

**THE TWENTY-FIRST
LEWIS M. TERMAN WESTERN REGIONAL TEACHING CONFERENCE**
Red Rock Resort - Las Vegas, Nevada
Red Rock Ballroom E
April 29, 2015

ENGAGING STUDENTS

- 8:30 am **Continental Breakfast**, *Provided by Worth Publishers*
- 9:00 am **Welcome -- Chris Cozby**, WPA Executive Director
- 9:05 am **Active Collaboration during Tests Improves Student Learning**
Deepti Karkhanis, Bellevue College, WA
Tabitha Turowski, Bellevue College, WA
- 10:05 am **Coffee Break**, *Provided by Worth Publishers*
- 10:20 am **Belly Flop or Pencil Dive? How to Create a Successful Flipped Course**
Bethany Fleck, Ph. D., Metropolitan State University of Denver
Heather D. Hussey, Ph.D., Northcentral University
Lisa Beckman, B.A. University of Nevada, Las Vegas
- 11:20 am **Teaching Take-outs**
Bethany Fleck, Ph. D., Metropolitan State University of Denver
Your Fellow Terman Attendees
- 12:15 pm **Lunch Break**
- 1:15 pm **Online Discussion Boards for Meaningful Interaction (Instead of Superficial Busywork)**
Naomi Jeffery Petersen, Central Washington University
- 2:15 pm **What's Normal, Anyway? Autism and the BAP in the Classroom: Teaching to Today's Changing Landscape of College Students**
Diane Simpson Brown, Everett Community College
- 3:15 pm **Coffee Break**, *Provided by Worth Publishers*
- 3:30 pm **Psychology is about People, Finally**
Daniel Cervone, University of Illinois at Chicago
- 5:00 pm **Conference Closing and Evaluation**
Conference Coordinator
Anne Duran, California State University, Bakersfield

THE TWENTY-FIRST LEWIS M. TERMAN WESTERN REGIONAL TEACHING CONFERENCE PRESENTERS AND PRESENTATIONS

Active Collaboration during Tests Improves Student Learning

Deepti Karkhanis, Bellevue College, WA

Tabitha Turowski, Bellevue College, WA

We present a new approach to assessment in lower-division psychology classes: collaborative exams. Past research has shown many learning benefits for students who work together in discussions and on projects, yet traditionally, instructors evaluate students' accumulated knowledge with an individual exam. We suggest that learning can occur even during an exam. We hypothesized that reciprocal, collaborative testing would result in both enhanced performance and increased active learning. In testing our hypothesis, we found significantly higher performance on a group exam relative to individual exams. Moreover, this improvement was not due solely to high-performing students providing the answers. Qualitative analyses of student comments suggested several ways in which groups aided learning: the process of talking, debating, and reasoning through ideas together contributed to different ways of understanding course content, and the process of teaching and being taught by one another increased knowledge and boosted confidence. We conclude that group exams are a beneficial way to not only assess but also promote learning.

Deepti Karkhanis is an Instructor of Psychology at Bellevue College, WA. She received her B.A. in Psychology & M.A. in Clinical Psychology from Delhi University, India and her Ph.D. in Applied Developmental Psychology from George Mason University, Fairfax VA. She currently teaches Introduction to Psychology, Lifespan Psychology, and Cross-cultural Psychology at Bellevue College. Her academic research interests include temperament, anxiety, and somatization, cross-cultural differences in parenting and socio-emotional development, as well as immigrant children's school readiness and resilience. Her pedagogical research projects include understanding the struggles of English Language Learners in college classrooms, and role of collaborative exams on learning and retention.

Tabitha Kirkland Turowski is an assistant professor of psychology at Bellevue College. She received her B.A. in psychology from University of California, San Diego and her M.A. in social psychology from The Ohio State University. Her dissertation research is ongoing and focuses on happiness and positive affect, and her more recent pedagogical research focuses on the role of collaboration in learning.



Belly Flop or Pencil Dive? How to Create a Successful Flipped Course

Bethany Fleck, Ph. D., Metropolitan State University of Denver

Heather D. Hussey, Ph.D., Northcentral University

Lisa Beckman, B.A. University of Nevada, Las Vegas

The focus of this presentation is on the flipped classroom, including an original study in which a psychology statistics class was flipped and students' statistical knowledge, attitudes toward statistics, and intercultural sensitivity were assessed. The theoretical underpinnings of the flipped

structure will be examined through Blended Learning Theory, Problem-or-Project Based Learning Theory, and Cognitive Taxonomy Theory. Advantages and disadvantages, applications to other courses, and best practices in a flipped course will be discussed.

Bethany Fleck, is currently an Assistant Professor at Metropolitan State College of Denver teaching courses in the human development and psychology majors. In her courses Dr. Fleck is committed to an active, learner-centered approach to teaching. Dr. Fleck's research centers on cognitive and social development in classroom contexts. Two distinct areas of work focus on issues in early childhood education and university classrooms. Both lines of research draw on developmental theory with the overall goal of enhancing the learning environment for students of all levels. Recently she has been working on growth and fixed mindset in 9th grade urban youth. In the classroom, her research as of late focuses on the effects of service learning, flipped classrooms, and integrating Social Media into teaching.

Dr. Heather Hussey is a Research Director at Northcentral University providing research assistance and programmatic support for initiatives related to doctoral education as well as the maintenance of academic quality of all academic programs. She also assesses course learning objectives and artifacts across the University as they align with academic program learning objectives to ensure proper student learning outcomes. Heather has developed and taught several traditional and online courses including Psychology of Aging, Psychology of Hate, Strategies for Success, Introduction to Psychology, Social Psychology, Statistics in Psychology, and Independent Research in Psychology. Her research interests involve curriculum development and assessment surrounding student-centered learning and diversity infusion.

