Forty-Second Annual National Institute on the Teaching of Psychology
January 3-6, 2020

Welcome to the 42nd 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 (Chair)
Bridgette Martin Hard
Erin Hardin
Beth Morling
Conference Coordinator: Annette Cook

GENERAL INFORMATION

Registration

Location: Grand Palm Colonnade
Hours: Thursday: 3:00 – 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. – 5:00 p.m.
                 Monday: 7:30 a.m. – 12:00 p.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 to obtain a .

Children: Children of registered participants are welcome to attend the evening reception on the opening day of the conference. Children of presenters are welcome to visit posters during the set-up and take-down periods before and after the official start of each poster session. Children under the age of 18 are not permitted in any other NITOP session or social event.

Infants: Infants (6 months or under) may be in sessions; however, caregivers must be attentive to their baby without distracting other participants. Caregivers agree to remove the baby from the session if the baby becomes noisy or disruptive in order to preserve the learning environment for all. We will facilitate seating for caregivers near the exits so they may step out to soothe their infant or mitigate any disturbance. The Tradewinds Resort offers babysitting referrals.

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

- Continental Breakfast on Friday
- Breakfast on Saturday, Sunday, Monday
- Box lunch (with ticket) on Friday
- Lunch on Saturday and Sunday
- Refreshments at Poster sessions
- Breaks in the Grand Palm Colonnade

Registered participants who wish to purchase a badge for their guest to attend all food 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 18.

Posters

Friday: 1:45–3:00 p.m. (Posters 1 – 36)
Saturday: 4:45–6:00 p.m. (Posters 37-73)
Sunday: 5:00–6:15 p.m. (Posters 74-103)

Poster Setup

Friday by 10:00 a.m. for Session I
Saturday by 2:00 p.m. for Session II
Sunday by 2:00 p.m. for Session III

Posters should be left until noon the following day for participants to review except for Sunday when posters should be removed immediately after the session. At least one author must remain with each poster throughout the poster session.

Participant Idea Exchanges (PIEs)

Friday: 3:15–4:15 p.m. (topics 1-31)
Saturday: 10:15–11:15 a.m. (topics 32-61)
Sunday: 10:15–11:15 a.m. (topics 62-91)

Participant Idea Exchanges are roundtable discussions of a wide variety of topics. Presenters of Participant Idea Exchanges have provided a list of discussion questions which will be at the tables.

Teaching Slam

The Teaching Slam will be held on Friday 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.

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 and 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.

Exhibitors

Exhibits are located in the Pavilion. 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:

Friday: 10:15–10:45 a.m. and 12:45–4:15 p.m.
Saturday: 10:15–11:30 a.m. and 12:30–6:00 p.m.
Sunday: 10:15–11:30 a.m. and 12:30–6:15 p.m.

Evaluation Form

After the conference, a link to a questionnaire will be emailed to all participants. The Conference Committee greatly values your responses, comments and suggestions which are reviewed when planning future Institutes.

Checking Out

The special NITOP checkout time will be 12:30 p.m. Monday (instead of the usual 11:00 a.m.), so you may attend the closing session. 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 any time 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.

Onsite Support

University of South Florida Graduate Students
Dan Faraci, Coordinator

Adriana Uruena-Agnes	Leilani Kellogg
Kimberly Badanich	Roxanne Lawrence
Ansley Bender	Hannah MacNaul
Dave Bryant	Ian Nel
Judy Bryant	Lauren Prestwood
Elisa Carsten	Dana Roberts
Katrina Conen	Allie Schuck
Charlie Hoogland	Samantha Sheperd
Jessica Jordan	Naidan Tu

ACKNOWLEDGEMENTS

Mark Your Calendar

**43rd Annual National Institute
on the Teaching of Psychology**

**January 3–6, 2021
The TradeWinds Island Resorts
St. Pete Beach, Florida**

PRIVATE DEMONSTRATIONS

Saturday, January 5th, 7:00-8:00 p.m.

WILEY's Scientific Thinking and Civil Discourse: Why Psych Students Need Them NOW More Than Ever
Is developing scientific thinking important to you? Are you struggling (or avoiding) sensitive or controversial psychological topics in your courses? Would you like specific tips and guidelines for conducting meaningful discussions in your f2f or online intro psych courses and/or to share your own experiences with other professors? If so, please join professor, author, and speaker, Karen Huffman as she answers these questions and demonstrates specific active learning techniques and values walks designed to develop scientific thinking and civil discourse in psychology.

Macmillan's Achieve for Psychology
Speaker: Thomas Digiano
Macmillan Learning is currently developing Achieve for Psychology, an integrated online teaching and learning system that features effective tools for each step of the learning process: pre-class, in-class, and post-class. Please join us for a focus group as we work to co-design this next-generation system with leading innovators in the field of psychology.

Biopac Student Lab (BSL) is an easy-to-implement teaching solution that increases student engagement and saves professor time. Join BIOPAC for a live demonstration of several tools for training the next generation of scientists and researchers. Learn how to run over 65 complete lessons that educators use as part of undergraduate lab courses, and a tutorial on creating your own lessons for the classroom. Refreshments will be provided during this demonstration, and we will also offer a Q&A session.

POSTER SESSION I
Friday, 1:45–3:00 p.m.
Pavilion

1. **Fostering Empathy: A Service-Learning Project**
   Amy Baus, University of Dubuque

2. **Mindfulness in the Psychology Classroom**
   Emma Bernardi, Ziv Bell, and Lisa Cravens-Brown
   The Ohio State University

3. **Redesigning Introduction to Psychology: Applying New Frameworks and Assessing Critical Thinking Outcomes**
   Onna Brewer and Joel Lynch, Rockford University

4. **Experimental Investigation of a Class Demonstration's Impact on Student Learning, Engagement, and Enjoyment**
   Andrew Butler, Gina Sylvester, and Taylor Nesselroad, Valparaiso University

5. **The Midterm Wrapper: A Performance Intervention that Works**
   Christie Cathey, Missouri State University;
   Charles Hoogland, University of South Florida;
   Lydia Needy, Missouri State University

6. **Psychology of Education: From a Face-to-Face Learning Environment to an Online Learning Course - Lessons Learned.**
   Miranda D'Amico and Elsa Lo, Concordia Univeristy

7. **Teaching Research Methods to High School and Undergraduate Students Through Video Games**
   Katherine Daniels, Faith Crowley, Lainie Krumenacker, and Crystal Steltenpohl, University of Southern Indiana

8. **Mentoring Undergraduate Women: A Suggested Curriculum**
Dorothy Doolittle and Shelia Greenlee, Christopher Newport University

9. **Analyzing Austen: Creating Connections Across Disciplines**
Susan Doughty and Karen Zagrodnik, Anderson University

10. **Creation and Validation of the Academic Beliefs Scale: Predicting Undergraduate Grade Point Average with Mindsets and Behaviors**
Carey Dowling and Carrie Smith, University of Mississippi; Yue Yin and Jeff Williams, University of South Florida

11. **Follow the Crowd or Follow Your Heart? A Demonstration of Informational Social Influence**
Eric Hansen, Mälardalen University

12. **Joining Forces:Using Graduate Students to Help Address Mental Health Issues in Introductory Psychology Students**
Brooke Whisenhunt and Flora-Jean Forbes, Missouri State University

