

**Council of Teachers of Undergraduate
Psychology (CTUP)**

THURSDAY, MAY 1

Creative Classroom Presentations

Thursday, 1:00-2:00

PDR 18

The Lunatics Ran the Asylum: Our Venture into a Senior Excellence Seminar

JULIANN BOSKO, HEATHER PARK HATCHETT, ZACH ROSS, DAVID STETTER, Northern Kentucky University; ALISON DONOHUE, Cincinnati Children's Hospital

Outstanding senior psychology majors were trained to mentor freshmen introductory Psychology students interested in majoring in the discipline. This roundtable will discuss the methods employed in training the seniors, the mentoring process and the outcomes for the seniors and freshman. The educational impact for the participants will also be discussed.

Thursday, 2:00-3:00

PDR 18

Class Activities that Work: An Interactive Instructor's Manual

KRISTINE M. KELLY, Western Illinois University; ROBIN A. ANDERSON, St. Ambrose University; KRISTIN K. LARSON, Monmouth College; SUSAN J. MARKUNAS, DePaul University

We will present demonstrations that we know work well in various psychology courses. Demonstrations will be followed by discussion of concepts illustrated in the activity (e.g., cognitive errors, self-esteem, attraction, basic statistics). Participants will take home materials required to use these activities in their own courses.

Thursday, 3:00-4:00

PDR 18

Involving Undergraduate Students in Research Projects

DONNA DAHLGREN, DIANE E. WILLE, MATTHEW W. JOHNSTON, Indiana University Southeast; KAREN CHAMBERS, Saint Mary's College
Panel discussion of the implementation of undergraduate research program from the perspective of both faculty and students. Topics included are creating a campus culture that promotes research, recruitment of students for research and what to do with students once you get them into your research program. Benefits of research involvement will be discussed by both faculty and student perspectives.

FRIDAY, MAY 2

Friday, 8:00-9:00

PDR 18

Learning Content in Hybrid Psychology Courses: A Shared Responsibility

DIANE K. FEIBEL, University of Cincinnati—Blue Ash Campus (RWC)

This presentation will describe the use of hybrid format (50% in-class & 50% online) in teaching psychology courses. Success depends upon the instructor's setting up a structured technological approach to teaching. Students must take responsibility to learn the basic content so class meetings can focus on facilitating higher critical thinking in Bloom's Taxonomy.

Friday, 9:00-10:00

PDR 18

“Holy Tenure! Where did this guy come from?”: Concerns about Ratemyprofessors.com

RENEE ENGELN-MADDOX, Northwestern University; AMANDA DYKEMA-ENGLADE, Northeastern Illinois University

The impact of Ratemyprofessors.com has been widely discussed in the mainstream media and in publications specific to academia, with a number of significant concerns emerging. This presentation will address these concerns with empirical data from an analysis of 8,200 ratings of psychology instructors from 32 U.S. colleges and universities.

Friday, 10:00-11:00

PDR 18

Giving Undergraduates a Graduate School Experience through Two Advanced Seminar Courses

KATHERINE HELM, EDMUND KEARNEY, Lewis University

This joint presentation will discuss how two advanced seminar courses combine didactic and experiential learning experiences to provide undergraduates with a graduate school experience. Students learn how to distinguish content from process, understand how to build, maintain, and use the therapeutic relationship, and understand the use of self-and-other analysis in the counseling setting and in their own interpersonal relationships.

Friday, 11:00-12:00

PDR 18

Do Good Teachers Use What We Know About Good Learning?

EDMUND KEARNEY, KATHERINE HELM, SUSAN SHEFFER, Lewis University

Over the past decade, we have gained significant knowledge about how students learn. We have moved beyond knowledge of learning styles to understand that biological, cognitive, social, emotional, and interpersonal variables impact the learning process. This panel will engage the audience in a discussion focused on how we as teachers can consistently use these new findings to help students strengthen their learning.

CTUP Creative Classroom /CUPP Creative Program Poster Session

Friday 1:00-3:00

Upper Exhibit Hall

DONNA DAHLGREN, Indiana University Southeast, Moderator

Come view the teaching scholarship as fellow professional share their creative classroom projects and teaching based research with you. Learn new ideas to invigorate your classroom and enhance your teaching effectiveness.

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Learning Through Doing: An Assessment of the Relation Between Service Learning Attitude and Effective Course Connections

SUSAN R. BURNS, Morningside College

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The present study investigated the relationship between students' attitudes toward service learning and community involvement (assessed via pre and post-surveys) with their abilities to make relevant course material connections to their experience through their required service learning paper. Conclusions and recommendations for service learning pedagogy are discussed.

