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

55. ***Effective Methods to Enhance Critical Thinking and Learning in Psychology of Gender Courses,*** **Camille Buckner**
    a. What are the core topics and issues in Psychology of Gender and Psychology of Women courses that call for sustained critical analysis? 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 strategies and activities? In what ways are they working? In what ways do they need improvement?
    b. What should students in Psychology of Gender or Psychology of Women courses be reading? Does an ideal textbook or set of readings exist? How could existing texts or readers be improved upon to encourage critical thinking and deeper learning? If you teach one of these courses, do you use a textbook/assigned readings? Are you satisfied with your readings? Why or why not?

56. ***Best Practices for Research Collaboration with Undergraduates,*** **Nesa Wasarhaley & Melissa Brandon**
    a. How can faculty achieve the right balance of furthering their individual research program goals with providing a beneficial experience to students?
    b. How can early career faculty in particular successfully establish an active research lab, especially if the lab model one was accustomed to during graduate school (e.g., a hierarchy with grad students as intermediaries between faculty and undergraduates) is not feasible? What tools can facilitate this process?
    c. How do factors such as research area, institution type, facilities and resources (e.g., access to a subject pool), faculty teaching load, and compensation shape the model one develops?

57. ***Strategies for Managing Classroom Behaviors,*** **Diane Davis Ashe**
    a. What are the student behaviors that you find most challenging?
    b. How have you attempted to reduce or manage disruptive or inappropriate student behavior in the classroom? How successful were those strategies?
    c. What student attitudes/thoughts may underlie some of their behaviors? Do they not agree that using the phone in violation of class policy is disrespectful, or do they simply not care?

58. ***Ups and Downs in Team-Teaching Introduction to Psychological Science,*** **Leslie Cameron**
    a. Have you team-taught introduction to Psychological Science? Why or why not?
    b. What are some of the pros/cons of team teaching?
    c. To what extent are you willing to sacrifice teaching content for teaching process?

59. ***APA, Human Rights, and the Hoffman Report: Teachable Moments,*** **Linda Woolf & Michael Hulsizer**
    a. How have you addressed the issue of psychologist involvement in torture within the classroom?
    b. Have you discussed the Hoffman Report in your classes?
    c. How have you introduced human rights topics into your classes?

60. ***Packing a Three-Pound Backpack: An Activity to Highlight the "Weight" of Students' Beliefs/Attitudes,*** **Jacki Fitzpatrick**
    a. How might instructors use this type of activity to bring attention to attitudes, beliefs/behaviors?
    b. Which social or psychological principles might be particularly relevant to this type of activity (e.g., implicit bias, social privilege, minority group status)?
    c. What are the potential risks or benefits of this type of learning activity?

61. ***How Do You Evaluate Your Educational Programs? The Logic behind Using Logic Models,*** **Jon Skalski**
    a. How do you evaluate the effectiveness of your educational programs?
    b. Have you used logical modeling, also known as a logical framework or matrix and theory of change, as a part of evaluating educational programs?
    c. What resources do you use? What resources do you find effective?

62. ***Textbooks Are Dead and Traditional Assignments Suck*, Robert Biswas-Diener & Rajiv Jhangiani**
    a. What kinds of (non-textbook) instructional resources do you assign to your students? Do you use any nontraditional assignments (e.g., APS Wikipedia initiative)?
    b. How could you redesign your course assignments so that your students produce something that adds value to the world?

63. ***What to Cut and What to Keep When Teaching an Intro to Psychology Course,* Caroline Stanley & Michael Root**
    a. Given the limited time to cover all topics in an Introduction to Psychology textbook, which chapters/topics are you most likely to omit or de-emphasize in your syllabus?
    b. What criteria do you use when making decisions on which topics to include/omit from the course (i.e., your own interest in a topic, level of expertise in subject area, pressures from administration, departmental requirements, degree of relevance to students' futures, pedagogical reasons)?
    c. Under what circumstances is it permissible for an instructor to omit a particular topic or chapter? What pedagogical considerations must be made when making such decisions?
    d. Are there more effective and efficient ways of choosing the topics we teach that do not necessarily rely on the traditional Introduction to Psychology textbook chapter framework?

