



Teaching Institute Poster Session

Thursday, May 26, 2016
11:15 AM – 12:15 PM
Sheraton Ballroom V
(Setup 10:00 AM – 11:00 AM)

Teaching Institute -001 **Case Study: Developing and Maintaining a Content Valid Program Assessment at a Community College**

Judith A Nicholsx, *Lincoln Land Community College*
No secondary authors

The Higher Learning Commission's guidelines have "encouraged" many academic programs to assess student learning of program outcomes. This poster session will outline the assessment process for a psychology program at a community college, including the method, successes and challenges experienced with the test's development, maintenance and use over a five year (plus) time period.

(Teaching Institute - Assessment)

Teaching Institute -002 **The Better than Average and Worse than Average Effects in Critical Thinking**

Crystal L. Raineyx, *Frostburg State University*
D. Alan Bensley, *Frostburg State University*
Paul C. Bernhardt, *Frostburg State University*
Lisa L Morshead, *Frostburg State University*
Erica H Kennedy, *Frostburg State University*
Maci E Quintanilla, *Frostburg State University*
Katrina M Gagliano, *Frostburg State University*

We examined the worse than average (WTA) and better than average (BTA) effects in the context of measuring critical thinking skills and dispositions. Replicating previous research, students estimated their own scores to be WTA on a challenging, research methods critical thinking test, and BTA on subjective ratings of open-mindedness.

(Teaching Institute - Assessment)

Teaching Institute -003 **Development of a Scale to Measure Skepticism**

D. Alan Bensley, *Frostburg State University*

Crystal L. Rainey, *Frostburg State University*

Christopher M. Masciocchi, *Frostburg State University*

Katrina M. Gagliano, *Frostburg State University*

Maci E. Quintanilla, *Frostburg State University*

We tested a new 32-item scientific skepticism inventory on 251 undergraduate psychology students. Factor analyses identified 4 factors, including the tendency to: 1) question and look for evidence, 2) be reluctant to believe, 3) oppose untrue, exaggerated, unsupported claims, and 4) question the claims of authorities, experts, and others.

(Teaching Institute - Assessment)

Teaching Institute -004 **How Is Skepticism Related to Critical Thinking Dispositions, Misconceptions, and Pseudoscientific Beliefs?**

Christopher M. Masciocchix, *Frostburg State University*

D. Alan Bensley, *Frostburg State University*

Crystal Rainey, *Frostburg State University*

Katrina Gagliano, *Frostburg State University*

Macy Quintanilla, *Frostburg State University*

We found a new measure of scientific skepticism was positively correlated with the number correct on tests of psychological misconceptions and knowledge of evidence-based theories and practices. Skepticism was also positively correlated with critical thinking disposition measures of actively open-minded thinking, intellectual engagement, and taking an objective stance toward evidence.

(Teaching Institute - Assessment)

Teaching Institute -005 **One Department's Assessment Road Map**

Matthew T Heinlyx, *Central Connecticut State University*

Rebecca A Boncoddio, *Central Connecticut State University*

Anurag Rimzhim , *Central Connecticut State University*
Carolyn R Fallahi, *Central Connecticut State University*

Academics are encouraged to design curriculum with a backwards design, meaning that the desired learning outcomes are determined first and assessment of learning is developed before the educator determines how to achieve it. This is one academic department's attempt to revamp the departmental assessment procedure using this outcomes first approach.

(Teaching Institute - Assessment)

Teaching Institute -006 **Retention Following the Use of Interteaching in a Psychological Statistics Course**

Nikole Greggx, *James Madison University*
Erin J Sullivan, *James Madison University*
Nancy Mack, *James Madison University*
Ashley Rininger, *James Madison University*
Melissa Manley, *James Madison University*
Sloan Hooks, *James Madison University*
Caroline Morris, *James Madison University*
Tracy E. Zinn, *James Madison University*

We evaluated the effectiveness of class structure for an introductory statistics course in the psychology major through the collection of retention data. Interteaching class structure was compared to a lecture based approach. Findings suggest that interteaching showed higher retention of statistics and measurement material. Implications to be discussed.

(Teaching Institute - Assessment)

Teaching Institute -007 **Construction of a Measurement Tool to Assess Undergraduate Research Mentorship**

A. Sandra Willisx, *Samford University*
No secondary authors

As the first step in a university-wide initiative to encourage and support undergraduate research, an assessment tool was constructed to learn more about current and past efforts, the nature of research and research mentorship across academic disciplines, mechanisms for support, as well as the relationship between faculty research programs and undergraduate mentorship.

