2019 Workshops
Thursday, 8:30–10:00 a.m.

When registering, select which workshop you will attend.

"Training Better Scientists with a Better Statistics Curriculum: Introducing Estimation, Meta-analysis, and Open Science to your Undergraduates"
Robert Calin-Jageman

We all know the experience of grading stats finals and realizing that our tireless efforts have only sown confusion. There is a better way. The New Statistics de-emphasizes p values and decision-making to focus on estimation—the process of using samples to make quantitative predictions with uncertainty. Specifically, the New Statistics emphasizes effect sizes, confidence intervals, meta-analysis and Open Science. The New Statistics is easier to teach, lends itself more directly to active learning, and yields better student understanding. De-emphasizing p values may seem like anathema, but students lose nothing—they can still learn decision-making and in fact often emerge with a better understanding of p values once given a foundation in estimation. Moreover, a New Statistics curriculum prepares your students for where the field is headed. This workshop will show how you can easily shift your curriculum towards the New Statistics. We'll work through specific examples using Jamovi, a free program for data analysis. You will receive a complete set of example course materials that you can adapt to your own purposes.

Council on Undergraduate Research Session: "Mentoring Student Researchers in Psychology" —*Susan Larson*

Undergraduate research continues to grow in prominence as a high-impact student learning activity. Benefits to students are typically reported within three domains: cognitive and intellectual growth, professional skill development and advancement (including academic achievement and education attainment), and personal growth. Psychology departments have long engaged students in undergraduate research activities, within the curriculum, such as in Research Methods courses, as well in research laboratories and independent research experiences. Given the numerous reported benefits of undergraduate research, institutions are seeking to enhance and expand their undergraduate research offerings by developing summer research programs, expanding honors and co-curricular research opportunities, and integrating and scaffolding more research experiences into the
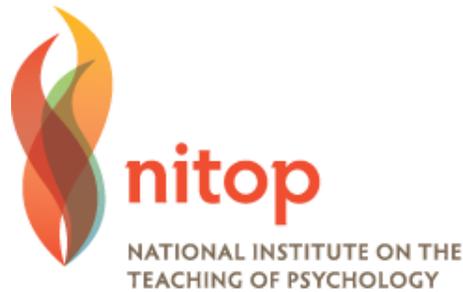
curriculum.   High-quality mentoring contributes significantly to the positive outcomes obtained from engaging in undergraduate research. Students benefit from opportunities to interact and engage with faculty on substantive matters and to receive frequent and meaningful feedback (Elrod, Husic & Kinzie, 2010) and mentoring plays an important role in identity development of students (Palmer, et al. 2018). During this workshop, utilizing Shanahan et al. (2015) Ten Salient Practices of Undergraduate Research Mentoring, participants will explore the important elements of mentoring relationships. Participants will have time for reflection and dialogue on how they can ensure students experience quality mentoring as they supervise both course-based undergraduate research and mentored research in psychology laboratories. Special attention will be paid to course-based undergraduate research experiences, which hold great promise for broadening participation and providing inquirybased research experiences to more students. By the close of the workshop, participants will have an enhanced understanding of the benefits of undergraduate research and the practices of quality mentoring. In addition, they will have articulated strategies that they can adopt at their home institution, in their courses or laboratory, to improve their experience mentoring student researchers. This workshop will benefit from the collective experiences of attendees as we explore the challenges and rewards, and pleasures and pitfalls of mentoring student researchers.

"Exposure to Psychological Science: Using Empirical Journal Articles in Courses of All Levels" —Dawn McBride

An issue facing instructors of psychology courses, especially those courses at an introductory level, is getting students to understand that psychology is a science where scientific methods are employed to gain knowledge in the field. Further, students in these courses often have limited exposure to primary empirical sources in the field and struggle to understand these sources when assigned to read them or use them to conduct a literature review. Yet, exposure to these primary sources would aid in exposing students to scientific study in psychology and help them understand how researchers in gain knowledge about behavior.

In this workshop, we will explore the benefits and constraints of using empirical journal articles in psychology courses at all levels. I will demonstrate some ways I have included these sources in teaching courses from introductory psychology through advanced undergraduate courses in specific topic areas. Based on these demonstrations, participants will have the opportunity to create materials for their courses using empirical journal articles from any area of psychology. A sample of exercises using empirical articles and a list of empirical articles from different areas of psychology that are amenable to these exercises will be provided.
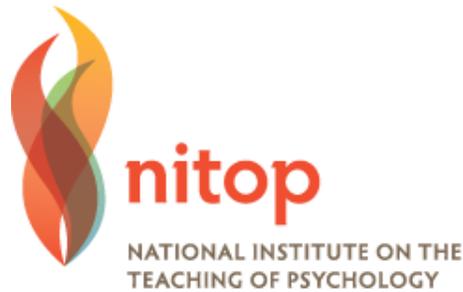
"Through the Looking Glass: Lessons for Online Teachers from Alice in Wonderland" —Diane Finley

Former University of Maryland University College President Gerald Heeger said, "Online education is possibly the biggest event in American intellectual life in the past 40 years. What's happened is that a critical mass of intellectual capital in the country has moved outside the academy." (Bowler, 2003, p. 3). In the past 15 years, online education has exploded. In 2002, only 9.5% of students took a course online. In 2015, 33% of students took courses online (Babson Survey Research Group).

While many faculty and administrators think that distance/online education is new, it is actually a very old form of course delivery. The first distance course was advertised in 1728. Over the next two hundred years, distance education went through many formats including radio, mail, telephone, television and video. In 1981, the Open University of England used a rudimentary whiteboard system. By 1994, the first commercial learning management system (LMS) was developed and universities began to offer online courses. Changes in federal financial aid rules following publication of the "no significant difference" study led to traditional institutions introducing online courses.

So online learning is not really new, and it is here to stay. How do we prepare faculty to teach online? Teaching online requires a philosophical shift for most faculty. The often-stated truism is that the instructor is no longer the "sage on the stage" but the "guide on the side." That was true in the early days of online learning as we transitioned from traditional face-to-face, lecture-forward classrooms. However, the pedagogy of online teaching and learned has now been informed by research and even early online adopters need to refresh and update. Technology does not replace the art and skill of teaching; teaching online requires the development of new skills to produce a new art.

In this presentation, I will use the wit and wisdom of Alice in Wonderland to explore some secrets and some not-so-secrets about online teaching and learning. I will differentiate between face-to-face and online teaching and will review the pedagogy of online teaching. I will share my over 20 years of online experience about the benefits and drawbacks of venturing online. I will share my best practical advice on design and pedagogy for those venturing into online teaching and learning.

Allen, I.E., Seaman, J., Poulin, R., & Straut, T.T. (2015). Online report card-Tracking online education in the United States, 2015. Retrieved from http://www.babson.edu/Academics/faculty/provost/Pages/babson-surveyresearch-group.aspx

Bowler, M (2003, August 17). Online learning a virtual revolution. Baltimore Sun, Retrieved from http://articles.baltimoresun.com/200317/news/0308170133_1_distance-education-higher-education-maryland-colleges/3