

## **Best Practices: Teaching Introductory Psychology**

Friday & Saturday, October 14-15, 2011

Crowne Plaza Atlanta Perimeter NW

6345 Powers Ferry Road

Atlanta, GA, 30339, (770) 955-1700

**Conference Web site: [teachpsych.org](http://teachpsych.org)**

### ***Keynote Speakers***

#### **Bringing the Science of *Lie to Me* to Introductory Psychology**

*Erika Rosenberg*

All instructors know that major challenges in teaching Introductory Psychology involve engaging students' attention, showing how the material relates to real-life, and stoking the motivation to learn. There are many resources for grabbing interest, but none is more alluring than Hollywood.

In the past decade the behavioral sciences have figured prominently in television and film, which should offer numerous opportunities for teaching. The problem is that many of the relevant programs or features rely on pseudoscience or supernatural forces to explain behavior (e.g., *The Mentalist*), and so they are not the best teaching tools (except to show what science is not). The Fox TV show *Lie to me*, has been exceptional in its rigorous application of psychological science to the solving of mysteries and crime. As such, it offers an excellent teaching tool for Introductory Psychology.

The story of *Lie to me* revolves around the character Cal Lightman, a deception detection expert, who studies facial behavior to determine whether people are lying. Lightman's character is based on the real life psychological scientist, Paul Ekman, who is renowned for his research on facial expressions of emotion and the study of deception. The writers base their use of facial behavior and psychology on published scientific research, and they rely on expert scientific consultation (Ekman and Rosenberg) to ensure the integrity of the science in the narrative.

Through demonstrations and discussion, Erika Rosenberg, an expert in facial expression and emotion and scientific consultant to *Lie to me*, will show how to use behavioral science from entertainment to help teach concepts in psychological science, including but not limited to emotion, deception, facial expression, attention, social influence, and psychopathology. The talk will highlight examples from *Lie to me* and other programs and films with the aim to provide instructors for ready-to-use teaching tools.

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#### **But Psychology Isn't Really a Science, Is It? Dispelling Introductory Students' Skepticism of the Scientific Study of Human Nature**

*Scott Lilienfeld*

Both informal and formal data strongly suggest that many members of the general public, as well as many undergraduates, view the field of psychology with considerable skepticism. In this talk, I will examine the prevalence of public skepticism of psychology, with a particular focus on why many students and educated laypersons perceive the study of human behavior to be unscientific. I will also discuss several widespread criticisms directed at psychology (e.g., psychology is common sense, psychology cannot make precise predictions, psychology is less replicable than traditional “hard” sciences) and show why these criticisms are understandable, but largely erroneous. Then, I will explore several key sources underlying the widespread public and student skepticism of psychology. As I will note, psychology’s “subjective immediacy” is both a blessing and a curse for psychology instructors: the fact that psychology is part of our everyday lives makes our field fascinating to many students, but also makes much of the subject matter seem intuitively obvious. I will conclude with several recommendations for acknowledging, but constructively addressing, students’ doubts about the scientific status of psychology.

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**It’s Never Too Early:  
Introducing Statistical Concepts in Introduction to Psychology**  
*Susan A. Nolan*

Statistical thinking is a versatile tool that can help students to lead a better-informed and savvier life – both within the social sciences and in non-academic pursuits. The value of statistics is often in simply asking the right questions, and Introduction to Psychology courses offer an ideal content arena to begin asking statistics-based questions. An emphasis on statistical thinking in Introduction to Psychology will lay the groundwork for Psychology majors who go on to take statistics and research methods courses, and will enhance the critical thinking skills of students who may never study statistics formally.

This talk will outline some of the main questions that statistics helps students to ask, and will pair these questions with the relevant statistical technique or concept. For each question, several concrete examples will be offered to help instructors draw explicit connections between statistics and Introduction to Psychology concepts in their own courses.

Among the questions that will be addressed are:

- What are some other explanations? [correlation versus causation, confounds]
- Compared to what or whom? [levels of the independent variable, base rates]
- What is *really* being measured here? [operationalizing variables, covariates]
- Does this even matter? [effect size, relative risk/likelihood]

Even at the Introduction to Psychology level, students can learn to ask statistics-based questions that help them understand psychological concepts at a deeper level, examine issues in their non-academic lives with a more critical eye, and impress their friends, too!

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***Featured Sessions, Friday morning beginning at 8:30***

I've Only Got One Question: The Formative Power of Single Diagnostic Items  
*Rob McEntarffer*

Single Diagnostic Items offer a fast, flexible formative assessment technique designed to diagnose student misconceptions about important psychological concepts. These items can be particularly useful when documenting the impact of instructional activities such as classroom demonstrations or labs. During this workshop, participants will discuss the uses and construction of Single Diagnostic Items and will work in teams to create items useful in their teaching contexts. All participants will leave with a set of Single Diagnostic Items to use in their classrooms.