13. **Students' Perception of Statistics Prior to Taking the Class**
Herbert Helm, Andrews University

14. **Factors Affecting Undergraduate Students' Responses to Academic Failures: Beyond the Cognitive**
Meredith Henry, Misael Romero-Reyes, and Jennifer Heemstra, Emory University; Benjamin Le, Haverford College; Lisa A. Corwin, University of Colorado-Boulder

15. **Belonging & Academic Engagement in a Large Introductory Psychology Course**
Paula Yust, Jingxuan Liu, Bridgette Hard, Duke University

16. **Psychology in the Age of Trump**
Michael Hulsizer and Linda Woolf, Webster University

17. **Feeling Alone in Academia: Perceived Social Isolation Among Instructional Faculty**
Natalie Kerr and Cara Meixner, James Madison University

18. **Are Freshmen Ready to Use Research-Based Study Strategies?**
Maya Khanna, Corey Guenther, and Joshua Fairchild, Creighton University

19. **A Tale of Two Potters: Using Harry to Teach Psychology**
Ciara Kidder, Marian University; Melissa Beers, The Ohio State University

20. **Teaching Career Readiness Online to Psychology Majors**
Karen Mottarella and Kristin Horan, University of Central Florida

21. **Make it Stick! Centering Psych 101 Around the Theme of Habit Learning**
Allison O'Leary, Brevard College

22. **It's Time to Rethink Undergraduate Psychological Statistics in the Age of Data Science**
Robert Padgett, Butler University

23. **What Should I Do With My Hands? Using Gesture to Facilitate Meaningful Learning**
Celeste Pilegard, University of California, San Diego; Logan Fiorella, University of Georgia

24. **Teaching Ethics through Role-Play: Comparing Public Health Research Conducted at the Willowbrook State School with the Infamous Tuskegee Study**
Maya C. Rose, Jessica E. Brodsky, Elizabeth S. Che, and Dvora Zomberg, College of Staten Island and the Graduate Center, CUNY

25. **Let's Get Critical: Psychology-Based Critical Thinking Assessment**
Nicole Rushing and Katherine Van Allen, Campbell University

26. **Exploring Student Satisfaction Within a Hybrid Course**
Jay Schwarz, Midland College

27. **A Psychology and Counseling Global Service-Learning Project in Cuba**
Vicki Sheafer, LeTourneau University

28. **Star Power: Qualitative Look at Student Responses to Experiential Exercise on Power and Privilege in a Capitalist Economy**
Sepideh Soheilian, Katharine Shaffer, Kristen Eyssell, and Sally Farley, University of Baltimore

29. **A 4-Hour, Self-Administered, Professional Development Course on NHST in the 21st Century**
Chris Spatz, Hendrix College

30. **The Post-Traumatic Growth Experience**
Natalie Weaver, Alexia Stipa, Kathryn Healey, Christie Birchall, Sunni Tarver, Brianna Burgose-Emmolo, and Jayne Thompson, Widener University

31. **Comparison of ACE's Scores Related to Enhancing Academic Resilency and Assignment Completion**
Jill Sudak-Allison, Kristine Owens, and Debra Johnson, Grand View University

32. **Pick a Card, Any Card: Teaching Hypothesis Testing with a Rigged Deck**
Jennifer Talarico, Lafayette College

33. **Online Learning Least Preferred Teaching Modality: Again! Some Possible Reasons**
Michael Van Slyck, Anthony O'Neil, Erica Ross, Ashley Barrett, and Jonathan Ramos, Keiser University

34. **Practice Makes Perfect: Teaching Therapy Skills Using Applied Practice**
Jessica Waesche, University of Central Florida

35. **Cohorting, Academic Performance, and On-Time Completion of Required Classes**
Dana Wood, University of Florida; Kristina Dandy and Noland White, Georgia College & State University

36. **Using Language to Measure Student Beliefs About Intelligence**
Brenda Yang, Christina Bejjani, Taylor Albus, Thomas O'Connor, and Bridgette Martin Hard, Duke University

POSTER SESSION II
Saturday, 4:45–6:00 p.m.
Pavilion

37. **Optimizing Resources: Using What you Have to Improve your Curriculum**
Aileen Bailey and Gina Fernandez, St. Mary's College of Maryland; James Mantell, St. Mary's College of Maryland

38. **Using Content Acquisition Podcasts to Teach Intro Psych Students about the Argumentative Structure of Scientific Abstracts and Develop their Paraphrasing Skills**
Jessica E. Brodsky, Elizabeth S. Che, Arshia K. Lodhi, and Patricia J. Brooks, College of Staten Island and the Graduate Center, CUNY

39. **Teaching of Heading Structure to Augment Highlighting Strategy**
Hung-Tao Chen, Eastern Kentucky University

40. **Collaborative Testing: Performance, Attitudes and Ordering Effect**
Victoria Cross, University of California, Davis

41. **Investigating the Impact of Self-Generated vs. Generic Datasets on Student Learning in Research Methods and Statistics**
Brian Day and Fabiana Alceste, Butler University

42. **Assessing the Benefits of Undergraduate Research Experiences**
Robert Franklin, Susan Doughty, and Patty Slaughter, Anderson University

43. **Assessing Psychology Students' Content Retention Using Pre/Post Exams**
Krista Fritson and Andrew Fritson, University of Nebraska at Kearney

44. **Student-Friendly Teaching: Does a Change in Topic Order Improve Student Success in Introductory Psychology?**
Julie Grignon and Jarred Jenkins, Anne Arundel Community College

45. **The State of Psychological Statistics**
Jessica Hartnett, Gannon University; Janet Peters, Washington State University - Tri-Cities

46. **Just Study More? Targeting Single-Factor Thinking and Increasing Student Achievement**
Joe Hatcher, Ripon College

47. **Significant but Meaningless Differences in Student Grades when Using E-Texts**
Jeffrey Henriques, University of Wisconsin-Madison

48. **They Didn't Just Write What I Think They Did, Did They?**
Martha Hubertz, University of Central Florida

49. **Developing a Psychology Peer Advising Program: Practical Advice and One Year Outcomes**
Alicia Ibaraki and Lauren Roscoe, Western Oregon University

50. **Assessing the Effectiveness of a Senior Seminar Designed to Enhance Self-Efficacy and Career Discernment in Psychology Undergraduates**
Mona Ibrahim and Kiara Timmerman (student), Concordia College

51. **Multiple-Choice Tests: Is Necessary Evil Still Evil?**
Yelena Kosheleva, McMurry University

52. **Death and Dying Course: Course in Dying? Or Living?**
Gloria Lawrence, Wayne State College

53. **Universal Design Principles as Applied to an Online Psychology of Education Course**
Elsa Lo and Miranda D'Amico, Concordia University

54. **Incorporating Advocacy Into the Undergraduate Academic Experience**
Karen Longest, Oklahoma Baptist University
Nicole Warehime, University of Central Oklahoma

55. **Teaching as an Underdog: The Benefits of Being a Struggling Professor**
Jane Mafale and Kenneth Michniewicz, Muhlenberg College

56. **Do Teacher's Words Matter? Effects of Inclusive Language Use on Student Perceptions**
Jeana Magyar, University of Wisconsin - Stevens Point

