TI- 001 Self-Assessment Improves Self-Regulation in Social Science Courses

Self-Assessment Improves Self-Regulation in Social Science Courses

Jamie Mahlberg, Rochester Community and Technical College

Authors: J. Mahlberg, Psychology, Rochester Community and Technical College, Rochester, Minnesota, UNITED STATES

This poster will present data supporting the hypothesis that self-assessment improves self-regulation in college students. Background, methods, results, and a brief discussion will examine the benefits of implementing self-assessment in college courses.

(Teaching Institute Poster - Education)

TI- 002 Using Path Diagrams to Facilitate Teaching “Traditional” Statistics

Using Path Diagrams to Facilitate Teaching “Traditional” Statistics

Sara Finney, James Madison University

Authors: S. Finney, D. Pastor, James Madison University, Harrisonburg, Virginia, UNITED STATES

The advantages of path diagrams when teaching quantitative methods is demonstrated. Supplementing equations and verbal descriptions with diagrams aligns with tenets of cognitive processing, thus facilitating understanding of concepts in addition to promoting a model-oriented approach to research.

(Teaching Institute Poster - Quantitative)

TI- 003 Should ‘Leadership Majors’ Study Research Methods?: Evaluating Curricular Differences Across Undergraduate Programs in Leadership.

Should ‘Leadership Majors’ Study Research Methods?: Evaluating Curricular Differences Across Undergraduate Programs in Leadership.

Daniel Smith, United States Military Academy

Authors: D. Smith, Behavioral Sciences & Leadership, United States Military Academy, West Point, New York, UNITED STATES

A growing number of universities offer curriculums in ‘Leadership’. This study examined 71 of these curriculums, finding they could be differentiated based on the mix of content- vs. methods-oriented courses required by each program of study.

(Teaching Institute Poster - Education)
TI- 004 Effects of Discussion Essay Opportunity on Exam and Essay Performance
Rebecca Martin | Jessica Koch, South Dakota State University | South Dakota State University
Authors: R.M. Martin, J. Koch, Psychology, South Dakota State University, Brookings, South Dakota, UNITED STATES
The study examined the influence of practice essay questions on later exam scores. The experimental class had a positive correlation between practice scores and exam scores. However, the control class performed better than the experimental class on exam 3. Reasons for this finding are discussed.
(Teaching Institute Poster - Education)

TI- 005 Take 30 Seconds: Examining an In-Class Reflection Activity
Courtney Yoke | Sabrina McAllister, Roanoke College | Roanoke College
Authors: C.G. Yoke, S.K. McAllister, Roanoke College, Mentor, Ohio, UNITED STATES|D. Friedman, Psychology, Roanoke College, Salem, Virginia, UNITED STATES
Students are characterized as ever connected, never taking the time to pause and reflect. This study examined whether a short reflection period could successfully be integrated into the daily class period. Student perceptions indicated the activity was a success in terms of value, refreshingness, and possible future use.
(Teaching Institute Poster - Education)

TI- 006 The Effects of In-Class Application Questions on Academic Performance in an Interteaching Classroom
Tracy Zinn, James Madison University
Authors: T.E. Zinn, J. Ricotta, A. Schultz, S. Bryant, S. Herr, C. Cowan, N. Gregg, C. Morris, Psychology, James Madison University, Harrisonburg, Virginia, UNITED STATES
We compared two formats for pair discussions in interteaching. One group completed a full prep guide with application questions before class. The second group completed only knowledge-based questions before class and then application questions in pairs. Results and implications are discussed.
(Teaching Institute Poster - Education)

TI- 007 Metacognition vs. Memorization: What is an ideal study strategy in Introductory Psychology?
Anna Schwartz, "The Graduate Center, CUNY"
Authors: A.M. Schwartz, P.J. Brooks, Psychology, "The Graduate Center, CUNY", New York, New York, UNITED STATES|A.S. Richmond, Psychology, Metropolitan State University of Denver, Denver, Colorado, UNITED STATES
Use of metacognition should predict student success on exams better than use of memorization, but the type of course and assessment can turn this assumption on its head. Success on multiple choice exams in Introductory Psychology was associated with memorization, and not with metacognition.
(Teaching Institute Poster - Education)
TI- 008 Animal Minds in the Media: An Assessment of Learning Outcomes from a Critical Analysis of Popular Media
David Washburn, Georgia State University
Authors: D.A. Washburn, Psychology, Georgia State University, Atlanta, Georgia, UNITED STATES
Senior Psychology majors completed several "Animal Minds in the Media" analyses designed to stimulate (and assess) critical thinking through writing. The assignments required students to consider the assumptions and implications of media portrayals of animal minds and to evaluate these claims. (Teaching Institute Poster - Comparative)

TI- 009 Student Examination of a Psychology Program Assessment Measure
Zandra Gratz | Yoyce Geronimo | Jennifer Palacios, Kean University | Kean University | Kean University
Authors: Z.S. Gratz, Y. Geronimo, J. Palacios, Psychology, Kean University, Union, New Jersey, UNITED STATES
This study describes a critical examination of a summative Psychology program assessment measure; the study was effected by students in an Honors Tests and Measurement Class. In so doing, the poster will describe the experience of students as they sought to establish the reliability and validity of the measure as well as the psychometric properties of the measure. In this manner, students in the Honors class were afforded an authentic learning experience in assessment while the department was able to acquire data by which to determine if the measure, developed by faculty, was likely to provide beneficial information relative to department offerings. Reflections as to the efficacy of the assessment as well as recommendations for future research are offered. (Teaching Institute Poster - Assessment)

TI- 010 U-Pace Instruction Produced Greater Learning than Conventional Instruction in a Randomized Controlled Trial
Diane Reddy | Raymond Fleming, "University of Wisconsin, Milwaukee" | "University of Wisconsin, Milwaukee"
Authors: D. Reddy, R. Fleming, L. Stoiber, S. Kienzler, H. Pfeiffer, R. Fleming, Psychology, "University of Wisconsin, Milwaukee", Milwaukee, Wisconsin, UNITED STATES
U-Pace online instruction, integrating concept mastery and proactive support, has produced greater student learning than conventional instruction in multiple randomized controlled trials. Findings and lessons learned from implementing U-Pace instruction in Introduction to Psychology will be shared. (Teaching Institute Poster - Education)

