**The APA IPI in Action:  Strategies for Implementing APA's Latest Recommendations for Introductory Psychology**

In 2021, the [American Psychological Association’s Introductory Psychology Initiative](https://www.apa.org/ed/precollege/undergrad/introductory-psychology-initiative) (APA IPI) released  recommendations for teaching the introductory psychology course, including (a) student learning outcomes and ways of assessing them, (b) approaches to course design, (c) ways to leverage student success and use the course for transformational student outcomes, (d) and approaches to training instructors. In this workshop, two members of the APA IPI will guide participants through these recommendations and offer realistic strategies for implementing them. This workshop, like the recommendations themselves, is designed to be relevant to all instructors, whether novice or experienced, teaching in a variety of contexts (high school, small classes, large classes etc.), looking to undertake a whole-course redesign or make small changes with big impact. Participants will work independently and collaboratively to identify aspects of the recommendations most appropriate to their specific contexts and to produce at least one concrete innovation to their course based on the recommendations. Whether you are a brand new instructor or have been teaching this foundational course for decades, this workshop will offer opportunities to (re)invigorate your teaching.

**Speaker Bios**

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.

Hard’s second professional passion is exploring the intersection of psychology and pedagogy. Together with her students in the Duke BRITE lab (Behavioral Research Informing Teaching Excellence), 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.

Hard is also an introductory psychology textbook author (Interactive Psychology: People in Perspective by Gross, Schmader, Hard, and Andersson, published by W.W. Norton). In addition to serving on the steering committee for NITOP, she also organizes the Psychology One Conference for teachers of Introductory Psychology, sponsored by the Society for the Teaching of Psychology (APA Division 02).

Erin Hardin received her BA in psychology with an interdisciplinary concentration in

Chinese Studies from Grinnell College, and her MA and PhD in Counseling Psychology from

The Ohio State University. She is professor and Director of Undergraduate Studies in the

psychology department at the University of Tennessee in Knoxville. She has received

numerous teaching awards, including the 2016 Robert S. Daniel Teaching Excellence Award

from the Society for the Teaching of Psychology. Her favorite courses to teach are

Introductory Psychology and College Teaching seminars to train graduate student

instructors, both of which she has taught for 2 decades at three different institutions. Her

research has focused on cultural differences in the self and understanding individuals’

career development in their unique cultural contexts. Most recently, her work has

examined the recruitment and retention of underrepresented individuals in STEM.

Combining her research interests with her passion for promoting student success, she is

currently PI or co-PI on 2 active grants (NIH, NSF) that aim to increase post-secondary

educational interest and success, in general, and in STEM, in particular, among rural

Appalachian youth. She has also been immersed in thinking about the purpose, value, and

implementation of General Education as she has chaired a taskforce to redesign Gen Ed at

her university.