TI-001 A Classroom Activity Illustrating Personality Correlates of High School Clique Membership
Jack W. Berryx, Samford University
Katelin Reed, Samford University
Amanda Moritz, Samford University
We describe a teaching activity used in a personality course in which students helped design and conduct a study of the relationship between the Big Five traits and student social clique membership in high school (e.g., nerd, jock, hipster). Results supported many student intuitions, and the activity was rated highly.
(Teaching Institute - Personality)

TI-002 Active Learning in Practice: Alignment and Misalignment of Faculty and Undergraduate Perspectives
Christina M. Frederickx, Sierra Nevada College
Kallie B. Day, Sierra Nevada College
Constance A. Barnes, Sierra Nevada College
Robert D. King, Sierra Nevada College
Carly S. Courtney, Sierra Nevada College
Briana T. Crespo, Sierra Nevada College
This study redefined and empirically scrutinized active learning pedagogy. 40 faculty and 75 undergraduates completed institutionally-tailored surveys regarding active learning; comparative analyses were applied. Survey data indicated general alignment between undergraduates and faculty in perception with notable exceptions in practice. Considering exceptions, strategic modification to college practice is developed.
(Teaching Institute - Education)

TI-003 Active, Prolonged Engagement (APE) and Interactive Lecturing Help Students Learn
Jennifer R. Dyer-Seymourx, California State University, Monterey Bay
Antoinette Wilson, University of California, Santa Cruz
Instructors in two sections of developmental psychology compared an interactive lecture session with a session that utilized active, prolonged engagement (APE) - a concept from the museum world.
Results revealed that students equally enjoyed both kinds of class structure and learned equally in both structures. (Teaching Institute - Education)

TI-004  **Adaptive Quizzing Associated with an Increase in Overall Learning**
**Keiko C.P. Bostwickx**, Oregon State University  
**Kathryn A. Becker-Blease**, Oregon State University  
As more adaptive learning tools become available to students, the need for rigorous research on the efficiency of these programs grows. We find that the more adaptive learning quizzes Introductory Psychology students complete, the more psychology they learn, as measured by rigorous, instructor-blind, in-class pretests and posttests. (Teaching Institute - Education)

TI-005  **Multiple-Choice Testing to Teach Scientific Reasoning and Prepare Psychology Students for MCAT2015**  
**Kathryn Becker-Blease**, Oregon State University  
**Courtney Stevens**, Willamette University  
**Melissa Witkow**, Willamette University  
**Keiko Bostwick**, Oregon State University  
In 2015, the MCAT will for the first time include a section covering Introductory Psychology content and scientific literacy. How can we teach high level scientific literacy skills in large lectures? Well-designed multiple-choice tests are one possible method. In this poster, we describe a successful pilot project. (Teaching Institute - Education)

TI-006  **An Exam Debriefing Activity to Improve Metacognitive Awareness and Study Skills Effectiveness**  
**Stephen L Chewx**, Samford University  
**Jack W Berry**, Samford University  
**Art Carden**, Samford University  
This study shows how an exam debriefing activity can help students improve metacognitive awareness, study strategies, and practices. Students who chose to complete the activity showed a significant increase in performance on the next exam compared to students who did not complete the activity. (Teaching Institute - Education)

TI-007  **Case studies develop critical thinking skills in a Life Span Development course**  
**Dave McConex**, United States Air Force Academy  
No secondary authors  
This poster summarizes a final paper assignment in a Life Span Development class requiring students to apply course concepts to a realistic but challenging life scenario. The objective was to develop critical thinking and problem solving skills, as well as respect for others.
TI-008 Clickers in the Classroom: Further Support for the Testing Effect
James H. Thomas, Northern Kentucky University
Robin M. Bartlett, Northern Kentucky University
Stefanie A. Kozlowski, Northern Kentucky University
Multiple-choice questions were embedded in class lectures and counterbalanced across three conditions: (1) Student-Answered, (2) Professor-Answered, and (3) Omitted. Students predicted that they would retain more information from items in both conditions 1 and 2 vs. 3. However, as predicted by the Testing Effect, actual retention was better only in condition 1.
(Teaching Institute - Other)

