

NITOP 2020 PIE QUESTIONS

1. Tools and Frameworks for Teaching Teamwork Skills in Group Projects

Author(s): Karl Bailey

- How is explicit teamwork training for group projects implemented in your university and program curricula?
- How do you teach your students to work in groups?
- What assessment tools do you use for group project assessment and student self-assessment of teamwork skills?

2. Community Participation in University Academics for Mutual Enrichment of Students and Clinicians

Author(s): Jo Ann Bartley Paula Colescott

- Does your program offer courses in which students and community professionals attend and interact?
- Does your program offer continuing education for community professionals and simultaneously provide college credit for students?
- Does your program offer courses addressing the health of the community that is attended by both students and professionals?

3. Bringing Theories to Life: Best Practices in Service Learning

Author(s): Jennifer Blessing

- What types of courses work well with service learning? What are some challenges to implementing service learning?
- What technology or apps might exist that are useful in supporting the students' service learning experience?
- What are some best practices when assigning students an end of service learning experience deliverable?

4. To Cut or Not to Cut? Strategies for Mindfully Selecting Content to Enhance Student Learning

Author(s): Lisa Busche Allison O'Leary

- In which classes do you feel the need to cover it all? What are the consequences when you attempt to do this?
- What positive practices would you like to use in your class if you had more time?
- What are your primary learning objectives? What do you hope students will take away from your class? How do you assess whether students are leaving with this knowledge/skill?

5. Open-Source Textbooks in Intro Psych: An Evidence-Based Discussion

Author(s): Noah MacKenzie

- How do you use textbooks in your courses?
- Have you ever adopted or considered adopting an open-source textbook for a psychology class? If so, which one(s)?
- What are some costs and/or benefits of adopting of open-source materials?

6. Implementing Meaningful Departmental Assessments: A Work in Progress

Author(s): Kristina Dandy Diana Young Noland White

- Do you currently have a departmental level assessment program? If yes, how is it structured and what types of assessment do you utilize?
- How do you distinguish course assessments from required course work?
- assessment strategies have proven successful/unsuccessful for you?
- What time commitment, if any, is expected from faculty in the assessment process?

7. Self-Care Beyond the Buzzword: How to Build Meaningful Self-Care Practices into Courses on Trauma and Other Sensitive Topics

Author(s): Brianna Delker Alicia Ibaraki

- Have you ever assigned formal 'self care' assignments in any of your classes? How did students respond?
- Have you had experiences in your classrooms where course content 'triggered' students? How did you handle it and were you happy with the result?

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c. As a psychology educator, what do you feel your role is in formally teaching about and modeling self-care? Are there certain classes that you teach where you feel formal instruction about self-care is more appropriate?

8. Using Principles of Backwards Design to Integrate Service and Experiential Learning into a New or Existing Course

Author(s): Gina Annunziato Dow

- a. What is backwards course design?
- b. How can beginning with course learning goals improve and make student learning more coherent?
- c. How can the learning from service be maximized, while at the same time remain faithful to best practices of community engagement?

9. Teaching our Students to be Curious

Author(s): Taylor Elsey

- a. What does curiosity mean to you?
- b. What are the barriers you face when trying to instill curiosity in your students?
- c. What are the risks and benefits of curiosity? Does one outweigh the other?

10. Let the Teacher you 'Wanna-be' Drive your Course Design

Author(s): Calvin Garbin

- a. Besides "best practices," what should drive your "pedagogical choices"?
- b. What comes before "backward design" of your course?
- c. How do you want to be perceived as a teacher? By whom?

11. Microaggressions in the Classroom: Creating an Inclusive Environment

Author(s): Katherine Gerst Lilyana Ortega

- a. In what ways have you incorporated diverse content in the classroom in order to provide a wider lens of experiences for teaching various concepts. For examples, stories or examples, readings and authors, videos, etc.
- b. What strategies have you used in the classroom to effectively respond to any microaggressions you noticed?

12. Teaching Writing in Psychology: Improving Students' Abilities to Synthesize Information Across Scholarly Sources

Author(s): Elizabeth Helder Emily Darowski Nikole Patson

- a. What type of assignments are you using in which students need to write from sources? Type of paper? Length of paper? Level of student?
- b. What techniques have you found helpful in getting students to integrate information across sources? What techniques have been helpful in getting students to synthesize sources around a central argument?
- c. Even after teaching with various techniques, where do your student continue to struggle when asked to write from scholarly sources?

