30. ***Using Interdisciplinary Education to Simultaneously Develop Skills and Improve the Public Perception of Psychology*, Stacie Spencer**
    a. If you have developed interdisciplinary learning experiences, which disciplines were included, what were the goals, what methods of assessment did you use, and what were the outcomes?
    b. What challenges did you face in designing/delivering interdisciplinary learning experiences, and how have you overcome them?
    c. If you are thinking about developing interdisciplinary learning experiences, which disciplines do you plan to include and what goals would you like students to achieve? What challenges do you anticipate facing in designing/delivering the experience?

31. ***Let's Talk about Equity and Inclusion in the Classroom,* Kentina Smith**
    a. What are some equitable practices?
    b. What are some culturally responsive teaching strategies?

32. ***Cellphone Policies that Actually Work: Evidence-Based Strategies for Promoting a Texting-Free Classroom,* Caroline Stanley**
    a. As an instructor, what barriers do you face when considering new ways to implement "distraction-free" policies for the class?
    b. When asking students to refrain from texting during class, which methods have you tried? Which ones seemed successful and which ones didn't?
    c. How do you feel about using penalties (i.e., course deductions) for the use of cellphones in class? Could this be effective for your class?
    d. How do you feel about offering incentives (i.e., bonus points) for students who voluntarily turn over their phones before class? Could this be effective for your class?

33. ***Practice What We Preach? Achieving Work-Life Integration across Career Stages,* Allison O'Leary & Virginia Wickline**
    a. What are the biggest barriers to work-life integration that you face??
    b. What boundaries could you create in your work day that would prevent distractions and help you stay productive?
    c. What self-care techniques do you use to manage stress and prevent burnout, and why do these work for you?

34. ***Engaging Undergraduates in Meaningful Research: Experiences from Liberal Arts Colleges and Public Universities,* Jay Michaels, Sarah Burns, Anthony Coy, & Brooke Spatta**
    a. What are some pointers for making the research experience rewarding for both the student and for the faculty member without significantly adding to the faculty member's already heavy workload?
    b. How does research involvement differ at liberal arts colleges and smaller universities? Are there ideas or practices from each institution that could be useful in the other?
    c. Many students who have weaker academic records are nevertheless motivated. What advice do you have for engaging these students in research?
    d. How can you make the faculty-student research experience a collaboration that leads to tangible outcomes (e.g. major conference presentations, publications, grant applications)?

35. ***Taking the Grr out of Group Projects: Facilitating Professionalism and Collaboration,* Jacqueline Evans**
    a. In your experience, how have you supported and built professionalism and collaboration skills into group project assignments? Are there ways you have developed to model professionalism and to encourage students to "buy in"?
    b. In your experience, what strategies have you found to help students overcome barriers and challenges to success in collaboration? How do you help them anticipate and prepare to face these barriers?
    c. What strategies (grading rubrics, student feedback, etc.,) have you successfully developed to build accountability for meaningful participation of all group members?

36. ***Offering Two Degree Options in Psychology: Lessons Learned So Far,* Lori Lindley**
    a. What are the advising challenges associated with helping students to find the right psychology degree for them?
    b. What should be the common foundation for any degree in psychology, and what should distinguish a BA from a BS?
    c. What are the experiences that will most benefit students in meeting their professional goals?

37. ***Integrating Guest Speakers into the Course Content*, Alison Paglia**
    a. How do you find quality guest speakers?
    b. Do you utilize guest speakers? Why or why not??
    c. What challenges and successes have you found with inviting guest speakers to your classes?

38. ***Student Learning and Attitudes in a Partially Flipped Undergraduate Research Methods Course*, Carole Yue**
    a. How can outside-of-class and inside-of-class materials best complement each other?
    b. In your experience, how has flipping your classroom affected student learning?

39. ***The Utility of a "Careers in Psychology" Course,* Ashlyn Swartout**
    a. Should a course on Careers in Psychology be a required part of the psychology undergraduate curriculum?
    b. What content should be covered in a Careers in Psychology course?
    c. What assignments would be useful for preparing students for graduate study?
    d. What assignments would be useful for preparing students for a career?
    e. What other components should be included in a course such as this?