TI-009 Compensatory Learning Effects of Text Interpretation (C-Print)
Amanda M Boonex, University of Central Florida
Valerie K. Sims, University of Central Florida
C-Print transcription is an accommodation service for Deaf and Hard of Hearing individuals. Studies support increased communication access for these groups but fail to investigate benefits for more general populations. This study showed a compensatory effect for a class of hearing students suggesting a broader demand for the service.
(Teaching Institute - Education)

TI-010 Conservation Psychology Improves Students' Ecological Footprint
Kathleen E. Knightsx, Northern Arizona University
No secondary authors
This study examined the impact a Conservation Psychology course had on Ecological Footprint scores. Ecological Footprint scores were significantly improved at the end of the semester. Moreover, student comments revealed an understanding of the urgent need for behavioral changes to address existing and future environmental problems.
(Teaching Institute - Education)

TI-011 Course Modalities Influence Student Learning Outcomes
Heather R. Collinsx, Trident Technical College
Nancy Simpson, Trident Technical College
Michelle L. Caya, Trident Technical College
We compared the effects of four class modalities on a standardized final exam. Face-to-face students outperform online students tested online and at a testing center. Students in a compressed 7-week online course outperformed those in a 14-week online course and this format may be a viable option for online courses.
(Teaching Institute - Education)
TI-012 Creating Course Texts by Leveraging Darwikinism
Caleb W. Lackx, University of Central Oklahoma
No secondary authors
With textbooks for psychology courses regularly approaching $150 or more each, many students are
unable to afford them or go into debt to acquire them. This poster will demonstrate innovative ways to
leverage new media and evolutionary principles to create high-quality, no cost alternatives to
traditional books via class projects.
(Teaching Institute - Psychopathology)

TI-013 Efficiently integrating Neuroscientific Contents into postgraduate Clinical Psychology
Education: A modular Approach
Marc Schipperx, Center for Clinical Psychology, University of Bremen, Germany
Daniela Gledhill, Center for Clinical Psychology, University of Bremen, Germany
Franz Petermann, Center for Clinical Psychology, University of Bremen, Germany
Neuroscientific issues like neural correlates of psychopathology or psychotherapeutic influences on
neural functioning represent a pillar of modern clinical psychological education. We propose a
neuropsychology module adapted to clinical psychological needs, easily being integrated into existing
curricula and already implemented and positively evaluated within Bremen University’s Clinical
Psychology master program.
(Teaching Institute - Cognitive Neuroscience)

TI-014 Embedding Urban Leadership principles into Psychology Courses
Dena Scherx, Marygrove College
No secondary authors
In 2012, Marygrove College administration and faculty decided to revise the curriculum to emphasize,
embrace, and utilize our location in Detroit and to enable students to become effective leaders. The
presentation will model effective strategies for incorporating philosophical shifts by the college without
sacrificing psychology discipline course content.
(Teaching Institute - Public Policy)

TI-015 Evaluating Portfolios as a Learning Tool in a Personality Psychology Course
Erin W. Moorex, Stetson University
Kristen K. Erichsen, Stetson University
Samantha F. Warta, Stetson University
This study evaluated the use of a portfolio assignment in a personality psychology course, reporting
on the portfolio components that students found most useful and student rapport with instructor.
Furthermore, it determined whether more frequent portfolio evaluations affected their use as a
learning tool on student performance outcomes.
(Teaching Institute - Education)

TI-016 Exercise Your Mind: Take a Literal Step to Success
Asia Hulsex, Missouri State University
Trulea Fletcher, Missouri State University
Adena Young-Jones, Missouri State University
Jacqueline Byrket, Missouri State University
James P. Sly, Missouri State University

The collegiate population has been ignored in quests to link physical activity and academic achievement in contemporary research. The current study introduced a physical activity intervention during a mock course lecture to increase attention and motivation. Results revealed the exercise break had a significant impact on perceived motivation.
(Teaching Institute - Motivation)

TI-017 Help Wanted: Student Perceptions of KSAs Desired by Potential Employers of Psychology Majors
Bernardo J. Carduccix, Shyness Research Institute
Justin Miller, Indiana University Southeast