TI- 011 Using a Class Assignment on Survey Creation to Generate Program Assessment Data
Jennifer Queen | John Houston | Alice Davidson, Rollins College | Rollins College | Rollins College
Authors: J.S. Queen, J.M. Houston, A.J. Davidson, Psychology, Rollins College, Winter Park, Florida, UNITED STATES
Students evaluated the effectiveness of campus career services by crafting a satisfaction scale and behavioral index, and surveying all declared majors and those enrolled in introductory courses. Data were used by the students to learn survey methodology and the department for program assessment. (Teaching Institute Poster – Assessment)
Students Teaching Students: Training Peer Mentors to Teach First-Year Students

Christine Allegretti, Queens University of Charlotte

Authors: C. Allegretti, Psychology, Queens University of Charlotte, Charlotte, North Carolina, UNITED STATES | M. Harper, Psychology, Queens University of Charlotte, Charlotte, North Carolina, UNITED STATES

This study examined a method to train peer mentors to teach first-year students. After training, peer mentors taught a session on facts related to bullying to first-year students. Results indicated a significant increase between pre- and post-measures of first-year students’ knowledge of bullying.

(The Teaching Institute Poster - Education)

The health psychologist as a scientist-practitioner: A single-case experiment teaching approach.

Nathalie Claes | Kai Karos, KU Leuven | KU Leuven

Authors: N. Claes, K. Karos, M. Heyvaert, J. Vlaeyen, Psychology and Educational Sciences, KU Leuven, Leuven, Vlaams-Brabant, BELGIUM

The poster presents an innovative and novel approach of teaching clinical health psychology. In this course, students learn how to monitor a (health) psychological problem, but also to evaluate the effect of a selected treatment by setting up, executing, and analyzing a single-case experiment.

(The Teaching Institute Poster - Health)

Bridging social science and social activism: Tackling rape culture in the introductory psychology classroom

Leslie Berntsen, University of Southern California

Authors: L. Berntsen, University of Southern California, Los Angeles, California, UNITED STATES

This poster discusses how instructors can frame introductory psychology course content to help students combat rape culture—a pervasive societal attitude that normalizes sexual violence. Such knowledge is vital in the wake of the sexual violence epidemic unfolding at universities across the country.

(The Teaching Institute Poster - Gender Issues/Sex Roles)

Introducing the Teamwork Capacity Measure to Assess Student Acquisition of Teamwork Skills

Jamie Hughes | Ivan Carbajal | Carrie Kennedy | Jodi Creech | Kelsey Palma, University of Texas of the Permian Basin | University of Texas of the Permian Basin | University of Texas of the Permian Basin | University of Texas of the Permian Basin | University of Texas of the Permian Basin | University of Texas of the Permian Basin

Authors: J.S. Hughes, I. Carbajal, C. Kennedy, J.L. Creech, K. Palma, Psychology, University of Texas of the Permian Basin, Odessa, Texas, UNITED STATES

We report a measure developed to assess student acquisition of teamwork capacity in APA’s guidelines for the undergraduate major in psychology. Analysis showed 15 items successfully discriminated
teamwork experts from non-experts. We report the items here and discuss their psychometric properties.

(Teaching Institute Poster - Assessment)

**TI- 016 The Impact of Students’ Learning Perceptions on Instructional Teaching Methods**

**Jessica Stansbury,** Towson University

Authors: J.A. Stansbury, Psychology, Towson University, Towson, Maryland, UNITED STATES|

Research assessed students’ perceptions of learning using Blooms taxonomy and critical thinking skills in multiple instructional activities implemented in a social psychology course. Results revealed that interactive methods had greater impact on perceived higher order and critical thinking skills.

(Teaching Institute Poster - Perception)

**TI- 017 Using a Theory-driven and Evidence-based Framework to Engage Students in Active Learning**

**Michelene Chi,** Arizona State University

Authors: M.T. Chi, J. Adams, R. Wylie, MLF Teachers College, Arizona State University, Tempe, Arizona, UNITED STATES| S. Kang, M. Lancaster, N. Li, K. McEldoon, G. Stump, Learning Sciences Institute, Arizona State University, Tempe, Arizona, UNITED STATES| D. Xu, Ps

A framework for active learning, defined as ways of engaging with the learning materials, will be described. This framework defines 4 modes of behavioral engagement corresponding to 4 levels of learning, and prescribes ways that instructors can improve students’ activities to optimize learning.

(Teaching Institute Poster – Other)

**TI- 018 The Use of a Reader to Increase Student Comprehension of Course Content in an Introductory Psychology Course**

**David Ross,** Raritan Valley Community College

Authors: D.J. Ross, Humanities, Social Science, and Education, Raritan Valley Community College, Great Meadows, New Jersey, UNITED STATES|

This poster session will review anecdotal and quantiative evidence from utilizing a reader in introductory psychology course during two different semesters. The reader was designed to help students better understand the course content by linking “real-life” stories with specific course topics. Students completed six writing assignments based on topics in the reader(s). Preliminary data on exam outcomes will be reviewed and recommendations for future inclusion of a reader.

(Teaching Institute Poster - Other)

**TI- 019 Leadership Case Study eBook Usability and Effectiveness in Core Leadership Courses at the U.S. Air Force Academy**

Authors: L. Scharff, Behavioral Sciences and Leadership, U. S. Air Force Academy, USAF Academy, Colorado, UNITED STATES| A. Doran, United States Air Force Academy, USAF Academy, Colorado, UNITED STATES| G.A. Packard, A.W. Celaya, Behavioral Sciences and Leadership,  
This poster presents the results of a usability study of a leadership case study eBook for a core leadership class at the U.S. Air Force Academy. The researchers wrote a case study book with 20 current Air Force specific cases connected to leadership theories taught in the course.  
(Technology Institute Poster - Military)

