Welcome to the 44th Annual National Institute on the Teaching of Psychology. We truly appreciate your presence during these uncertain times. We hope that the conference exceeds your expectations, and that you return to your campus energized with new ideas to enhance your teaching.

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Abstracts of invited talks as well as summaries of Poster and PIE presentations can be found on the NITOP website, nitop.org.

Primary Conference Sponsors

Association for Psychological Science
University of South Florida

Conference Committee

Stephen Chew (Chair), Samford University
Kenneth E. Carter, Emory University
Bridgette Martin Hard, Duke University
Erin Hardin, University of Tennessee
Beth Morling, University of Delaware

Conference Coordinator: Annette Cook
GENERAL INFORMATION

Registration
Location: Grand Palm Colonnade

Hours:
- Sunday: 3:00–5:00 p.m.
- Monday: 7:30 a.m.– 5:00 p.m.
- Tuesday: 7:30 a.m.– 5:00 p.m.
- Wednesday: 7:30 a.m.– 5:00 p.m.
- Thursday: 7:30 a.m.– 12:00 p.m.

Admittance to all conference events will be by conference badge only.

Visitor pass: Registered participants may obtain a session-only badge for a guest whose professional affiliation is unrelated to psychology and who is at least 16 years of age. This badge allows attendance at certain sessions, but not meals, breaks, or poster sessions. Visit the registration desk to obtain a pass.

Children: Children of registered participants are welcome to attend the evening reception on the opening day of the conference. Children of presenters are welcome to visit posters during the set-up and take-down periods before and after the official start of each poster session. Children under the age of 18 are not permitted in any other NITOP session or social event.

Infants: Infants (6 months or under) may be in sessions; however, caregivers must be attentive to their baby without distracting other participants. Caregivers agree to remove the baby from the session if the baby becomes noisy or disruptive in order to preserve the learning environment for all. We will facilitate seating for caregivers near the exits so they may step out to soothe their infant or mitigate any disturbance. The Tradewinds Resort offers babysitting referrals.
Meals
All participants, their companions and families are welcome at the Buffet Reception on Monday evening at 6:00 p.m. in the Pavilion. Admission to the following events will be by conference badge only:

- Monday: Continental breakfast and boxed lunch; dinner at opening reception
- Tuesday and Wednesday: breakfast buffet and lunch buffet
- Thursday: breakfast buffet with omelet stations
- Refreshments at Poster sessions
- Breaks in the Grand Palm Colonnade

Registered participants who wish to purchase a badge for their guest to attend all food functions may do so at the registration desk. No badges may be purchased for individual meals or breaks, or for individuals under the age of 18.

Posters
Friday: 1:45–3:00 p.m. (Posters 1–17)
Saturday: 4:45–6:00 p.m. (Posters 18-34)

Poster Setup
Monday by 10:00 a.m. for Session I
Tuesday by 1:45 p.m. for Session II

Posters should be left until noon the following day for participants to review. At least one author must remain with each poster throughout the poster session.

Participant Idea Exchanges
PIEs are roundtable discussions of a wide variety of topics. Presenters of Participant Idea Exchanges have provided a list of discussion questions which will be at the tables.

- Tuesday: 10:15–11:15 a.m. (topics 1-21)
- Wednesday: 10:15–11:15 a.m. (topics 22-42)
Teaching Slam
The Teaching Slam will be held Monday from 3:15–4:30 p.m. This is a fast-paced, dynamic session in which participants can get new ideas to use in class. Teaching Slam presentations might be a novel teaching tip, an assessment idea, or a class activity.

Demo Demo
The Demo Demo will take place Wednesday from 2:00–3:15 p.m. This event will expose the audience to class demonstrations of approximately 15 minutes each. In this fun event, the audience members will be the class and participate as students in each demonstration. Each presenter will microteach a demo that works well every time or present their own spin on a classic demo showing how they make it new.

Exhibitors
Exhibits are located in the Pavilion. Although exhibitors are welcome to be present in the exhibit area throughout the conference, most will be at their displays for consultation and conversation during the following times:

- **Monday:** 10:15–10:45 a.m. and 1:45–3:00 p.m.
- **Tuesday:** 10:15–11:15 a.m. and 3:15–4:30 p.m.
- **Wednesday:** 10:15–11:15 a.m.

