Proceedings of the 24ᵗʰ Annual Meeting of the Northeast Conference for Teachers of Psychology

NECTOP

WPI

Worcester, Massachusetts
Friday, November 9, 2018

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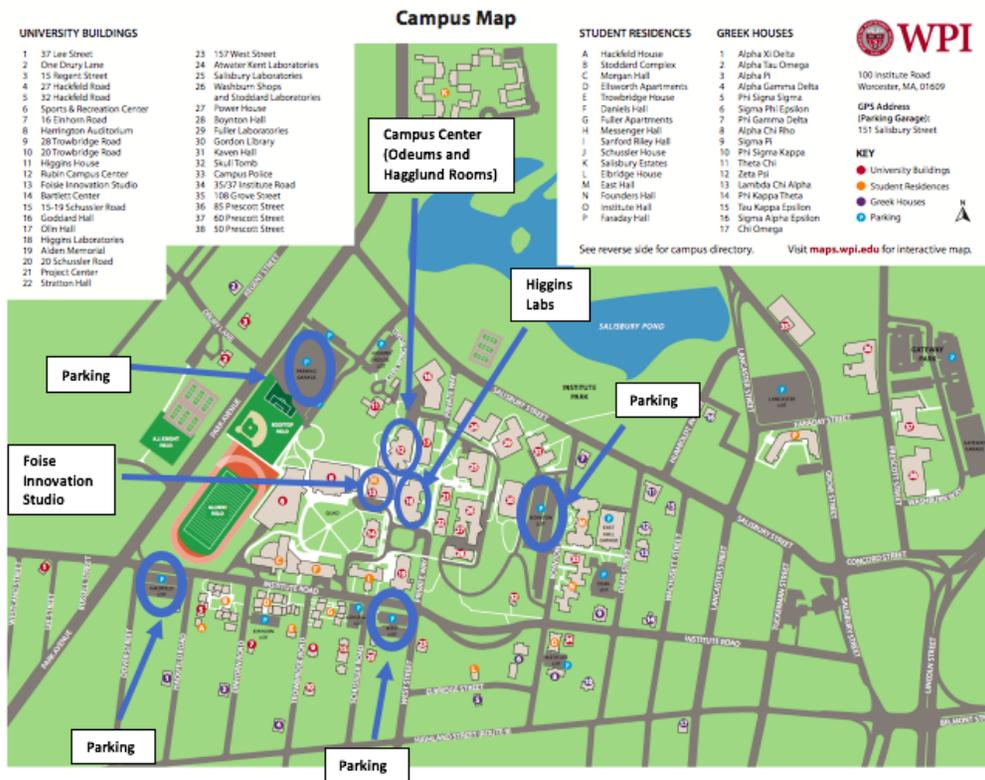https://www.facebook.com/NEPsychologicalAssociation/

The New England Psychological Association would like to thank Worcester Polytechnic Institute for hosting the 2018 Annual Meeting, and recognize the following organizations, grants, and individuals:

- APA Board of Educational Affairs (BEA)
- Society for the Teaching of Psychology
- Northeast Conference for Teachers of Psychology Steering Committee
- A special thank you to Ted Bosack and Barney Beins for their all their hard work in making NECTOP what it is today!
- A special thank you to the Society for the Teaching of Psychology for the creation of the Ted Bosack Lecture Series.

Worcester Polytechnic Institute Floorplans

Friday is a regular academic day and parking will be limited. Please plan accordingly.

Note: Parking is also allowed on the one side of Salisbury Street and other streets surrounding campus. There are Accessible spots in each lot on campus, as well as two outside Salisbury Labs, Goddard Hall, and Boynton Hall

Friday 8:00 AM - 9:00 AM

Registration 3rd Floor Lobby Campus Center

Coffee, Tea, and Light Refreshments will be available in the Mid-Century Room (Campus Center)

Dunkin Donuts on the 2nd floor of the Campus Center will also be open.

Friday 9:00 AM - 10:00 AM

Odeum A (Campus Center)
Opening Keynote Address

Navigating the Life of the Mind (Together):
How Relationships Make Teaching and Learning Work

Jordan D. Troisi, Ph.D.
Associate Professor of Psychology
Sewanee: The University of the South

In American culture, going off to college is often viewed as a rite of passage. But a rite of passage is designed to be a profound experience, and college is often a mundane one: showing up to classes on time, picking a major, preparing for a job after college, and so on. So how can we turn this mundane experience into a profound one? How can professors light a flame in their students, engender a passion

for lifelong learning, and transform students not only into good workers, but into good, inquisitive people? The speaker will present peer-reviewed and yet-to-be-peer-reviewed data on effective practices in college education, particularly as it pertains to the teaching of psychology. His view on the Scholarship of Teaching and Learning is informed by research in relationship science, and the ways in which relational variables may enhance learning and its motivational underpinnings. This talk will culminate with three related and important questions directed at improving student learning: 1) what can teachers do? 2) what can the mentors of teachers do? and 3) what can students do? Drawing from numerous theoretical backgrounds, as well as rich experimental and national survey data, the speaker will provide perspective on these questions and argue that effective relational practices are a crucial factor in transformational student learning.