TI- 020 When online quizzes do not facilitate test performance...  
Jerrold Barnett, Northwest Missouri State University  
Authors: J.E. Barnett, Behavioral Sciences, Northwest Missouri State University, Maryville, Missouri, UNITED STATES|  
This classroom study examined the efficacy of quizzes, administered online after the text chapter had been assigned and before class discussion. Performance was compared to similar sections taught over the previous two years. No evidence of any differences across the sections were found.  
(Technology Institute Poster - Human Learning and Memory)

TI- 021 The Effect of a Professional Development Course on Student Cohesiveness and Commitment Over Two Years  
Chandra Mason | Heather Macalister, Mary Baldwin College | Mary Baldwin College  
Authors: C.D. Mason, H.E. Macalister, Mary Baldwin College, Staunton, Virginia, UNITED STATES|  
We offer a 1-credit professional development course, required of all Psychology majors, to help students plan their college and future careers. Although we have found pre-test/post-test effects over the semester, this poster reports additional development in students re-tested 2 years later.  
(Technology Institute Poster - Program Evaluation)

TI- 022 Student Perspectives on Online Testing in Face-to-Face Courses  
Kamil Hamaoui, Westchester Community College  
Authors: K. Hamaoui, Behavioral/Social Sciences, Westchester Community College, Valhalla, New York, UNITED STATES|  
Students in undergraduate psychology courses completed a questionnaire on how they prepare for and take online quizzes, used for formative assessment, and online exams, used for summative assessment. Implications of students’ reported strategies and attitudes about online testing are discussed.  
(Technology Institute Poster - Education)

TI- 023 Restricting Internet Use in a Computer-based Class Predicts Higher Exam Scores  
Kimberly McClure Brenchley | Laura Phelan, St. John Fisher College | St. John Fisher College  
Authors: K.J. McClure Brenchley, L.L. Phelan, Psychology, St. John Fisher College, Rochester, New York, UNITED STATES|
The goal of the current research was to test whether blocking internet use would predict exam scores in undergraduate statistics courses using a within-subjects design. When the internet was blocked, students had higher exam scores than when internet was not blocked, F(1,67) = 6.02, <i>p</i> = .017. (Teaching Institute Poster - Applied Experimental)

**TI-024 Questioning the Fairness of Accommodations: Evaluating Student’s Perspectives of Accommodations for Students with Disabilities and Specific Techniques to Address Fairness within the Classroom**

**Kathy DeOrnellas | Shannon Scott**, Texas Woman's University | Texas Woman's University

Authors: A. Gray, K. DeOrnellas, S.R. Scott, Psychology and Philosophy, Texas Woman's University, Denton, Texas, UNITED STATES

While studies indicate that students generally support accommodations for students with disabilities, level of support and endorsement of accommodations varies and is impacted by personal beliefs about students with disabilities. Specific suggestions for how to address issues related to accommodations in the classroom are provided.

(Teaching Institute Poster - Disabilities)

**TI-025 Using deliberate practice with Lumosity games to enhance undergraduate students’ academic focus, performance and persistence.**

**David Porter**, Berea College

Authors: D.B. Porter, Psychology, Berea College, Berea, Kentucky, UNITED STATES | S. AlMa'amary, Psychology, Berea College, Berea, Kentucky, UNITED STATES

Deliberate practice is how novices become experts. Examination of the reflection logs and performance records of 12 undergraduates in an introductory course provided with free <i>Lumosity</i> memberships suggests several distinct contributions to academic persistence and performance.

(Teaching Institute Poster - Human Learning and Memory)

**TI-026 A Conservation Psychology Course Improves Students' Ecological Worldview**

**Kathleen Knights**, Northern Arizona University

Authors: K. Knights, Psychology, Northern Arizona University, Flagstaff, Arizona, UNITED STATES

This study examined the impact of a Conservation Psychology course on students’ New Ecological Paradigm (NEP) and Ecological Footprint scores. Scores at the end of the semester reflected an increased ecological worldview and improved ecological footprints.

(Teaching Institute Poster - Other)

**TI-027 Sexual orientation and gender identity: Creating an affirmative, informed classroom**

**Rachel Riskind**, Guilford College

Authors: R. Riskind, Psychology, Guilford College, Greensboro, North Carolina, UNITED STATES | S. Tornello, Psychology and Women's Studies, "Pennsylvania State University, Altoona", Altoona, Pennsylvania, UNITED STATES
Psychological research on sexual orientation and gender identity has blossomed in recent years. However, because this subfield has grown rapidly, many well-intentioned instructors of psychology lack up-to-date knowledge in this area. We propose to present a series of small changes instructors can make to minimize microaggressions (brief indignities that communicate slights or insults to members of stigmatized groups), include and represent sexual and gender minority students (such as LGBTQ, or lesbian, gay, bisexual, transgender, and queer students), and model an affirmative environment for all students. We have found that many professors and students alike hesitate to discuss sexual orientation and gender identity in part because they are unsure which terminology is offensive and which is affirmative. For example, many people do not realize that the word “homosexual” is offensive, due to historical connotations with mental illness. Similarly, we seek to clarify appropriate usage of affirmative terms like transgender, cisgender, and trans*, while educating about the negative connotations of terms like “transsexual”, “tranny”, and “transvestite”. We have found that many students appreciate this lesson; LGBTQ students feel validated and included, and heterosexual cisgender students understand how to use this language appropriately. Even in courses that do not explicitly address sexual orientation or gender identity, instructors can minimize microaggressions (brief, daily indignities faced by members of stigmatized groups) in the classroom. We have observed many such microaggressions in psychology courses, such as discussing the development of “attraction to the opposite sex” as a critical accomplishment of adolescence. We offer suggestions about how to avoid these pitfalls. For example, when discussing romantic relationships, instructors might include examples of same-sex couples, either by using a photo of a same-sex couple on a slide or using two same-sex or gender-neutral names in an example question. These small but key changes make our courses stronger, and they matter to student learning (especially for LGBTQ and allied students). Many psychology professors are unaware of recent cultural and language changes regarding sexual orientation and gender identity. Learning ways to minimize these microaggressions can improve the quality of the material being discussed, while making all students feel comfortable and included in the discussion.

