20th Annual APS-STP Teaching Institute Poster Session

-001 Active Living, Learning, and Serving: A Multifaceted Intergenerational Program in Winchester, Virginia
Scott P. King, Shenandoah University
Pam Dodge, Shenandoah Area Agency on Aging
An undergraduate Adult Development class at Shenandoah University engaged in service learning in connection with the Shenandoah Area Agency on Aging (SAAA). Students developed partnerships with older adults at the Active Living Center, raised money to support the SAAA, and wrote letters to their partners as a final paper.
(Teaching Institute - Aging)

-002 Academic Advising Assessment: Perceived Support and Scale Development as Outcomes
Tracie Burt, Missouri State University
Erin Buchanan, Missouri State University
Michael Carr, Missouri State University
Marilee Teasley, Missouri State University
Carly Yadon, Missouri State University
Adena Young-Jones, Missouri State University
An academic support assessment was developed to measure student perceptions of academic advising in relation to engagement, interpersonal relationships, and autonomy. The scale was analyzed over two large samples to determine factor structure and reliability. Multigroup confirmatory factor analysis indicated that the scale was answered equivalently across gender and age.
(Teaching Institute - Assessment)

-003 Building Blocks of Scientific Psychology: Students’ Understanding of Probabilistic Trends and Correlation-Versus-Causation
Morrison M. Katelyn, University of Wisconsin-Eau Claire
Heidtke Luke, University of Wisconsin-Eau Claire
April L. Bleske-Rechek, University of Wisconsin-Eau Claire
We tested students’ ability to apply the motto, “correlation does not imply causation.” For each of four topics, students read about a hypothetical experimental or non-experimental investigation. For each scenario, participants selected statements that represented appropriate inferences from the data. Students regularly inferred causality from both experimental and non-experimental scenarios.
(Teaching Institute - Assessment)

-004 Changes in Mental Illness Stigma: Assessing Outcomes of an Abnormal Psychology Course
Angela Fournier, Bemidji State University
Collin Sainio, Bemidji State University
Research was conducted to assess the impact of completing an abnormal psychology course on student attitudes toward mental illness. A total of 80 students completed Day’s Mental Illness Stigma Scale. Pre-post analyses indicate student attitudes regarding the visibility and treatability of mental illness changed significantly. Teaching implications will be discussed.
(Teaching Institute - Assessment)
-005 Developmental Psychology Courses as a Platform for Interdisciplinary/Integrative Learning
Mary Kay Jordan-Fleming, College of Mount St Joseph
A comparison of six interdisciplinary courses revealed that only two – lifespan development and parenting – successfully promoted students’ interdisciplinary problem-solving skills. The multicontextual, multicultural nature of developmental psychology may provide a natural platform for encouraging Interdisciplinarity, giving psychology faculty an opportunity to lead institutional efforts to maximize student learning.
(Teaching Institute - Assessment)

-006 Non-academic factors influencing college student success
Robert J. Hines, University of Arkansas, Little Rock
Robert F. Corwyn, University of Arkansas, Little Rock
Belinda L. Blevins-Knabe, University of Arkansas, Little Rock
Slightly more than half of the students who enter college graduate within six years. In the current survey research we investigated non-academic factors that influence student success. The students indicated seven issues (with greater frequency than academic issues) that hindered their student success. Remedies to these problems are discussed.
(Teaching Institute - Assessment)

-007 Students’ Increased Self-Efficacy for Scientific Content and Data Analysis: A Replication Study
Patricia A. Marsh, Park University
Teresa Mason, Park University
Amanda Shaw, Park University
Students reported statistically improved confidence in the areas Scientific Content and Data Analysis; with large effect sizes ($r^2 = .42$ and $.54$ respectively). Even with a smaller sample size ($N = 9$), these findings replicated previous results for the same course but with a different instructor ($N = 23$).
(Teaching Institute - Assessment)

-008 SWDYT: So What Do You Think... about Peer- and Self-assessment? Students’ Perspectives.
Lisa-Marie Collimore, University of Toronto Scarborough
Dwayne E. Pare, University of Toronto Scarborough
Steve Joordens, University of Toronto Scarborough
This poster will present data from a number of survey studies on a peer- and self-assessment tool known as peerScholar (Cogneeto in the K-12 school system). The data will include student attitudes towards peer-assessment in general, the tool itself, and a sense of community cultivated within a peerScholar assignment. Discussions will focus across age level and discipline.
(Teaching Institute - Assessment)

-009 The Value of a College Education: A Longitudinal Study of Science Literacy
Bryan Donovan, University of Wisconsin-Eau Claire
Eric Hanley, University of Wisconsin-Eau Claire
Danielle E. Ryan, University of Wisconsin-Eau Claire
April L. Bleske-Rechek, University of Wisconsin-Eau Claire
Cross-sectional studies have linked science literacy to exposure to college-level science coursework. We followed 200 undergraduates over three years to determine whether they show growth in science literacy. Students showed some progress in scientific reasoning and probabilistic reasoning. Gender, discipline of study, and incoming aptitude moderated change in science literacy.
(Teaching Institute - Assessment)

-010 The Widener University Reflective Writing Rubric is a Reliable Assessment Tool
Debra K. Stein, Widener University
Renee L. Stein, New Jersey State Museum and Planetarium
The Widener University Reflective Writing Rubric was used to assess the quality and character of a dream log assignment employed in two sections of Introductory Psychology. The rubric proved to be easy to use and inter-rater reliability was high for both trained and untrained raters.
(Teaching Institute - Assessment)

-011 Using Less Paper to Print Exams: Student Performance, Completion Time, and Preference
Kevin J. O'Connor, Providence College
This poster shares results from two studies that investigated strategies aimed to reduce the amount of paper used when printing course exams. Findings support the use of these strategies as they had no effect on exam performance or exam completion time and were partially aligned with students’ self-reported preferences.
(Teaching Institute - Assessment)

-012 A Text Away: Performance Divide Due to Digital Preoccupation
Mary Jane L. Farmer, Spartanburg Methodist College
The poster will follow the prescribed format as indicated by APS. Specifically, it will present the title and author. Then it will present the abstract, theoretical background, methodology, results, discussion, and references. Results will include a few tables and graphs.
(Teaching Institute - Attention)

