

Abstracts for NITOP 2021 Sessions
Monday, January 4, 2021

2:00-2:50 pm EST

Keynote Address: *Life in the Time of COVID: Psychology's Insights and Tips*

Dave Myers

The COVID-19 pandemic's dark clouds offer a potential silver lining: some teachable moments. In so many ways, David Myers will explain, we are experiencing social psychology writ large. He will explore the mental health consequences of challenges to our need to belong, He will describe factors that lead some people to fear the virus too little and others to fear too much. And he will identify opportunities for psychological science to contribute to public health—by fostering intergenerational altruism, advancing shared public health norms, offering antidotes to public malaise, and increasing hearing accessibility in face-masked classrooms.

3:00-3:50 pm EST

Teaching Slam Presentations

Erin Hardin, Host

Facilitating Diverse Student Participation with Silent Conversations

Dina Gohar

Many students are anxious about participating in large—or even small—group discussions in class, especially online. Such anxiety can interfere with learning and disproportionately affects students from historically underrepresented and/or minoritized backgrounds. “Silent Conversations,” in which students formulate and refine their ideas in writing, can engage even those most reluctant to participate orally. To further alleviate anxiety, these conversations can also be had anonymously, and still capitalize on the social nature of learning because students share and build on ideas in writing.



Humanize Your Online Class: A Survey-Based 'Cheat Sheet' to Remember and Connect with Your Students

Jason Eggerman

In an asynchronous online class, it can be challenging to learn about students in the same way that you might in a face-to-face class. For example, there is no required synchronous interaction and no pre-class time to work the room and chat with students. This presentation will discuss ways that faculty can utilize student surveys to help solve this problem. Using some simple tips and tricks, these surveys can become a powerful way to increase instructor presence and provide a more humanized feel to the online environment

Course Orientation using Tech: Getting Students Ready to Take-on Your Class!

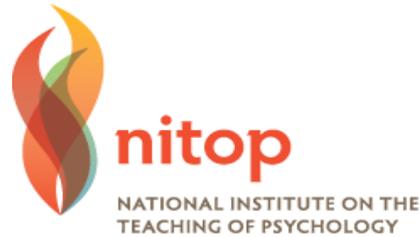
Ciara Kidder & Bob DuBois

This teaching slam will demonstrate two activities that instructors can use to prepare students for their online (and F2f or hybrid) classes. The first activity is a twist on student introductions using FlipGrid, which allows for video based discussions and activities. The second activity helps students familiarize themselves with course design, policies and assignments outlined in the course syllabus using an online collaborative annotation tool such as [Hypothes.is](https://www.hypothes.is/). Different versions of these two activities will be described and demonstrated.

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Using Climate Surveys to Understand Student Experiences

Jenel Cavazos

In face-to-face teaching, we pay attention to important cues as we interact with our students each week. We quickly pick up on confusion and concern – or excitement and anticipation – by paying attention to body language, overhearing bits of conversation, and so on. In the online teaching world, we must be more intentional about monitoring the climate of our classes. One strategy I use is to give frequent “climate surveys” that ask students a variety of questions related to their experiences throughout the semester. The information they provide helps me address concerns, clarify policies and expectations, and implement outreach programs designed to keep students from falling behind.

Do You See Who I See? Demonstrating the Face Identity Aftereffect to Teach the Neural Basis of Visual Perception

Bridgette Martin Hard

Aftereffect illusions, such as the color aftereffect and motion aftereffect, are commonly taught in psychology courses and textbooks. Classroom demonstrations of these illusions can invoke curiosity and provide an entry point for teaching students about the neural basis of visual perception, namely 1) the selective responsiveness of individual neurons to specific aspects of a stimulus (e.g., light wavelength, motion direction), 2) the aggregation of activity across selectively-responsive neurons, and 3) the process of neural adaptation (see Thompson & Burr, 2009 for a primer on these effects and their neural bases). This Teaching Slam will introduce instructors to another, perhaps less familiar aftereffect illusion to add to their classroom repertoire. In face aftereffect illusions, prolonged exposure to a particular face causes an average face to be perceived as having the opposite structural properties as the adapted face (Leopold et al., 2001). I will share a specific demonstration of the face identity aftereffect to be used in introductory psychology, sensation and perception, or introductory neuroscience courses.



Reducing Academic Integrity Anxiety: Alternatives to Traditional Midterms and Finals

Liz Hammer

Last spring, when we shifted to remote teaching and learning, online cheating suddenly became a hot topic. News reports of surges in cheating circulated as instructors realized that we couldn't simply administer our face-to-face assessments in an online environment. As we entered the Fall 2020 semester, anxiety about cheating was high, and many instructors utilized high surveillance, lock-down techniques, even while SoTL experts were encouraging us to instead consider more frequent, low-stakes assessments and to create alternative high-stake assessments that are (more) "uncheatable." I will present the Midterm and Final Exams for my Fall 2020 Health Psychology course in the context of reducing online cheating while simultaneously meeting my learning objectives and engaging students in the course material.

