



Boston
MAY 25-28, 2017

29th Annual
Convention

ASSOCIATION FOR PSYCHOLOGICAL SCIENCE

Teaching Institute Poster Session

Thursday May 25

11:00 AM - 12:00 PM

Constitution Ballroom

(Setup 10:00 AM – 11:00 AM)

TI -1 - Active Learning Exercise to Teach Undergraduate Students the Dangers of Researcher Degrees of Freedom

Students completed a coin-flipping activity to demonstrate the dangers of basing data collection stop-rules on interim data analysis. Students understanding of proper sampling stop-rules significantly improved from before to after the activity, $t(23) = 3.6507$, $p = .0013$, $d = .75$.

Jeffrey M Osgood, Florida Gulf Coast University

TI -2 - The "Flipped" Internship: Re-Envisioning the Internship Experience for Optimal Student Success

Internship experiences, though valuable, typically are undertaken by only a small percentage of Psychology undergraduates. We have created a developmental, scaffolded curricular framework – our “flipped internship” model – that has increased full-credit student internship participation from 20% to nearly 100% of psychology majors, while enhancing their quality of experience.

Benjamin A. Tallman, Coe College

Wendy L. Dunn, Coe College

TI -3 - Meta-Lay Theories of Scientific Potential Drive Students' Sense of Belonging in STEM

Four studies found that underrepresented students who think their faculty believe that most students have high scientific aptitude (a universal metatheory) would experience a greater sense of belonging in STEM than underrepresented students who think their faculty believe that not everyone has high scientific aptitude (a nonuniversal metatheory).

Aneeta Rattan, London School of Economics

Krishna Savani, Nanyang Technological University

Meera Komarraju, Southern Illinois University, Carbondale

Megan M. Morrison, Southern Illinois University, Carbondale

Carol Boggs, University of South Carolina

Nalini Ambady, Stanford University

TI -4 - How Beneficial Is a Technologically-Rich Environment for Knowledge Acquisition?

Do students in high-technology active learning environments outperform students in low-technology active learning environments? We compared student grades in these two different environments and found no differences. Evaluation of instructors' experiences in the new environment demonstrated the need for faculty training, experience, and continual monitoring of classroom technology.

Adelheid Nicol, Royal Military College of Canada

Soo M Owens, Royal Military College of Canada

Stéphanie S.C.L. Dill, Royal Military College of Canada

Allister MacIntyre, Royal Military College of Canada

Christina Eastwood, Royal Military College of Canada

TI -5 - Demystifying Psychological Science: A Course in Scientific Reading and Writing

We investigated the effect of a scientific reading and writing course on performance in a subsequent research methods course. Performance markedly improved as a result of the reading and writing course. There was no further improvement as a result of the subsequent research methods course.

Gary L. Thorne, Gonzaga University

Anna Marie Medina, Gonzaga University

TI -6 - Students in Context: Applying Ecological Theory to Graduate School Education

Graduate education is challenging for students due to both the increased rigor of courses and multiple responsibilities outside graduate school such as work and family. Using Bronfenbrenner's ecological systems theory, we explore the individual student in both the ecological frame of graduate school and the broader ecological frame of life.

Sarah L. Ferguson, Rowan University

TI -7 - International Psychology Ethics Codes: Where Is the "Culture" in Acculturation?

North American graduate psychology programs provide ethics course whose mission is to foster "ethical acculturation" into professional ethics. However, international psychology ethics codes are formulated and expressed differently. There is no consideration regarding cultural context evident in the literature. We need to address how culture permeates ethics and ethical codes.

Karen Parsonson, University of Houston - Victoria

Luz Alquicira, University of Houston - Victoria

TI -8 - Evaluating the Effectiveness of a Humanizing Homework Assignment to Reduce Transprejudice Among

Students Taking an Introductory Course in Abnormal Psychology

Students completed an assignment exploring transgender issues that included either humanizing or diagnosis-centered educational tasks. The humanizing condition reported significantly less transphobia than the education condition. Higher levels of transphobia for the education condition, in comparison to pre-test averages, suggest the importance of incorporating experiential learning, vicarious contact, and perspective-taking.

Tanya L. Tompkins, Linfield College

TI -9 - Client-Centered Research: Evaluating the Incorporation of an Applied Research Project into an Applied Social Psychology Curriculum

College students (N=437) evaluated an applied social psychology course that either did or did not incorporate a client-centered research project into the curriculum. Data indicate that students conducting a client-centered project, as opposed to those who didn't, felt they were more actively involved in their learning and valued the experience.

Robert D. Ridge, Brigham Young University

Matthew A. Hiatt, Claflin University

TI -10 - Student Report of Cell Phone Use in Psychology Classes

Psychology students were surveyed regarding their in-class cell phone use. Students perceived their own in-class use of cell phones to be less than their classmates. Also, small inverse relationships were found between cell phone use and GPA. The implications of these results are discussed.

