

NITOP 2019 PARTICIPANT IDEA EXCHANGE I

Thursday, 3:15-4:15 p.m.

Jacaranda Hall

1. *Infusing Literature on Bias and Prejudice in a Research Methods Class Even When Your Own Scholarship is Elsewhere*

- a. Do you currently discuss literature related to bias and prejudice in your research methods course? If so, what works well? If not, what are the barriers?
- b. What resources does your institution have for teaching potentially unfamiliar but important topics?
- c. How can you help students make connections between the primary literature and the concepts in the textbook/lecture/etc? On the other side, how do you help them make connections between primary sources and the proliferation of other means of learning about this topic (e.g., podcasts such as "Code Switch" or "Still Processing")

2. *Collaborative Testing: Tips and Practical Advice*

- a. What experience do you have with using group testing in your classroom? If you have used group testing, what are the pros and cons to doing so?
- b. What are the various formats that group testing can take? What are the advantages and disadvantages of each choice?
- c. What are some roadblocks to implementing group testing? How might you overcome these roadblocks and what would be needed to do so? 4- What are some best practices for using group testing?

3. *Enhancing Learning through Promoting Self-Care, Wellness, and Resiliency for Students as a Non-Clinician*

- a. What tools or resources are available to you at your organization or in your local community that you could leverage to give students additional mental health support (as a non-clinician yourself)?
- b. Are there additional ways we can support student self-care in the classroom that you believe can make a meaningful impact in their well-being outside of the classroom? How have you seen these methods impact learning objectives and outcomes?
- c. By opening up topics related to well-being and mental health, students may feel more inclined to share personal health information with instructors. As non-clinicians, how can we set healthy boundaries while still meaningfully addressing such important concerns?

4. *The Promise of Virtual Reality: Challenges and Successes*

- a. What interests/concerns you most about exploring virtual reality as a teaching tool?
- b. Have you found any currently available virtual reality programs that would work for your course?
- c. What virtual reality system have you found easiest to use? If you were creating a virtual reality program, what experiences would you want students to have?

5. *Seeing Beyond the White Rat: Increasing Diversity in the Teaching of Psychology*

- a. Textbooks are a tangible manifestation of the canon of psychology and students' primary interface with knowledge creators. How diverse is the author pool of your textbook?
- b. What conversations are we having about the history of psychology and diversity in the field?
- c. How do we better center diversity in the classroom so students see themselves reflected in the field?

6. *In-Class Research Demonstrations for Undergraduate Research Methods Courses*

- a. Ten in-class research demonstrations that can be incorporated in a Research Methods classroom.
- b. The benefits of including in-class research demonstrations in a Research Methods classroom (e.g., student engagement, student learning outcomes).
- c. How to successfully implement these demonstrations in Research Methods courses of varying sizes and among students with varying statistical knowledge.

7. *Technology in the Classroom: What's your policy?*

- a. Do you have a 'technology' policy in your classroom? What does it look like? Do you find enforcement of the policy difficult?
- b. Successful teaching and learning involves the engagement and often the input of students. When technology begins to interfere with this engagement, what strategies do you use to re-engage students?
- c. A common phrase in my classroom (and one my least favorites) is "Wait, what?" This statement tells me that the student's brain registered that "something was important" but that they missed it! Often the "wait, what?" question was asked because the student was using technology and involved outside the classroom. What would you say to this student in order to deal with this common question?
- d. Perhaps the most problematic use of technology in the classroom involves cheating. Smart watches bring a new level of potential contact outside the classroom that may be undetectable during assessments. Have you thought of ways to handle this potential student misconduct issue? Do you have an explicit policy for smart watches?

8. *Assessing the Utility of High-Impact Educational Practices at the Departmental Level*

- a. Describe the experiences you've had or challenges you might anticipate with using Psychology Best Sellers in foundational psychology courses. Which best-sellers have worked or failed, and in what ways?
- b. What are the pros and cons associated with using Psychology Best Sellers instead of a more traditional introductory psychology textbook? Does your answer depend on the role your course plays in your department's Psychology curriculum, and/or your institutions General Education curriculum?
- c. Describe the experiences you've had or challenges you might anticipate with writing instruction books, or other writing instruction resources. Which have worked or failed, and in what ways?

9. *What are We Doing and is it Enough? Instructor Preparation for General Psychology*

- a. Who are the primary instructors for introductory psychology?
- b. What preparation was provided by their graduate programs?
- c. What preparation was provided by their institutions?
- d. What are their ongoing opportunities for training?