13. Concept Mapping as a Formative and Summative Assessment of Student Learning

Author(s): Amber Henslee

Participants will learn how to construct concept maps utilizing LucidChart (a free, online program). I will demonstrate how to use LucidChart, on my laptop, and show examples of students' pre- and post-concept maps. To generate discussion, PIE participants will be encouraged to visualize their own concept map for their area of expertise. I will share my grading rubric with participants and demonstrate novel grading techniques (e.g., the use of multiple colored pencils or crayons) I found helpful when grading particularly complicated concept maps.

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14. Course Policy Revolution

Author(s): Karen Huxtable

- a. Think of a course you teach. What can you do to modify your course policies to provide accommodations for student crises before they occur, without increasing your own workload?
- b. What can you do to create multiple opportunities for learning, such as repeated exams, revise and resubmit processes for assignments, and other pre-planned flexibility to absorb the effects of students' unplanned crises?

15. The Stories We Could Tell: Applicable Stories for Bottleneck Concepts

Author(s): Colin Jenney Des Robinson

- a. What are the best stories you have for teaching?
- b. How do you know if the story helps solidify the material?
- c. When does a story cross the line into being "Inappropriate?"

16. The Loneliness Epidemic and Its Implications for Teaching

Author(s): Natalie Kerr

- a. How has the loneliness epidemic impacted your students? Do you think they struggle with feelings of social disconnection?
- b. Should instructors be concerned with students' social health? Should we reconsider our course policies, design, and content in light of the loneliness epidemic?
- c. One-third of instructional faculty at my university report sometimes or often feeling alone. Is loneliness is a problem at your university, too? What are the downstream consequences of faculty feeling like "an island?"

17. Incorporating Personal Development in the Undergraduate Psychology Programs

Author(s): Morey Kitzman

- a. Should Personal Development be one of the goals of an Undergraduate Psychology Major?
- b. Why have Psychology programs resisted the inclusion of Personal Development as a goal for our Majors?
- c. What steps could be taken to incorporate Personal Development in the Undergraduate Major?

18. Finding a Steady State: Developing the First Graduate Degree Program in a Previously Traditional Undergraduate-Focused Psychology Department

Author(s): Clair Kueny

- a. What are the challenges and benefits of starting a graduate program (specifically, in a particularly specialized area of psychology) in a traditionally undergraduate-focused psychology department?
- b. How do you balance the demands, needs, resources, and expectations of current curriculum programs with demands/needs/resources/expectations of newly added program?
- c. What should be the role of early-career/assistant professor (in particular tenure-track) faculty in the development of a new departmental program?

19. Maximizing Inclusivity while Teaching Sensitive Topics

Author(s): Ellen Lee Joe Hatcher Julia Meyers-Mayor

- a. are your best practices regarding maximizing inclusivity in the classroom when discussing sensitive topics?
- b. What experiences in the classroom have you learned from?
- c. How do you handle compassion burnout?

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20. The Tricky Professor: Creating the Illusion of Distrust to Enhance the Student Experience

Author(s): Chelsea Lovejoy

- a. How have you incorporated/want to incorporate deception in your classroom? What are ways to effectively engage students in uncomfortable subject matter?
- b. How can student learning be enhanced using deception?
- c. What alter ego do you use to enhance engagement and create memorable moments in the classroom?

21. The Value Sports Analytics for Research Methods & Class Projects

Author(s): Mark Zajack

- a. How do you generate topics for student research projects in your courses? Are the topics student-selected and what are the criteria?
- b. Do students collect their own data from research participants or do they use archival data? How does that choice affect the timeframe from proposal to project completion?
- c. What other methods or teaching techniques do you use to maximize engagement and learning in a research methods course?

22. Internships in Psychology: The Unique Struggle

Author(s): Caroline Mann

- a. What issues have you come across in designing or implementing an internship program for students? Or, if you haven't yet-- what scares you about it?
- b. How do you evaluate students' internships, and how do you structure site supervisors' evaluation of students?
- c. What are some of the "success stories" of student internships you've witnessed, and what are some "worst case scenarios" you dealt with?

23. How Can We Motivate Students To Prepare For Class?

Author(s): Pam Marek Andrew Christopher

- a. What do you do to encourage students to prepare for class? How effective have you been in getting students to prepare for class meetings?
- b. What alternatives, besides reading, do you have students to do to prepare for class?
- c. How have you assessed the effectiveness of your efforts to get students to prepare for class?

24. Let's Take it Outside: Incorporating Outdoor Learning in Psychology Courses

Author(s): Jennifer O'Loughlin-Brooks

- a. As a faculty member, what is your experience with outdoor learning?
- b. What obstacles do you foresee hindering the ability to teach psychology courses efficiently in an outdoor environment?
- c. What ideas do you have for teaching psychology in an outdoor environment?
- d. Does your campus maintain green space feasible to hold classes outside?

