

PARTICIPANT IDEA EXCHANGE III
Friday, 4:45–5:45 pm
Jacaranda

59. *What Are the Big Ideas of Cognitive Psychology?* Kieth Carlson

- a. What are the big ideas in cognitive psychology?
- b. How can we make it easier for students to see the “big pictures” of cognitive psychology (or any course)?

60. *Research Starts Here! Developing Research Experiences in the First Two Years*, Katherine Wickes

- a. What are the successes that you have had with research with freshman and sophomore level students?
- b. Do your students involved in research have restrictions, such as honors status or completion of a stats/research methods course?
- c. What types of research projects/activities does your institution allow freshmen and sophomores to participate in? Do they need to be a psychology major to participate?

61. *Step off My Coattails! Strategies to Avoid Social Loafing in Academic Group Work*, Julianna Alitto & Jill Rinzel

- a. Do you experience social loafing in group activities in your classroom?
- b. How do you measure whether or not social loafing is occurring?
- c. What types of strategies have you utilized in your classrooms to increase student engagement in group work? How did you determine whether or not those strategies were effective?

62. *“I Can’t Believe They Said That!?! Addressing (Un)professional Behavior in the Seated and Online Classrooms*, Beth Trammell & Eevett Loshek

- a. How do you currently “teach” professionalism in your courses?
- b. How do you assess growth in professionalism in students?
- c. How do you set effective and appropriate boundaries for students in both the online and face-to-face sections?

63. *Fostering Career Readiness in Psychology Majors*, Pam Cartor, Ann Jirkovsky, & Joy Jacobs-Lawson

- a. Where are your psychology majors getting their first destination jobs?
- b. How do they identify those opportunities?
- c. What is something you are doing in your program that has been effective in helping students be career ready following graduation

64. *Facilitating Class Engagement in Biological Psychology Courses*, Emily Stanley

- a. What activities have you found to be effective at increasing student engagement and promoting learning in biological psychology courses?
- b. What kinds of activities have you tried in biological psychology courses that haven’t been as successful?
- c. What changes might improve these activities?

65. *Keeping It Fresh When Teaching the Same Courses*, Kimberly Day & Carolyn Pritchett

- a. When did you start feeling the need to add some excitement back into your course? Was this a result of students’ reactions or your own reaction?
- b. What have you tried to do to keep your course fresh? Add in new videos? Add recent relevant examples of content? Continually try to improve your course by taking notes about how material was received previous semesters?
- c. How do you feel technology, and meeting students on their “technological” level, has improved your course (or not)? Have you found any of the new apps (Flipd, TopHat, Google Classroom, textbook companion apps) to be useful or more distracting?

66. *Step in Speak Up: Training Educators to Support LGBTQ Students through Simulation*, Elizabeth Bradley

- a. How does bullying impact LGBTQ youth, and how can it be prevented?
- b. What are effective training tools that help teachers and school staff to effectively intervene with LGBTQ youth bullying?
- c. What are the strengths and weaknesses of computer training simulations as compared to more traditional methods of training?

67. *Writing across the Psychology Curriculum*, Nestor Matthews

- a. What experiences have you had (if any) with writing rubrics? Which rubrics have worked or failed, and in what ways?
- b. What experiences have you had (if any) in creating your own writing assignments? Which assignments have worked or failed, and in what ways?
- c. What experiences have you had (if any) in facilitating in-class peer-to-peer writing workshops? What aspects of the workshops have worked or failed, and in what ways?

68. *Using Active Listening Techniques to Enhance the Classroom Experience*, Cindy Schmidt

- a. How do you manage student questions/comments when you need to shift back to your lecture?
- b. How do you help students think more deeply about their own questions/comments?
- c. What do you do when a student is disruptive and dominating the classroom?

69. *Engaging Contemporary Learners*, Eileen O'Brien

- a. Do you have any reflections on the characteristics of the diverse psychology undergraduate populations?
- b. What are some of the special strategies, approaches, and issues that new college teachers will encounter?

70. *Teaching and Being Department Chair: How Do You Do It?* Dave Kolar

- a. How do you balance your teaching responsibilities with the other work you do?
- b. How are you able to update courses and remain creative in the classroom?
- c. Does your institution provide support for hire-behinds for Chairs/other services to make the job of the Chair more reasonable?
- d. What advice do you have for faculty who will take on the role of Chair in the future?

71. *Preparing Our Students to Defend Psychology and Educate the Public*, Ziv Bell & Melisa Beers

- a. What kinds of questions do you typically hear from lay people about psychology? What kinds of questions do your students typically hear?
- b. What do you see as the biggest misconceptions instructors and students need to be prepared to address?
- c. What do you do in your class to help prepare your students to answer those questions?

72. *Game On! Using Games in the Classroom*, Jennifer Merrill

- a. What games do you play in the classroom?
- b. Are the games effective in terms of meeting your objectives? If so, how and why?
- c. What are advantages and disadvantages to using games in the classroom?
- d. What games would you suggest to your colleagues? Any you would discourage your colleagues from using?

73. *Labs/Activities to Complement a Psychology of Eating Course*, Anaya Mitra & Emily Splane

- a. Have you taught this course either with or without a lab in the past? What were the advantages and disadvantages you experienced with either of these formats?
- b. If you have taught this course in the past, what topics did you find were most engaging/eye-opening for your students?
- c. What types of documentaries (if any) have you used in the past to complement some of this course work?
- d. What articles (academic/news) have you used in the past to complement some of this course work?

