

National Institute on the Teaching of Psychology January 3-6, 2022

Welcome to the 44th Annual National Institute on the Teaching of Psychology. We truly appreciate your presence during these uncertain times. We hope that the conference exceeds your expectations, and that you return to your campus energized with new ideas to enhance your teaching.

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Abstracts of invited talks as well as summaries of Poster and PIE presentations can be found on the NITOP website, nitop.org.

Primary Conference Sponsors

Association for Psychological Science
University of South Florida

Conference Committee

Stephen Chew (Chair), Samford University
Kenneth E. Carter, Emory University
Bridgette Martin Hard, Duke University
Erin Hardin, University of Tennessee
Beth Morling, University of Delaware
Conference Coordinator: Annette Cook

GENERAL INFORMATION

Registration

Location: Grand Palm Colonnade

Hours: Sunday: 3:00–5:00 p.m.
 Monday: 7:30 a.m.– 5:00 p.m.
 Tuesday: 7:30 a.m.– 5:00 p.m.
 Wednesday: 7:30 a.m.– 5:00 p.m.
 Thursday: 7:30 a.m.– 12:00 p.m.

Admittance to all conference events will be by conference badge only.

Visitor pass: Registered participants may obtain a session-only badge for a guest whose professional affiliation is unrelated to psychology and who is at least 16 years of age. This badge allows attendance at certain sessions, but not meals, breaks, or poster sessions. Visit the registration desk to obtain a pass.

Children: Children of registered participants are welcome to attend the evening reception on the opening day of the conference. Children of presenters are welcome to visit posters during the set-up and take-down periods before and after the official start of each poster session. Children under the age of 18 are not permitted in any other NITOP session or social event.

Infants: Infants (6 months or under) may be in sessions; however, caregivers must be attentive to their baby without distracting other participants. Caregivers agree to remove the baby from the session if the baby becomes noisy or disruptive in order to preserve the learning environment for all. We will facilitate seating for caregivers near the exits so they may step out to soothe their infant or mitigate any disturbance. The Tradewinds Resort offers babysitting referrals.

Meals

All participants, their companions and families are welcome at the Buffet Reception on Monday evening at 6:00 p.m. in the Pavilion. Admission to the following events will be by conference badge only:

- Monday: Continental breakfast and boxed lunch; dinner at opening reception
- Tuesday and Wednesday: breakfast buffet and lunch buffet
- Thursday: breakfast buffet with omelet stations
- Refreshments at Poster sessions
- Breaks in the Grand Palm Colonnade

Registered participants who wish to purchase a badge for their guest to attend all food functions may do so at the registration desk. No badges may be purchased for individual meals or breaks, or for individuals under the age of 18.

Posters

Friday: 1:45–3:00 p.m. (Posters 1–17)

Saturday: 4:45–6:00 p.m. (Posters 18-34)

Poster Setup

Monday by 10:00 a.m. for Session I

Tuesday by 1:45 p.m. for Session II

Posters should be left until noon the following day for participants to review. At least one author must remain with each poster throughout the poster session.

Participant Idea Exchanges

PIEs are roundtable discussions of a wide variety of topics. Presenters of Participant Idea Exchanges have provided a list of discussion questions which will be at the tables.

Tuesday: 10:15–11:15 a.m. (topics 1-21)

Wednesday: 10:15–11:15 a.m. (topics 22-42)

Teaching Slam

The Teaching Slam will be held Monday from 3:15–4:30 p.m. This is a fast-paced, dynamic session in which participants can get new ideas to use in class. Teaching Slam presentations might be a novel teaching tip, an assessment idea, or a class activity.

Demo Demo

The Demo Demo will take place Wednesday from 2:00–3:15 p.m. This event will expose the audience to class demonstrations of approximately 15 minutes each. In this fun event, the audience members will be the class and participate as students in each demonstration. Each presenter will microteach a demo that works well every time or present their own spin on a classic demo showing how they make it new.