25. Considerations for Hosting a Writing Group for Students in Your Department

Author(s): Arryn Robbins Kateryna Sylaska

- a. What are some challenges you face with student writing that could be ameliorated with a peer writing group?
- b. Would setting up a peer writing group be feasible in your department?
- c. How do we guide students into being successful reviewers of their peers' work?

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26. Strengths and Challenges of a Sophomore Level Research Experience: A Brainstorming Session

Author(s): Lisa Schulte

- a. Please consider the top two strengths of a similar course that you have taught. How can others capitalize on these strengths?
- b. Please consider the top two challenges of a similar course that you have taught. How can others address these challenges?
- c. If you were to give just one piece of advice to a novice about to teach the course, what would it be? Explain.

27. Making Low-Stakes Assessments Applicable, Accurate, and Easy

Author(s): Rick Shifley

- a. What makes a simple formative assessment simple?
- b. What are two limitations of using real-world, in-class application activities and how can they be mediated?
- c. What are some of the risks of using low-stakes assessments?

28. Want to be Comfy? You've Come to the Wrong Place!

Author(s): Jason Spiegelman Sally Farley

- a. In what classroom situations would you feel more or less confident that using intentioned discomfort would be an academically sound, advisable, and advantageous strategy?
- b. What are some barriers to using this approach to teaching that may prevent newer or even veteran academics from trying it? How can those barriers be overcome?
- c. Do you feel that students respond well to having their "boundaries expanded" and their "buttons pushed?" Is it important to do so regardless of student buy in? How can we know when (not if) we have pushed too far?

29. Adapting to a More Corporate Model of Higher Education in Psychology

Author(s): Roxanne Sullivan

- a. Has your institution responded to decreases in state funding and/or endowment declines by trying to initiate a more business model of education?
- b. How do you think your major/classes will be/are influenced by a corporate model of education?
- c. Do you believe that a business/corporate approach to higher education is incompatible with best practices in the teaching of psychology?

30. How to Get Students Engaged in Class

Author(s): Chelsea Witt

- a. What tactics have you used successfully (or have thought about using) to get students engaged during or outside of class? Are there any assignments or teaching philosophies that you think have worked well for your class's overall level of engagement?
- b. What do you do when your usual tactics fail? Or what advice would you offer someone who is struggling to get their class engaged in participation and discussion?
- c. How do you encourage participation of those students who may be the most reluctant to share their potentially controversial but conversation-provoking views or those who simply don't like to speak up in front of a group? How do you respect their choice to stay silent or do you respect that choice if the potential benefits of participation outweigh a student's level of discomfort?

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31. Centering Core Values in Pedagogical Practice for Lasting Impact

Author(s): Brenda Yang

- a. What kind of people do you want your students to be in 20 years?
- b. (Given a worksheet of core value options) What value(s) resonates most with you when you think about your ideal course/classroom?
- c. What would it look like to center [core value] on the first day of class? In assessments? In regular classroom routines & procedures?

32. Mastery Quizzing: An Efficient Way to Maximize Student Learning

Author(s): Lauren Bates

- a. What are common barriers to using frequent quizzing in your own classes?
- b. What comes to mind when you think of "active learning?"
- c. How do you provide effective feedback to your students? What does effective feedback look like?

33. Including Inclusion: Integrating Identity, Social Class and Diversity into Developmental Psychology

Author(s): Gail Cabral

- a. How do you see issues of diversity fitting into general courses in the psychology curriculum?
- b. What activities or topics have you used to open students to the diversity that probably exists among themselves?

34. Have You Considered Undergraduate Teaching Assistants? (UTAs)

Author(s): Ellen Carpenter

- a. How would you start a UTA program at your institution? What roadblocks might be in place?
- b. What can UTAs do besides tutoring and grading?
- c. What are some benefits of having UTAs?

35. Beyond Talk: Expanding the Definition of Class Participation

Author(s): Jennifer Crosby

- a. What strategies have you used to allow for options beyond talking to be part of class participation? What challenges have you faced with defining participation more broadly?
- b. How do you grade participation, and how do you define participation for your students?
- c. How do you balance increasing equity of class participation with an understanding of individual and cultural differences in comfort participating?
- d. What specific technologies have supported your ability to broaden the definition of participation?