Friday 10:10 AM- 11:10 AM

Concurrent Session 1
Odeum A (Campus Center)

APA's Recent Tools for Teaching and Research: Data, Content, and Assessment
Bernard C. Beins (Ithaca College)
Shawn P. Gallagher (Millersville University)
Jennifer L. W. Thompson (University of Maryland University College)

The American Psychological Association has developed new pedagogical tools that are available to teachers of psychology free of charge. In this presentation, we will describe the new version of the Online Psychology Laboratory's data collection modules and content pages that have been renovated to make them more accessible for students with mobile devices. We will also detail specific applications for using OPL's data for introducing inferential statistics. Finally, we will broaden the discussion to include APA's new assessment tools for associate and baccalaureate programs.

Friday 10:10 AM- 11:10 AM

Concurrent Session 2
Hagglund Room (Campus Center)

Service Based Learning and Interdisciplinary Collaboration
Joanne Joseph & Lorin Williams (SUNY Polytechnic Institute)

Service-based learning projects are defined as "a reciprocal relationship in which the service reinforces the learning and the learning reinforces and strengthens the service" and have been suggested to enhance traditional learning methods and create a sense of purpose and community engagement (Prentice and Garcia 2000, p21). Additionally, interdisciplinary collaboration is an important skill for individuals entering the workforce and is an ability that most employers are seeking. This concurrent session aims to provide insight into, and discuss how, interdisciplinary collaborations on applied or translational learning with service-based community engagement projects, enriches the college student experience.

Friday 11:20 AM – 12:20 PM

Participant Idea Exchanges
Odeum A (Campus Center)

PIE #1
Using Myths to Teach About Toxic Masculinity
John A. Minahan (Lincoln School)

One trend: ever increasing acts of physical and emotional violence. Another trend: psychological research into why this increase is happening, and why so many of these acts – school shootings, sexual harassment and assault, terror attacks, domestic abuse – are committed by males. Yet another trend: helping students learn how psychological research can make a positive difference in the world. This participant idea exchange will be an opportunity to discuss how myth as a teaching tool may bring all these trends together.

PIE #2
How to Assess Student Learning in Online Psychology Programs
Nickolas H. Dominello, Michelle G. Hill, and Thomas MacCarty (Southern New Hampshire University)

Southern New Hampshire University's psychology department uses various methods to assess our Bachelor's and Master's programs to ensure that our students demonstrate course outcome mastery. Student Learning Data (SLD) is the most critical part of this assessment. We complement SLD with qualitative input from instructors to produce a comprehensive view of student performance. We will provide illustrative examples

that highlight actionable methods that participants can leverage within their programs. Participants will collaborate to identify an area of curricular concern and generate ideas pertaining to a challenging assignment or course to create an action plan for strengthening student success.

PIE #3
Overhauling a General Education Statistics Course
Anne E. Stuart, Sandra Sego, and Destinee L. Chambers (American International College)

In addition to being a major requirement, our statistics course also fulfills the Quantitative Reasoning requirement for Gen Ed. Inspired by a new Gen Ed framework, we are reimagining our approach to statistics. We are looking at project-based learning to address additional Gen Ed competencies for oral communication, written communication, critical thinking and information fluency. One important change in the new format will be the move from hand calculations to computers for analyses. We anticipate offering the new course in Fall 2019. We ask participants to share their advice, guidance, inspiration and experience teaching statistics.

PIE #4
Dual Perspectives of Service-Learning: Lessons Learned by a Faculty Member and Community Engagement Center Director
Justina M. Oliveira and Kelley Hobbs (Southern New Hampshire University)

Service-learning can increase students' civic dispositions, critical thinking skills, and actual learning of course content while helping develop career-relevant and life skills such as working with a diverse set of people, conflict management, and effective leadership. Our session will be a lively discussion of lessons learned from

dual perspectives: a faculty member who has used service-learning in multiple different ways and an experienced university Community Engagement Center Director. Session attendees will receive resources for utilizing service-learning and for best assessing outcomes of this pedagogical strategy, relevant across a variety of ways.