10. *Social Media as Professional Development*

- a. As instructors and academics how can we harness our social media activity into recognizable professional development?
- b. Should departments recognize social media activity when evaluating faculty? How can blogs and articles written outside of peer-reviewed journals be recognized on a CV?
- c. Are social media analytics useful and/or appropriate for a CV?

11. *Research as Service Learning*

- a. How do you continue researching at a university with a heavy teaching load?
- b. How can you use student research projects to help non-profit organizations?
- c. How can you involve students in an existing project while still stimulating their research design creativity?

12. *Adventures in Experiential Learning*

- a. What are the benefits of open-ended observation vs. having students complete a behavior checklist?
- b. What skills and knowledge do students gain from the miniature qualitative study on couple relationships that would not be gained from a simple literature review?

13. *Creating a Culture of Academic Integrity*

- a. How are issues related to academic integrity/dishonesty handled at your institution?
- b. How can faculty create a culture of academic integrity in their classroom and thus reduce its occurrence?
- c. What are the best practices for preventing and handling violations at the class, department, or university level?

14. *Bringing Work Home: Bridging Academics and Residence Life Through Living-Learning Communities*

- a. What are Living-Learning communities and what are their benefits?
- b. What does a Faculty In Residence do and what do they not do? What boundaries were set in advance?
- c. What kind of agreements/understandings/expectations were reached between the faculty member and Residence Life? How does being a Psychology Faculty member impact doing this job?

15. *Disability Awareness Scavenger Hunt Group Project*

- a. Do you think students are lacking general knowledge about disability culture in our society and how prejudice and discrimination impacts this group?
- b. Would you consider incorporating this assignment into one of your courses? Why or why not?
- c. What activities or assignments do you use to help fight the stigma against people with mental illness?

16. *The Role of Introductory Psychology in Combating Myths and Misconceptions about Human Behavior and Mental Processes*

- a. What are the most common myths/misconceptions about human behavior that you think should be addressed in Intro? (We will provide a copy of our myths/misconceptions test.)
- b. How have you tried to address myths/misconceptions in Intro?
- c. How can we address myths/misconceptions in such a way that we encourage critical thinking?

17. *Dealing with New Editions of a Textbook*

- a. How do you deal with a new edition of the textbook for your course?
- b. Do you use the new edition as soon as it is available, use the old one until used books are available, or give students a choice of using either one?
- c. What are the pros and cons of using loose leaf versus bound or electronic versions of the text?

18. *The New Cheating: Battle of Technology*

- a. Have you ever had someone cheat on an exam using technology?
- b. What if administering an exam meant that the whole world could see your exam questions?
- c. Is there such a thing as a "cheat-proof" exam?

19. *Flipped Classrooms: Attitudes and Experiences*

- a. How can one be assured that students have done the out of classroom work?
- b. If you have tried flipping your class, what kinds of reactions have you received?
- c. How do your learning outcomes compare to more traditional formats?
- d. What types of classes does this method work well with?

20. Facilitating Difficult Discussions Online and in Person

- a. What strategies do you use to facilitate difficult or challenging discussions among students?
- b. What are the differences between facilitating discussions in a face to face setting versus an online environment?
- c. What unique obstacles and opportunities are present in the online classroom for having difficult discussions?

21. The Use of Academic Integrity Education in an Early Foundational Course to Assist Psychology

- a. How often has plagiarism been a problem in your classes, and what methods do you use to identify plagiarism?
- b. If you teach online, do you see an increase in plagiarism versus traditional face-to-face classes?
- c. What are some practices you have used, or would like to try, to help prevent plagiarism?

22. Academic First Aid: Providing Resources to Struggling Students

- a. How do you help struggling students in your classrooms? How do you reach out to them?
- b. What resources do you (or your organization) provide to students who are struggling academically?
- c. What methods and resources do you have that work best for your students?

23. Sensation and Perception: Why Culture Matters

- a. Why is it important to include Culture when discussing Sensation & Perception?
- b. What do we want students to take away from this topic?
Should Sensation & Perception be taught at all in Introductory Psychology, or should it be 'swapped out' for more important topics?

24. Appropriate Course Objectives: What Belongs, When, and Where?

- a. Which courses should include course objectives that are not directly tied to course content?
- b. What course objectives should be included in which courses?
- c. To what extent does class size matter?
- d. To what extent does university/college setting matter?

25. Teaching Through Tragedy: Supporting Students in the Face of Collective Tragedy

- a. What experiences have you had with teaching following tragic events?
- b. What are the challenges that teachers face when facilitating discussions related to collective tragedy? And how do we begin to face those challenges?
- c. How might our approach to collective tragedy change based on classroom settings (remote vs. in-person; high school, undergraduate, graduate)?