**PRIVATE DEMONSTRATIONS**
**Tuesday, January 4th**
Pearson Education – 5:00-6:00 p.m  
Banyan-Citrus

**Students and Digital Textbooks: Embracing a New Era of Teaching and Learning:** Today’s college students are juggling many responsibilities and need to be able to complete course requirements while “on the go.” The abrupt transition to digital learning in 2020 was challenging, but also provided an opportunity to learn new skills. Join us for a discussion with some of Pearson’s Psychology authors as they share some of their “silver lining” moments from the past two years.
APA Digital Learning -- 6:00-7:00 p.m.  Glades-Jasmine

APA’s PsycLearn: Make statistics manageable and relatable for students: Join us to find out all about PsycLearn: Statistics for the Behavioral Sciences, a complete, all-digital instructional resource from the American Psychological Association (APA) that helps you connect statistics to students’ lives like never before. By presenting statistics using everyday language, PsycLearn makes a field that can be daunting for students more relatable, manageable, and (dare we say it?) even fun!

Checking Out
The NITOP checkout time will be 12:30 p.m. Thursday, instead of the usual 11:00 a.m., so you may attend the closing session. If you complete the video checkout before 11:00 a.m., your keys will remain active until 12:30 p.m.

Evaluation Form
After the conference, a link to a questionnaire will be emailed to all participants. The Conference Committee greatly values your responses, comments and suggestions which are reviewed when planning future Institutes.

Onsite Support
We appreciate our volunteers, graduate students studying psychology from the University of South Florida.
Liaison: Adriana Uruena-Agnes
Coordinator: Rose Miller

Mark Your Calendar
45th Annual National Institute on the Teaching of Psychology
January 3–6, 2023
The TradeWinds Island Grand Resort
St. Pete Beach, Florida
ACKNOWLEDGEMENTS

We greatly appreciate the generous support of the following sponsoring organizations and exhibitors. We encourage participants to seek them out for information and conversation. Please note that some sponsors were not able to send representatives this year.

**APA Digital Learning**

![American Psychological Association](image1)

![Association for Psychological Science](image2)

![Cambridge University Press & Assessment](image3)

![Cengage](image4)

![Macmillan Learning](image5)

![W. W. Norton & Company](image6)
GENERAL SESSIONS
Island Ballroom

Monday, January 3rd
Chimpanzees and Human Children: The Evolution of Human Psychology
Michael Tomasello, Duke University

Tuesday, January 4th
Designing Online Courses to Improve Access and Ensure Equity
Morton Gernsbacher, University of Wisconsin, Madison
Sponsored by The Psychonomic Society

Wednesday, January 5th
Reimagining Higher Education: The 6Cs
Kathy Hirsch-Pasek, Temple University

Thursday, January 6th
Why Innocent People Confess? How Can Psychology so BASIC be so COUNTERINTUITIVE?
Saul Kassin, John Jay College
Sponsored by SAGE Publishing
WORKSHOPS

Monday, January 3rd, 8:30-10:00 a.m.
“Key” Breakout Rooms -- Island Ballroom

1. Embedding Undergraduate Research in Classes to Achieve High Impact Learning
   Tsu-Ming Chiang, Georgia College & State University

2. Having an Impact: Supporting Your Students’ Skills for Success in Introductory Psychology
   Sarah Grison, Parkland College

3. The APA IPI in Action: Strategies for implementing APA’s Latest Recommendations for Introductory Psychology
   Bridgette Martin Hard, Duke University; Erin Hardin, University of Tennessee

4. Beyond the DEI Tips and Strategies: Cultivating a Continuous Learning Approach to Inclusive Teaching
   China Jenkins, Texas Southern University
CONCURRENT SESSIONS

“Key” Breakout Rooms -- Island Ballroom
Each session is presented twice.
See schedule for details.
(alphabetical by presenter’s last name)

Teaching the Controversy on Self-Control
Elliot Berkman, University of Oregon
Sponsored by W.W. Norton

Incorporating the Psychology of Work in Introductory Psychology: Why and How
Clemente Diaz, CUNY
Sponsored by SIOP

Reducing Gender Stereotyping and Promoting Positive Relationships Among Genders in Diverse Classrooms
May Ling Halim, Cal State University, Long Beach
Sponsored by SRCD

How Do We Teach Statistical Reasoning to Psychology Majors?
Jessica Harnett, Gannon University

