



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

-----Friday, October 14, 2011-----

- 8:00-9:00** **Continental Breakfast (Included in Registration Fee)**
- 8:30-10:30** **FEATURED WORKSHOPS AND SESSIONS**
- Manchester I** I've Only Got One Question: The Formative Power of Single Diagnostic Items
Rob McEntarffer
- Manchester II** Throwing DARTTS at Intro Psych: Design, Assessment, Retention, Testing,
Transfer, and Skills
R. Eric Landrum
- Berkshire I** Helping Students Understand and Prepare for Multiple-Choice Questions
Requiring Higher-Order Thinking Skills
Drew Appleby
- Berkshire II** The *U-Pace* Instructional Approach: Greater Student Learning through Student-
Centered Online Instruction
Diane M. Reddy, Raymond Fleming, & Laura E. Pedrick
- 8:00-10:40** **REGISTRATION (Foyer)**
- 10:45-11:00** **WELCOME COMMENTS (Berkshire Ballroom)**
- 11:00-12:00** **OPENING KEYNOTE ADDRESS (Berkshire Ballroom)**
Bringing the Science of *Lie to Me* to Introductory Psychology
Erika Rosenberg
- 12:00-12:45** **LUNCH (Berkshire Ballroom, Included in Registration Fee)**
- 1:00-2:00** **CONCURRENT SESSIONS**
- Manchester I** What to Cover in Intro Psych: A Conversation
Sue Frantz & Regan A. R. Gurung

- Manchester II** Transform Introduction to Psychology with Team-Based Learning
Laura Madson, Mary Gourley, Jamie Hughes, & Holly Hackett
- Berkshire I** Incorporating Undergraduate Research Experiences into the Introductory Psychology Course
Jeff Holmes, Richard L. Miller & Barney Beins
- Berkshire II** Building Connections: Assignments and Assessment in Introduction to Psychology
Champika K. Soysa, Andrea L. Dottolo, & Paula Fitzpatrick
- 2:15-3:15** **CONCURRENT SESSIONS**
- Manchester I** 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
- Manchester II** Using Psychology's History to Teach the Value of Skepticism
Thomas E. Heinzen & Kate Makarec
- Berkshire I** Cross-Cultural Concepts in the Introductory Course: Teaching a Psychology for All People
Kenneth Keith, Peter Giordano, Seraphine Shen-Miller, & Linda Jones
- Berkshire II** An Activities-Based Approach to Teaching General Psychology
Christopher Howard, Scott Mislner, Christine Selby, & Rachelle Smith
- 3:15-3:45** **BREAK – Please visit our publishers and co-sponsors!**
- 3:45-4:45** **CONCURRENT SESSIONS**
- Manchester I** LEGOs and Playlists: Teaching Students in Introductory Psychology about Empathy
Jonathan Stadler
- The Voices Project: Using an Experiential Diversity Assignment to Reduce Stereotypes and Prejudice in Introductory Psychology
Alicia Nordstrom
- Manchester II** Engaging, Assessing and Saving: Teaching Introduction to Psychology in the Current Budget
K. Laurie Dickson & Michelle Miller
- Berkshire I** Integrating Writing into the Very Large Introductory Course: It Can Be Done!
Karla J. Gingerich
- Active Learning Strategies in Large General Psychology Courses
Natalie Kerr Lawrence & Krisztina Varga Jakobsen
- Berkshire II** A Disturbance in the Force?: The Darkside of Pedagogy
David Daniel
- 5:30-6:30** **COCKTAILS/SOCIAL HOUR AND POSTER PRESENTATIONS (Berkshire Ballroom)**
(Set up posters beginning at 5:00pm)

- Ideas worth Spreading: Using TED.com in Undergraduate Psychology Courses
Michael Amlung
- The Benefits of In-Class Mastery Quizzing
Dina M. Battaglia
- We are the (Memory) Champions: Exploring Memory Strategies in an Introduction to Psychology Course through a Memory Competition
Brooke Bennett-Day
- The Best Practices for Teaching Research Methods in Introductory Psychology
Diane Byrd
- Psychology in the News Helps Facilitate Critical Thinking
Candice S. Faulring
- Teaching to Our Purpose: Examination of Lecture Content in Introductory Psychology
Amy Garczynski, Natalie Homa, Erin Solomon, Carrie Brown, Rachel Tennial, & Ursula Sanborn
- Research Participation for *Introduction to Psychology* Students
Jeremy Ashton Houska & Rachel Eells
- Using a Case Study to Teach Depression and Suicide: Elizabeth Shin's Story
Saera Khan
- The Benefits of Cumulative Exams in a General Psychology Course
Natalie Kerr Lawrence
- Science Come to Life: Using Research to Inform Classroom Pedagogy and Instructional Design
Gabriela A. Martorell
- Do Positive Messages on Exams Help or Hinder Exam Performance?
Karen Z. Naufel, Heather Lambros, & Rebecca G. Ryan
- Service Learning Enhances Scientific Literacy of Introductory Psychology Students
Tara Schmidt
- Enhancing Active Learning in Lecture-Oriented Introductory Psychology Classes
James H. Thomas
- Embedding Research Methods throughout Introduction to Psychology
Katie Townsend-Merino
- Teaching Introductory Psychology "Backwards"
Daniel Motta & Jordan Wagge
- Using the 24/7 Review Technique in Introductory Psychology Courses
Jennifer C. Wong & Denise P. Domizi
- General Education Assessment in a General Psychology Course
Stuart Korshavn & Raymond M. Zurawski

6:30-7:30 DINNER (Berkshire Ballroom, Included in Registration Fee)

**7:30-8:30 EVENING INVITED ADDRESS (Berkshire Ballroom)
But Psychology Isn't Really a Science, Is It? Dispelling Introductory Students' Skepticism of the Scientific Study of Human Nature**
Scott Lilienfeld

-----Saturday, October 15, 2011-----

7:15-8:15 CONTINENTAL BREAKFAST (Berkshire Ballroom, Included in Registration Fee)

8:15-9:15 CONCURRENT SESSIONS

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

Manchester II Beyond Course "Management": Comprehensive and Pedagogically Based Use of IT/Multimedia in Introductory Psychology Courses
Rose H. Danek & Jennifer R. Daniels

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

- Warwick I** Incorporating Research Design in Introduction to Psychology
William Phillips & Afshin Gharib
- Warwick II** Pedagogical Techniques Designed to Overcome Students' Pseudoscientific Beliefs: What Works and What Doesn't
Richard L. Miller & William J. Wozniak

9:30-10:30 CONCURRENT SESSIONS

- Manchester I** Using the Learner-Centered Approach to Increase Student Engagement in the Introductory Psychology Classroom
Laurel C. Newman, Stephanie E. Afful, & Sara J. Estle

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

- Warwick I** 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

- Warwick II** A New IDEA in Course Assessment: Linking Learning Goals to Skills Assessed in Introductory Psychology
Jeffrey S. Nevid & Nate McClelland

10:30-11:00 CHECK OUT OF HOTEL AND STORE LUGGAGE

- 11:00-12:00 GENERAL SESSION (Berkshire Ballroom)**
It's Never Too Early: Introducing Statistical Concepts in Introduction to Psychology
Susan Nolan

12:00 Healthy snacks to go – Have a safe trip home!

Thank you to our Program Committee:

David Daniel, Regan A. R. Gurung, & Betsy Morgan

Thank you to our co-sponsors:

