TI-001 **Using Play to Establish Psychological Environments for Undergraduates: Cultivating Course Contentment**
Ahu Öztürk, *Uludag Üniversitesi*
No secondary authors
The study aimed to examine the use of play to enhance Turkish university students' contentment with the course. The play found to be related to contentment in two ways: 1) as a motivator, 2) by creating positive psychological environment.
(Teaching - Teaching of Psychological Science)

TI-002 **An Investigation of Interactive Learning Activities in a Large Undergraduate Psychology Lecture Setting**
Brooke Andrew, *Queensland University of Technology*
No secondary authors
This research explored the effectiveness and feasibility of two different interactive learning activities during an undergraduate psychology lecture. Results of a pre/post comparison indicated a significant increase in students' level of topic knowledge and confidence for both interactive activities. No differences were observed for a simultaneously run control activity.
(Teaching - Teaching of Psychological Science)

TI-003 **Development of a Concept Inventory to Assess Research Methods and Statistical Knowledge**
Jennifer C. Veilleux, *University of Arkansas, USA*
Kate M. Chapman, *University of Arkansas*
This study describes development of a measure to assess knowledge of research methods and statistics concepts, specifically for use with undergraduate students. Initial measure development results suggest measure performance correlates with educational history and may be useful in testing core components of scientific knowledge taught in these core psychology courses.
(Teaching - Teaching of Psychological Science)
TI-004 **Does Training in Table Creation Enhance Table Interpretation? An Experimental Study With Follow-Up**

**Bryan T. Karazsia, The College of Wooster**  
**Kendal M. Wong, University of Illinois at Chicago**

One way to boost undergraduate table interpretation skills is training in APA-table creation. Students exposed to the technique outperformed the control-group on table interpretation measures. Results suggest an active learning experience can enhance student ability to interpret tables in empirical psychological literature.  
(Teaching - Teaching of Psychological Science)

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TI -005 **Dual Influences of Critical Thinking Disposition and Academic Achievement**

**Leslie A. Gill, Eastern New Mexico University**

No secondary authors

Relationships among the disposition towards critical thinking, academic achievement, and demographic characteristics were investigated in two samples of undergraduates (N1=112; N2=34). Systematicity and Maturity were associated with retention, and Truth-seeking, Open-mindedness, Systematicity, and Maturity were associated with other academic measures. Analyticity, Inquisitiveness, and Reasoning-confidence dispositions varied with ethnicity and major.  
(Teaching - Educational Psychology)
TI-006 Enhancing Feedback Through Tutorial Teaching: A Pgr-Pgt Model
Rebecca Strawbridge, Institute of Psychiatry, Psychology & Neuroscience; King’s College London
Stefania Tognin, Institute of Psychiatry, Psychology & Neuroscience; King’s College London
Cathy Fernandes, Institute of Psychiatry, Psychology & Neuroscience; King’s College London
Brenda P. Williams, Institute of Psychiatry, Psychology & Neuroscience; King’s College London
Katerina Koutsantoni, Institute of Psychiatry, Psychology & Neuroscience; King’s College London
Madeleine Oakley, Institute of Psychiatry, Psychology & Neuroscience; King’s College London
Jonathan D. Cooper, Institute of Psychiatry, Psychology & Neuroscience; King’s College London
David Hay, King’s College London
Meera Komarraju, Southern Illinois University
Eugenia Kravariti, Institute of Psychiatry, Psychology & Neuroscience; King’s College London
Susan Lea, Institute of Psychiatry, Psychology & Neuroscience; King’s College London
Jenny Yiend, Institute of Psychiatry, Psychology & Neuroscience; King’s College London

Students request increasing levels of personalised feedback, while institutions require cost-effective teaching solutions. We recruited postgraduate research students as tutors for postgraduate taught students, to deliver small-group psychology tutorials. Quantitative and qualitative evaluation revealed benefits for tutors and tutees alike. Transferability across disciplines should be explored.
(Teaching - Teaching of Psychological Science)

TI-007 Ethics in Academia Revisited
Christopher R. Howard, Husson University

Ethics in Academia Revisited is a replication of Keith-Spiegel, Tabachnick, and Allen’s (1993) study which examined student perceptions of the ethical nature of instructors’ actions. The purpose of our study was to determine if ethical perceptions of students have shifted in the last 20 years.
(Teaching - Other)
TI-008 Factors Affecting Student Performance in a Hybrid Course: A Case Study
Jennifer Poole, Langara College
No secondary authors
Student characteristics, attitudes, and academic achievement were examined in a one-semester hybrid introductory psychology course incorporating two online learning management systems. Key findings include positive associations in achievement across class format, and the role of personality dimensions (conscientiousness and extraversion) as mediators in the relationship between online learning attitudes and performance. Implications for hybrid course design are discussed.
(Teaching - Teaching of Psychological Science)