26. Let's Talk About Sex: The Use of Blogging in a Human Sexuality Course

- a. How can instructors best facilitate student participation in a blogging assignment?
- b. What are the benefits and drawbacks of using a blogging assignment in a Psychology course?
- c. How can blogging be used across a various psychology courses?

27. Supporting Current and Potential Psi Beta Advisors

- a. Topics such as utilizing campus resources, garnering administrative support, increasing fundraising and more will be discussed.
- a. This session is meant to provide an opportunity for current advisors to share chapter successes and to gain support for current challenges.
- b. Additionally, this session will provide support and guidance to new or potential faculty advisors.

28. Using Office Hours to Build Rapport with Students

- a. What are the costs and benefits of making office hours mandatory for students?
- b. How might we encourage students to attend office hours if they are not mandatory?
- c. Besides help with course content, what can we do in office hours to develop rapport with students and increase their perception of professor support?

29. Academic Integrity Violations: If it Isn't Just Me, What Can We Do?

- a. Share an academic violation that you've experienced in your classroom. What did you do? What past experiences, resources, or knowledge contributed to your particular response?
- b. What are the different kinds of academic integrity issues that can occur? Do you see one type happening more than others?
- c. Is what I think of as "cheating" the same as what you think? Why does this seem to be difficult to quantify in a consistent way?
- d. Do you have any tips, strategies, policies, or interventions that you use to reduce cheating and other types of violations? Would these work the same for traditional vs. online courses?

30. From Adversary to Ally: Building Positive Online Student Relationship

- a. Have you ever had an online student misunderstand your tone, and how did you rectify the situation?
- b. What strategies do you employ with online students to forge bonds with them?
- c. How would you handle the situation if a student was unresponsive to your attempts at clarifying a misunderstanding related to a misperception of your tone?

31. Teaching in the Age of Social Media: Best Practices Around Engaging Students through Departmental Social Media Accounts

- a. How do administrators at your institution view departmental use of social media? Is it an expectation? Is it discouraged? Is there policy around such accounts?
- b. How do you determine who in your department is best situated to manage these accounts?
- c. Anecdotally, what have you heard from students regarding your use of departmental social media?
- d. What fears or concerns do you have about engaging with students in this way?

32. Much Accomplished, Much Runway Ahead: The Dilemma of Mid-Career Faculty

- a. What is meant by "productivity" for mid-career faculty?
- b. Does your school have any sort of programs or incentives to target the growth of mid-career faculty? If so, what is the nature of those programs or incentives?
- c. Does your school have a formal mentoring program for its faculty members? If so, what is the nature of that program? Are mid-career faculty typically mentors? Do mid-career faculty often have mentors as well?
- d. What can we (i.e., our schools, STP, and other organizations) do to help mid-career faculty continue to be productive in their work?

33. Teaching for Transformative Experience in Psychology

- a. Where do we come across obstacles when getting students to make meaningful connections with course material?
- b. How do we show the merit of psychology content to students who are non-majors?
- c. Can all content be made to be self-relevant/or a transformative experience?

PARTICIPANT IDEA EXCHANGE II

Friday, 10:15–11:15 a.m.

Jacaranda Hall

34. *Decreasing Life Stress through Introductory Psychology*

- a. Where do we come across obstacles when getting students to make meaningful connections with course material?
- b. How do we show the merit of psychology content to students who are non-majors?
- c. Can all content be made to be self-relevant/or a transformative experience?

35. *Helping Instructors Utilize Social-Emotional Learning (SEL) in the College Classroom*

- a. Development of social-emotional skills
- b. Building academic buoyancy
- c. Implementing student-centered self-care practices

36. *Promoting Compassion and Global Self Worth in the Classroom*

- a. In your individual interactions with students, have you seen students who seem to place their identity into their academics and catastrophize failures ("I don't know what I'll do if I fail this class!")? If so, how have you approached this?
- b. What are some ways to integrate the importance of compassion, self care, etc., into certain units we teach?
- c. Some may argue that promoting a fearful attitude in students is healthy and motivating. Is this generally true, generally not true, or dependent on the student?

37. *Show Students That You're Human (and Other Suggestions for Increasing Rapport with Students)*

- a. What are some ways that make you an approachable instructor?
- b. How do you show students that you care about them both personally and academically?
- c. What are some ways you may handle having difficult conversations with students?

38. *The Challenge of Getting Students to Conceptualize Introductory Statistics*

- a. What practical and academic goals do you have when you teach an introductory stats class?
- b. What methods, examples, and demonstrations have you used besides pure lecture to get students to conceptualize statistics?
- c. If you jump to fast into a computerized statistical program, such as SPSS, do you find it enhancing or limiting the amount of conceptualizing of what is occurring behind the program?