33

A Problem-Based Approach for Teaching Sensation & Perception

DAVID S. KREINER, University of Central Missouri

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Problem-based activities were incorporated into a Sensation & Perception course. For each of the 14 activities, students worked in small groups to apply their knowledge to real-world problems. Student ratings of the effectiveness of the activities varied but were generally high. Students indicated significant increases in their ability to apply knowledge

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The Effectiveness of the Four-Questions Activity on Learning

BETH DIETZ-UHLER & JASON LANTER, Miami University

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Students engaged in an activity and responded to questions encouraging reflection, relating material to their lives, and questioning. Performance on a quiz was better when questions were completed before rather than after the quiz. The advantage of the activity is that it can make all learning activities more effective in promoting learning.

35

Using Commercially Prepared Course Outlines in Introduction to Psychology

DERRICK L. PROCTOR & EILEEN K. CORREDERA, Andrews University
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Two frequently used Introduction to Psychology course outlines were compared to the most frequently cited concepts in Introductory Psychology texts. The Quick Study course outline covered 43.7% of the core concepts and the SparkCharts course outline covered 58.4% of the core concepts.

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The Exam-Post-Mortem: An Investigation of the Effectiveness of Goal Setting and Self Monitoring

DIANNE R. MORAN & BRENDA CICHON, Benedictine University
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This investigation examined whether students benefitted from participating in an exercise in self-examination of test preparation and performance. After each exam students evaluated their performance and set goals for preparing for the next test. Students also completed a daily study journal. Tests scores were compared for the treatment group and a comparison class.

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Social Psychology Survivor: A Method for Teaching Theories of Altruism

SUZANNE M. MEEHAN, University of Akron – Wayne College
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This work presents two short resource allocation games that force students to choose survivors from a kin group and to distribute resources to different tribes. Students' choices mirror the tenets of kin selection/protection theory, the reciprocity norm, and the social responsibility norm, thus providing a basis for discussion of theories of altruism.

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Demonstrating Memory Distortion and Suggestibility Over Time

JASON BARKER, University of Illinois at Springfield
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Discussions of the suggestibility of memory and its distortion over time are more effective when students can experience the phenomena for themselves. Described here are two simple, semester long projects that provide numerous opportunities to reliably induce a variety of such effects.

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The Benefits of an Online Lifespan Development Course

SUSAN J. SHAPIRO, Indiana University East
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While the quality of Online courses has been questioned, the benefits of a well designed course with appropriate content can also be seen. The online format works well for writing intensive courses that require both reflective writing and more formal papers. This format is used for a lifespan development course. The

quality of student assignments and the connections they make to personal issues are more apparent in the online sections of the course and are facilitated by the online discussion.

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The Signature Pedagogy of Psychology

BLAINE F. PEDEN, University of Wisconsin-Eau Claire; CARMEN R.

WILSON VAN VOORHIS, University of Wisconsin-La Crosse

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Lee Shulman (2005) proposed that disciplines have distinct methods of teaching and learning that convey the content, values, and actions of the profession or discipline (i.e., a signature pedagogy). Our poster will present our analysis of psychology's signature pedagogy.

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Teaching with Technology: Promising Pedagogical Practices

BLAINE F. PEDEN, University of Wisconsin-Eau Claire

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I use technology both in online courses (Perception and Ethics) and traditional courses (Research Methods). I choose technology to accomplish learning outcomes in the APA (2007) guidelines for the undergraduate psychology major. This poster illustrates some ways to combine Goal 6 (Information and Technological Literacy) with Goal 7 (Communication Skills) and Goal 9 (Personal Development).

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Teaching It Twice: The Effects of Spaced Encoding and Textbook Type on Student Learning in a General Education Cognitive Science Course

KARL G. D. BAILEY, Andrews University

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Students in a cognitive science class were taught course curriculum twice consecutively during a semester using a traditional textbook and a popular paperback. Students were able to learn at the required pace; moreover, textbook order had no effect. This technique may allow students to benefit from spaced encoding.

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Norms Regarding Syllabus Contents and Classroom Policies

CECILIA SHORE, Miami University

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Undergraduates' perceptions of faculty versus graduate students as research mentors were compared. Graduate students were perceived at least as positively as faculty mentors. Clear expectations, providing feedback and support strongly predicted the total mentor rating in both groups, while certain mentoring skills were especially important in each group separately.

