

Eastern Teaching of Psychology
Abstracts & Schedule
June 20-21, 2019

Thursday, June 20

3:00pm-5:00pm	Conference Registration	<i>Hotel Lobby</i>
4:45pm-5:00pm & B	Conference Welcome	<i>Salons A</i>
5:00pm-6:00pm	G. William Hill Invited Address <i>Psychology is a Science--Shouldn't our Teaching of Psychology be Scientific, Too?</i> Lindsay Masland	<i>Salons A & B</i>

Abstract: When we consider the origins of our field, we see 19th-century psychology as struggling to separate itself from philosophy by asserting its position as a true science, a struggle which was somewhat overcome when greats like Fechner, Helmholtz, and Wundt demonstrated that psychological phenomena could be measured with precision. Despite their successes, modern psychologists seem to have retained this ancestral obsession with reminding others that we are, in fact, scientists. We clamor to be included in STEM efforts, we bristle at the label "soft science," and nearly every psychology textbook begins with a chapter on "Psychology as Science." We wield our scientific psychological tools with pride, gleefully pointing out cognitive biases and logical fallacies in others' work and issuing call after call to elevate the rigor of research in our field. Amidst all of these psychology-is-a-science proclamations, it is intriguing to see that our zeal for rigorous critical thinking doesn't necessarily follow us into the classroom. When we design our courses, we often leave our methodological training at the door, selecting teaching methods that confirm our personal biases, making no effort to investigate the reliability and validity of our choices, and neglecting to consider the effects of moderators and mediators on the relationship between our independent variable (teaching) and our dependent variable (learning). In this talk, I will challenge faculty to bring science IN - not only into the content of what we teach or into the methods we use when studying teaching (i.e., SoTL), but into our personal, daily practice of making learning happen.

Cocktails & Conversation
(sponsored by Cengage Learning)
Hotel Bar & Lobby
6:00-7:00pm

Dinner
Colonnade Ballroom
7:00pm-9:00pm

Friday, June 21

9:00am-3:30pm	Conference Registration	<i>Hotel Lobby</i>
9:00am-10:00am	Morning Mingling*	<i>Hotel Lobby</i>



OR

Pre-Conference Workshop* (Part 1 of 2; Part 2 at 1:00pm)
*Integrating APA's Student Learning Outcomes and 5-Pillar Model
Into Your Introductory Psychology Course: A Hands-On Workshop Part 1*
William Altman & Erin Hardin Salon A

*coffee and light breakfast items will be available beginning at 8:45

Abstract: Each participant will gain a set of new skills, and the confidence to apply them. Participants will work directly on their course materials, and leave the workshop with resources that can be used immediately in their upcoming semesters. The workshop will start with a very short plenary, addressing the work of the IPI, and how our workshop will help participants produce materials for immediate use. We'll then break into hands-on work groups, so participants can work closely with us on whichever of the break-out modules most interests them.

10:00am-10:50am **Concurrent Sessions**

*Think, Pair, Panic: Reducing the Effects of Social Anxiety in the Active Learning
Classroom* Steven G. Buzinski & Scott P. Roberts
Salon A

Abstract: Active learning pedagogies, often characterized by paired or small-group collaboration, are robustly associated with improved learning outcomes (e.g., Freeman, 2014). The social nature of these techniques may, however, pose unique challenges for socially anxious students who experience distress when there is potential for negative social evaluation from their peers. Such anxiety has been shown to distract from present awareness and motivate counter-productive protective behaviors like avoidance and withdrawal (Brown & Ryan, 2003). Despite increasing evidence of the prevalence of anxiety among college students, little research has examined how socially anxious students experience active learning, and whether they derive the same benefits. Across three studies conducted in college classrooms (combined N = 569), we found that approximately one-third of the students met clinical thresholds for social anxiety (Peters, Sunderland, Andrews, Rapee, & Mattick, 2012), and that social anxiety was positively correlated with discomfort in the active learning environment regardless of early course performance. Levels of anxiety and discomfort interacted to predict final course grades, even after controlling for GPA. We will discuss implications and practical strategies for reducing perceived social threat and mitigating the anxiety that potentially offsets the pedagogical benefits of socially-engaged, active learning in our classrooms.