( Teaching Institute Poster - Sexuality/Sexual Behavior)

TI- 028 A Learning Community Approach to Teaching Leadership at the U.S. Air Force Academy
Gary Packard | Steven Samuels | Jessica Abbott | Christie Glavic | Lauren Scharff | James Dobbs,
This poster evaluates the effectiveness of an experimental leadership course at the US Air Force Academy. Using a learning community model in existing cadet squadrons, we report on the impact of teaching leadership outside the traditional classroom on student performance, affect, and engagement.
( Teaching Institute Poster - Military)
TI- 029 Phone Free for Fresh Water: Effects of a Mobile App on Smartphone Use
Mary Riley | Jeremy Houska | Christine Floether, Centenary College | Centenary College | Centenary College
Authors: M.K. Riley, J.A. Houska, C. Floether, Psychology, Centenary College, Hackettstown, New Jersey, UNITED STATES
The UNICEF Tap App was investigated in three undergraduate psychology courses. Students recorded less phone contact and fewer thought intrusions during App sessions relative to the No App class sessions. These data suggest that apps with a prosocial purpose could prevent smartphone usage in class.
(Teaching Institute Poster – Experimental)

TI- 030 Integrating an Assessment Center into a Graduate Practicum Course
Yoshie Nakai, Eastern Kentucky University
Authors: Y. Nakai, J. Henning, Psychology, Eastern Kentucky University, Richmond, Kentucky, UNITED STATES| P. Capretti, Center for Career and Co-op, Eastern Kentucky University, Richmond, Kentucky, UNITED STATES
A developmental assessment center is implemented to facilitate professional development among graduate students. This poster describes the design and implementation of the assessment center, benefits and challenges for students, and future studies designed to evaluate its effectiveness.
(Teaching Institute Poster - Assessment)

TI- 031 The Use of Concept Maps to Promote Student Learning in a Psychopathology of Childhood Class
Sharon Stein, Ferrum College
Authors: S.E. Stein, Psychology, Ferrum College, Ferrum, Virginia, UNITED STATES
Concept Maps were used to promote student learning outcomes in a Psychopathology of Childhood class. Students were given repeated practice of creating concept maps involving important concepts in the development, treatment and outcome of disorders. Results and implications will be discussed.
(Teaching Institute Poster - Psychopathology)

TI- 032 Mentoring Children at Risk Due to Parental Incarceration
Virginia Mackintosh, University of Mary Washington
Authors: V. Mackintosh, Psychology, University of Mary Washington, Fredericksburg, Virginia, UNITED STATES
This university level course combines lectures (on developmental models, risk and resilience, the impact of poverty, risks specific to incarceration, and dealing with problem behaviors) with a week mentoring at a sleepover camp for children whose parents are incarcerated.
(Teaching Institute Poster - Child)
TI- 033 Promoting Proactivity: Out With Learning Styles, In With Self-Regulated Learning
Alison O'Malley | Yoshie Nakai, Butler University | Eastern Kentucky University
Authors: A. O'Malley, Psychology, Butler University, Indianapolis, Indiana, UNITED STATES | Y. Nakai, Psychology, Eastern Kentucky University, Richmond, Kentucky, UNITED STATES
We shouldn’t talk about learning styles, so what should we talk about? We address how psychology teachers can incorporate empirical findings on individual differences in self-regulation into their teaching by assessing students’ academic motivation, feedback-seeking, and help-seeking behaviors. (Teaching Institute Poster - Motivation)

TI- 034 Assessment of Graduate Students' Abilities to Differentiate Empirically-Supported and Poorly-Supported Treatments.
D. Alan Bensley, Frostburg State University
Authors: M.P. Murtagh, S.M. Kuehne, D. Bensley, L.L. Morshead, Psychology, Frostburg State University, Frostburg, Maryland, UNITED STATES
In a longitudinal assessment study of our M.S. program in Counseling Psychology, students showed significant, but not substantial gains in the ability to distinguish empirically-based theories and interventions from poorly-supported ones. Discussion focuses on how to “close the assessment loop”.
(Teaching Institute Poster - Assessment)

TI- 035 Assessment of a One-credit College Bystander Intervention Course for Peer Educators
Andrea Karkowski, Capital University
Authors: A.M. Karkowski, Psychology, Capital University, Columbus, Ohio, UNITED STATES
This one-credit course teaches prosocial bystander behaviors and peer-educator bystander intervention skills. Course assessment indicates it is effective and highlights areas of improvement. This presentation provides course readings, activities, and a calendar that other educators can adopt.
(Teaching Institute Poster - Sexuality/Sexual Behavior)

TI- 036 The Positive Impact of Integrating Service Learning Projects into Undergraduate Research Methods Courses
Dawn Melzer, Sacred Heart University
Authors: D.K. Melzer, Psychology, Sacred Heart University, Fairfield, Connecticut, UNITED STATES
A mentor program with low-income children was incorporated into my research methods course to enhance the undergraduate students’ learning while simultaneously giving back to the community. The poster will discuss the positive outcomes of integrating service learning projects within methods courses.
(Teaching Institute Poster - Education)
TI-037 Traditional or New-Aged?: The Effects of Lecture Style and Testing Format on Student Academic Performance at a Liberal Arts Institution

Mackenzie Slater, Roanoke College

Authors: M. Slater, S. Munro, A. Johns, C. Powell, D. Friedman, Psychology, Roanoke College, Monroe, North Carolina, UNITED STATES

In academia, there is a debate about how online education and MOOCs will transform higher education. Herein, liberal arts students, who select their educational environment for personal interaction were examined to see if academic differences were present due to lecture styles or testing formats.

(Teaching Institute Poster - Media)

TI-038 Teaching the History of Psychology: Using Archival Research Projects

Jean Giebenhain, University of St. Thomas

Authors: J.E. Giebenhain, Psychology, University of St. Thomas, St. Paul, Minnesota, UNITED STATES

I make the case for including the History of Psychology in undergraduate curricula and encourage inclusion of a historical research project. This project promotes appreciation for the history of the discipline, and historical context that informs what we choose to study and how we interpret results.