-013 Empirical Support for What We Already Suspected: Text Messaging During Class Disrupts Retention
Amanda C. Gingerich, Butler University
Tara T. Lineweaver, Butler University
We examined the effects of text messaging during lecture on retention of lecture material. While listening to a brief lecture, participants either texted a prescribed conversation or refrained from texting. Post-lecture quiz scores confirmed the hypothesis that texting during lecture disrupts retention of lecture material.
(Teaching Institute - Attention)

-014 Can an Eating Disorders Course Change Student Knowledge and Attitudes?
Taryn A. Myers, Virginia Wesleyan College
Janessa Kapinos, Virginia Wesleyan College
Students enrolled in a three-and-a-half week Psychology of Eating Disorders course completed questionnaires examining their knowledge about eating disorders and their attitudes towards those with eating disorders on the first and last days of class. Students showed increased knowledge and increased beliefs that eating disorder sufferers were likable.
(Teaching Institute - Attitude/Attitude Change)

-015 Use of Digital Recording To Teach Behavior Observation and Coding Skills
Gary M. Brosvic, Rider University
This poster presents simple procedures for making video samples of animal behavior that can be easily and readily used for teaching students to develop behavior coding systems, demonstrating reliability and time-sampling procedures, supporting online courses in research methods and connecting coursework in animal and human operant behavior.
(Teaching Institute - Behavior Analysis)

-016 Using Psychology to Teach about Children in Poverty within the Liberal Arts
Elizabeth A. Rellinger Zettler, Illinois College
In a non-majors course, the myriad effects of childhood deprivation were explored using psychological research as the foundation. Accordingly, most aspects of a liberal arts curriculum discussed while students were introduced to many fundamental areas of psychology (e.g., physiological psychology, research methods and statistics, developmental, social, and cognitive).

(Teaching Institute - Child)

-017 Integrating Teaching and Research: A Global Perspective
Victoria A. Kazmerski, Pennsylvania State University, Erie, The Behrend College
Dawn G. Blasko, Pennsylvania State University, Erie
There is an increasing need for global awareness in our college students. To enhance such awareness, we developed a course on South African culture and research that included travel to South Africa, attending the International Congress of Psychology, and service projects. Students described their experiences as humbling and eye-opening.
(Teaching Institute - Cross-Cultural or Ethnic Studies)

-018 Thinking Critically about Culture and Happiness in an Undergraduate Positive Psychology Course
Jordan Z. Burdge, West Chester University of Pennsylvania
Lauri L. Hyers, West Chester University of Pennsylvania
Erin E. Hipple, West Chester University of Pennsylvania
We evaluate a “Positive Psychology and Culture Module” assigned in a positive psychology course. Norwegian and U.S. undergraduates were encouraged to think critically about cultural differences in defining and evaluating happiness/well-being. There were significant increases in students’ ability to think critically about the importance of culture, compared to a control.
(Teaching Institute - Cross-Cultural or Ethnic Studies)

-019 From Theory to Classroom: Does Teaching Goal Setting Impact Student Knowledge / Behavior?
Hilary J. Gettman, Stonehill College
Julie S. Lyon, Roanoke College
Alexandra Bonanno, Stonehill College
Corina Fusco, Stonehill College
This study examined the impact of teaching goal-setting theory on students’ knowledge and behavior. A pre-post with control group design (n = 156) revealed that students in the treatment group showed significantly greater increases in knowledge and a significant increase in the frequency of goal-setting behavior.
(Teaching Institute - Education)

-020 Advantages and disadvantages of using Skype as a mentoring tool for teachers
Young S. Hwang, California State University, San Bernardino
Konstantinos Vrongistinos, California State University, Northridge
Young Ok Jung, The University of Vermont
This paper addressed the advantages and disadvantages of using Skype as a mentoring tool for beginning teachers. The QTOQS project developed an electronic mentoring system between beginning teachers and experienced teachers to support beginning teachers’ instructional skills in regards to the unique needs of English Learners in California.
(Teaching Institute - Education)

-021 An Interactive Demonstration of the Concept of Standard Error of the Mean
Steve R. Howell, Keystone College
Alicia G. Gething, Keystone College
Megan J. Karhnak, Keystone College
One of the more difficult things for students to learn in introductory statistics classes is the concept of the standard error of the mean. We discuss a very interactive classroom exercise for illustrating this technique using student heights, and present data illustrating its effectiveness at increasing student understanding.

(Teaching Institute - Education)

-022 Beyond “Remember” and “Understand”: Can Online Homework Tools Augment Students’ Higher Order Thinking Skills?
Crystal Carlson, University of Illinois, Urbana-Champaign
Genevieve M. Henricks-Lepp, University of Illinois, Urbana-Champaign
Sarah Grison, University of Illinois, Urbana Champaign
We studied the effectiveness of an Introductory Psychology online homework tool with questions that required lower or higher level thinking skills (Remember, Understand, Apply, Analyze, Evaluate).
Interestingly, results suggested that both student performance and attitudes are influenced by question level and question type (Matching, Multiple Choice, Drag and Drop, etc.).
(Teaching Institute - Education)

-023 Beyond Lecturing: Using a Modified Socratic Method in an Upper Division Course
Eric L. Olofson, Wabash College
An upper division course on language acquisition was taught twice: once using lectures to deliver content and examinations to assess learning, and, subsequently, using a modified Socratic method to deliver content and assignments to assess learning. Comparisons in student enjoyment, interest, and time spent mastering the material will be discussed.
(Teaching Institute - Education)

-024 Classroom Laptop Use Does Not Consistently Impact Academic Performance
John Lothes, University of North Carolina Wilmington
Emalee Quickel, University of North Carolina Charlotte
Although classroom laptop use among undergraduate students is rising, the impact of laptop use on academic performance is not well understood. In one sample of undergraduate students (N=76), both dichotomous laptop use (yes/no) and activities during use (e.g., note-taking, social networking) were not consistently significantly related to final course grades.
(Teaching Institute - Education)

-025 Closing the Assessment Loop on Critical Thinking
D. Alan Bensley, Frostburg State University
Michael P. Murtagh, Frostburg State University
Jennifer A. Flinn, Frostburg State University
Lauren A. Powell, Frostburg State University
We monitored the effectiveness of adding a new critical thinking course to our curriculum. After four weeks of instruction, students in the critical thinking course showed significantly greater improvement on an argument analysis test and a psychological misconceptions test than similar students in a course not receiving the instruction.
(Teaching Institute - Education)

-026 Course Redesign of Introduction to Psychology: Lessons for Success
Michael Patterson, University of Maryland Eastern Shore
The intent of this poster is to depict the findings involving a course redesign of Introduction to Psychology. It will explicitly illustrate the attempt to enhance the quality of instruction while simultaneously reducing the course cost. Specifically, academic issues, the redesign model strategy, and changes in student performance are addressed.
-027 Creating Interactive Study Aids using Adobe Captivate Software
Ashley S. Waggoner Denton, University of Toronto
Finding time to review material before exams can often be a challenge for instructors. The potential benefits of creating interactive review material using Adobe Captivate software (including flexible access, active engagement, and self-assessment) will be discussed, and some initial evidence regarding its effectiveness as a study aid will be provided.

