PSYCHOLOGY ONE CONFERENCE

Thursday, June 27TH: ROUNDTABLE DISCUSSIONS

1. *The Reliability of Psychological Science – A Topic for Introductory Psychology Class?*
   Led by Alison Clabaugh (Arcadia University)
   *Topic repeats at Friday roundtables

   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.

2. *Mindfulness in Education*
   Led by Gillian Norton & Paige Roseman (Wake Technical Community College)

   As defined by Dr. Jon Kabat-Zinn, mindfulness is "the awareness that arises by paying attention on purpose, in the present moment with non-judgment." Students need tools to manage distractions, stress, and be successful in college. Mindfulness is one tool to learn to pay attention to oneself and environment, experiences of positive or negative judgment, to determine the necessary actions to manage the self, education, stress, and work towards meaningful actions. Our focused discussion will involve defining mindfulness, engaging in mindful practices such as breath awareness, mindful eating, mindful listening and speaking, kindness and compassion, and discussing ways to include mindfulness in general psychology classes.

3. *Writing about Research: What Do We Really Want Students to Learn?*
   Led by Cynthia Lonsbary (SUNY Jefferson Community College)
   *Topic repeats at Friday roundtables

   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.

4. *Increasing Student Use of Cognitively Active Learning Behaviors*
Led by Karenna Malavanti (Baylor University)

Over 1 million undergraduate students take Introductory Psychology each year, which represents an important opportunity to foster deep learning through the use of cognitively active learning behaviors and elaborative rehearsal strategies. We will discuss exercises that can be utilized in Introductory Psychology to foster deep learning and increased use of cognitive active learning strategies, and student feedback regarding these exercises. We will share experiences in fostering cognitively active learning behaviors in and out of the classroom, and challenges faced when asking freshman students (and many times, students outside of the major) to think critically about their learning.

5. *Honoring Honors Psychology*
Led by Ellen Carpenter (Virginia Commonwealth University)

Honors sections of Introductory Psychology are, well, an honor to teach! They usually have lower enrollment and bright, responsible, and inquisitive students. How do we maximize these variables to make it the best possible learning experience for both the students and you, the instructor? Join us to not only share best practices, but also to triage good ideas that did not unfold the way you had envisioned.

6. *Redesigning Intro Psychology: What is Most Effective for a Diverse Student Population?*
Led by Joan Bihun (University of Colorado, Denver)

Introductory Psychology is one of the most common courses taken at our urban university and the gateway to the psychology major, yet due to high rates of DFW grades, we are in need of a redesign. The class is offered as a two-course sequence, with an equal number of topical chapters along with the introductory and research methods chapter covered in each. Each class has multiple sections that have two lectures a week and no lab component. The emphasis has been on building a knowledge base over scientific thinking, despite recent recommendations by the APA intro psychology group suggesting statistics and research methods be the foundation underlying all topical coverage. Other approaches to teaching introductory psychology in the literature include organizing the class around common myths or intriguing questions about human behavior and/or using a hybrid model for the course. We are looking for the most effective ways to help a diverse student body (students of color, first generation students) master introductory psychology. Have others gone through a redesign? What worked and what didn't in terms of making a difference in the percentage of students passing the class?

7. *"Call it Anything but Critical Thinking!" and Other Helpful Advice*
Led by Taylor Newton (Lenoir Rhyne College)

We professors love the idea of encouraging critical thinking in our students but the business of actually doing it can seem opaque. Participants in this roundtable will share and explore epistemological frameworks, in-class activities, and assignments inspired by Jane Halonen, Diane Halpern, and others to support a critical stance in our introductory psychology students. In addition to empowering participants with practical tools to cultivate critical thinking, we will also discuss student resistance and why critical thinking may be a dish best served disguised.

8. *Organizing the Course around Broad Questions*
   Led by Rachelle Tannenbaum (Anne Arundel Community College)
   *Topic repeats at Friday roundtables

   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?

9. *The Elephant in the Classroom: Strategies and Techniques to Help Students Cope with Anxiety and Test-taking*
   Led by Benjamin White (Blinn College)

   A LOT of students experience anxiety in their lives and in the classroom and many students indicate that they have specific anxiety related to taking exams. What we (and they) often fail to realize is that the issue has roots in poor or ineffective study and test preparation skills and/or poor test taking strategies. Much of the time students see the exam as the weak point in the learning process, and feel like they can do nothing about it. This round table will focus on what we, as faculty can do to help students tame the elephant in the room and help them understand how to identify, confront deal with their test taking anxieties by employing proactive methods throughout the semester.

10. *Superparent, Superstar Faculty*
    Led by Kathleen Hughes Stellmach (Pasco-Hernando State College)

    This session will focus on the pressures that faculty members who are also parents feel regarding the competing pressures to grow a family and a career, simultaneously being successful at both. How to define success and what obstacles hinder work-life balance will be discussed along with self-care strategies and advocating for policies that support family-life balance. The specific topics to be discussed are:

    - How do you define success for yourself?
    - As a faculty member, what are some of the obstacles hindering your work-life balance?
    - What specific strategies do you use to foster a work-life balance? Is there such a thing as balance?
    - How do you collaborate with your partner?
    - What are the supportive relationships that you have developed?
    - How do you manage technology?
    - What arrangements have you been able to work out with your institution?
    - What changes are needed to continue to support families?