TI-009 Instant Ageing: An Active Enquiry, Perspective-Taking Approach to Introducing Sensation and Perception
Kenneth C. Scott-Brown, Abertay University, UK
Ashleigh McGregor, Abertay University
Santiago Gil Martinez, University of Agder, Norway
Instruction on the mechanisms of vision and the consequences of the ageing process on social and emotional well-being are combined in an 'Instant Ageing' practical. Using sight loss simulation spectacles, ear-plugs and gloves. Students can be immersed in the perceptual and sensory experience of ageing processes, supporting qualitative research insights.
(Teaching - Vision)

TI-010 Integrating a Medical Teaching Model in a Graduate Clinical Psychology Practicum Team
Alan K. Davis, Bowling Green State University
Kirstin J. Lauritsen, Bowling Green State University
Brent Lang, Bowling Green State University
Nicole Cross, Bowling Green State University
Harold Rosenberg, Bowling Green State University
Clinical psychology doctoral students participated in a research-practicum team on Expressive Writing that was integrated with the medical school teaching model of “See one; Do one; Teach one.” This model allowed students to demonstrate their mastery of course content through their ability to apply, and educate others on, course material.
(Teaching - Teaching of Psychological Science)
TI-011 **Integrating Classroom Learning & Real World Experiences: Service Learning, Clubs, and Field Trips**

*Todd A. Joseph, Hillsborough Community College*

No secondary authors

Students often find it difficult to incorporate their classroom knowledge into their 'real' lives and to bring their personal experiences into the classroom. This poster will describe some successful activities (Service Learning, Psychology Club, Field Trips, etc.) that have led to successful integration of classroom and real-world knowledge.

(Teaching - Teaching of Psychological Science)

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TI-012 **Integrating Qualitative Research Methods Into a Positivist Psychology Programme**

*Amy Fielden, Newcastle University*

*Effy Tzemou, Newcastle University*

*Patrick Rosenkranz, Newcastle University*

Qualitative research is an important but challenging component of undergraduate psychology degree programmes, particularly those that are predominantly positivist. This poster details our integration of qualitative methods into a second year research methods module. We will focus on how this process supports our students' development as independent pragmatic researchers.

(Teaching - Teaching of Psychological Science)

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TI-013 **Interdisciplinary Learning Through Pbl Simulations: The Globaled 2 Project**

*Scott W. Brown, University of Connecticut*

*Kimberly A. Lawless, University of Illinois at Chicago*

*Mark A. Boyer, University of Connecticut*

GlobalEd 2 is a semester-long web-based PBL simulation of international negotiations containing three phases: Research, Interaction and Debriefing. Teams of students play the role of an assigned country addressing the scenario which is set 6 months into the future. Their goal is to reach an agreement with another participating country.

(Teaching - Educational Psychology)
**TI-014 Internationalizing Project Syllabus: The Development of an International Rubric for Syllabi**  
*Susan A. Nolan, Seton Hall University*  
*MARTHA S. ZLOKOVICH, PSI CHI, THE INTERNATIONAL HONOR SOCIETY IN PSYCHOLOGY*  
*EMILY A A DOW, THE GRADUATE CENTER, CITY UNIVERSITY OF NEW YORK*  
Project Syllabus, an initiative of the Society for the Teaching of Psychology, is a peer-reviewed, online repository of syllabi. In 2012, three psychology organizations collaborated to internationalize the mostly US-based resource. This poster will provide data on international and non-English submissions, as well as ongoing initiatives to internationalize Project Syllabus.  
*(Teaching - Teaching of Psychological Science)*

**TI-015 Learning Through Collaborative and Active Research in Psychology**  
*Vanessa Pérez Torres, Rey Juan Carlos University*  
*No secondary authors*  
The aim of this teacher strategy is use the active learning for develops the research competences in a group of students: use an investigative process to discover scientific concepts of psychology for themselves. The results of learning are measured by feedback in class by teacher and the rubric the competencies  
*(Teaching - Teaching of Psychological Science)*

**TI-016 More Than a ‘Reference Science’ – Psychology’s Role in Social Work Education**  
*Marc Schipper, Center for Clinical Psychology and Rehabilitation, Bremen University and Social Work and Health Department, University of Applied Sciences Emden*  
*No secondary authors*  
Within the professional education of social workers psychological contents play an essential role. Especially the transferability of psychological theories to concrete social work cases is of high relevance. We present a customized psychological curriculum, easily being integrated into social work education, suited to the special needs of future social workers.  
*(Teaching - Teaching of Psychological Science)*
TI-017 REPRESENTATION OF THE STANFORD PRISON EXPERIMENT IN SOCIAL PSYCHOLOGY TEXTBOOKS: A CONTENT ANALYSIS  
Jared M. Bartels, Missouri Valley College  
Valerie Henning, Missouri Valley College  
Jennifer Hernandez, Southern Illinois University Carbondale  
Dusan Bekovic, Missouri Valley College  