-028 Dealing with the Difficulty of Difficult Topics
Rick L. Shifley, Massachusetts College of Pharmacy & Health Sciences
Asking students to immediately become active participants in a class dealing with emotionally difficult topics is challenging. This poster describes a sequence of activities, readings, and assignments in a course dealing with death and dying that seeks to engage students while maximizing student engagement.

-029 Developing Critical Thinking and Elementary Experimental Design Skills: Simple Two Sentence Problems
Don R. Osborn, Bellarmine University
By considering the results of a study (the facts) and the inference from those facts (the guess) the student learns to identify the predictor or experimental independent variable(s), the dependent variable(s) and develop, where appropriate, alternative explanations, to the inference. A variety of problems and a scoring key are provided.

-030 Effective Information Literacy Training for Psychology Students
Meredith M. Patterson, Salisbury University
Moushumi Chakraborty, Salisbury University
This poster describes a program for information literacy (IL) training for psychology students. Differences between students’ scores on pre- and post-tests is described as a measure of IL. Results demonstrated a significant improvement in students’ IL following training. Effective methods of IL instruction for psychology students are described.

-031 Encouraging Civic Knowledge and Engagement: Exploring Current Events Through a Psychological Lens
Debbie Van Camp, Trinity Washington University
Stacey Baugh, Trinity Washington University
This research presents details of a Psychology in Current Events course, and student perceptions of the course’s efficacy in increasing their engagement with political, social, and civil issues. Student responses and the instructors’ observations suggest that such a course is a useful tool for increasing civic knowledge.

-032 Enhancing Learning Outcomes in Psychology Course Through Active Learning Strategies
Grace Fayombo, The University of the West Indies, Cave Hill Campus,
This study investigated the relationships of face to face classroom active learning strategies (game show, role – play, group work), online active learning strategies (discussion forum, glossary activities) and students’ learning outcomes (SLOs) among a sample of 158 undergraduate psychology students in The University of the West Indies, Barbados.
-033 Enhancing Teamwork Effectiveness and Team-based Learning in Coursework through Training
Kevin Leung, University of Waterloo, Canada
John L. Michela, University of Waterloo
Vivian W.S. Chan, University of Waterloo
Jayna Mitchell, University of Waterloo
In a teamwork-intensive psychology course, novel training for systematic problem-solving and relationships management was developed and evaluated against a conventional “team contracting” approach. Teams receiving the novel training scored significantly higher on final exams and some assignments. Favorable perceptions of team efficacy and social relations mediated these training type effects.

-034 Errors and Expectations in the Thesis and Dissertation Process
Susan X. Day, University of Houston
Brian L. Carter, Carter and Day, LLC
This poster summarizes the mistakes and misperceptions common among graduate students embarking on their thesis and dissertation projects, in an effort to assist beginning professors with the role of thesis advisor. The authors have been consultants on close to 100 theses and dissertations in the social sciences.

-035 Evaluations of Hypothetical Instructors as a Function of Teaching and Parenting Styles
Jonathan F. Bassett, Lander University
Timothy L. Snyder, Lander University
Participants evaluated candidates for a hypothetical professor position described as having a permissive, authoritarian, or an authoritative teaching style and characterized their parents on the dimensions of acceptance and strictness. Students preferred the authoritative professor over the other two candidates. Parenting style was not related to preference for teaching style.

-036 From Panic to Competence: Transforming Thesis Culture
Sharlene D. Walbaum, Quinnipiac University
Writing a senior thesis takes place within a culture of stress and panic. By instituting two subtasks – extensive working outline and rough draft – professors provide task structure while highlighting the dual importance of integration and organization. Subtasks shift the focus from performance to mastery orientation and result in better-organized theses.

-037 Gain in Knowledge of Research Methods Increases Understanding of Misconceptions
Leah M. Lessard, University of San Diego
Annette Kujawski Taylor, University of San Diego
Patricia Kowalski, University of San Diego
This study examined the degree to which students’ gain in research methods knowledge predicts gain in overcoming common psychology misconceptions. Participants completed pre- and post-test assessments; gain scores were calculated and correlated by APA Goal 2 Suggested Learning Outcomes. The results suggest items assessing Goal 2.1 predicted change in misconceptions.

-038 Grading and Reporting with Microsoft Excel, Scantrons, and Clickers: Reducing administrative costs, time, and risk of privacy violation associated with grading and reporting student performance
Ricardo M. Marte, University of Missouri, Kansas City
Kymberley K. Bennett, University of Missouri, Kansas City
The presentation illustrates examples and benefits of using pre-programed spreadsheets to facilitate the grading and reporting of students’ performance on exams or other assessments. The use of pre-programed spreadsheets can be most beneficial to instructors in large class sections that rely on multiple choice exams and Scantron or Clicker technology.
(Teaching Institute - Education)

-039 Graduate Student Meets Inmate: Impact of Prison Teaching Experience on Student Instructors
Kayla Davidson, Wright State University School of Professional Psychology
Jennifer Stoyell, Wright State University School of Professional Psychology
Erin Sylvester, Wright State University School of Professional Psychology
Amanda Schaad, Wright State University School of Professional Psychology
Judson Palmer, Wright State University School of Professional Psychology
Katherine Sunder, Wright State University School of Professional Psychology
Brianna Grover, Wright State University School of Professional Psychology
Nicole Linen, Wright State University School of Professional Psychology
Ashley Murray, Wright State University School of Professional Psychology
Brittany Bak, Wright State University School of Professional Psychology
Benjamin Hendrickson, Wright State University School of Professional Psychology
Cheryl L. Meyer, Wright State University School of Professional Psychology
Karen Dapper, Ohio Reformatory for Women
Graduate students were provided with a unique opportunity to teach developmental psychology to women prison inmates. The student instructors not only gained teaching experience, but also learned about themselves, the limitations inherent in teaching in prison settings, and about inmates. In this presentation, student reactions will be presented and discussed.
(Teaching Institute - Education)

