28. *Teaching Controversial Issues: Bridging the Gap between Understanding and Belief,* **Richard Miller**
    a. In your experience, are there topics that students seem to understand (as demonstrated by test scores) but not actually believe?
    b. What pedagogical approaches do you think would help overcome this disconnect between understanding and belief?
    c. Would you be interested in collaborating on research in this area?

29. *How to Flip the Advanced Psychology Classroom: The Case of Child Psychology,* **Allison Butler**
    a. Have you implemented a flipped classroom approach in any of your courses? What specific tools and strategies have you found to be useful?
    b. What was the student response to the flipped model?
    c. What in-class activities do you use to engage students and promote active learning in Abnormal Psychology/Child Psychopathology courses?

30. *Peer-Assisted Learning: Students Helping Students Learn,* **Eve Sledjeski**
    a. What are the peer teaching and learning programs that are already used in your department? How do you judge multiple programs?
    b. What resources are available for starting peer assisted learning systems? What resources do we need?
    c. Does peer-assisted learning increase student engagement and lead to academic success? How do we assess its effectiveness?

31. *Teaching the Hoffman Report and the Reproducibility Project,* **Stephen Chew & Bernard Beins**
    a. How can teachers use the findings of the Hoffman Report to teach about professional ethics and related topics?
    b. What influence will the Hoffman Report have on students who wish to pursue psychology in government service?
    c. How can teachers use the Reproducibility Project to teach about research methods and psychological science?

32. *The Effectiveness of Lecture Capture Techniques in Intro Psych,* **Noah MacKenzie & Wanda McCarthy**
    a. Have you ever used a lecture capture system? If so, what technologies have you implemented?
    b. What educational outcomes (e.g., critical thinking, application of psychological principles to daily life, diversity of psychological thought) benefit from these types of approaches? Are there any outcomes that are especially challenging to assess?
    c. Does a lecture capture system influence how you lecture?
    d. Have you ever received student feedback on these types of delivery systems? If so, what has it been like?

33. *Academic Diversity in the Psychology Major: Challenges and Benefits of the BA/BS Option,* **Lori Lindley**
    a. How should a BS and a BA in psychology differ, and what foundation is integral to both?
    b. How can a small faculty with limited resources meet the needs of academically diverse students?
    c. What experiences can help prepare students to meet their post-degree goals?

34. *Cultural Competence in the Classroom: A Need for Change,* **Lisa Abrams**
    a. What does it mean to be culturally competent in general? What does it mean to be culturally competent in the classroom?
    b. What are some ways that you or your colleagues address cultural competence in your classrooms? How effective do you think these methods are?
    c. What are some other ways that we, as instructors, can become more culturally competent? What are some hurdles to cultural competency that we can foresee?

35. ***A Learning Community Model: Engaging Discussion Topics among High-Risk Veteran Populations,* Amy Madewell & Elisabeth Ponce-Garcia**
    a. What special populations do you encounter that require special consideration when developing applied learning activities in the classroom? For example, does your university have a large minority community or have a vulnerable population?
    b. During in-class or online discussions, have you encountered problems with students who have experienced chronic stressors/trauma related to the discussion topic? If so, how have you negotiated the environment to focus on listening and learning from other perspectives?
    c. When it comes to special populations, for example, military students who have served in combat, do you think it is important to have special sections of psychology courses just for these students? Do you think these special sections would improve discussion and learning outcomes when the students can share in similar experiences?

36. ***Essentials, Aids, or Crutches? Re-evaluating the Effectiveness of Textbooks, Powerpoints, and Other Common Instructional Tools,* Sara Johnson**
    a. Identify 1-3 techniques, tools, strategies, or formats that you use in every single course. Every single class period.
    b. Ask yourself, "Does this serve me or my students more?"
    c. Ask yourself, "Is it working the way it was intended to work?"
    d. Ask yourself, "If it were taken away, how would I approach teaching a lesson/topic?"

37. ***Departmental Writing Rubrics: Pros and Cons,* Ellen Furlong, Abigail Kerr, & Amanda Vicary**
    a. Have you ever tried to create a document like this in your own department and was it successful? What concerns did faculty in your department have when devising a common writing rubric? How did you overcome them?
    b. What do you value in your writing assignments and are there any writing components you feel are missing from our rubric? How do your pedagogical values align with other members of your department?
    c. As a department we are very aware of academic freedom and do not want to impose our educational priorities on our colleagues. How does the implementation of a common writing rubric fit with this goal?

38. ***Revitalizing Zombified Student Groups,* Darcey Powell, Gili Freedman, & Denise Friedman**
    a. What have you tried that has garnered enthusiasm and interest within your student group?
    b. How can we get professors involved in group events?
    c. How can we use research about today's college students to revive their interest in student groups?

39. ***Developing Interdisciplinary Courses in Psychology,* Andrew Christopher & Jordan Troisi**
    a. Into what psychology courses can teachers integrate interdisciplinary material?
    b. For those courses, what specifically do teachers do to promote interdisciplinary connections with psychology?
    c. How do teachers assess students' ability to understand interdisciplinary connections in psychology courses?
    d. What are challenges teachers have encountered trying to integrate interdisciplinary material into their courses?

40. ***It's Time to LEVEL UP in Teaching: Revamping Professional Development with Badges,* Stephanie Freis & Melissa Beers**
    a. How, if at all, have you used badges in your classes or professional development?
    b. What teaching skills can be outlined as badges?
    c. What badges do you think would draw the most interest from graduate TAs? From hiring committees?

