathleen Vohs	Island Ballroom
12:45-1:30 p.m.	Box Lunch Pickup	Jacaranda Hall
1:30-3:00 p.m.	Poster Session I and Exhibits	Banyan Breezeway
3:15-4:15 p.m.	Participant Idea Exchange I	Jacaranda Hall
4:30-5:45 p.m.	Teaching Slam Moderator: Erin Hardin	Sawyer/Long
6:00-8:30 p.m.	Buffet Reception for Participants and their Companions and Families	Pavilion

Friday, January 4, 2019

TIME	EVENT	LOCATION
7:00-8:00 a.m.	Yoga	South Lawn
7:30 a.m.-8:45 a.m.	Buffet Breakfast	Jacaranda Hall
7:30 a.m.-5:00 p.m.	Registration	Grand Palm Colonnade

9:00-10:00 a.m. Concurrent Sessions I		
Society for Industrial/Organizational Psychology Session: <i>Why the "Opt Out" Explanation is Insufficient: Subtle Messages Push Moms Out of Work</i>	Eden King	Sawyer Key
American Psychological Association Education Directorate Session: <i>Charting a Course for Introductory Psychology: Issues, Innovations, and Better Practices</i>	Regan Gurung	Tarpon Key
<i>Teaching Traps, Transitions, and Connection: Providing Context to Make the Content Meaningful</i>	Brooke L. Whisenhunt, Danae L. Hudson, Melissa Beers	Bird/Indian Key
<i>Ready for Work? Students' & Working Adults' Views about the Career-Related Skills Learned at College</i>	Tanya Martini	Long Key
TIME	EVENT	LOCATION
10:15-11:15 a.m.	Participant Idea Exchange II	Jacaranda Hall
11:30 a.m.–12:30 p.m.	General Session <i>iGen: Teaching the Smartphone Generation—</i> Jean Twenge	Island Ballroom
12:30 p.m.	Buffet Lunch & "Laugh at Lunch" Moderator: Beth Morling	Jacaranda Hall
2:00-3:00 p.m. Concurrent Sessions II		
<i>An Open-Access, Active-Learning, Online Undergraduate Research Methods Course</i>	Morton Gernsbacher	Tarpon Key

Friday, January 4, 2019

2:00-3:00 p.m. Concurrent Sessions II (continued)

<i>Beyond Brick and Mortar: Leveraging Technology to Expand the Reach and Scope of Mental Health Care—and Student Education</i>	Jonathan Comer	Bird/Indian Key
Society for the Psychological Study of Social Issues Session: <i>Teaching about Human Trafficking from a Psychological Perspective</i>	Laura Dryjanska	Sawyer Key
<i>Building Direction from Education: Strategies to Engage Student Interest and Inspire Application Beyond the Classroom</i>	Gregory Privitera	Long Key
TIME	EVENT	LOCATION
3:15-4:15 p.m.	General Session Psychonomic Society Session: <i>Why Effective Techniques May Not Help Students Achieve: Challenges for Implementing Cognitive Principles in College—John Dunlosky</i>	Island Ballroom
4:30-6:00 p.m.	Poster Session II and Exhibits	Banyan Breezeway
7:00-8:00 p.m.	Software and Ad Hoc Meetings	7:00-8:00 p.m.
8:00-10:00 p.m.	Social Hour	Grand Palm Colonnade

Saturday, January 5, 2019

TIME	EVENT	LOCATION
7:00-8:00 a.m.	Yoga	South Lawn
7:30 a.m.-8:45 a.m.	Buffet Breakfast	Jacaranda Hall
9:00-10:00 a.m. Concurrent Sessions III		
<i>The Pedagogical Power of Prediction</i>	Krisstal Clayton	Sawyer Key
Society for Personality and Social Psychology <i>Session: People & Purpose: Highlighting Communal Aspects of Science Can Foster Diversity and Engagement</i>	Amanda Diekman	Bird/Indian Key
American Psychological Association Education Directorate Session: <i>Charting a Course for Introductory Psychology: Issues, Innovations, and Better Practices</i>	Regan Gurung	Tarpon Key
Society for the Psychological Study of Social Issues Session: <i>Teaching about Human Trafficking from a Psychological Perspective</i>	Laura Dryjanska	Long Key
TIME	EVENT	LOCATION
10:15-11:15 a.m.	Participant Idea Exchange III	Jacaranda Hall
11:30 a.m.-12:30 p.m.	<u>General Session</u> Society for Research in Child Development Session: Show, Don't Tell: Video as Data and Documentation Karen Adolph	Island Ballroom

12:30 p.m.	Buffet Lunch and NITOP NITOP (Nearly Impossible Trivia of Psychology) Moderator: Stephen Chew	Jacaranda Hall
2:00-3:15 p.m.	Demo Demo Moderator: Bridgette Martin Hard	Island Ballroom
3:30-4:30 p.m. Concurrent Sessions IV		
<i>Beyond Brick and Mortar: Leveraging Technology to Expand the Reach and Scope of Mental Health Care— and Student Education</i>	Jonathan Comer	Sawyer Key
<i>Building Direction from Education: Strategies to Engage Student Interest and Inspire Application beyond the Classroom</i>	Gregory Privitera	Bird/Indian Key
<i>Enhancing Mindful Awareness and Emotion Regulation in the Classroom: Insights from Multi-Course Multi-Semester Investigation</i>	Sarah Rose Cavanagh	Tarpon Key
<i>Controversial Conversations: Teaching in a Post-Truth World</i>	Kate Richmond	Long Key
TIME	EVENT	LOCATION
4:45-6:15 p.m.	Poster Session III and Exhibits	Banyan Breezeway
8:00-10:00 p.m.	Karaoke Social Hour	Jacaranda Hall

Sunday, January 6, 2019		
7:30-8:30 a.m.	Buffet Breakfast	Jacaranda Hall
7:30 a.m.-12:30 p.m.	Registration	Grand Palm Colonnade

8:30-9:30 a.m. Concurrent Sessions V

<i>Society for Industrial/Organizational Psychology Session: Why the "Opt Out" Explanation is Insufficient: Subtle Messages Push Moms Out of Work</i>	Eden King	Sawyer Key
<i>An Open-Access, Active-Learning, Online Undergraduate Research Methods Course</i>	Morton Gernsbacher	Tarpon Key
<i>Teaching Traps, Transitions, and Connection: Providing Context to Make the Content Meaningful</i>	Brooke L. Whisenhunt, Danae L. Hudson, Melissa Beers	Bird/Indian Key
<i>The Pedagogical Power of Prediction</i>	Krisstal Clayton	Long Key

9:45-10:45 a.m. Concurrent Sessions VI

<i>Controversial Conversations: Teaching in a Post-Truth World</i>	Kate Richmond	Sawyer Key
<i>Enhancing Mindful Awareness and Emotion Regulation in the Classroom: Insights from Multi-Course Multi-Semester Investigation</i>	Sarah Rose Cavanagh	Tarpon Key
Society for Personality and Social Psychology Session: People & Purpose: Highlighting Communal Aspects of Science Can Foster Diversity and Engagement	Amanda Diekman	Bird/Indian Key
<i>Ready for Work? Students' & Working Adults' Views about the Career-related Skills Learned at College</i>	Tanya Martini	Long Key

Sunday, January 6, 2019

TIME	EVENT	LOCATION
11:00 a.m.-12:15 p.m.	Closing Session	Island Ballroom
11:00 a.m.–Noon	<p style="text-align: center;">Closing Address: Society for the Teaching of Psychology Session: <i>Faith-Based or Evidence-Based Teaching: Are you a Zealot, Infidel, or Gnostic?</i> David Daniel</p>	Island Ballroom
Noon-12:15 p.m.	<p style="text-align: center;">Closing Remarks and Awards Stephen Chew</p>	Island Ballroom

POSTER SESSION I
Thursday, 1:30–3:00 p.m.
Banyan Breezeway

- 1. *Using "Make & Take Quizzes" to Win the Triple Crown of Teaching: A Simple Strategy to Encourage Spaced Practice, Retrieval Practice, and Elaboration***
Kristel Gallagher, Thiel College
- 2. *Oral Communication in the Psychology of Music***
Nestor Matthews, Denison University
- 3. *Fostering Ethnocultural Empathy in Psychology Students through Experiential Learning***
Mona Ibrahim, Concordia College
- 4. *The Evolution of Good Diversity Teaching and Training: A Trainee-Supervisor-Program Feedback Loop and Iterative Cycle***
Noel Jacobs, OU Health Sciences Center
Jon Hart, OU Health Sciences
Connor Garbe, OU Health Sciences
Anita Alexander, Nova Southeastern University
Ryan Blucker, OU Health Sciences
- 5. *Welcome to Psych Week: A Communication Campaign Model for a Psychology Senior Capstone Course***
Kimberly Wood, Samford University
Jack Berry, Samford University
Amanda Howard, Samford University

