

Friday, June 29th

Psychology One Conference: Roundtable Discussions

1. *"This Class is Too Hard!" Calibrating the Level of Difficulty in Introductory Psychology*

Led by Eric Olofson

**Topic repeats in Thursday roundtable*

Instructors in Introductory Psychology must balance two often-competing demands: maintaining a rigorous educational experience and generating excitement about psychological science.

Teaching challenging concepts like research design and philosophy of science will help our students build skills to understand the research they will encounter in their daily lives.

Unfortunately, doing so while maintaining high standards can dampen students' enthusiasm for the field. How should instructors balance these competing demands? We will start by discussing the level of rigor in our courses by sharing example exams and/or assignments and will then transition to discussing the broader issue of rigor vs. excitement.

2. *Students' Understanding of Skill-Based Learning*

Led by Tanya Martini

Much has been written in both the academic and popular press about skill-based learning at college. This discussion has often addressed whether colleges are teaching the skills needed for 21st century jobs, as well as how to assess those skills. Less often emphasized are more student-centered questions, including the extent to which students recognize the skills being fostered during the college years, and their ability to articulate them. The discussion will focus on instructor strategies for ensuring that students understand how our assignments help with the development of career-relevant skills, as well as students' ability to articulate them to employers.

3. *Teaching Practices for Inclusion and Equity*

Led by Jennifer Randall Crosby

In this roundtable, we will consider ways that introductory psychology courses can be designed and facilitated to maximize the achievement and sense of belonging of all students. We'll consider the many identities students bring into our classes, and the implications of these identities for our content and teaching practices. Specifically, we'll discuss and exchange ideas about inclusive approaches to discussion facilitation, course structure, and assignment design.

Friday, June 29th

Psychology One Conference: Roundtable Discussions

4. *Using Peer Review to Provide Authentic Writing Experiences in Introductory Psychology Courses*

Led by Jenny Richmond

In large introductory courses, feedback is challenging. Students tell us they want personalized feedback on their writing and the opportunity to act on it, however, we often fail to deliver. In this roundtable, we will discuss how we might move away from feedback that simply justifies the grade that is given, adopting a process that mimics the way feedback works in academic and professional settings. We will talk about using revise and resubmit, peer review, and rejoinder writing, to improve the quality of students' writing and satisfy their craving for personalized feedback.

5. *Extend Your Undergraduate program with a Networked Mini-Conference for High School Students and Teachers*

Led by Trudy Loop

Come discuss a model for building partnership between colleges and high schools and to highlight good psychological science to the general public. Our PsychFriday mini-conference was spearheaded by Dr. Stephen Chew of Samford University with partnership and conference speaker grants from the American Psychological Foundation. The 2nd annual mini-conference, held on April 13, 2018, featured Dr. Jane Halonen as the keynote speaker with the topic of "Psychology and Your Possible Future." The mini-conference also featured 3 rounds of concurrent 25-minute presentations by Samford faculty and high school students as well as an activity fair with multiple stations demonstrating psychological concepts. The conference was in collaboration with the Hoover Public Library in Birmingham, AL.

6. *Personal Reflection: Assignments and Activities to Encourage Student Reflection*

Led by Debora Herold

Participants in this roundtable discussion will be asked to share assignments and activities that instructors can use to encourage students to engage in personal reflection in Introduction to Psychology courses. The facilitator will share a final project assignment in which students identify a problem behavior, describe it, explain where it came from, make predictions about what will happen in the future and suggest changes to improve it. The discussion will include common issues both students and faculty face when completing such an assignment.

Friday, June 29th

Psychology One Conference: Roundtable Discussions

7. *Active-Learning Activities for Introduction to Psychology*

Led by Maria Shpurik and Rachel Ritchie

Currently, all on-campus sections of Introduction to Psychology at Florida International University are taught in a hybrid format, where there is one 75-minute class meeting per week and the rest of the course work is done online. Class time is spent on active learning and I>clicker participation, as well as short lecture segments. All sections also utilize Learning Assistants (LAs). LAs work together with the instructor to prepare activities and facilitate classroom learning by monitoring group discussions and guiding students in their thinking and group work. We will discuss benefits and challenges of using LAs in the classroom.

8. *Tweets, Likes, Snaps, and Insta: (How) Can We Use Social Media as a Tool for Engagement Beyond the Classroom*

Led by Carrie Bulger

**Topic repeats in Thursday roundtable*

This roundtable discussion will explore the ways social media might be used to engage with introductory psychology outside the classroom. Are particular social media platforms better or worse in general, or are there specific uses that make the most sense? What privacy concerns might we have using social media for class? I will ask participants to share their classroom experiences with social media and I will share my experience from the current spring semester using social media for "psychology mythbusting."