64. ***Can Interactive Program Evaluations Be Fun? Matching Health Psychology Teaching Goals to Trainee Expectations,* Noel Jacobs**
    a. How do you ensure your teaching and training experiences match guidelines for your area of professional psychology?
    b. How do you involve trainees in this process, and what are the best ways you have found to make the process stimulating for them?

65. ***Behaviorally and Emotionally Engaging Students in Your Class by Rethinking the Traditional Syllabus and Enhancing Instructional Strategies,* Kentina Smith**
    a. How can we transform traditional syllabi into a design that is visually appealing and strategically organized? What are the pros and cons of moving from the traditional format?
    b. What are ways to design instruction to engage students? How can we capture their interest and attention, particularly the non-psychology majors?

66. ***The Role of Undergraduate Peer Mentors in Psychology,* Eileen O'Brien**
    a. Brainstorm areas of concern with a model that uses undergraduates as learning assistants.
    b. What types of undergraduate learning assistant models are already in use and what issues have arisen?
    c. What skills and preparation would be necessary to have peers effectively assist another undergraduate?
    d. How does one sustain a program that utilizes peer mentors for learning support?

67. ***How Can I Study Better for Your Class?* Lee McCann**
    a. Do you provide study tips on the first day of class, before exams, or at other times? If so, what tips do you provide?
    b. What do you suggest to your students when they ask how they can do better in your classes?
    c. Do you have any study tips that have worked well for your students?
    d. Do your suggestions seem to result in better exam scores?
    e. Do you make different suggestions for students who are doing well or average vs. poorly?

68. ***Bullets Kill: Replacing Bullet Points in Presentation Software with Multimedia,* David Miller**
    a. Do you use PowerPoint or Keynote? If not, are you planning on using such presentation software?
    b. How would you characterize most of your screens (i.e., bulleted sentences, bulleted phrases, bulleted key words, text only where absolutely needed, relevant images, video clips, audio); and, do you use one of the supplied templates?
    c. Do you think bulleted text assists with or hinders learning? Explain.
    d. If you don't use much multimedia, why is that the case?
    e. Once you've created your screens, how often do you update your presentations, especially in terms of using better multimedia than you used when you created the screens?
    f. If you use multimedia, where do you obtain it?
    g. If you use multimedia, do you make your presentations available online to your students?

69. ***Starting a Regional Psychology Teaching Conference,* Garth Neufeld**
    a. What challenges would you face in starting a local/regional teaching conference?
    b. Who (people, institutions, networks, etc.) would support you starting a local/regional teaching conference?
    c. What strengths (e.g., administrative, interpersonal, financial, technological, etc.) do you bring to the table? Who can you recruit to help you with your weaknesses?
    d. What specific benefits would a psychology teaching conference provide teachers in your region?
    e. Name two keynote speakers who you would be excited to have at your first conference.

70. ***Gamification of Large and Online Psychology Courses,* Alisha Janowski**
    a. Have you gamified your class or parts of your class in the past? Was it successful? Why or why not?.
    b. Have you designed your own game? If so, how did you start?
    c. How can games be run successfully in large face-to-face and online classes?

71. ***How an Appreciation for Diversity Can Inform Course Design and Classroom Management,* Kim Darnell**
    a. In what ways does your course support learning by students who do not fit the "traditional" college student model?
    b. What policies or activities could you introduce or modify to make your class more inclusive and successful for students from a variety of backgrounds and with a variety of life demands?
    c. How can we utilize technology to create access for a diverse range of students?

72. ***Advising Students in an Uncertain World: What Are Faculty Doing?* Pam Marek & Andrew Christopher**
    a. What do you see as the major roadblocks to students' retention and progression? How does your school/department identify "at risk" students?
    b. To what extent, if any, is advising structured to include career counseling? Grad school counseling?
    c. What do you use as the advantages and disadvantages of professional (centralized) advising versus faculty advising? How often and for whom is advising required?