The results of the present study indicate psychology majors seem to recognize the KSAs desired by potential employers for entry-level positions, suggesting students seem to be making the connection between the KSAs acquired through their psychology coursework (e.g., research methods, statistics, & clinical psychology) with the KSAs desired by employers.
(Teaching Institute - Human Resources)

TI-018 If they build it, they will engage: Efficacy in student-developed case scenarios
Carrie A. Picardix, University of Bridgeport

The effectiveness of a student-driven conflict management case scenario project is examined. Teams developed case scenarios integrating concepts of power/influence and decision making, and facilitated dialogue with the other teams in stakeholder roles. Evaluative data findings depicted conceptualization of real-world scenarios in which these areas must be understood for resolution.
(Teaching Institute - Organizational Change and Development)

TI-019 Illuminating the "Hidden-Curriculum" of Getting in and Succeeding in Advanced Degree Programs
W. David Wakefieldx, California State University, Northridge
April Z Taylor, California State University, Northridge
Whitney Scott, California State University, Northridge
Hannah Levy, California State University, Northridge
Victoria Spellman, California State University, Northridge

The level of knowledge and self-efficacy regarding applying to- and succeeding in advanced degree programs was explored among female undergraduate students (N=581). Results revealed a significant gain in interest and understanding regarding content and utility of an advanced degree for all participants; however underrepresented students did not indicate an increased likelihood of enrolling in graduate school.
(Teaching Institute - Education)
TI-020 Improving Students’ Self-Efficacy in a Psychology Research Methods Course: An Enactive Mastery Experiences Approach
Maria K Almoitex, Minnesota State University, Mankato
Zoe J Martin, Minnesota State University, Mankato
Monica M Gee, Minnesota State University, Mankato
Sylvia Beyer, University of Wisconsin-Parkside
Moses M Langley, Minnesota State University
The authors assessed whether students’ self-efficacy for research related skills improved by taking a psychology research methods course that purposefully incorporated mastery approaches identified by the literature as effectively promoting efficacy. Data collected across four semesters showed reliable gains in students’ efficacy between the beginning and end of the semester.
(Teaching Institute - Education)

TI-021 Improving the coherence on research skills within the Psychology Bachelor curriculum
Leoniek Wijngaards-de Meijx, Utrecht University
Joris Veenhoven, Utrecht university
To improve the coherence and accessibility of the research skills curriculum a web tool was designed. The use of the web tool allows teachers to improve the alignment of the curriculum and allows students to access information on where they learned and used different research skills during the Psychology curriculum.
(Teaching Institute - Other)

TI-022 Increasing Engagement and Self-Determination in Technologically Rich Classrooms via Developmental Learning Principles
April Z Taylorx, California State University, Northridge
Daryl Tate, Pepperdine University
Whitney Scott, California State University, Northridge
W. David Wakefield, California State University, Northridge
This research examines frameworks of theoretically-based best practices for structuring classroom policies, pedagogical practices, and course assignments designed to increase student engagement, achievement, and self-determination. Ideas for enriching university-level instruction as well as options for scientifically assessing these strategies are presented.
(Teaching Institute - Motivation)

TI-023 Instructor made videos enhance student learning
Nancy Simpsonx, Trident Technical College
Heather R. Collins, Trident Technical College
Instructor made videos have been thought to enhance student engagement and reported course satisfaction but do they promote positive learning outcomes? In this study we examined the effect of video completion rates and duration of video view time on quiz averages and final exam scores in the introductory psychology course.
(Teaching Institute - Education)
TI-024 Learning Gains and Learning Reflections: The Positive Influence of Office Hour Meetings
April McGrath, Mount Royal University
No secondary authors
Psychology students in an introductory statistics course (N = 45) participated in a study that sought to determine the influence of office hour attendance and learning reflections on student learning. Students who completed the intervention before the second test significantly outperformed students who completed the intervention at a later date.
(Teaching Institute - Other)

TI-025 Like Us, Students Do as We Do, Not Just What We Say
Thomas A. Wright, Fordham University
No secondary authors
Through the lens of character and character-based leadership, and incorporating the 3-H (“heads”, “hearts” and “hands”) approach to knowledge generation and dissemination, suggestions are provided to engage the APS audience on how character can be used to provide our students (and ourselves as well) with a more meaningful education experience.
(Teaching Institute - Education)