Exhibitors

Exhibits are located in the Pavilion. Although exhibitors are welcome to be present in the exhibit area throughout the conference, most will be at their displays for consultation and conversation during the following times:

Monday: 10:15–10:45 a.m. and 1:45–3:00 p.m.

Tuesday: 10:15–11:15 a.m.. and 3:15-4:30 p.m.

Wednesday: 10:15–11:15 a.m.

PRIVATE DEMONSTRATIONS

Tuesday, January 4th

Pearson Education – 5:00-6:00 p.m

Banyan-Citrus

Students and Digital Textbooks: Embracing a New Era of Teaching and Learning: Today's college students are juggling many responsibilities and need to be able to complete course requirements while "on the go." The abrupt transition to digital learning in 2020 was challenging, but also provided an opportunity to learn new skills. Join us for a discussion with some of Pearson's Psychology authors as they share some of their "silver lining" moments from the past two years.

APA Digital Learning -- 6:00-7:00 p.m. Glades-Jasmine
APA's PsycLearn: Make statistics manageable and relatable for students: Join us to find out all about PsycLearn: Statistics for the Behavioral Sciences, a complete, all-digital instructional resource from the American Psychological Association (APA) that helps you connect statistics to students' lives like never before. By presenting statistics using everyday language, PsycLearn makes a field that can be daunting for students more relatable, manageable, and (dare we say it?) even fun!

Checking Out

The NITOP checkout time will be 12:30 p.m. Thursday, instead of the usual 11:00 a.m., so you may attend the closing session. If you complete the video checkout before 11:00 a.m., your keys will remain active until 12:30 p.m.

Evaluation Form

After the conference, a link to a questionnaire will be emailed to all participants. The Conference Committee greatly values your responses, comments and suggestions which are reviewed when planning future Institutes.

Onsite Support



We appreciate our volunteers, graduate students studying psychology from the University of South Florida.

Liaison: Adriana Uruena-Agnes

Coordinator: Rose Miller

Mark Your Calendar

45th Annual National Institute
on the Teaching of Psychology
January 3–6, 2023

The TradeWinds Island Grand Resort
St. Pete Beach, Florida

ACKNOWLEDGEMENTS

We greatly appreciate the generous support of the following sponsoring organizations and exhibitors. We encourage participants to seek them out for information and conversation. Please note that some sponsors were not able to send representatives this year.

APA Digital Learning



**AMERICAN
PSYCHOLOGICAL
ASSOCIATION**



ASSOCIATION FOR
PSYCHOLOGICAL SCIENCE



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT



CENGAGE



macmillan
learning

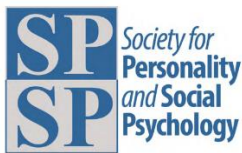


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LANDSCAPE ORIENTATION**

GENERAL SESSIONS
Island Ballroom

Monday, January 3rd

**Chimpanzees and Human Children: The
Evolution of Human Psychology**

Michael Tomasello, Duke University

Tuesday, January 4th

**Designing Online Courses to Improve
Access and Ensure Equity**

Morton Gernsbacher, University of Wisconsin,
Madison

Sponsored by The Psychonomic Society

Wednesday, January 5th

Reimagining Higher Education: The 6Cs

Kathy Hirsch-Pasek, Temple University

Thursday, January 6th

**Why Innocent People Confess? How Can
Psychology so BASIC be so
COUNTERINTUITIVE?**

Saul Kassin, John Jay College

Sponsored by SAGE Publishing

WORKSHOPS

Monday, January 3rd, 8:30-10:00 a.m.

“Key” Breakout Rooms -- Island Ballroom

- 1. Embedding Undergraduate Research in Classes to Achieve High Impact Learning**
Tsu-Ming Chiang, Georgia College & State University
- 2. Having an Impact: Supporting Your Students’ Skills for Success in Introductory Psychology**
Sarah Grison, Parkland College
- 3. The APA IPI in Action: Strategies for implementing APA’s Latest Recommendations for Introductory Psychology**
Bridgette Martin Hard, Duke University;
Erin Hardin, University of Tennessee
- 4. Beyond the DEI Tips and Strategies: Cultivating a Continuous Learning Approach to Inclusive Teaching**
China Jenkins, Texas Southern University

CONCURRENT SESSIONS

“Key” Breakout Rooms -- Island Ballroom

Each session is presented twice.