- 6. *Course Assessment Scores upon Entering an Introductory Psychological Statistics Course: The Effect of Cohorting***
Kristina Dandy, Georgia College & State University
Noland White, Georgia College & State University
Dana Wood, University of Florida
- 7. *Using Team-Based Learning (TBL) to Teach Research Methods***
Serge Onyper, St. Lawrence University
- 8. *Bringing the Classroom into the Community: Service Through Service – Learning***
Paul Landen, University of Alaska Anchorage-Kenai Peninsula College
- 9. *Building Critical Thinking Skills Week by Week: The Application Paper***
Chelsea Witt, Saint Louis University
Elyse Keenan, Saint Louis University
- 10. *Factors Related to Psychology Major Satisfaction***
Amy Hunter, Seton Hall University
- 11. *Gender Differences in Statistics Performance: A Question of Value***
Sherri Quinones, Capital University
- 12. *Development of a Measure to Assess Student Perceptions of Intro Psych***
Zachary Kunicki, Community College of Rhode Island
Justine Egan-Kunicki, Community College of Rhode Island
Renee Saris-Baglana, Community College of Rhode Island

- 13. *Use of Evidence-Based Study Strategies in Psychology 101 Students***
Allison O'Leary, Brevard College
- 14. *Taking Field Trips with Introduction to Psychology Students--Virtually!***
Alicia Briganti, Dalton State College
- 15. *Course Sharing: Political Psychology***
Elizabeth Dunaway, Dalton State College
- 16. *The Food Security Quest: Using a Serious Game to Teach about the Psychological Consequences of Food Insecurity***
Kosha Bramesfeld, University of Toronto
Scarborough
Arla Good, Ryerson University
- 17. *Coverage of Psychology Careers in Introductory Psychology***
Victoria DeSensi, Wilmington College
Bethany Jurs, Transylvania University
Rachel O'Donnell, Wilmington College
- 18. *Cyberpsychology: Designing and Teaching the Course***
Dorothy Doolittle, Christopher Newport
University
Shelia Greenlee, Christopher Newport
University
- 19. *Applied Learning Experiences in the Classroom: Moving for Memorization to "Real World" Application***
Heather Labansat, Tarleton State University

20. *The Benefits of "Walk and Talk" Activities for Teaching College-Level Psychology Courses*

Michael Rhoads, Metropolitan State University of Denver

21. *Scientific Memes: Using the Language of Social Media to Improve Student Critical Thinking, Scientific Literacy, and Communication in Lifespan Development*

Diana K Riser, Columbus State University
Stephanie Clarke, Columbus State University

22. *Usefulness of Tracking Critical Thinking Dispositions and Skill Self-Assessments in the Undergraduate Research Classroom*

Karl Bailey, Andrews University

23. *Changing Psychology Students' Misconceptions about Mental Illness*

Krista Muis, McGill University
Michael Foy, John Abbott College

24. *Investigating the Impact of One-on-One Student Meetings Within the First Week of Class*

Brian Day, Butler University
Maggie Considine, Butler University
Nadja Feathers-Hines, Butler University
Casey Shipstead, Butler University

25. *Course Sharing: Queer Psychology*

Maya Sen, City College of San Francisco

26. *Flipping the Psychology Classroom While Remaining Right-Side Up*

Julianna Alitto, University of Wisconsin-Milwaukee at Waukesha

- 27. *Internships Boost Retrospective Ratings of Education Satisfaction and Relevance, Especially for Those Entering the Workforce***
Maya M. Khanna, Creighton University
T. Lee Budesheim, Creighton University
Corey L. Guenther, Creighton University
Alicia K. Klanecky, Creighton University
- 28. *Understanding Psychology as a Science: Do Students Really Get It?***
Elizabeth Peters, Oklahoma State University--Oklahoma City
- 29. *Course Share: An Emerging Adulthood Focus in a Life-Span Development Course***
Katherine Kipp, University of North Georgia
- 30. *Course Sharing: Foundational Helping Skills Class***
Lauren Paulson, Allegheny College
- 31. *Dinosaurs, Catch Phrases and the Media: Old Ways to Reach the New Audience***
Bob Humphries, Walsh University
- 32. *Course Sharing: Research with Human Participants Lab***
Shannon Deets, Thiel College
- 33. *Impact of an Escape Room-Themed Activity on Knowledge and Engagement in an Industrial/Organizational Psychology Classroom***
Gary Giumetti, Quinnipiac University
- 34. *Learning to Fly: Short-Term International Courses***
Amy Corbett, SUNY Cobleskill

- 35. *Set Your Students on FYRE! How to Develop a First Year Research Experience (FYRE) Program***
Amber Henslee, Missouri University of Science and Technology
Kate Drowne, Missouri University of Science and Technology
- 36. *Course Sharing: Human Learning & Memory***
Jennifer McCabe, Goucher College

POSTER SESSION II
Friday, 4:30–6:00 p.m.
Banyan Breezeway

- 37. *Does Team-Based Learning Increase Statistical Reasoning & Student Satisfaction in a Psychology Statistics Course?***
Lisa Abrams, Rowan University
- 38. *A Dual-Purpose Lesson in Prejudice: Analyzing Current Events using a Jigsaw Classroom (Course Sharing: Social Psychology)***
Nesa Wasarhaley, Bridgewater State University
- 39. *Using Students' "Most Profound Insights" as a Psychology Curriculum Assessment***
Rodger Narloch, College of St. Benedict/St. John's University
Mikayla Karels, College of St. Benedict
Stephanie Palmer, College of St. Benedict
Rachel Perri, College of St. Benedict
Morgan Zeleny, College of St. Benedict

- 40. *A 3-D Print Project Stimulates Interest in History and Systems***
T. Darin Matthews, The Citadel
- 41. *Meet Me at the Wii: An Intergenerational Service Learning Project to Connect Older Adults with College Students***
Diane Brothers Cook, University of North Georgia
Valerie Havill, University of North Georgia
- 42. *A Redesign Success Story: Tales of Shifting Distributions in Psychological Statistics***
Susan Marshall, University of Kansas
Danielle Chapa, University of Kansas
- 43. *Qualitative Analysis of Student Responses in a Racial Discovery Group Class***
William Wattles, Francis Marion University
Tiara Felder, Francis Marion University
- 44. *The Effects of an Adult Development Course on Students' Perceptions of Aging***
Meagan Wood, Mississippi University for Women
- 45. *Reducing Bias in University Course Survey Design***
Ben Denkinger, Augsburg University
- 46. *Can Professors Help Students Cope with the Stress of Working During College?***
Taylor Elsey, University of Kentucky
Jonathan Golding
Sarah Malik
Salomon Ilyssa
Elizabeth Sheehan

- 47. *The "Work Experience Paper" for an I/O Psychology Course***
Dave Carkenord, Longwood University
- 48. *The Relative Influence of Faculty Policies and Classroom Norms on College Students' Distracted Technology Use***
Jeffrey Bartel, Seton Hill University
Jamie Fornsglio, Seton Hill University
- 49. *The Power of Intellectual and Physical Play: Combatting Undergraduate Isolation via a Positive Psychology Seminar***
Karol Maybury, University of Maine, Farmington
- 50. *Putting Skills on the Syllabus: Helping Psychology Majors Prepare for the Workforce***
Virginia Wickline, Georgia Southern University
Drew Appleby, IUPUI
Karen Appleby, Idaho State University
Kevin Apple, James Madison University
Lauren Bouchard, Concordia University Chicago
- 51. *Study Habits in the US and Canada: Exploring Age, Major, and Performance***
Bibia Redd, University of North Georgia-Gainesville
Lynne Kennette, Durham College
- 52. *Investigation of Course Readings and Homework: Are They Preparing Students for Testing?***
Jennifer Blush, University of Texas at El Paso
Karly Schleicher, University of Texas at El Paso
James Wood, University of Texas at El Paso