(Teaching Institute, Methodology - Assessment)

Teaching Institute -008 **What is Meant by Cognitive Structures? How Does it Influence Teaching–Learning of Psychology?**

Cittoor Girija Navaneethanx, *Indian Institute of Technology, Madras*

TJ Kamalanabhan, *Indian Institute of Technology, Madras*

Cognitive structures are the basic mental pattern people use to process any information. Metaphorical thinking being one of the mental tool present innate in human beings which when practiced consciously could help developing cognitive structures in turn help to process information.

(Teaching Institute, Cognitive - Cognitive Neuroscience)

Teaching Institute -009 **A Software Program to Teach Students how to Use Multiple, Equivalent and Simultaneous Offers in Negotiation**

Phani Radhakrishnanx, *University of Toronto*

Yi Cong, *University of Toronto*

Amanda Ramanah, *University of Toronto*

Providing and receiving the right kind of information during a negotiation results in optimal joint outcomes. We demonstrate a software program that teaches students how to provide and interpret information about relative priorities across issues, and the magnitude of those priorities, by using Multiple and Equivalent Simultaneous Offers.

(Teaching Institute, Industrial/Organizational - Conflict Resolution)

Teaching Institute -010 **A Comparison Between Biology and Psychology Students on Their Conception of What Determine Human and Animal Traits and Behaviors.**

Alexandre Gellen-Kamelx, *Université du Québec à Montréal*

Pier-Olivier Caron, *Université du Québec à Montréal*

Philippe Valois, *Université du Québec à Montréal*

Jacques Forget, *Université du Québec à Montréal*

Caroline Montigny, *Université du Québec à Montréal*

This study compare the conception between biology and psychology students about determinants of human and animal traits and behaviors. Results for animals show few significant differences on fate, self, personality, free will and chance. There is a trend among biology students to attribute the same determinants to humans and animals.

(Teaching Institute, General - Education)

Teaching Institute -011 **A Concept Map of Group Peer-Tutoring in Statistics: When Human Factors Are More Relevant Than Tutoring Setup**

Michael A. Cantinottix, *Université du Québec à Trois-Rivières*

Marjorie Désormeaux-Moreau, *Université du Québec à Trois-Rivières*

Marcos Balbinotti, *Université du Québec à Trois-Rivières*

This study investigated psychology students' conceptualization regarding cross-year group peer-tutoring in statistics. A multivariate concept mapping analysis generated a relevant three-cluster structure ("Tutoring setup", "Tutor knowledge, interpersonal skills, and relational dynamics" and "Student role and commitment to the course") that describes students' cognitive representation regarding group peer-tutoring.

(Teaching Institute, Methodology - Education)

Teaching Institute -012 **A pre-test/post-test evaluation of scientific thinking modules for Introductory Psychology in two distinct college environments**

Melissa R. Witkows, *Willamette University*

Courtney Stevens, *Willamette University*

Brenna Smelt, *Willamette University*

Kathryn Becker-Blease, *Oregon State University*

At both a liberal arts college and a large university, students in classes in which instructors used a series of scientific thinking modules increased in their ability to correctly answer scientific thinking questions across the course of a semester, compared to students in control classes whose scores did not change.

(Teaching Institute - Education)

Teaching Institute -013 **A Secure (Educational) Base: Relationships between Student–Professor Alliance and Attachment to Professor**

Scott Drabenstotx, *Southern Nazarene University*

Mohammad Shaikh, *Southern Nazarene University*

Anna Harper, *Southern Nazarene University*

This poster presents an investigation of a measure of student-professor alliance using attachment theory. Students rated their impression of their professor's classroom behavior and the nature of their attachment relationship with their professor. Strong positive relationships were found between student perceived teaching alliance and the student's attachment to their professor.

(Teaching Institute, General - Education)

Teaching Institute -014 **Are We Preaching to the Choir? An Analysis of Psychology of Pseudoscience Students**

Kristen M Madridx, *University of Florida*

Sondre Skarsten, *University of Chicago*

Lawton K Swan, *University of Florida*

Students interested in a pseudoscience course may differ at baseline from their uninterested counterparts. At the beginning of a semester, students in a University of Florida “Psychology of Pseudoscience” course exhibited increased skeptic identity, more favorable perceptions of psychology as a science, and lower paranormal beliefs, compared to control counterparts.

(Teaching Institute, Social - Education)

Teaching Institute -015 **Centering Diversity in Online Course Development**

Christopher R. Poirierx, *Stonehill College*

No secondary authors

I participated in a 15-week inclusive online education seminar at Stonehill College to develop a Developmental Psychology course that accommodates a broad range of diverse learners. This poster presentation describes my experience participating in the seminar and designing and delivering the accessible online course.