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Throwing DARTTS at Intro Psych: Design, Assessment, Retention, Testing, Transfer,  
and Skills  
*R. Eric Landrum*

This workshop is designed to (gently) challenge attendees to consider the most current research available on the general effectiveness of introductory psychology and to reflect about their own pedagogical practices. Systematically, we will examine the following areas:

- **Design Issues:** If a faculty member or department were interested in designing or re-designing an introductory psychology course, what would be the key design issues to be considered? How might the principles of backward course design be effectively applied in this context?
- **Assessment Practices:** How can meaningful assessment be accomplished for introductory psychology students, particularly in large enrollment courses? How can technology (particularly mobile technology) be leveraged to facilitate assessment?
- **Retention Evidence:** What do our students learn and retain from introductory psychology? What research questions do we need SoTL researchers to immediately address and contribute to the national (and international) literature on introductory psychology?
- **Testing Practices:** Which testing practices are optimal to facilitate introductory psychology student learning, particularly regarding the testing effect? What type of metacognitive skills can be enhanced with the systematic application of optimal testing practices?
- **Transfer (Prerequisite for Other Courses):** What types of knowledge are transferred to the application of future classes? How do future classes rely on prerequisite knowledge gained in introductory psychology; what is the beneficial effect of introductory psychology to later courses?

- Skills: What skills (if any) do we expect introductory psychology students to possess by the conclusion of the course? Given typical large-enrollment courses, how can skills (and skills assessment) be embedded into the introductory psychology course experience?

During this interactive workshop, attendees will be challenged to think about how choices in each of these areas affect their own teaching and student learning. Attendees will participate with clickers (which I will provide) as well as participate in small group interactions and whole group discussions. By the conclusion of this workshop, those in attendance should have much to think about regarding the implementation and execution of introductory psychology on their campus.

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Helping Students Understand and Prepare for Multiple-Choice Questions Requiring  
Higher-Order Thinking Skills  
*Drew Appleby*

Students in introductory level classes have been exposed to thousands of multiple-choice questions in high school, but most of these questions only required them to remember definitions and facts accurately. Questions that measure their ability to comprehend and apply the information they learn in their classes often frustrate them because (1) they are unfamiliar with these types of questions and (2) they possess no strategies to prepare for them. This presentation consists of two procedures created to alleviate these problems.

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The *U-Pace* Instructional Approach: Greater Student Learning through Student-Centered  
Online Instruction  
*Diane M. Reddy, Raymond Fleming, & Laura E. Pedrick*

*U-Pace* is a highly effective, technology-enabled instructional approach that can be widely implemented without many resources. *U-Pace* instruction is self-paced, mastery-based and provides amplified assistance to students (manual-assisted timely and tailored feedback on performance and constructive support and encouragement). Information about student behavior (e.g., time elapsed since working on course material, time spent on review activities) that is typically recorded in the course management system is used by instructors to determine when Amplified Assistance (conveyed through email) should be given and the type of assistance needed. When it appears students are struggling with material or giving up, the *U-Pace* instructor can effectively and efficiently intervene by sending messages tailored for the student that are based on examples in the manual. Compelling evidence indicates that *U-Pace* instruction enables a diversity of students to succeed. In fact, *U-Pace* led to greater learning and significantly reduced the achievement gap for “disadvantaged” students (students from low income backgrounds eligible for federal Pell grants or disadvantaged from conditions associated with racial/ethnic minority status). The convergence of findings from diverse outcomes — institutional

records indicating greater academic success for all students and greater equity for underrepresented and low income students, performance measures demonstrating greater student learning, greater content mastery, and greater student motivation; and, student reports of skill improvement in test-taking and time management, and perceptions of greater control and achievement — strongly suggests that *U-Pace* instruction holds promise for higher education.

### ***Symposia and Workshops***

Polymaths for Hire: Integrated Learning in the Psychology Classroom and Beyond!  
*Kerri Augusto, Susan Nava-Whitehead, Joan-Beth Gow*

Wouldn't you like students to be motivated to stay on task longer and continue to explore the subject once a grade is given? Students who can analyze and apply data? A school culture where students and faculty discover knowledge together? As you actively work through an abbreviated interdisciplinary case, you will uncover strategies for promoting collaborative learning, for experimenting with cross-disciplinary case methodology in Introductory Psychology courses, and for creating positive learning communities for both students and yourself. Presenters will demonstrate how integrated learning can be used to make the psychology curriculum more relevant and meaningful for majors and nonmajors. Presenters will also speak to the need for integrated learning and explore opportunities and navigate obstacles for expanding learning communities across departments and institutions.