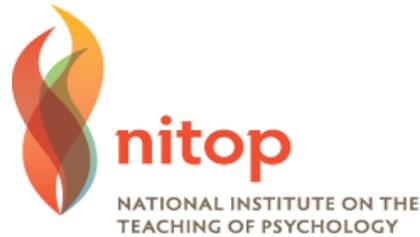
4:00-4:50 pm EST Keynote Address: *Psychology For the Public Good: Social Justice and Advocacy*

Apryl Alexander

Psychologists involvement in social justice and advocacy efforts is rapidly growing. Through acknowledging of the importance of advocating for our clients (and ourselves), who often come from oppressed, marginalized, and vulnerable populations, the presence of advocacy and social justice efforts in psychology have increased and widely expanded. Further, recent national and global issues, such as the Black Lives Matter movement, climate change, and the injustices at ICE detention facilities, have pushed psychology trainees and psychologists to find spaces to engage in advocacy and activism. The presentation will center on psychological practice in advocacy, social justice, and public impact scholarship.

The presenter will discuss and share her experiences in client-based, legislative and professional advocacy, and public impact scholarship. She also has written op-eds for major publications, been interviewed by major news outlets (The New York Times, USA Today, NBC Nightly News), provided a TEDx talk to an in-person audience of 5,000 attendees, and provided legislative testimony. Further, the presenter will also discuss how she has modeled engagement in advocacy to her students, which has led to student involvement in local advocacy efforts.

5:00-5:50 pm EST Breakout Discussions



Follow-up Discussion on David Myers Keynote (“Life in the Time of COVID: Psychology’s Insights and Tips”)

Facilitated by Doug Bernstein:

Description: Inspired and looking to discuss ideas from Myers’ talk? This breakout discussion is for you.

Follow-up Discussion on Apryl Alexander’s Keynote (“Using Psychology for the Public Good: Social Justice and Advocacy”)

Facilitated by Linda Woolf

Description: Inspired and looking to discuss ideas from Alexander’s talk? This breakout discussion is for you.

What I Learned from Teaching During the Pandemic, and What I’m Going to do Differently in the Spring

Facilitated by Jenel Cavazos, Danae Hudson, Brooke Whisenhunt

Description: The pandemic has challenged most psychology instructors to teach in formats they have never used before. What have we learned from these experiences that can inform how we teach again next term? What have we learned from these experiences that can inform how we teach post-pandemic? This broad discussion will allow participants to share and discuss whatever is on their minds related to pandemic teaching.

Active Learning with Technology

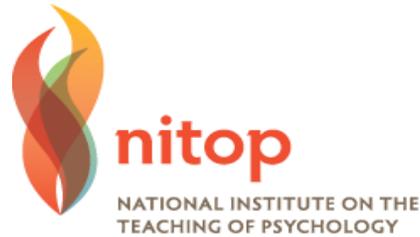
Facilitated by Noland White (or switch Noland to What I Learned part 2 and put Bob and Ciara on this)

Description: How can we best engage students in active learning when opportunities for in-person contact may be limited or nonexistent? Come share and learn strategies for actively engaging students using technology.

Teaching Equitably and Inclusively

Facilitated by Lindsay Masland

Description: Psychology courses serve students with diverse backgrounds, identities, interests, and skill levels. How do we create learning environments that support ALL students? Come share and discuss strategies for promoting *inclusive* learning environments in which all students feel welcomed and supported.



Navigating Early Career Development During the Pandemic

Facilitated by Karena Malevanti

Description: This discussion is for instructors who consider themselves “early career” (typically within their first 10 years of teaching). How has the pandemic impacted your professional development, ranging from job searches to promotion/tenure? What opportunities have been lost? What opportunities have been gained? What strategies have you adopted to maintain your growth during this period? Come share and discuss with others.

How Can we Help Students Better Learn During the Pandemic (Lessons and Hacks to Share)

Facilitated by Regan A. R. Gurung

Description: Being successful in college has always required students to master skills related to self-regulation and metacognition, which inform how they manage their time and how they approach learning and studying. How can instructors help students develop these skills, especially during a pandemic when remote learning is the norm and opportunities to interact with students are so limited? Come share and discuss.

Building Relationships and Community in Online Teaching

Facilitated by Brenda Yang

Description: College courses are places not only to learn, but also to build relationships with instructors and peers. The sense of social connection that can be developed in the classroom predicts many academic outcomes and is also relevant to students’ broader well-being. How do we nurture these important relationships when opportunities for in-person contact are limited or non-existent? Come share and discuss strategies for building relationships and community in online learning environments.

Understanding and Balancing Workloads for Students and Instructors

Facilitated by Carol Miller Yue

Description: Remote teaching and learning have amplified the perceived workload for instructors and students alike. Adjusting to new teaching and learning formats has required tremendous time and effort, and many instructors and students are also balancing increased demands related to family (e.g., caretaking responsibilities, need to supplement family income). Come share and discuss strategies for understanding and balancing these workloads.