57. **Reviewing and Correcting Exams: A Boon to Becoming an Effective Learner or a Waste of Time?**
Cade Mansfield, Weber State University

58. **How Effective are Problem Based Learning Activities in Introduction to Statistics?**
Heather Mitchell, Webster University

59. **Bringing Statistical Reasoning to the Fore: Scaffolding Graphical Literacy by Incorporating Advanced Graphs in Introductory Classes**
Matthew Mulvaney, Syracuse University

60. **Investigating the Impact of Inclusive Testing Practices**
Melissa Paquette-Smith and Courtney Clark, University of California, Los Angeles

61. **Peer Mentoring Program Complements Project Based Learning and Improves Academic Outcomes in Introductory Statistics Classroom**
Zachary Pilot, Malinda Suprise, Cassandra Dinius, and Alicia Olechowski, University of Southern Indiana

62. **Assessing the Implementation of a Critical Thinking Intervention in Traditional and Online Courses**
Joshua Rodefer, Mercer University; Julie Lanz, University of Nebraska at Kearney; Sarah Synek, Creighton University; Blase Rokusek, University of Nebraska at Kearney

63. **Randomized Exam Wrapper Intervention in a Large Introductory Psychology Course**
Shaina F. Rowell, Elise M. Walck-Shannon, Regina F. Frey, Emily R. Cohen-Shikora, and Emily Spector, Washington University in St. Louis

64. **Sharing Psychology: Merits of the High School Psychology Fair**
Christopher Waples, University of Nebraska at Kearney

65. **The Single Story, Stereotypes and Implicit Bias**
William Wattles and Kayla Duncan, Francis Marion University

66. **Beyond 'Breaking the Ice': Building a Team in the Classroom**
Sarah Wheat, New Mexico State University; Ashley Coker-Cranney, West Virginia University

67. **How To Hybrid: Activities, Demonstrations, and Discussions in a Hybrid Research Methods Course**
Ryan Winter, Florida International University

68. **Diversity on Campus: Communication Campaign Improves Multicultural Attitudes and Decreases Intercultural Anxiety Among Undergraduate Students**
Kimberly H. Wood, Anna Hardin, Caroline Crawford, and Amanda Howard, Samford University

69. **Rationale Exercise to Improve Research Proposal Writing in Research Methods**
Vanessa Woods, University of California Santa Barbara

70. **The World's Fair: A Window into the Early History of Psychology**
Linda Woolf and Michael Hulsizer, Webster University

71. **Classroom Sports Analytics: Teaching Data Skills for All**
Mark Zajack, Hastings College

72. **The Ethical Analysis Portfolio: Enabling Students to Reflect on Meetings with Convicted Sex Offenders**
Kenneth Abrams, Carleton College

73. **Statistical Reasoning Improvements in Underrepresented Minority and Non-minority Students in an Undergraduate Quantitative Psychology Course**
Lisa Abrams, Rowan University

POSTER SESSION III
Sunday, 5:00–6:15 p.m.
Pavilion

74. plz get back to me asap: Student versus Faculty Perceptions of Writers of Poorly-Written Emails
Aimee Adam, Indiana University Southeast

75. Using a University-Wide Program to Integrate Critical Thinking in the Psychology Curriculum
Kimberly Badanich, Jay Michaels, Michael Gillespie, and Jennifer Post, University of South Florida Sarasota-Manatee

76. An Image vs. a Thousand Words: Evaluating Introductory Psychology Students' Graph-Reading Abilities
Kristen Begosh, University of Delaware

77. Using the Insider-Outsider Approach to Establish Inclusive Classroom Guidelines
Angela Bell, Lafayette College

78. Busting Myths to Increase Critical Thinking and Interest in Psychology
Jennifer Blessing, University of Tampa

79. Integrating Skills and Content into Introductory to Psychology
Deanne Buffalari, Westminster College

80. Do Novice College Instructors Teach Workforce-Relevant Skills? Associations with Teaching Formats, Teachers' Sense of Autonomy, and Valuation of Student Autonomy
Elizabeth S. Che, The Graduate Center, CUNY; Anna M. Schwartz, Boston College; Ethlyn S. Saltzman, The Graduate Center, CUNY; Ronald C. Whiteman, Baruch College, CUNY

Patricia J. Brooks, College of Staten Island and the Graduate Center, CUNY

81. **Difficulties with Emotion Regulation in College Students**
Anthony Cleator and James Collins, Middle Georgia State University

82. **The CogBlog: Integrating Public Writing in the Classroom to Help Students Communicate Science Effectively to Lay Audiences**
Jen Coane, Colby College

83. **Effectiveness of a Stress Management Course on Physical Symptoms, Perceived Stress, and Coping Skill in College Students**
Amy Eperthener, Edinboro University of PA

84. **The United Stats of America: How Politics Can Inspire the Teaching of Undergraduate Statistics**
Erin Freeman, University of Oklahoma

85. **Ready or Not: A 7th Edition of the Publication Manual**
Mark Hatala, Truman State University

86. **New Electronic Technology in the Classroom Enables Large Classes But has Unintended Negative Effects: Smarter is New Technology Plus Past Effective Teaching Practices**
Robert Konopasky, Saint Mary's University

87. **Can One Semester of an Upper-Level Research Methods Course Impact the Research Confidence of Undergraduates?**
Alison Levitch, County College of Morris

88. **Classroom Shenanigans: Using Deception and Discomfort to Engage Student Learning**
Chelsea Lovejoy and Alicia Stachowski, University of Wisconsin - Stout

89. **When Being in a Fishbowl is Comfortable: Empirical Evaluation of a Discussion Technique**
Maddison Maffeo and Lindsay Meyer, Saint Martins University; Michaela Monson, University of Michigan

90. **Multi-Teaching with One Task**
Connie Meinholdt, Ferris State University

91. **When Students Discover Research is Fun: Using the General Social Survey in Research Methods and Statistics Classes to Immerse Students in Real Research**
Jay Michaels, University of South Florida Sarasota-Manatee

92. **The Catcher in the Lie: Changing Students' False Beliefs in a Post-Truth Era**
Krista R. Muis, McGill University; Michael J. Foy, John Abbott College

93. **How the Sequencing of Topics in Introductory Psychology Influences Student Success**
Jeremy Newton, Saint Martin's University

94. **The Student Cognition Toolbox: Empowering Students to Become Better Learners**
Catherine Overson and Victor Benassi, University of New Hampshire

95. **A Hybrid Course Structure to Add Discussion Sections to Large Psychology Courses with Limited Staff and Time**
Alison Papadakis, Meghan McGlaughlin, and Carolina Daffre, Johns Hopkins University

96. **Student's Perceptions of Movement-Integrated Learning Activities in a Sport and Performance Psychology Class**
Michael Rhoads, Metropolitan State University of Denver

97. **Insights about Teaching Psychology, Scholarship, and Being a Productive Faculty Member**
Gary Rosenthal, Nicholls State University

98. **Stability in Undergraduate Student Study Techniques**
Christopher Rowland, Eckerd College

99. **Using Difficult Umpire Calls in Baseball to Illustrate Psychology and Physics Concepts**
Sarah Starling and Steven Sweeney, DeSales University