Zandra Gratz, Kean University

Ilyse O'Desky, Kean University

TI -11 - Self-Assessment of Paranormal Belief, Superstition, and Magical Thinking in Psychology Students

We administered a new inventory to assess paranormal, superstitious, and magical beliefs. We also asked student-participants to self-identify as believers or non-believers for each of these respective types of belief. Self-identified believers scored significantly higher than non-believers on the sub-scales of the new inventory corresponding to each type of belief.

Florent Grain, Frostburg State University

Krystal Rowan, Frostburg State University

Michael Murtagh, Frostburg State University

D. Alan Bensley, Frostburg State University

Christopher Masciocchi, Frostburg State University

Michael McTaggart, Frostburg State University

Alexis Young, Frostburg State University

TI -12 - Accommodating Cognitive Diversity in Statistics Courses

The application of principles from Robert Sternberg's triarchic theory of intelligence enriches instruction in the statistic classroom and allows for multiple entry points into the mastery of the necessary content and skills. Examples of instruction and assignments based on each of the three forms of intelligence are explained and shared.

Erin M. Miller, Bridgewater College

TI -13 - Engaging Intro Psych Students in Psych+Feminism: A Wikipedia Year of Science Initiative

Introductory Psychology students (N=41) took part in Wikipedia's PSYCH+Feminism initiative, collaboratively editing 21 new biographies about distinguished women in psychological science. We describe how we scaffolded the assignment to make it feasible for students to complete, and highlight the impact of Wikipedia editing on general education skill development.

Elizabeth S. Che, The College of Staten Island, The City University of New York; The Graduate Center, The City University of New York

Sabrina M. Walters, The College of Staten Island, The City University of New York

Christina Shane-Simpson, University of Wisconsin-Stout

Patricia J. Brooks, The Graduate Center, The City University of New York; The College of Staten Island, The City University of New York

TI -14 - Click Away for Critical Thinking: An Alternative Use of Clickers in Small Enrollment Introductory Psychology Course

This study investigates the effectiveness of clicker use as a means to promote critical thinking in an introductory psychology course. Analyses from students' academic performance and self-reports suggest an alternative use of clickers as an interactive tool in the small enrollment classrooms, beyond the role of a simple fact checker.

Kayoung Kim, University of Wisconsin-Fond du Lac

TI -15 - Model Advisement Procedures (MAP) for Undergraduate Psychology Majors

The MAP is a comprehensive approach to developmental student advisement. The MAP was implemented to increase career exploration, career certainty, and post-graduate preparation. It structures advisement sessions with queries, handouts, activities to complete, and documentation for future advisement sessions. The poster describes the MAP resources and reports on post-implementation assessment.

Jennifer Nieman-Gonder, Farmingdale State College

Marya Howell-Carter, Farmingdale State College

TI -16 - Using Portfolios for Program Assessment: Strengths and Challenges

Interested in using student portfolios to meet the APA's goals for the undergraduate psychology major? This poster discusses strengths and challenges from the perspective of faculty and students at sample institution. Multiple criteria for meeting student learning outcomes will be presented with a focus on practical suggestions for incorporation.

Allison Anne Buskirk-Cohen, Delaware Valley University

TI -17 - Innovative Online Course for Mind Body Health

This online course focuses on mind-body health. It is innovative in the interactive manner that the psychological therapies are presented for student learning. Students have the unique opportunity to view video demonstrations of and engage in multiple therapies and then to reflect on their experiences.

Melissa Anne Bray, University of Connecticut

Cheryl Maykel, Rivier University

TI -18 - Graduating Gilbert - a Gamefied Version of Online Psychology

“Graduating Gilbert” is a dual-purpose gamefied online psychology course that follows Gilbert and his roommates Daphne and Anish as they pursue their studies at Wake Tech with the goal of graduating Gilbert. This gamified course design incorporates growth mindset lessons into the course content to improve student engagement and performance.

Chris A. Roddenberry, Wake Technical Community College

TI -19 - Using Tags to Characterize Approaches to Teaching in Graduate Student Instructors

A six-item scale, developed to measure “teacher awareness of goals of students” (TAGS), was used to explore relationships with existing measures of attitudes towards teaching in a graduate-student sample (N=123). TAGS was associated with greater endorsement of model teaching criteria, and student-focused as opposed to teacher-focused pedagogy.

Ronald C. Whiteman, The Graduate Center, The City University of New York

Anna M. Schwartz, The Graduate Center, The City University of New York

Ethlyn Saltzman, The Graduate Center, The City University of New York

Patricia J. Brooks, The Graduate Center, The City University of New York

TI -20 - Double Quizzing Increased Student Engagement in Class Discussions

An online, before-class quiz was required in addition to an in-class quiz in the second semester. Before class preparation allowed students to practice applying theory to real life and helped them feel comfortable challenging answers to the quiz questions in order to present their perspectives during class discussions.