TI-026 Likert Scale vs. Emoticon Response Errors in Paper-Based vs. Online Surveys
Champika K. Soysa, Worcester State University
Andrea Dottolo, University of Massachusetts Lowell
We examined missing data in two online survey samples (N=204 and N=199) and a paper-based survey sample (N=201) for both Likert scale and emoticon sliding scale responses. Results indicated more errors with an emoticon sliding scale but not with Likert scales online, compared with paper-based Likert scale responses.
(Teaching Institute - Quantitative)

TI-027 Lost in Big Data: Ineffective Boolean Search Skills of Graduate Students
Kelley A. Conrad, University of Phoenix School of Advanced Studies
Sean Topham, University of Phoenix School of Advanced Studies
Lourdes Murillo, University of Phoenix School of Advanced Studies
Kristina Green, University of Phoenix School of Advanced Studies
Using a qualitative inquiry, this study explored reasons why students made ineffective use of Boolean search techniques. Content analysis of interviews from workshop participants, failed to find a transition from basic understanding to advanced application. Most participants completed no active experimentation and thus failed to accomplish significant experiential learning.
(Teaching Institute - Education)

TI-028 Making Documents Accessible via Text-to-Speech Software
Students with vision problems or reading difficulties may use text-to-speech software to read course materials. This poster presents guidelines for preparing Word documents, PowerPoint presentations, and web pages to enhance their accessibility to students using text-to-speech software, examples of misread documents with suggested fixes, and additional resources.

(Teaching Institute - Education)

Making research real in a topics course: using blended learning pedagogy to enhance learning

EUNJIN LEE, University of Wisconsin at Madison
Linda J Roberts, University of Wisconsin-Madison
Lauren M Papp, University of Wisconsin-Madison
Kelsey Johnson, University of Wisconsin-Madison

Making research real in a topic course that is not a research methods course can be a challenge for instructions. Blended learning can be a solution to deal with this issue. A blended learning class developed by authors is described and implications are discussed.

(Teaching Institute - Education)

Math Anxiety, Emotion Regulation, and Mindfulness Meditation

Sean M. Shiverick, University of Wisconsin-Platteville

This study examined relationships between mindfulness, emotion regulation, and math anxiety following four weeks of meditation. Mindful presence, acceptance, and awareness were negatively correlated with math anxiety. Perceived stress, mindful awareness, and well-being were significant predictors of math anxiety. Emotion regulation strategies of cognitive reappraisal and mindful acceptance predicted well-being.

(Teaching Institute - Other)

Mind, Body, and Soul: Incorporating Health into the Undergraduate Psychology Curriculum

Jeannetta G. Williams, St. Edward's University
Delia Kothmann Paskos, St. Edward's University

Current biopsychosocial models of health necessitate significant changes to undergraduate psychology curricula—from approaches that emphasize treatment of maladaptive behaviors to those that promote beneficial health outcomes. Faculty from a small, liberal arts university will share how they implement physical health and psychological well-being into their courses.

(Teaching Institute - Health)

MINDing the Gap: Deconstructing Barriers to Critical Thinking

Heather R. Collins, Trident Technical College
Daniel R. Bellack, Trident Technical College
Many students are unaware of what critical thinking is and how to engage in it. We examined the basic metacognitive qualities associated with critical thinking by analyzing introductory psychology students’ responses on metacognitive awareness and mind-wandering measures. We discuss these correlations and suggest pedagogy to enhance critical thinking.

(Teaching Institute - Education)

TI-033 Misunderstanding Understanding and Its Lessons for Teaching and Learning
Meredyth A. Krych-Appelbaumx, Montclair State University
No secondary authors
Language understanding is more complex than it appears. This poster discusses my previous language research on coordinating understanding in conversation using a Lego construction task (e.g., Clark & Krych 2004). I discuss its relevance to teaching and learning and important parallels and biases between language research and teaching & learning.