39. *Oh, The Places You'll Go: Faculty-Led Study Abroad Courses in Psychology*

- a. What are ideal times, locations, and topics for faculty-led study abroad courses?
- b. What are some unique teaching strategies and assignments that can be used when traveling abroad?
- c. How can we assess faculty-led study abroad courses for student learning outcomes and course engagement?

40. *Efforts to Diversify the Psychology Curriculum: Thoughts, Strategies, and Action*

- a. How do ideas about universal design intersect with a student body diverse in terms of cultural, language, and ability strengths and challenges?
- b. What resources and scholarship on relevant pedagogies can assist us in our efforts to diversify the psychology curriculum?

41. Using Media to Teach Mental Health and Illness to Millennials

- a. Have you ever used a pop culture example to teach mental illness, mental health, social functioning, or behavior? Follow-up: What was it, why did you use it, and how did it go?
- b. How do you proactively assure students safety and well-being when talking about mental illness/abnormal psychology due to the sensitive nature of the topic? Follow-up: How do these proactive measures compare/contrast to trigger warnings?
- c. What are some of the ramifications of discussing mental health openly in class for both students and instructors? Follow-up: How does this impact student disclosures, your own reporting obligations, etc?

42. Using High-Impact Practices to Make Introduction to Psychology HIP!

- a. Which classroom techniques are/should be considered high-impact, and what high-impact practices are you using in your courses?
- b. Are you interested in learning strategies to transform an entire course into one that is based on high-impact principles?
- c. Do you have suggestions for collaborative assignments that can be used in an introductory psychology class?

43. The Good, the Bad, and the Ugly of Big Classes

- a. What is your best piece of advice for classroom management or student engagement in a large class?
- b. What makes you anxious or excited about teaching a large class?
- c. What is an active learning technique you use in your classes that you'd like to translate to a large class, whether face-to-face or online?

44. Stop, Collaborate, and Listen: Teachers and Librarians Partner to Improve Psychology Students' Information Literacy

- a. How do these information literacy frames support psychology specific learning outcomes?
- b. What information literacy skills are psychology majors excelling in? What information literacy skills do they struggle with?
- c. In what ways have you partnered with your library to teach your students information literacy skills? How might we develop different and better collaborations to improve information literacy skills and tie these directly to psychology specific learning outcomes?

45. Developing an Interdisciplinary Study Abroad Course

- a. Have you taught a cross-discipline course or lead a study abroad?
- b. Do you teach in an area that easily lends itself to a cross-disciplinary course? For example, physiological psychology and biology, I/O and management, history of psychology and history or philosophy, or personality and English.
- c. For what academic level would you see this type of course as appropriate, rising sophomore, rising junior, or rising senior?
- d. What ideas do you have that could be used in an interdisciplinary course?

46. How Do YOU Keep Students Focused on Class and Not Their Technology?

- a. Do students at your institution typically bring devices to class? How concerning is the problem of students being distracted by technology?
- b. What are the problems you typically encounter with respect to students being off task? What are the most egregious technology uses/abuses?
- c. If you have one, what is your technology policy? What are the consequences of violating those policies? Do you think the policy is effective?

47. Teaching About Prejudice and Discrimination in a College Psychology Classroom: What Matters Most?

- a. Do you think that the faculty member's race has an impact on student learning in psychology courses?
- b. Do you think that psychology instructors are uniquely challenged to discuss topics that are required curriculum but potentially politically charged?
- c. What can faculty members do to facilitate civil discourse in classrooms with a diverse student body?

48. Strategies for Initiating, Having, and Surviving Difficult Conversations

- a. What are helpful strategies for addressing inappropriate behavioral issues in the classroom? What is the best way to approach students with information they don't want to hear?
- b. How do you manage those situations when you are taken off guard and you have to deal with a difficult situation in the moment?
- c. What are some techniques for encouraging productive discourse among students who have differing opinions and beliefs?

49. Diversity in Cognition and Neuroscience Courses

- a. What is the best way to find and highlight the research of scholars from historically under-represented groups doing cognition and neuroscience research?
- b. What research sub-areas in cognition and neuroscience speak to racial or cultural differences?
- c. How can we help students see the relevance of cognition and neuroscience research to issues of racial and social justice?

50. Developing a Service Learning Project Via Appreciative Inquiry (AI)

- a. What are two positive effects that you would like your service learning (requirement) to have on your students and/or the community? How do these effects inspire you (discovery)?
- b. Describe your vision of the ideal service learning experience. Include the perspective of both the students and community partners in this description (dreaming).
- c. Envision supervising a brainstorming session, focused on the course service learning requirement, in your class. How would you coordinate this session? What are some challenges you might face and how do you anticipate overcoming them (design)?
- d. Your class now has a prototype for the service learning project. How do you envision making this prototype a reality (deliver)?