- 53. *Course Sharing: Positive Psychology***
Lisa Schulte, Xavier University of Louisiana
- 54. *Creating Meaningful Learning Experiences: A Survey of What Undergraduates Retain from Introductory Psychology***
Aimee Reichmann-Decker, University of Denver
Pamela Miller, University of Denver
- 55. *Teaching APA Style: A Structured Learning Approach***
Melanie Law, Florida Southern College
Leilani Goodman, Florida Southern College
Katelyn Shibilski, Florida Southern College
- 56. *Creating Interdisciplinary Collaborative Teaching Modules for Introductory Research Methods Courses***
Manisha Sawhney, Liffrig Family School of Education & Behavioral Sciences
Javad Anjum, Speech and Language Pathology
- 57. *Using Artificial Intelligence Technology to Improve Student Critical Thinking and Writing***
Kathleen West, University of North Carolina Charlotte
- 58. *#TMI: Teaching Students to Navigate Psychology Concepts in a World Providing "Too Much" Information***
Stefanie Sinno, Muhlenberg College
Jennifer Jarson, Penn State Lehigh Valley
Jess Denke, Muhlenberg College

- 59. *Helping Students Organize Experimental Findings with Course Themes: An Example Cognitive Psychology Course***
Kieth Carlson, Valparaiso University
- 60. *Digging into Untapped Resources: Using the University Archives for Developmental Coursework***
Christina Shane-Simpson, University of Wisconsin Stout
Ashley Brisbin, University of Wisconsin Stout
- 61. *Do Not Pet the Crawfish: Starting an Invertebrate Behavioral Lab***
Gary Rosenthal, Nicholls State University
Denis Soignier, Nicholls State University
Jim Barr, Nicholls State University
Barlow Soper, Retired
- 62. *Exam Anxiety in College Students: Video Anxiety Reappraisal Intervention***
Katherine Herrmann, Duke University
Natasha Parikh, Duke University
Bridgette Hard, Duke University
- 63. *Using Replication Studies in Undergraduate Team Research***
Teddi Deka, Missouri Western State University
- 64. *Demonstrating Bayesian Model Comparison with a Class-Sourced Experiment in Mental Arithmetic***
Tom Faulkenberry, Tarleton State University
- 65. *Engaging Gen Z Students Through Visual Aids***
Melinda Rutherford, Ohio University

- 66. *Using Five Types of Assessment to Inform Psychology Undergraduate Curriculum Revision***
Sandra Webster, Westminster College
- 67. *Lessons Learned from an Introductory Psychology Poster Conference***
Leanne Boucher, Nova Southeastern University
W. Matthew Collins, Nova Southeastern University
Timothy Razza, Nova Southeastern University
Aya Shigeto, Nova Southeastern University
- 68. *Teaching Outside of the Academy: The Development and Assessment of a Parent Education Conference***
Natalie Kerr, James Madison University
Holly Schiffrin, University of Mary Washington
Jessica Conway, Sentara Healthcare
Jennifer Perez, James Madison University
- 69. *Use of Faculty Interventions to Reduce Learned Helplessness Related to Assignment Completion: Case Studies***
Jill Sudak-Allison, Grand View University
Kristine Owens, Grand View University
Debra Johnson, Grand View University
- 70. *Application of Two Different Methods for Reducing Anxiety Towards Statistics: A Qualitative Study***
Turkan Ocal, University of Minnesota Duluth

71. *Course Sharing: Community-Based Research*

Alison Paglia, University of New Hampshire-Manchester

72. *Using Embedded Analytical Tools to Assess Student Use of Course Technology*

Katharine Kujawa, Montana State University
Kaleb Garcia, Montana State University
Casey Kallem, Montana State University
Michael Babcock, Montana State University

POSTER SESSION III
Saturday, 4:45–6:15 p.m.
Banyan Breezeway

73. *Does Generating Analogies Support Student Learning of Challenging Concepts in Psychology?*

Florencia Anggoro, College of the Holy Cross
Benjamin Jee, Worcester State University

74. *Course Sharing: Positive Psychology*

Dina Gohar, University of Michigan

75. *Student Exam Performance Across the Semester: Beyond the "End-of-Semester" Syndrome*

Alexander Gordon, St. John's University
Andrew Miele, St. John's University
Jeffrey Nevid, St. John's University

76. *NHST Under Attack: What Journals are Doing. What Should We Teach?*

Chris Spatz, Hendrix College

- 77. *Comparing Cumulative and Non-Cumulative Clicker Quizzing in an Introductory Psychology Course***
Courtney Clark, University of California, Los Angeles
Melissa Paquette-Smith, University of California, Los Angeles
- 78. *Coming Full Circle: Assessing the Assessment***
Regina Roof-Ray, Harford Community College
- 79. *I See, Therefore I Am: Conceptual Understanding of Sensation and Perception Processes***
Patrick Smith, Professor of Psychology, Florida Southern College
Melanie Law, Professor of Psychology
Abigail Harrison, Student
- 80. *Course Sharing - Social Issue Assignment in Social Psychology***
Justine Egan-Kunicki, Community College of Rhode Island
- 81. *Utility of a Class Observation Procedure and Rubric for Novice Instructors of Psychology***
Melissa J. Beers, The Ohio State University
Clarissa Thompson, Kent State University
Jessica C. Hill, Utah Valley University
- 82. *Impact of Anti-Cheating Measures on D/F/W Rates in Psychology Courses: Four Case Studies***
Lori R. Van Wallendael, University of North Carolina - Charlotte
Kathleen A. West, University of North Carolina - Charlotte

- 83. *Star Power: An Exploration of an Experiential Exercise on Power, Privilege, and Biased Perceptions***
Katharine Shaffer, University of Baltimore
Kristen Eyssell, University of Baltimore
Sally Farley, University of Baltimore
El Schoepf, University of Baltimore
- 84. *Course Sharing: Seminar on Adolescence and Emerging Adulthood***
Marnie Hiester, Misericordia University
- 85. *Student Perceptions of Teaching Assistants in Online Classes***
Martha Hubertz, University of Central Florida
- 86. *Use of an Online Module to Improve Student Study Skills***
Jessica Waesche, University of Central Florida
- 87. *Does Using Notes on Online Exams Actually Lead to Increased Grades?***
Alisha Janowsky, University of Central Florida
- 88. *Investigation of Gamification in an Introduction to Psychology Course on Student Engagement and Performance***
Betty-Shannon Prevatt, Meredith College
Andrea McPherson, Meredith College
- 89. *Effect Size Calculations Demonstrating Impact of Collaborative Learning on Exam Scores and Cumulative Final Exam in Introduction to Psychology***
Manda Williamson, The University of Nebraska-Lincoln

- 90. *Inserting Discussions of Moral Injury into the Abnormal Psychology Curriculum***
Debra Stein, Widener University
Jill M. Borin, Widener University
Kathryn N. Healey, Widener University
- 91. *An Innovative Approach to Course Planning: Threshold Concepts Informed Design for Research Methods***
Vanessa Woods, University of California Santa Barbara
- 92. *Course Sharing: Statistics and Research Methods***
Katie Woehl, Valley City State University
Emily Fenster,
- 93. *Are In-Class Practice Tests Effective Review Activities?***
Heather Mitchell, Webster University
- 94. *To Exam Wrapper or Not to Exam Wrapper: Is That the Question?***
Lindsay Masland, Appalachian State University
- 95. *Debunking Myths with Infographics: A Transformative Experience***
Jenel Cavazos, University of Oklahoma
Benjamin Heddy, University of Oklahoma
- 96. *Developing Cultural Competency in a Course on Intercultural Mental Health***
Monali Chowdhury, Allegheny College
- 97. *Students' Lecture Notes: What are They Good For?***
Robert Konopasky, Saint Mary's University, Halifax, Nova Scotia, Canada
Mitch Kilger, Saint Mary's University

- 98. *If You Can't Beat Them, Text Them: Using Text Messages to Improve Exam Performance***
Des Robinson, Tarrant County College
- 99. *Course Sharing - My Mind & Me: An Introduction to Mental Health***
Nina Christie, University of Southern California
- 100. *Integrating High-Impact Educational Practices Through an ePortfolio Capstone Course***
Meredith Elzy, University of South Carolina Aiken
- 101. *Teaching Ethics: Moving Beyond the Code***
Linda Woolf, Webster University
Michael Hulsizer, Webster University
- 102. *Course Sharing: Forensic Psychology***
Aimee Reichmann-Decker, University of Denver
- 103. *Career Readiness Courses for the Psychology Major***
Karen Mottarella, University of Central Florida
Kristin Horan, University of Central Florida
Barbara Fritzsche, University of Central Florida
- 104. *Teaching Empathy Through Active Learning in General Psychology***
Kim Lamana Finn, DeVry University

