

“Teach and Discover with Stealthy Pedagogical Research”

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Like many of my colleagues, I pursued a doctoral degree in psychology because I wanted to be both a scientist and a teacher: I wanted to make new discoveries about the human mind and behavior and share my knowledge with students. But in the early years of my career, I treated these two valued roles of scientist and teacher as separate, as having little in common besides some overlapping content. I certainly did not consider teaching as a scientific endeavor or myself as “experimenting” with pedagogy. Today, my perspective on science and teaching could not be more different. In this presentation, I will share how my teaching became more data-driven and evolved into a stealthy pedagogical research program that is both theoretical and practical, integrated with instruction, and useful to students, teachers, and scholars. Along the way, I will describe various tools in my pedagogical research “toolkit” as well as several findings that have emerged from my classroom “laboratory” that have helped me improve my teaching as well as strengthen our collective knowledge about effective pedagogy. I will offer practical advice for helping instructors build pedagogical research into their own courses.

Speaker Bio

Dr. Bridgette Hard is an Associate Professor of the Practice and Director of Undergraduate Studies in the Department of Psychology and Neuroscience at Duke University. She received her PhD in Psychology from Stanford University and completed a postdoctoral fellowship in Developmental Psychology at the University of Oregon. Her first professional passion is teaching. For 8 years, she led Stanford’s Psychology One Program, where she oversaw the curriculum for Stanford’s introductory psychology course and directed a year-long teacher training program for PhD students and advanced undergraduates to develop their teaching skills and discover creative ways to integrate research and teaching. She was awarded Stanford’s highest honor for contributions to undergraduate education: the Lloyd L. Dinkelspiel Award, and also received the Phi Beta Kappa Undergraduate Teaching Award. Dr. Hard’s second professional passion is exploring the intersection of psychology and pedagogy: She uses data from the classroom to extend psychological theories and uses insights from psychology to inform new classroom practices. She enjoys mentoring undergraduates in research and helping them learn about the classroom through a psychological lens.

In addition to serving on the steering committee for NITOP, Dr. Hard is also a textbook author and organizes the Psychology One Conference for teachers of Introductory Psychology, sponsored by the Society for the Teaching of Psychology (APA Division 02).