100. **Motivations and Values: Immersive Mentorship Science Experiences**
Margareta M. Thomson, Reade Roberts, and Lindsey Hubbard, North Carolina State University

101. **A Comparison of Qualitative Research Methodology Content in Introductory Psychology Textbooks in the UK and the USA**
Yuma Tomes, Sam Houston State University
Lauri Hyers, West Chester University; Eilleen McBride, Emerson College; Amy Martin, Rockford University

102. **Student Perceptions of Efficacy-Based Practices and Factors that Contributed to A Successful Redesign of Online Introduction to Psychology**
Manda Williamson, The University of Nebraska-Lincoln

103. **Promoting Vocabulary Development for Meaningful Classroom Discussions**
Ryan Yoder, Coastal Carolina University

PARTICIPANT IDEA EXCHANGE (PIE) I
Friday, 3:15–4:15 p.m.
Pavilion

1. **Tools and Frameworks for Teaching Teamwork Skills in Group Projects**
   Karl Bailey, Andrews University

2. **Community Participation in University Academics for Mutual Enrichment of Students and Clinicians**
   Jo Ann Bartley and Paula Colescott, University of Alaska

3. **Bringing Theories to Life: Best Practices in Service Learning**
   Jennifer Blessing, The University of Tampa

4. **To Cut or Not to Cut? Strategies for Mindfully Selecting Content to Enhance Student Learning**
   Lisa Busche and Allison O'Leary, Brevard College

5. **Open-Source Textbooks in Intro Psych: An Evidence-Based Discussion**
   Noah MacKenzie, University of Cincinnati

6. **Implementing Meaningful Departmental Assessments: A Work in Progress**
   Kristina Dandy, Diana Young, and Noland White, Georgia College & State University

7. **Self-Care Beyond the Buzzword: How to Build Meaningful Self-Care Practices into Courses on Trauma and Other Sensitive Topics**
   Brianna Delker, Western Washington University; Alicia Ibaraki, Western Oregon University

8. **Using Principles of Backwards Design to Integrate Service and Experiential Learning into a New or Existing Course**
Gina Annunziato Dow, Denison

9. **Teaching our Students to be Curious**
Taylor Elsey, University of Kentucky

10. **Let the Teacher you 'Wanna-be' Drive your Course Design**
Calvin Garbin, Univeristy of Nebraska-Lincoln

11. **Microaggressions in the Classroom: Creating an Inclusive Environment**
Katherine Gerst and Lilyana Ortega, Colorado State University

12. **Teaching Writing in Psychology: Improving Students' Abilities to Synthesize Information Across Scholarly Sources**
Elizabeth Helder, Augustana University; Emily Darowski, Brigham Young University; Nikole Patson, The Ohio State University

13. **Concept Mapping as a Formative and Summative Assessment of Student Learning**
Amber Henslee, Missouri Univeristy of Science & Technology

14. **Course Policy Revolution**
Karen Huxtable, The University of Texas at Dallas

15. **The Stories We Could Tell: Applicable Stories for Bottleneck Concepts**
Colin Jenney and Des Robinson, Tarrant County College

16. **The Loneliness Epidemic and Its Implications for Teaching**
Natalie Kerr, James Madison University

17. **Incorporating Personal Development in the Undergraduate Psychology Programs**
Morey Kitzman, Metropolitan State University of Denver

18. **Finding a Steady State: Developing the First Graduate Degree Program in a Previously Traditional Undergraduate-Focused Psychology Department**
Clair Kueny, Missouri Univeristy of Science & Technology

19. **Maximizing Inclusivity while Teaching Sensitive Topics**
Ellen Lee, Joe Hatcher, and Julia Meyers-Mayor, Ripon College

20. **The Tricky Professor: Creating the Illusion of Distrust to Enhance the Student Experience**
Chelsea Lovejoy, University of Wisconsin Stout

21. **The Value Sports Analytics for Research Methods & Class Projects**
Mark Zajack, Hastings College

22. **Internships in Psychology: The Unique Struggle**
Caroline Mann, Hollins University

23. **How Can We Motivate Students To Prepare For Class?**
Pam Marek, Kennesaw State University
Andrew Christopher, Albion College

24. **Let's Take it Outside: Incorporating Outdoor Learning in Psychology Courses**
Jennifer O'Loughlin-Brooks, Collin College

25. **Considerations for Hosting a Writing Group for Students in Your Department**
    Arryn Robbins and Kateryna Sylaska, Carthage College

26. **Strengths and Challenges of a Sophomore Level Research Experience: A Brainstorming Session**
    Lisa Schulte, Xavier Univeristy of Louisiana

27. **Making Low-stakes Assessments Applicable, Accurate, and Easy**
    Rick Shifley, Massachusetts College of Pharmacy & Health Sciences

28. **Want to be Comfy? You've Come to the Wrong Place!**
    Jason Spiegelman, Community College of Baltimore County; Sally Farley, The University of Baltimore

29. **Adapting to a More Corporate Model of Higher Education in Psychology**
    Roxanne Sullivan, Bellevue University

30. **How to Get Students Engaged in Class**
    Chelsea Witt, University of Nebraska-Lincoln

31. **Centering Core Values in Pedagogical Practice for Lasting Impact**
    Brenda Yang, Duke University

PARTICIPANT IDEA EXCHANGE II
Saturday, 10:15–11:15 a.m.
Pavilion

32. **Mastery Quizzing: An Efficient Way to Maximize Student Learning**
Lauren Bates, Flagler College

33. **Including Inclusion: Integrating Identity, Social Class and Diversity into Developmental Psychology**
Gail Cabral, Marywood University

34. **Have You Considered Undergraduate Teaching Assistants? (UTAs)**
Ellen Carpenter, Virginia Commonwealth Univeristy

35. **Beyond Talk: Expanding the Definition of Class Participation**
Jennifer Crosby, Stanford University

36. **Boosting Empathy and Promoting Networking through Service Learning**
Jacqueline Evans, University of Texas

37. **Lessons Learned: Improving Accessibility, Addressing Cost in a General Psychology Course through the Adoption of an OER Textbook**
Kristin Flora, Franklin College

38. **Flip It Good or Flop**
Janice Gallagher, Ivy Tech Community College

39. **Building Student Teamwork Skills Through Group Projects: Challenges, Headaches, and Strategies for Success**
Leah K. Gensheimer, Avila University

40. **Igniting the Flame: Strategies for Promoting the Science of Psychology**
Bryan Gerber, Stark State College

41. **The Difference Engine: Generating and Sharing Novel Ways to Engage Students Regarding Diversity**
Noel Jacobs and Kristen Sorocco, University of Oklahoma Health Sciences Center

42. **Integrating High-Impact Experiences into the Psychology Major**
Alisha Janowsky, Martha Hubertz, and Karen Mottarella, University of Central Florida

43. **Understanding Adolescent Brain Development: Implications for Developmentally Responsive Teaching and Supporting Students' Potential in Middle and High School**
Katie Jansen, University of South Florida

44. **Teaching the Psychology of Religion**
David Jones, Westminster College

45. **Take it Outside: Incorporating Outdoor Time and Nature Connection into Your Lessons**
Andrew Lenartz, GateWay Community College

46. **Give the Students What They Need: A Learner-Centered Approach to Teaching**
Joel Lynch and Onna Brewer, Rockford University; Amber Norwood, Shippensburg University

47. **Student Engagement in the Classroom/Online: Gaming and Interactive Activities**
Emily Mach and Staci Prellwitz, Central Community College, Nebraska

48. **Can You Make the Sale? How to Get Students to Buy Into the Active Learning Classroom**
Susan Marshall and Marsha McCartney, University of Kansas

49. **This Technique helped Me Grow:' Inviting Behavior and Perception Change Through Class Discussion**
Lindsay Meyer and Maddison Maffeo, Saint Martins University

50. **Using Strategies to Perceive and Alleviate Anxiety in the Psychology Classroom**
Nora Nickels, Carthage College

51. **"'I Get it Now!' Using Popular Media to Illustrate Abstract Psychological Concepts**
Kelly Pivik, University of West Alabama

52. **I'm Not Racist, but...': How to Facilitate Diversity Conversations in the Classroom**
Katharine Shaffer and Sepideh Soheilian, University of Baltimore

53. **Use of a Program Based Writing Proficiency Examination to Assess and Build Writing Skills in Students**
Susan Slamka, Pennsylvania College of Technology

54. **Health Bulletins on Null Hypothesis Significance Testing**
Chris Spatz, Hendrix College

55. **Teaching Behavioral Neuroscience**
Emily Splane, Flagler College

56. **Becoming Funnier in Class and How it Can Affect Student Engagement**
Caroline Stanley, Bridgewater State University

57. **Staying the Course: Freshman Only Classes with Peer Mentors**
Kerri Stephens, Cameron University

58. **Solidarity and Support: Navigating Academic Parenthood**
Megan Strain and Katherine Moen, University of Nebraska Kearney

59. **Maximizing the TA (Teaching Assistant) Experience for TAs, Educators, and Students**
Richard Tillman, University of Cincinnati

60. **Using Quality Matters' Instructional Design and Course Delivery Standards to Effectively Manage Hot Moments in the Classroom**
Aimee Walker, Katherine Gerst, and Lilyana Ortega, Colorado State University

61. **Exploring the Realities of Departmental Tablet Adoptions for Classroom Use**
Diana Young, Kristina Dandy, and Noland White, Georgia College & State University

PARTICIPANT IDEA EXCHANGE III
Sunday, 10:15–11:15 a.m.
Pavilion

62. **Talking About Life Experiences (TALEs) in Psychology Classes**
Lise Abrams, Pomona College

63. **How Can We Use Psychology to Foster Inclusive Excellence?**
Camille Buckner, Marymount University

64. **Let's Talk Cognitive Psychology and How We Teach It**
Kieth Carlson, Valparaiso College

65. **Teaching with Technology: Leveraging Adaptive Learning Tools to Benefit Students and Instructors**
Heather Collins, Medical University of South Carolina

66. **Food or Textbooks: A Dilemma for Too Many Students.Consider the Student Experience When Selecting Course Materials**
De-Laine Cyrenne, California State University, Sacramento

67. **A Discussion on Discussions: Implementation Strategies for Maintaining an Effective, Diverse, and Rigorous Classroom Environment**
William Schreiber, Elon University

68. **Usies' or Selfies?**
Laura Dryjanska, Biola University

69. **Discussion Board or Discussion-Bored? Facilitating Student Engagement in an Online Classroom Environment**
Erin Freeman, The Univeristy of Oklahoma

70. **Developing Internal Technology: Using Meditation in the Classroom**
Jonathan Gibson, South Dakota School of Mines & Technology

71. **Class Attendance**
Kamil Hamaoui, Westchester Community College

72. **Interdisciplinary Educational Research: Questions, Confusions, and Insights**
Meredith Henry, Emory University

73. **The Brick-and-Mortar Classroom as a Utopian Learning Space: Making it Worthwhile to Show Up to Class**
Lauri Hyers, West Chester University

74. **Addressing Enrollment and Retention in the Psychology Major**
Joy Jacobs-Lawson, Pam Cartor, and Ann Jirkovsky, Bellarmine University

75. **Make Learning Universal with UDL (Universal Design for Learning)**
Whitney Jarnagin, Walter State Community College

76. **Biophilic Load: The Potential of Nature to Promote Student Wellness and Success**
Jason Kaufman, Minnesota State University Mankato

77. **Integration of Statistics and Research Methods in Undergraduate Psychology Curriculum**
Kristine Kovack-Lesh, Joe Hatcher, and Julia Meyers-Manor, Ripon College

78. **Biological Psychology Online: Transforming Classroom Activities to E-Learning**
Adam Lawson, Eastern Kentucky University

79. **Strategies for Increasing Homework Buy-In: Show Them the Data!**
Jenel Cavazos, University of Oklahoma

80. **Engaging On-line Students while Remaining ADA Compliant**
Sherri Mata, Tarrant County College

81. **Most Psychology Majors Don't Go To Graduate School: How Can Programs Help Undergraduate Students Prepare for the Job Market?**
Elizabeth Meinz, Southern Illinois University Edwardsville

82. **Psychological Science versus Politics? Ethical Obligations to Students and Truth in a Politically Divisive Environment**
Kenneth Michniewicz and Connie Wolfe, Muhlenberg College

83. **Physical Learning**
LaWanda Morales, College of the Mainland

84. **Deciding What's In and What's Out in Teaching Intro Psych:What Topics/Chapters Do We Need to Cover?**
Jeff Nevid, St. John's University

85. **Introduction of Psychology as Career Option**
Turkan Ocal, Peru State College

86. **Guided Inquiry Learning in Psychology (POGIL)**
Jill Rinzel, University of Wisconsin Milwaukee

87. **Are You Open to Open Educational Resources (OER) and Open Pedagogy?**
Jon Skalski, Brigham Young University - Idaho

88. **Blending Synchronous and Asynchronous Teaching Methods in Online Courses**
Julia Sluzenski and Megan Meyer, Drexel University

89. **Innovative Methods for Incorporating Career Exploration Throughout the Curriculum**
Stacie Spencer and Lauren Ruelens, MCPHS University

90. **The One Semester Research Methods Project**
Ryan Winter, Florida International University

91. **Using Metacognition to Improve Student Learning and Performance**
Ashley Hansen-Brown and Holly Grant-Marsney, Bridgewater State University

TEACHING SLAM
Friday, January 3rd, 4:30–5:45 p.m.
Tarpon/Sawyer/Long
Moderator: Erin Hardin

1. **Build It In—Integrating Inclusive Classroom Practices with Lesson Planning**
   Jennifer Randall Crosby, Stanford University

2. **Secret SANTA--Small, Anonymous, Nice & Thoughtful Act(s)-to Enhance Learning and Engagement**
   Dinah Gohar, University of Michigan

3. **Applying Social Psychology in the "Shark Tank"**
   Jaime Kurtz, James Madison University

4. **"That's Psychology?" A Simple Strategy for Expanding Students' Perceptions of Psychology**
   Stacie Spencer, MCPHS University

5. **Scavenger Hunt for Student Success**
   Jenel Cavazos, University of Oklahoma