Mea Benson, University of Kansas, Lawrence

TI -21 - Effectiveness of Hybrid Courses Embedded in Teacher Residency

Hybrid courses integrate advantages of online and face-to-face courses (Hall & Villareal, 2015). This study considers the effectiveness of both formats in college education courses, and used PLT scores as a student learning measure. Both deliveries facilitated learning outcomes, providing support for the “Hybrid Shift” (Biddix, et al, 2015).

Brittany Lewno, University of South Dakota

Melissa Dittberner, University of South Dakota

Amy Schweinle, University of South Dakota

TI -22 - Self-Change Projects Improve Students' Ecological Footprints

This study examined the impact of self-change projects in a Conservation Psychology course on Ecological Footprint scores. Scores were significantly better for the students who completed a self-change project for the course. Students acknowledged the need for individual behavioral changes to address existing and future environmental problems.

Kathleen Knights, Northern Arizona University

TI -23 - Curricular Assessment Using a Pre-Post Course-Embedded Design

Over the past decade we have seen an ever-increasing “assessment fever” in higher education to meet various pedagogical and administrative demands. We report the planning, design, and results from our curricular assessment initiative that used a “backward design” in evaluating students’ learning in four undergraduate psychology courses.

Anurag Rimzhim, Central Connecticut State University

Matthew T. Heinly, Central Connecticut State University

Caleb Bragg, Central Connecticut State University

Rebecca A. Boncoddio, Central Connecticut State University

Carolyn R. Fallahi, Central Connecticut State University

TI -24 - Review Quizzing in Face-to-Face Courses: Students Prefer Graded or Ungraded to Pop Quizzes, but No Differential Impact on Long-Term Learning

Students were administered in-class review quizzes that were designated as graded, ungraded, or potentially graded (pop). Most students preferred quizzes that were either graded or ungraded, but there were no significant differential effects of type of quiz on long-term learning of the topics covered on the quizzes.

Kamil G. Hamaoui, Westchester Community College

TI -25 - Beginnings in Psychological Science: Improving Mindfulness through Learning about the Brain

Beginnings in Psychological Science was funded by APS Fund for Teaching and Public Understanding of Psychological Science. We present our work over the last couple of years, as

well as a program we ran this year to examine whether mindfulness might be improved by learning more about the brain.

Yasmine L Kalkstein, MOUNT SAINT MARY COLLEGE

Jessica Free, MOUNT SAINT MARY COLLEGE

Daria Sullivan, Mount Saint Mary College; Pace University

Elizabeth Lavin, Mount Saint Mary College; Pace University

TI -26 - Games in Social Psychology: Learning Booms with Two Rooms and a Boom

Two social psychology classes were taught material using a COTS game and were compared to two similar classes without the game. Pre/post test results revealed a significant interaction between the use of the game and positive learning outcomes as well as a change in the students' perceptions of learning.

Jake J. Choynowski, Oak Ridge Institute for Science and Education

Jessica A. Stansbury, Towson University

TI -27 - Helping Students Discover Darwin

Visual displays of archival data about Charles Darwin's problem with beauty provide a way for students to engage with the person at the heart of psychology's dominant metatheory: evolution. Darwin was unable to resolve his religious objections to natural selection until he discovered an alternative explanation – in statistics!

Thomas Heinzen, William Paterson University

TI -28 - Using Individual Characteristics to Assemble Successful Learning Teams: The Importance of Gpa and Pretesting

The Team-based Learning paradigm argues that teams should be created in such a way that teams are equal in strengths and liabilities. In two studies, researchers identified relevant variables for team performance and then tested whether teams assigned based on GPA or pretest scores performed better.

Jennie R. Brown, Franklin Pierce University

Samantha Bureau, Franklin Pierce University

Samantha Bizon, Franklin Pierce University

David Trafimow, New Mexico State University

TI -29 - Do Adult Psychology Students Use Effective Learning Techniques?

Many years of research have supported the effectiveness of using learning techniques such as retrieval and spacing. Similarly to traditional undergraduate studies, the non-traditional students in the current study reported preferences for less effective learning techniques. A few age-related differences were found for re-reading text, reviewing lecture material, and spacing.

Daniel A. Clark, Texas A&M University Central Texas

TI -30 - Specifications Grading Produces Higher Grades in a Research Methods Course

Specifications grading (Nilson, 2014) was implemented in an Introduction to Research Methods class. Course grades were significantly higher compared to traditional grading but evidence for why is mixed. Results are consistent with previous findings that traditionally under-performing students particularly benefit from this approach.

Elizabeth Cooper, University of Tennessee

TI -31 - To Have and Have Not: Comparing Psychology Departments Across Similar Institutions

Psychology department chairs at all religiously-affiliated masters-granting institutions in the US were polled regarding their departments, course offerings, facilities, and future needs. Patterns of prediction and association across institutional and departmental characteristics are reported.