PIE #5
Group Work Best Practices: Group Formation and Group Dynamics
Hayley M. Skulborstad

The purpose of this PIE session is to discuss approaches to team-based assignments and group formation best practices. Group work in classes is a common pedagogical tool and has many advantages to enhancing student learning (Michaelsen & Sweet, 2011). However, the research examining group formation type (e.g., teacher assigned by skills or personality, teacher assigned randomly, or student chosen) has found mixed results as to which group formation type is best when examining outcomes of academic performance and group dynamics (Hassaskhah & Mozaffari, 2015). It would be advantageous to have an ongoing conversation about team-based learning best practices.

PIE #6
Incorporating Writing Instruction into Psychology
Nicole Rosa, Bonnie Kanner, Elena Cuffari, Colleen Sullivan, & Christine Talbot
(Worcester State University; Brandeis University)
Students are often ill prepared to write in college. Efforts to improve writing skills include writing programs, writing portfolios, and peer-review exercises. While few will disagree that writing is an important aspect of Psychology education, incorporating writing focused instruction into an already full curriculum is a challenge.

A recent project at Worcester State University tested the use of writing templates with first year and senior students with mixed results. This PIE will include a discussion of the advantages and disadvantages of these tools. Participants will be invited to share their efforts to include writing instruction, including challenges and obstacles.

PIE#7
Teaching Psychology through Young Adult Literature
Hannah Baker-Siroty & Diane Mello-Goldner (Pine Manor College)

Literature has always been a way for us to gain a better understanding of ourselves and the world around us. Of all genres, Young Adult Literature especially lends itself to looking inward, while managing to stay accessible, which enables a dialogue to happen for a variety of readers. Themes of conflict resolution, diversity, intersectionality, identity exploration and prejudice are some of the many discussed. By pairing an adolescent psychology professor (Mello-Goldner) with a creative writing professor (Baker-Siroty), we have found that our students develop a deeper, more nuanced understanding of both literary work and psychological theory.

Friday 12:30 PM - 1:30 PM

Lunch for all registered NECTOP participants will be served in the Mid-Century Room.

The following program will take place during lunch in Odeum A:

NECTOP Teaching Demos

Specifications Grading: Maximizing Student Motivation and Saving Faculty Time
Jamie Kleinman (University of Connecticut-Avery Point)

Predictions are Hard, Especially about the Future: Trying to Predict Research Results
Bernard Beins (Ithaca College)

NECTOP Group Discussion

APA's Focus on Introduction to Psychology: The Past, the Proposal, and the Perspectives of People in this Room
Garth Neufeld, Melissa Beers, and Jennifer Thompson

Friday 1:30 PM - 2:30 PM

Odeum A (Campus Center)
Afternoon Keynote Address

The 21st Century College Teacher: Why Teacher Training and Development has Never Been More Important

Melissa Beers, Ph. D.
The Ohio State University

Graduate training in psychology has historically focused on and emphasized the importance of basic research. Relatively little time and attention has been dedicated to training future faculty members to be effective teachers. College instruction requires – and deserves - much more preparation and development than graduate students and new (and not-so-new) faculty typically receive. In this talk, we will consider the growing demands on modern college teachers and how training and support for this role has not kept pace. We will discuss the expectations and skillsets required for effective teaching in the 21st century and what is needed to raise the bar.

Friday 2:40 PM – 3:40 PM

Concurrent Session 3
Odeum A (Campus Center)

"My students won't read the textbook" "Oh yes they will" and Other Benefits of
Interteaching
Garth Neufeld (Cascadia College)

Interteaching is a pedagogical method that utilizes the science of learning in the classroom. It requires students to engage with course material and with one another in a way that promotes deep learning. It utilizes principles of behaviorism to make students responsible for their own learning and turns teachers into skilled behaviorists! In this workshop, attendees will experience Interteaching from the student perspective. Following this activity, there will be plenty of time to reflect upon and discuss how to implement Interteaching in order to create a dynamic classroom learning experience.

Friday 2:40 PM – 3:40 PM

Concurrent Session 4
Hagglund Room (Campus Center)

Teaching and Health Inequity: Best Practice and Strategies to Decrease Resistance
Sue K. Adams (University of Rhode Island) and Thyde Dumont-Mathieu
(Connecticut Children's Hospital)

Many teachers of psychology courses are tasked with teaching potentially sensitive topics, specifically those that are related to exploring personal biases and stereotypes. Areas of psychology where these issues often arise but have not received as much instructional guidance include Health and Pediatric Psychology. Professionals-in-training must develop self-reflection skills such that they can identify when they may be misinterpreting data due to personal and systemic bias and as a result may be perpetuating health inequity; specifically they must learn to: 1) increase self-awareness, and 2) apply a strength-based/resiliency-based model for understanding factors such as the social determinants of health. In this workshop, we will discuss strategies that are appropriate for teaching undergraduates and graduate students about health disparities using an integration of the existing pedagogical models, as well as taking into account their level of self-reflection, self-awareness, and readiness to discuss complex issues of privilege, race/ethnicity and health.