-041 Involving undergraduates in exploratory research while teaching course curriculum
Andrew D.C. Lowrey, Brigham Young University-Idaho
Adam C. Mckee, Brigham Young University-Idaho
Michael T. Petty, Brigham Young University-Idaho
Yohan Delton, Brigham Young University-Idaho
It has been shown that students with undergraduate research experience are twice as likely to pursue and complete a doctoral degree (Bauer, 2003). However, demands on faculty, such as limited funding, heavy work load, and the time it takes to mentor undergraduates, limit their capacity to facilitate such research experience.
(Teaching Institute - Education)

-042 Lecture Free Zone: Can They Do It On Their Own?
Denise R. Friedman, Roanoke College
The current study compared an active learning approach (textbook readings and group-based, problem-focused assignments) to a traditional lecture approach in a 200-level course. Results indicated that the active learning approach was more advantageous to cognitive learning than the lecture approach, but the students liked it less.
(Teaching Institute - Education)

-043 Making Connections: Assignments to Help Students Connect with the Material
Alisa D. McArthur, St. Mary's University College
This poster describes assignments (used in Psychology of Aging and Human Neuropsychology) which both proved to be extremely beneficial in helping students to connect with the material and at the same time provided the instructor with greater insight into her students. The outcomes of these assignments will be discussed.
(Teaching Institute - Education)

-044 Memory and confidence in different learning strategies
Lesley Hathorn, Metropolitan State University of Denver
In prior research, the effectiveness of reading information twice has been mixed. The present study found a small advantage for rereading but no difference in either metacognition or confidence in both comprehension and memory of the material.
(Teaching Institute - Education)

-045 Much Ado About Nothing? Predicting Performance in Statistics Courses
Alan Swinkels, St Edwards University
Data compiled over 18 years suggest that, at a group level, students’ perceptions of their quantitative skills and anticipated levels of math-related anxiety have little bearing on their actual performance in a statistics course. These findings may help quiet students’ apprehension at taking such a course.
(Teaching Institute - Education)

-046 Online course formats affect learning outcomes
Heather R. Collins, Trident Technical College
Nancy Simpson, Trident Technical College
Daniel Bellack, Trident Technical College
In this study, we compare the effects of four class formats in on a standardized final exam. Face-to-face students outperform online students and online students tested at a testing center. Students in a time-shortened online course showed no impairment, and this format may be a viable option for online courses.
(Teaching Institute - Education)

-047 Paper vs Smartphone Flashcard Use for Studying in College Students
Stephen R. Burgess, Southwestern Oklahoma State University
Ashley B. Murray, Southwestern Oklahoma State University
Ben P. Meredith, Eastern Washington University
The use of paper-based and smartphone app-based flashcards was explored in two general psychology classrooms. Results indicated that students were much more likely to use paper-based flashcards when both were provided as options. Implications for the use of mobile technology by students for studying will be discussed.
(Teaching Institute - Education)

-048 Perceived Relevance of Psychology Courses among Students Enrolled in Health Professions Programs
Stacie M. Spencer, MCPHS University
Paul J. Kiritsy, MCPHS University
Lindsay S. Scholl, MCPHS University
Lauren R. Violette, MCPHS University
Eric J. Connors, MCPHS University
Students in seven health professions programs (N = 444) rated the importance of the IOM core competencies and courses required across eight curricular areas. Results suggest the connections between the IOM core competencies and psychology course objectives are not clear to health professions students. This may compromise development of these competencies.
(Teaching Institute - Education)
-049 Professor-Student Rapport Scale: Psychometric Properties of a Brief Version
Rebecca Ryan, Georgia Southern University
Janie H. Wilson, Georgia Southern University
A brief version of the Professor-Student Rapport Scale was validated and found to predict student outcomes. We concluded that the brief version of our scale is a more efficient measure of students’ perceptions of rapport; an extremely important perception as it has implications for both student learning and professor evaluations.
(Teaching Institute - Education)

-050 Project-Oriented Learning of Experimental Psychology through the Use of Amazon’s Mechanical Turk.
Leib Litman, Lander College
Jonathan Robinson, Lander College
Project-oriented learning involves learning theoretical concepts through being engaged in real and intellectually stimulating projects. We discuss how the Amazon Turk platform can be used to bring a project-oriented approach to the teaching of experimental psychology and psychological statistics courses.
(Teaching Institute - Education)

-051 Resources for Psychology Content on the Medical College Admissions Test®
Jen Page, Association of American Medical Colleges
The Medical College Admissions Test® (MCAT®) will test social and behavioral sciences content starting in 2015. Anticipating growing interest in curriculum related to foundations of behavior content on the exam, the AAMC (Association of American Medical Colleges) established the Pre-health Collection within MedEdPORTAL’s iCollaborative, a free repository of teaching resources.
(Teaching Institute - Education)

-052 Self-Reported Research Skill Changes in a Psychology Communication Course
Andrew M. Terranova, Coastal Carolina University
C. A. Meyersburg, Coastal Carolina University
Terry F. Pettijohn, Coastal Carolina University
Psychology students (N=47) completed a research skills assessment test before and after completion of a psychology communication course. Overall, student assessment of research skills improved only slightly over the semester. However, student skill ratings regarding writing a research report significantly increased. Implications for assessment and course development are discussed.
(Teaching Institute - Education)

-053 Significant Learning through Service-Learning in a Group Dynamics Course
Michael T. Dreznick, Our Lady of the Lake College
Rhoda A. Reddix, Our Lady of the Lake College
This project examined the impact of service-learning pedagogy on students’ ability to apply concepts in Group Dynamics to community groups. Students effectively applied Group Dynamics concepts to personally observed group interactions, experienced personal growth, and gained an increased awareness of community needs resulting in a significant learning experience.
(Teaching Institute - Education)

-054 Students’ Perceptions of a Blog Analysis Assignment in a Close Relationships Course
Michelle F. Guthrie Yarwood, Texas Technical University
Jacki Fitzpatrick, Texas Technical University
This presentation summarizes (1) a relationship blog assignment and (2) students’ perceptions of the assignment. The assignment focused on students’ interpretation of social psychological principles depicted
in publicly accessible relationship blogs. A survey about the assignment was distributed to students. A content analysis is being conducted on survey responses.