6. **Tips for Fostering Authentic Inclusivity in the Classroom**
   Elliott Hammer, Xavier University of Louisiana

7. **Using Google Forms to Enhance Student Learning**
   Diane Alonso, UMBC at the University of Shady Grove

8. **Video Recordings for the Big Questions in Psychology: AKA The Uncheatable Test**
   Ziv Bell, The Ohio State University

DEMO DEMO
Sunday, January 5th, 2:00-3:15 p.m.
Tarpon/Sawyer/Long
Moderator: Beth Morling

1. **Visualizing Prevalence Rates of Psychological Disorders**
   Christie Cathey, Missouri State University

2. **A Study Skills Module for Introductory Psychology**
   Stephen Chew, Samford University

3. **Finding Relevant, Evidence-Based Information for Good Patient Care**
   Cindy Schmidt, Kansas City University of Medicine and Biosciences

4. **Will You Split or Steal? A Gameshow Example of Cooperation and Competition**
Sarah Starling, DeSales University

Abstracts of Invited Talks

(alphabetical by first author's last name)

Pedagogy of the Empowered: Fostering Everyday Activism in Intro Psych (and Beyond)

Leslie Berntsen, University of Southern California

As the field's flagship course, Introduction to Psychology presents a number of unique opportunities and challenges. As instructors, we are faced with many competing demands: negotiating the breadth and depth of the curriculum, effectively teaching to students with diverse backgrounds, interests, and motivations, and serving as an ambassador for the discipline, among many others. As a result of these demands, it may appear daunting (if not impossible) to also address social issues, especially when attempting to adapt strategies or specific assignments from upper-level courses that allow more depth of coverage. In this talk, I will share tips and tricks for integrating social justice themes and concrete acts of everyday activism into introductory psychology without sacrificing (and perhaps even enhancing) the course's original learning objectives and outcomes. I'll begin with broad strategies that are germane to discussion of any social issue: making connections between academic content and current events, effectively communicating those connections to diverse groups of students, anticipating and preempting potential challenges, as well as responding to those that do arise in the moment. Specific examples of course concepts/applications to be discussed will be determined by audience preference, but may include the Black Lives Matter and #MeToo movements, immigration justice, LGBTQ+ rights, disability justice, educational inequity, and the public's relationship to science. The session will also include ample time for attendees to share strategies that have proven successful for them, collectively problem solve tricky teaching situations, and brainstorm new ways they

can incorporate everyday activism into their existing courses. By integrating social justice content, instructors can bolster students' topical knowledge while also empowering them to use what they learn inside the classroom to affect positive social change in their everyday lives—even if Intro Psych serves as their only exposure to the field.

Psychology in Context: The Psychology of Thrill-Seeking
Kenneth Carter, Oxford College of Emory University

Organizing a course around a central theme can provide much-needed context to help students learn psychological concepts. A rich central theme can advance critical thinking, increase motivation, and foster active learning. In this presentation, I'll demonstrate how the psychology of thrill-seeking can serve as such a theme. Thrill-seekers crave intense experiences despite physical or social risks. They jump out of planes, climb skyscrapers, and eat anything (even poisonous pufferfish) while others, the chill-seekers, are overwhelmed by the same experience. Over the last 50 years, hundreds of studies have been published examining various aspects of thrill-seeking. Thrill-seeking can be used as a theme to teach various aspects of psychology such as theories of personality, research methods, statistics, and positive psychology in a way students find personally engaging and memorable. In addition to learning about thrill-seeking, attendees will learn how they can incorporate themes into their own curricula in order to provide deeper context, increase engagement, and help students apply their knowledge.

Learning by Design: Implementing Strategies to Promote Robust Learning
William Cerbin, University of Wisconsin – La Crosse

Research has shown that almost any teaching method can enhance learning (Hattie, 2009). To be most

effective, however, teaching must take into account cognitive factors that can support as well as derail learning. For example, abundant research has shown that practice testing can be a potent learning strategy. But not all instances of practice testing are effective (Foss & Pirozzolo, 2017). Research on learning can guide us in deciding how to remodel our current strategies or adopt alternative ones to better support student learning. In this session, we will examine how various instructional strategies can support learning, when and why to use them, and how to incorporate them in your teaching. You will have an opportunity to outline a plan to implement strategies to promote robust learning in your course(s). From a menu of strategies, you can select or modify any that fit your content area, learning goals and teaching preferences.

ICAP: How to Promote Deeper Learning by Engaging Students Cognitively

Michelene T.H. Chi, Arizona State University

ICAP is a theory of active learning that differentiates students' engagement based on their behaviors within the learning environment. ICAP postulates that Interactive engagement, demonstrated by collaborative dialogs, is superior for learning than Constructive engagement, indicated by generative behaviors. Both kinds of engagement exceed the benefits of Active or Passive engagement, marked by physically manipulative and attentive behaviors, respectively. This paper describes two five-year projects that attempted to translate ICAP into a theory of instruction for K-12 teachers, assessing both teachers' understanding, teachers' implementation, and students' learning. We show the limitation of teachers' overall knowledge transfer, and postulate why it is difficult to implement optimal coconstructive ways of collaborative or Interactive engagement.

Ideas for how to salvage lecturing in college instruction will also be discussed.

Matters of Self-Belief and False Belief in a Post-Truth World
David Dunning, University of Michigan

The truth is out there, but so is a good deal of misinformation and outright fraud. I describe psychological factors that prompt people to believe versus disbelieve false information but emphasize that the most relevant factor may be the misbeliefs people hold about the self, as well as their ability to tell truth from falsehood. The emphasis will be on findings and themes to introduce in the classroom.

Improving Student Success: From the Classroom to the Lab to the Classroom to...We Need to Talk!
Donald J. Foss, University of Houston

Recently, Stephen Chew provided a list of nine cognitive challenges related to teaching and student learning, followed by this (2017): "Effective teaching involves solving a nine-way interaction of factors. And these are only the cognitive factors and does not even address social, emotional, or other kinds of factors." The scamp in me tempts me to say—under my breath, of course: Is that all? That temptation arises because of a strong suspicion that he may be correct, and at least a dim realization of the difficulty in finding a sweet spot among that swirling set of variables. Yikes! I think we're going to have to figure out how to do work that generalizes and gets decent effect sizes while we build up the practical and theoretical acumen to predict when we will get both commitment to learn and transfer of that learning—supremely important yet elusive goals. This talk will discuss an approach to putting together what we think we've learned from the lab with the

complexities of the college classroom as lived. It employs semester-long studies combined with careful counterbalancing of some variables we can ethically manipulate. I'll talk about some successes and, from one point of view at least, some less-than-successful work on learning and transfer, and address students' metacognition and the effects of feedback on it. Finally, I'll suggest that we consider other pedagogically in vivo, but still relatively "small ball" approaches that can (1) examine social, intellectual, and teaching technique variables that may help us find those sweet spots, and (2) permit relatively easy adoption by our colleagues.