51. What Does My Neighbor Need to Know About Psychology?

- a. What are the most important lessons that we should teach in our Introduction to Psychology classes?
- b. What material could be dropped from Intro Psych as irrelevant?
- c. What material is important but could be saved for upper level coursework?

52. Assessing Student Perceptions of Difficulty of Topics Covered in Intro Psych

In this participant idea exchange, we will first describe a study we conducted about student perceptions and then facilitate a discussion centered around these main questions:

- a. Do student perceptions of course content difficulty matter, particularly in introductory psychology?
- b. Anecdotally, what have been your perceptions of students' attitudes towards particular course content (topics include: history, research, biopsychology, development, sensation/perception, consciousness, learning, memory, cognition/language/intelligence, gender/sexuality, motivation/emotion, personality, stress/health, psychological disorders, treating psychological disorders, and social psychology)?
- c. How could student perceptions of course content difficulty impact their approach to the course as a whole, learning individual topic content, or exam performance?

53. *Abnormal Psych Goes to (Cyber)space*

- a. What active learning practices have you used to teach abnormal psychology online? How did they work for you?
- b. How do you manage students who need additional support to understand content? Have you structured your course to help with this issue?
- c. How do identify and support students who have emotional reactions to the content of the course?

54. *Calling All Program Directors: Best Practices in Program Direction*

- a. Curriculum development
- b. The care and feeding of adjuncts
- c. Successful student recruitment and retention efforts

55. *Professional Development for Undergraduates: Regional Conference Attendance as an Undergraduate Course*

- a. What are the potential benefits of professional conference attendance, especially for non-presenting undergraduates?
- b. What kinds of assignments before and during the conference are most valuable for student learning and professional development?

56. *Best Practices in Active Learning in Online Classes*

- a. How do you define active learning in online classes?
- b. What activities and/or assignments have you tried to in your classes to make them more "active?" What has the student response been to these activities?
- c. What challenges have your faced in trying to implement these activities in your online classes?

57. *Promoting Career Development for Psychology Majors*

- a. What are some of the ways that you promote career development at your institution? And what strategies have been most, and least, successful?
- b. Is promoting career development our responsibility as faculty/departments, or do you think that is the job of the campus career center? How can we partner together?
- c. Should career development be curriculum-based or extracurricular (or both)? What are the strengths and weaknesses/limitations of each approach?
- d. How can we think about this as a developmental process, from the first year to the senior year? And how might a developmental approach translate into specific strategies?

58. *Resources for High School Psychology Teachers*

- a. What types of opportunities would you like to offer your students who have an interest in Psychology?
- b. How would having National resources and contacts enhance your ability to teach Psychology at the High School level?

59. *Making Psychology Relevant to Pre-Health Professional Students*

- a. How might we best reach pre-health professional students (in Introductory Psychology classes, in classes developed specifically for pre-health students, etc.)?
- b. What topics or findings from different areas of psychology are most important for future health professionals to learn, and what are some of the effective ways to make that material relevant to students?
- c. How might we take students beyond their MCAT test prep books to more deeply engage in issues of the relevance of the behavioral and social sciences to medicine and health?
- d. How can we better integrate psychology with other core sciences that pre-health students are studying?

60. *Fostering Regular and Substantive Interaction in Fully Online Courses*

- a. What do you think "regular and substantive interaction" means within the context of an online course?
- b. What are the challenges to ensuring regular and substantive interaction in a fully online class?
- c. What strategies do you use to foster regular and substantive interaction in fully online courses?

61. *Engaging Students in an Introductory Psychology Course*

- a. What is your experience with teaching introductory psychology to non-majors?
- b. What activities have you found to be an effective means of engaging students?
- c. How do you make meaningful connections to other disciplines?

62. *Developing Critical Thinking, Writing, and Information Literacy in Undergraduate Psychology Students*

- a. How do you teach your students the process and value of scientific writing?
- b. Is there a gap between what undergraduates learn and graduate programs expect in terms of writing and critical thinking?
- c. What are some ways to encourage critical thinking and scientific literacy in your students?

63. *Is NHST Dying? What to Do?*

- a. Do you acknowledge the controversy over NHST in your classes?
- b. Have you adjusted your approach to data analysis as a result of attacks on NHST?