See schedule for details.

(alphabetical by presenter’s last name)

Teaching the Controversy on Self-Control

Elliot Berkman, University of Oregon

Sponsored by W.W. Norton

Incorporating the Psychology of Work in Introductory Psychology: Why and How

Clemente Diaz, CUNY

Sponsored by SIOP

Reducing Gender Stereotyping and Promoting Positive Relationships Among Genders in Diverse Classrooms

May Ling Halim, Cal State University, Long
Beach

Sponsored by SRCD

How Do We Teach Statistical Reasoning to Psychology Majors?

Jessica Harnett, Gannon University

Teaching Psychology during a ‘Time for Reckoning and Healing’

Theopia Jackson, Saybrook University

Sponsored by STP

Reading Less and Learning More: Teaching Students to Evaluate Online Information in Intro Psych and Beyond

Sarah McGrew, University of Maryland

Saving Intro Psych: A Heroic Journey

Garth Neufeld, Cascadia College

Sponsored by APA Education Directorate

**From the Lab to the Classroom: The Four E's of
Effective Learning**

Jeff Nevid, St. John's University

Sponsored by Cengage

**Sex, Gender Expression, and Gender Identity:
Embracing Variability, Ending Discrimination,
and Enhancing Psychological Well-Being**

Susan Nolan, Seton Hall University

Sponsored by Macmillan Learning

**The Student Cognition Toolbox: How You Can
Help Students Boost Academic Performance,
and How Students Can Help Themselves**

Catherine Overson, University of New

Hampshire, Durham

**Teaching Strategies for Discussing Emotionally
Charged, Historic Events in the Classroom**

Ryan Pickering, Allegheny College

Sponsored by SPSSI

**Experiential Learning in Virtual and Fictional
Worlds: Integrating Diverse Assignments and
Assessments to Teach Tough Topics in Social
Psychology**

Valerie Jones Taylor, Lehigh University

Sponsored by SPSP

POSTER SESSION I
Monday, 1:45–3:00 p.m.
Pavilion

- 1. Class Participation Cards - A Different Type of Class Participation**
David Carkenord, Longwood University
- 2. Comparing Undergraduate Student Participation in Discussion Boards Hosted on Reddit and Canvas**
Andrew Neff, Emory University
- 3. Modernization of the Evaluation of Teaching: Using the LMS to Move Toward a More Inclusive Process**
Maria Reid and Erica Caton, Florida International University
- 4. Comparison of Exam and Non-Exam High-Stakes Assignments in an Online Abnormal Psychology Course**
Jerry Mize, George Mason University
- 5. Promoting Community in Asynchronous Online Courses using Written versus Spoken Modes of Interaction**
Mona Ibrahim, Kiara Stroh, and Sharon Mac-George Nwabia, Concordia College
- 6. Examining Factors Related to Academic Achievement: Grit, Self-Efficacy, Mindset, and Socioeconomic Status**
Brooke Hansen, Bloomsburg University of Pennsylvania