Self-regulation in Learning and Life: The Health Psychology Petri Dish

Leslie D. Frazier, Florida International University

Self-regulation is a social-cognitive process at the intersection of metacognition, motivation, and behavior that encompasses how people conceptualize, strive for, and accomplish their goals. Whether these goals are academic achievement or optimal health and well-being, utilizing self-regulatory strategies is critically important. The way we teach has the potential to affect our students' abilities to become self-regulated learners who approach their work with self-reflection, strategic action, and motivation. However, what we teach can also provide a rich context for fostering self-regulated learning strategies and opportunities for mastery. Within the context of the health psychology course, students' goals of striving for good health and optimal well-being parallel their goals of academic success and achievement. By sharing examples from this course, I hope to demonstrate how the study of health psychology can lend itself to developing self-regulated, effective learning that promotes the

cultivation of student success and the transfer of knowledge to life.

Mind the Gap: Harnessing the Curiosity Gap to Increase Student Motivation to Learn

Laura Freberg & Steph Cacioppo
California Polytechnic State University

In his 1899 Talks to Teachers, William James wrote, "Just so, in teaching, you must simply work your pupil into such a state of interest in what you are going to teach him that every other object of attention is banished from his mind; then reveal it to him so impressively that he will remember the occasion to his dying day; and finally fill him with devouring curiosity to know what the next steps in connection with the subject are." We have used this quote on opening slides at several teaching conferences, and it generally produces laughter. Many faculty regularly face classrooms filled with bored or distracted students looking at their phones. Is James' pep talk a fantasy? We personally don't think James was a fool nor did he fail to understand human behavior. He would not have made this statement unless there is a way to implement what he wants us to do. Curiosity is a powerful motive for learning. Psychology has a long history of examining curiosity, but surprisingly, we know relatively little about how to promote curiosity in our classrooms. We might fatalistically assume that students rely on extrinsic motivation to learn what we teach (Is it on the test?). Yet students can be remarkably curious about their world (Who is going to survive Game of Thrones?) Can we do a better job of harnessing this curiosity in class? If we examine situations where curiosity is evident, we see something interesting. Curiosity occurs when there is a gap in our understanding, but not just any gap. If we ask introductory psychology students to compute

Nernst equations, this is unlikely to result in much curiosity. You must know something about a topic to be curious. At the same time, if we asked introductory psychology students if Freud is a psychologist, again, this would elicit little curiosity. If you have enough information, there is no need to feel curious about gaining more. So, our target in the classroom is the "sweet spot" at which curiosity appears—that point where students know something but not quite all about a topic. This would be difficult target to manage in James' time, but we have the advantage of audience response technologies. By asking a series of questions providing additional information and allowing for think—pair—share opportunities, we bring the student into the "green" zone for curiosity. Other classroom methods that take advantage of the curiosity gap will be explored.

Creating Identity Safe Learning Spaces
Stephanie A. Fryberg, University of Michigan

The formidable challenge for teachers in 21st century classrooms is to create learning environments that attend to the needs and perspectives of an increasingly diverse student body. This is particularly true of students who enroll in psychology classes. When students feel they belong and can be successful, what is referred to as identity safety, they are more motivated and perform better academically. One prominent feature of identity safe learning environments is cultural matching, which is when the culture of the learning environment matches the individual's cultural understanding of self. One reason low income and racial-ethnic minority students experience a lack of identity safety in mainstream learning environments, such as American universities and schools, is that these environments are characterized by independent

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models of self, which are experienced by low-income and racial-ethnic minority students as a cultural mismatch. To highlight the power of identity safe spaces, the first set of studies will examine how the sources and consequences of student success are associated with a cultural match or mismatch between the students' model of self and the dominant learning environment. The second set of studies will examine how culturally grounded interventions, by way of reframing the dominant learning environment, positively influences motivation and performance. Together our research highlights the need to address the role that existing dominant cultural norms and practices play in contributing to educational disparities for diverse students, and the need to reframe these practices in ways that acknowledge and honor the cultural strengths of these students. Specific practices for creating identity safe classrooms will be discussed.

Making Your Writing Assignments Meaningful
Liz Hammer and Jason Todd, Xavier University of Louisiana

Have you ever crafted a brilliant writing assignment that your students treated as just more busy work? Learner, Michele, and Geller (2017) argue that meaningful writing projects intellectually engage and emotionally satisfy students. During this workshop, attendees will develop or enhance a writing assignment based on these and other evidence-based better practices.

Teach and Discover with Stealthy Pedagogical Research
Bridgette Martin Hard, Duke University

Like many of my colleagues, I pursued a doctoral degree in psychology because I wanted to be both a

scientist and a teacher: I wanted to make new discoveries about the human mind and behavior and share my knowledge with students. But in the early years of my career, I treated these two valued roles of scientist and teacher as separate, as having little in common besides some overlapping content. I certainly did not consider teaching as a scientific endeavor or myself as "experimenting" with pedagogy. Today, my perspective on science and teaching could not be more different. In this presentation, I will share how my teaching became more data-driven and evolved into a stealthy pedagogical research program that is both theoretical and practical, integrated with instruction, and useful to students, teachers, and scholars. Along the way, I will describe various tools in my pedagogical research "toolkit" as well as several findings that have emerged from my classroom "laboratory" that have helped me improve my teaching as well as strengthen our collective knowledge about effective pedagogy. I will offer practical advice for helping instructors build pedagogical research into their own courses.

Battling the Undead: The Perpetual Mythology of Education and Learning
Jeffrey Holmes, Ithaca College

The history of education is rife with innovative ideas that have not withstood scientific scrutiny, but which nonetheless persist in the popular mindset and dramatically affect educational policies and pedagogical practices. New methods and ideas often hit the market in advance of adequate evidence for their effectiveness, and remain entrenched and influential long after anticipated evidence fails to materialize or produces a more nuanced picture. For years researchers and instructors have been identifying and debunking inaccurate beliefs about

how people learn, but these efforts often have little practical impact. Based primarily on common sense and powerful anecdotes, instructors and policy makers often express certainty regarding the inferiority of lecturing and multiple-choice tests, the relevance of independent intelligences and right-brained learning, and the uselessness of standardized tests especially in light of the presumed prevalence of students who are inherently bad test-takers. An examination of the relevant scientific evidence on such topics reveals a nuanced picture that is not reducible to simplistic sound bites. In this talk I will summarize the research on several myths pertaining to education and learning, and I will address some of the psychological mechanisms that make the beliefs so resilient despite contradictory evidence.

Finding a CURE: Course-based Undergraduate Research Experiences
Nestor Matthews, Denison University
Council on Undergraduate Research

Course-based Undergraduate Research Experiences (CUREs) require students to conduct studies with unknown outcomes. This journey into the unknown often intimidates students and faculty. In our session I will summarize my CURE experiences and facilitate discussion on eight CURE topics. (1) Starting a CURE – Using backward design, developing timelines, establishing research groups, helping students frame research questions and conduct literature searches, setting expectations for communication and collaboration, and preparing students for uncertainty. (2) The metacognitive value of preliminary APA-style student oral presentations with mock data. (3) IRB considerations – Certifying students' human research training, navigating student-generated IRB proposals, and designing recruitment plans. (4) Methods – Creating or acquiring materials and stimuli, pilot testing, developing research scripts, and sharing

materials and data via the Open Science Framework. (5) Cultivating Data Savvy – The benefits of student-generated dummy-data sets, graphing practice, and low-stakes data analysis quizzes before actual data collection. (6) Writing – Scaffolding the writing process across APA-style manuscript components, and using rubrics for peer feedback in writing workshops. (7) Crisis Management - Social loafing, procrastination, diffusion of responsibility, "too many chiefs", interpersonal conflicts, schedule conflicts, low participant turn-out, and genuine emergencies. (8) The Big Finish – Workshopping the final manuscript or grant proposal, conducting talks and poster sessions, producing pod-casts, videos, or TED-Ed lessons, taking students to regional conferences, or submitting manuscripts for publication. We will affirm that CUREs vary widely depending on institutional or departmental goals and resources. People from all institution types and careers stages are encouraged to help us find a CURE.