- 105. *Why Every Psychology Course Should Include Instruction about Adverse Childhood Experiences and Some Ideas for How to Make that Happen***
Gwenden Dueker, Grand Valley State University
- 106. *How Teaching an Online Course to Adults in Africa Made Me a Better Teacher***
Gail Cabral, Marywood University
- 107. *Students Studying Belongingness through Interdisciplinary Mixed Methods***
Erika Bagley, Muhlenberg College
Vanessa Volpe, Ursinus College
Jasmine Harris, Ursinus College
Patrick Hurley, Ursinus College
- 108. *The Impact of Introversion on Student Perception of Group Work***
Elizabeth Sheehan, University of Kentucky
Krisztina Jakobsen, James Madison University

PARTICIPANT IDEA EXCHANGE (PIE) I
Thursday, 3:15–4:15 p.m.
Jacaranda Hall

- 1. *Infusing Literature on Bias and Prejudice in a Research Methods Class Even When Your Own Scholarship is Elsewhere***
Marianne Lloyd, Seton Hall University
- 2. *Collaborative Testing: Tips and Practical Advice***
Lynne Kennette, Durham College
Bibia Redd, University of North Georgia
- 3. *Enhancing Learning through Promoting Self-Care, Wellness, and Resiliency for Students as a Non-Clinician***
Jacqueline Evans, The University of Texas at Austin
- 4. *The Promise of Virtual Reality: Challenges and Successes***
Robin Morgan, Indiana University Southeast
- 5. *Seeing Beyond the White Rat: Increasing Diversity in the Teaching of Psychology***
Heather Perkins, North Carolina State University
Betty-Shannon Prevatt, Meredith College
Abby Nance, North Carolina State University

- 6. *In-Class Research Demonstrations for Undergraduate Research Methods Courses***
Meghan Babcock, Georgia Institute of Technology
Christopher Stanzione, Georgia Institute of Technology
- 7. *Technology in the Classroom: What's your policy?***
Pamela Miller, University of Denver
Aimee Reichmann-Decker, University of Denver
- 8. *Assessing the Utility of High-Impact Educational Practices at the Departmental Level***
Meredith Elzy, University of South Carolina Aiken
Ed Callen, University of South Carolina Aiken
- 9. *What are We Doing and is it Enough? Instructor Preparation for General Psychology***
William S. Altman, SUNY Broome Community College
Melissa Beers, The Ohio State University
- 10. *Social Media as Professional Development***
Karly Schleicher, University of Texas at El Paso
Ciara Kidder, Marian University
Jennifer Blush, University of Texas at El Paso
- 11. *Research as Service Learning***
Kendra Thomas, University of Indianapolis

- 12. *Adventures in Experiential Learning***
Shaun Calix, Cameron University
- 13. *Creating a Culture of Academic Integrity***
Eve Sledjeski, Rowan University
- 14. *Bringing Work Home: Bridging Academics and Residence Life Through Living-Learning Communities***
Paul Landen, University of Alaska
Anchorage - Kenai Peninsula College
- 15. *Disability Awareness Scavenger Hunt Group Project***
Melisa Naylor, Pennsylvania State University
- 16. *The Role of Introductory Psychology in Combating Myths and Misconceptions about Human Behavior and Mental Processes***
Leslie Cameron, Carthage College
Doug Bernstein, University of South Florida
- 17. *Dealing with New Editions of a Textbook***
Lee McCann, University of Wisconsin Oshkosh
- 18. *The New Cheating: Battle of Technology***
Chris Goode, Georgia State University
- 19. *Flipped Classrooms: Attitudes and Experiences***
Joel Hagaman, University of the Ozarks
- 20. *Facilitating Difficult Discussions Online and in Person***
Matt O'Laughlin, Oregon State University

- 21. *The Use of Academic Integrity Education in an Early Foundational Course to Assist Psychology***
Majors in Becoming Better Scholars and to Help Prevent Plagiarism
Meredith McKee, Walden University
Pamelyn MacDonald, Northcentral University
- 22. *Academic First Aid: Providing Resources to Struggling Students***
Benjamin White, Blinn College
- 23. *Sensation and Perception: Why Culture Matters***
William Phillips, Dominican University of California
- 24. *Appropriate Course Objectives: What Belongs, When, and Where?***
Carey Dowling, University of Mississippi
- 25. *Teaching Through Tragedy: Supporting Students in the Face of Collective Tragedy***
Katherine Judd, Truman State University
Laurie Slifka, Keiser University
- 26. *Let's Talk About Sex: The Use of Blogging in a Human Sexuality Course***
Charlie Law, Florida Southern College
- 27. *Supporting Current and Potential Psi Beta Advisors***
Kathleen Hughes Stellmach, Psi Beta
Jennifer O'Loughlin-Brooks, Psi Beta
Bryan Gerber, Psi Beta

- 28. *Using Office Hours to Build Rapport with Students***
Rhonda Jamison, University of Maine at Farmington
- 29. *Academic Integrity Violations: If it Isn't Just Me, What Can We Do?***
Kathleen West, University of North Carolina Charlotte
Jason Spiegelman, The Community College of Baltimore County
Kathleen Burke, University of North Carolina Charlotte
- 30. *From Adversary to Ally: Building Positive Online Student Relationship***
Barbara Lesniak, Southern New Hampshire University
- 31. *Teaching in the Age of Social Media: Best Practices Around Engaging Students through Departmental Social Media Accounts***
Kristin Flora, Franklin College
- 32. *Much Accomplished, Much Runway Ahead: The Dilemma of Mid-Career Faculty***
Pam Marek, Kennesaw State University
Andrew Christopher, Albion College
- 33. *Teaching for Transformative Experience in Psychology***
Jacqueline Goldman, Delta State University

PARTICIPANT IDEA EXCHANGE II
Friday, 10:15–11:15 a.m.
Jacaranda Hall

- 34. *Decreasing Life Stress through Introductory Psychology***
Dana Wallace, University of Jamestown
- 35. *Helping Instructors Utilize Social-Emotional Learning (SEL) in the College Classroom***
Kristel Gallagher, Thiel College
Shevaun Stocker, University of Wisconsin - Superior
- 36. *Promoting Compassion and Global Self Worth in the Classroom***
Arjun Iyer, University of Florida
- 37. *Show Students That You're Human (and Other Suggestions for Increasing Rapport with Students)***
Christopher Stanzione, Georgia Institute of Technology
Meghan Babcock, Georgia Institute of Technology
- 38. *The Challenge of Getting Students to Conceptualize Introductory Statistics***
Herbert Helm, Jr., Andrews University
- 39. *Oh, The Places You'll Go: Faculty-Led Study Abroad Courses in Psychology***
Jenna Scisco, Eastern Connecticut State University

- 40. *Efforts to Diversify the Psychology Curriculum: Thoughts, Strategies, and Action***
Kristin Bonnie, Beloit College
Suzanne Cox, Beloit College
- 41. *Using Media to Teach Mental Health and Illness to Millennials***
Nina Christie, University of Southern California
- 42. *Using High-Impact Practices to Make Introduction to Psychology HIP!***
Alicia Briganti, Dalton State College
Elizabeth Dunaway, Dalton State College
- 43. *The Good, the Bad, and the Ugly of Big Classes***
Carolyn Brown-Kramer, University of Nebraska-Lincoln
Manda Williamson, University of Nebraska-Lincoln
- 44. *Stop, Collaborate, and Listen: Teachers and Librarians Partner to Improve Psychology Students' Information Literacy***
Emily S. Darowski, Brigham Young University
- 45. *Developing an Interdisciplinary Study Abroad Course***
Dorothy Doolittle, Christopher Newport University

- 46. *How Do YOU Keep Students Focused on Class and Not Their Technology?***
Jeffrey Bartel, Seton Hill University
- 47. *Teaching About Prejudice and Discrimination in a College Psychology Classroom: What Matters Most?***
Kristy Huntley, University of New Haven
Nicholas Cote-Eckert, University of New Haven
- 48. *Strategies for Initiating, Having, and Surviving Difficult Conversations***
Joy Jacobs-Lawson, Bellarmine University
Pam Cartor, Bellarmine University
Ann Jirkovsky, Bellarmine University
- 49. *Diversity in Cognition and Neuroscience Courses***
Jennifer McCabe, Goucher College
- 50. *Developing a Service Learning Project Via Appreciative Inquiry (AI)***
Lisa Schulte, Xavier University of Louisiana
- 51. *What Does My Neighbor Need to Know About Psychology?***
Sue Frantz, Highline College
Linda Woolf, Webster University
- 52. *Assessing Student Perceptions of Difficulty of Topics Covered in Intro Psych***
Justine Egan-Kunicki, Community College of Rhode Island
Renee Saris-Baglana, Community College of Rhode Island
Zachary Kunicki, Community College of Rhode Island