( Teaching Institute - Education)

-055 Supporting First-Generation Undergraduate Students’ Success in the Pursuit of Advanced Degrees
W. David Wakefield, California State University, Northridge
April Z. Taylor, California State University, Northridge
Roxanne V. Moschetti, California State University, Northridge
Whitney Scott, California State University, Northridge
Marissa L. Colangelo, Columbia University
Keala Grasa, Boston College
The level of knowledge and self-efficacy regarding applying to- and succeeding in advanced degree programs was explored among undergraduate students (N = 248). Results revealed a significant gain in students’ knowledge and awareness in all areas assessed; however due to increased apprehension, students did not indicate an increased likelihood of enrolling in graduate school.

( Teaching Institute - Education)

-056 Teaching Students an Intuitive Method for Estimating Correlation
Paul C. Bernhardt, Frostburg State University
D. Alan Bensley, Frostburg State University
Lauren Powell, Frostburg State University
Ashley Harold, Frostburg State University
Angela Marchi, Frostburg State University
Elizabeth Partenheimer, Frostburg State University
Samantha Stott, Frostburg State University
We compared students taught to use a new technique for estimating correlations from pairs of scores to other students not receiving the instruction. After instruction, the students better estimated the strength of correlations that were high, but not those near zero. The superiority of this promising method is under examination.

( Teaching Institute - Education)

-057 Teaching the Truth about Lies to Psychology Students: The Speed Lying Task
Matthew R. Pearson, Center on Alcoholism, Substance Abuse, and Addictions; University of New Mexico
Ashley N. Doane, Chowan University
In an in-class activity called the ‘Speed Lying Task,’ undergraduate social psychology students detected deception at levels no better than expected by chance and lie detection confidence was unrelated to lie detection accuracy. The activity led to significant increases in deception knowledge and was seen as helpful, engaging, and interesting.

( Teaching Institute - Education)

-058 Teaching through Research and Research through Teaching: Undergraduates Learning through Homeless Women’s Narratives
Whitney J. Cain, William Peace University
Jessica M. Reveal, William Peace University
Melissa P. Moran, William Peace University
Josephine P. Carmona, William Peace University
Sheena Pitt, William Peace University
Women living in homeless shelters participated in one-on-one interviews with undergraduate students. Interviews elicited autobiographical information. Students analyzed interview transcripts for relationship themes. Three student learning outcomes emerged: learning about homelessness, learning about
research, and learning about self. Excerpts from students’ reflections and implications for teaching research will be discussed.

(Teaching Institute - Education)

-059 The Benefits of Traditional vs. Wikipedia Research Assignments for Introductory Psychology Students
Mona M. Ibrahim, Concordia College
Megan John, Concordia College
This presentation describes how a Wikipedia assignment was integrated into a psychology course and provides data on students’ perceptions of the impact of the experience on their development. Focus group data as well as comparative data from general psychology classes offering the traditional research assignment are also presented.

(Teaching Institute - Education)

-060 The impact of convergent and divergent performance learning activity on understanding and affect
Fareed Bordbar, The University of Alabama
Asghar Iran-Nejad, University of Alabama
This study investigated how first-person education performance learning activity in a graduate course impacts learner understanding and affective factors such as interest, enjoyment. In a 2x2 design, participant were randomly divided into two counterbalancing groups and alternated in the same 9 PLA sets. Findings and their educational implications are discussed.

(Teaching Institute - Education)

-061 The Post-Clicker Era: A personal response system that utilizes cell and smartphones
Benjamin J. Gorvine, Northwestern University
H. David Smith, Northwestern University
This study evaluated pedagogical usefulness of a personal response system that utilizes a cell phone and/or laptop platform. Students enrolled in an introductory psychological statistics course completed a survey reflecting their attitudes towards the technology. Regression analyses indicated that perceived usefulness of the technology could by predicted by students’ attitudes.

(Teaching Institute - Education)

-062 Using creativity to celebrate knowledge: A final project for general psychology
Jonna M. Kwiatkowski, Mars Hill College
What happens when students are explicitly instructed to express their understanding creatively? In a general psychology course, this final project leads to knowledge and engagement that are not always evident otherwise. This project will show examples of student work, and comparisons of demonstrated knowledge for this project versus traditional assessments.

(Teaching Institute - Education)

-063 Using the You in YouTube and the Motion in Animoto
Rick L. Shifley, Massachusetts College of Pharmacy & Health Sciences
Media, instantly available and ubiquitous, is the lingua franca of the current college cohort, who communicate in short texts and images. This poster describes using YouTube and Animoto assignments in a Human Development course as a means for students to relate to the concepts and to foster active learning.

(Teaching Institute - Education)

-064 What is Believed About The Effects of Instruction and Learning Styles
Kimberly M. Christopherson, Morningside College
The belief of matching instruction to learning styles is firmly held and ubiquitous. Survey results found all education students were introduced to learning styles and most believed that learning is facilitated by
matching instruction to learning style. Methods to make teacher education more evidence based in cognitive science are proposed.
(Teaching Institute - Education)

-065 A Referential-Communication Demonstration: Implementation and Evaluation
William R. Balch, Penn State Altoona
In this classroom demo, students compete as pairs. Within each pair, a "communicator" describes an abstract design that a "listener" cannot see but must draw as accurately as possible. Students in a demo/debriefing condition outperformed those in a lecture-only condition on a posttest, but not on the pretest.
(Teaching Institute - Evaluation)

-066 Automatic Processing and the Validity of Student Evaluations of Teaching (SET’s)
William P. Wattles, Francis Marion University
Allison R. Woodberry, Francis Marion University
Jamison L. McClam, Francis Marion University
We hypothesize that students are using automatic rather than reflective processes in completing SET’s. Archival data across campus for several semesters at a medium-sized regional university reveal a pattern of high intercorrelations and uniformly high evaluations supporting our hypothesis. Further support came from measuring the time spent completing the SET’s.
(Teaching Institute - Evaluation)