- 7. Sharing "Neuroscience Cheer:" Assessment of a service learning component of a physiological psychology course**
Rebecca Gilbertson, Eric Hessler, and Mariah Ravet, University of Minnesota - Duluth
- 8. Community Partner Voices: Community-Engaged Learning in a Rural Area**
Lauren Paulson, Allegheny College
- 9. How Covid-19 (and Other Factors) Impact What Students Want You to Know About Them**
Chelsea Witt, Lydia Soucie, and Katie Carey, University of Nebraska-Lincoln
- 10. Examining the Roles of Boredom Proneness and Smartphone Use in Perception of Passing Time across Waiting, Social Media Use, and Academic Settings**
Bethany and Sherecce Fields, Texas A&M Univeristy
- 11. Lessons Learned on Shifting Sands: Flexibility, Compassion and Community as Tools for Successful Instruction During Uncertain Times**
Gabriela Martorell, Virginia Wesleyan University
- 12. Integrating Career Readiness and Professionalism into the Psychology Major for Fully-Online Students**
Erica Gannon, Mark Daddona, and Deborah Deckner Davis, Clayton State University
- 13. Zoomed In or Zoned Out? Attitudes among Students in an Online vs Hybrid Research Methods Course**
Rosalyn Stoa, Sarah Myers, and Gwen Fisher, Colorado State University

14. A Self-Compassion Intervention in Introductory Psychology

Chrisite Cathey, Lydia Needy, Emma Sparks, Samantha Woemmel, and Hallie Jones, Missouri State University

15. I am 95% Confident Students Will Like This: Using Dollar Street to Facilitate the Conceptual Understanding of Statistics

Erin Freeman, University of Oklahoma

16. Hands-On Learning & Student Mental Health: A Pilot Study

Caitlin Dzikon and Michelle Thall, Bastyr University

17. Critical Thinking Activities and Science Communication in Undergraduate Neuroscience Courses

Josh Rodefer, Mercer University

POSTER SESSION II
Tuesday, 3:15–4:30 p.m.
Pavilion

- 18. Get Psyched about Psych Club!**
Vickmarie Murray, Stephanie Anderson, and Michelle Rosser-Majors, University of Arizona Global Campus
- 19. Using a Utility-Value Intervention to Improve Online Group Work Perceptions and Skills**
Alison Kelly, Virginia Clinton-Lisell, and Kendall Klein, University of North Dakota
- 20. Incorporating Active Learning and Emerging Technologies to Enhance Learning and Engagement**
Susan Geffen, Occidental College; Amy Jiang, University of La Verne
- 21. Using Three-Dimensional Models to Improve Spatial Awareness of the Brain**
Meredith Minear, Veronica Carey-Roderiguez, and Courtney Derby, University of Wyoming
- 22. Learning in a Pandemic: Instruction Style and Perceived Academic Stress**
Kimberly Wood, Kaitlyn Morris, Payton Rackley, and Rachel Rowland, Samford University
- 23. Incorporating Participatory and Indigenous Methodology into Research Methods in Psychology**
Christina Salnaitis, Kennesaw State University; Josh Stanz, University of South Florida
- 24. Visual Mental Imagery and Study Strategies: Does Vividness Matter?**
Jenel Cavazos and Hannah Baskin, University of Oklahoma

- 25. If You Post It, Will They Learn? A Naturalistic Study of Student Engagement with Lecture Capture**
Katharine Kujawa and Michael Babcock, Montana State University
- 26. STOP NOW! Encouraging Retrieval Practice and Metacognition in Online Delivery**
Des Robinson, Tarrant County College
- 27. Engaging Students in Examining the Potential Impact of Violent Video Game Play**
April Schwarzmuller, Eckerd College
- 28. Predictors of Performance and Impact of Feedback in Lower vs. Upper-Level Psychology Courses**
Megan St. Peters, Murray State University
- 29. Tradition or Tech? Students' Statistical Reasoning After Being Taught with Hand Calculations vs. R**
Annie S. Ditta, University of California, Riverside;
Amanda Mae Woodward, University of Minnesota
- 30. The Effect of Incentives on the Use of Successive Relearning for Retaining Statistics Concepts**
Jill Kawalec, Viveka Jenks, Maren Greve, and John Dunlosky, Kent State University
- 31. Metacognitive Awareness, Metacognitive Study Strategies, and Exam Performance**
Heather Mitchell, Webster University
- 32. Depression, Anxiety, Stress, and Resilience in College Students/Faculty/Staff during a Pandemic**
Beverly Barrett, West Kentucky Community & Technical College

