



PSYCHOLOGY ONE CONFERENCE

FRIDAY, JUNE 28TH: ROUNDTABLE DISCUSSIONS

1. *Teaching Developmental Psychology in One Chapter – What Topics Do You Cover?* Led by Tiffany Grovenstein & Judy Shallcross (Wake Technical Community College)

Like many subfields in psychology, the chapter of developmental psychology introduces topics that have value, while time limitations inhibit delving into all of them adequately. The dilemmas of where to focus attention, how to instruct for retention, and topic exclusion may be complicated by the instructor's perspective and student needs. Our discussion will start with us sharing the topics we include and explaining how we made those decisions. Then, as a group, we will discuss why topics should be included, to ensure our students receive a comprehensive understanding of the human lifespan, grounded in foundational and current research.

2. *Writing about Research: What Do We Really Want Students to Learn?* Led by Cynthia Lonsbary (SUNY Jefferson Community College) **Topic repeated from Thursday roundtable*

Many introductory psychology instructors have research writing assignments (ex., analyze a journal article). While valuable, these assignments can be tedious to grade, and it can be difficult to assess exactly what students are learning. It can be difficult to design an effective and creative research writing assignment. This round table will focus on 1) sharing different versions of research writing assignments, 2) the key learning outcomes attendees want students to achieve, and 3) discussing creative assignments that achieve these outcomes. Attendees are encouraged to bring a copy of their favorite version of this assignment and/or grading rubrics to share.

3. *Teaching Introductory Students about Measurement and Operational Definitions* Led by Erica Fortune (Arcadia University)

It is often said that a research study, and its resulting data, is only as good as the measures used in that study. As such, learning how to create strong operational definitions is one of the most challenging, yet simultaneously most important, tasks for a good researcher to master. While Introductory-level students are not yet at a stage where they will need to conquer this task, it is essential that they begin to understand the complexities of this process. This roundtable will address if we should incorporate this topic in our introductory classes and how to go about doing so.

4. *The Reliability of Psychological Science – A Topic for Introductory Psychology Class?*

Led by Alison Clabaugh (Arcadia University)

****Topic repeated from Thursday roundtable***

Research suggests that psychology instructors often struggle in deciding whether and how to discuss psychology's replication crisis in their classes. The purpose of the proposed discussion group is to create an opportunity for Introductory Psychology instructors to discuss the implications of the replication crisis for their classroom teaching.

5. *Organizing the Course around Broad Questions*

Led by Rachelle Tannenbaum (Anne Arundel Community College)

****Topic repeated from Thursday roundtable***

Many Introduction to Psychology faculty have been starting to organize their courses around broad questions (or at least thinking about doing so), rather than simply following the order of chapters in the book. This discussion will focus on (1) ideas for themes and what content they would address, and (2) strategies for implementation. For example, what are some assignments that can be used to integrate course content? What are some logistical challenges that arise as a result of not following the textbook order? What considerations arise with courses that are online or accelerated?

6. *Strategies for Supporting and Challenging Students of Varied Backgrounds in PSY101*

Led by Deanne Buffalari (Westminster College)

Introduction to Psychology (PSY101) is one of the most popular courses on college campuses worldwide, and is taken by students with variable content background, previous experience, skill level, and motivation. This presents a challenge to instructors, especially given recent focus on active, engaged learning and research skills. Together we will discuss the ways in which our students challenge us with their varied experience and preparation in content, research background, writing skills, study technique, quantitative training and more. We will also strategize techniques and approaches to support students that may feel challenged while keeping those that are more well prepared excited and engaged.

7. *Is Cheating a Concern in Your Teaching?*

Led by Maria Shpurik (Florida International University)

Many faculty members (myself included) feel that student cheating (or the potential for cheating) is one of the biggest "lows" of their teaching experience. In this roundtable, I would like to share our experiences with student cheating and our counter-cheating strategies. We can also discuss the reasons that students might feel compelled to cheat and the elements of our classes and classrooms that might induce and reduce cheating (as described by James Lang in his book *Cheating Lessons*). I'll be happy to share some ideas gleaned from Lang's book. His main thesis is that if we design our courses fairly, with the goal of optimizing learning, most students will not have a reason to cheat. Mostly though, I would like to put our heads together and think of some effective ways to prevent, detect, and deal with cheating (if and when it occurs).

8. Promoting Effective Help-seeking Behaviors in Intro Psych Students
Led by Ashley Waggoner Denton (University of Toronto)

Help-seeking is a fundamental part of learning, yet office hours are ubiquitously underutilized. I will share results from a study with Intro Psych students showing that although face-to-face help from professors is perceived as highly beneficial (and is positively associated with achievement), it is also perceived as more costly than other forms of help. When it comes to seeking help from professors, online interactions are preferred. The reverse is true when it comes to seeking help from peers. We will discuss our experiences, challenges, and creative solutions for encouraging and facilitating effective help-seeking strategies in our Intro learners.

9. Should we teach "soft-skills" of psychology in introductory psychology, given that many students considering a major in psychology are interested in a career in counseling?
Led by Emily Putnam (Salt Lake Community College)

We will discuss the pros and cons of teaching some of the "soft skills" of psychology into an introductory psychology course while also maintaining the necessary focus on psychology as a science. We will discuss, which if any, "soft skills" should be incorporated and possible methods for integrating these "soft" skills, such as empathy and reflective listening, along with critical thinking and scientific reasoning. We will discuss possible ways to teach these skills while dispelling myths regarding clinical and counselling psychology.