40. ***Growth from Assessment: Cam We Create Programmatic Change through Assessment of Student Learning,* Jill Rinzel & Julianna Alitto**
    a. What are your goals for assessment? How are your assessment projects used to achieve these goals?
    b. How can we gain faculty "buy in" to assessment projects?
    c. What ways of conducting assessment are most helpful to drive curricular and programmatic change that you have seen or used?

41. ***Honors: What's So Honorable about Them?* Thelisa Nutt**
    a. How do you approach honors psychology that is different from a regular psychology course?
    b. What approach do you use in designing a unique learning experience in honors psychology?
    c. What projects do you offer and how are the projects different in honors?
    d. What lessons learned do you have to share?
    e. What would you do differently the next time you teach an honors psychology?
    f. What resources do you use?
    g. What would be the idyllic honors course?
    h. How can you create that idyllic honors course?
    i. What projects have flopped?

42. ***Preserving the Ego Strength through International Service-Learning: Changes in Dispositional Empathy and the Psychology of Prosocial Behavior,* Amy Baus**
    a. What is your name, affiliated institution, teaching background, and any service-learning experience you encourage or require of students enrolled in your courses?
    b. What has sparked your interest to engage in this particular PIE table discussion?
    c. What courses are you considering to extend a component of service-learning, and, what type of sustainable community project(s) are you interested to facilitate?

43. ***Games That Promote Retrieval,* Karl Bailey**
    a. What kinds of information or skills do you need your students to be able to retrieve during class discussions or on tests? What games do you (or could you) play in your class to help students practice retrieving that information?
    b. How do you integrate games into your classes?
    c. What is the most effective game for learning that you have played in a class?

44. ***Specifications Grading in Introductory Psychology,* Jamie Kleinman**
    a. What experiences have you had with specifications grading?
    b. What are some of the pros and cons of this system as compared to a traditional points or percentage-based system?
    c. What are ways you might utilize this system in your courses?

45. ***Integrating Issues Regarding Gender, Race, Ethnicity, and Social Responsibility into Undergraduate Psychology Courses,* Mary Jenson & Gwen Pursell**
    a. Has anyone used the Implicit Associations Test to assist students to recognize their use of stereotypes?
    b. Can you incorporate media sources such as news clips, advertisements, commercials, and programs to teach students to identify gender, ethnic/cultural stereotypes? How can these media sources help reinforce or maintain these stereotypes.?
    c. Can we use APA guidelines for reducing bias in writing, to discuss how the tone and word choice of the researcher can affect the way participants perceive questions and therefore the outcome of the research? How can teachers' biases influence student engagement and performance?
    d. Do you know how the Zeitgeist of the time influenced what was studied, and who was put in textbooks? How have eugenics impacted the field of psychology?
    e. How does social status affect one's health, at every level of the social gradient?
    f. Using developmental theories, how have people formed cultural, ethnic, and gender beliefs? How have recent changes in society promoted a lack of empathy and intolerance of others?

46. ***Classroom Data Collection: What Works?* Barney Beins**
    a. In what classes do you make use of data collection?
    b. What methods and technologies do you use and how time consuming is the setup?
    c. What aspects of these exercises are effective and what do students like?

47. ***Tips and Tricks for Teaching an Online Course,* Melisa Barden**
    a. If you use voice-over power point or video lecturing, how do you make sure students are actually watching it?
    b. When using discussion boards, what are some ways to encourage well thought out and meaningful student posts? What type, if any, feedback do you provide?
    c. What are the main detriments from not having the face-to-face time with your students and how can this be overcome in the online context?

48. ***Understanding and Reducing Student Resistance to Learning,* Anton Tolman, Kristen Thomsen, & Sandra Cameron**
    a. What is student resistance to learning and what are the motivators that drive it?
    b. What elements contribute to student resistance and how can we evaluate them in our classes?
    c. How can I begin to apply a coherent framework for change in my classes to reduce resistance and enhance student motivation to learn?