Alan Swinkels, St. Edward's University

TI -32 - Service-Learning Outcomes for Undergraduate Psychology Students

We examined outcomes of participating in a service-learning course compared to traditional pedagogy. Both groups increased in civic action and social justice attitudes. Service-learning students maintained a belief that they can make a significant contribution to the community through service, while this belief declined among traditional pedagogy students.

Jennifer E. Gibson, Xavier University

Renee' Zuccherro, Xavier University

TI -33 - Brain Training in the Classroom Boosts Exam Performance

Our objective was to pilot cognitive brain training program to prime classroom learning. Students in Introductory Psychology participated in brain training prior to a portion of lectures. Brain training significantly improved recall for post-training lecture material on exams and student feedback was very positive. Potential applications for teaching are discussion.

Holly White, Eckerd College

Lauren Highfill, Eckerd College

TI -34 - A Cross-Lagged Panel Design of Spss Attitudes and Quantitative Confidence from Mid- to End-Semester

SPSS is commonly used in quantitative methods classes to help students learn the material. Quantitative attitudes are related with course performance, but few studies assess the relationship between quantitative attitudes and SPSS attitudes. Cross-lagged model results suggest mid-semester quantitative self-confidence related to SPSS attitudes at the end of the semester.

Zachary J. Kunicki, University of Rhode Island

Marie C. Tate, University of Rhode Island

Nicholas S. Zambrotta, University of Rhode Island

Megan M. Risi, University of Rhode Island

Lisa L. Harlow, University of Rhode Island

TI -35 - “Breakfast Meets the Brain: An Exploration of a ‘Break-Fast Cook-Off’ Incorporating College General Assessment, and Integration of Other Courses in Upper-Level Sensation & Perception Class

Students in upper-level Sensation & Perception completed a comprehensive project with written and experiential components in a ‘breakfast cook-off’. The aim was to explore how this course aids in speaking to college-wide assessment goals and incorporating concepts learned about the class, research methodology, and effective communication all into one project.

Manpreet K. Rai, D’Youville College

TI -36 - Becoming a Global Citizen: Evaluating the Efficacy of Social/Global Core Curriculum Courses in Meeting Learning Outcomes.

In this study, we examined the influence of university Social/Global Awareness courses on students’ global citizenship identification, as well as related antecedents and outcomes. Significant differences were found between students’ pre and post test scores of Global Awareness, Global Citizenship, Intergroup Empathy, Valuing Diversity, Social Justice, and Responsibility to Act.

Linda L Morrison, University of New England

Christina Pedram, University of New England

Chloe Whittaker, University of New England

Erin Shores, University of New England

TI -37 - Teaching Style Impacts Learning More Than Teaching Method or Mode

Instructional methods including online role-play, in-class role-play and passively watching a video resulted in fewer differences in knowledge gains than instructor variability. Students participated in a variety of learning conditions designed to engage, teach critical thinking and provoke thoughtful debate about the historical need to protect participants from unethical treatment.

Anna M. Schwartz, The Graduate Center, The City University of New York

Christina Shane-Simpson, University of Wisconsin-Stout

TI -38 - A Creative Project on Diverse Psychologists: Incorporating Diversity and Inclusion in a History of Psychology Course

The history of psychology may be approached by students with a level of dread or fear of boredom. To show that history is more than just dates or about deceased Caucasian men, each student was encouraged to have fun with a specific person in psychology through a creative project.

Nicole Elisabeth Rossi, Framingham State University

TI -39 - Courses with Embedded International Travel Enhance a Global Perspective on Psychology

Summer courses on cross-cultural and global psychology included a trip to Japan to attend and present at the International Congress of Psychology. Evaluations showed this to be an effective way of enhancing broader goals for the undergraduate psychology major such as developing ethical and social responsibility from a global perspective.

Victoria A. Kazmerski, The Pennsylvania State University, Erie

Dawn G. Blasko, The Pennsylvania State University, Erie

Heather Lum, The Pennsylvania State University, Erie

TI -40 - Emphasizing the Science of Psychology: Using Physiological Demonstrations in Lower-Level Psychology Classes

Students frequently misunderstand the scientific basis of psychology. In this project, we used psychophysiological systems to illustrate the scientific basis of psychology to students via a classroom setting. Student ratings showed that they found the demonstrations a valuable use of class time, enjoyable, and helpful in learning the material.

Lum C Heather, Penn State Erie, The Behrend College

Kazmerski Victoria, Penn State Erie, The Behrend College

Carol Wilson, Penn State Erie, The Behrend College

TI -41 - Positive Attitudes Toward Using R in Psychology Statistics Courses: Differences Between Graduate and Undergraduate Students

Attitudes toward statistics and using R in psychology statistics courses differ by level of study. Students in more senior years tended to hold positive attitudes, whereas junior students held more neutral attitudes. Strong positive correlations between attitudes toward R and statistics and students' final grade were observed for undergraduate students.