(Teaching Institute - Language)

TI-034 mTuner - Learning while Being Tested
Cho Kin Chengx, University of Toronto
Robin Walker, University of Toronto
Steve Joordens, University of Toronto
mTuner is an online assessment application inspired by the current research on the testing effect. A mTuner assignment does not only assess students’ knowledge but also strengthens learning by cementing accurate knowledge and correcting misconceptions. mTuner harnesses the power of assessment for learning in an easy-to-use educational technology.

(Teaching Institute - Testing)

TI-035 An Assessment of Experiential Learning: Pilot Study Data from a NYC School
Daniel Kaplinx, College of Staten Island
Dawson Dufort, Project TEAL
Jennifer Tam, Project TEAL
Heath Downes, Project TEAL
Aliza Lichtenstein, Project TEAL
Joseph Hear, Project TEAL
Project TEAL conducted a pilot study program utilizing the experiential learning model. The program consisted of traditional homework help, hands-on learning activities, and psychotherapy. Using a pretest-postest assessment of the WRAT-4, the students demonstrated significant improvement in word reading, spelling, and reading comprehension scores. Individual improvement scores are also presented.

(Teaching Institute - Education)

TI-036 Passion, Burnout, and Work Satisfaction in College Professors
Bryan K. Savillex, James Madison University
Alison Fullerton, James Madison University
Alanna Herman, James Madison University
Allen Porter, James Madison University
In the present study, we measured whether passion for teaching, research, and service predicted burnout and work satisfaction in college faculty. We found that college faculty who were harmoniously passionate about teaching, research, or service reported less burnout than either obsessively passionate or non-passionate faculty members.
(Teaching Institute - Education)

TI-037 Peer-Led Team Learning in a Statistics and Research Methods Class
Linda M. Rueckertx, Northeastern Illinois University
Yelena Polyashuk, Northeastern Illinois University
Naida Silverthorn, Northeastern Illinois University
Susan Adams, Northeastern Illinois University
Christopher Merchant, Northeastern Illinois University
Maureen Erber, Northeastern Illinois University
The Peer-Led Team Learning model—widely used in STEM fields—has been modified and adapted for a two course sequence in statistics and research methods. Peer-led discussion groups on topics related to research methods were conducted both in class and online. Materials from the course will be presented and discussed.
(Teaching Institute - Other)

TI-038 Personality and Career Interests Support Psychology Majors' Desire to Help
Leslie A. Gillx, Eastern New Mexico University
Tracy Counts, Eastern New Mexico University
Rachel Schaub, Eastern New Mexico University
April Daugherty, Eastern New Mexico University
Undergraduate psychology programs increasingly are requiring a career orientation course to facilitate advising and career planning. The present study investigated relationships among gender, personality types, and interests in psychology majors enrolled in a career orientation course. Results suggest that personality traits and interests support career options in the helping professions.
(Teaching Institute - Personality)

TI-039 Predictors of Student Classroom Smartphone Use and Faculty Course Smartphone Policies
Rajiv Jhangianix, Kwantlen Polytechnic University
No secondary authors
Smartphones are ubiquitous among young adults and these devices can have varying consequences in the classroom. Self reports from 47 instructional faculty and self and informant reports from 417 undergraduate students revealed several dispositional and attitudinal precursors of faculty course smartphone policies and student sanctioned and unsanctioned classroom smartphone use.
(Teaching Institute - Education)
TI-040 Preparing millennials for clinical training: Teaching ethical and professional comportment
S. Paige Wilcoxon, California School of Forensic Studies, Alliant International University, Sacramento
Michelle Meyer, The Chicago School of Professional Psychology, Los Angeles
The authors provide practical suggestions for preparing psychology graduate students in the millennial generation for clinical training. The focus is on facilitating multiple methods of learning to engage students, including discussions, media, and experiential activities that promote professionalism and a commitment to consultation, communication, and ethical behavior.
(Teaching Institute - Education)

TI-041 Ramifications of quiz format on retention and online studying
Mary L. Still, San Jose State University
Jeremiah D. Still, San Jose State University
Three psychology courses were divided into quizzing conditions by chapter with four graded in-class quizzes, four graded online quizzes, and four chapters with no quizzes. Graded quizzing led to modest increases in retention. Exploratory analyses revealed that quizzing condition also affected student utilization of voluntary online quizzing for study.
(Teaching Institute - Testing)