73. ***Viewpoints on Extra Credit Assignments,* Dorothy Doolittle & Shelia Greenlee**
    a. Do you think it is appropriate to give students extra credit?
    b. What types of credit do you think are appropriate (e.g., an assignment or attending an unrelated department presentation)?
    c. How do you factor extra credit into the course grade (e.g., points on a test or points on the course average)?

74. ***You Think What? How to Cover Those "Hot-Button" Debatable Topics in Class,* Melisa Barden**
    a. How do you teach and discuss "hot-button" debatable topics in your psychology classes? How do you keep your classroom culture respectful and conducive to learning?
    b. Do you think it's possible for instructors to remain completely unbiased and not let their true opinions show? What are some tips or strategies that you use to appear unbiased?
    c. For those sensitive topics where there is research backing up a particular side, do we allow for students to voice their opinions favoring the other side or do we teach the information as though it is not up for debate?

75. ***The Psi Chi Research Advisory Committee,* John Edlund, Denise Friedman, Richard Miller, & Lisa VanWormer**
    a. We will discuss the new resources, advancement of existing opportunities, and highlighting the existing collaborative projects that exist through Psi Chi.
    b. What are some things that the Psi Chi RAC can do to help you with student-centered research?

76. ***Interactive Online Course Development,* Donna DiMatteo-Gibson**
    a. How do you build interactivity within your courses?
    b. How do you evaluate the effectiveness of the interactive components within your courses?

77. ***Major Issue? Conveying the Value of Psychology to All Students Enrolled in Introduction to Psychology,*** **Victoria DeSensi, Bethany Jurs, & Erinn Green**
    a. Do you agree that the Intro Psych course should contain the same content and experiences for all students?
    b. Should non-majors be held to the same course assessment standards as majors?
    c. How do you provide opportunities for all students to connect with the material, regardless of major?

78. ***Not Just a Teacher: Balancing the Demands of Work and Parenthood,*** **Natalie Kerr Lawrence**
    a. What is your greatest challenge as a working parent?
    b. What strategies or resources help you balance work and family responsibilities?

79. ***The Cognitive Basis of Effective Teaching,*** **Carole Yue & Stephen Chew**
    a. What research findings have you tried (or thought about trying) to implement in your classes?
    b. What are the most common misconceptions students have about learning, and how can we correct those misconceptions?
    c. How can our teaching strategies reflect the science of learning?

80. ***Infusing Research Methods Training into a Psychology Internship Capstone,*** **Cynthia Prehar**
    a. What types of internships do your students typically pursue? And how can we help students see the relevance of their research training to traditionally applied settings like human services, education, or business?
    b. Do you currently have any assignments or coursework that require students to utilize elements of their research methods training?
    c. Is completion of Research Methods a prerequisite for your Internship course? Does the course description include language that communicates the expectation that research training will be utilized in the supporting course? Why or why not?

81. ***Shape Up Your Exams: Strategies for Navigating a Collaborative Exam Creation Process,*** **Kristie Harris, Anne Wilson, & Melissa Beers**
    a. How to choose your collaborators? Are we solely limited to others teaching the same course or might there be a situation when collaboration across courses may prove beneficial?
    b. What are best practices for the process of item creation and revision? How can we integrate different instructors' perspectives and expertise to maximize the efficiency and effectiveness of the exam creation process?

82. ***Tools for Teaching Students How to Write and Communicate about Psychology,*** **Ann Nordmeyer**
    a. What tools or assignments do you use to help teach students HOW to write/improve student writing?
    b. How can we keep students engaged in the process of learning how to write? Many students (and teachers!) find this "boring" – how do you combat this attitude?
    c. How can we find time to teach writing without cutting into the time we spend teaching content? Can we do this without overloading ourselves with time-intensive grading?