Alyssa Counsell, York University

Nataly Beribisky, York University

Linda Farmus, Laurentian University

Robert A Cribbie, York University

TI -42 - “Why Doesn’t She Just Leave?” an Exercise for Developmental Psychology to Illustrate the Realities of Domestic Violence

This poster describes an activity that is useful for teaching about domestic violence. One of the most pervasive myths is that victims don't leave. This exercise illustrates the fiscal and emotional difficulties in leaving. Tips for successful implementation are discussed.

Melinda C. Burgess, Southwestern Oklahoma State University

Kortney Merrell, Southwestern Oklahoma State University

TI -43 - Gender Matters: Teaching Gender Based Analysis in Psychology

Gender-based analysis (GBA) is a set of tools to help researchers critically assess how gender norms and assumptions enter and impact the research process. We describe and present a series of videos and accompanying teaching guide that we have developed to teach GBA to psychology students.

Alexandra Rutherford, York University

Jacy Lee Young, Surrey University

Kelli Vaughn-Johnson, York University

Tal Davidson, York University

Jennifer Bazar, Humber College

Elissa Rodkey, Crandall University

Alexandra Fox, York University

TI -44 - The Emerging Adulthood Measured at Multiple Institutions As a Set of Classroom Tools

The Emerging Adulthood Measured at Many Institutions 2: The Next Generation (EAMMi2) project provides students and faculty access to participate in a large scale survey intended to generate data to address numerous theoretically relevant research questions. This poster presents the background, methodology, and intended classroom uses for the EAMMi2

Jon E. Grahe, Pacific Lutheran University

Caitlin Faas, Mount St. Mary's University

Scott Hall, Ball State University

Matthew Schmolesky, Georgia Gwinnett College

Holly Chalk, McDaniel College

Leslie Cramblet Alvarez, Adams State University

TI -45 - Psychosocial Predictors of Academic Self-Efficacy Among General Education Psychology Students

This study examined the role of psychosocial factors in academic self-efficacy among students enrolled in a general education Introduction to Psychology course. In the regression model, intrinsic value and enjoyment of competition emerged as positive predictors of academic self-efficacy. Stress, contentiousness and test anxiety were significant negative predictors.

Erin Hill, West Chester University

Christian Krägeloh, Auckland University of Technology

Craig Webster, University of Auckland

Julie Chen, University of Hong Kong

Roger Booth, University of Auckland

Marcus Henning, University of Auckland

TI -46 - Undergraduate Mentoring and Research Experience in STEM

Mentoring can be highly effective in preparing our next generation of women and minorities for STEM leadership positions by providing subject matter expertise, clarifying personal goals, and encouraging research experience. Our undergraduate laboratory combines research experience with mentoring. The goals, research, and mentoring activities are discussed in this poster.

Shelia P. Greenlee, Christopher Newport University

Dorothy C. Doolittle, Christopher Newport University

TI -47 - Addressing College Retention By Teaching Diverse Students to Read Journal Articles

Many students fail to transition successfully from reading textbooks to reading journal articles. Students come with gaps in preparation at multiple levels. Students' ability to do upper-level reading can be improved by using a variety of methods to help them see structure in words, sentences, paragraphs, sections, articles, and publications.

Joyce Tang Boyland, Alverno College; University of Wisconsin - Milwaukee

TI -49 - Improving General Psychology Success Rates at a Community College

We examined the effect of four assessment based methods on success rates and final exam scores of psychology students at a mid-southern community college. Unannounced quizzes improved success rates for these students without compromising scores on a cumulative final exam. Other approaches were ineffective for the students in our sample.

Gary Yarbrough, Arkansas Northeastern College

Kristin Biondolillo, Arkansas State University

Rachael Hawthorne, Arkansas State University

Roberts Jarod, Arkansas State University

TI -50 - Utilizing Group Norms and Peer Ratings to Increase Student Motivation, Engagement, and Cohesiveness in Collaborative Academic Tasks

Successful peer collaboration can be a challenge in the typical college classroom. “Social loafing” or the “free rider effect” can negatively impact student motivation and engagement in group settings. This study examined the effectiveness of utilizing peer ratings and group norms to increase student engagement and participation in peer collaboration.

Julianna M. Alitto, University of Wisconsin-Waukesha

TI -51 - Manuscript Builder: The Use of Digital Pedagogical Tool to Teach Research Methods in the Social Sciences

This evaluation plan outlines a fully counter-balanced within-subjects design, that includes random assignment of participants to three conditions (“Manuscript Builder,” word processor outline, and control). Based on the findings further work may be done to make a better digital tool for improving students’ learning and writing in social sciences.

Teresa M. Ober, The Graduate Center, CUNY

TI -52 - The Effects of Autobiographical Growth Narratives on Math Performance in Women

Fixed mindset is associated with lower engagement. Existing interventions that seek to increase growth mindset use information unrelated to the individual’s self-concept. In the current study, we found increases in growth mindset through the use of self-generated, autobiographical narratives of growth experiences, which may be implemented within the classroom.