36. Boosting Empathy and Promoting Networking through Service Learning

Author(s): Jacqueline Evans

- a. What types of organizations exist in your community, and how are the services they provide or their needs related to your course content or themes?
- b. How can we further deepen empathy building for service learning students and better prepare them to become interpersonally skilled employees and thoughtful citizens?
- c. What are some important ways that we can protect students, clients, our academic institutions, and ourselves from potential pitfalls when designing effective service learning assignments?

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37. Lessons Learned: Improving Accessibility, Addressing Cost in a General Psychology Course through the Adoption of an OER Textbook

Author(s): Kristin Flora

- a. How prevalent is the use of OERs on your campus? Are there discipline-specific or course-level trends in the adoption of OERs?
- b. How would you characterize the support (or lack of) from administration, library staff, or centers for teaching and learning do you have for adopting OERs?
- c. What have you found to be the greatest benefit of using OERs? The greatest challenge or frustration?
- d. What additional resources would be helpful to you when making the decision to convert from a commercial textbook to an OER text?

38. Flip It Good or Flop

Author(s): Janice Gallagher

- a. Whole or partial flip? What are you doing and what else can you do?
- b. Do Flipped Classrooms Positively Affect Student Learning Across Disciplines?
- c. How do I begin flipping my classroom?

39. Building Student Teamwork Skills Through Group Projects: Challenges, Headaches, and Strategies for Success

Author(s): Leah K. Gensheimer

- a. How beneficial for students do you view group assignments or projects?
- b. What courses do you typically include group projects in and what is the nature of those projects?
- c. What challenges have you experienced with requiring group projects, both student challenges and instructor challenges?
4. What strategies have you used to address challenges of group work and what strategies have you used to promote effective collaboration?
5. How have you assessed student's teamwork abilities?

40. Igniting the Flame: Strategies for Promoting the Science of Psychology

Author(s): Bryan Gerber

- a. Are you aware of the resources available to simply integrate research experiences into your psychology curriculum?
- b. What techniques do you implement in your psychology curriculum to demonstrate the wider impact of psychological science on society?
- c. What service learning exercises do you integrate into your psychology curriculum?

41. The Difference Engine: Generating and Sharing Novel Ways to Engage Students Regarding Diversity

Author(s): Noel Jacobs Kristen Sorocco

- a. What areas of diversity learning and engagement appear most needed in your programs currently? How have you identified them?
- b. What successful steps have you taken to promote diversity learning and engagement in your programs already, and how have you measured them? What barriers have you encountered within your programs or learner communities?
- c. What advice do you have for other instructors or administrators leading efforts similar to yours?

42. Integrating High-Impact Experiences into the Psychology Major

Author(s): Alisha Janowsky Martha Hubertz Karen Mottarella

- a. What activities and/or assignments have you tried to in your classes to make them "High-Impact"? What has the student response been to these experiences?
2. What challenges have you faced in trying to implement these experiences in your online classes?

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c. What challenges have you faced in trying to implement these experiences in your large (over 120 person) classes?

43. Understanding Adolescent Brain Development: Implications for Developmentally Responsive Teaching and Supporting Students' Potential in Middle and High School

Author(s): Katie Jansen

- a. Does knowledge of adolescent brain development shift your understanding of middle or high school students? How might it affect your interactions with students?
- b. Which strategies are best suited to meeting students' needs in your classroom and how might you implement them?
- c. Many researchers view collaboration between neuroscience and education as important to the future of both fields but there remain skeptics on each side. What role do you see for neuroscience in education? How might educators influence neuroscience research?

44. Teaching the Psychology of Religion

Author(s): David Jones

- a. What are appropriate topics for the course?
- b. How should professors deal with controversial issues in teaching this course?
- c. What is the best format for teaching course content?

45. Take it Outside: Incorporating Outdoor Time and Nature Connection into Your Lessons

Author(s): Andrew Lenartz

- a. What class activities or lessons could you see moving outdoors?
- b. How can you manage the logistics for moving the class outside, including using your class time effectively and thinking about the seasons and weather where you live?
- c. How can you incorporate a nature connection into your lessons?

46. Give the Students What They Need: A Learner-Centered Approach to Teaching

Author(s): Joel Lynch Onna Brewer Amber Norwood

- a. What is learner-centered teaching?
- b. How do teacher-centered and learner-centered teaching strategies differ in their effects on classroom engagement, motivation, and successful learning?
- c. What other changes by instructors are required to successfully shift from a teacher-centered approach to a learner-centered approach to teaching?
- d. How can we empower students to take more control over their own learning in our courses?

