

Thursday, June 28th

Psychology One Conference: Roundtable Discussions

1. *How to Write like a Psychologist*

Led by Anne Nordmeyer

Introductory Psychology students often struggle to translate what they've learned in other writing classes to the field of psychology. This can lead to a disconnect where the professors see the same mistakes repeatedly, but students don't necessarily understand where they have gone wrong. I am collecting examples of "Psychology writing pitfalls" to create a set of "Guidelines for writing like a psychologist" that can be distributed to Intro Psych students. At this roundtable discussion I'll share the tips I've collected so far and hear suggestions from others about teaching students to write like a psychologist.

2. *Various Approaches to Teaching Large Sections of Introductory Psychology*

Led by Dana Narter

For the first time in Spring 2018 our large sections of introduction psychology for non-majors were taught using a hybrid model developed by the teaching faculty in our department. The idea for creating this model grew out of a practical need due to a shortage of very large classrooms on campus, so in our new hybrid approach we never have the entire class meet together in the same classroom. Content-delivery and exams are done online, and there are smaller active engagement sessions that meet in-person. I would be interested in hearing about creative ways that others are approaching introductory psychology.

3. *Encouraging Students to Apply Psychological Science to Improve Their Learning*

Led by Gregory Dam

We expect our students to do much of their learning outside of the classroom. However, students are not often instructed on the most effective strategies for studying. Research shows that the most common strategies used by undergraduate students are ineffective and time-consuming. In this roundtable discussion we will consider best practices for helping students put to use evidence from psychological science towards improving their own learning. We will discuss the empirically supported most effective study strategies, approaches for encouraging students to adopt these strategies and challenges faced when attempting to change students' study habits and intuitions about learning.

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4. *Best Practices for Teaching Students How to Communicate the Science of Psychology* Led by Karla Lassonde and Emily Stark

Our national organizations have created task forces focusing on Psychological Science and called for scientists to improve how they talk about their work to general audiences. In addition, the way people consume scientific information is rapidly changing, through increased use of social media and many more options to acquire news and information. What can we do to ensure our students are able to communicate the science of psychology to the public? Come ready to share and discuss teaching strategies that develop students' ability to communicate psychological findings to broad audiences, including writing assignments, presentations, community outreach and other novel ideas.

5. *"This Class is Too Hard!" Calibrating the Level of Difficulty in Introductory Psychology* Led by Eric Olofson

**Topic repeats in Friday 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.

6. *Engaging the Introverted Learner* Led by Christina Ragan

She's knows the answer, or does she? What if she's wrong? He has great ideas for his group project, but just can't seem to get a word in edgewise. We ask an easy question and there's crickets. We all have introverted students in our courses, in fact studies suggest that up to 50% of the population is introverted. How do we reach out to our introverted students who have brilliant ideas and insightful contributions but are reluctant to speak up in class? Together, in this roundtable discussion we will share and assess strategies that best serve our introverted learners.

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7. *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 Friday 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.”

8. *Variations on the Multiple Choice Exam*

Led by Jenny Cooper

In classes, a common goal is to have assessments be an opportunity for learning. In my classes, one of the ways I address this is to have portions of the tests are taken in a group and/or incorporating opportunities during that class period for students to revise their answers for partial credit (a low-tech version of immediate feedback for both multiple choice and short answer). In this roundtable, I will share the techniques I am using and some survey results about students’ experiences with different group arrangements. The main purpose of the roundtable is an open discussion with opportunities for everyone to share their experiences, problem solve difficulties using variations on more conventional multiple choice exams, and brainstorm variations that could further support student learning.