(Teaching Institute - Education)

Teaching Institute -016 **Distributed, Interleaved, and Practice Testing: Using Smartphones to Increase Learning**

Erin E. Deversx, *Indiana Wesleyan University*

Christopher J. Devers, *Indiana Wesleyan University*

Alexandra J. Alayan, *Wheaton College*

Smartphones now offer a new range of possibilities for student distraction, as well as possibilities for student learning. Data from students, who received twice daily notifications from a phone app that prompted them to complete study questions, suggest that it may be an effective way to increase learning.

(Teaching Institute, Cognitive - Education)

Teaching Institute -017 **Educational Outcomes Following Enrollment in Introductory Psychology**

Benjamin Motzx, *Indiana University*
Martin Rickert, *Indiana University*

At a large public Midwestern university, students enrolling in Introductory Psychology are significantly more likely to graduate than students who don't, even when controlling for various demographic and academic covariates. Our large-scale mixed-effects model (n=86,807) also investigates the influence of course characteristics and other large courses on graduation rates.

(Teaching Institute - Education)

Teaching Institute -018 **Enhancing Understanding of Statistics and Research Methods Through Online Workshops**

Linda M. Rueckertx, *Northeastern Illinois University*
Christopher Merchant, *Northeastern Illinois University*
Maureen Erber, *Northeastern Illinois University*

Student-led workshops that involved collaborative solution of statistics and research methods problems were conducted both online and in person. Exam scores for students who completed the online workshops were slightly higher than those who attended in person, and significantly higher than a control group who did not attend any workshop.

(Teaching Institute, Methodology - Education)

Teaching Institute -019 **Evaluating Industrial/Organizational Psychology Master's Programs: a Curricular Perspective.**

Ludmila N. Praslovax, *Vanguard University of Southern California*
Andrew Stenhouse, *Vanguard University of Southern California*
Eric Rodriguez, *Pepperdine University*
Ashly Williams, *Vanguard University of Southern California*
Kelly Pion-Capone, *Vanguard University of Southern California*
Noorain Chaudhry, *Vanguard University of Southern California*
Elisha Avne, *Vanguard University of Southern California*
Amy Quinn, *Vanguard University of Southern California*
Shelly Millsap, *Nicole Christopher, Inc.*
Sibylle Georgianna, *Vanguard University of Southern California*

We address unique challenges of designing and evaluating Industrial/Organizational Psychology (I/O) Master's programs, with specific focus on programs serving working professionals. Examples of curriculum alignment and assessment strategies designed to facilitate program rigor and development of essential disciplinary competencies regardless of the program format will be provided and discussed.

(Teaching Institute, Industrial/Organizational - Education)

Teaching Institute -020 **Extra Credit and Better Students**

Shelia P. Greenleex, *Christopher Newport Univeriversity*

Dorothy C. Doolittle, *Christopher Newport University*

This study reviewed 11 sections of one course taught by the same instructor over four years. Students (n = 511) had the opportunity to do an extra credit assignment after each of two exams. Exam scores of students who did the extra credit were significantly higher.

(Teaching Institute, General - Education)

Teaching Institute -021 **Flipped Classroom Strategies Improve Student Performance**

Julia Omarzux, *Loras College*

No secondary authors

The flipped classroom is one in which delivery of content takes place outside of the classroom. I have practiced the approach in my courses for three semesters. This poster presents some strategies for the flipped classroom and data related to its effect on exam and research project performance.

(Teaching Institute - Education)

Teaching Institute -022 **From “At-risk” to Scholar: Transformational Learning Among Undergraduate Researchers**

Dayra Fallad Mendozax, *University of New Mexico*

No secondary authors

This study looked at the extent to which perspective transformative experiences were at play and guided underrepresented students to greater academic, personal and professional goals in an undergraduate research program. Participants reported to be empowered and have a positive shift in perception regarding their personal lives, education and future careers.

(Teaching Institute - Education)

Teaching Institute -023 **Inspiring Students to Shift from Apprehension to Action in Psychological Research**

Stephanie Thorson-Olesenx, *Viterbo University*

No secondary authors

Research is an essential component of psychology, yet can be an area of apprehension for many students. This presentation includes an empirically supported teaching pedagogy with application oriented instruction and evaluation methods. View a sample syllabus, assignments, rubrics and supplemental materials to engage and inspire psychology students.