A content analysis was conducted examining the frequency with which controversial aspects of the Stanford Prison Experiment (e.g., the dual roles adopted by Zimbardo) were represented in social psychology textbooks. With the exception of one category, controversial aspects were represented in less than one-quarter of the texts.  
(Teaching - Teaching of Psychological Science)

TI-018 TACKLING THE PSYCHOLOGY CAPSTONE WRITING PROJECT THROUGH STUDENT PEER INTERACTIONS  
Jeremy W. Newton, Saint Martin’s University  

In my capstone writing project course, I ask students to support each other through advice sessions. Students participate in weekly meetings in which they update each other on progress. These sessions allow students to share their experiences to aid in advancement towards project completion, while also gaining mentoring experience.  
(Teaching - Teaching of Psychological Science)

TI-019 TEACHING STATISTICS AND RESEARCH METHODS: PSI CHI RESOURCES TO THE RESCUE  
Maria J. Lavooy, Florida Institute of Technology  
Martha S. Zlokovich, Psi Chi, the International Honor Society in Psychology  

What resources can make Statistics and Research Methods courses more interesting to students? Psi Chi, the International Honor Society in Psychology (members join the smaller group on their own campuses) provides useful resources such as APA indexed Psi Chi Journal of Psychological Research and digital magazine Eye on Psi Chi.  
(Teaching - Teaching of Psychological Research Science)
TI-020 Wikipedia in the Classroom for Teaching Human Development in Lima, Perú
María Antonia Rodríguez, Pontificia Universidad Católica del Perú
José María Espinoza Bueno, Pontificia Universidad Católica del Perú
The rationale for using Wikipedia in undergraduate Human Development II in a private university in Lima, Peru is described. This classroom methodology aimed to improve critical thinking, class participation, and sense of social responsibility. Details are provided on the semester design, challenges for students as well as strategies, and future directions.
(Teaching - Teaching of Psychological Science)

TI-021 The Effects of Lower Resource-Dependent Tutoring on Undergraduates’ Performance in General Psychology
John Pennington, Middle Tennessee State University
Teresa Davis, Middle Tennessee State University
Greg Schmidt, Middle Tennessee State University
General Psychology students who voluntarily participated in a “lower resource” version of the Peer Assisted Study Sessions tutoring program earned significantly better test and final course grades, with greater program participation predicting stronger performance. These results were observed even after controlling for students’ pre-existing academic abilities, experience, and motivation levels.
(Teaching - Teaching of Psychological Science)

TI-022 The Effects of Pedagogical Techniques on Student Engagement
Richard L. Miller, Texas A&M University - Kingsville
Robert Rycek, University of Nebraska at Kearney
Krista Fritson, University of Nebraska at Kearney
The purpose of this study was to determine which of four different forms of engagement (skills, participation, emotional, and performance) are promoted by different learning experiences (undergraduate research, learning communities, internships, study abroad, and service learning) were surveyed. The results indicated that undergraduate research and internships promoted greater student engagement.
(Teaching - Teaching of Psychological Science)
TI-023 The Psychology Curriculum in European Secondary Schools: What Should We Teach?
Morag Williamson, Edinburgh Napier University, Scotland
Dorothy Coombs, Association for the Teaching of Psychology, UK
Renate Schrempf, Verband der Psychologielehrerinnen und –lehrer, Germany
Lenka Sokolová, Comenius University, Bratislava, Slovakia
This poster reports the findings from participatory action research into the nature of psychology curricula for 15-19-year-olds in Europe. At a conference held in Copenhagen in 2012, psychology teachers took part in focus groups discussing the purpose, content and development of the pre-tertiary psychology curriculum.
(Teaching - Teaching of Psychological Science)

TI-024 Undergraduate Integrative Research: Utilizing Mturk for Research Based Projects
Robert W. Moeller, Middlebury College
No secondary authors
Fostering integrative thinking in psychology courses can be facilitated with the use of mini research projects that include data collection and analysis. This poster presentation explores the successes and failures of utilizing Amazon’s Mechanical Turk as a tool for fostering course based research opportunities for psychology students.
(Teaching - Research Design and Methodology)

TI-025 The Effects of In-Class Application Questions on Pair Discussions
Julia Ricotta, James Madison University
Tracy E. Zinn, James Madison University
Shane Bryant, James Madison University
Amanda Schultz, James Madison University
We compared two different formats for pair discussions in the typical interteaching format. One group completed a full prep guide, with application questions, before class and then discussed them in pairs. The second group completed only knowledge-based questions before class and then completed application questions in pairs.
(Teaching - Teaching of Psychological Science)