(Teaching Institute Poster - History of Psychology)

TI-039 Community-Based Engagement: Towards a New Interaction in Public Health

Mekel Harris, The Chicago School of Professional Psychology

Authors: M. Harris, Clinical Psychology, The Chicago School of Professional Psychology, Los Angeles, California, UNITED STATES

Psychologists play an essential role in community-based public health research. The poster will review traditional healthcare interventions proposed by psychologists, and then address innovative teaching methods for promoting active learning, integrating course material, and engaging the community.

(Teaching Institute Poster - Health)

TI-040 Motivating Undergraduates to Engage in Independent Research

Kimberly Dasch-Yee, Holy Family University

Authors: K. Dasch-Yee, Psychology Department, Holy Family University, Philadelphia, Pennsylvania, UNITED STATES

This study examined what factors motivate psychology students to conduct independent research. Being paid was rated as the most motivating factor, but not significantly more motivating than receiving major course credit or getting to know a professor. Other significant motivators are discussed.

(Teaching Institute Poster - Motivation)
TI- 041 The Effects of Study Abroad on Undergraduate Students’ Cultural Sensitivity
Daniella Stebe, Alfred University
Authors: D. Stebe, Alfred University, Alfred, New York, UNITED STATES
This study compared students who have and have not studied abroad on their levels of cultural sensitivity and investigated whether studying abroad is predictive of individualist or collectivist identities.
(Teaching Institute Poster – Education)

TI- 042 What Psychology Professors Teaching Research Methods and Statistics Need To Know About the Common Core Standards
Dan Patanella, Educational Records Bureau
Authors: D. Patanella, M. Terefenko, Educational Records Bureau, New York, New York, UNITED STATES
The purpose of this poster presentation is to share crucial information about the Common Core Math Standards (CCSS) with psychology professors and to help them better adapt their current curricula in light of the expectancies that the Standards set for today’s students.
(Teaching Institute Poster - Education)

TI- 043 Using the Lost Letter Technique to Teach Research Methodology
Chu Kim-Prieto, The College of New Jersey
Authors: C. Kim-Prieto, D. Manning, C. Playter, M. Phillips, M. Klubeck, K. Fuentes, Psychology, The College of New Jersey, Ewing, New Jersey, UNITED STATES
The Lost Letter Technique, developed by Stanley Milgram, consists of dropping letters in public places as a method for assessing community support for political groups and other institutions. It is also an effective tool for teaching research methodology.
(Teaching Institute Poster - Other)

TI- 044 It Is Not Just Math Anxiety: Expressive Writing Themes for Statistics Students Reveal Individual Differences
Shannon Dobson, North Greenville University
Authors: S.H. Dobson, M. Norris, Psychology, North Greenville University, Tigerville, South Carolina, UNITED STATES
This project analyzes the content of expressive writing journals in a math anxiety study in psychology statistics classes. The results of categorical word counts indicated that students’ writing revealed different emotional and cognitive themes across the semester in addition to math anxiety.
(Teaching Institute Poster - Emotion)

TI- 045 The Relation between Student-Teacher Rapport and Passion for Academic Activities
Bryan Saville, James Madison University
Authors: B.K. Saville, B. Cairns, B. Hadden, Psychology, James Madison University, Harrisonburg, Virginia, UNITED STATES
In the present study, we examined whether passion for academic activities was related to self-reported student-teacher rapport in college students. We found that students who were harmoniously passionate about their academic activities (i.e., they feel in control of the activities) were more likely to report having rapport with their teachers. In contrast, obsessive passion (i.e., where students feel as if their academic activities control them) was unrelated to rapport. Thus, establishing rapport with students may lead to an increase in harmonious passion for their academic activities.

(Teaching Institute Poster - Education)

TI- 046 Tending to Attendance: An Analysis of Attendance Statements in Undergraduate Psychology Syllabi
Kevin O’Connor, Providence College
Authors: K.J. O’Connor, Education, Providence College, Providence, Rhode Island, UNITED STATES|
This poster shares results of a content analysis of class attendance statements found in undergraduate psychology syllabi (N = 160). The analysis identified four broad categories attendance statements fell into: importance and expectations, benefits of attending, appeals to student independence as learners, and costs of non-attending. Recommendations for sharing attendance policies with students in course syllabi are presented.
(Teaching Institute Poster - Other)

TI- 047 The paradox of investigating mind wandering and metacognitive awareness: What you don’t know won’t help us
Heather Collins | Daniel Bellack, Trident Technical College | Trident Technical College
Authors: H. Collins, D. Bellack, Behavioral & Social Sciences, Trident Technical College, North Charleston, South Carolina, UNITED STATES|
The relation between metacognition and mind wandering are integral to student learning. However, classroom-based self-reports face challenges. We evaluated correlations between metacognition, mind wandering, and learning and suggest efficient and valid approaches to assess these in the classroom.
(Teaching Institute Poster - Human Learning and Memory)

TI- 048 Longitudinal Assessment of Critical Thinking and Psychological Misconceptions
Jennifer Flinn | D. Alan Bensley | Crystal Rainey, Frostburg State University | Frostburg State University
Authors: J.A. Flinn, C.L. Rainey, M.P. Murtagh, Psychology, Frostburg State University, Frostburg, Maryland, UNITED STATES| D. Bensley, Psychology, Frostburg State University, Frostburg, Maryland, UNITED STATES| S.M. Kuehne, Psychology, Frostburg State University, F
In a longitudinal assessment of psychology majors, we found significant gains in critical thinking skills and rejection of psychological misconceptions, but not in the disposition to think critically.
(Teaching Institute Poster - Assessment)
TI- 049 How Can my Critical Thinking Be both Better and Worse than Average?
Crystal Rainey, Frostburg State University
Authors: C.L. Rainey, C. Weiner, R. Olsen, Frostburg State University, Frostburg, Maryland, UNITED STATES| D. Bensley, P.C. Bernhardt, Frostburg State University, Frostburg, Maryland, UNITED STATES |
Testing the better than average (BTA) and the worse than average (WTA) effects in the context of measuring critical thinking, showed that students estimated their own scores to be WTA on a challenging, research methods analysis test but BTA on subjective ratings of open-mindedness.
(Teaching Institute Poster - Assessment)