- 53. *Abnormal Psych Goes to (Cyber)space***
Carolyn Oxenford, Marymount University
- 54. *Calling All Program Directors: Best Practices in Program Direction***
Kristen Eyssell, University of Baltimore
- 55. *Professional Development for Undergraduates: Regional Conference Attendance as an Undergraduate Course***
Carole Yue, Covenant College
- 56. *Best Practices in Active Learning in Online Classes***
Alisha Janowsky, University of Central Florida
Martha Hubertz, University of Central Florida
Jessica Waesche, University of Central Florida
- 57. *Promoting Career Development for Psychology Majors***
Marnie Hiester, Misericordia University
- 58. *Resources for High School Psychology Teachers***
Bryan Gerber, Stark State College
- 59. *Making Psychology Relevant to Pre-Health Professional Students***
Kerry Ledoux, University of Chicago
- 60. *Fostering Regular and Substantive Interaction in Fully Online Courses***
Jason Eggerman, Spokane Community College

- 61. *Engaging Students in an Introductory Psychology Course***
Elaine Augustine, Texas Christian University
- 62. *Developing Critical Thinking, Writing, and Information Literacy in Undergraduate Psychology Students***
Carol Patrick, Fort Hays State University
Janett Naylor-Tincknell, Fort Hays State University
- 63. *Is NHST Dying? What to Do?***
Chris Spatz, Hendrix College
- 64. *It's All Fun and Games Until the Learning Turns Serious: Conversations About Serious Games and the Teaching of Psychology***
Kosha Bramesfeld, University of Toronto Scarborough
- 65. *Evaluating a Classroom Observation Protocol for Novice Instructors***
Melissa Beers, The Ohio State University
Jessica Hill, Utah Valley University
- 66. *Teaching Psychology of Eating***
Emily Splane, Flagler College
- 67. *Open Educational Resources Give Us more***
Jon Skalski, College of Southern Nevada
- 68. *How to Bring Qualitative Methodologies into our Quantitative Courses***
Lauri Hyers, West Chester University

69. *Consumers vs. Producers of Research: Striking the Best Balance in Research Methods*

Elyssa Twedt, St. Lawrence University

70. *Adapting Courses and Content to Different Learning Levels Using Developmentally Appropriate Frameworks*

Melissa Brandon, Bridgewater State University

Nesa E. Wasarhaley, Bridgewater State University

71. *Utilization of a Transferrable Skill Portfolio in Undergraduate Psychology Classes*

Megan Church-Nally, University of Cincinnati

72. *Does the Ideal Integrative Capstone Experience in Psychology Exist?*

Camille Buckner, Marymount University

Carolyn Oxenford, Marymount University

PARTICIPANT IDEA EXCHANGE III

Saturday, 10:15–11:15 a.m.

Jacaranda Hall

73. *Learning at the Speed of Light: Pros and Cons of Accelerated Courses*

Deborah Krause, Mid-State Technical College

74. *Fostering Deep Learning In and Out the Classroom*

Karena Malavanti, Baylor University

- 75. *Trauma and Triggers in Abnormal Psychology: Responding to Student Needs***
Nancy Johnson, Queens University of Charlotte
- 76. *Cheating: A 21st Century Efficiency or the Same Age-Old Dishonesty?***
Chantal Tusher, Georgia State University
- 77. *Fostering the Heroic Imagination in Psychology Classes***
Brian Metcalf, University of Cincinnati
Marlow Davis, University of Cincinnati
- 78. *Demonstration of Selective Attention, Cherry's Dichotic Listening Task: Switching Language***
Manisha Sawhney, Liffrig Family School of Education & Behavioral Sciences
- 79. *Teaching Statistics and Research Methods Using Active Learning Approaches***
Michael Rhoads, Metropolitan State University of Denver
- 80. *Statchat: Sharing the Message of Increasing Student Engagement and Interest in Statistical Thinking and Procedures***
Erin Freeman, University of Oklahoma
- 81. *Teaching Group Theory & Process with a Creative Twist***
Marilyn Patterson, Lindenwood University
- 82. *Teaching Statistics Online: Refining Teaching Techniques***
Adam Lawson, Eastern Kentucky University

- 83. *Supermom, Superstar Faculty***
Jennifer O'Loughlin-Brooks, Collin College
Kathleen Hughes Stellmach, Pasco-
Hernando State College
- 84. *Integrating Independent Research Into the Curriculum***
Abigail Kerr, Illinois Wesleyan University
Amanda Vicary, Illinois Wesleyan
University
Ellen Furlong, Illinois Wesleyan University
- 85. *Promoting General Psychology Students' Self-Regulated Learning with Exam Wrapper***
Renee Saris-Baglana, Community College
of Rhode Island
- 86. *Discovering, Adapting, and Creating Open Educational Resources: A Positive Psychology Illustration***
Marsha McCartney, University of Kansas
- 87. *Helping Psychology Majors Prepare for the Workforce***
Virginia Wickline, Georgia Southern
University
- 88. *Brief Thought Papers as an Extra Credit Course Option***
Jennifer Mailloux, University of Mary
Washington
- 89. *Is Anybody Out There? Creating and Teaching with Podcasts***
Onna Brewer, Rockford University
Joel Lynch, Rockford University

- 90. *Demo Day is Not Just for Chip Gaines: Principles that Make for a Good Demo***
Thelisa Nutt, Tarrant County College-
Southeast Campus
- 91. *Riding the Wave: Adapting to the New Landscape in Teaching Research Methods and Statistics***
Arryn Robbins, Carthage College
Kateryna Sylaska, Carthage College
- 92. *Using History and Personal Story to Increase Knowledge of Psychological Concepts***
Nickles Chittester, Concordia University
Texas
- 93. *Marketing our Major & Our Students: Specific Skills Psychology Majors Develop that Future Employers are Looking For***
Heather Labansat, Tarleton State
University
- 94. *Bueller? Bueller? Escaping the PowerPoint Trap and Bringing Fun Back into the Classroom***
Kate Anderson, Presbyterian College
Sarah Burns, Presbyterian College
Brooke Spatta, Presbyterian College
- 94. *In a World of "I need an A", Can Qualitative Grade Reporting Enhance Student Learning?***
Aisha P. Siddiqui-Adams, Columbus State
University
Diana K Riser, Columbus State University

- 95. *Retrieval Practice: How to Successfully Implement to Elevate Student Learning***
Brian Bergstrom, Maryville University in St. Louis
- 96. *Enhancing the Quality of Undergraduate Program Assessment Using Participatory Evaluation Techniques***
Erinn Green, University of Cincinnati
Caroline Stanley, Bridgewater State University
Victoria DeSensi, Wilmington College
- 97. *Psychology Best Sellers: How to Sell Students on Writing in Psychology***
Nestor Matthews, Denison University

TEACHING SLAM
Wednesday, 4:30–5:45 p.m.
Tarpon/Sawyer/Long
Moderator: Erin Hardin

1. *Syllabus Speed Dating*

Jennifer Queen, Rollins College

2. *Revamping Office Hours to Create a Collaborative, Low-pressure Learning Environment*

Karly Schleicher, University of Texas El Paso

3. *In Order to Cure, you Must First Understand: An Interactive Analysis of the Zombie Brain*

Melissa Masicampo, Wake Forest University

4. *Phenomenal Photovoice for Facilitation Fun*

Batsheva Guy, University of Cincinnati

Nancy Rogers, University of Cincinnati

5. *Broaden and Build*

Dina Gohar, University of Michigan

6. *A “Handy Guide” to Understanding Invisible Obstacles*

Diana Direiter, Lesley University

7. *A New Reductionist Animal Model for Classroom and Research Settings*

William Schreiber, Washington and Lee University

8. *A Syllabus-Based Strategy to Help Psychology Majors Prepare for the Workforce*

Virginia Wickline, Georgia State University

DEMO DEMO

Friday, 2:00-3:15 p.m.