Eva Frishberg, Bard College

Thomas G Hutcheon, Bard College

TI -53 - Critical Thinking and Paranormal Belief in Self-Avowed Skeptics and Believers

Research has shown mixed results on whether critical thinking (CT) instruction improves CT skill while decreasing paranormal belief. We found that students in a CT course both increased their skill in reasoning about psychological questions on a CT argument analysis test and reduced their paranormal and superstitious belief.

Krystal Rowan, Frostburg State University

D. Alan Bensley, Frostburg State University

Florent Grain, Frostburg State University

Christopher M Masciocchi, Frostburg State University

Alexis Young, Frostburg State University

Michael McTaggart, Frostburg State University

TI -54 - Implementing the APA "Big Problems" Activity in Introductory Psychology

The APA's 2014 report "Strengthening the Common Core of the Introductory Psychology Course" recommended using a "Big Problems" assignment to demonstrate the relevancy of psychological science to everyday problems and to emphasize the need to integrate multiple perspectives of psychology. Methods for implementing and assessing this activity will be presented.

Laura A. Freberg, California Polytechnic State University

Karen Freberg, University of Louisville

TI -55 - Using Variation and Comparison to Help Students Recognize Structural Features of Statistics Word Problems

Students in statistics often struggle with knowing when to apply the statistical tests they've learned, but this skill could be enhanced by providing opportunities for direct comparison between problems. In this study, we assessed the effectiveness of learning materials that varied in opportunities for comparison as well as surface similarity.

Lucy Cui, UCLA

Emma H. Geller, UC San Diego

James Stigler, UCLA

TI -56 - Plans Vs. Bans: Comparing Approaches to Helping Students Avoid Technology Multitasking in Class

Students asked to implement strategies to avoid multitasking expressed high levels of enthusiasm and optimism about their plans; however, at quarter's end, strategy use was only weakly related to self-reported multitasking. Students initially disapproved of a proposed ban on laptops in class, but found it helpful after it was implemented.

Cayce Hook, Stanford University

Bridgette Hard, Stanford University

Gregory M. Walton, Stanford University

TI -57 - Study Guide Completion Plays a Crucial Role in Effective Lower-Resource Tutoring

General Psychology students who attended lower resource type Supplemental Instruction (SI) completed study guides more thoroughly and displayed better exam performance, compared to their performance on exams for which they did not attend tutorials and to other non-attendees possessing comparable academic abilities. Implications for optimal SI resource allocation are discussed.

John T. Pennington, Middle Tennessee State University

Teresa L. Davis, Middle Tennessee State University

Greg W. Schmidt, Middle Tennessee State University

TI -58 - Psyched up: Engaging Students in 101 By Connecting Material to Real Life Experience

Student engagement creates raving Psychology students. “Aha” moments are born from small team structures researching self-selected topics and discussing their results on-line. Teams are challenged to conduct their own out of class research and connect class material to real life experiences creating a dynamic and interactive learning environment.

Kyra Kulik-Johnson, Wellesley College

Jeremy Wilmer, Department of Psychology, Wellesley College

Julia Cromwell, Wellesley College

Margaret Harney, Wellesley College

TI -59 - Interleaving so They Don't Leave without Understanding (Using Interprofessional Examples and Theoretical Content to Foster Development & Transfer)

Helping students grasp theoretical content and develop their metacognitive and transfer skills is challenging. This poster describes a class activity that interleaves interprofessional case studies and psychosocial theories to engage students, integrate and apply course content, and facilitate transfer of the material to new contexts.

Rick L. Shifley, MCPHS University

Susan Jenkins, MCPHS University

TI -60 - ○ Learning Research and Culture 6,514 Miles from Home: The Student Perspective on Embedded Travel

The percent of students' at public universities that both study abroad and attend international conferences is small. We examined the experience of students in a summer course with embedded travel to Japan. Our experiences may provide a model for faculty hoping to provide meaningful study abroad experiences for their students

Dawn G. Blasko, The Pennsylvania State University, Erie

Grace Waldfofle, Pennsylvania State University, Erie

Jacob Benedict, Pennsylvania State University, Erie

Victoria A. Kazmerski, The Pennsylvania State University, Erie

Heather Lum, The Pennsylvania State University, Erie

TI -61 - The Impact of Cellphones on Cognitive Tasks

Compared to students with cellphones on and available and students with cellphones on but not available, students with no access to cellphones perform better on delayed reading

comprehension tests, Trail-Making Test A & B, Stroop Word, and Stroop Color tests, and tended to perform better on the Stroop Color-Word test.

Diana M. Elliott, Belmont Abbey College

Anna-Marie Roland, Belmont Abbey College

TI -62 - Teaching Content or Teaching Skills: A Test of Abductive Reasoning Improvement in a Research Methods Course

Research methods courses are thought to improve critical thinking skills by teaching students how to evaluate study designs and claims. However, participation in a psychology research methods course with a student-developed research project did not lead to improved abductive reasoning compared to participation in a psychology content course.