74. Learning Styles: Myth or Fiction? Noah MacKenzie

- a. Do you support the idea of distinct learning styles, and if so, how does this influence your pedagogy?
- b. Are there specific educational outcomes that you find especially challenging to assess, owing to different learning styles?
- c. What have students said to you about their own learning styles, if anything? Would there be any reason to expect that this might be an attractive idea to students?

75. Teaching Students through Engagement in an Online Environment, Bettina Shapira, Melinda Mull, & Pamelyn MacDonald

- a. What is your experience with teaching psychology courses online?
- b. How do you engage students in your online psychology classes?
- c. Student engagement in online psychology classes: what have we learned?

76. Exploring the Creation of an Honors Program in Psychology, Sally Farley

- a. In your experience, what is the best way to create an attractive and vibrant psychology honors program?
- b. Are there disadvantages associated with creating a unique honors track for psychology majors?
- c. What are the challenges you faced in creating a psychology honors track?

77. Growing Pains: How Do We Embrace Our Unique Contributions within the Department ... and Discuss How Much Money We Each Get? Amber Henslee

- a. How should workload and compensation be distributed?
- b. Is it "harder" to teach graduate courses, and thus those instructors should get more compensation than undergraduate instructors?
- c. Is it possible to maintain an equitable but not equal departmental policy?
- d. How can we use principles of psychology and our understanding of human behavior to ease the growing pains felt by departmental members and optimize the unique contributions and productivity of each person?

78. From Tactical to Practical: Techniques to Bridge Classroom Content with Real-World Application, Benjamin White

- a. What are some ways you ground your classroom content in current and real-world settings?
- b. How do you get students involved in making material relevant to themselves and how do you demonstrate the process of doing so?
- c. What tools do you use to gather content and how do you utilize the content in the classroom, LMS, or through assessments?

79. Transparency: Being Open with Your Students (Or Honesty Really Is the Best Policy), De-Laine Cyrenne

- a. Have you ever tried something new and it did not work quite as planned? Was it because the students did not know what to expect? If you changed it, what was the basis for the change?
- b. In addition to performance on assessments, how else do you know your students are meeting the course learning objectives?
- c. Do you think that transparency with students will have an effect on student evaluations of your teaching?

80. What Is in Your Secret Sauce? Vince Lembo & Thelisa Nutt

- a. What elements are a must-have to establish appropriate student behavior?
- b. What have you tried and will never try again?
- c. What are your best staples and resources?
- d. What tweaks have you made in the classroom?
- e. How do you handle cellphones, laptops, and attendance?

81. Everyday Technology for the Productive Professor, Jenel Cavazos & Bob DuBois

- a. What are some of the biggest challenges you face with your daily productivity?
- b. How does (or how could) technology support your daily productivity workflow?
- c. What smartphone and tablet tools help you stay productive and learn?
- d. What is your wish list for improvements to your existing toolbox and why?

- 82. Online Instruction: The Positives and the Negatives, Michael Van Slyck**
- What is your personal experience with online instruction?
 - What feedback from students have you received about online instruction?
 - What research are you aware of which examines online instruction?
- 83. Growing Empathy on a College Campus, Kate Larson**
- Is this a topic of interest on your campus, in your classroom?
 - Have you observed empathy demonstrated on your campus?
 - How might we, as faculty, work to grow empathy among our students in an effort to facilitate greater inclusivity?
- 84. Integrating New Methodological and Statistical Practices into the Undergraduate Curriculum, Jack Arnal**
- What are the learning outcomes we hope to see from our students in a statistics course?
 - How can we reach those same learning outcomes with statistical approaches other than the most frequent approach?
 - Assuming we were able to design a course that used alternative approaches, what would you need to feel comfortable teaching that course? How could the appropriate support to instructors be provided?
- 85. Psychology: The Interdisciplinary Integration of a Discipline, Melonie Sexton**
- Are there any disciplines in which psychology does not play a role?
 - What are ways to incorporate psychology into an English, history, biology, philosophy, etc., class?
 - What classes benefit the most from having an understanding of psychology?
- 86. Team-Based Teaching in Measure, Methods, and Statistics Courses, Anthony Coy**
- Can you provide an example of a successful/unsuccessful learning activity you created for teaching these courses (i.e., methods, statistics, measures)? What elements have distinguished the successful from unsuccessful?
 - For those using TBL: What resistance (or other comments) have you had from students in these courses? For those not yet teaching with TBL, what concerns do you anticipate students will have when you implement this approach?
 - What unexpected challenges, in or out of the classroom, have you faced implementing TBL and how have you been able to overcome them? For those not yet teaching with TBL, what challenges do you think might arise?
- 87. Responding to Intolerance and Hate on Campus and in the Classroom, Michael Hulsizer & Linda Woolf**
- How do you talk about current controversies/respond to intolerance in the classroom in a manner that doesn't alienate or disenfranchise some of your students?
 - Do you have any innovative activities/projects that you have used in class to address issues of hate and intolerance?
 - What problems have you encountered when engaging in dialogues about hate and intolerance in your classrooms or on your campuses?
- 88. Intervention Strategies in the Introductory Psychology Classroom to Increase Student Wellbeing and Enhance Student Performance, Diana Fuller**
- Do you have any ideas or contributions from your experience in the classroom regarding factors that prevent students from being adequately focused on their schoolwork?
 - As faculty, do you do anything inside or outside the classroom to intervene with perceived problems students have (e.g., seminar, counseling sessions, discussing with a student a deficient area of performance, or personal troubles)?
 - Are there ideas on how to implement stress and time management techniques inside or outside the classroom?