-067 Teaching the Psychological Dimensions of Mindfulness Benefits Public and Private College Students
Champika K. Soysa, Worcester State University
Keith Lahikainen, Assumption College
Mindfulness is integrated into internationalized psychology curricula. Shared and non-shared facets of mindfulness predicted wellbeing in public (n=89) and private (n=88) college students. Ability to identify facets of mindfulness and willingness to use mindfulness increased after a teaching module, with a greater increase in the latter at the public institution.
(Teaching Institute - Evaluation)

-068 The Process of Note-Taking: A Pilot Study
Jessica C. Pleuss, Morningside College
Smartpens are a relatively new technological tool that records pen strokes and audio, syncing the two in the form of a “pencast.” This pilot study tests the feasibility of using these devices to examine the process of student note-taking.
(Teaching Institute - Evaluation)

-069 Are Vampires and Werewolves Feminist? Using Twilight to Demonstrate Gender Role Concepts
Donna M. Ashcraft, Clarion University
It is well-known that Stephenie Meyer’s Twilight novels are vastly popular. What is less known, however, is that their popularity is useful to student engagement and learning. This poster demonstrates the use of the novels to exemplify such gender concepts as benevolent sexism, the motherhood mystique and the work-family dichotomy.
(Teaching Institute - Gender Issues/Sex Roles)

-070 HIV/AIDS 2013: A Multidisciplinary Evolutionary Perspective
Meg Milligan, Troy University
Sig Harden, Troy University
Scott Merriman, Troy University
Sherika Burt-Shelton, Troy University
A multidisciplinary understanding of the HIV/AIDS epidemic is presented from biological, historical, and psychological perspectives. Evolutionary influences are emphasized. Results from a pilot study that included a pretest, audio-video presentation, and a post-test suggested the pedagogical efficacy of this approach, and a larger study across disciplines is planned.
(Teaching Institute - Health)

-071 A Field Trip for the History of Psychology: Medfield State Hospital
Nicole E. Rossi, Framingham State University
Inspired by Gerald Grob's (1994), The Mad Among Us, a book detailing the evolution of mental asylums in America, students in history of psychology participated in a field trip to a former state insane asylum. A group activity associated with the trip enabled students to personally interact with psychological history.
(Teaching Institute - History of Psychology)

-072 Frequency of Text Messaging Affects Retention of Classroom Information
Marcia Rossi, Alabama State University
Felisea Smith, Alabama State University
One hundred eleven undergraduate psychology students participated in an experiment investigating to what extent retention of classroom information is affected by the frequency of text messages sent and received during a videotaped lecture. A statistically significant difference was found between the three groups (high density, low density and control group.)
(Teaching Institute - Human Learning and Memory)

-073 Museum of Cognitive Psychology
Sharlene D. Walbaum, Quinnipiac University
Creating interactive science exhibits requires cognitive psychology students to become familiar enough with a study or finding to generate a hands-on learning experience. To design it, they must think about how people attend, perceive, learn, and remember. In this way, students develop a grounded understanding of cognitive psychology.
(Teaching Institute - Human Learning and Memory)

-074 Students’ use of technology for non-academic purposes in the college classroom
Andrea L. Paul, Fordham University
Zachary G. C. Kornhauser, Fordham University
Veronica Georgeo, Fordham University
Karen L. Siedlecki, Fordham University
There has been a documented rise of college students’ use of technology for non-academic purposes within the classroom. The current study examined the sorts of technology that students use, their reasons for using it, and their thoughts regarding the acceptability of using it across a sample (N=105) of college students.
(Teaching Institute - Human Learning and Memory)

-075 When Will They Learn? Evaluating the Pervasiveness of ‘50 Great Myths of Popular Psychology’ in Psychology Students
Karla A. Lassonde, Minnesota State University
Edward J. O'Brien, University of New Hampshire
Popular psychology misconceptions were validated in students and it was found that misconception knowledge is persistent; however, to some extent is mitigated by coursework. Commonly held misconceptions became the focus of short passages written in the style of refutation texts. These texts influenced misconception knowledge and have implications for instruction.
-076 Teaching judgment heuristics changes critical thinking dispositions but not general reasoning skills
Rebecca M. Pliske, Dominican University
Tracy L. Caldwell, Dominican University
A pretest-posttest design explored whether a “Psychology of Thinking” course focused on judgment heuristics affected undergraduates’ critical thinking skills and dispositions relative to a control course (“Personality Theories”). Although students showed no improvement on the Watson-Glazer Critical Thinking Assessment, they showed statistically reliable increases in open-mindedness and motivation to think.

-077 Using the Child Language Data Exchange System (CHILDES) as an Instructional Tool
Rachel H. Messer, Oklahoma State University
Shelia M. Kennison, Oklahoma State University
The Child Language Data Exchange System (CHILDES) can be used as an instructional tool in language development courses. This poster discusses an assignment developed by the authors that requires students to utilize transcripts from CHILDES to calculate mean length of utterances (MLU) and estimate the child’s age based on speech.

-078 Non-Instructional Student Texting in the Classroom: Self-Control and Individual Differences
Terry F. Pettijohn, Coastal Carolina University
Joel R. Knowles, Myrtle Beach, SC
Terry F. Pettijohn, The Ohio State University-Marion
College students (N=221) responded to a series of questions regarding their texting behavior and individual differences. Students who text in class scored lower on measures of self-control, scored higher on friendship closeness and compulsive communication measures, and had lower grade-point-averages than classroom non-texters. Implications for classroom learning are discussed.

-079 The Influence of Intrinsic and Extrinsic Motivation on Attitudes Toward Service Learning.
Dawn G. Blasko, Pennsylvania State University, Erie
Racheal N. Sporcic, Pennsylvania State University, Erie
Geran J. Lorraine, Pennsylvania State University, Erie
Amanda C. Becker, Pennsylvania State University, Erie
The current study examines attitudes towards service learning in the classroom. Students completed a pre-class and post-class survey to determine their attitudes toward working in the community. Three service activities were framed by intrinsic, extrinsic, or neutral motivating statements. Students completed an empathy scale and wrote reflections of their experiences.