41. ***Bringing Psychological Science to Bear on Controversial Topics,* Leslie Berntsen**
    a. Do you make a special point to discuss controversial issues in your classes? If so, what are these issues and how have you gone about this?
    b. What does it mean for an issue to be "controversial" in the first place?
    c. What role, if any, do trigger/content warnings play in your classroom? How do you feel about all of the media attention the issue has received in the past year or so? (Copies of select articles will be provided at the table.)

42. ***Engaging Introductory Online Students in the Virtual Classroom: A Discussion about the Relationship between Getting Students to Log in and Learning Outcomes,* Scott Debb & Alex Shappie**
    a. What are best practices in online courses?
    b. What unique challenges face psychology instructors in trying to create or adapt activities that are capable of facilitating critical thinking about essential material?
    c. How should we apply these best practices in other online psychology classrooms?

43. ***Leveraging the Self and Technology to Teach the Science of Personality,* Jacqueline Evans**
    a. Have you encountered any tools and methods that have helped you to successfully engage this generation of incredibly tech savvy students in your learning objectives?
    b. Especially given the limitations of large class sizes, what strategies have you discovered to personalize course content and make it feel immediately relevant to students and encourage deeper, more critical thinking?

44. ***"What Happens Next?" An Introduction to Theory Construction, Experimental Design, and a Confounding of Variables,* Manda Williamson**
    a. Would you like to immerse students into a real-time execution of an experiment? Why is this difficult?
    b. What, at most, do you hope beginning psychology students can master with regard to the execution of the experimental method?

45. ***Collaboration and the Undergraduate Dissertation,* Diane Humphrey**
    a. What is the nature of the relationship between supervisor and student?
    b. What is the nature of the relationship between volunteer and researcher?
    c. What should the relationship between former students and supervisors/researchers be?
    d. How does retirement affect these relationships?

46. ***Integrating Institutional Mission within Psychology Courses at Religiously-Affiliated Colleges,* Rodger Narloch & Marianne Lloyd**
    a. What are points of intersection between psychological concepts and the foundational principles of your institution's religious identity?
    b. How can you get students to see such connections without alienating students with faith perspectives different than that of your institution's affiliation?
    c. Are there any particular pedagogies that the foundational principles of your institution's religious identity point to (e.g., service learning)? If so, how could those be incorporated into psychology courses?

47. ***It's Alive!!! – Bringing Lifeless Topics Back from the Dead,* Jesse Boring**
    a. Which topics are the most difficult to teach in an engaging manner?
    b. What specific strategies have you used in the past that have been successful at enlivening topics in psychology?
    c. What are the global themes we can draw from the specific strategies that can guide us when we encounter future problem areas while teaching psychology?

48. ***Expectations and Realities in Assessing Psychology Programs,* Herbert Helm, Jr. & Karl Bailey**
    a. Does your university set expectations about the outcomes of your psychology program or are they left entirely up to the department?
    b. If left to your department, what process was used to determine the outcomes? What outcomes did you come up with? How are they related to APA Guidelines 2.0 Learning Goals and Outcomes?

49. ***Preparing Emerging Teacher-Scholars to Address APA Curricular Goals in Their Undergraduate Classrooms,* Ann Battle & Stephanie Sinno**
    a. How do you structure your own courses to address APA curricular goals?
    b. How would training graduate teachers to understand and implement APA goals benefit undergraduate students?
    c. What are some ways to incorporate knowledge of APA goals and their operationalization into a graduate teaching apprenticeship?

50. ***Teaching Civic Engagement and Social Justice as a Psychologist,* Ann McCloskey**
    a. Can civic engagement be "taught"? If so, how?
    b. Can social justice be "taught"? If so, how?
    c. How can we encourage openness to novel ideas that may conflict with long-held assumptions about social issues?

51. ***A Cornerstone to Capstone Curriculum: Assessment Strategies That Work,* Lisa Blalock**
    a. How can we manage cornerstone and capstone experiences in larger departments/schools?
    b. How can we better prepare students for the workforce?
    c. Can we develop rubrics for assessing communication skills that can be applied across the psychology curriculum and help departments with accountability?

52. ***Strategies for Dealing with Over-Disclosing Students,* Jason Spiegelman & Noland White**
    a. In what ways does the oversharing student create a problem for other students/the teacher?
    b. How do you attempt to prevent this problem from occurring in the first place? How do you typically respond once the behaviors start?
    c. Does your school/department have any policies surrounding this issue?

53. ***Swimming in the Deep End: Advice for Advising,* Amy Bacon, Caroline Mann, & Laura Adams**
    a. What are the biggest challenges you face in this "neglected dimension" of advising?
    b. What misconceptions about career paths do you see most in your students? What has been helpful in disabusing them of these myths?
    c. Were you given any training regarding advising? If you designed such training, what would it include?
    d. What have you found to be useful in helping students plan for their futures?

54. ***Using the Walking Dead to Help Students Master Big Concepts in Psychology,* Bob DuBois & Anna Ropp**
    a. How can zombies be used to help students master key psychological concepts, including, but not limited to, research methods, cognition, memory, learning, social psychology, biopsychology, sensation and perception, consciousness, abnormal psychology, motivation, emotion, personality, and intelligence?