

WEDNESDAY, APRIL 24

LEWIS M. TERMAN TEACHING CONFERENCE **Ballroom B**

- 8:30 a.m. Registration
- 9:00 a.m. Welcome and Introductions – Laura Freberg, President & J. Kris Leppien-Christensen, Executive Officer
- 9:15 a.m. Becoming the Guide on the Side: How I Flipped for Research Methods
Wendy A. Williams, Central Washington University
- 10:15 a.m. Multicultural Psychology: Suggestions for Classroom Exercises and Topics
Jeff S. Mio, Cal Poly Pomona
- 11:15 a.m. Break/Transition
- 11:30 a.m. Lunch (Provided) – Sponsored by APA's Academic Writer
- 1:30 p.m. Technology: The Dual-Edged Sword of Hattori Hanzo
Robert Bramucci, South Orange County Community College District
- 2:30 p.m. BOP-it: Best Online Practices – Instructional Technology
Laura Jones-Hagata, Jennifer St. John, & Melissa Mann, John F. Kennedy University

- 4:00 p.m. Afternoon Break
- 4:15 p.m. Targeting Psychology’s Most Difficult Concepts to Improve Student Learning
Brooke L. Whisenhunt & Danae L. Hudson (Missouri State University)
- 5:15 p.m. Conference Closing and Evaluation – Anne Duran, Terman Conference Host

BECOMING THE GUIDE ON THE SIDE: HOW I FLIPPED FOR RESEARCH METHODS

Wendy A. Williams (Central Washington University)

Synopsis

In 1993, King published “From Sage on the Stage to Guide on the Side”, in which she emphasized the use of class time for the “construction of meaning rather than the transmission of information”. Her paper marked the beginning of the “flipped classroom” movement. Although initial demonstrations and studies of inverted classes and blended teaching took place at universities, the movement really caught on in the public schools first. Gradually, the flipped classroom has returned to higher education but primarily in math and the sciences. In 2015, Bethany Fleck, Heather Hussey, and Lisa Beckman presented their experiences flipping a Psychology statistics course at Terman. I returned to CWU with questions about whether a research methods course could be flipped. In today’s talk, I will review my own challenges and successes in flipping my research methods course. Not only is the class evolving into an effective and fun class, it has begun to feed my own research efforts. I now work exclusively with undergraduate students as research assistants. My current research projects are modified and expanded versions of studies that began in the research methods classroom. The presentation will include comments from several former students who will talk about the transition from having little or no interest in psychological research to becoming enthused researchers.

Biography

Wendy A. Williams is an associate professor of psychology at Central Washington University where she has taught research methods, principles of learning, applied behavior analysis, and history of psychology since 1995. She received her B. A. degree from San Diego State University in 1985, and her M. A. and Ph.D. in experimental psychology and experimental behavior analysis from the University of California, San Diego in 1991 and 1994, respectively. She completed a postdoctoral fellowship at

the University of Otago in Dunedin, New Zealand in 1995. She is a member of the CWU Human Subjects Review Council and the CWU Institutional Animal Care and Use Committee. She is on the executive board of the Trellis Center, a non-profit habilitation and agricultural employment support agency for people with autism. Dr. Williams is the faculty advisor to the Psychology Club and CWU Chapter of Psi Chi, the International Honor Society in Psychology.

MULTICULTURAL PSYCHOLOGY: SUGGESTIONS FOR CLASSROOM EXERCISES AND TOPICS

Jeff S. Mio, Cal Poly Pomona

Synopsis

In teaching multicultural psychology courses for over 30 years, a number of classroom exercises and topics have emerged, including some exercises that I have developed on my own. This presentation will discuss the background of these exercises and topics and present/demonstrate them. Such topics include those dealing with worldviews, individualism/collectivism, and racism. We will also discuss how allies are essential in helping people understand that everyone can contribute to our advancement of multicultural understanding. This presentation is designed to be interactive and audience participatory.

Biography

Jeffery Scott Mio is a professor in the Psychology and Sociology Department at California State Polytechnic University, Pomona, where he also serves as the Director of the M.S. in Psychology Program. He received his Ph.D. from the University of Illinois, Chicago, in 1984. He was president of Division 45 of the American Psychological Association from 2002–2003 and the president of the Western Psychological Association from 2010–2011. He served as the Executive Officer of the Western Psychological Association from 2016–2017. His interests are in the teaching of multicultural issues, the development of allies, and how metaphors are used in political persuasion. He has published over 80 articles, chapters, and books on these topics.

TECHNOLOGY: THE DUAL-EDGED SWORD OF HATTORI HANZO

Robert Bramucci, South Orange County Community College District

Synopsis

Hattori Hanzo was a 16th-century Japanese samurai, credited with saving the life of the future Shogun and helping him attain the throne. He has become an icon and legend, with many books and movies about his exploits — such as Quentin Tarantino's Kill Bill movies that posit him as a legendary swordmaker whose swords may be used either for just or unjust purposes.