64. *It's All Fun and Games Until the Learning Turns Serious: Conversations About Serious Games and the Teaching of Psychology*

- a. What (if any) has been your experience using serious games in your courses? What games have you used? What have been your successes and challenges using these games?
- b. Given the rise of existing serious games, how do we decide which games might be most effective for teaching psychological content versus not? What are the challenges of making our own serious games?
- c. What concerns arise when serious games are considered from the perspective of added student cost, compliance with accessibility guidelines, student interest/disinterest, and the perpetuation of video game addiction and other potential mental health issues?

65. *Evaluating a Classroom Observation Protocol for Novice Instructors*

- a. Please comment on the criteria. Could you differentiate between the categories easily? Why or why not?
- b. Do you think that the "acceptable" and "excellent" teaching practices (middle and right columns of rubric) are easy to differentiate? Why/why not?
- c. In what ways might the observation tool help you to prepare to observe an instructor?

66. *Teaching Psychology of Eating*

- a. Have you taught this course either with or without a lab in the past? What were the advantages and disadvantages you experienced with either of these formats?
- b. If you have taught this course in the past, what topics did you find were most engaging and/or eye-opening for your students?
- c. What types of documentaries (if any) have you used in the past to complement some of this course work?

PARTICIPANT IDEA EXCHANGE III

Saturday, 10:15–11:15 a.m.

Jacaranda Hall

67. *Open Educational Resources Give Us more*

- a. What do you see as a benefit of OER in psychology?
- b. What do you see as limitation of OER in psychology?
- c. What is the role of supplemental materials, like adaptive quizzing in textbook adoption(s)?

68. *How to Bring Qualitative Methodologies into our Quantitative Courses*

- a. Do you value the rich perspective that comes from qualitative research?
- b. Do you or your students work with qualitative research designs?
- c. Do you want to help your students to develop competence in understanding qualitative study?
- d. How can we expose our students to more examples of qualitative research?

69. *Consumers vs. Producers of Research: Striking the Best Balance in Research Methods*

- a. How much emphasis should Research Methods instructors put on research consumer skills versus research producer skills? How does this balance differ for a one-semester course versus a two-semester sequence?
- b. What activities and assessments do you use to teach students how to be educated consumers of research?
- c. In what ways do you integrate the consumer and producer roles in your course?

70. *Adapting Courses and Content to Different Learning Levels Using Developmentally Appropriate Frameworks*

- a. What do you see as the key structural elements to adjust when adapting a course to a higher level?
- b. What pedagogical resources do you use to help you transition materials to different levels?
- c. Do you have a systematic way to adapt courses that helps make the process efficient?
- d. When adapting course materials to different levels, how do you articulate your expectations of the students' role in the learning process?

71. *Utilization of a Transferrable Skill Portfolio in Undergraduate Psychology Classes*

- a. What are other sources of feedback we should seek out for transferrable skills portfolio? How can this be improved?
- b. How can we prepare the students to discuss these in job and internship interviews?
- c. How do you see yourself adapting this or using it in your own classes?

72. *Does the Ideal Integrative Capstone Experience in Psychology Exist?*

- a. Capstone experiences vary widely across different colleges and universities. If you have a capstone requirement, how is it set up at your institution? What are its strengths and weaknesses? What lessons have you learned in implementing your capstone experience? How would you like to see it change going forward?
- b. In comparison to other learning outcomes, how important is it for capstone experiences to foster a sense of civic agency in students? What are some methods that can be used in capstone seminars to prepare students to become more engaged citizens? What are the specific skills that will help students grapple with complex social problems and what methods best foster these skills?

73. *Learning at the Speed of Light: Pros and Cons of Accelerated Courses*

- a. What are different formats in which accelerated or compressed classes are offered?
- b. What are the advantages and the disadvantages of courses offered using an accelerated format?
- c. What are the best ways of assessing the efficacy of courses offered in this format?

74. *Fostering Deep Learning In and Out the Classroom*

- a. What strategies have you used to foster deep learning, reflection, metacognitive awareness, and long-term retention of information in your classes? What has been effective? What has been less so?
- b. How can we overcome challenges that are in place when we try to engage in the deep learning of our students? Is there a difference between asking our freshmen in introductory courses to engage in deep learning versus asking our upper-level students?

75. *Trauma and Triggers in Abnormal Psychology: Responding to Student Needs*

- a. What preparations should we make for sensitive topics and triggers in course planning? What statements in syllabi or in person are most effective?
- b. Where is the fine balance between compassion for the student who is uncomfortable with a topic and academic rigor and fairness to all students?
- c. How might students be involved in deciding class policies about care and challenge in responses to sensitive topics?