TI- 050 Student Insights on Metacomprehension Errors
Sharon Lewis, Emory University - Oxford College
Authors: S. Lewis, Psychology, Emory University - Oxford College, Oxford, Georgia, UNITED STATES |
This study addressed student insights on metacomprehension errors and on their ability to detect and correct these errors. Responses suggest that A/B and D/F students have different understandings of the importance of accurate metacomprehension.
(Teaching Institute Poster - Education)

TI- 051 Portfolios for Use in Sensitive-Topic Courses: Teach First, Ask Questions Later
Bethany Johnson | Danielle Gagne, Alfred University | Alfred University
Authors: B.C. Johnson, D.D. Gagne, Psychology, Alfred University, Alfred, New York, UNITED STATES |
Portfolios are hot pedagogical tools right now, and the literature supports their use in many different domains. We suggest that they are especially useful in courses like Death & Dying and Human Sexuality, but recommend carefully evaluating students’ experience against teacher expectations.
(Teaching Institute Poster - Assessment)

TI- 052 How Professor Gender and Social Networking Site Type Effect Student Perceptions of Educator Professionalism
Mariam Foster, Roanoke College
Authors: M.A. Foster, L. Grimes, C. Khosla, P. Holcomb, D. Friedman, Psychology, Roanoke College, Salem, Virginia, UNITED STATES |
Social networking site use has increased in education and is another conduit for student-teacher interactions. The current study examined whether SNS type and professor gender effected student perceptions of educator professionalism.
(Teaching Institute Poster - Gender Issues/Sex Roles)

TI- 053 SRNEngine 2015 Neural Network Modeling Software for Classroom Demonstrations
Brittney Tobin, Keystone College
Authors: B.P. Tobin, S.R. Howell, K. Edelmann, Social and Behavioral Sciences, Keystone College, La Plume, Pennsylvania, UNITED STATES |
SRNEngine is a Windows-based software application for developing and training neural networks. The graphical user interface allows the drag-and-drop creation of neural networks with a variety of architectures, without the need for any programming. At present, these architectures/learning algorithms include Simple Recurrent Networks, Jordan networks, and any kind of feedforward backpropagation network, with up to five each of input, hidden, and output layers. SRNEngine includes tools for creating, editing, and manipulating various types of training data, and is especially optimized for working with text/language data, including automatic word-to-input-representation translation at runtime for text corpora. Once an appropriate vocabulary file has been created for the words or symbols being trained upon, standard human-readable text corpora can be automatically processed, without laborious setup. In addition, a word-to-phonemic representation translation feature is included for a database of 100,000+ words, which allows models that simulate phonemic input. The simulation environment is simple enough that it can be used in undergraduate classes in cognitive psychology, psycholinguistics, or cognitive neuroscience. We present documentation for novice users to facilitate its use by professors in classrooms, including step-by-step new user tutorials and sample files to walk the new user into creating, running, and demonstrating neural network models.

(Teaching Institute Poster - Applied Experimental)

**TI- 054 Students' Use and Ratings of Course Learning Tools**

*Dorothy Doolittle*, Christopher Newport University

Authors: S.P. Greenlee, D.C. Doolittle, E. Wade, Z. Dey, C. Martin, Psychology, Christopher Newport University, Newport News, Virginia, UNITED STATES

Introductory psychology students rated their use of course learning tools, how much they felt the tools helped them prepare for exams, and the value to them of those tools. Students found the textbook least useful, read only 40% of the assigned readings, and used it for studying 31% of the time.

(Teaching Institute Poster - Education)

**TI- 055 The Benefits of Refutational Teaching Remain Over Time**

*Annette Taylor*, University of San Diego

Authors: A. Taylor, P. Kowalski, Psychological Sciences, University of San Diego, San Diego, California, UNITED STATES

Refutational methods activate a misconception and provide scientifically correct evidence; this method reduces misconceptions. Comparing standard, refutational, and no coverage of misconceptions, refutational teaching showed greater gains lasting beyond the semester despite eventual declines.

(Teaching Institute Poster - Education)

**TI- 056 We Support You!: Autonomy Support from Teachers Predicts Passion for Academic Activities in College Students**

*Bryan Saville*, James Madison University

Authors: B.K. Saville, S. Killian, Psychology, James Madison University, Harrisonburg, Virginia, UNITED STATES
Previous research has shown that autonomy supportive environments influence the development of passion for academic activities. But to date, little research has examined passion for academic activities in college students. In the present study, we examined whether passion for academic activities was associated with autonomy support from teachers. We found that harmonious passion (a "good" type of passion) was positively correlated with autonomy support and negatively related to psychological control. In contrast, obsessive passion (a "bad" type of passion) was unrelated to autonomy support and positively related to psychological control. Thus, taking steps to provide autonomy supportive teaching environments may increase students' harmonious passion for academic activities. (Teaching Institute Poster - Education)

TI- 057 Interteaching: The Impact of Pair Discussions on Quiz Performance
Bryan Saville, James Madison University
Authors: B.K. Saville, V. Bethke, Psychology, James Madison University, Harrisonburg, Virginia, UNITED STATES
Research has shown that interteaching tends to improve course performance relative to more traditional teaching methods. Research has also begun to examine which of interteaching's several components contributes to its efficacy. To date, though, no studies have examined whether the pair discussions are important. In the present, lab-based study, we had students (a) read a brief journal article and complete a short study guide, (b) either discuss their answers with another student or simply re-study the material by themselves, and (c) hear a brief summary lecture over the material. Students then returned to the lab 1 week later to take a multiple-choice quiz. We found that students who engaged in pair discussions earned significantly higher quiz scores than students who did not discuss the material. These results suggest that the pair discussions are an important component of interteaching. (Teaching Institute Poster - Education)

TI- 058 Is Forgetting Statistics Content a “Standard” Error?: Retention of Statistical Knowledge Over Time for Undergraduate Psychology Students
Benjamin Gorvine, Northwestern University
Authors: B. Gorvine, H. Smith, Psychology, Northwestern University, Evanston, Illinois, UNITED STATES
This is an investigation of the long-term retention of statistical concepts among college students. Results portray a picture of consistent albeit weak retention of material until 11 months after the course (68% of sampled course material) and then a significant drop in retention rates (56%). (Teaching Institute Poster - Education)

TI- 059 Interteaching: The Impact of Prep Guides on Quiz Scores
Bryan Saville, James Madison University
Authors: B.K. Saville, D. Asdourian, B. Cairns, Psychology, James Madison University, Harrisonburg, Virginia, UNITED STATES
Research has shown that interteaching tends to improve course performance relative to more traditional teaching methods. Research has also begun to examine which of interteaching's several...
components contributes to its efficacy. To date, though, no studies have examined whether the preparation guides are important. In the present, lab-based study, we had students read a brief journal article. While reading, some students had a preparation (study) guide that contained specific questions to address; other students simply took notes over the article. Students then discussed the article with another student and, finally, heard a short summary lecture over the material. Students returned to the lab 1 week later to take a multiple-choice quiz. We found that students who completed the preparation guide earned significantly higher quiz scores than students who did not. These results suggest that the preparation guides are an important component of interteaching.