(Teaching Institute - Education)

Teaching Institute -024 **Learning Communities: Interdisciplinary Focus for Psychology**

Christine L. Grelax, *McHenry County College*

No secondary authors

Interdisciplinary learning communities, or co-taught courses, provide an opportunity for students to delve into psychological concepts and understand the application of psychology to other fields. This poster focuses on two learning communities: Talking Dirty (PSY175 Human Sexuality and PHI251 Ethics) and Mindspeak (PSY151 Intro to Psych and ENG152 Comp II).

(Teaching Institute, General - Education)

Teaching Institute -025 **Lower Resource-Dependent Tutoring Meaningfully Improves Undergraduates' General Psychology Performance**

John T. Penningtonx, *Middle Tennessee State University*

Teresa L. Davis, *Middle Tennessee State University*

Greg W. Schmidt, *Middle Tennessee State University*

Charles R. Waller, *Middle Tennessee State University*

General Psychology students who voluntarily participated in a “lower resource” version of Supplemental Instruction earned significantly better exam and final course grades. Greater participation predicted stronger performance, even after controlling for students’ pre-existing academic abilities, experience, and motivation levels. Tutorial activities that students perceived as especially beneficial are discussed.

(Teaching Institute - Education)

Teaching Institute -026 **Making it Stick: Using Psychological Research to Improve Teaching across Campus**

Elizabeth A. Rellinger Zettlerx, *Illinois College*
T. Caitlin Vasquez-O'Brien, *Illinois College*

In response to a college-wide initiative to improve teaching, a faculty collaboration group focusing on pedagogical research was formed. Starting with the book *Make it Stick: The Science of Successful Learning*, faculty have been taught empirically validated teaching strategies and have developed methods for evaluating their own classroom innovations.

(Teaching Institute, Cognitive - Education)

Teaching Institute -027 **One year later – positive impacts of deliberate application in a leadership learning environment**

Gary A. Packardx, *United States Air Force Academy*
Steven M. Samuels, *United States Air Force*
Steven D. Raymer, *United States Air Force*
Christy L. Cooper, *United States Air Force*
Calvin P. Llarena, *United States Air Force*

This poster follows the evolution and assessment of an experimental leadership course at the US Air Force Academy. Retention and application of leadership concepts are evaluated against two learning models. Experimental learning environments are expected to demonstrate greater application of concepts over time.

(Teaching Institute, Industrial/Organizational - Education)

Teaching Institute -028 **Problem-Based Learning—Countering 'A Mile Wide and Inch Deep'?**

Arthur G. Olguinx, *Santa Barbara City College*
No secondary authors

This presentation explores the design, implementation, and evaluation of a Problem-Based Learning (PBL) instructional strategy for fully-online introductory psychology students. Students' attitudes about the PBL instructional program are favorable, but the strategy did not yield superior results on basic content knowledge tests when compared to traditional instructional forms.

(Teaching Institute - Education)

Teaching Institute -029 **Psychology Peer Mentors: Capstone Students Mentoring Introduction to Psychology Students**

Christine L. Allegettix, *Queens University of Charlotte*
Melinda S. Harper, *Queens University of Charlotte*

Students in a capstone course served as peer mentors assisting introductory students with developing specific ideas for lab assignments. The three assignments included writing a proposal, conducting a study, and writing a paper. Assessment indicated strong agreement by both groups of students that the experience was effective.

(Teaching Institute - Education)

Teaching Institute -030 **Shifting from Content to Thinking: Mind Over Matters**
Heather R. Collinsx, *Trident Technical College*
Daniel R. Bellack, *Trident Technical College*

Succeeding in Psychology classes requires critical thinking, but our students don't know what it is or how to do it. We show that using a TED talk and three critical thinking components (metacognitive awareness, curiosity, and engagement) can shift students' perceptions and ability to think critically about any topic.

(Teaching Institute - Education)

Teaching Institute -031 **Successfully Incorporating Live Face to Face Interaction in Online Teaching**
Jeanne Endersx, *Portland State University*
Melissa PIRie, *Portland State University*

Online coursework faces obstacles including faculty and student motivation and concerns about fraudulent activity. To address these concerns, we have been using live video meetings (google hangouts) in online teaching/learning for three years. This poster shows how to successfully incorporate hangouts and the results on motivation and program integrity.

(Teaching Institute, Social - Education)

Teaching Institute -032 **Teaching Gender Issues to Japanese Women: Pedagogical Challenges and Opportunities in Consciousness Raising**
Kimberly E Smirlesx, *Emmanuel College*
No secondary authors

Japanese women face contradictory economic/social pressures that affect their academic, professional, and personal goals. I discuss how women from a Japanese university vary in their

consciousness of gender role expectations and how a course on gender issues affected their awareness of gender privilege/oppression. Pedagogical challenges and opportunities will be addressed.

