1. ***Active Learning and the Classroom: How to Utilize and Adopt to New Teaching Spaces,* Hannah Shatzer**
   a. How do you utilize active learning strategies in your classroom?
   b. What features or physical attributes of your classroom help or hinder active learning?
   c. What challenges do you experience when incorporating participatory activities in various classroom setups at your institution? What has helped you overcome them?
   d. What activities adapt well to different classroom configurations? What activities don't adapt well, and why?
   e. What changes to your classroom would make the biggest difference in facilitating active learning?

2. ***Using Life Review to Telll a Story: A Service-Learning Course on the Psychology of Aging,* Casey Dexter**
   a. What are some tips on how to identify and work with suitable community partners to cultivate a meaningful service-learning opportunity for students?
   b. What are some tips on how to identify and work with suitable community partners to cultivate a meaningful service-learning opportunity for community members?
   c. What are the logistics of how to design, implement, and evaluate service-learning within the confines of a regular academic course (and time frame)?

3. ***Thorny Issues in the Classroom: Fostering Civil Dialogue on Devisive*** Do educators have a responsibility to teach civil discourse to their students? If so, what are the limits ***Topics,* Ellen Shupe**
   a. to this responsibility, and how can we achieve it in the context of psychology courses?
   b. What are the challenges involved in initiating and facilitating appropriate, respectful discussions of divisive issues?
   c. What specific strategies are useful in managing the discussion and dealing with unintended consequences?

4. ***Framing Class Assignments in Employment Contexts: How Can We Help Students "Make the Connection"?* Pam Marek & Andrew Christopher**
   a. What are some examples of assignments you give that allow students to explore their career interests?
   b. What do you/your department do to advise students who do not intend to go to graduate school?
   c. How do you integrate issues of professional development for students into your curriculum?
   d. If you have a stand-alone careers course, how is it organized?

5. ***How Far Is Too Far? Bridging the Gap in First-Year Student Coping Skills,* Manda Williamson**
   a. What differences in study skills, time management, and outside commitments have you observed in your students?
   b. Have you adjusted the structure of your course to meet the deficit in independent learning they can create? If so, how?
   c. What empirically-based practices do you use in order to assist students in gaining confidence in their ability to be successful in your course?
   d. How far should we go in adjusting the schedule or deadlines for those students who have become burdened by a lack of preparation, outside time demands, and commitments that detract from their education?

6. ***Teaching THreshold Concepts,* Richard Remedios**
   a. What are the threshold concepts in the area you teach?
   b. What do you do when students struggle with the concepts?
   c. What modes of delivery help students understand key concepts?
   d. Should we assess threshold concepts differently to other concepts?

7. ***Using Class Feedback Cards to Maintain a Dialogue with Every Member of the Class,*** **Gregory Preuss**
   a. How could you modify this activity for usage in courses other than introductory psychology?
   b. If you teach courses with a large number of students and have teaching assistants, how could your teaching assistants make this activity feasible?
   c. How could technology be used to submit the feedback cards in a digital format?

8. ***Conducting Needs Assessments for Psychology Students,*** **Christina Shane-Simpson**
   a. How are instructors currently assessing students' baseline knowledge in psychology prior to beginning the semester?
   b. How can instructors accurately assess students' baseline knowledge in psychology early in the semester?
   c. How might student knowledge assessment be tailored towards lower- and higher-level courses?

9. ***"You Can't Do Anything with a Major in Psychology": The Importance of Introductory Psychology Courses in Changing This Rhetoric,*** **Bethany Jurs, Victoria DeSensi, & Elaine Augustine**
   a. How do you address the APA's career development goal within your introductory psychology course?
   b. What types of discussions/homework assignments have you found useful in exposing students to career opportunities within psychology or using a bachelor's degree in psychology?

10. ***Mobile Applications in the Classroom,*** **Craig Cummings**
    a. How can students and professors benefit from the use of mobile applications?
    b. Have you had an opportunity to share mobile app experience in your classroom?
    c. Do you have a need in mind, but don't know if there is an app for that? Will you share it with the participants who may know of an app to help you out?