Friday 3:50 PM – 4:50 PM

Concurrent Session 5

Odeum A (Campus Center)

Applying Positive Psychology to Collegiate Teaching
Rebecca DesRoches (Regis College)

Positive psychology focuses on strengths and what is going right. Teachers can use principles from positive psychology to help their students flourish in the classroom. In this concurrent session, we will discuss concepts from positive psychology as related to teaching. Topics we will consider include flow, character strengths, optimism, engagement, meaning, and social connection. Good social relationships are at the heart of the teacher student connection. Simple tools such as gratitude and strength based awareness can enhance the classroom experience for teacher and student.

Friday 3:50 PM – 5:30 PM

Bernard C. Beins Teaching Poster Session
Odeum B & C (Campus Center)

Poster 1 **Theme-Based Course Designs and Service-Learning: Assessing Students' Skills Development and Attitudes in Social Psychology Courses**
Justina M. Oliveira (Southern New Hampshire University)

Poster 2 **Planning EService Learning/Civic Engagement for Distance Psychology Courses**
Lois-Ann Kuntz (University of Maine at Machias)

Poster 3 **Arts-based activities can improve students' perceptions and retention in the college classroom**
Brin Goldman (Springfield College)
Sarah Nosek (Southern Vermont College)

Poster 4 **Evolving Curriculum: Prevalence of Evolutionary Psychology in American Psychology Programs from 2006-2017**
Alicia Heyer, Caitlyn Dion, Felicia Walalis, Shannon Tighe, Jennie Brown, Emlee C. Kohler, Davina Brown, Patrick Rafferty

Poster 5 **Scholarship or Prejudice? Freud and Psychoanalysis in High School and College Psychology Courses and Textbooks**
Alicia MacDougall (Antioch University), Theodore Ellenhorn (Antioch University)

Poster 6   **Utilization of a Community Garden as a Pedagogical Tool for High Impact Practices in Psychology**
Bonnie Pepper, Rachel Cataudella, Erin Dunn, Meaghan Heeks, Amanda Lupfer, Caitlin O'Dea, Francesca Siano, Viviana Torres (Albertus Magnus College)

Poster 7   **Does question type moderate the effects of clicker use on student learning?**
Adam Fay (SUNY-Oswego)

Poster 8   **The Effects of a Structured Pre-Activity on Learning Outcomes in a Flipped Classroom Environment**
Samuel Behymer, Mary Nelson, Sarah Hoegler (Western Connecticut State University)

Poster 9   **Incorporating Active Learning in a Flipped Classroom Pre-Activity**
Madeline Gunther and Mary Nelson

Poster 10   **The Effectiveness of the IFAT in improving Pre-Class Preparation and Predicting Course Success**
Patricia Long (University of New England)

Poster 11   **Engaging Middle and High School Science Teachers in a Mentored Research and Professional Development Experience**
Jennifer E. Drake, Rose Bergdoll, Alla Chavarga, Paul Forlano, and Laura Rabin (Brooklyn College)

The conclusion of this session marks the end of the 2018 Annual NECTOP Meeting.

We hope you will join us for the cocktail reception at 5:00pm and inaugural Ted Bosack Lecture Series Keynote Address this evening from 5:45-6:45pm!

We look forward to seeing you next year at Southern New Hampshire University!

Friday 5:00 PM - 5:30 PM

NEPA and NECTOP Wine & Cheese Cocktail Reception & Opening Remarks by Arts & Sciences Dean Jean King
3rd Floor Campus Center Lobby (Hall of Luminaries)
Please join us for some hor d'oeuvres, drinks, and socializing. We look forward to seeing you!

Friday 5:45 PM– 6:45 PM
Ted Bosack Lecture Series Keynote Address
Odeum A
Campus Center

Psychology from Beginning to End: What Do We Want Our Students to Learn?

Bernard C. Beins
Ithaca College

Introduced by: Jeanine Skorinko (Worcester Polytechnic Institute)

Psychology is one of the most popular disciplines in higher education, often being an institution's largest major and serving general education requirements for vast numbers of non-majors. In this talk, I will address issues of how we might maximize the value of introductory psychology, the single psychology course to which millions of students are exposed. In addition, I will discuss an additional question that merits more attention than we generally allocate: What do we really want our majors to know after they take psychology courses and enter post-collegiate life? What our students take away from their psychology major matters as much to our students who do not pursue graduate degrees as it does to those who do. The answers to these important questions and how we achieve our goals is fraught with difficulty and complexity. But once we understand the questions, we can begin to work on the answers.

This concludes NEPA Friday programming. NEPA programming will continue Saturday morning.

Program Notes

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