(Teaching Institute - Education)

Teaching Institute -033 **Teaching to Learn: Students Demonstrate Greater Learning After Giving a Lecture**

Melissa D McConnell Rogersx, *Whitworth University*

Jessica Benton, *Whitworth University*

Angela Vanderbelt Gleim, *University of Oregon*

Alanna W Feltner, *Kent State University*

Bethany McSpadden, *Whitworth University*

Brittany Chelf, *Whitworth University*

To examine whether teaching material promotes learning, students lectured on a topic and wrote a paper on another topic. Students answered questions covering their lecture and their paper topics on both a unit and surprise final exam. Students answered more questions correctly about their lecture topic than their paper topic.

(Teaching Institute - Education)

Teaching Institute -034 **The Best and Worst Professors: College Student Descriptions**

Kevin J O'Connorx, *Providence College*

No secondary authors

This poster shares a study aimed to identify characteristics that undergraduate college students ascribe to their best and worst professors. Findings indicate students consider their professors based on a mix of abilities and personality attributes. Results are discussed for their relation to the literature on college teaching and faculty evaluation.

(Teaching Institute - Education)

Teaching Institute -035 **Time Management Assignments in an Introductory Psychology Course Can Boost Students' Performance**

Kayoung Kimx, *University of Wisconsin-Fond du Lac*

No secondary authors

This study investigates the effectiveness of time management instruction in an introductory psychology course. By comparing the increase in students' exam scores between intervention

groups differing in assignment frequency, the findings suggest that practicing time management skills can greatly aid students' course material management and performance.

(Teaching Institute - Education)

Teaching Institute -036 **Time Management Helped Me Get an A: Students' Perceived Benefits of a Time Management Assignment in an Introductory Psychology Course**

Kayoung Kimx, *University of Wisconsin-Fond du Lac*

No secondary authors

This study investigates students' perceived effectiveness of time management instruction in an introductory psychology course. Analyses of students' self-reports demonstrate that students attribute their academic success to the explicit awareness in limited time availability as indicated by the time management intervention assignments.

(Teaching Institute - Education)

Teaching Institute -037 **Toward Impacting Learning Experiences in MOOCs**

Genevieve M. Henricksx, *University of Illinois at Urbana-Champaign*

Suma Bhat, *University of Illinois at Urbana-Champaign*

Michelle Perry, *University of Illinois at Urbana-Champaign*

Looking for ways to support effective instructional content design in MOOCs, this study focused on student background and video presentation of instruction. We found that although students seemed more receptive to one presentation mode, the modes did not differentially impact learning outcomes. Instead, only online learning expertise impacted learning outcomes.

(Teaching Institute - Education)

Teaching Institute -038 **Use of Salon for Senior Capstone Improves Student Engagement and Participation**

Julia F. Heberlex, *Albright College*

No secondary authors

I used Salon in my senior capstone course. Salon is an open source platform designed to promote social interaction by means of annotation of course documents. My purpose was to improve engagement and participation. This report includes information on the program (implementation, uniqueness, instructor benefits), and results of student evaluation.

(Teaching Institute - Education)

Teaching Institute -039 **Academic Affective Forecasting: How Anticipated and Experienced Happiness Shape Student Effort and Learning**

Serena Daleyx, *Butler University*

Emily Chamberlain, *Butler University*

Loren Naidoo, *Baruch College*

Alison L O'Malley, *Butler University*

Tests are highly emotional experiences for students. Students' anticipated and experienced emotions surrounding test-taking play a role in the effort and hours spent preparing for exams as well as use of deep and surface learning strategies.

(Teaching Institute, Social - Emotion)

Teaching Institute -040 **Just My Size: Comparing Psychology Departments Across Similar Institutions**

Alan Swinkelsx, *St Edwards University*

No secondary authors

Psychology department chairs at all religiously-affiliated masters-granting institutions in the US were polled regarding their departments, course offerings, facilities and future needs. Their responses provided a basis for interpreting the status of a given department against the backdrop of other, similar departments.

(Teaching Institute, General - Evaluation)

Teaching Institute -041 **The Resilient Families Project: Content Analysis of Storybooks as Program Evaluation, Development and Student Training**

Lora D. Schlewitt-Haynesx, *University of Louisville*

Payton Hunt, *University of Louisville*

James Armes, *University of Louisville*

Jamila Whitfield, *University of Louisville*

Sydney Taylor, *University of Louisville*

The Resilient Families Project serves families experiencing homelessness. We aim to promote healthy attachments, community/belonging, and school-readiness, and children's storybooks are our platform. General Book Criteria and Core RFP Ideas were used to conduct a content analysis of storybooks. These offer program evaluation, training tools for RFP team members, and program development.