Tarpon/Sawyer/Long

Moderator: Bridgette Martin Hard

1. ***Magic in the Classroom: Fooling Students into Thinking Critically***

Anthony Barnhart, Carthage College

2. ***Sounds Yummy! A Delicious Way to Teach Research Methods***

Victoria Cross, University of California, Davis

3. ***Prior Knowledge, Selective Attention, and Memory: The Burglars vs. Homebuyers Demonstration***

Corrine Zimmerman, Illinois State University

4. ***An Interactive Demonstration of the McGurk Effect***

Andrew Butler, Valparaiso University

ABSTRACTS

(alphabetical by first author's last name)

Invited Talks

Show, Don't Tell: Video as Data and Documentation

Karen E. Adolph, New York University

Instructors in psychology courses face a set of difficult challenges: They must describe behavioral phenomena, explain research methods and findings, and discuss issues concerning how to interpret the results—at a level appropriate for students' expertise, and in a manner sufficiently compelling to maintain students' interest and attention. Video can help. Video uniquely captures the richness and complexity of behavior and the subtle details of the surrounding context. It records who did what and when and how they did it. It reveals participant and experimenter speech, gestures, emotional expressions, looking behaviors, postures, and movements; whether experimenters adhered to the protocol and participants complied with the instructions; the physical details of the testing space; the interpersonal dynamics of the testing situation; and so on. As such, video is a remarkably informative source of raw data, beautifully suited for research reuse, and a tremendously powerful tool for documenting procedures, illustrating findings and phenomena, and constraining and enriching interpretations of research results. Here, I use video clips to show how video can be used as data and documentation, and to highlight the power of video to enrich instruction in psychology courses. Finally, I describe how instructors can use the Databrary (databrary.org) video library—a web-based repository of actual raw video data and excerpts—to download video clips of behavioral phenomena, research procedures, displays shown to participants, and research findings to include in their lectures. Instructors can also share their videos and excerpts with other authorized members of the Databrary community.

Training Better Scientists with a Better Statistics Curriculum

Bob Calin-Jageman, Dominican University

We all know the experience of grading stats finals and realizing that our tireless efforts have only sown confusion. There is a better way. The New Statistics de-emphasizes p values and decision-making to focus on estimation—the process of using samples to make quantitative predictions with uncertainty. Specifically, the New Statistics emphasizes effect sizes, confidence intervals, meta-analysis and Open Science. The New Statistics is easier to teach, lends itself more directly to active learning, and yields better student understanding. De-emphasizing p values may seem like anathema, but students lose nothing—they can still learn decision-making and in fact often emerge with a better understanding of p values once given a foundation in estimation. Moreover, a New Statistics curriculum prepares your students for where the field is headed. This workshop will show how you can easily shift your curriculum towards the New Statistics. We'll work through specific examples using Jamovi, a free program for data analysis. You will receive a complete set of example course materials that you can adapt to your own purposes.

Enhancing Mindful Awareness and Emotion Regulation in the Classroom: Insights from Multi-Course Multi-Semester Investigation

Sarah Rose Cavanaugh, Assumption College

Historically we have constructed our classrooms with the assumption that learning is a dry, staid affair best conducted in quiet tones and ruled by an unemotional consideration of the facts. The pedagogical world, however, is beginning to awaken to the potential power of emotions to fuel learning, informed by contributions from psychology and neuroscience. In this interactive presentation, Sarah Rose Cavanaugh will argue that if you as an educator want to capture your students' attention, enhance their motivation, harness their working memory, and bolster their long-term retention, you should consider

the emotional impact of your teaching style and course design. To make this argument, she will bring to bear empirical evidence from the study of education, psychology, and neuroscience. She will also present results from a recently concluded research study evaluating whether providing students some tools from emotion regulation before a lesson benefits their short- and long-term learning. The presentation will conclude with practical examples of activities and assignments that capitalize on this research and can be implemented in your very next class.

The Pedagogical Power of Prediction

Kristal Clayton, *Journal of General Psychology*

List three skills our field relies on. What were the three you listed? Did you include prediction? Predictions are made to guide the scientific testing we use to support or refute our theories. Predictions guide science. Predictions help us diagnose and treat. Predictions contribute to whether or not we decide to develop relationships, accept a job offer, or take a chance. And if wrongfully utilized, predictions can have harmful consequences. Simply put, prediction is powerful. But how many of us NITOPpers involve prediction in everyday pedagogy?

To begin, we will start with reasons why teaching about prediction shouldn't be limited to hypothesis testing, statistics, and research methods. How can teaching prediction in these contexts intimidate students? Is teaching about prediction in these contexts limiting students' critical thinking development and stifling the realization that prediction is something our brains do automatically? Hypothesis development shouldn't be so hard! Or, sometimes, so boring...

Next, we will learn about a wide range of prediction contexts and examples. Can prediction examples be exciting and fun? Can they inspire students to learn more? Yes! We will experience the pedagogical power of prediction with a video clip from Neil deGrasse

Tyson and the late, great college professor, Dr. John Pilley; a lesson on grocery shopping and schemas; and a tutorial on how to take classic psychology experiments and transform them into memorable exercises in prediction.

Finally, to help you implement the power of prediction in the classroom, I will reveal some free technologies and technology-free methods to engage and reward your students. Yes, giving points to students just for showing up and participating in the power of prediction is something I believe in. The result of this presentation? Some make-you-think-twice real-world applications even you will enjoy.

Beyond Brick and Mortar: Leveraging Technology to Expand the Reach and Scope of Mental Health Care—and Student Education

Jonathan S. Comer, Florida International University

Mental illness imposes a staggering public health burden in the United States and worldwide. Although we have witnessed tremendous advances in the identification of supported psychological treatments, current mental health service delivery models fail to reach adequate numbers of affected individuals.

Systematic barriers interfere with the timely provision of needed care for affected individuals, and gaps persist between treatment in research settings and services broadly available in the community.

Technological innovations offer extraordinarily promising vehicles for overcoming traditional barriers to quality mental health care. In recent years, rapidly developing computer and mobile technologies, the broadening availability of the Internet, and increasingly sophisticated capacities for live broadcasting via affordable webcams and mobile devices are transforming many aspects of our daily lives—changing how we work, learn, and communicate. And these innovations are already beginning to transform mental health care delivery.

Technology-based, technology-assisted, and technology-augmented treatment methods are indeed the next frontier in extending the scope and reach of mental health care, given their power to: (a) liberate treatment from geographical confines; (b) extend client engagement with treatment content and skill rehearsal beyond face-to-face sessions; (c) overcome transportation and other logistical obstacles; (e) expand the ecological validity and generalizability of services by delivering treatment to clients in their natural settings; (f) reduce and streamline tasks outside of direct service provision; (g) increase the cost effectiveness of care; and (h) address person-power issues in clinical psychology by extending the reach of the existing mental health workforce to larger populations of individuals in need.

This presentation will provide a systematic overview of the origins and current state-of-the-evidence on mHealth, telemental health, and related technology based mental health care strategies. Much of the talk will focus on expansive opportunities, as well as key cautions and limitations. The presentation will then shift to also address how these very same technology-based delivery methods can also be applied to expand the scope and reach of quality education in psychology.

People & Purpose: Highlighting Communal Aspects of Science can Foster Diversity and Engagement

Amanda Diekman, Indiana University

How do students form beliefs about potential career paths, and how do classroom experiences and interactions with faculty inform those beliefs? Our research investigates students' beliefs about whether they will be able to fulfill valued goals in different careers. Although much of educational and professional life focuses on agentic goals (e.g.,

achievement, competition, mastery), communal goals (e.g., altruism, collaboration) are also essential in role decisions and engagement. The goal congruity model posits that individuals navigate the social structure to meet both agentic and communal goals. Applied to students, we consider how beliefs about future social roles influence educational decisions. We particularly focus on the implications of the goal congruity model for careers in science, technology, engineering, and math (STEM). STEM fields are consensually perceived as unlikely to afford communal goals (relative to other fields, such as law, medicine, or education). This perception contributes to a lack of diversity in STEM, because community-oriented or prosocial goals are particularly valued by members of underrepresented groups. This challenge also presents a potential solution: Activities that disrupt these stereotypic expectations – that is, those that highlight how science can afford communal goals – yield motivational benefits to students across group memberships. I will present data examining cognitive and behavioral pathways to fostering communal goal opportunities in STEM, with a particular focus on the implications for psychological science.

Teaching about Human Trafficking from a Psychological Perspective

Laura Dryjanska, Biola University

This talk will demonstrate that raising awareness and engaging in research and teaching about human trafficking and modern slavery can and should go hand in hand.

While living, studying and working in Quito, Ecuador, the presenter has seen some examples of child slavery, often related to the problem of street kids. In Ecuador, she was first introduced to a decolonizing approach to psychology, which has guided her theoretical outlook on the problem in her subsequent publications. Since 2009, she has been active on the

Shadow Children committee dedicated to raising funds for shelters for street children in different countries and organizing conferences on this topic. As demonstrated in a research article on the topic of sex trafficking, objectification and dehumanization based on a field research and an outreach activity in Rome, Italy, the phenomenon has significant psychological underpinnings.

In the case of human trafficking, research often brings action as demonstrated by a number of awareness-raising initiatives, including featuring a documentary about slavery to young people in Rome, speaking to service clubs in Italy and Southern California about this topic, and launching diverse events on campus at Biola University where the presenter currently works, inviting a survivor of child trafficking, local activists, and even an international expert in assisting transgender trafficking victims (Dr. Marzia Giua).

