Thursday, July 13th
Psychology One Conference: Roundtable Discussions

1. ***Encouraging Students to Do The Reading***
   Led by Rebecca Achtman
   When thinking about barriers to student learning, most faculty would agree that you cannot run an engaging classroom unless your students do the assigned readings on time. We will discuss some of the reasons why students don't do the reading, how we can equip and induce students to do the reading, and specific tools for holding students accountable.

2. ***Teaching Psychology to Under Prepared Students: Opportunities, Challenges, and Solutions for Creating Active Learning Experiences***
   Led by Nathalie Franco
   The round table discussion will be based on the experiences of faculty who teach under prepared students. Specifically, we will analyze and evaluate opportunities, challenges, and potential solutions for teaching students who struggle to learn. I will share the opportunities I create for my students (e.g. writing to learn), the challenges (e.g. passive learners) and possible solutions (e.g. online learning platforms such as Launchpad; reading quizzes, etc.) from my teaching experiences at Broward College. The discussion will also incorporate evidence-based recommendations as well as generate potential research questions faculty can explore to contribute to the SoTL.

3. ***Digital Programs in the Intro Psych Course: Helpful? Or Hype?***
   Led by Rachelle Tannenbaum
   We all know that publishers are increasingly trying to push the use of digital programs such as Revel, Connect, Pan Open, and Top Hat. They tout a variety of benefits—greater reading comprehension, frequent low-stakes assessments, analytics for faculty, improved motivation for students, and more. Do these programs live up to the hype? How do they align (or not align) with what we know about how people learn? Whether you've personally used such programs or not, come share your experiences, questions, and evaluations.

4. ***Wise Mentoring: Delivering Critical Feedback to Stigmatized Students***
   Led by Kody Manke
   Critical feedback is an integral part of education – pointing out where a student has room to improve and providing guidance about how to do so is a foundational component of student growth. However, receiving critical feedback can also be threatening and can undermine motivation. Research has found this can be especially true for stigmatized or negatively stereotyped students. In this roundtable, we will discuss research suggesting one strategy instructors can use to navigate this conundrum by clearing up ambiguity about the motivation for critical feedback – namely, by emphasizing both high standards and assuring students of your belief in their ability to meet those high standards.

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5. ***Packing Psych One into a Single Carry On***
Led by Katerina Salini
Taking students through "General Psych" is a little like taking students on an 2 week econo-tour of Europe: Both have a lot of fascinating and valuable territory to "cover" and not really enough time to do justice to it all. Time is especially tight in a 1 term Gen Psych course. Most new teachers look at a 16 chapter text and carefully inquire of me, "Do you need me to cover all of it?" And many senior faculty make trade-offs for a little depth over breadth and simply skip sections or chapters in a traditional text. So, let's explore together: What do you think are the necessary and sufficient topics for a one term Gen Psych class? How do you choose? Let's see if we might be able to create the absolute minimalist, stripped down, bare essential topic list for a one term Gen Psych course.

6. ***Conducting Effective Exam Review Sessions***
Led by Grace Austin
Students frequently request to have exam review sessions in Introductory Psychology (and other courses). They report experiencing high levels of anxiety over taking tests and retaining information. Further, they are challenged by not only the course material, but also the external forces that currently shape their lives as college students (technological distractions, varying levels of preparedness for the rigors of college, among others). At times, exam review sessions become "re-teaching sessions" where students hope or expect that 3-4 weeks worth of material can be revisited in just an hour or two and result in good outcomes on the exam. During this round table discussion, it is hoped that participants will share their experiences (both positive and negative) in conducting exam review sessions, and ultimately generate a list of "best practices" to make this experience more meaningful for students and faculty alike.

7. ***Near or Far: How to Engage Students Using Nearpod***
Led by Zoila Tovar-Blank
Emerging technologies, like Nearpod, are useful and engaging tools in the psychology classroom. Nearpod is a Web 2.0 tool that allows instructors to create interactive lessons that incorporate activities and videos into the lesson. Interactive activities include quizzes, open-ended questions, and polls. Nearpod lessons allow instructors to embed Youtube videos and/or add their own created videos. These lessons can be done "live" with students in the classroom or completed as homework before coming to class. The roundtable leader will share how she uses Nearpod lectures in introductory psychology courses for both F2F and online courses. In this discussion, participants will also be invited to brainstorm and share ideas of how to use Nearpod in their classrooms.
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