(Teaching Institute, Developmental - Families)

Teaching Institute -042 **Pluralistic Ignorance and the Motivation Behind Student Requests for Trigger Warnings**

Jessica Salvatorex, *Macalester College*

Katherine Muschler, *Macalester College*

We show that what motivates student requests for “trigger warnings” is partly an prosocial interest in standing up for their peers, combined with a collective overestimation of the true prevalence of sensitivities to potentially triggering material (that is, pluralistic ignorance).

(Teaching Institute, Social - Health)

Teaching Institute -043 **It's a Psychology Thing: Bringing Psychology to Life**

Patricia M. Lanzonx, *Henry Ford College*

No secondary authors

The purpose of this poster session is to share pedagogical practice that increases students' knowledge, understanding, and application of psychological theory into practice. This poster session will provide participants an opportunity to discuss creative ways of teaching complex psychological constructs to first and second year college students.

(Teaching Institute, Developmental - History of Psychology)

Teaching Institute -044 **The Interplay Between Psychology and Society: Using Psychology Today as a Teaching Tool in the History of Psychology**

Jean E. Giebenhainx, *University of St. Thomas*

Erica Zimmerman, *University of St. Thomas*

Kayla Null-Gracia, *University of St. Thomas*

Lauren Taylor-Sharp, *University of St. Thomas*

Johanna Younce, *University of St. Thomas*

Elizabeth Dorow, *University of St. Thomas*

Danielle Freetly, *University of St. Thomas*

Ashley Bauman, *University of St. Thomas*

Michaela Schleinz, *University of St. Thomas*

Ellen Musser, *University of St. Thomas*

Eliza Samuelson, *University of St. Thomas*

We make the case for using Psychology Today as a tool for teaching the History of Psychology. We discuss ways to use content to supplement traditional textbook material, as well as using it as

data for a qualitative research project. Student analysis of the usefulness of these assignments is discussed.

(Teaching Institute - History of Psychology)

Teaching Institute -045 **Predictors of Performance in General Psychology**

Cynthia S.Q. Siewx, *University of Kansas*

Marsha J. McCartney, *University of Kansas*

Introductory psychology students who performed better on unit exams administered throughout the semester performed better on a cumulative final exam, showing that actively retrieving information from memory produces better long-term retention. The results also revealed gender differences in writing, as women did better on the essay questions than men.

(Teaching Institute, Cognitive - Human Learning and Memory)

Teaching Institute -046 **Using Experimenting with Babies for Active Learning in a Developmental Psychology Course**

Mary Ann Fischerx, *Indiana University, Northwest Campus*

Abigail Rosa, *Indiana University, Northwest Campus*

Child development students conducted one of fifty studies described in *Experimenting with Babies* (2013). They read the original published experiment, video recorded their performance of the simplified version of the experiment with a single infant, and presented their results. Students felt the projects were valuable and recommended them to future classes.

(Teaching Institute, Developmental - Infant)

Teaching Institute -047 **Development of Unbiased Research Thinking in Graduate Students**

Kelley A. Conradx, *University of Phoenix - School of Advanced Studies*

Elizabeth A. Young, *University of Phoenix School of Advanced Studies*

Marcia (Mary) Hill, *University of Phoenix School of Advanced Studies*

Jeremy Moreland, *University of Phoenix School of Advanced Studies*

This qualitative case study of archived doctoral student final reflective essays found an improved course design effective for developing new doctoral students as non-biased researchers. The results indicated significant changes in cognitive empathy, critical thinking, and understanding in contrast to comparison students who did not experience the new course design.

(Teaching Institute - Judgment and Decision Making)

Teaching Institute -048 **Usability and Effectiveness of a U.S. Air Force Academy Leadership Case Study eBook**

Gary A. Packardx, *United States Air Force Academy*

Aaron W Celaya, *United States Air Force Academy*

Lauren FV Scharff, *United States Air Force Academy*

Nathaniel E Dreslinski, *United States Air Force Academy*

Stephanie F Robb, *United States Air Force Academy*

Sydney A Rohlwing, *United States Air Force Academy*

This poster presents the second-year usability results for a leadership case study eBook for a core leadership class at the U.S. Air Force Academy. Second-year results compare usability for a military logistics case and a comparable civilian shipping company case, and extend participants to officers and faculty at Air University.