47. Student Engagement in the Classroom/Online: Gaming and Interactive Activities

Author(s): Emily Mach Staci Prellwitz

- a. Do you use games in the classroom to enhance learning?
- b. What specific activities do you find the most effective in increasing student interaction online?
- c. What advantages and disadvantages do you find using games while teaching?

48. Can You Make the Sale? How to Get Students to Buy Into the Active Learning Classroom

Author(s): Susan Marshall Marsha McCartney

- a. How do we get buy in from our students so that they can fully benefit from the active learning classroom?
- b. How can we design class activities that are most likely to create interest among students?
- c. How can we train the next generation of faculty to embrace and successfully use active learning techniques despite student resistance?

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49. This Technique helped Me Grow: ' Inviting Behavior and Perception Change Through Class Discussion

Author(s): Lindsay Meyer Maddison Maffeo

- a. What do you see as some of the biggest barriers and facilitators to managing classroom discussions around sensitive material?
- b. What are your thoughts on implementing the fishbowl discussion technique in your classroom? What may be some of the barriers you could encounter should you choose to use the technique?
- c. How do you manage your own discomfort facilitating certain discussions?
- d. Many students struggle with discussion participation that includes respectful speaking AND active listening. What techniques have you found to be effective in encouraging both these forms of participation especially when the discussion topic is challenging (e.g. politically or ethically charged)?

50. Using Strategies to Perceive and Alleviate Anxiety in the Psychology Classroom

Author(s): Nora Nickels

- a. What sources of learning anxiety have you found most apparent within your classroom, and do these sources tend to revolve around contextual factors (e.g., diversity, stereotype threat), topical factors (e.g., tackling statistics), or otherwise?
- b. What are some strategies you've used in the classroom to combat student anxiety while simultaneously engaging students in content (e.g., writing-to-learn assignments that involve reflective writing)?
- c. How have you incorporated psychological topics to help students combat anxiety in their general education as a whole, and have you found that teaching about stress specifically from the lens of psychological science lends a feeling of control for students?

51. "'I Get it Now!': Using Popular Media to Illustrate Abstract Psychological Concepts

Author(s): Kelly Pivik

- a. How might popular media be used to open a dialogue about interpersonal interaction and group conflict?
- b. What other popular media can be used to teach concepts across all areas of psychology?
- c. How can popular media be used to dispel common myths associated with psychology?

52. "I'm Not Racist, but..." How to Facilitate Diversity Conversations in the Classroom

Author(s): Katharine Shaffer Sepideh Soheilian

- a. What kinds of student comments regarding diversity issues have made you the most uncomfortable as an instructor?
- b. How do you usually handle students' comments on issues of culture and diversity in class discussion and/or class work?

53. Use of a Program Based Writing Proficiency Examination to Assess and Build Writing Skills in Students

Author(s): Susan Slamka

- a. Are students today different from those in past decades in terms of their communications skills? What challenges have you found in the quality of writing of today's college students?
- b. What are the writing expectations for most psychology majors today? How will most use writing after they graduate?
- c. What departmental, college wide, or individual steps have you experienced that are helpful to build better writing among psychology majors?

54. Health Bulletins on Null Hypothesis Significance Testing

Author(s): Chris Spatz

- a. Do you explain the NHST controversy to your students?
- b. Do you hand out or recommend supplementary materials to your students?

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55. Teaching Behavioral Neuroscience

Author(s): Emily Splane

- a. What resources do you find helpful in the teaching of Behavioral Neuroscience?
- b. Do you have challenges explaining difficult concepts such as the action potential? I have some tips.
- c. Do you find video clips useful? Any useful youtube suggestions?

56. Becoming Funnier in Class and How it Can Affect Student Engagement

Author(s): Caroline Stanley

- a. If you've ever wished to feel funnier in class, can you identify the root cause of that desire? Can you articulate the underlying reasons why you felt the need to feel funny and how this related to your teaching persona or to your rapport with students?
- b. Does instructor humor enhance student engagement? Can it enhance student learning?
- c. How does the use of humor impact course evaluations?
- d. What kinds of rules, boundaries, and considerations must instructors address when choosing to be humorous in class?

57. Staying the Course: Freshman Only Classes with Peer Mentors

Author(s): Kerri Stephens

- a. What are some reasons that freshmen do not return to school after their first semester or year?
- b. What are ways to make them feel connected?

58. Solidarity and Support: Navigating Academic Parenthood

Author(s): Megan Strain Katherine Moen

- a. What has been the biggest challenge you have faced as an academic parent (or if you are expecting/new to this, what is your biggest concern that you anticipate facing)?
- b. How has becoming a parent affected you as a teacher, and vice versa? Think in terms of both everyday logistics, and your teaching style/approach to your courses.
- c. What can we do to support student parents, while still maintaining course standards and expectations?