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The History of Psychology—It's Not Just for Capstones Any More  
*Barney Beins & Ken Keith*

Psychology is a dynamic discipline that undergoes periodic and sometimes radical changes. Most students and many professors are unaware of the specific debt that the current incarnation of our discipline owes to previous generations of psychologists: Many of our contemporary ideas took root decades, or even a century, ago.

In this presentation, we will show how instructors can quickly and briefly incorporate historical ideas into the introductory psychology class as they present modern ideas. It is possible in interesting and engaging ways to let students see how theoretical and cultural ideas drive the research that takes place.

We will also show how instructors can generate discussion among students about why previous generations of psychologists approached concepts the way they did. Examples range across different topics in introductory psychology and include such ideas as the origin of the concept of ethnocentrism over a century ago (Social Psychology), the theories of intelligence and the quest to measure it since the 1890s (Psychological Testing), the original demonstration by Joseph Jastrow in the 1890s that multitasking is not a good idea (e.g., that people cannot drive and talk on a cell phone, even though there

were no cars or cell phones in Jastrow's day; Cognition), and how William James was drawn to the world of psychics even though their abilities were based on the adept sleight of hand that magicians employ (Sensation and Perception), and others.

We will also talk about easy ways to find historical information for the development of classroom presentations. There are varied sources that instructors can access easily and quickly to show students how ideas develop and change in psychology.

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Setting Goals: The Use of Learning Objectives in Introductory Psychology Courses  
*Carrie M. Brown, Amy Garczynski, Jana Hackathorn, Natalie Homa, Ursula A. Sanborn,  
Erin Solomon, & Rachel Tennial*

In higher education, there is a demand for best practices by setting clear expectations for student learning and outcomes. These expectations are achieved, in part, through learning objectives. As learning objectives are essential to the study of psychology, the American Psychological Association Council of Representatives approved the *APA Guidelines for the Undergraduate Psychology Major* in 2006, which outlines 10 suggested learning objectives and outcomes that should be attained by all psychology majors.

Psychology majors' first exposure to the field comes during their Introductory Psychology course. Therefore, it is essential that instructors of Introductory Psychology set clear learning objectives for their students, as this will help put students on the right track towards attaining optimal performance at the completion of the baccalaureate degree.

As a team, we posed the questions: What are common learning objectives of Introductory Psychology courses (as evidenced in Introductory syllabi), and how well do these learning objectives reflect the *APA Guidelines for the Undergraduate Psychology Major*? And how can we, as instructors, practically implement those learning objectives in an Introductory Psychology course?

To answer our questions, we obtained multiple Introductory Psychology syllabi ( $N = 105$ ) from instructors at community colleges, liberal arts colleges, and universities across the United States. Based on our content analysis, the syllabi listed a combined total of 476 learning objectives. One-fourth of the syllabi did not list any learning objectives, while one syllabus listed more than 20 objectives. Each learning objective could be categorized as representing one of the ten objectives outlined in the *APA Guidelines*, with the four most frequently listed as: (1) Knowledge Base of Psychology, (2) Research Methods in Psychology, (3) Application of Psychology, and (4) Critical Thinking Skills in Psychology.

In our symposium, we will highlight the four most popular learning objectives identified in the syllabi: Knowledge Base of Psychology, Research Methods in Psychology, Critical Thinking Skills in Psychology, and Application of Psychology. We will discuss the value

of each learning objective, as well as share a few ideas for how each learning objective can be practically implemented in an Introductory Psychology classroom.

We believe that our symposium will be informative for both new and seasoned instructors of Introductory Psychology, as the information we will present may aid in instructors' course design.

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Beyond Course "Management": Comprehensive and Pedagogically Based Use of  
IT/Multimedia in Introductory Psychology Courses

*Rose H. Danek & Jennifer R. Daniels*

Both instructors and students of introductory psychology might have an expectation that this is an "easy" to teach or take class. However, consider how rare it is to be asked to cover such diverse concepts as anatomy, physiology, and chemistry, in addition to "typical" psychological concepts and research methods. Thus, teaching an introductory psychology course presents a set of unique challenges to any instructor. However, it can also offer opportunities to incorporate structured experiences with technology and media forms that will serve to build skills that the students can use in courses across the curriculum.

