

Sarah Grison
Pre-Conference Teaching Workshop
NITOP, 2022

Title:

Having an Impact: Supporting Your Students' Skills for Success in Introductory Psychology

Abstract:

As teachers, we know that our students face many challenges that make it difficult for them to succeed in school, and even more so during a pandemic. Our students' academic challenges are often most obvious, for example underdeveloped skills in reading and critical thinking. However, students come from diverse backgrounds and have varying experiences, for example with stress, mental health, self-efficacy, collaboration, self-regulation, and time-management, all of which indirectly affect their academic success. Student success courses can help students develop many skills they need to be successful in college and beyond. However, not all institutions offer such a course, and even when they do, not all students enroll in it. Importantly, many of the skills that are developed in student success courses align well with content taught in introductory psychology. And because more than a million students take introductory psychology each year, we have a unique opportunity to help many students learn about psychology while also developing skills that will help them succeed. Accordingly, the goals of this interactive workshop are to: 1. Describe six strategies we can teach our students that will have a broad positive **IMPACT** on their success: **I**mproving, **M**onitoring, **P**racticing, **A**ttending, **C**onnecting, and **T**hinking Deeply, 2. Discuss how we can create pedagogical approaches in our introductory psychology classes to help our students learn and practice these **IMPACT** strategies, and 3. Explain how these **IMPACT** strategies align with the recommendations from the APA Introductory Psychology Initiative. By the end of the workshop, teachers will come away with concrete ideas for creating and implementing new pedagogies in their introductory psychology classes that will help their students succeed educationally, in their chosen professions, and to flourish personally.

Biography:

Sarah Grison is an Associate Professor of Psychology at Parkland College and has been a Coordinator for the college's Center for Excellence in Teaching and Learning. Sarah teaches introductory psychology in face-to-face, online, and hybrid formats, using both synchronous and asynchronous methods. She also teaches courses in child and adolescent development, human sexuality, and First Year Experience courses for college freshmen. Sarah also uses psychological research as the basis for her empirical classroom studies to examine students' skills, learning, performance, and attitudes. At the Center for Excellence, Sarah has provided courses and workshops for teachers in evidence-based pedagogy, course design, and assessment. Sarah is a certified Teacher-Scholar who has been recognized on the University of Illinois List of Excellent Teachers. She has won the University of Illinois Provost's Initiative for Teaching Advancement Award and the APS Award for Teaching and Public Understanding of Psychological Science. She is a member of the APA (Divisions 3 and 15), STP, APS, the International Mind, Brain, and Education Society, American Educational Research Association, American Association of Community Colleges, and the Illinois Community College Faculty Association.

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