PARTICIPANT IDEA EXCHANGE I
Sunday, 3:00–4:00 pm
Jacaranda

1. ***The Scholarship of Engagement: Psychology Credit through Service-Learning, Local Community Partnerships, and the Short-Term Class Model,* Amy Baus**
   a. Please share with us your name, affiliated institution, your 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?

2. ***Myths, Media, and Misperceptions: Literacy Skills in the Modern Student,* Jamie Kleinman**
   a. What are some of the most common myths your students have about psychology? Do you offer any assessments for learning about these myths or helping raise their self-awareness?
   b. How would you rate the media literacy abilities of your students? Do you assess these skills?
   c. Do you use activities or assignments directly related to addressing these issues? How are they structured? How do you assess outcomes?

3. ***Witty Demonstrations, Relevant Media, and Fiascos in Social Psychology,* Thelisa Nutt**
   a. What are some of your lessons learned from teaching social psychology?
   b. What has worked with some classes, but what was a fiasco with others and why?

4. ***Classroom Discourse: Assignments to Enhance Students' Critical Thinking and Engagement*, Linda Kerr**
   a. What challenges have you experienced leading seminar-style courses?
   b. What approaches have you used to support your students' critical analysis of assigned readings and thoughtful engagement in class discussions?
   c. What types of assignments have you devised to support your students' analysis of different research perspectives?
   d. What approaches have you found most useful for supporting student-led presentations and discussions?

5. ***The Challenge of Incorporating Global Education into Psychology Courses,* Stan Alexander**
   a. What world views do your students put forth in class?
   b. How might students be guided towards examining the psychology of people everywhere?
   c. How might students be taught to analyze world issues critically?

6. ***Secret Diary of a General Psychology Redesign,* Marsha McCartney & Susan Marshall**
   a. What about course redesign interests you? What are the characteristics of the course you are thinking of redesigning?
   b. Are you considering a large-scale entire course redesign, or just a few elements, such as assignments, assessments, or topics/units within the course?
   c. Where do you expect to run into roadblocks as you consider redesigning your class? Getting department approval? Creating student buy-in? Moving from instructor to facilitator? Finding resources? Choosing technology? Etc.?

7. ***Persistence and Remediation: Unique Challenges in Regional Universities and Community Colleges,* Elisabeth Ponce-Garcia & Amy Madewell**
   a. What are the unique challenges your students face when beginning remediation? For example, are your students more likely to have a lack of financial resources, lack of child care, work more than part time, or other risk factors?
   b. How might you, as the instructor, be able to encourage students in remediation to continue their education? For example, how do you utilize university resources, community resources/scaffolding in the classroom?
   c. What are things you can initiate or become involved in at differing levels within your school/college/university that may have a positive impact on the persistence of students in remediation?

8. ***How Might Instructors (and Students) of Psychology Benefit from Using Twitter?* Anna Ropp & Bob DuBois**
   a. What experiences have you had so far with Twitter? In what ways were these experiences positive and not so positive and why? What key lessons have you learned from your experiences and why?
   b. How can instructors (and students) of psychology benefit from using Twitter and why? How has using Twitter informed your teaching and why?
   c. What distinguishes Twitter from other social media tools that may be used by instructors (and students) of psychology?

9. ***Securing a Good Job and a Great Life at a Liberal Arts School,* Jordan Troisi & Andrew Christopher**
   a. What concerns do you have about the application process? Has anyone mentored you about applying to liberal arts schools before?
   b. Have you engaged in any kinds of professional preparation that you think might be valuable to selection committees at liberal arts schools?
   c. What do you want to know about work and personal life at a liberal arts school?

10. ***10 Great iPad Apps for Teaching of Psychology,* David Berg**
    a. What are the best iPad apps for teaching Psychology in high school and college for 2016?
    b. What do you, and your students, actually want to do with the iPad? What resources do you need to make this happen?
    c. Do you know how to make the connection to use the iPad with a/v equipment or a projector for the purpose of presentations?

11. ***I'm Not Going to Be a Researcher. Why Do I Need to Know Statistics?* Thomas Nygren & Melissa Beers**
    a. How can we do a better job of showing the relevance of statistical methods to the large majority of psychology majors who are NEVER going to do a statistical test in the future? What techniques or methods work?
    b. Are there topics like probability that might lead to the use of non-traditional assignments, projects, or teaching (e.g., guest speakers such as local weather forecasters, physicians)?
    c. How can additional resources such as social media be integrated into our classes to achieve a better balance of teaching classic concepts and contemporary relevance?

12. ***Presenting a Unified Picture of Psychology in Intro Psych,* Alan Jern**
    a. What are recurring themes that span multiple topics and disciplines in psychology?
    b. How have instructors incorporated "call-backs" to earlier topics in their courses?
    c. What should the learning objectives for Intro Psych be?

13. ***Interdisciplinary Classes: The Good, the Bad, and the Ugly,* Shelia Greenlee & Dorothy Doolittle**
    a. What is your biggest concern about co-teaching an interdisciplinary course?
    b. What was the best outcome you experienced from teaching an interdisciplinary course?
    c. What mistakes do you think were made in designing and teaching the course?

14. ***Internationalizing the Undergraduate Psychology Curriculum*, Kenneth Abrams & Joe Hatcher**
    a. What strategies does your department currently employ to internationalize its undergraduate curriculum?
    b. What are the primary obstacles your department faces when considering the internationalization of its curriculum?
    c. What successes and challenges has your department experienced in attempts to incorporate study abroad into the curriculum?