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Peer Evaluation of Online Course

LESLEY HATHORN & JOHN HATHORN, Metropolitan State College of Denver

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We present an evaluation instrument for online courses in psychology that takes advantage of the potential of the Web, the expectations of the students, and the objectives set by the instructor. This instrument enables instructors to assess effective instructional strategies for online courses in a consistent and objective manner.

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Service-Learning as a Crucible for Personal and Social Transformation

STEVEN A. MEYERS, Roosevelt University

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Service-learning encourages students' personal development and social engagement. I highlight how service-learning can help students become self-aware, appreciative of diversity, and agents of social change. I describe how I have used service-learning, and include supporting qualitative data to document how these experiences impact students' personal growth and civic participation.

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The Effect of Social Comparison on Students Writing APA Style Papers

LAWRENCE BOEHM, Thomas More College

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This project investigated the effect of social comparison information on the quality of student writing. Students wrote APA style papers with or without a sample paper written by a previous student. Students receiving a sample paper earned significantly higher writing scores compared to students writing without a sample paper.

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Putting the Paper in Order Teaches Students APA Format

DEBORAH FINKEL, Indiana University Southeast

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Psychology majors in an experimental methods course participated in an in-class group-activity that involved taking the randomized paragraphs of a published article from a psychology journal and (a) putting them in the correct APA section: Introduction, Method, Results, Discussion and then (b) putting the paragraphs in order within the section.

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Exploration of Performance and Learning Motivations in a Unit Mastery Course

KARL G. NELSON & MARK HOYERT, Indiana University Northwest, CARL MINKE, JOHN YOUNG, CATHERINE ABAD, ELIJAH CHUNG, JORDAN HARRISON, RYAN KINOSHITA, HOLLY LAFRANCE & EFRIAN OQENDO, University of Hawaii at Manoa
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In past research, a Learning Approach to school has correlated positively with better classroom performance and length of time in college. However, data gathered from a Unit Mastery course appeared to contradict such previous findings. Potential reasons for this could include unique class format and increased numbers of transfer students.

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Understanding Our Majors, Our Alumni, and Our Faculty Colleagues: The PSYCDATA National Coalition

R. ERIC LANDRUM, Boise State University; MEERA RASTOGI, Edgewood College

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Based on a symposium hosted at the American Psychological Association national convention in 2007, Eric Landrum and Chris Hakala proposed a coordinated effort, based on a national coalition, to systematically study national issues facing undergraduate psychology students, alumni, and understanding faculty members within departments of psychology. We invite you to join a national, concerted effort to gather and merge data to answer questions of national interest to help improve/ enhance/ undergraduate education in psychology. The PSYCDATA discussion continues across the Internet through the PSYCDATA listserv (<http://list.kennesaw.edu/archives/psycdata.html>). This poster presents the results of our initial efforts to collect data with coalition partners.

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Strategies to Motivate Students for Program Assessment

A. ADAMOPOULOS, A. COLE, C. COLE, L. HUFFMAN, R. MCDERMID, & G. MURDOCK, Missouri Southern State University
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Like other Psychology programs, we have increased our emphasis on formal assessment of student learning. We use the Psychology Area Concentration Achievement Test (PACAT). Our results showed poor performance and we attributed it to a lack of student motivation. Scores were not correlated with the GPA and, therefore, may not be valid. In 2005, we used no explicit motivators. In 2006, we offered an opportunity to win a \$50 gift certificate for students scoring above the 50th percentile. In 2007, all senior level classes saw an 11-slide PowerPoint presentation. The presentation was designed to draw on students' intrinsic motivation to give their best effort by appealing to: their pride; their contribution to the program; and their individual accountability. We told them that all faculty would be aware of their scores. Although there was no

difference between 2006 and 2007 groups in GPA, there was significant improvement in the overall PACAT scores (411 vs. 526), average percentile ranking (19th percentile vs. 60th percentile), proportion of people above the 50th percentile (27% vs. 64%), and proportion of students who scored below the 25th percentile (4% vs. 45%).

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Benchmarking Undergraduate Psychology with the APA Learning Goals

E. JEAN JOHNSON, ALBERT TUSKENIS, CHRISTOPHER DYSLIN &

DARLENE WRIGHT, Governors State University

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Presentation of how a university revised their undergraduate psychology program to align with and benchmark the APA Guidelines for the Undergraduate Psychology Major into all courses followed with a discussion on assessment of the goals in the program and what constitutes a high-quality undergraduate psychology program.