Kelsey L. Merlo, Georgia Institute of Technology

Rebecca Marit Smith, Georgia Institute of Technology

Christopher Hertzog, Georgia Institute of Technology

TI -63 - Lasting Effects of Eclectic Supplemental Instruction

Supplemental Instruction (SI) helps students through historically difficult courses and equips them with tools that can help them throughout their college careers. Using an “eclectic” SI approach has produced dramatic improvements of up to 20% in class performance. We will present research exploring the long-term effects of this approach.

Cassandra Lucia Domingo, SUNY Broome Community College

TI -64 - Note-Taking Choices Affect Learning Outcomes: Finger Tips Versus Laptops

Psychology students prepared handwritten, typed, or no notes for an exam. There were higher exam scores for handwritten notes than typed notes or no notes. Exam preparation using

handwritten notes likely required deeper processing and more detail in selecting, organizing, and integrating information than other note-taking methods.

Heather R. Collins, Trident Technical College

Dan Bellack, Trident Technical College

TI -65 - Thoughtfully Designing a Psychology Research Methods Lab Curriculum

Success in research methodology (RM) courses is critical because RM courses teach skills of comprehending, applying, and conducting research necessary for advanced coursework. Our department implemented a lab component to the RM course to help students rehearse and apply these skills. This project summarizes evaluation of the RM lab curriculum.

Robin Locke, University of Massachusetts Dartmouth

Trina C. Kershaw, University of Massachusetts Dartmouth

Elizabeth E. Lloyd-Richardson, University of Massachusetts Dartmouth

Jennifer M. Fugate, University of Massachusetts Dartmouth

TI -66 - Quizzing: Increases Academic Success without Improving Metacomprehension

This study examined whether encouraging students to quiz themselves frequently would reduce metacomprehension errors and improve learning. Results showed that quizzing improved learning, increasing the total number of A's and B's and helping the majority of D/F student move into the A/B range. Quizzing however, did not reduce metacomprehension errors.

Sharon A. Lewis, Oxford College of Emory University

TI -67 - Teaching Data Skills for the Real World: Reflections and Requests from Multiple Perspectives

Many college graduates ill-prepared for real world analytic work. This poster reports on surveys with recent graduates, employers, academic advisors, current students, and university faculty to highlight the ways that data training and work converge and diverge, with suggestions for helping students work more effectively with data.

Barton Poulson, Utah Valley University

Hope Browning, Utah Valley University

Sebi Jeong, Utah Valley University

Ryan Roberts, Utah Valley University

Josh Brown, Utah Valley University

Danni Petersen, Utah Valley University

TI -68 - Factors Contributing to Classroom Belonging

The current research explored what specific aspects of group work (perceptions of the group, structure of the assignments, classroom demographics and policies) in classes promote social belonging. Multiple studies suggested that feeling supported, communication, openness, time spent on the learning task, and well-structured assignments were the strongest predictors of belonging.

Hayley M. Skulborstad, Mount Ida College

Nathan Sprengle, Mount Ida College

TI -69 - Improvement in Attitudes about Statistics and Research Methods

I examined whether undergraduates' attitudes towards research methods and statistics changed across a two-semester research methods sequence. Upon beginning the second semester, students reported significantly more positive attitudes and feelings about research and their perceived skills and abilities in research. Conducting an individual empirical project may partially explain this change.

Marianne Fallon, Central Connecticut State University

TI -70 - Why Is It so Hard to Teach Critical Evaluation of Sources? the Potential Impact of Emotional Salience on Critical Consumption of Media.

Adolescents are relatively aware that organizations are motivated to persuade/sell in internet postings, yet do not expect that personal acquaintances similarly curate internet content. Undergraduates parallel this dichotomy in reasoning, identifying peer-review as a reliable authority while simultaneously rejecting experimental findings, suggesting critical thinking alters under emotionally salient contexts.

Anna M. Schwartz, The Graduate Center, The City University of New York

Kasey Powers, The Graduate Center, The City University of New York

TI -71 - Blending Content with Process: Research Immersion Improves Learning in Community College Students

We evaluated immersion learning in community college students. Students learned about research methods via PowerPoint (control group) or by participating in a research study (immersion group). Students in the immersion group had higher exam scores than control students ($p=.001$). Actively immersing students in research enhances their understanding of research methodology.

Janine Riopel, Trident Technical College

Heather R. Collins, Trident Technical College

TI -72 - Making z-Scores Relevant to Psychology Majors: A Class Exercise

In this exercise students assume the role of a guidance counselor and are given three test scores (math, reading, and writing) to determine an advisee's placement (remedial, average, accelerated) in three classes. The exercise introduces students to the z-score while demonstrating how this statistic is relevant to careers in counseling.