11. ***Training Future Faculty for the Professoriate: Professional Development for Graduate Students and Postdocs,*** **Nancy Abney**
    a. How are your PhD graduate students trained in teaching, mentorship, grant writing, networking, communication, or other professional skills?
    b. Does your university have a PFF program for psychology PhD students? Is your institution a member of CIRTL?
    c. How are future faculty at your institution being mentored or trained in Scholarship of Teaching and Learning?
    d. As a PhD student, postdoc, or faculty, what are some critical job skills that would benefit future faculty that are lacking from your curriculum?
    e. What are the necessary technological skills for the future professoriate?

12. ***Assessment: Beyond Best Practices to Make Assessment Manageable and Useful,*** **Leah Gensheimer**
    a. Has your program adopted APA's version 2.0 (2013) set of learning goals and outcomes for the psychology major and, if so, which goals and outcomes are you assessing? Are you assessing other outcomes?
    b. What is your program's assessment plan?
    c. What measures do you use? Are you using standardized measures (e.g., ACAT, Major Field Test) or internal department-specific measures?
    d. What seems to be working well; what not so well?
    e. What department process do you have in place to review and act on assessment findings?
    f. How have you balanced making assessment both manageable and useful?

13. ***Tips for Graduate Student Instructors to Support Each Other,*** **Kathryn Narciso & Keaton Fletcher**
    a. What are your experiences with support while teaching as a graduate student?
    b. What have you found helpful?
    c. If a mentor, what successes or failures have you seen for support for graduate student instructors?

14. ***The Demonstrative and Procedural Self: Uncovering the Hidden Aspects of Your Personality***, **Jonathan Gibson**
    a. Can meditation alter personality?
    b. What tools or assessments are available to help us identify our procedural self or the hidden aspects of our personality??
    c. How might one benefit from uncovering hidden aspects of our personality?

15. ***Innovative Learning Spaces: Teaching Psychology in the New College Classroom,*** **Allison Butler**
    a. Do you have experience teaching psychology in an innovative learning space? What are the unique features of the space, and how have you incorporated them in your teaching of psychology?
    b. What are some specific active or experiential learning exercises you have used in psychology courses to replace traditional lectures?
    c. How does the classroom environment impact teaching and learning in your courses?

16. ***Field Laboratories in Psychology: The Remote Field Course,*** **David Widman**
    a. What other activities demonstrating psychological science could psychologists do with students on such field trips?
    b. What destinations would better lend themselves to psychologists?
    c. Could these activities be extended to international locations??
    d. What pitfalls might be encountered?

17. ***The Gender Revolution: How to Stay Apace in the Psychology of Gender Classroom,*** **Camille Buckner**
    a. What are the greatest challenges in keeping gender courses up-to-date? What strategies and resources do you use to keep up with changing conceptualizations of sex and gender?
    b. What topics are central to cover in up-to-date psychology of gender/women courses? What approaches and activities do you use to address these topics? How effective are these approaches and activities?
    c. What are the core topics and issues in gender courses that call for sustained critical analysis on the part of students? If you teach one of these courses, what strategies and activities do you use to engage students in critical reflection on these topics and issues? Are you satisfied with your approach? In what ways is it working/not working?

18. ***Is It Acceptable to Teach Students When and How to Cope with Issues They Actually Face, Rather Than Just Teaching about Coping?*** **Robert Konopasky**
    a. Have a significant number of your students' parents suffered losses of income, security, and social status?
    b. Do your students worry about finding jobs that are secure with sufficient incomes?
    c. Should you talk about the research on losses, destructive reactions, and on-campus resources knowing that it applies to your students personally, or just teach about troubling life events and coping in the abstract? How can your teaching be used to help students, but stop short of intervention?

19. ***Faculty Response to Students Experiencing Psychological Distress***, **Anne Williams-Wengerd**
    a. How should faculty, with or without clinical or counseling experience, respond to a student's mental health concerns?
    b. How do faculty effectively collaborate with college and university administration to address the issue of psychological distress or disorders in students?
    c. When is the appropriate time to communicate with university administration or staff regarding student concerns?
    d. How do faculty and disability services work together when a student is diagnosed with a psychological disorder?