The Social Psychology of Reducing Threat and Fostering Mindsets for Diverse Students: Re-Envisioning Classroom Design
Valerie Purdie-Greenaway, Columbia University

Creating Inclusive and Welcoming Classroom Environments
Kelly Hogan and Viji Sathy, University of North Carolina at Chapel Hill

Teaching strategies that emphasize structured active learning can create more equitable classrooms and improve learning for all students. As an introduction to inclusive teaching techniques, Professors Kelly Hogan and Viji Sathy of the University of North Carolina will ask participants to reflect on inequities and diversity in their classrooms through interactive, hands-on activities. After providing a framework for inclusive design and their own research results,

Hogan and Sathy will lead participants through active learning exercises and case studies that explore inclusive techniques. Drawing upon their own teaching experiences and educational research, they will model approaches that can be readily implemented with any discipline or class size to help all students achieve to their potentials.

Engage the Sage: Using Trickle-Down Engagement to Maximize Both Teacher and Student Engagement
Donald A. Saucier, Kansas State University

The experiences of students in class have been common topics in the scholarship of teaching and learning (e.g., Schaufeli et al., 2002; Steele & Fullagar, 2009). I will present research investigating the under-appreciated focus on faculty's experience in teaching. Applying the perspective of positive psychology (e.g., Fredrickson, 2001; Sheldon & King, 2001), the theoretical foundations of self determination theory (e.g., Deci & Ryan, 1985; Eisenberger & Cameron, 1996), and research on intrinsic/extrinsic motivation (Deci, Koestner, & Ryan, 1999; Ryan & Deci, 2000), our trickle-down engagement model predicts more teacher engagement will be associated with more student engagement, which will ultimately be associated with better student learning. Our findings, from several studies, supported our trickle-down engagement model. Levels of teacher engagement, student engagement, and student performance were positively related, and the effect of teacher engagement on student performance was mediated by student engagement. Further, teacher engagement was associated with better subjective experiences in class. As teachers reported more belief in trickle-down engagement and more self-efficacy in being engaging, they reported more positive (e.g., inspired), and less negative self-directed (e.g., anxious) and other-directed (e.g., annoyed), emotional experiences in class. Finally, we identified specific strategies teachers use prior to (e.g.,

contextualize the content) as well as during class (e.g., manage their own emotions and behaviors) to maximize the collective engagement of teachers and students in class. I will discuss practical strategies teachers may employ to optimize their engagement in teaching, which may then "trickle down" to optimize the engagement (and learning) of their students.

How Family Relationships Influence Child Development: Recent Research and Parallels to the Classroom
Sarah Schoppe-Sullivan, Ohio State University

There are many parallels between research on child development within families and the dynamics of the college classroom. In this presentation, I will review my recent research on family relationships and children's social and emotional development, with a focus on relationships between parents and children, relationships between parents who parent children together (coparenting), and children's contributions to their own development. Then, I will extend relevant concepts and findings to the college classroom. Key principles I will highlight include the importance of a secure base, the bidirectional and transactional nature of relationships, and the interaction between individual characteristics and the environment. This presentation will help attendees reflect on their teaching roles and relationships with students through new lenses.

How do Students Use an E-Text? Experimental Investigation of Reading Practices and Testing Outcomes
Lisa M. Shin, Tufts University and Samuel R. Sommers, Tufts University

Teachers of psychology weigh a variety of pedagogical, practical, and policy-related considerations when deciding which textbook to

adopt for class. In the modern era, an additional question arises: should I use a print or electronic text? In this presentation, we build upon recently published findings regarding the influence of textbook modality on student perceptions and test performance. Specifically, we present an ecologically valid experimental investigation of how students use an interactive e-text and whether reading and learning outcomes vary when the same chapter is assigned across different text modalities. Participants in the study were undergraduate students randomly assigned to one of three experimental conditions: print textbook, pdf, interactive e-text. In all three conditions, students were given an introduction to psychology chapter to read over the course of a week, after which they returned to the lab to take a test on the material. To increase incentive, financial bonuses were paid for test scores reaching 80% and 90%. Students kept a contemporaneous log of their reading activities throughout the week and then were asked a series of post-test questions about their reading practices and experiences. Statistical analyses explore potential between group differences in reading and re-reading tendencies, utilization of chapter resources and review exercises, and performance on test questions measuring recall as well as conceptual integration. Classroom implications, study limitations, and future directions will be considered.

Is there a Right Way to Teach Online?
Jennifer Thompson, University of Maryland University College

In recent years, many schools have moved to online learning more out of financial concerns than of considerations of how well students learn. Caught up in this movement are the teachers of online courses. Is there a "right" way to teach online? Does such a thing exist? This interactive session will focus on common challenges that the teachers of online courses must address. We will discuss evidence-

informed recommended practices that are key to the success of any online endeavor. Participants are invited to discuss how online teaching is implemented in their educational context. In addition to the details of creating an online classroom, we will spend time discussing why online education is an increasingly important resource for students. Participants will walk away from the session with a better understanding of the role and implementation of online learning.

Recent Developments on Adult ADHD and their Implications for Students and Teachers
J. Noland White, Georgia College

Attention-Deficit/Hyperactivity Disorder (ADHD) is a developmentally disabling disorder of inattention, impulsivity, and hyperactivity that commonly persists into young adulthood. ADHD affects 3 – 5% of adults worldwide and appears to be consistent across different cultures. The symptoms of ADHD can impact multiple life areas and be especially challenging during academic pursuits for adult students with the disorder. This interactive workshop will provide an update on recent developments in the investigation of ADHD in adults, with an emphasis on brain mechanisms associated with the disorder. Structural and functional brain imaging research will be reviewed, along with implications for various cognitive and behavioral characteristics of the disorder. Developments in the nonpharmaceutical treatment of ADHD will also be summarized. Findings will be discussed in the context of challenges young adults with ADHD may face in their college, work, and personal lives. The session will include discussion of ways teachers may be able to help students with ADHD beyond basic accommodations to help these students be more successful, including general course design issues that may also benefit their students as a whole. Teachers are encouraged to share their own

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experiences and strategies for working with students with ADHD.

Teaching Students to Think Critically about Psychology
Dan Willingham, University of Virginia

When asked to name our highest hope for schooling, most would suggest that we want to teach students to think critically; we don't want them merely to learn factual content, we want them to evaluate and integrate what they read and learn. That desire has taken on a new urgency in the Internet era, with tidal waves of information. In this talk I will analyze from a cognitive perspective why critical thinking is so difficult to teach, focusing particularly on the difficulty of getting students to evaluate information. I will suggest curricular and instructional strategies to address these difficulties.

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