59. Maximizing the TA (Teaching Assistant) Experience for TAs, Educators, and Students

Author(s): Richard Tillman

- a. What are professors looking for when having a TA? What are the TAs looking for?
- b. What are some ideas that are helpful for TAs, but also easy to implement?
- c. What new ideas can we incorporate to make the TA experience best for everyone?

60. Using Quality Matters' Instructional Design and Course Delivery Standards to Effectively Manage Hot Moments in the Classroom.

Author(s): Aimee Walker Katherine Gerst Lilyana Ortega

Two high intensity course topics scenarios will be provided to use with the following guided questions:

- a. What are the potential high intensity topics within the scenario?
- b. What barriers to learning may occur if these topics are not facilitated effectively?
- c. What strategies can we use during and after these topics to mitigate to potential negative impacts?

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61. Exploring the Realities of Departmental Tablet Adoptions for Classroom Use

Author(s): Diana Young Kristina Dandy Noland White

- a. Are you currently using iPads or other tablet devices in the classroom? If so, what are some administrative/management issues you've experienced in utilizing tablets for classroom use? Specifically, what are the benefits and drawbacks of departments investing in tablets?
- b. What apps are effective and ineffective for student and instructor use?
- c. What student learning outcomes do tablets allow us to capture, and how can we best capture these outcomes?

62. Talking About Life Experiences (TALEs) in Psychology Classes

Author(s): Lise Abrams

- a. What are examples of life experiences you provide your students to drive home key psychology concepts?
- b. We are developing a website to create an open-access repository of personal stories that instructors will be able to use in classes to teach psychological constructs. What would you like to have on this website to make it most useful for your teaching?

63. How Can We Use Psychology to Foster Inclusive Excellence?

Author(s): Camille Buckner

- a. What is the status of diversity and inclusion work at your institution? What productive actions have you taken to foster a climate of inclusion in the classroom and in the wider campus community? What specific challenges do you face in doing this work? What advice do you have for others doing this work?
- b. How does the life of the classroom intersect with campus climate? How might learning-and, by extension, campus climate-be positively impacted by paying greater attention to issues of inclusion in the classroom?
- c. According to Ruth Bernstein and her colleagues (2019), generative interactions move institutions toward greater levels of inclusion and equity. These are purposeful interactions that take place over a sustained period of time and generate social connection across differences. What does this look like in practice? What are some good examples of generative interactions that work-or could work-in the classroom and across the campus community?

64. Let's Talk Cognitive Psychology and How We Teach It

Author(s): Kieth Carlson

- a. What do you want your students to remember 5 years after the course is over?
- b. How can you structure your course to foster students' memory for the concepts you want them to remember 5 years after the course is over?
- c. How do you teach writing APA papers?

65. Teaching with Technology: Leveraging Adaptive Learning Tools to Benefit Students and Instructors

Author(s): Heather Collins

- a. How have you used adaptive learning tools to benefit your teaching experience?
- b. What approaches have you used with adaptive learning tools to improve students' learning experiences?
- c. What approaches have you tried with adaptive learning tools that did not benefit you or your students?

66. Food or Textbooks: A Dilemma for Too Many Students.Consider the Student Experience When Selecting Course Materials

Author(s): De-Laine Cyrenne

- a. What are some ways you could consider lowering costs to students?
- b. Managing student perceptions of free materials.If they are paying more, do they feel the materials are better quality?

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67. A Discussion on Discussions: Implementation Strategies for Maintaining an Effective, Diverse, and Rigorous Classroom Environment

Author(s): William Schreiber

- a. How have you personally implemented the assessment of class discussion in your courses? What were the challenges/benefits associated with those implementation mechanisms?
- b. Based on your experiences, what features (e.g. class size, time of day) influence the quality and effectiveness of in-class discussion?
- c. What are some of the specific objectives you would like to see realized by discussion sections in your classes?

68. Usies' or Selfies?

Author(s): Laura Dryjanska

- a. How do we challenge our students to think critically? What does it look like in different kinds of schools (community colleges, private Christian schools, large research-oriented universities)?
- b. Share some examples of using selfies as a part of an assignment or classroom activity.
- c. What are some ethical implications of using photographs in the classroom? How can this bomb?

69. Discussion Board or Discussion-Bored? Facilitating Student Engagement in an Online Classroom Environment

Author(s): Erin Freeman

- a. How can we create an online environment that encourages student interaction and participation?
- b. What kinds of discussion prompts allow students to demonstrate critical thinking in statistics, while also engaging with the material in a way that's personally relevant to them?
- c. How can we encourage meaningful conversation between our students beyond the basic "I agree with you," and "Great point!" posts that are all too common?
- d. What innovative technologies can be used in an online classroom that can enhance student understanding and retention of the material?