The talk will cover some ideas on how to talk about modern slavery to psychology students in high schools, undergraduate schools, and graduate programs. It will concentrate on how to disseminate knowledge and critical approach that goes beyond the stereotypical views often offered by the media. In particular, the presenter will speak on the transfer of information to the students originally shared during a number of scientific and advocacy-oriented events, including a small meeting of the European Association of Social Psychology in Trento (Italy) in 2015, APA Convention in Toronto in 2015 (and a resulting a book chapter to a volume that is being edited by Lenore Walker, Giselle Gaviria, and Kaylani Gopal), APA Convention in Washington, D.C. in 2017, as well as networked with other scientists and activists during the Freedom from Slavery Forum in Palo Alto in 2017, and regular meetings of the Orange County Human Trafficking Task Force.

Finally, the presenter will discuss in detail the two courses on human trafficking for psychology undergraduate and graduate students, as well as an online lifelong learning course that she had developed. She will share some helpful tips and lessons learned from the students' evaluations and feedback.

Why Effective Techniques May Not Help Students Achieve: Challenges for Implementing Cognitive Principles in College

John Dunlosky, Kent State University

Students can use a variety of different techniques while studying course materials as they attempt to meet their learning objectives and perform well in their courses. Unfortunately, not all techniques are equally effective, and students tend to favor some that are relatively ineffective. I'll describe a variety of relatively effective techniques, focusing on one in particular – called successive relearning – that shows promise for helping students to achieve real learning objectives. Successive relearning involves using retrieval practice until a student can correctly retrieve to-be-learned content and then returning to the same content at a later time to relearn it. I'll present evidence that using this strategy with fidelity can boost college student's performance on high-stakes exams in Introductory Psychology and Biopsychology. Despite the promising evidence (with exam performance being elevated by a letter grade or more), I will discuss barriers that may make successive relearning relatively inert for some students and discuss how they can be overcome so as to ensure that all students will benefit from successive relearning.

Through the Looking Glass: Lessons for Online Teachers from Alice in Wonderland

Diane Finley, Prince George's Community College

Former University of Maryland University College President Gerald Heeger said, "Online education is possibly the biggest event in American intellectual life in the past 40 years. What's happened is that a critical mass of intellectual capital in the country has moved outside the academy." In the past 15 years, online education has exploded. In 2002, only 9.5% of students took a course online. In 2015, 33% of students took courses online. While many faculty and administrators think that distance/online education is new, it is actually a very old form of course delivery. The first distance course was advertised in 1728. Over the next two hundred years, distance education went through many formats including radio, mail, telephone, television and video. In 1981, the Open University of England used a rudimentary whiteboard system. By 1994, the first commercial learning management system (LMS) was developed and universities began to offer online courses. Changes in federal financial aid rules following publication of the "no significant difference" study led to traditional institutions introducing online courses.

So online learning is not really new, and it is here to stay. How do we prepare faculty to teach online? Teaching online requires a philosophical shift for most faculty. The often-stated truism is that the instructor is no longer the "sage on the stage" but the "guide on the side." That was true in the early days of online learning as we transitioned from traditional face-to-face, lecture-forward classrooms. However, the pedagogy of online teaching and learning has now been informed by research and even early online adopters need to refresh and update. Technology does not replace the art and skill of teaching; teaching online requires the development of new skills to produce a new art.

In this presentation, I will use the wit and wisdom of Alice in Wonderland to explore some secrets and

some not-so-secrets about online teaching and learning. I will differentiate between face-to-face and online teaching and will review the pedagogy of online teaching. I will share my over 20 years of online experience about the benefits and drawbacks of venturing online. I will share my best practical advice on design and pedagogy for those venturing into online teaching and learning.

An Open-Access, Active-Learning, Online Undergraduate Research Methods Course

Morton Ann Gernsbacher, University of Wisconsin-Madison

Research Methods is a four-credit, required course for Psychology majors at the University of Wisconsin-Madison. It's considered a foundational course. However, the majority of our Psychology majors put off taking the course until their junior or even senior year. They fail to see the relevance of the course to their study of psychology or their lives. Enrollment in Research Methods during previous summers also illustrates students' declining desire to take in-person courses during summer session.

Two years ago, I set as my goal creating an engaging, online version of Research Methods. I designed the course based on the same pedagogical principles that have guided my other online courses, including: distributed (rather than massed) practice (14 course units that comprise six assignments); active (rather than passive) learning (84 assignments that require producing a product); collaborative (rather than competitive) peer-engagement (teams of 9 and 3 students that interact daily); daily interaction between each student and the instructor or a TA; universal design (for all learners, including students with disabilities, student athletes, students with parenting and outside work responsibilities); and open-access materials.

I designed the course also knowing that fewer than five percent of our majors complete a senior thesis; even fewer go on to a PhD program. Therefore, it seemed less important for students to learn how to design a counterbalanced two-by-three factorial experiment; compute the correct degrees of freedom for a matched-pairs t-test; or memorize whether both the volume and issue number are required in APA-style citations than for students to learn how to: find and read psychological science (in both the scholarly literature and popular press); understand and critically evaluate psychological science (including new perspectives on reproducibility and transparency); communicate psychological science (through description, analysis, and persuasion) to general audiences, as well as psychological scientists; construct, administer, and analyze data from informative, short online surveys; interpret and design informative tables, figures, and charts; and create and produce engaging narrated video presentations about psychological science.

From all available metrics, the course has been highly successful. It enrolled over 90 students (in summer 2017) and 130 students (in summer 2018). Student evaluations of the course have been exceedingly positive, as have evaluations from instructors around the world, who, because the course is open-access, have been able to review and use the materials in their own courses.

***Charting a Course for Introductory Psychology:
Issues, Innovations, and Better Practices***
Reagan Gurung, University of Wisconsin

General Psychology is ubiquitous on college campuses. One could argue it is the bedrock of the psychology major. The class provides a foundation for students in the major. What do we know about how it is taught? What are different models of presenting information in

the course? Are there optimal ways to assess knowledge and learning in the class? The call for a focus on General Psychology has its origins from the 2008 APA National Conference on Undergraduate Education in Psychology held at the University of Puget Sound (Undergraduate Education in Psychology: A Blueprint for the Future of the Discipline, Halpern, 2009), and the resulting APA Principles for Quality Undergraduate Education in Psychology (APA, 2011). While a recommendation from the Puget Sound Conference included modelling the General Psychology course to mirror the major (Dunn et al., 2009), there was insufficient information, and no discussion on how General Psychology could be strengthened. The American Psychological Association's Board of Educational Affairs charged two working groups to address the course. The BEA Working Group on Strengthening the Common Core of the Introductory Psychology Course, and the BEA Working Group on Introductory Psychology Assessment both advanced work on the topic providing instructors guidelines for content selection for the course and assessment possibilities but more was still needed. Recognizing this, the Committee on Associate and Baccalaureate Education (CABE) and BEA created a group to explore key questions related to general psychology. The General Psychology Initiative (GPI) brings together a group of psychologists who can identify the learning goals and outcomes and related assessments, Course Models and Design, Teacher Training and Development, and Student Success and Transformation. The APA General Psychology Initiative will make recommendations for the future of the teaching of General Psychology. This project will take place over a 30-month period and began in March 2018. It will

culminate at the APA Convention in Washington DC, in August 2020, in the form of a pre-conference General Psychology Summit. In this presentation I will provide a comprehensive review of scholarship related to the introductory psychology course, discuss current practices and provide a thorough review of the work of GPI to date. I also provide four major recommendations for future research on the general psychology course. In particular, I will highlight the need for multi-site studies, measures of moderators of learning, assessment of long-term retention, and the testing of different models of teaching general psychology.

***Why the 'Opt Out' Explanation is Insufficient:
Subtle Messages Push Moms Out of Work***

Eden King, Rice University

In spite of Sheryl Sandberg's call for women to "lean in" to their careers in order to break through persistent glass ceilings, 29 percent of mothers and 10 percent of women with a master's degree leave the workforce to care for their families (Livingston, 2014) and many others "opt out, ratchet back, and redefine work" more broadly (Belkin, 2003). One dominant explanation for this phenomenon is that women are making volitional choices to prioritize their families above their careers. An emerging body of research, however, points to a more complex set of factors that drive mothers' workplace and family behaviors. This presentation will describe findings from longitudinal and multi-source surveys as well as lab and field experiments that reveal the stereotype-driven messages that women encounter when they have children and the impact of these experiences on women's careers.