TI- 060 Planning a Faculty-Led Psychology Study Abroad Course

Dorothy Doolittle, Christopher Newport University
Authors: D.C. Doolittle, Psychology, Christopher Newport University, Newport News, Virginia, UNITED STATES| S.P. Greenlee, D. Catanzaro, Psychology, Christopher Newport University, Newport News, Virginia, UNITED STATES
Planning a short, faculty-led study abroad psychology course is a large undertaking. This poster presents planning, budgeting, and executing course. Finding information to help in this has been difficult and/or non-existent.

TI- 061 Classroom cell phone conduct: Research-based suggestions for success

Denise Friedman, Roanoke College
Authors: D. Friedman, Psychology, Roanoke College, Salem, Virginia, UNITED STATES| E. McQueen, Roanoke College, Salem, Virginia, UNITED STATES| T. Grossheim, Psychology, Roanoke College, Salem, Virginia, UNITED STATES
Professors and students agree cell phones are one of the biggest distractions in the classroom. Yet, most students persist in using their phones in class. Furthermore, they dislike bans and cell phone policies. Research-based suggestions for professors in addressing cell phone issues will be given.

TI- 062 All Psychological Misconceptions Are Not the Same: The Role of Confidence, Frequency, and Experience

D. Alan Bensley | Crystal Rainey, Frostburg State University | Frostburg State University
Authors: C.L. Rainey, Frostburg State University, Frostburg, Maryland, UNITED STATES| D. Bensley, C. Masciocchi, M.P. Murtagh, P.C. Bernhardt, Psychology, Frostburg State University, Frostburg, Maryland, UNITED STATES| S.O. Lilienfeld, Psychology, Emory University
On a new test of psychological misconceptions, students were overconfident on items they frequently answered incorrectly, but showed appropriate levels of confidence on items frequently answered correctly. Confidence was associated with familiarity and experience with the ideas in items.

(Teaching Institute Poster – Education)
TI-063 Preparing Undergraduates for STEM-related fields Using Electrophysiology (PURSUE)

Cindy Bukach, University of Richmond
Authors: C.M. Bukach, Psychology, University of Richmond, Richmond, Virginia, UNITED STATES | J. Couperus, School of Cognitive Science, Hampshire College, Amherst, Massachusetts, UNITED STATES | P. Kieffaber, Psychology, College of William & Mary, Williamsburg, Virginia

Electrophysiology provides a cost-effective way to teach brain-behavior relationships. A faculty survey indicated need for undergraduate materials. We present a plan for an inquiry-based modular course design that includes a virtual electrophysiology lab, and discuss results from a pilot module.
(Teaching Institute Poster - Cognitive Neuroscience)

TI-064 The Undergraduate Professional Development Course: Much More than Career Exploration

Kathy DeOrnellas | Shannon Scott, Texas Woman’s University | Texas Woman's University
Authors: K. DeOrnellas, S.R. Scott, Psychology and Philosophy, Texas Woman's University, Denton, Texas, UNITED STATES

Psychology departments vary in their inclusion of a professional development course at the undergraduate level. The current poster discusses opportunities provided by this type of course in meeting multiple goals of the APA Guidelines for Psychology Majors.
(Teaching Institute Poster - Education)

TI-065 Making Research Relevant: Incorporating Research Skills beyond the Research Methods Course

Danica Harris, Texas Woman's University
Authors: S.R. Scott, D. Harris, J. Besser, Psychology and Philosophy, Texas Woman's University, Denton, Texas, UNITED STATES

It is often challenging to emphasize research skills in coursework beyond the research methods course due to time constraints. Methods to enable the successful creation, completion and symposium presentation of a research project in a senior level cognitive psychology course are presented.
(Teaching Institute Poster – Education)

TI-066 University Faculty and Student Conceptualizations of Multicultural and International Teaching Competency

Ruth Horton | Sheila Henderson, "California School of Professional Psychology, Alliant Intl Univ" | Alliant International University
Authors: S.J. Henderson, Continuing Education, Alliant International University, New York, New York, UNITED STATES | R. Horton, Clinical Psychology PhD Program, "California School of Professional Psychology, Alliant Intl Univ", San Francisco, California, UNITED STAT

The purpose of this study was two-fold: to understand how faculty and students conceptualize multicultural and international teaching competency in the classroom and how those conceptualizations might inform current theory on multicultural and international teaching competency.
(Teaching Institute Poster - Cross-Cultural or Ethnic Studies)
TI- 067 Differences Between Career Decided and Undecided Psychology Majors
James Thomas, Northern Kentucky University
Authors: J.H. Thomas, R.M. Bartlett, E.E. Foote, Psychological Science, Northern Kentucky University, Highland Heights, Kentucky, UNITED STATES
Psychology majors scoring low in career decidedness differed from those scoring high in that they: (1) lacked information about possible careers; (2) lacked self-awareness, especially in career-related areas; (3) displayed personal characteristics such as neuroticism and general indecisiveness.
(Teaching Institute Poster - Other)