A multifaceted but unified approach can well serve different kinds of individuals, especially given the wide variety of skill levels, motivations, and expectations about the course brought by each student. How does one turn this seemingly chaotic environment into an intellectually enriching and cohesive experience for the students and the instructor? One way to accomplish this is to provide a multifaceted IT/media based approach to student interaction through careful construction, completion, and assessment of assignments. Using the typical "course management" software as a foundation, one can provide opportunity for all students to engage more substantially with the material, professor, and each other. In addition, carefully folding in course goal connected interactions with fiction films, podcasts, and documentaries can offer emotional, cognitive, and informational literacy experiences in one comprehensive package.

In this interactive presentation, we will present perspectives from both social and cognitive psychology, establishing reasons why this type of approach can benefit student and instructor in a meaningful way. In addition, we will provide examples of model assignments that can be used alone or sequenced to scaffold the establishment of writing and cognitive skills that can be vital. These assignments make use of a variety of different pedagogical techniques and modes of presentation (e.g., online discussions forums, guided internet searches, question and answer periods) in order to expansively present material to students. In addition, the presenters will interactively develop practical ways in which assignments can be modified for larger or smaller class sizes, and will provide the opportunity for attendees to work on creating (or modifying) their own assignments or syllabi to take advantage of the IT/media methods that are presented.

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A Disturbance in the Force?: The Darkside of Pedagogy  
*David Daniel*

Are there hidden costs to common pedagogical interventions? A quick review of the literature focusing on pedagogical strategies in General Psychology yields a confusing and conflicting array of successful and unsuccessful techniques. In general, it seems that many popular strategies can actually hinder learning when used in typical classroom contexts. In this session, we will focus upon the hidden costs of pedagogy using an ecological framework that takes into account the complexities of the real-life teaching and learning process. We will discuss how pedagogy designed to be used in a particular fashion may also facilitate uses that are counterproductive to learning. Introducing the concept of affordances from Developmental and Human Factors psychology to the study of pedagogy, participants will be encouraged to recognize the importance and interaction of the teacher, pre-existing student habits, pedagogical affordances and educational design as they impact teaching and learning in the classroom, as well as their contribution to a more mature and productive science of pedagogy.

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Engaging, Assessing and Saving:  
Teaching Introduction to Psychology in the Current Budget  
*K. Laurie Dickson & Michelle Miller*

The purpose of our symposium is to highlight key aspects of our PSY 101 – Introduction to Psychology course as they relate to maintaining quality while reducing delivery costs.

Engaging:

- Our learner-centered approach incorporates technology to create an engaging and challenging PSY 101 experience. To facilitate student mastery of the course learning objectives, we increased students' "time on task" through a personalized, technologically-driven assessment program in and out of the classroom, including clickers, repeatable online quizzes, and online practical application assignments. Our PSY 101 coordinator implemented a technology-based system for managing student communication. Our Early Intervention System facilitates the successful completion of PSY 101 for all students with special attention especially for students who are experiencing difficulties.
- The Psychology Learning Community: The Science of Mind and Behavior is a residential and academic community that is designed to introduce first year students to the field of psychology. Students participating in this learning community can expect to gain a greater understanding of psychology, increased interaction with faculty and mentors, and great insight into careers.

Assessing:

- Assessment strategies and data, as the science of teaching and learning, should provoke empirically based pedagogy and serve as a mechanism to strengthen and improve teaching and student learning. A major goal of our PSY 101 assessment plan is to assess knowledge over time as an indicator of the success of our PSY

101 curriculum to deliver what we consider to be essential foundational knowledge in psychology.

Saving:

- Our comprehensive redesign of the in-person PSY 101 course used an evidence-based, learner-centered approach that incorporated technology to create an engaging and challenging PSY 101 experience, while simultaneously saving costs. Empirical analyses have demonstrated that the redesigned course reduced failure rates and improved exam performance, while simultaneously challenging students to a much higher level compared to the traditional version of the course.

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Technology for Educators: A Free, All-You-Can-Eat Buffet  
*Sue Frantz*

Participants will be provided with a handout covering 40+ primarily web-based tools useful to teachers of psychology. Attendees will choose which tools they would like to see demonstrated. A few of the tools we may discuss are YouCanBook.Me (web scheduler), Socrative (use any web-enabled device like a clicker), QR codes (put your students' cell phones to good use), FollowUp.cc (schedule reminders to be emailed to you at a future date or time), and Dropbox (get rid of your flash drive and access your files wherever you are).

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What to Cover in Intro Psych: A Conversation  
*Sue Frantz & Regan A. R. Gurung*

We ask a lot of the Intro Psych course. It's an introduction to psychology for majors. It's probably the only formal education in psychology that most undergraduates will get if they're taking it to fulfill either a general education requirement or a requirement for another major. To that end, what do healthcare workers, policymakers, and business owners need to know about psychology? What does the average person on the street need to know? We have the APA Guidelines for the Undergraduate Psychology Major. Would you like to see Guidelines for Introductory Psychology? If so, what would you like that to look like? Join the conversation. Discussants will also present existing information on how introductory psychology is taught and place the discussion in the context of the 2008 Puget Sound Conference for Undergrad psychology.

