

Friday, July 15th

Psychology One Conference: **Roundtable Discussions**

1. **Interteaching Introductory Psychology**

Led by Garth Neufeld

Interteaching is a method of instruction that deviates from traditional lecture-based methods in an effort to create an environment that more deeply engages students in their learning. A well-developed course that utilizes interteaching enhances student learning and increases student participation through the use of small stakes assignments that scaffold mastery of content. This round table will focus on how to start interteaching from scratch. But, be warned: if you begin interteaching, you might never go back.

2. **Assessing "Ethical and Social Responsibility in a Diverse World"**

Led by Sue Frantz

How do you assess the learning outcomes for goal 3 of the *APA Guidelines for the Undergraduate Major*? After discussing the recommendations of the goal 3 working group from the June 2016 APA Summit on National Assessment in Psychology, group members will generate ways to assess the foundation indicators for goal 3 in Intro Psych.

- 3.1 Apply ethical standards to evaluate psychological science and practice
 - e.g., Describe key regulations in the APA Ethics Code for protection of human or nonhuman research participants; Define the role of the IRB
- 3.2 Build and enhance interpersonal relationships
 - e.g., Treat others with civility; Explain how individual differences, social identity, and worldview may influence beliefs, values, and interaction with others and vice versa
- 3.3 Adopt values that build community at local, national, and global levels
 - e.g., Explain how psychology can promote civic, social, and global outcomes that benefit others; Describe psychology-related issues of global concern

3. **Teaching Students about Barriers to Critical Thinking**

Led by Maria Shpurik

Critical thinking is a critical (no pun intended) part of any science course, as well as a crucial part of college education in general. Students in an Introduction to Psychology course, who are mostly freshmen, may have their early encounters with critical thinking in our classes. How do we teach them to think critically? Certainly not by asking them to memorize the definition of critical thinking! I think a good way is to teach students what critical thinking is *not* so they can recognize common errors in their own thinking and judgment, as well as in others. Many introductory psychology textbooks discuss *barriers* to critical thinking. One example of such barrier is *confirmation bias*, in which people tend to selectively recognize and remember information consistent with their attitudes and ignore or forget contradictory information. Please join me to discuss other barriers to critical thinking, as well as to brainstorm ideas about how to best teach students about them.

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4. *Building Community in the Classroom: Benefits for Learning*

Led by John Hebert

Many classrooms are managed in a way that prevents students from getting to know one and developing a sense of community. In many classes, the default setting involves sense of individual competition.

Yet many educational theorists, starting with John Dewey over 100 years ago, have asserted that we learn best from each other, i.e. learning is fundamentally a social process. A student who clearly grasps a concept may be more effective than the "teacher" at explaining it to a struggling student. This roundtable discussion will explore techniques for promoting social learning and community building in the classroom. Let's explore such topics as dynamic and changing seating, cooperative formative assessment, use of social media, learning management systems and the like

5. *A Problem of the Neophyte: Class Discussions and Introductory Psychology*

Led by Eric Castro

Instructors can feel unprepared to lead, and students can be unprepared to participate in, a class discussion. Yet class discussions are a powerful tool for developing critical and active thinking in class. This roundtable will focus on how to overcome class discussion challenges with preparation and simple curricular and instructional strategies.