70. Developing Internal Technology: Using Meditation in the Classroom

Author(s): Jonathan Gibson

- a. How might meditation or contemplative practices influence student learning?
- b. How might meditation change the classroom atmosphere and approach to learning?

71. Class Attendance

Author(s): Kamil Hamaoui

- a. How important is class attendance to you as an instructor? Why is it important to you, or not important?
- b. How important is class attendance to student learning? What do they learn that they cannot learn elsewhere, and how do you know?
- c. What do you do to encourage student attendance? Is it fair to penalize students for not attending?

72. Interdisciplinary Educational Research: Questions, Confusions, and Insights

Author(s): Meredith Henry

- a. What worries you about conducting interdisciplinary research?
- b. What questions about student learning would benefit from study in multiple contexts (via interdisciplinary research teams)?
- c. How can we form interdisciplinary teams? What are the different roles that can be played? (Not just data collection)
- d. If you have previous experience, what is something you wish you knew before you started working with an interdisciplinary team?

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73. The Brick-and-Mortar Classroom as a Utopian Learning Space: Making it Worthwhile to Show Up to Class

Author(s): Lauri Hyers

- a. Do you value classroom-centered learning but feel a growing sense that students are dragging themselves to your building for class meetings?
- b. How can we communicate to our students the value of in-person educational experiences?
- c. What value is there in the brick and mortar campus and how can we intentionally enhance the Utopian ideals of classroom centered learning to make our class meetings worth the trip to campus?

74. Addressing Enrollment and Retention in the Psychology Major

Author(s): Joy Jacobs-Lawson Pam Cartor Ann Jirkovsky

- a. Are there any noticeable changes in enrollment patterns within your major? How do you attract, retain, and best serve underrepresented minorities and first-generation students?
- b. Are your majors coming in declared or do they declare or transfer to the major later in their college career? How does this impact retention, curriculum, and advising?
- c. Do you have tracks, concentrations, or emphasis areas within your major? Do you have any interdisciplinary programs within your department? If so, how have these opportunities benefited your majors?

75. Make Learning Universal with UDL (Universal Design for Learning)

Author(s): Whitney Jarnagin

- a. Is it possible to design a universal classroom experience for all students?
- b. What are the main obstacles for students at your institution or in your classroom?
- c. What aspects of UDL are most and/or least feasible for you to implement?

76. Biophilic Load: The Potential of Nature to Promote Student Wellness and Success

Author(s): Jason Kaufman

- a. In what ways do you see possibilities for the convergence of nature and technology in the classroom?
- b. Research shows that nature improves learning capabilities, but research also shows that extraneous sensory input can increase cognitive load. How can this be managed and balanced in the classroom?
- c. Does the integration of nature and technology into learning affect accessibility issues for students? If so, how?

77. Integration of Statistics and Research Methods in Undergraduate Psychology Curriculum

Author(s): Kristine Kovack-Lesh Joe Hatcher Julia Meyers-Manor

- a. How do you divide statistics information in your courses? What level of statistics do you go to?
- b. What types and how many student-designed research projects do you incorporate into your curriculum?
- c. What are the biggest struggles for students learning methods and statistics skills and concepts? How can we design courses that reduce these struggles?

78. Biological Psychology Online: Transforming Classroom Activities to E-Learning

Author(s): Adam Lawson

- a. Can students do dissections at home? How can dissection experiences be altered to allow for online learning?
- b. How can online students gain active experiences with physiological recordings like ANS, EEG, and fMRI measures?
- c. How can Biopsychology demonstrations be transformed to an E-learning environment?

79. Strategies for Increasing Homework Buy-In: Show Them the Data!

Author(s): Jenel Cavazos

- a. What kind(s) of data can we provide to convince students of the assignment's value?

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- b. What types of assignments, homework systems, etc. most effectively align with data on effectiveness?
- c. If students recognize the value of an assignment, will this increase their motivation to complete it?

80. Engaging On-line Students while Remaining ADA Compliant

Author(s): Sherri Mata

- a. Are your course documents (syllabus, assignment calendar, other document) ADA compliant?
- b. Do you provide every student with specific feedback when grading their submitted assignments?
- c. Are you using technology at its fullest potential (bitmoji, memes, video, and other graphics)?

81. Most Psychology Majors Don't Go To Graduate School: How Can Programs Help Undergraduate Students Prepare for the Job Market?