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Integrating Writing into the Very Large Introductory Course: It Can Be Done!  
*Karla J. Gingerich*

Writing can be a valuable tool for meeting course goals in the General Psychology classroom. However, many teachers of very large classes (150 students or more) do not give writing assignments due to practical limitations such as the loss of valuable class time or insufficient assistants for grading. Several years after a mandatory “writing integration” at Colorado State University, approximately three thousand General Psychology students engage in writing each year, both in and out of the classroom. This workshop will provide the example of a staged writing assignment in which General Psychology students evaluate claims about behavior made in the popular press. Participants will learn practical strategies for integrating writing in very large classes, including tips for creating assignments and holistic grading rubrics as well as practical considerations related to training graduate teaching assistants.

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### Using Psychology’s History to Teach the Value of Skepticism

*Thomas E. Heinzen & Kate Makarec*

Psychology’s history is well-stocked resource that can introduce students to the value of healthy skepticism in ways that a) humanize the scientific process; and b) help students appreciate why psychology has adopted a scientific approach to understanding human behavior. We use the original account of Clever Hans to demonstrate how its details vividly and humorously convey a) the dangers of blindly trusting our intuition; b) contrasting responses to scientific evidence; and c) the social role of scientific psychologists. For example, positive intuitive reactions to Clever Hans were demonstrated by both his owner, Mr. von Osten, and a well-known German scientist, Professor Schillings. However, each responded differently when confronted with scientific evidence. Mr. von Osten created extraordinary explanations: Hans was “not in the mood” and disdained answering questions from his intellectual inferiors. By contrast, Prof. Schillings acknowledged his error and pointed out to others the subtle ways in which Mr. von Osten was communicating with his hungry horse. The emergence of other “intelligent” horses in the United States (Gentleman Jim Keys and Lady Wonder) suggest the importance of learning from history and the enduring value of healthy skepticism. We also suggest other historical events and their original sources as opportunities to use psychology’s distinctive history as a way to vividly convey the value of healthy skepticism.

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### Incorporating Undergraduate Research Experiences into the Introductory Psychology Course

*Jeff Holmes, Richard L. Miller & Barney Beins*

As early as 1897, John Dewey urged educators to adopt experiential approaches to education. Dewey believed that a pedagogical approach that provided intentional programming designed by a knowledgeable instructor was the most effective way to teach students. In 1898, Titchener pointed out that psychology laboratories had been

established in all the principal universities of the United States, and from the beginning, these laboratories were designed for instruction as well as research. Unfortunately this emphasis on hands-on experience did not last. However, over the past several years, there has been increasing emphasis on experiential education in the form of undergraduate research. As this surge in undergraduate research has occurred, it is clear that there are many different models for conducting undergraduate research and/or research training. While many institutions provide research experiences for senior level students, the purpose of this symposium is to describe workable models for engaging introductory psychology students in research experiences and training. The models include an introductory psychology laboratory course, an orientation to the major course that includes a research component, a set of research exercises that can be adapted and expanded for exploration by introductory level students, and a program that provides for collaboration between introductory psychology students and senior level undergraduates. In addition to describing these models, we will offer suggestions for group formation and project creation. We will also address resource utilization and some of the course management issues that instructors are likely to encounter when involving freshmen in research including social loafing, time management issues, and negative social outcomes.

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An Activities-Based Approach to Teaching General Psychology  
*Christopher Howard, Scott Misler, Christine Selby, & Rachelle Smith*

Over the past three years, the psychology faculty collaborated on the development of an activities-based approach for teaching the fundamental concepts in General Psychology. As faculty at a university with predominantly first-generation college students, we recognized that the traditional lecture based approach to teaching General Psychology was not meeting the needs of our students. The activities we developed encourage students to directly apply psychological theories while developing study skills needed to succeed in higher education. We found that this approach invites student achievement, personal growth, and a lasting understanding of the concepts.

General Psychology at Husson University is innovative in design and implementation. The course is designed with two goals in mind, student mastery of course content and student development of study skills needed to succeed at the university level. Husson's student body is 60% first generation college students. Examination of success in General Psychology over the past few years revealed a trend toward poor performance. The psychology faculty examined the issues and determined that the main area of need was college preparedness. We set out designing a course that offered both course content and opportunities to learn and practice study skills. Course content is presented through interactive lectures and class discussion, small group activities, and student presentations. Out of class work is expected and structured to promote study skills development. Topical outlines, essay prompts, and application of material to real life situations and personal history is required and graded. From the course work, the connections between outside of class assignments, classwork, and test preparation are taught. The importance of associative learning, repeated exposure to material, and repeated test- effects is

emphasized. Our approach is such that we hope to engage students from an interest perspective, motivate them through the development of self-efficacy, and have them experience success rooted in achievement.