76. *Cheating: A 21st Century Efficiency or the Same Age-Old Dishonesty?*

- a. Why do students cheat? Do you think it is happening more now than previously, or are we simply aware of it more now?
- b. Is it worth the trouble to figure out who cheaters are and deal with them? Or should we trust that those who cheat ultimately end up paying their own price?
- c. What strategies have you found to be effective in preventing cheating, particularly in challenging contexts such as large classes or on-line classes?
- d. What are the repercussions to you as an instructor of students cheating? What are the consequences to the student (both short and long-term)?

77. *Fostering the Heroic Imagination in Psychology Classes*

- a. Are you noticing any differences in social interest or activism in your younger Gen Y and Z students?
- b. Are they narcissistic or self-absorbed as they are claimed to be or are they socially connected in ways we just don't fully see or understand? What are some simple and effective methods for instilling the Heroic Imagination and a sense of social responsibility and empathetic leadership in our students?

78. *Demonstration of Selective Attention, Cherry's Dichotic Listening Task: Switching Language*

- a. Have you ever tried switching language when demonstrating Cherry's Dichotic Listening task?
- b. Using in-class demonstrations while teaching cognitive psychology.

79. *Teaching Statistics and Research Methods Using Active Learning Approaches*

- a. What are some of the difficulties you face when teaching statistics and research methods courses?
- b. What active learning techniques have you found to be effective?
- c. What solutions can you offer to instructors who are faced with students who have negative attitudes, anxiety, and low interest toward statistics and research methods courses?

80. *Statchat: Sharing the Message of Increasing Student Engagement and Interest in Statistical Thinking and Procedures*

- a. How do you inspire a shift in students' negative or ambivalent attitudes towards statistics ?
- b. How do you maintain student interest in statistical procedures as the material becomes more complex? How do you encourage critical thinking about statistical concepts and procedures?
- c. Do you use examples from the popular media and/or current events to illustrate the relevance and application of statistical thinking beyond your course?

81. Teaching Group Theory & Process with a Creative Twist

- a. How can group theory and process be practically and creatively taught at the undergraduate level?
- b. What do psychology practicum students or graduates need to know about ethical practice relevant to working with groups in clinical and human service settings?
- c. What are some potential ethical challenges to faculty who teach an experiential course in applied group work, especially when expressive therapies are introduced into the curriculum?

82. Teaching Statistics Online: Refining Teaching Techniques

- a. What are some strategies to increase effective online learning of statistics and significance testing? How can significance testing be related to real-world situations?
- b. How can critical thinking be emphasized in an online statistics course?
- c. How can cheating be minimized in an online statistics course? How can question pools help with cheating and provide a mechanism to facilitate learning?

83. Supermom, Superstar Faculty

- a. What specific strategies do you use to foster a work-life balance?
- b. As a faculty member, what are some of the obstacles hindering your work-life balance?

84. Integrating Independent Research Into the Curriculum

- a. Do you include independent research as part of your program's requirements? If so, how have you implemented this requirement, how do you assess the students' work, and what are some of the difficulties you have encountered?
- b. If you haven't implemented independent research, is it because the department does not see it as pedagogically necessary or because of other barriers (and if so, which ones)?
- c. How do you structure the research experience to ensure that students can research a topic that appeals to them while also providing a consistent experience for all students?

85. Promoting General Psychology Students' Self-Regulated Learning with Exam Wrapper

- a. Have you used exam wrappers in your General Psychology course? Based on your experience, what are your and your students' perceptions about the value of exam wrappers?
- b. If you have not used exam wrappers, is it something you would try? What components do you think are most critical and how might you implement them?
- c. How could the content of, and process for using, exam wrappers be improved to have a greater impact on self-regulated learning and performance in gateway courses such as General Psychology?

86. Discovering, Adapting, and Creating Open Educational Resources: A Positive Psychology Illustration

- a. What courses or topics that interest you would be a good fit for OERs?
- b. What experience do you have using OERs in the past?
- c. What types of OERs or topics would be most useful in a positive psychology course?

87. Helping Psychology Majors Prepare for the Workforce

- a. Besides "psychologist," do you know what professions your psychology majors enter?
- b. How do you teach them what jobs they can do with a psychology major?
- c. Do you help them by teaching them how to make professional documents and/or reviewing their professional documents?

88. Brief Thought Papers as an Extra Credit Course Option

- a. In what types of courses, either in terms of content or structure, do you think these types of papers would work well? Not so well?
- b. These papers could be required. What are the pros and cons of offering these papers for extra credit?
- c. Students come up with ideas for these papers on their own. How do you feel about assigning topics, especially for students who have trouble coming up with their own topic?