Author(s): Elizabeth Meinz

- a. What is the role of individual faculty, and of undergraduate programs, in helping students understand their career options with a Bachelor's degree in Psychology?
- b. What activities have you used in your classes or departments that help students understand the marketability of their skills and job opportunities with a Bachelor's degree in Psychology?
- c. Are there courses that Psychology departments should be offering to enhance the marketability of their students' skills or to add new skills to their repertoires?

82. Psychological Science versus Politics? Ethical Obligations to Students and Truth in a Politically Divisive Environment

Author(s): Kenneth Michniewicz Connie Wolfe

- a. What is our ethical responsibility in the psychology classroom to teach about current events?
- b. How do we faithfully represent psychology as a discipline, even when psychology runs counter to the views expressed by public figures? Of the views of our students?
- c. How do we manage the likely disproportionate impact experienced by students with marginalized identities in these conversations?

83. Physical Learning

Author(s): LaWanda Morales

- a. Do you currently have any activities that allow students to physically move in class? Can you please share?
- b. What class topics do you think would be suitable to include physical movement with? Do you have any ideas that you can share?
- c. Are there any active or collaborative learning strategies that you are currently using that you can incorporate a physical component to? Please share your ideas.

84. Deciding What's In and What's Out in Teaching Intro Psych:What Topics/Chapters Do We Need to Cover?

Author(s): Jeff Nevid

- a. What topics do you cover in your introductory psychology course? What don't you cover?
- b. Do you assign all of the chapters in the accompanying text or do you leave out some chapters, and if so, which ones do you omit?
- c. How would you rank order the importance of various topics in introductory psychology?

85. Introduction of Psychology as Career Option

Author(s): Turkan Ocal

- a. Do you introduce psychology to your students as a career option?
- b. How do you introduce different career options in psychology?

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c. Students may have misconceptions about what a career in psychology may involve, for example they may assume that they have to dissect animal brains in order to be a psychologist. Another one may think that they may have to treat patients with extreme psychological disorders in order to have a career in psychology. How do you introduce psychology as a career so that students become aware of their misconceptions and learn that there are many options such as becoming a marriage counselor or an educational psychologist, etc.

86. Guided Inquiry Learning in Psychology (POGIL)

Author(s): Jill Rinzel

- a. Have you ever used a model to teach a concept in psychology? Please share the model, and describe what went well and where there were problems.
- b. How do you help your students understand what sort of skills they gain in your class? Do you utilize any learning objectives related to general skills they can apply outside of class?
- c. Do you use group work in class? How much structure do you have to these groups?

87. Are You Open to Open Educational Resources (OER) and Open Pedagogy?

Author(s): Jon Skalski

- a. Are you familiar with the vast and growing array of open educational resources in psychology and in your area of expertise?
- b. Are you tiring of disposable assignments like research papers and considering assignments and projects that add value to the world in lasting ways?
- c. Are you familiar with examples of open pedagogy?

88. Blending Synchronous and Asynchronous Teaching Methods in Online Courses

Author(s): Julia Sluzenski Megan Meyer

- a. When teaching an online class, have you held sessions in which all participants were required to meet at the same time? If not, what have been the barriers?
- b. If yes, what synchronous tools in particular have you found useful (e.g., white-board sharing, application sharing, chat boards, participant microphones/cameras)?
- c. What have been the reactions of students?

89. Innovative Methods for Incorporating Career Exploration Throughout the Curriculum

Author(s): Stacie Spencer Lauren Ruelens

- a. How can instructors with limited knowledge (or the self-perception of limited knowledge) about careers support student career exploration?
- b. What do (could) instructors do to engage students in the career exploration process?
- c. What do (could) instructors do to provide opportunities for students to explore diverse careers at the bachelor's, master's, and doctoral levels?

90. The One Semester Research Methods Project

Author(s): Ryan Winter

- a. How can you get students to not only collect data but analyze it and write it up in an APA formatted paper in one-semester!
- b. How can you present research methods lecture information in a manner that allows students to apply that material in a one-semester research study?
- c. How can you get students who may have very little interest in the "methods and statistics" side of psychology interested enough to complete a one-semester research study?

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91. Using Metacognition to Improve Student Learning and Performance

Author(s): Ashley Hansen-Brown Holly Grant-Marsney

- a. Do you do anything to promote metacognitive reflection in your classes?
- b. Have you seen benefits from incorporating metacognitive reflection into your classes?
- c. What metacognitive practices do you think your students currently practice, and what new strategies would they benefit from incorporating?