During our workshop, we would review our course outline and developed workbook, the history of our process, our qualitative and quantitative outcomes related to course success, and our future directions.

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Development of a Lab Component in the General Psychology Class – Two Years of Experience and Counting  
*Linda D. Jones, Peter Giordano, Seraphine Shen-Miller, Lonnie Yandell, & William Bailey*

**Abstract:** While a lab component in general psychology can serve as a rich learning environment for the development of the research experience, it is still the exception rather than the norm. There are various challenges involved in setting up a lab in the initial psychology course. The purpose of this symposium is to provide a model of one lab component as it has developed over the past two years. Specifically, we will:

1. Briefly review the history of the lab component in the general psychology course
2. Briefly describe the curricular changes that led to the development of a four vs. three credit general psychology course
3. Discuss specific lab examples and the rationale for the choices
4. Discuss the challenges encountered over the past two years
5. Brainstorm initiating this process at other institutions.

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Cross-Cultural Concepts in the Introductory Course: Teaching a Psychology for All People  
*Kenneth Keith, Peter Giordano, Seraphine Shen-Miller, & Linda Jones*

**Abstract:** Recent studies have shown that psychological research and teaching in the United States have been too often based on the subset of humanity residing in North America. As a result, many students receive little exposure to the work of cross-cultural, cultural, and indigenous psychologists, whose worldviews and research findings may vary in significant ways from those of mainstream America. In this symposium we will:

1. Briefly trace the history of culture as it appears in introductory psychology.
2. Raise critical thinking questions that should be asked of theoretical and empirical findings typically taught in the introductory course.
3. Present illustrative examples showing how introductory psychology instructors can use cross-cultural research findings and diverse cultural systems of thought in teaching typical content areas.
4. Show the importance of integrating cross-cultural concepts across the introductory course and curriculum.
5. Describe teaching resources that introductory psychology teachers can use to improve integration of cultural concepts.

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Active Learning Strategies in Large General Psychology Courses  
*Natalie Kerr Lawrence & Krisztina Varga Jakobsen*

There are a number of challenges faced by instructors of large general psychology classes. Involving students in active learning doesn't need to be one of them. We will discuss several techniques that can produce active thinking and learning in classes of any size. First, we will consider reading as an active learning strategy and discuss ways to help students become more active, thoughtful readers. We will also discuss testing as an active learning strategy. In particular, we will look at the data on the use of student response systems ("clickers") and the Immediate Feedback Assessment Technique (IF-AT; Epstein et al, 2002). Finally, we will discuss how students can achieve active learning by working in teams. We will present ideas for designing challenging team activities that encourage critical thinking and effective classroom discussions.

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Transform Introduction to Psychology with Team-Based Learning  
*Laura Madson, Mary Gourley, Jamie Hughes, & Holly Hackett*

Ever dream of teaching students who are so engaged that they don't notice when class ends? Ever imagine that students might laugh, give high fives, and genuinely have fun while taking an exam? Join us for an hour and learn how to transform your classes with team-based learning.

Team-based learning (Michaelsen, Knight, & Fink, 2002) is a teaching paradigm in which students are assigned to permanent teams and students' grades are based on their performance on individual and team tasks. Students are held accountable for completing reading assignments using short, multiple-choice quizzes that students complete as an individual and as a team. In-class activities get students talking to their teammates about

class material, resolving differences in their understanding, and applying their knowledge to authentic tasks. Teammates are held accountable for contributing positively to team performance via peer evaluations that become part of students' final grades.

We have used team-based learning in a variety of courses and settings and can offer feedback “from the trenches” about the advantages and the challenges of using team-based learning. Specifically, between us we have used team-based learning to teach large (140+ students) and small (20+ students) enrollment sections of Introduction to Psychology students at three different institutions (i.e., a large research-intensive university, a community college, and a private, four-year college), as well as upper-division undergraduate psychology courses. Between us, we also represent a range of teaching experience from a graduate student who used team-based learning in her first teaching experience to a senior faculty member who has taught over 3,000 Introduction to Psychology students using team-based learning.