33. Cultivating Reflective Thinking in an Undergraduate Psychology Classroom
Eva Chen, Benedictine College

PARTICIPANT IDEA EXCHANGE (PIE) I
Tuesday, 10:15–11:15 p.m.
Pavilion

- 1. Teaching Behavioral Neuroscience**
Emily Splane, Flagler College
- 2. Incorporating Inclusive Assessments into Exams in Large Courses**
Manda Williamson, University of Nebraska-Lincoln
- 3. The Student Cognition Toolbox: Promote Student Learning in your Courses Through Science of Learning**
Victor Benassi, University of New Hampshire
- 4. Anxiety Inhibits Learning: Using Compassion as a Strategy to Ameliorate Stress in Intro-Level Psychology Class**
Seyma Inan, Mercyhurst University
- 5. A Sneak Preview of APA's Guidelines 3.0**
Jane Halonen, University of West Florida
- 6. Pandemic, Pandemonium, and Pandora's Box: Can We Close It? Should We Close It?**
Jason Spiegelman, The Community College of Baltimore County; Jenel Cavazos, University of Oklahoma
- 7. Childhood Memoir in Developmental Psych Courses Brings the Diversity of Development to Life**
Chris Boyatzis, Bucknell University; Maureen Ittig, Penn State University-Fayette

- 8. Producing Readable Writers**
Nestor Matthews, Denison University
- 9. Game Night and Community Building**
Sara Steele, Massachusetts College of Liberal Arts
- 10. Sometimes Failure IS an Option: What Null Outcomes in Pedagogical Research can Teach Us**
Jennifer Blessing, University of Tampa; Heather Scherschel, Indiana University
- 11. Teaching Students to Give Psychology Away**
Jerome Lewis and Roxanne Sullivan, Bellevue University
- 12. Memes to Movies: Exploration of Innovative Teaching Modalities in Psychology for "Gen Z"**
Jennie Miller and Kristina Pham, Casper College
- 13. Promoting Health & Wellness in Faculty/Staff**
Beverly Barrett, West Kentucky Community & Technical College
- 14. Using Psychology to Bring Truth, Racial Healing, and Transformation to Campus**
Camille Buckner, Marymount University
- 15. Where's the Carrot for Mentoring Junior Faculty?**
Ellen Carpenter, Virginia Commonwealth University

- 16. Infusing Academic Integrity and Research and Writing Support into the Online Classroom**
Stephanie Anderson and Michelle Rosser-Majors,
Univ. of Arizona Global Campus

- 17. How are We Teaching the "New" Statistics and Open Science Across the Curriculum?**
Andrew Christopher, Albion College; Susan
Nolan, Seton Hall University

- 18. Who are My Students and What are They Learning? Strategies for a Peek into EACH Mind**
Prutha Deshpande and Melissa Beers, Ohio State
University

- 19. Redefining Teaching Evaluation: A Case Study in Peer Feedback**
Erica Caton and Maria Reid, Florida International
University

- 20. Fostering Resilience and Belonging in the Classroom**
Serge Onyper and Brittany Hollis, St. Lawrence
University

- 21. Discussing Students' Multi-Faceted Selves and Other Triggering Topics**
Sally Meritt and Kelsey Evans-Amalu, Georgia
Southwestern State University

PARTICIPANT IDEA EXCHANGE II
Wednesday, 10:15–11:15 a.m.
Pavilion

- 22. In Light of the Research, How Do you Handle Trigger Warnings in your Classroom?**
Herbert Helm, Jr., Andrews University
- 23. Challenges and Opportunities of Teaching Psychology to Non-Majors**
Susan Slamka, Pennsylvania College of Technology
- 24. Using Movies to Teach Theories of Counseling and Psychotherapy**
Ben Jeppsen, Augustana University
- 25. Tool? Distraction? Friend? Foe? Laptop Use in the Classroom**
Kristi Bitz, University of Mary
- 26. Making it Easier to Be Kind: Automating Compassion in our Courses**
Lauren Pino and Melissa Beers, Ohio State University
- 27. Big Class, Small Class: Addressing Issues of DEI Across Varied Academic Spaces**
Robyn Kondrad, James Madison University
- 28. Preparing for More by Covering Less: Alternative Approaches to Teaching Statistics in Psychology**
Bryan Karazsia, Society for the Teaching of Psychology