TI-042 Relieving Student Stress: The Effectiveness of an Animal Assisted Therapy Event
Alisa D. McArthur, St. Mary's University College
Corinne Syrnyk, St. Mary's University College
The number of students at post-secondary institutions who are experiencing high levels of stress and negative mood is on the rise. This study reports on a pilot project introducing therapy dogs just prior to final exams at a small, liberal arts and sciences institution.
(Teaching Institute - Education)

TI-043 Research Methods as Ethical Choices: Field Work Experiences as a Pedagogical Tool
Peri O. Yuksel-Sokmen, College of Staten Island and the Graduate Center, CUNY
No secondary authors
The application and integration of ethics into class discussions paves the way for critical thinking. This poster demonstrates how instructors can creatively bring field work experiences back into the classroom to foster the development of practical responsibilities towards the development of research methods as an ethical decision making process.
(Teaching Institute - Other)

TI-044 Retrieval Practice and Presentation Modality Effects on Learning: Testing the Testing Effect
Aimee M Wilkinson, Indiana Youth Institute
Amanda C. Gingerich, Butler University
We investigated whether the testing effect, in which retrieval practice improves memory, replicates when the to-be-learned information is presented auditorily, or visually and auditorily. Results indicated an improvement in final test performance in the repeated test condition, but only in the visual presentation modality.

(Teaching Institute - Human Learning and Memory)

TI-045 Shareworthy Science: Using Tumblr for the Teaching of Psychology and Social Issues
Leslie Berntsenx, University of Southern California
No secondary authors
This presentation discusses how Tumblr, a popular micro-blogging platform, can be used to enhance the teaching of psychology and promote social awareness among students and the general public alike. Examples will be provided from a blog created in conjunction with the Psychological Science and Society course at USC Summer Programs.

(Teaching Institute - Education)

TI-046 Student Perceptions of Psychology as a Science in Introductory and Research Methods Psychology Courses
Terry F. Pettijohnx, Coastal Carolina University
Miranda M Brenneman, Coastal Carolina University
Andrew M. Terranova, Coastal Carolina University
C.A. Meyersburg, Coastal Carolina University
Terry F. Pettijohn, The Ohio State University-Marion
JongHan Kim, Coastal Carolina University
Jamie N. Glass, Coastal Carolina University
Gabriela R. Brito, Coastal Carolina University

College students (N=297) completed a perceptions of Psychology as a science (PAS) survey before and after completion of psychology courses. PAS scores increased significantly from the beginning to end of all research methods courses, but introductory and communications psychology courses did not change significantly. Implications for program development are discussed.

(Teaching Institute - Attitude/Attitude Change)

TI-047 Supporting Undergraduate Psychology Students to Get Started: The Introduction of a New Practical Bachelor Module
Sonja Schererx, Goethe University Frankfurt
Julia Boser, Goethe University Frankfurt
Holger Horz, Goethe University Frankfurt

We present a recently introduced bachelor module in psychology that aims to support undergraduates’ academic start and social integration. The curriculum deals with learning, presenting and mentoring in the field of psychological science and practice. Manifold teaching formats (lectures, tutorials, practical workshops, mentoring projects) are integrated. First evaluations are promising.

(Teaching Institute - Education)
TI-048 Teaching Experimental Psychology as a Consulting Group for Campus Assessment Activities
Andrea M. Karkowskix, Capital University
No secondary authors
A 300-level experimental psychology course was redesigned to function as a consulting group for campus assessment projects. This allowed students to work on applied research projects that were meaningful for them and that helped the campus do important assessment work for programs and curricula.
(Teaching Institute - Assessment)

TI-049 Teaching Stress at the United States Air Force Academy: An Interdisciplinary Approach
Christopher K McClernonx, USAF Academy
Dave McConex, United States Air Force Academy
Richard T Ramsey, USAF Academy
Karin K DeAngelis, USAF Academy
Ryan W Maresh, USAF Academy
Andrea L Wolfe, USAF Academy
Understanding stress is crucial for military leaders and professionals in any field. However, teaching stress is particularly challenging due to its complexity and scope. This poster describes the approach, course overview, and lessons learned from the first semester of a multidisciplinary, collaborative stress course at the U.S. Air Force Academy.
(Teaching Institute - Education)