Challenges and Rewards of Teaching Abroad
Jaime Kurtz Salon B

Abstract: Dr. Kurtz has created and led both short-term and semester-long study abroad experiences. In this session, she shares "what she wishes she had known" about the unique challenges and the opportunities inherent in international instruction. Topics include student culture shock, how to make classwork culturally relevant, physical safety, etc., as well as issues raised by the audience.

11:00am-11:50am **Concurrent Sessions**

*Engaging and Energizing Students by Bringing Technology and
Research into the Classroom*
Heather Perkins, Abby Nance, Betty-Shannon Prevatt Salon A

Abstract: The struggle for student attention and engagement in the classroom is longstanding, only invigorated by the recent challenges posed by portable technology and increasing class sizes. Active learning and the



incorporation of technology are frequently suggested to maintain students' interest despite distractions, but these come with their own challenges (Allen & Baughman, 2016). In this symposium, we will introduce three strategies we have used to increase students' involvement and ultimately improve their learning outcomes. The first presenter will discuss the development, utilization, and evaluation of an intervention (Scientist Spotlights) previously tested in science courses and adapted for use in psychology classrooms (Schinske, Perkins, Snyder, & Wyer, 2016). The second will discuss the incorporation of supplementary multimedia materials (e.g., podcasts and videos) and applied examples of psychology from popular culture, as well as student perspectives regarding these materials and their use in class. The third presenter will discuss the implementation and results of a student-driven analysis of study habits in an introductory psychology class. The audience will be invited to participate in and reflect on the activities in a workshop format, and the materials discussed will be made available online for interested parties.

Teach a Psychology of Film Course: Some Options

Ashton Trice

Salon B

Abstract: In preparation of a market survey for a text proposal, I examined many "psychology of film" course syllabi and corresponded with instructors. I have taught two versions (2 1/2?) of such a course over the last fifteen years. I would like to spend some time describing my course, which is a capstone that looks more broadly at psychology. I look at film in three categories: selecting a film (personality, social, emotion); processing the movie (S&P, cognition, learning), and the effects of movie watching (social, abnormal, and intervention).

Lunch

Colonnade Ballroom

11:45pm-1:00pm

1:00pm-1:50pm

Concurrent Sessions

*Integrating APA's Student Learning Outcomes and 5-Pillar Model
Into Your Introductory Psychology Course: A Hands-On Workshop Part 2*

William Altman & Erin Hardin

Salon A

Teaching Practical Applications of Neuroscience

Catherine Franssen

Salon B

Abstract: The Psychology Department at Longwood University features a uniquely designed interdisciplinary Neuroscience Studies minor that focuses on connections among disciplines across the university. Students combine three courses from their major with three courses in Neuroscience Studies to complete the minor. Thus, creating a capstone course required consideration of the roles of both neuroscience as a discipline and the minor as a program. Our capstone has three main objectives. (1) Review the breadth of the field, making tangible connections between coursework and real-world scenarios, through a semester-long book club reading Medina's Brain Rules. (2) Prepare students for careers related to neuroscience, using another text, Scientists Making a Difference (Sternberg, Fiske, and Foss eds. 2016). We challenge students to think of neuroscientific innovations from a first-person perspective and to then apply lessons learned from accomplished scientists to their own futures. Through a series of workshops, students participate in extensive career preparation and introduction to neuroscience-related careers requiring varying levels of training. (3) Support Longwood University's mission to create Citizen Leaders. Students actively conduct neuroscience outreach by designing and running activities for Brain Awareness Week both on campus and in the surrounding community. Here we discuss the course objectives and student outcomes.