Mentoring Student Researchers in Psychology

Susan Larson, Concordia College

Undergraduate research continues to grow in prominence as a high-impact student learning activity. Benefits to students are typically reported within three domains: cognitive and intellectual growth, professional skill development and advancement (including academic achievement and education attainment), and personal growth. Psychology departments have long engaged students in undergraduate research activities, within the curriculum, such as in Research Methods courses, as well in research laboratories and independent research experiences. Given the numerous reported benefits of undergraduate research, institutions are seeking to enhance and expand their undergraduate research offerings by developing summer research programs, expanding honors and co-curricular research opportunities, and integrating and scaffolding more research experiences into the curriculum. High-quality mentoring contributes significantly to the positive outcomes obtained from engaging in undergraduate research. Students benefit from opportunities to interact and engage with faculty on substantive matters and to receive frequent and meaningful feedback (Elrod, Husic & Kinzie, 2010) and mentoring plays an important role in identity development of students (Palmer, et al. 2018). During this workshop, utilizing Shanahan et al. (2015) Ten Salient Practices of Undergraduate Research Mentoring, participants will explore the important elements of mentoring relationships. Participants will have time for reflection and dialogue on how they can ensure students experience quality mentoring as they supervise both course-based undergraduate research and mentored research in psychology laboratories. Special attention will be paid to course-based undergraduate research experiences, which hold great promise for broadening participation and providing inquiry based research experiences to more students. By the close of the workshop, participants will have an enhanced understanding of the benefits of undergraduate

research and the practices of quality mentoring. In addition, they will have articulated strategies that they can adopt at their home institution, in their courses or laboratory, to improve their experience mentoring student researchers. This workshop will benefit from the collective experiences of attendees as we explore the challenges and rewards, and pleasures and pitfalls of mentoring student researchers.

Ready for Work? Students' and Working Adults' Views about the Career-related Skills Learned at College

Tanya Martini, Brock University

In 2012, Randy Bass of Georgetown University wrote an article in which he indicated that students often see little value in the assignments and activities they complete for college and university courses. In contrast, he argued that co-curricular experiences (e.g., paid and volunteer work, involvement in clubs and sports teams) are viewed by undergraduates as being critical to deep learning because they supply opportunities to apply knowledge and practice important transferable skills. In this presentation I explore evidence that bears upon Bass' claim, and make a case for why his concerns should be taken seriously. Using data from a variety of samples (including a large US sample obtained from Amazon's Mechanical Turk), I'll also build an argument to explain why Bass might be right, and what instructors can do to ensure that students understand the value of course activities and assignments in building skills that are valued by employers.

Exposure to Psychological Science: Using Empirical Journal Articles in Courses of All Levels

Dawn McBride, Illinois State University

An issue facing instructors of psychology courses, especially those courses at an introductory level, is getting students to understand that psychology is a science where scientific methods are employed to

gain knowledge in the field. Further, students in these courses often have limited exposure to primary empirical sources in the field and struggle to understand these sources when assigned to read them or use them to conduct a literature review. Yet, exposure to these primary sources would aid in exposing students to scientific study in psychology and help them understand how researchers in gain knowledge about behavior.

In this workshop, we will explore the benefits and constraints of using empirical journal articles in psychology courses at all levels. I will demonstrate some ways I have included these sources in teaching courses from introductory psychology through advanced undergraduate courses in specific topic areas. Based on these demonstrations, participants will have the opportunity to create materials for their courses using empirical journal articles from any area of psychology. A sample of exercises using empirical articles and a list of empirical articles from different areas of psychology that are amenable to these exercises will be provided.

Building Direction from Education: Strategies to Engage Student Interest and Inspire Application Beyond the Classroom

Gregory Privitera, St. Bonaventure University

The talk focuses on thinking beyond class learning objectives by introducing strategies to engage student interest both within and outside fields of psychology. The strategies introduced in this talk are partially adapted from those taught in media and press used to ‘capture’ an audience—or to make content stand out as memorable. In introductory psychology courses, students come from a wide-range of backgrounds and interests within and outside fields of psychology. A critical challenge for instructors is not only to relate the relevance of content to psychology majors, but also to appeal the relevance of psychology to non-majors. This talk is aimed at introducing class-tested strategies for organizing and managing class lectures in both small

and large school environments to inspire students to realize the value of psychology for their own careers—thereby building direction from education. Given that approximately 1.5 million students a year take an introductory psychology course, this is a high stakes course where psychology instructors have the farthest reach to touch student lives. The importance of impacting students beyond the classroom and into their careers for an introductory psychology course is valuable because the course is (i) an opportunity to “recruit” students for psychology, especially among undecided majors; and (ii) able reach students across all majors to incorporate APA learning goals into student values and careers, even among non-majors. In this way, the strategies shared on this talk can be applied in introductory psychology courses to meet the vital opportunity instructors have to affect the lives of students and inspire them to apply the principles of psychology beyond the classroom and into their careers.

Controversial Conversations: Teaching in a Post-Truth World

Kate Richmond, Muhlenberg College

We live in an increasingly politically charged and polarized environment. Students are exposed to extreme viewpoints and often only hear opinions that resonate within the echo chamber of their already formed beliefs. Simultaneously, they are more inclined to engage with people with opposing views through anonymous forums (e.g., social media, etc.) and less likely to develop the intrapersonal and interpersonal skills necessary for critical engagement with one another. Communication scholars have referred to this as a “post-truth” world.

As teachers, we must help our students develop tools to navigate the complex world we live in. In this talk, I’ll discuss lessons learned from writing a Psychology of Women & Gender textbook.

Specifically, I will focus on how best to help students develop the skills needed to discuss complicated, often politically-charged, issues without relying on reductionist answers. This includes incorporating an intersectional perspective, developing both intrapersonal and interpersonal skills, and strengthening critical thinking skills around information literacy. Helping students refine these tools within the context of the diverse and fast-paced lived experiences of both themselves and others will also assist them to be more critically engaged with their communities.

I will highlight concrete examples of controversial topics that can be approached from various sides and demonstrate how, even when available data is analyzed, not all issues have easy answers. For example, one strategy is to present controversial practices (e.g., single-sex education, sex work) and ask students to determine if they are empowering or oppressing for girls and women. Rather than providing an answer, students must review data from multiple perspectives and examine competing values. Techniques such as these, as well as others, allow students to learn how to better understand how to look at data to evaluate truth claims as well as the link between knowledge and power.

iGen: Teaching the Smartphone Generation

Jean Twenge, San Diego State University

Traditional-age college students are now iGen (born after 1995), the first generation to spend their adolescence with smartphones. Nationally representative surveys of high school and college students (n = 11 million) collected since the 1970s show several generational differences

that may influence classroom teaching. iGen'ers spend more time online and less time with each other in person, are growing up more slowly as adolescents, and are more extrinsically and less intrinsically motivated, necessitating new strategies for reaching them in the classroom.

Decision Fatigue: Implications for Self-Control, Wisdom, and Leadership

Kathleen Vohs, University of Minnesota

The ability and opportunity to make decisions is highly treasured. Yet at the same time decision making is a source of stress, uncertainty, and difficulty in daily life. This talk will detail the surprising and unforeseen costs of decision making. After making decisions, people are subsequently less able to make any (or good) decisions or to implement self-control. Decision fatigue effects were first documented using standard laboratory tests of self-control and decision making, and then extended by researchers in many different disciplines around the world. Decision fatigue helps to explain voting behavior in local, state, and national elections, children's standardized test scores, the scourge of antibiotic overuse, and judges' rulings on whether a prisoner should be released or kept incarcerated. President Obama and Mark Zuckerberg changed to their personal and professional lives after learning about decision fatigue, adding to a growing set of suggestions and interventions for curbing its deleterious effects. While decision making is central to the human experience, it is not an unmitigated good. Decision fatigue has implications for individuals and society.

***Teaching Traps, Transitions, and Connections:
Providing Context to Make the Content
Meaningful***

Brooke L. Whisenhunt, Missouri State
University; Danae L. Hudson, Missouri State
University; Melissa Beers, Ohio State University

When teaching any psychology course, finding relevant content is very easy. Helping students appreciate themes and connections throughout a course is much more difficult. We will discuss some subtle but important ways you can provide context for the content that encourage students to discover and make meaningful connections. Along the way, we will point out some common “teaching traps” – situations where we feel “stuck” in a dissatisfying or ineffective approach to teaching we feel powerless to change. By the end of the session, participants will have a better understanding of how to avoid common teaching traps and will be better-equipped to help their students view psychology as an integrated science.

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