TI- 068 When it Comes to Adaptive Online Quizzing, It’s Quality over Quantity
Kathryn Becker-Blease, Oregon State University
Authors: K. Bostwick, Oregon State University, Corvallis, Oregon, UNITED STATES| K. Becker-Blease, School of Psychological Science, Oregon State University, Corvallis, Oregon, UNITED STATES
Extending Becker-Blease (2013) and Becker-Blease & Bostwick (2014), adaptive Intro Psych quiz question difficulty – not number of questions - predicted class grade (r = .23, p < .01), final exam score (r = .21, p < .01), and post-test score (r = .21, p < .01). Quality, not quantity, matters.
(Teaching Institute Poster - Education)

TI- 069 No Significant Differences Between Rural and Non-rural Introductory Psychology Students
Kathryn Becker-Blease, Oregon State University
Authors: K. Becker-Blease, C. Sinnott, School of Psychological Science, Oregon State University, Corvallis, Oregon, UNITED STATES
Rural students did not differ from non-rural students in Intro Psych at a state 4-year university in standardized scores, AP courses, pre-test scores, exam scores, final grade, homework completion, personality, or growth mindset (p > .05). Implications for student success programming are discussed.
(Teaching Institute Poster - Education)

TI- 070 Making it Real: Teaching Child Development through Reflective Writing Supports Conceptual Mastery
Karen Singer-Freeman, Purchase College, The State University of New York
Authors: K. Singer-Freeman, Psychology, Purchase College, The State University of New York, Darien, Connecticut, UNITED STATES
I describe the use of ePortfolio-based reflective assignments, small group discussion sections, and Strategic Thinking and Integrative Reasoning cases studies as a means of assessing content mastery and supporting student success in a large lower-level Child Development course.
(Teaching Institute Poster - Education)
TI- 071 **The Impact of Quiz Placement on Test-Enhanced Learning**

**Danney Rasco**, University of New Hampshire

Authors: D. Rasco, V.A. Benassi, Psychology, University of New Hampshire, Lee, New Hampshire, UNITED STATES

Quizzes are often used to assess learning and promote reading. Researchers recently realized quizzes can also aid later recall. The current research evaluates the impact of pre-lecture (reading) and post-lecture (review) quizzes on a one-week follow-up test with factual and application questions.

(Teaching Institute Poster - Human Learning and Memory)

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TI- 072 **Web-based Platform for Designing and Running Psychology Experiments**

**Constantin Rezlescu**, Harvard University

Authors: C. Rezlescu, Department of Psychology, Harvard University, Cambridge, Massachusetts, UNITED STATES

I present a web-based platform that can be used to design and run a wide range of psychology experiments without any programming skills. The platform allows instructors to demonstrate classical or novel experiments in the classroom and engage students in data collection and analysis.

(Teaching Institute Poster - Education)

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TI- 073 **Learning Scale Construction & Testing Using NXT Clickers**

**Ricardo Marte | Kymberley Bennett**, University of Missouri-Kansas City | University of Missouri-Kansas City

Authors: K. Bennett, University of Missouri-Kansas City, Kansas City, Missouri, UNITED STATES | R.M. Marte, Sociology, University of Missouri-Kansas City, Kansas City, Missouri, UNITED STATES

Students create and develop their own self-esteem scale in class. Using NXT clickers, students immediately complete a questionnaire containing their scale as well as an established self-esteem and depression scale. Instant statistical analyses are used to discuss aspects of their scale’s validity.

(Teaching Institute Poster - Psychometrics)

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TI- 074 **Cognitive dissonance as an explanation for the negative relationship between attitudes and performance in statistics**

**Tamarah Smith**, Cabrini College

Authors: T. Smith, Psychology, Cabrini College, Radnor, Pennsylvania, UNITED STATES

An extended theoretical model of the relationship between attitudes and learning statistics is provided. Previous theoretical models and social psychological concepts are joined to produce multiple new pathways between attitudes and learning. Data to support this new framework is provided.

(Teaching Institute Poster - Attitude/Attitude Change)
TI- 075 Can cognitive conflict induce more learning? The type matters
Cong Wang, Purdue University
Authors: C. Wang, Educational Studies, Purdue University, West Lafayette, Indiana, UNITED STATES|M. Yao, F. Guo, School of Psychology, Beijing Normal University, Beijing, CHINA|
Cognitive conflict is a significant instructional strategy. However, there are controversial results regarding its effectiveness. In this study, we found that only the conflict that induced more interest and less anxiety could improve learning, because this kind of conflict could prompt engagement.
(Teaching Institute Poster - Education)

TI- 076 Wearing a different white coat: Teaming up to promote empathy gains in pharmacy students
Kaitlin Foran, Butler University
Authors: K.S. Foran, A. O'Malley, Psychology, Butler University, Indianapolis, Indiana, UNITED STATES|
We assessed empathy in students from a health-related field. The empathy perceptions of the participants suggest that a food-based empathy intervention may enhance how students conceptualize and enact empathy.
(Teaching Institute Poster - Emotion)

TI- 077 Gradual versus Punctuated Development of Academic Self-Efficacy for Research Skills in Psychology Research Method Courses
Monica Gee | Cassaundra Delaske | Luke Zabel, "Minnesota State University, Mankato" | "Minnesota State University, Mankato" |
Authors: M.M. Gee, C. Delaske, L. Zabel, M.M. Langley, Psychology, "Minnesota State University, Mankato", Mankato, Minnesota, UNITED STATES|
The authors tracked the development of students’ academic self-efficacy for research skills in Psychology research method courses. Measurements taken periodically during the semester showed that efficacy development was either gradual (APA style, use of SPSS) or punctuated (method design and data analysis, use of PsycINFO), differentiating skill type.
(Teaching Institute Poster – Education)

TI- 078 Predicting the Development of Academic Self-Efficacy for Research Skills in Psychology Research Method Courses
Lucas Yarian | Corey Ennis | Kent Carpenter, "Minnesota State University, Mankato" | "Minnesota State University, Mankato" |
Authors: L. Yarian, C. Ennis, K. Carpenter, M.M. Langley, Psychology, "Minnesota State University, Mankato", Mankato, Minnesota, UNITED STATES|
The authors examined relationships between students’ scores on research method course assignments and their academic self-efficacy for research skills. Although in some cases start-of-semester efficacy predicted performance on later assignments, early and mid-semester assignment scores better predicted end-of-semester efficacy than did start-of-semester efficacy.
(Teaching Institute Poster - Education)