2:00pm-2:50pm

Concurrent Sessions



*The Utility of Teaching Projective Assessments in A Graduate Level
Personality Assessment Class*

Nilofer Naqvi, Annette Angiolillo, & Danielle Idone

Salon A

Abstract: Social-Emotional Assessment tools such as the Thematic Apperception Test, (TAT) the Children's Apperception Test (CAT), Hart Sentence Completion (HSC) and House Tree Person, referred to as projective assessments, have a legitimate role to play in personality assessment and are prominently featured in personality assessment textbooks. However, these measures are often not taught in graduate school (Pitrowski, 2015). Despite this, school psychologists in the field continue to use these measures, largely because storytelling and the use of narratives have widespread use in social emotional interventions with children (Beaudoin, Tan, Gannon & Moersch, 2018). They are an increasingly prevalent way in which individuals choose to express their feelings particularly when there has been a history of trauma exposure (Pereira, 2018). The presentation highlights one approach in teaching graduate students in school psychology how to interpret these measures in systematic way. Teaching plans are provided that break down how each measure is presented to students along with specific instructions on how to score and interpret. Resources will be provided for the audience along with practice examples to interpret. The two student presenters will share how they have been able to incorporate these techniques in their social emotional assessment whilst on their internship placement.

Sundries Session

Salon B

A) Growth Mindset and Grit Assessments in Relationship to Teaching Psychology and Choice of Traditional vs. Non-traditional Majors

Rebecca S. Francis

Abstract: Dweck's academic growth mindset formulations plus Duckworth's GRIT measure of persistence of interests and efforts form the basis of this presentation on developing course content and understanding student achievement. Utilizing a growth mindset approach, writing assignments were developed and examples will be presented. Grit assessment data will compare students opting for a traditional college major versus a non-major degree. This research data suggests that successful college achievement for some students, in this instance the non-major baccalaureate student, may involve even more persistence of interest and effort when efforts toward a traditional major are abandoned.

B) Sensation and Perception Demonstrations

Ellen Carpenter

Abstract:

1) Lateral inhibition demonstration: involves six students in front of the class, and through placards taped to their shirts with either a 100 or 10 on them, and holding placards with either -10 or -2, I walk them through lateral inhibition, which explains the Herman Grid illusion.

2) Difference threshold, or just noticeable difference (JND): A blindfolded volunteer stands in the front of the room with a cup in each hand, and as I vary the number of marbles in each announces if they weigh the same or if one weighs more. The class starts to understand that as the standard increases, there must be a ratio increase in the comparison amount in order for the difference to be detected.

C) Group Work that Works

Lauren Ferry, Phillip Wong, Kate Hogan, & Krisztina Jakobsen

Abstract: Students have both positive and negative perceptions of group work. We were interested in whether students' perceptions of group work would change as a function of participating in a team-based learning (TBL) class. TBL requires students to learn primary course content outside of class and work in teams to complete application exercises during class. TBL's structure that may alleviate some students' concerns with group work. We collected quantitative and qualitative data at the beginning and at the end of the semester on students' perceptions of working in groups. Generally speaking, students had positive perceptions of working in groups.



Their perceptions of social loafing decreased and their perceptions of being part of a learning community increased after participating a TBL course.

Poster Session & Snacks

Skyline Room
3:00pm-4:00pm

4:30pm-5:30pm

W. Harold Moon Invited Address
Self-Regulated Learning
Daniel Willingham

Salons A & B

Abstract: It's self-evident that students become increasingly responsible for their own learning as they move through grades. Whether Kindergartners learn or not is deemed the credit (or failure) of the teacher. But by grade 12, expectations are high that students can learn on their own; it's routine to lecture, with expecting students will take good notes, and study them effectively for a quiz. Recent research has shown that students—even successful college students—use terrible study strategies. They are successful in spite of how they study, not because of it. In this talk I'll focus of research into the best ways to study. This research not only has important implications for students, but for how teachers plan lessons.

5:30pm-5:45pm

Conference Conclusions

Salons A & B

Dinner with friends on the town!
Downtown Staunton
6:00pm-until