20. ***Making Your Psychology Courses LGBTQ+ Inclusive***, **Laura Wilson**
    a. Why is it important to make our psychology course content LGBTQ+ inclusive?
    b. What are good classroom strategies to create an environment of acceptance and safety when many students may have personal issues related to homosexuality and transgender identity?
    c. What are examples of course content, assignments, and activities that can promote a climate of acceptance and safety?

21. *Creating Community Engaged Learning Opportunities for Psychology Majors*, **Wendy Ellis &Cathy Chovaz**
    a. What undergraduate courses might be best suited for a community placement or project?
    b. What are some obstacles to creating community engaged learning courses?
    c. Will community engaged learning courses be of interest to a majority of students? Will students be ready for the demands of community engaged learning courses?

22. *Education for All? Challenges Educators Face at Open Admission Institutions?* **Karly Schleicher & Jennifer Brown**
    a. Do you make them aware of tutoring resources through the college or university (if such resources exist)?
    b. Do you structure your course to help them develop better study habits?
    c. Do you incorporate foundational information into your courses that the students should have learned in previous classes (or high school)?
    d. What are other ideas that you have implemented (or considered implementing) into your course to help alleviate the disparity among student abilities?

23. *Integrating Service-Learning into Psychology Curricula,* **Scott King, Wendy Carlson, & Rodney Bragdon**
    a. What are participants' conceptions of service-learning?
    b. What are participants' experiences with service-learning? Successes? Ways to improve?
    c. What is holding participants back from performing more service-learning? What can participants do to work around those barriers?

24. *Major Progress: Preparing Students for a Degree in Psychology,* **Fran Barth**
    a. What is your retention rate within the major from each year?
    b. What field do most of your undergraduates pursue after graduation?
    c. How do you prepare your students for graduate school, other than classroom skills?

25. *Short-Term Study Abroad Trips for Psychology Students,* **Maureen Donegan**
    a. What types of short-term study abroad programs exist for psychology students?
    b. What options do students have to earn academic credit while participating in a study abroad trip?
    c. What are the pros and cons of partnering with a private tour company to offer a study abroad experience to students?

26. *Teaching Strategies to Promote Constructive Engagement with Ideologically Diverse Others,* **Debra Mashek**
    a. What examples can you share from your classroom or campus that help illustrate the challenges of engaging with ideologically diverse others?
    b. What psychological concepts and research might inform curricular approaches to promoting constructive engagement with ideologically diverse others?
    c. What ideas can we offer for deploying those concepts and research in service to promoting constructive engagement with ideologically diverse others? What resources, in-class activities, and assignments could help in this regard?
    d. If we were to design a full-semester course focused on these themes, what might a particularly compelling instance of that course look like?

27. ***Optimal Theory as an African-Centered Approach to Pedagogy,* Ricardo Frazer & Raymond O'Connor, Jr.**
    a. What is the impact of the current racial dynamic in society on the classroom environment?
    b. Do multicultural students experience anxiety associated with stereotype threat??
    c. Do students create prejudices by reacting to the "isms" in society, such as classism, racism, and sexism?
    d. Do students still believe in the Golden Rule, "Do unto others as you would have them do unto you,"?
    e. How do teachers find effective ways to work with students exhibiting prejudicial attitudes, bigoted emotions, and discriminatory behaviors?
    f. Do attitudes towards existing social norms in this heterogeneous racial society impact the academic performance of students in the classroom?
    g. Can Belief Systems Analysis Therapy provide a model for working with prejudicial and bigoted students? (Does it get you into the student's frame of reference and help you to help the student clarify, understand, and work with those holding different perspectives?)

28. ***Using Games to Stimulate Learning in and out of the Classroom,* Meagan Wood**
    a. Do you provide any study materials to students?
    b. Have you used any games within the classroom to help stimulate learning?
    c. Have you heard of any other games or websites that might be helpful for students?

29. ***Keeping It Real: Creating Assignments That Prepare Students for Life after Graduation,* Melissa Beers & R. Eric Landrum**
    a. What opportunities do you see to engage professionals as guest speakers in your courses?
    b. How might you adapt an assignment used in one of your courses to connect to a truly real-world task?
    c. What would you like to know about how better to connect what you are teaching to students' experiences after graduation?