This 60-minute symposium will include:

- An overview of the guiding principles and motivation behind team-based learning
- Explicit discussion of how team-based learning exemplifies empirically-validated best practices in undergraduate education
- Specific guidelines and advice for creating effective team activities
- Specific examples of successful team activities participants can use or modify for use in their own Introduction to Psychology classes.
- Feedback “from the trenches” from four instructors who have used team-based learning to teach in a variety of settings

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Pedagogical Techniques Designed to Overcome Students' Pseudoscientific Beliefs:  
What Works and What Doesn't  
*Richard L. Miller & William J. Wozniak*

Students continue to be enthralled with reports of paranormal and pseudoscientific phenomenon, so when an instructor tries to alter such beliefs, students often resist these efforts. While students may learn that paranormal occurrences resist systematic scientific exploration, they don't always embrace this idea personally. The assumption that students arrive with an open mind that can be easily swayed by the classroom experience is often not true. While courses that emphasize critical thinking and research methodology are often touted as being useful in combating such beliefs, the effectiveness of such courses can be disappointing. In this symposium we will examine the evidence for a range of techniques that have been tested in order to distinguish between what works and what doesn't. We will describe some of the plausible but less than effective techniques including teaching a course specifically designed to critically examine evidence for the paranormal (Tobacyk, 1983), a reading program designed to reduce beliefs in the paranormal (Woods, 1984), a weeklong course on parapsychology taught to participants in an Elderhostel program (Banziger, 1983) a one semester course emphasizing methodological issues (Gray, 1985) a master lecture by A. Pratkanis (Miller & Wozniak, 2001), and many others. It is clear that presenting information is simply not sufficient. However,

educational interventions based on cognitive dissonance theory can make a difference. Three dissonance based pedagogical techniques that have been shown to be effective and can be used in an introductory psychology course are described. They are counter-attitudinal advocacy (Miller, Wozniak Rust, Miller, & Slezak, 1996), belief perseverance (Miller & Wozniak, 2009), and hypocrisy induction (Miller, Clancy & Milam, 2010).

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A New IDEA in Course Assessment: Linking Learning Goals to Skills Assessed in  
Introductory Psychology

*Jeffrey S. Nevid & Nate McClelland*

We adapted a set of action verbs modeled on Bloom's taxonomy to assess learning outcomes in the introductory psychology course. We used a convenient acronym, IDEA, to represent skills of Identifying, Defining or Describing, Evaluating or Explaining, and Applying basic knowledge in psychology. This model allows instructors to measure acquired skills that are scaled in level of cognitive complexity within Bloom's hierarchy. Student exam performance in two introductory psychology courses demonstrated that higher level cognitive skills represented by action verbs "evaluating" and "explaining" were the most difficult skills for students to master but also the best discriminating items between stronger and weaker students. This study provides a framework for examining areas of relative strength and weakness among students in relation to types of acquired skills represented in the Bloom taxonomy.

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Using the Learner-Centered Approach to Increase Student Engagement in the  
Introductory Psychology Classroom

*Laurel C. Newman & Stephanie E. Afful, & Sara J. Estle*

The learner-centered (LC) philosophy describes several ways in which professors can change their approach to classroom teaching in order to improve students' motivation, engagement, and understanding of course material (Weimer, 2002). In general, the approach involves shifting the responsibility for students' learning away from the instructor as the source of information and onto the student as an active seeker and evaluator of knowledge. Evidence suggests that this approach has the potential to increase students' motivation and engagement in the classroom and to improve learning outcomes (e.g., McCombs & Miller, 2007). The purpose of this symposium is to encourage psychology faculty to consider implementing some elements of the LC approach in their introductory psychology classes, and to discuss how such elements can be implemented in a realistic and successful way. Techniques such as giving students choice in content (e.g., choice of a few chapters in the text), student-driven assignments (e.g., a variety of assessment options, generating exam questions and grading rubrics), and student-led activities (e.g., presentations, debates) will be discussed with respect to the benefits on learning outcomes and other student-related variables as well as the challenges for the instructor. Finally, we will consider how faculty might choose specific

elements of the LC approach based on the unique parameters of their introductory psychology classes (e.g., class size, length of class session, flexibility of schedule) and we'll share our experiences implementing some of these strategies in our own classes.

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The Voices Project: Using an Experiential Diversity Assignment to Reduce Stereotypes and Prejudice in Intro to Psychology  
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The Voices Project (TVP) is a diversity assignment first developed and implemented during the fall semester of 2009. The purpose of the project was to document and share the voices of people who represent “groups of difference,” meaning groups that experience stereotypes, prejudice, and/or discrimination due to characteristics considered outside of the “social norm”. The goal was to facilitate a transformative learning experience for students in an Intro to Psychology general education class in order to enhance students’ attitudes and attributions of people considered “different”. The project used a narrative framework within the context of real-world relationships built between students and members of the community. Data collected during the semester indicated a significant change in student attitudes across the semester.