TI-050 Teaching the “New Statistics”: A Primer for Statistics and Research Methods Courses
Renee S. Engelnx, Northwestern University
Steven A. Miller, Rosalind Franklin University of Medicine and Science
The Association for Psychological Science (APS) recently announced new guidelines for authors publishing in APS journals. This poster explicates how classic studies in psychology would be traditionally written up in a results section and how they would be written up using new guidelines from APS and the “new statistics.”
(Teaching Institute - Experimental)

TI-051 Student Attendance in Lecture-Based and Writing Intensive Courses
Miranda M Brennemanx, Coastal Carolina University
No secondary authors
Attendance policies vary among professors and evidence suggests that college attendance is strongly related with course grades. Results showed that attendance did not differ based on policy, however did differ based on type of course. Writing intensive courses had significantly higher attendance than lecture-based courses regardless of the attendance policy.
(Teaching Institute - Education)

TI-053 The “Guess & Check:” A Primary Prevention Tool for Classroom Teachers
Angus J Kittelman, Oregon State University
Teri Lewis, Oregon State University
The current study assessed the usability and effectiveness of the “Guess & Check,” a teacher-guided prevention assessment tool. Data from two separate studies utilizing the “Guess & Check” are included: one demonstrating high agreement and the other describing a successful intervention using an ABAB withdrawal design to demonstrate experimental control.
(Teaching Institute - Behavior Analysis)

TI-054 The Friendly Giant: Creating a Sense of Community in Large Classes via Peer-Assessment
Dwayne E. Parex, University of Toronto Scarborough
Lisa-Marie Collimore, University of Toronto Scarborough
Cho Kin Tim Cheng, University of Toronto Scarborough
Steve Joordens, University of Toronto Scarborough
Instructors are often concerned about the educational experience of students within large classes. One worry is how connected students feel to each other when there is a reduced opportunity for personal interaction. We examine how participation in online peer assessment affects the sense of community in a class of over 1700.
(Teaching Institute - Community)

TI-055 The Ideal Placement of Practice Quiz Questions: There is No Simple Answer
Yana Weinstein, University of Massachusetts - Lowell
Gabriele Bard, University of Massachusetts - Lowell
We present two experiments (lab/in-class) in which practice quiz questions were administered either cumulatively after study, or interpolated throughout study, and a final quiz was administered after a delay. In both experiments, interpolated quizzing resulted in an initial performance advantage that failed to manifest on the final quiz.
(Teaching Institute - Testing)

TI-056 The Influence of Hours Studied on Long Term Retention
Rebecca M. Martin, South Dakota State University
Melissa Hines, South Dakota State University
As total study time is known to impact the amount of material learned, the relationship between study time and retention was examined. Study habits were found to be a significant predictor of long-term retention. In particular, number of hours studied was most related to long-term retention in a curvilinear manner.
(Teaching Institute - Education)

TI-057 The Psychology of Studying: Using Concepts to Teach Them
Erica Kleinknecht, Pacific University
No secondary authors
In an innovative, 2-week intensive elective course, students immersed themselves in select topics in cognition and motivation. Student motivation and metacognition was assessed on day one, day ten, and again three months later. Students' motivational profiles and metacognition increased during the course and this increase lasted throughout the next term.

(Teaching Institute - Human Learning and Memory)

**TI-058 The Statistics and Research Methods Growth (SARM-G) Scale**
Kate B Hanniball, University of Puget Sound
Gabbi Duhl, University of Puget Sound
David Andresen, University of Puget Sound
David Moore, University of Puget Sound

We present the development and initial results of the Statistics and Research Methods Growth (SARM-G) scale, an assessment tool that measures growth of student knowledge of research methods and statistical analysis. Importantly, we also examined how student confidence interacts with performance on assessments of this knowledge.