-080 A multidimensional and dynamic ethics education paradigm spanning the scientist’s career
Rochelle E. Tractenberg, Georgetown University and the Collaborative for Research on Outcomes and Metrics
Kevin T. FitzGerald, Georgetown University Medical Center and Center for Clinical Bioethics
Researchers require training in the responsible conduct of research (RCR). The main training paradigm for RCR is one static course, deemed sufficient to promote and sustain research integrity. This neither encourages development in ethical reasoning nor targets career-spanning responsibilities. This poster describes a new paradigm, emphasizing mentored development of reasoning.
-081 Career Planning for Psychology Majors: Effectiveness of a Two-Step Approach  
James H. Thomas, Northern Kentucky University  
Robin M. Bartlett, Northern Kentucky University  
Cyndi R. McDaniel, Northern Kentucky University  
Our department introduces students to career-related information via a web-based tutorial and then requires a one-credit career-planning course. On the Psychology Majors Career Information Scale (PMCIS), a measure of self-perceived career-related knowledge, post-tutorial students scored significantly higher than pre-tutorial and pre-course students, but significantly lower than post-course students.

-082 Class size: The Impact on Student Attitudes and Outcomes  
Julia F. Heberle, Albright College  
What is the impact of class size? The present study examines effects of class size on student attitudes and performance outcomes. Results are mixed, and demonstrate that individual instructors should try to answer the question specifically for themselves, to know where they need to develop skills for good outcomes regardless of class size.

-083 Everybody Eats: Student Reflections on Food  
Linda J. Weldon, Community College of Baltimore County, Essex  
Alva T. Hughes, Randolph-Macon College  
Students were asked open-ended questions about food and meals as a strategy to encourage them to see new ways of viewing the world using a topic they are knowledgeable about and comfortable discussing. This activity can be integrated into discussions of research methods, memory, motivation, and cultural diversity.

-084 Helping Students Analyze, Diagnose, and Improve Their Writing  
Mikelene H. Ray, Alverno College  
Effective writing strategies are discussed to help students transfer what they learned in English and Composition courses and analyze the writing style used by psychologists.

-085 Integrated Classroom: Mind-Body Interactions  
Alvina Brueggemann, St Catherine University  
There is a growing interest in mind-body interaction. Improvements can be made to traditional classroom teaching by incorporating experiential exercises. Exercises such as tai chi can help the student understand influences of body movement on cognition. Combined with rigorous intellectual discussion, students receive a holistic understanding of the mind-body interaction.

-086 Mission 2015: Introducing the new Medical College Admissions Test (MCAT)  
Andrew N. Christopher, Albion College  
Barbara J. Keyes, Albion College  
Marikay Dobbins, Albion College  
Beginning in 2015, the Medical College Admissions Test (MCAT) will contain significantly more competencies related to psychology than it has in the past. This poster will highlight these new
competencies and make teachers aware of resources related to this exam. Advising implications of this new exam format will be presented.
(Teaching Institute - Other)

-087 Statistical literacy for stewards of the psychological sciences
Rochelle E. Tractenberg, Georgetown University and the Collaborative for Research on Outcomes and -Metrics
Research relies partly on statistical methods, and statistics is as multidimensional as any other field. Stewards of the discipline of psychology can generate new knowledge and both challenge and defend knowledge claims; thus, effective disciplinary stewardship requires statistical literacy. The author advocates and outlines long-term development in PhD-level statistical literacy.
(Teaching Institute - Other)

-088 Survival Skills for the Psychology Major: A Professional Development Course
Heather E. Macalister, Mary Baldwin College
Chandra Mason, Mary Baldwin College
Our department offers a one-credit professional development course, required of all Psychology majors, to help students plan their college and future careers. This poster describes the course, the units and assignments/assessments, including some special features, and data on student development over the term of the course.
(Teaching Institute - Other)

-089 Teaching Cyberpsychology: Integrating Psychology into the Digital Age
Kent L. Norman, University of Maryland, College Park
Computer technology has an increasing impact on psychology. This poster emphasizes the need for courses in psychology to integrate human-computer interaction into course content. A new course “Cyberpsychology” is proposed that covers the full spectrum of topics in psychology. Lecture ideas, graphics, online materials, and student exercises are presented.
(Teaching Institute - Other)

-090 The Quiz Bowl: An Innovative Psychological Statistics and Research Methods Pedagogical Approach
Cassandra A. Shivers, Howard University
Janel M. Gill, Howard University
Adrian W. Bruce, Howard University
Denee T. Mwendwa, Howard University
Angela P. Cole, Howard University
To address the unique challenges associated with teaching psychological statistics and research methods, we developed an innovative cooperative competition, the “Quiz Bowl,” where students collaborate in small groups on statistical exercises while competing for points. Across two studies, Quiz Bowl participation significantly improved student mastery of these topics.
(Teaching Institute - Other)

-091 Using Movies to Teach Positive Psychology
Maria P. Fracasso, Towson University
This course attempts to encourage student understanding of positive psychology through a review of movies representative of positive psychology topics. Through class interactions in the form of discussions and reflective activities, students will be able to put many of these ideas observed through movies into practice in their own lives.
(Teaching Institute - Other)
-092 Video Textbooks as Teaching Supplements
Don J. Sharpsteen, Missouri University of Science and Technology
Emily Gardner, Missouri University of Science and Technology
With the increasing availability of web resources for teaching, course material is frequently coming from on-line sources (in the form of e-books, journal articles, Wikipedia, and so forth). Our goal here is to introduce and explain the advantages of using on-line video textbooks (http://www.udemy.com/courses/search?q=sharpsteen) as a teaching resource.
(Teaching Institute - Other)

-093 A Content Analysis of the Stanford Prison Experiment in Introductory Psychology Textbooks
Jared M. Bartels, Edison State College
Jennifer Hernandez, Edison State College
The present study examined the representation of issues relevant to a strictly situational interpretation of the Stanford Prison Experiment (SPE) in introductory psychology textbooks. Results of a content analysis revealed significant variation in the presentation of the study and underrepresentation of issues surrounding the SPE in the texts.
(Teaching Institute - Personality)

-094 Our Spaces and Ourselves: A Personality Exercise
Dana S. Dunn, Moravian College
Are students’ personalities revealed by the contents of their private spaces? This self-assessment writing exercise uses Gosling’s (2008) seminal research linking the Big Five Traits to objects found in students’ rooms. Students learn about themselves and personality theory by producing a narrative based on this new, unobtrusive research approach.
(Teaching Institute - Personality)