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Incorporating Research Design in Introduction to Psychology  
*William Phillips & Afshin Gharib*

Upon discussing the teaching of Psychology methodology and APA style with colleagues, it is becoming increasingly clear that the earlier students are exposed to both, the better. With this in mind, over the last 6 years we have been adding a research paper component to Introduction to Psychology and other first year classes. While it is common for Introductory classes to require that students participate in research, usually that research is being conducted by faculty or advanced students and the Introductory level students are only involved as participants. As such, we felt that our students were not getting a good sense of the importance of research design and how to critically think about and interpret research findings. We have designed four different short studies that can be conducted in the context of an introductory course that can give students experience in developing hypotheses, designing research, collecting data, interpreting research findings and writing an APA style paper. Each study is presented in the context of a topic covered in Introduction to Psychology, and is used to introduce issues in research design, research in a topic area in Psychology, and writing an APA style research paper.

In this workshop, we will first describe our own projects, which include:

1) *An email version of Milgram’s classic “6-degrees of separation” research.* In this Social Psychology project, students are given a target person (a colleague) in a different

city, and their task is to send emails to people they know who may be able to forward the email to other people until one of the email chains reaches the target individual.

2) *An experimental study of the effects of cell phones on attention.* This project can be used to introduce various concepts in cognition and memory. Students are encouraged to come up with their own dependent variables to test the effects of talking on a cell phone on motor performance – students have come up with tasks such as playing dodgeball, operating a remote control car, and memorizing complex pictures.

3) *A taste preference test.* This project introduces the topic of sensation and perception – students are encouraged to come up with various items to compare by taste – our students have conducted preference tests comparing generic and name brand cookies, different brands of sports drinks and sodas, and organic compared to regular produce.

4) *An observational study of differences in book carrying habits between males and females.* This study can be used to discuss various issues related to sex and gender, as well as give students the opportunity to learn about naturalistic observation and reliability of measurement – the class as a whole decides on a time of day and location to do their observations, and each student then collects their own data and as a class discuss differences in observations.

We will then describe the implementation, assessment and connection of these projects to the Introduction to Psychology curriculum. Afterwards, we will break participants into groups to discuss other simple research projects that can be used (and those they currently use) in other parts of the Introduction to Psychology curriculum and how these projects can be incorporated into their classes.

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Building Connections: Assignments and Assessment in Introduction to Psychology  
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This symposium centers on building connections between the everyday psychological experiences of students and how these experiences are linked to course assignments and curriculum assessment. Each presenter will discuss an assignment that maps on to student learning outcomes for Introduction to Psychology, which, in turn reflect the APA Goals for undergraduate psychology. Further, the presentations will address the integration of technology, cultural issues, and pedagogical innovation.

The first speaker will describe an assignment that links Zimbardo's Stanford Prison Experiment to related events at the Abu Ghraib Prison in Iraq. Students 'build connections' through applying psychological knowledge to an international event publicized in the media. In this writing assignment, they discuss both similarities and differences in psychological meaning based on cultural context as well as research verses professional contexts.

The second speaker will address an assignment on norm violations that 'builds connections' between course concepts and student experiences of their social identities in their everyday world. A unique aspect of this assignment is that students reflect on the

intersection of at least two social identities (e.g., race and gender or gender and social class) when interpreting their experiences of norm violations in a writing assignment.

The third and final speaker will present an assignment developed within an undergraduate curriculum initiative that ‘builds connections’ between two disciplines in a First Year Program linkage titled ‘Windows on Behavior.’ In this instance, Concepts in Biology was paired with Introduction to Psychology, where students looked both inside and outside the body to explain how we think, act, and feel. The “Five Windows on the Body” exhibit at the Boston Museum of Science was used in parallel writing assignments in Biology and Psychology to interpret a single phenomenon from each perspective.

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LEGOs and Playlists: Teaching Students in Introductory Psychology about Empathy  
*Jonathan Stadler*

It’s one thing to teach our students psychological concepts, skills, and principles in Introductory Psychology. It’s another thing to impress upon the students the humanistic values that should motivate pursuing psychological knowledge and using that knowledge for others. Even knowing about ethical principles and when and under what circumstances to apply them isn’t enough to guarantee that students will lead the virtuous and ethical life. In an effort to teach students to think more deeply about how to view the “other” psychologically, exercises and demonstrations were developed on the first day of class and throughout the semester to teach students to think more empathetically and to tie empathy into the content of Introductory Psychology. This symposium will involve a discussion of how to move beyond teaching students to “think critically” to the more valuable and socially important move of teaching students to “think empathetically.”