Cheryl L. Armstrong, Fitchburg State University

TI -73 - Concretize It! Developing Readiness for Post-Bac Life

Some students graduate with a clear career trajectory, yet many do not. A course was developed to make the abstract more concrete. Students develop insight about their fit for a variety of careers and finish with a portfolio of concrete materials preparing them to pursue their career path.

Elizabeth Anne Levelle, West Virginia University

TI -74 - Scalable Growth Mindset Interventions at the College Level: A Longitudinal Study

An online workshop to foster academic success compared a growth mindset intervention against a rigorous study skills control intervention. Both conditions emphasized prospects for change (academic improvement), but only the mindset intervention targeted implicit theories of intelligence. Tested with college sophomores, results reveal the benefits of fostering growth mindset.

Brian D. Bergstrom, Maryville University, St. Louis

Shirley A. Ashauer, Maryville University in St. Louis

Tammy M. Gocial, Maryville University in St. Louis

Dustin R. Nadler, Maryville University

TI -75 - Do We Know What They Are Thinking? Using Theory of Mind to Engage Affective Pedagogy.

The use of “theory of mind” in an interdisciplinary (psychology and English), team taught course on emotion was examined to determine how it impacted classroom contributions. We explore what this technique involves, student and faculty perceptions of it, its benefits and limitations, and how it supports an affective pedagogy approach.

Aimee C. Knupsky, Allegheny College

M. Soledad Caballero, Allegheny College

TI -76 - Benefits for Using “This I Believe” Essays in Psychology Classes

Using “This I Believe” essays in psychology courses may provide significant enrichment. Many psychological concepts are illustrated personally in brief recorded stories available in an archive. Second, presenting one’s own essay may build camaraderie and empathy among classmates. Positive effects of values assertion may also be researched in this context.

Nelson Adams, Winston-Salem State University

TI -77 - Metacognitive Benefits of a First Year Transitions Course

Metacognitive awareness is how well students are conscious of their cognitive abilities and strategies for learning. This research investigated the metacognitive awareness students gain after taking a transitions course the first semester of college. Students’ awareness of comprehension monitoring and evaluation skills significantly improved after taking a transitions course.

Heather H. Mitchell, Webster University

TI -78 - Class Participation: Students' Perceptions

This poster shares a study that asked college students to consider the influence of various factors (e.g., class size, professor’s demeanor) on willingness/reluctance to participate in the classroom. Findings offer insight into the multifaceted nature of class participation from the student’s perspective.

Kevin O'Connor, Providence College

TI -79 - Teaching Process Skills By Continuous Improvement Improves Students' Development of Research Ideas

This poster describes a first-year graduate course with the skill objective of developing research ideas. It focuses on metacognitive processes, both in terms of task components (e.g., justification, hypotheses, alternative results) and in terms of students' own cognitive processes. Students improve significantly from their first to their third proposal.

Judith E. Sims-Knight, University of Massachusetts, Dartmouth

TI -80 - Is the 2016 U.S. Presidential Election a Flashbulb Event?

With waning effectiveness of common flashbulb memory examples (e.g., September 11th), we investigate the effectiveness of the 2016 U.S. presidential election to serve as a flashbulb memory. Our results suggest that the 2016 election memory is more impactful and is recalled more vividly than other memories.

Mary L. Still, Old Dominion University

Moses M. Langley, Minnesota State University

Brian C. Cronk, Missouri Western State University

TI -81 - Literacy and General Psychology

This research focuses on the relationship between reading comprehension and students' performance in a general psychology course. We compared the College Board's ACCUPLACER Reading Comprehension and WritePlacer scores with students' performance in general psychology to explore the links between reading comprehension, writing ability, and class performance.

William S. Altman, SUNY Broome Community College

Judith B. Pena-Shaff, Ithaca College

Cassandra Lucia Domingo, SUNY Broome Community College

TI -82 - "Google It!": Use of Google Assignments and Related in-Class Activities to Enhance Students'

Understanding of Social Justice and Its Applicability to Psychology

This poster will present Google assignments used to enhance students understanding of social justice and its role in the field of psychology. Assignments, classroom activities spawned from those assignments, students' findings and assessment data will be presented.

Laurette T. Morris, SUNY Old Westbury

TI -83 - To Learn or Not to Learn: Testing Adaptive Learning Technologies in Psychology Classes

An adaptive learning program was either required or optional for introductory psychology students. Students who were required to engage in adaptive quizzing had higher course grades than students who had the option to use the program. Adaptive quizzing programs may enhance student learning through low-stakes frequent quizzing with immediate feedback.

Heather R. Collins, Trident Technical College

Dan Bellack, Trident Technical College

Berry Hiott, Trident Technical College

TI-84 - Academic Advising Posters

Academic advising posters are a new way to deliver information to students that involve the creation of Power Point slides, which can be enlarged and posted in high traffic areas. Examples of these posters are careers for which psychology majors can prepare to enter, the skills that employers value in college graduates, and examples of skills-based cover letters and resumes.

Drew C. Appleby, Indiana University-Purdue University Indianapolis