(Teaching Institute, Industrial/Organizational - Military)

Teaching Institute -049 **A Career Planning Course Reduces Psychology Majors' Career Decision-Making Difficulties**

James H. Thomasx, *Northern Kentucky University*

Robin M Bartlett, *Northern Kentucky University*

Nicole B. Stephenson, *Northern Kentucky University*

Elizabeth E. Foote, *Northern Kentucky University*

Psychology majors in a careers course completed the Career Decision-Making Difficulties Questionnaire. Pre-course vs. post-course comparisons indicated reduced difficulties due to lack of information about the career decision-making process, the self, possible occupations, and ways of obtaining career information, as well as difficulties related to unreliable information and internal conflicts.

(Teaching Institute - Other)

Teaching Institute -050 **Bringing the Science of Brain Games to the Classroom**

Meridith Seldenx, *Yuba College*

No secondary authors

The focus of this poster is a teaching tool (supported by an APS grant) to the TV show, Brain Games (which introduces a naïve audience to psychological research). The teaching tool

describes the science behind the show, including detailed descriptions, related show timing, and discussions of the original research.

(Teaching Institute, General - Other)

Teaching Institute -051 **Embedding Research into Social Psychology**

Jessica J. Simx, *University of Wisconsin-La Crosse*

Sarah Jaech, *University of Wisconsin-La Crosse*

To integrate scientific inquiry and critical thinking (APA Learning Goal 2) into a foundational course, we embedded a semester-long research project into a 200-level social psychology course. We will describe how we implemented the project, summarize student achievement and perceptions, and discuss the challenges faced and offer recommendations for improvement.

(Teaching Institute, Social - Other)

Teaching Institute -052 **Investing for the Future: An Interdisciplinary Activity to Teach Psychological Statistics**

Andrew N. Christopherx, *Albion College*

No secondary authors

Using historical performance data of stocks and bonds, this activity can illustrate a variety of concepts in a psychological statistics course, including effect sizes, p-values, confidence intervals, and the law of small numbers. This activity also provides an opportunity to apply basic math skills to a “real life” situation.

(Teaching Institute, Industrial/Organizational - Other)

Teaching Institute -053 **Student expectations of the undergraduate classroom: An interesting view through the student's lens**

Beth Trammellx, *Indiana University East*

Rosalie Aldrich, *Indiana University East*

This study aims to get a better understanding of how to structure a course to best match the preferences and expectations of students with regard to course assignments and the weight of those assignments toward the student’s final grade.

(Teaching Institute, General - Other)

Teaching Institute -054 **Sustainable Community Projects Improve Students' Ecological Worldview**

Kathleen E. Knightsx, *Northern Arizona University*

No secondary authors

This study examined the impact of sustainable community projects in Conservation Psychology courses on students' New Ecological Paradigm and Ecological Footprint scores. Scores reflected an increased ecological worldview and improved ecological footprints. Students acknowledged an urgent need for community-wide changes to address existing and future environmental problems.

(Teaching Institute - Other)

Teaching Institute -055 **The Effectiveness of Peer Feedback Depends on Perceived Competency**

Elizabeth Arnott-Hillx, *Chicago State University*

No secondary authors

Quality feedback improves writing, but instructors often struggle to provide timely feedback. Peer evaluation is a possible solution. Students indicated how confident they were in their peers' abilities and were either told / not told the source of feedback. After measuring writing improvement, interactions were found between confidence and source.

(Teaching Institute - Other)

Teaching Institute -056 **Using a Class Blog to Form a Virtual Community of Support for Undergraduate Interns and Community Service Learning Students**

Mindy J. Erchullx, *University of Mary Washington*

No secondary authors

Student interns and those engaging in community service learning may have limited in-person interaction with others in similar roles. A shared class blog has been a useful tool for students to share their experiences and provide and receive social and emotional support during these out-of-class learning experiences.

(Teaching Institute - Other)

Teaching Institute -057 **Youth Mentorship Course Experience: An Innovative Collaboration with a Community Partner**

Alishia Huntoonx, *Oregon Institute of Technology*

No secondary authors

A unique collaboration focused on youth mentorship utilized college students as mentors for ninth graders, offering a learning experience for both groups. This program is a collaboration between a university and community non-profit organization. Of note are the development, structure, benefits, and challenges of such a program.