Social media, crowdsourcing and other internet technologies have altered consumer markets in consumer goods (Amazon, eBay), transportation (Waze, Lyft, Uber), hospitality (AirBnb) and other areas. The upsides are evident—but what about the downsides? Emerging research suggests that these technologies may be a dual-edged sword and that our challenge is to glean the benefits enabled by these tools while avoiding their pitfalls.

Biography

Bob Bramucci is the Vice Chancellor of Technology and Learning Services for South Orange County Community College District. Dr. Bramucci taught in the classroom for 15 years. He has led hundreds of workshops on instructional software and faculty development, authored academic and corporate training software used worldwide, served on the California Community Colleges' Educational Technology Advisory Committee and won the system's highest award for technology leadership. His team's work has won numerous awards and been featured in the Chronicle of Higher Education, USA Today and other publications.

BOP-IT: BEST ONLINE PRACTICES - INSTRUCTIONAL TECHNOLOGY

Laura Jones-Hagata, Jennifer St John, & Melissa Mann, John F. Kennedy University

Synopsis

One in four students involved in higher education now takes courses online—either as a part of an entirely online program or in conjunction with on-campus classes (Ericken, 2017). Those who take online classes are more likely to be older, work full-time, be single parents (Deming, Goldin, Katz, & Yuchtman, 2015; StJohn, 2018). As a result, online students typically face more challenges than their face-to-face peers (Dynarski, 2017). In addition, as online courses become increasingly more prominent — due to their flexibility and affordability at both the student and the institutional level — it is imperative that, as educators, we address the challenges online students face. It is imperative that we provide them with innovative and engaging content, while also enabling a community of learning. In this talk, we discuss innovative

strategies for translating the classroom experience to an online platform, effective methods of inclusion for non-traditional learners, and best practices for establishing an engaged community.

Biography

Laura Jones-Hagata entered academia in 2005 as a student at Diablo Valley College and never left. She later transferred to San José State University where she received her Bachelors in Psychology and went on to earn her Master's degree in Psychology. She began teaching psychology immediately after graduating with an emphasis on social, cultural, and institutional factors that may enhance academic identity or lead to students' disengagement in underrepresented minorities. She has earned 8 HSI grants to develop cultural competency workshops for faculty and a cultural diversity curriculum. She has spent her career working collaboratively with other departments to discover what works best for students across curriculums and modes of learning. As an Assistant Professor at John F. Kennedy University and adjunct faculty San José State University she has taught course on-ground, hybrid, synchronously, and asynchronously.

Jennifer StJohn has been part of academia since she brought home her first spelling book and taught the dog to spell his name. (He may have been humoring her.) She officially entered academia at VA Tech, from whence she graduated – twice – ultimately with an MA in English. She parlayed that MA in English into adjunct teaching positions in composition, literature, history, and even, for one memorable year, college math. Meanwhile, she entered the Ph.D. program in Educational Media and Computers at Arizona State University. From there, she got lured by the shiny nameplates on the door and moved into administration, propelling from Academic Services Manager, to Academic Program Chair, to Dean of Education, and on to Center Director. She is currently the Academic Program Chair for General Education and Associates Degrees at John F. Kennedy University Online and pursuing an EdD in Learning Analytics and Higher Education at Northcentral University.

TARGETING PSYCHOLOGY'S MOST DIFFICULT CONCEPTS TO IMPROVE STUDENT LEARNING

Brooke L. Whisenhunt & Danae L. Hudson, Missouri State University

Synopsis

Psychology instructors can typically predict the most difficult concepts and common misconceptions that will arise during their course. Students may express confusion, ask questions, or demonstrate a lack of understanding by poor performance on exam

items assessing those concepts. In some cases, the inability to accurately understand a difficult concept can become a barrier to subsequent learning. This repetitive cycle can leave instructors feeling frustrated or ineffective. In this presentation, we will discuss strategies to identify, target, and modify common student misconceptions associated with difficult concepts based on the science of learning. A model including assessment, timely student interventions, and frequent feedback for the student and instructor will be presented.

Biography

Danae Hudson is a Professor in the Department of Psychology at Missouri State University. Since 2003, she has taught large sections of Introductory Psychology in addition to other clinical psychology undergraduate and graduate courses. From 2010-2013, Dr. Hudson served as the team leader for a large-scale redesign of Missouri State University's Introductory Psychology course. Since the implementation and successful outcomes of the redesigned course, she has published SoTL research in peer-reviewed journals and presented at national and international venues on course redesign, utilizing educational technology, and best practices in teaching. Dr. Hudson has served as a Provost Fellow for Teaching and Learning at Missouri State University. She is currently a National Center for Academic Transformation (NCAT) Redesign Scholar and actively involved in APA's Division 2: Society for the Teaching of Psychology (STP) as the Director of Teaching Resources in Psychology. Dr. Hudson is the co-author of a digital-first Introductory Psychology title, *Revel Psychology 1e*, published by Pearson Education.

CONFERENCE CHAIR

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Thank you for attending!

We hope to see you next year at

The Twenty-Sixth Lewis M. Terman Western Regional Teaching Conference

Hyatt Regency San Francisco
San Francisco, California

Wednesday, April 29, 2020