- 29. Inclusive Teaching Includes You Too: Teacher Value in a Student-Centered World**
Lindsay Masland, Appalachian State University
- 30. What are They Thinking: About the Material and About Themselves?**
Rick Shifley, Massachusetts College of Pharmacy and Health Sciences
- 31. When Life Gives You 2020: Sharing Teaching Pivots that Actually Worked**
Danae Hudson, Christie Cathey, and Brooke Whisenhunt, Missouri States University
- 32. Kindness and Rigor? Alternative Grading Approaches and Resilient Course Design**
Karl Bailey, Andrews University
- 33. Developing a New Themed Course in Collaboration with Faculty Across Institutions and Disciplines**
Lisa Timmons, California State University; Susan Geffen, Occidental College
- 34. Psyched for Psychology! Strategies for Recruitment, Enrollment and Retention of Psychology Students**
Laura Pickens, Thiel College
- 35. Motivational Thermodynamics: Using Social Psychology in Classroom Management**
Kelly Henry, Missouri Western State University
- 36. Teaching the Psychology of Prejudice in a Post-2020 World**
Caroline Mann, Hollins University

- 37. Incorporating Resilience Training and Mindfulness Practices in the Classroom**
Robert Swoap, Warren Wilson College

- 38. On to Bigger and Better Things: Considerations for Faculty as They Approach and Are in Retirement**
Pam Marek, Kennesaw State University; Andrew Christopher, Albion College

- 39. Summer teaching and instruction retreat: A Case Study in Peer Support**
Julia Parker and Maria Reid, Florida International University

- 40. Try, Fail, Evolve: Responsive Diversity Programming in Psychology Training**
Noel Jacobs, OU Health Sciences Center

- 41. Implementing an Undergraduate Teaching Assistant Program: A Case Study**
Amber Henslee, Missouri University of Science & Technology

- 42. Fostering Students' Class Preparedness**
Carolyn Brown-Kramer, University of Nebraska-Lincoln

TEACHING SLAM

Monday, January 3rd, 3:15–4:30 p.m.

Island Ballroom

Moderator: Beth Morling

- 1. Start Early When Creating a Relentless Welcome: The Liquid Syllabus**
Manda Williamson, Univ. of Nebraska-Lincoln
- 2. Fighting the Loneliness Epidemic from the Classroom**
Natalie Kerr, James Madison University
- 3. What's in a Name: Abnormal Psychology**
Kenneth Carter, Oxford College, Emory University
- 4. Building Rapport with Group Presentations**
Andrew Neff, Emory University
- 5. Tech Tools for Taming Your To-Do List**
Jenel Cavazos, University of Oklahoma
- 6. Learning to Learn in Online Learning**
Des Robinson and Colin Jenney, Tarrant County College
- 7. Getting to Yes: A High Stakes Strategy for Teaching Negotiation Skills**
Jane Halonen, University of West Florida
- 8. Save the Last Day: Revisiting the Syllabus at the End of Your Course**
Melissa Beers, The Ohio State University

DEMO DEMO

Wednesday, January 5th, 2:00-3:15 p.m.

Island Ballroom

Moderator: Kenneth Carter

1. Sleepy Slap Jack

Heather Schershcel, Indiana University -
Bloomington

**2. Demonstrating How Culture Can Influence
Subjective Well Being**

Dina Gohar, University of Michigan

**3. Central Limit Theorem, Confidence Intervals, and
Meta-analysis: Oh My!**

Andrew Christopher, Albion College

4. Tried and True or Tried and Tired?

Christie Cathey, Missouri State University