Lisa Beckman has a degree in Human Development and is currently a PhD student in Clinical Psychology at the University of Nevada, Las Vegas. She is doing research in the effects of stressful life experiences and well-being, as well as bereavement. Her research is focused on older adult populations as well as veterans. She is also continuing her research in teaching pedagogy, learning styles, and memory.



Teaching Take-outs

Bethany Fleck, Metropolitan State University of Denver

Teaching takeout sessions present a series of short demonstrations and exercises within several different areas of psychology. The demonstrations are 10 minutes long and occur rapidly during the hour. The intention of the session is to give conference attendees quick and usable ideas that they can immediately implement in the classroom.



Online Discussion Boards for Meaningful Interaction (Instead of Superficial Busywork)

Naomi Jeffery Petersen, Central Washington University

Although online platforms provide fast and convenient access to information and are technically able to facilitate interaction, the structure of assignments such as discussion boards can

undermine engagement. Many students complain that required participation in discussion boards becomes trite and tedious, resulting in resentment toward the technology, the instructor and even their colleagues. One problem is the misuse of online learning platforms for holding students accountable for reading instead of exploiting its innovative features to develop a social network that enhances the learning environment in class as well as among students outside of class. Presented here are ways to minimize those disadvantages while developing a cohesive and cooperative culture. The success of social networks, e.g. Facebook, informs the practice illustrated here: Graphically displayed are key decisions that will “nudge” students into greater engagement, more thoughtful processing of ideas, and much higher levels of achievement. Specific assignment structures will be shared along with rubrics for assessment of course outcomes.

Naomi Jeffery Petersen, Associate Professor of Educational Foundations & Curriculum at Central Washington University, is a teacher educator with research interests in assessment, professional development, spatial awareness, and informal learning environments. Her background includes clinical and school counseling, and K12 classroom teaching.



**What’s Normal, Anyway? Autism and the BAP in the Classroom:
Teaching to Today’s Changing Landscape of College Students**

Diane Simpson Brown, Everett Community College

An estimated 50,000 adolescents with Autism Spectrum Disorder (ASD) turned 18 in 2012 in the United States, many of whom are currently attending college (Shattuck et al., 2012). This number is only likely to rise with broadening criteria, more diagnoses, and better services provided to children in the K-12 system. Research is also indicating a higher prevalence of the broad autism phenotype (BAP) among our population. The BAP exhibits personality traits, sensory sensitivity, and language characteristics much like ASD but outside the diagnostic criteria. These traits have become so common; it is probable that almost every class will have at least one person on or bordering the spectrum, if not several. As college instructors, we have noticed a gradual increase in autistic-like behaviors in our classrooms, but do not always know when a student has a diagnosis or not, how to handle the behavior, or whether the student would benefit from additional assistance or not. During this session, research on ASD prevalence in college settings will first be presented along with potential issues for students on the spectrum. The presenter will then share strategies for working with this population as well as make recommendations for how psychology faculty can inform and train instructors in other departments of their campus who are less familiar with autism.

Diane Simpson Brown is a Professor of Psychology at Everett Community College in Everett, Washington. She received her Ed.D. in Developmental Studies and Counseling from Boston University in 2006. She has a MA in Human Services from the University of Northern Iowa and a BA in art and art history from the University of Washington. She taught psychology at Emerson College in Boston, and Lasell College in Newton, Massachusetts prior to joining the full-time faculty at Everett in 2008. Dr. Brown teaches General Psychology in addition to her specialty areas, Developmental Psychology, Human Sexuality, and Research Methods. She recently completed a graduate certificate in Autism Theory and Practice at the University of

Washington in 2014. Her research on ASD has focused on the college population and specifically on faculty perceptions of autism and how to train and mentor faculty to effectively work with this growing population. Dr. Brown is also active with the Honors Council and has mentored undergraduate student honor's capstone projects studying autism and ASD therapies.



Psychology is about People, Finally
Daniel Cervone, University of Illinois at Chicago

Forty years ago, Hans Eysenck proclaimed that “Psychology is about People.” It sounded good. But, as a description of the field at the time, the statement was not entirely correct; many branches of psychological science failed to address the fully-functioning, socially embedded person. Fortunately, times have changed. Today, advances throughout psychology – even in its biological subfields – are person-driven; that is, guided by questions about socially-contextualized, culturally-embedded, idiosyncratically-distinctive people. This talk illustrates this point through research examples and explores its implication for undergraduate instruction.

Daniel Cervone is Professor of Psychology at the University of Illinois at Chicago. He earned his B.A. at Oberlin College, majoring in mathematics and psychology, and his PhD from Stanford University, working with Albert Bandura. Dan conducts research primarily on social-cognitive systems in personality, including ongoing work on social-cognitive processes and student progress in STEM education. He has authored an introductory psychology text and both undergraduate and graduate-level texts in personality, and has co-edited four volumes in personality science. Dan has served three times as Program Chairperson of the annual convention of the Association for Psychological Science, and was the U.S.-based Chairperson of the inaugural International Convention of Psychological Science.



Conference Coordinator
Anne Duran, Ph.D., Professor of Psychology
California State University, Bakersfield
(661) 654-2298 / aduran@csub.edu



Thank you for attending!
We hope to see you next year at
The Twenty-Second Lewis M. Terman Western Regional Teaching Conference
Long Beach, California
Wednesday, April 27, 2016