-095 Personality in the Classroom: Student Row Preferences and the NEO-FFI
Kevin L. Bennett, Pennsylvania State University, Beaver
For two semesters, student seat preferences from a medium-sized lecture hall were recorded and compared to several personality measures. 209 participants were free to choose from 11 rows of seats. Results show that the front rows scored higher on two personality factors: Openness (O) and Conscientiousness (C).
(Teaching Institute - Personality)

-097 Not Depression, Anxiety, or PTSD: What Explains Poor Academic Performance Following Trauma?
Maureen A. Allwood, John Jay College of Criminal Justice, The City University of New York
Rachel Small, John Jay College
S. Roxanne Pimentel, John Jay College
To increase our understanding of the pathways between trauma and academics, this study examined depression, anxiety, and PTSD symptoms in more than 300 ethnically diverse college students. Lower GPA was significantly associated with traumatic community violence but not with home violence or other traumas. Psychopathology did not mediate this relationship.
(Teaching Institute - Psychopathology)

-098 Social Responses to Psychological Disorder: A Service Learning Seminar Course
Erin Henshaw, Denison University
Social Responses to Psychological Illness was designed as a seminar-style course involving a service-learning component. Students participated in eight sessions of mindfulness yoga and social with individuals experiencing psychological disorders at a consumer-managed mental health resource center. Course aims, structure, readings, student response and lessons learned will be presented.
-099 Comics and Correlation Coefficients: Instructor-made Cartoons as Mneumonics in Statistics
Diane G. Oliver, Hood College
Donna Clarke, Hood College
Jane Sheldon, University of Michigan, Dearborn
Instructor generated cartoons can be a valuable addition to undergraduate statistics course materials. The humorous images and stories in the cartoons presented here facilitate mastery of specific course content and seem to be particularly helpful to visual learners, and those with math anxiety.

-100 Math anxiety impacts perceptions of statistics textbooks
Jeremy Ashton Houska, Concordia University - Chicago
Benjamin P. Bain, Concordia University - Chicago
Our research investigated undergraduate students’ perceptions of Statistics textbooks. Participants with high math anxiety indicated significantly more negative attitudes toward computational and SPSS texts. These data provide instructors clues as to how students will likely respond, affectively and behaviorally, to the different types of Statistics texts on the market today.

-101 Teaching The New Statistics: An Evidence-Based Approach
Geoff Cumming, La Trobe University, Australia
Cognitive evidence indicates that confidence intervals often prompt better conclusions than NHST. Such evidence justifies teaching and using effect sizes, confidence intervals, and meta-analysis (‘the new statistics’). It also supports a statistics curriculum that teaches the evidence-based practice of statistics, thus making the statistics course more like other psychology courses.

-102 Learning Analytics: Coming to a Classroom Near You
James Regan, Marist College
Erik W. Moody, Marist College
Eitel Lauria, Marist College
Sandeep Jayaprakash, Marist College
Nagamani Jonnalagadda, Marist College
Josh Baron, Marist College
Given the rising academic administrative pressure to increase retention of students, utilizing academic or learning analytics as a resource has demonstrated, on a pilot basis, to show promise. We explain what learning analytics consists of and how it will impact higher education.

-103 Promoting Self-Regulated Learning and Achievement Utilizing a Required Strategic Content Learning Approach
Monica L. Heller, Ball State University
College students often need guidance in developing effective self-regulated learning skills and strategies. Rather than an elective approach, a required “Keys to Mastery” chapter packet was introduced in an Introduction to Psychology curriculum to provide students a systematic framework to build effective cognitive, metacognitive and self- regulatory strategies.

-104 A tool for improving teamwork
Two concerns about team-work in class include effective use of team time, and student uncertainty about the value of collaborative work. A team skill tool is presented that outlines specific individual, interpersonal and inquiry skills that can both facilitate team-work and help students articulate the skills they are acquiring.

(Teaching Institute - Social Groups)

-105 Classical Myths and Social Behavior: A Synergistic Relationship
Cheryl A. Boglarsky, University of Detroit Mercy
Timothy J. Jeruzal, Wayne State University
Undergraduate college students are required to take a variety of classes before they graduate. These classes often overlap, if not in factual content then in thematic principle. The present demonstration outlines how classical myths and stories can be used to illustrate social psychological constructs.

(Teaching Institute - Social Interpersonal Relationships)

-106 Social Networking among Students, Faculty, and Administrators in a Graduate Industrial/Organizational Psychology Program
Jeremy L. Moreland, University of Phoenix School of Advanced Studies
Kelley A. Conrad, University of Phoenix School of Advanced Studies
While social networks proliferate, insight is lacking about how graduate students, faculty, and administration collaboratively engage such networks. The current study found different patterns of use and decreasing frequency of use from heavy use by students to relatively low use by administrators in a graduate program in Industrial/Organizational Psychology.

(Teaching Institute - Social Interpersonal Relationships)

-107 Adaptive Quizzing Associated with Higher Exam Scores in Introductory Psychology
Kathryn Becker-Blease, Oregon State University
Computerized adaptive quizzes present students with questions, altering future questions based on student performance. 377 Introductory Psychology students in two sections completed a pre-test, post-test, and weekly quizzes. Quiz scores were positively associated with post-test scores ($r = .17$, $p=.004$), marginally after controlling for pre-test scores ($r = .11$, $p =.064$).

(Teaching Institute - Testing)

-108 An Evaluation of a Text-Based Auto-Graphing Concept Map Interface for Learning Assessment in the Classroom
Natalie M. Strzok, Ball State University
Nathaniel S. Ring, Ball State University
Darrell Butler, Ball State University
Easymap is unique among assessment software that requires users to type in concepts and connections in order to generate a concept map. Students at various levels overall rated Easymap favorably however, students indicated interface difficulties. We evaluated student performance given two types of interfaces, both on map-generation and -rater interface.

(Teaching Institute - Testing)

-109 mTuner – Tuning Students’ Memory Like a Ukulele
Cho Kin Cheng, University of Toronto Scarborough
Steve Joordens, University of Toronto Scarborough
Robin Walker, University of Toronto Scarborough
mTuner is a web-based assessment tool inspired by research on assessment for learning and on the test-induced retention benefit. It allows students to correct misconceptions and promotes retention of the materials while assessing their knowledge. Our presentation will highlight the features of mTuner and data related to the students’ experience.

(Teaching Institute - Testing)