89. *Is Anybody Out There? Creating and Teaching with Podcasts*

- a. What are some of the ways instructors have used, or may consider using, podcasts in teaching? And how can instructors measure the effectiveness of this approach for learning?
- b. What can students gain from podcast creation assignments?
- c. How might instructors engage with podcasts for their own growth and scholarship?

90. *Demo Day is Not Just for Chip Gaines: Principles that Make for a Good Demo*

- a. What principles make for a good demonstration?
- b. What are your go-to demonstrations for General Psychology?
- c. What makes your go-to demos so effective in General Psychology?
- d. What have you tried and will never try again?

91. *Riding the Wave: Adapting to the New Landscape in Teaching Research Methods and Statistics*

- a. In your classes do you incorporate a student-driven research project where students design, collect, analyze, and interpret a study? If so, what challenges do you have or overcome?; If not, what challenges or concerns have prevented you from implementing?
- b. How has your teaching shifted in light of the replication crisis? What shifts are important for us to make; what goals should we prioritize; how can we address the challenges associated with this shift?
- c. How much exposure to using statistical programs is important for students to have? Which programs do we use? Which will give our students the best skills moving beyond their undergraduate degree?

92. *Using History and Personal Story to Increase Knowledge of Psychological Concepts*

- a. What topics in your Psychology courses bring out the most natural curiosity in your students? Why/how do believe these topics are relevant to students' day-to-day lives?
- b. Do you use, or have you ever considered using, an assignment in your classes that centers around Family History or genealogy? If so, how do students like them? If not, why?
- c. What are some historical events you discuss in class in which you make explicit references to course material? Who are some historical figures you discuss in class in which you make explicit references to course material?

93. *Marketing our Major & Our Students: Specific Skills Psychology Majors Develop that Future Employers are Looking For*

- a. Are we teaching students about the unique skills our degree is teaching them, esp. in statistics, SPSS, and data analysis? How can this help them when seeking employment.
- b. How are the theories and studies discussed in Social Psychology applicable and useful in the business world?
- c. Can students' knowledge gained in I/O psychology help them gain entry level jobs in HR? What types of information should we be discussing in this course?
- d. Since the majority of our students do not go to graduate school, what are some of the skills students should graduate having learned from our courses?

94. *Bueller? Bueller? Escaping the PowerPoint Trap and Bringing Fun Back into the Classroom*

- a. What do you consider your most innovative and effective classroom activity? What changes have you made over time in its delivery or assessment?
- b. What are the potential pitfalls when assigning a new project and how can they be avoided?
- c. How can we assess the effectiveness of the methods discussed? What are some tips and tools for measuring student learning outcomes?

95. *In a World of "I need an A", Can Qualitative Grade Reporting Enhance Student Learning?*

- a. How do you foster metacognitive skills (self-regulation and monitoring of learning, changing of strategies, etc) in your students?
- b. When grades (number and letter) are so engrained as extrinsic motivators, how do we shift student focus to the broader learning goals and increase intrinsic motivation?
- c. How is faculty-student communication and course goal congruence helped versus hindered by traditional versus non-traditional grading schemes?

96. *Retrieval Practice: How to Successfully Implement to Elevate Student Learning*

- a. If you already use retrieval practice in your classroom, what seems to be working well and what seems to be problematic? (Have you objectively assessed outcomes?)
- b. If you don't use retrieval practice, what class exercises, videos, or demos do you currently employ that might be gainfully enhanced or transformed with the inclusion of some elements of retrieval practice?
- c. What are the areas of greatest struggle for your students, and how might retrieval practice be implemented to improve student outcomes in those areas, and also to make class learning more active, engaging, and dynamic?

97. *Enhancing the Quality of Undergraduate Program Assessment Using Participatory Evaluation Techniques*

- a. With regard to the quality of undergraduate education, what are the risks of conducting a poor assessment?
- b. What challenges have you or your department experienced in terms of offering quality assessments of your program?
- c. How might participatory evaluation techniques enhance the quality of the data obtained in your assessments and the overall impact of your program review?
- d. To what degree is your department aware of psychological science and empirically-backed methods of instruction? To what degree are these approaches valued by your department?

98. *Psychology Best Sellers: How to Sell Students on Writing in Psychology*

- a. Describe the experiences you've had or challenges you might anticipate with using Psychology Best Sellers in foundational psychology courses. Which best-sellers have worked or failed, and in what ways?
- b. What are the pros and cons associated with using Psychology Best Sellers instead of a more traditional introductory psychology textbook? Does your answer depend on the role your course plays in your department's Psychology curriculum, and/or your institutions General Education curriculum?
- c. Describe the experiences you've had or challenges you might anticipate with writing instruction books, or other writing instruction resources. Which have worked or failed, and in what ways?