

Thursday, July 14th

*Psychology One Conference: **Roundtable Discussions***

1. *Creating and Managing Discomfort in Ways Productive for Learning*

Led by Kathryn Oleson

Inclusive pedagogy is a broad and revolutionary concept that considers the ways diverse teachers and learners together create effective learning environments. As teacher-scholars, we teach about equity and social justice and model inclusive teaching and learning in increasingly diverse classrooms. Diversity stems from professors' and learners' identities linked to histories of privilege and exclusion; from instructors' and students' varying preparation, expectations, and approaches to learning; and from physical and psychological factors. Discussions about difficult and sensitive topics in educational contexts can be profoundly uncomfortable. How do we make such discomfort productive?

2. *Science for Change: Teaching Scientific Literacy to the Broader Community*

Led by Justice Morath

As Associate Director of Salt Lake Community College's Community Writing Center (CWC), I am the first leader in its 15 year history to promote scientific literacy as a necessary component of Social Justice. The CWC's mission is inspired by Paulo Freire's work *Pedagogy of the Oppressed*, which argues that access to education is withheld from marginalized populations to maintain social hierarchy. The CWC seeks to eliminate this through educating and supporting writers of all educational backgrounds, including programs in locations such as homeless shelters and jails. We are expanding our programs to include scientific literacy as a means of reducing social inequity. At the roundtable discussion I will discuss the background and mission of community writing centers. Then we will open it to a discussion and brainstorming session on how participants can help marginalized groups in their communities gain independent scientific literacy.

3. *Canines in the Courtroom: Using Current Events to Teach Compassion and Critical Thinking in the College Classroom*

Led by Jamie Arnold with Drew Arnold

This round table discussion explores the ways in which introductory psychology instructors can make course topics relevant by integrating local, domestic, and global current events. An awareness of domestic and global issues is essential in an interdependent world and an appreciation for the news can enhance critical thinking skills. The discussion will illustrate how news stories can be used to help students understand and apply psychological concepts such as aggression, altruism, psychological disorders, stress, attachment, and personality.

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4. *Building Strength and Resilience through Applications to Everyday Life*

Led by Trudy Loop

Introductory Psychology is a course where students are exposed to a variety of concepts in the curriculum that address well-being and resilience. The APA Guidelines 2.0 include application to everyday life as an important component to understanding psychological science. How do you think the course content can best come to life and benefit students in their daily lives? Are you noticing a rise in student anxiety? What applications have you used that might strengthen well-being and resilience? How can mindsets impact learning, and how can we build strong academic skills while teaching the course? Join a discussion to share concepts and teaching techniques you feel make a difference. Growth mindsets, stress mindsets, metacognition, and problem-solving are but a few examples.

5. *Should Critical Psychologies Be Part of the Introductory Course?*

Led by William Flack

Critical psychologists (e.g., Fox, Prilleltensky, & Austin, 2009) argue that mainstream (western) psychology overemphasizes individualism, underemphasizes interdependency and community, and thereby at least implicitly supports an unjust status quo by locating the causes of psychological problems within individuals rather than social institutions. Critical perspectives argue for a broadening of focus, method, and conceptualization, including a self-reflexive stance toward research and intervention, with explicit goals of eliminating oppression and increasing social justice. The purpose of this roundtable will be to discuss whether or not critical psychologies should be included within the introductory course and, if so, how this might be done.

6. *Interactive Lecture Demonstrations in Psychology: Examples, Discussion and Future Research Opportunities*

Led by Melissa Muller and Joseph Wayand

This roundtable discussion will begin with a sharing of classroom demonstrations used in Intro to Psychology classes with success. We'd like to get the group's ideas about how to evaluate the effectiveness of these activities, as well as any ethical concerns. What are the pros and cons of using demos? How can we more consistently include reflection (by both instructor and students) in the use of classroom demonstrations?