49. ***Reinvigorating a Sensation and Perception Course: Integrating Experimental Research in a Non-Research Methods Course,* Karenna Malavanti**
    a. How do we get student "buy-in" in a course where research methodology is not the main content of a course?
    b. Undergraduates typically propose "noisy" experiments. What are the advantages, disadvantages, and advice for facilitating original research/replications as avenues for integrating experimental research in non-research methods courses?
    c. IRBs? Departmental approval and concerns when conducting student-driven research at a large, research-intensive university and a small liberal arts college?

50. ***Experiential Learning in Online Courses,* Martha Hubertz**
    a. What are the benefits of experiential learning on course learning objectives?
    b. How can experiential learning opportunities be created for various modalities of classes: online, face-to-face, mixed mode, small and large?
    c. Other than research and service-learning, what forms of experiential learning can be beneficial to students?

51. *Supporting Current and Potential Psi Beta Advisors,* **Kathleen Hughes**
    a. How can we utilize campus resources, garner administrative support, and increase fundraising?
    b. What are your chapter successes and what can you do to gain support for current challenges?
    c. What support and guidance do those of you who are new need?

52. *Using Project Based Learning to Revolutionize Introductory Psychology Courses,* **Kim Harding**
    a. Do you want to talk about how a Project Based Learning approach can be an effective method for teaching introduction to psychology courses?
    b. Are you looking for a way to make psychology come to life for your students in introductory psychology?
    c. Do you have ideas for ways to revolutionize introductory psychology courses to make the first psychology course students take a great one?

53. *Using Undergraduates as Teaching Assistants,* **Debora Herold**
    a. How do you, or might you, use undergraduates as teaching assistants or peer mentors?
    b. What concerns do you have, or issues have you experienced, when using undergrads as TAs?
    c. What kind of training should undergraduates receive prior or during the TAship?

54. *Transforming Students to Learners in Our Classes and across Our Campus,* **Ciara Kidder & Bob DuBois**
    a. What differentiates students from learners?
    b. How can we help students understand the difference between students and learners?
    c. What practices do you use in the classroom that are learner oriented?
    d. What are examples of workshops, presentations, and resources we can share with others across our campus to develop students as learners in other areas or outside of the classroom?

55. *Creating and Responding to Writing Prompts on Psychology Courses,* **Jacqueline Heath & Melissa Beers**
    a. What are the advantages and disadvantages of less formal writing assignments?
    b. How can we use writing assignments in our courses to encourage our students to be more proficient consumers of current news topics and more honest and introspective in their own beliefs and attitudes?
    c. How can instructors respond to student writing in a way that provides constructive feedback while promoting learning?
    d. Responding to writing is very time consuming and students do not always take the time to review instructor feedback. Are there strategies that can increase student investment in reviewing and applying instructor feedback?

56. *Investigating Student Preparedness and Academic Success in General Psychology,* **William Altman & Jason Spiegelman**
    a. How prevalent are reading deficits among our students at different types of institutions?
    b. What effects do these deficits have on their performance in introductory psychology?
    c. How can we work with admissions and advising staffs to help ensure students' success?
    d. Will designing remediation directly into our introductory psychology courses provide better overall results for our students?

57. *Building a Well-Equipped Laboratory at a Teaching University,* **Adam Lawson**
    a. How can faculty acquire and justify the need for laboratory technology that serves both as a teaching aid and continued empirical research?
    b. How can faculty develop a balance between training students in advanced equipment for thesis driven research and maintaining your own strong program of research?
    c. What are some pitfalls and benefits in being a "teaching lab" that serves both shared and individual research interests?

58. *Shall We Play a Game? Using Games to Teach Psychological Phenomena*, **Stephen Blessing**
    a. What kind of topics in your course do you think might be suitable to explain via having students play a game?
    b. What sorts of games have you incorporated into your course to try to teach a topic?
    c. What features of topics or games do you think make them really good candidates to use in your course?