(Teaching Institute - Other)

Teaching Institute -058 **APSSC RISE Research Award Winner: Narrowing the Achievement Gap in Introductory Psychology**

Mark J Starrx, *University of Wisconsin-Madison*

Caton F Roberts, *University of Wisconsin-Madison*

The achievement gap between undergraduate students from historically under-represented groups and their peers remains a stubborn problem in many large university courses. Here we report the development and assessment of an innovative intervention that fostered collaborative learning environments and reduced the achievement gap among participating students in Introductory Psychology.

(Teaching Institute - Program Evaluation)

Teaching Institute -059 **On-line Instruction: Panacea or Peril**

Michael R. Van Slyckx, *South University-Richmond*

No secondary authors

A series of studies examining student preferences for teaching techniques produced findings that students like interactive methods with the teacher and other students, rather than passive methods, e.g., lecturing. Interestingly, in each study on-line methods were significantly less liked than all other methods. The implications of this finding are considered.

(Teaching Institute - School)

Teaching Institute -060 **Differentiating Two Ways of Feeling Different From Others During Social Transitions**

Jessica Salvatorex, *Macalester College*

No secondary authors

Illuminating why some adjust easily to new social environments while others struggle, this daily diary study distinguishes between feelings of deviance vs. uniqueness. The former is a negative predictor and the latter is a positive predictor of adjustment across the two weeks of orientation to college.

(Teaching Institute, Social - Self)

Teaching Institute -061 **Interdisciplinary Course on "The Good Life": Combining Psychological Inquiry and Philosophical Ethics for Psychological Science and Philosophy Majors**

Heidi A. Waymentx, *Northern Arizona University*

Julie Piering, *Department of Philosophy, Northern Arizona University*

Two upper-division courses co-convened for an interdisciplinary course "The Good Life". Nine student teams produced philosophical/empirical reports on a theoretically derived research question using data collected from PSY101 subject pool. Project presented in class and college symposium. Pre-post student assessment suggested gains in key learning outcomes for all students.

(Teaching Institute - Self)

Teaching Institute -062 **TED-Ed Predicts Metacognition Improvements**

Nestor Matthewsx, *Denison University*

No secondary authors

This research project required undergraduate students in psychology courses to complete TED-Ed Lessons online before coming to each class period. Performance on the TED-Ed Lessons significantly predicted several learning outcomes. Additionally, across the semester students exhibited significant linear increases on sub-scales from Dorothy Williams' (2009) Metacognition Rubric.

(Teaching Institute, Biological/Neuroscience - Sensation/Perception)

Teaching Institute -063 **Student Attitudes Toward Grade Distributions**

Dennis E. Dewx, *Mount Mercy University*

Angel J. Vicente, *Mount Mercy University*

Rebecca R. Louison, *Mount Mercy University*

Undergraduates completed an on-line survey about their perceptions of being provided grade distributions for tests and assignments. Results indicate students are not always given grade

distributions, but believe doing so is a good practice (70.7%). Among other findings, students report grade distributions motivate them (76%) and increase academic efficacy (65.3%).

(Teaching Institute, General - Social Cognition)

Teaching Institute -064 **Developing and Assessing Teamwork Skills in Psychology Education**

David J. Woehrx, *University of North Carolina Charlotte*

Misty L Loughry, *Georgia Southern University*

Matthew W Ohland, *Purdue University*

We present a set of free web-based tools that can be used to facilitate the development and evaluation of teamwork skills. Although the tools were developed to help instructors manage teams, we demonstrate they can also facilitate research on students' learning and document student outcomes related to learning and the quality of their team experiences.

(Teaching Institute - Social Groups)

Teaching Institute -065 **Development of High-Impact International Studies Course**

“Triumph of the Wills”: Social Psychology and the Nazi State in Europe

Rik Seefeldtx, *University of Wisconsin-River Falls*

Sherry K. Schneider, *University of West Florida*

This undergraduate honors course took place as students travelled to Normandy, Paris, Berlin, Prague, and Krakow. It explored the Nazi state and national social identity of the occupied countries through social psychology including leadership, propaganda, and the apparatus of the Holocaust. High impact international studies for psychology students are discussed.

(Teaching Institute, Social - Social Groups)

Teaching Institute -066 **Ecological Validity of the Testing Effect: The Use of Daily Quizzes in Introductory Psychology**

Robert Batsellx, *Kalamazoo College*

Autumn B Hostetter, *Kalamazoo College*

Jennifer L Perry, *Kalamazoo College*

A General Psychology quasi-experiment explored the external validity of the testing effect. The Control Class studied texts whereas the Quiz Class studied and completed daily quizzes on those texts. The Quiz Class scored significantly higher on subsequent exams. Daily quizzes embedding the testing effect into the classroom improve student learning.

(Teaching Institute - Testing)