15. ***Teaching Complementary and Alternative Medical Techniques in a Scholarly Environment,* Jason Parker & Anastasia Betts**
    a. What is your impression of CAM? Specifically, hypnosis as therapy, nutrition and diet as therapy, and how these "borderline" techniques may be useful in the therapeutic recovery of clients?
    b. How can we teach such "esoteric" topics in the traditional university program? Do they even have a place?
    c. If we are to teach CAM techniques, where should they fall within a program? Throughout? UG? Graduate only? Why?

16. ***Using Podcasts in Teaching Psychology,* Jeffrey Nevid**
    a. Are you interested in using podcasts? Where might you find podcasts you can use in class?
    b. What are some examples of podcasts you are using or would like to use?
    c. What is your experience using podcasts in class?
    d. How can we build educational content around podcasts, such as discussion questions?

17. ***Effective Course Policies for Students and Instructors,* Chantal Poister Tusher**
    a. What policies have you found to be effective (i.e., good for the students and good for you) for issues such as submission procedures and formatting for assignments, late assignments, tardiness to class, classroom disruptions/classroom incivility?
    b. Are there any issues for which you are struggling to come up with a workable policy, given the requirements and structure of your course?
    c. What is the balance between being fair to all students in a class (typically with a policy) and life circumstances that a particular student may face?
    d. Does your college or university have any general policies (e.g., for athletes, for student mental health issues) that influence your own classroom policies?
    e. Have you ever had to change policies, or implement a new policy, mid-semester due to particular issues in a class? How did you handle this?

18. ***Sexual Assault on College Campuses: Teaching and Learning Assessment Opportunities within Introduction to Psychology,* Elyse D'nn Lovell**
    a. Is sexual assault prevention a topic on your campus, and if so, what is your campus doing for prevention, and how may existing efforts be incorporated into psychology concepts?
    b. If you were to incorporate sexual assault prevention into your teaching, how would you do this: lecture, group discussions, service learning, other mediums?
    c. In looking over the assessment measure and data shared in this discussion, what questions or assessments would you suggest to strengthen student learning and assessment?

19. ***Identifying Undergraduates' Misconceptions in General Psychology,* Christopher Stanzione**
    a. How can we identify student misconceptions?
    b. How can we foster conceptual change in our classes?
    c. What topics do students find most interesting in a general psychology class?

20. ***The Transformational Experience of the Classroom in Addressing Gender Violence: The National Gender Violence Curriculum Infusion Repository,* Heather Reeson Lambert**
    a. How do you design a curriculum repository that would be known and accessible?
    b. What would faculty like to see made available in such a repository?

21. ***Integrating Undergraduate Research Experiences into Psychology Courses,* Danielle Lindner**
    a. How have you tried (or thought about trying) to incorporate undergraduate research into your courses? Which activities and assignments have been most successful?
    b. What are the biggest challenges you have faced (or anticipate facing) when integrating undergraduate research into your courses? How might you overcome them?
    c. How can we use undergraduate research experiences in individual courses to better prepare students for capstone experiences? Which types of research skills might be best taught/practiced in this way?

22. ***Instructors or Students? Who Is Really Responsible for Student Learning?*** **Jessica Stansbury**
    a. What are your perceptions about the role of instructor and student in the classroom?
    b. Do you believe the instructor should be a facilitator of knowledge and how do you create a learning environment that promotes this interaction in higher education and provides students the opportunity to have more ownership of their learning?
    c. Are you surprised by the findings of this study that instructors see themselves more responsible for the learning process than students?

23. ***Student Integrity: Beyond the Classroom,*** **Amber Henslee**
    a. Do you address student integrity issues outside the classroom?
    b. In your ideal world, how would you like your university to address the broader concept of integrity?
    c. Given the developmental stages of traditional freshmen students, how can we help them set their "moral compasses" for integrity beyond the classroom?

24. ***Challenges and Rewards: Creating an Online Class across Multiple Campuses,*** **Robin Morgan, Maureen Rutherford, & Gin Morgan**
    a. What are the advantages and disadvantages of campus-centric approaches to teaching?
    b. What are the advantages and disadvantages of cross-campus collaborative approaches to teaching?
    c. What political pressures in your state might encourage or discourage such collaborative approaches?
    d. Are collaborative approaches such as these encouraged by online efforts?

25. ***Effectively Teach Developmental Theory through Using Personal Reflective Processes and Autobiographical Approaches,*** **Michael Ignelzi**
    a. What is your view of the value of using personal reflective processes and autobiographical approaches in teaching and learning developmental theory?
    b. What activities/assignments have you designed or considered that utilize these approaches? How would you evaluate their effectiveness?
    c. What have you found are the important factors that enhance success of these approaches, and what are the challenges in using these approaches?

26. ***Creating and Maintaining a Small University IRB,*** **Lorene Heuvelman-Hutchinson & Shannon House Dobson**
    a. Where do you find the information to initiate your IRB processes (e.g., regulations, forms, etc.)?
    b. What is the difference between institutions that receive federal grants and those that do not with regard to how the IRB functions? How do you convert a local IRB to one that can receive federal funds?
    c. What types of student/classroom research projects should be reviewed and how do you accommodate student research schedules in the review process?

27. ***Designing Engaging and Effective Online Activities for Research Methods Courses,*** **Alisa Beyer**
    a. What are your best practices for involving students online for a research methods course?
    b. What are ways to remedy limitations of teaching research methods online?
    c. What added skills do students acquire taking a research methods course online?