(Teaching Institute - Testing)

**TI-059 Tracking the Development of Students' Academic Self-Efficacy in a Psychology Research Methods Course: Academic Writing and Information Literacy Skills**
Stephanie J Bennett, Minnesota State University, Mankato
Luke I Zabel, Minnesota State University, Mankato
Mary L Still, San Jose State University
Paul T Fuglestad, Minnesota State University
Sylvia Beyer, University of Wisconsin-Parkside
Moses M Langley, Minnesota State University

The authors assessed students' academic self-efficacy for fundamental research skills five times throughout a psychology research methods course. Data were collected from seven sections across two semesters and three instructors. Students showed statistically reliable gains in self-efficacy for writing in APA style, summarizing research articles, and using PsycINFO.

(Teaching Institute - Education)

**TI-060 Tracking the Development of Students' Academic Self-Efficacy in a Psychology Research Methods Course: Statistical and Methodological Design Skills**
Benjamin L Ardner, Minnesota State University
Kathryn J Humphrey, Minnesota State University, Mankato
Mikell A Hebig, Minnesota State University, Mankato
Paul T Fuglestad, Minnesota State University, Mankato
Mary L Still, San Jose State University
Moses M Langley, Minnesota State University

The authors assessed students' academic self-efficacy for fundamental research skills five times throughout a psychology research methods course. Data were collected from seven sections across two semesters and three instructors. Students showed statistically reliable gains in self-efficacy for methodological design, interpreting statistics, and using SPSS.
TI-061 Transforming Introductory Psychology with Team-Based Learning
Genevieve M. Henricks-Leppx, University of Illinois at Urbana-Champaign
Nathan W Hudson, University of Illinois at Urbana Champaign
Whitney N Street, University of Illinois at Urbana Champaign
Jennifer Weidenbenner, University of Illinois at Urbana Champaign
Lisa Travis, University of Illinois at Urbana Champaign

An Introductory Psychology course at a large Midwest University implemented team-based learning (TBL) to help students establish content knowledge and develop critical thinking and communication skills. Sections randomly assigned to implement TBL significantly outperformed non-TBL sections on midterm and final exams.

TI-062 Understanding biofunctional-understanding variables in weekly big-idea compositions of undergraduates in an educational psychology course
Asghar Iran-Nejadx, The University of Alabama
Behzad Mansouri, The University of Alabama
Fareed Bordbar, The University of Alabama
William Stewart, Delta State University

Decades of biofunctional-science research has led to the discovery that interest, knowledge, understanding, and effort are uniquely biofunctional-understanding variables. To investigate biofunctional origins and relations among these key variables, three judges rated and we analyzed the results of a fully randomized data set of weekly big-idea writings from an undergraduate educational psychology course.

TI-063 Using Google Glass in Psychology Instruction and Research
Laura A. Frebergx, California Polytechnic State University, San Luis Obispo
Karen J Freberg, University of Louisville

Wearable technologies like Google Glass offer exciting new opportunities for teaching and research in psychology. This poster presentation will discuss best practices and opportunities for implementing these new tools in psychology classes to create an engaging and personalized learning experience.

TI-064 Using philosophy to teach psychology: An exercise in group dynamics
S. Paige Wilcoxsonx, California School of Forensic Studies, Alliant International University, Sacramento
Lisa M. Ware, California School of Forensic Studies, Alliant International University, Sacramento

The authors present an in class activity based on a utilitarian moral dilemma (Jarvis Thompson, 1985), designed to recreate the stages of the Robber’s Cave experiment (Sherif, Harvey, White,
Hood, & Sherif, 1961). Group formation, collective identity, conflict, and cooperation are experienced and discussed.

(Teaching Institute - Social Groups)

TI-065 Using What’s in Front of Them?: Visual Aids and Note-Taking
Jessica C. Pleussx, Morningside College
Elizabeth White, Morningside College
This study examines the role of visual aids in student note-taking behavior. We expected that students would write down most of what was presented to them visually, and that those who took additional notes would perform better in the class than those whose notes were limited to the visual aid.

(Teaching Institute - Education)

TI-066 YouTube as an Experimental Platform
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No secondary authors
For research methods courses in which students are asked to design and conduct simple experiments, YouTube can present a viable, free alternative to expensive experimental design products and slower, clumsy paper-and-pencil-only methods. As a familiar platform, YouTube might also have a smaller learning curve than popular software alternatives.

(Teaching Institute - Experimental)