Teaching Psychology during a ‘Time for Reckoning and Healing’
Theopia Jackson, Saybrook University
Sponsored by STP

Reading Less and Learning More: Teaching Students to Evaluate Online Information in Intro Psych and Beyond
Sarah McGrew, University of Maryland
Saving Intro Psych: A Heroic Journey
Garth Neufeld, Cascadia College
Sponsored by APA Education Directorate

From the Lab to the Classroom: The Four E's of Effective Learning
Jeff Nevid, St. John’s University
Sponsored by Cengage

Sex, Gender Expression, and Gender Identity: Embracing Variability, Ending Discrimination, and Enhancing Psychological Well-Being
Susan Nolan, Seton Hall University
Sponsored by Macmillan Learning

The Student Cognition Toolbox: How You Can Help Students Boost Academic Performance, and How Students Can Help Themselves
Catherine Overson, University of New Hampshire, Durham

Teaching Strategies for Discussing Emotionally Charged, Historic Events in the Classroom
Ryan Pickering, Allegheny College
Sponsored by SPSSI

Experiential Learning in Virtual and Fictional Worlds: Integrating Diverse Assignments and Assessments to Teach Tough Topics in Social Psychology
Valerie Jones Taylor, Lehigh University
Sponsored by SPSP
POSTER SESSION I
Monday, 1:45–3:00 p.m.
Pavilion

1. Class Participation Cards - A Different Type of Class Participation
   David Carkenord, Longwood University

2. Comparing Undergraduate Student Participation in Discussion Boards Hosted on Reddit and Canvas
   Andrew Neff, Emory University

3. Modernization of the Evaluation of Teaching: Using the LMS to Move Toward a More Inclusive Process
   Maria Reid and Erica Caton, Florida International University

4. Comparison of Exam and Non-Exam High-Stakes Assignments in an Online Abnormal Psychology Course
   Jerry Mize, George Mason University

5. Promoting Community in Asynchronous Online Courses using Written versus Spoken Modes of Interaction
   Mona Ibrahim, Kiara Stroh, and Sharon Mac-George Nwabia, Concordia College

6. Examining Factors Related to Academic Achievement: Grit, Self-Efficacy, Mindset, and Socioeconomic Status
   Brooke Hansen, Bloomsburg University of Pennsylvania
7. Sharing "Neuroscience Cheer:" Assessment of a service learning component of a physiological psychology course
Rebecca Gilbertson, Eric Hessler, and Mariah Ravet, University of Minnesota - Duluth

8. Community Partner Voices: Community-Engaged Learning in a Rural Area
Lauren Paulson, Allegheny College

Chelsea Witt, Lydia Soucie, and Katie Carey, University of Nebraska-Lincoln

10. Examining the Roles of Boredom Proneness and Smartphone Use in Perception of Passing Time across Waiting, Social Media Use, and Academic Settings
Bethany and Sherecce Fields, Texas A&M University

11. Lessons Learned on Shifting Sands: Flexibility, Compassion and Community as Tools for Successful Instruction During Uncertain Times
Gabriela Martorell, Virginia Wesleyan University

12. Integrating Career Readiness and Professionalism into the Psychology Major for Fully-Online Students
Erica Gannon, Mark Daddona, and Deborah Deckner Davis, Clayton State University

13. Zoomed In or Zoned Out? Attitudes among Students in an Online vs Hybrid Research Methods Course
Rosalyn Stoa, Sarah Myers, and Gwen Fisher, Colorado State University

14
14. A Self-Compassion Intervention in Introductory Psychology
Chrisite Cathey, Lydia Needy, Emma Sparks, Samantha Woemmel, and Hallie Jones, Missouri State University

15. I am 95% Confident Students Will Like This: Using Dollar Street to Facilitate the Conceptual Understanding of Statistics
Erin Freeman, University of Oklahoma

16. Hands-On Learning & Student Mental Health: A Pilot Study
Caitlin Dzikon and Michelle Thall, Bastyr University

17. Critical Thinking Activities and Science Communication in Undergraduate Neuroscience Courses
Josh Rodefer, Mercer University
POSTER SESSION II
Tuesday, 3:15–4:30 p.m.
Pavilion

18. Get Psyched about Psych Club!
   Vickmarie Murray, Stephanie Anderson, and
   Michelle Rosser-Majors, University of Arizona
   Global Campus

19. Using a Utility-Value Intervention to Improve
    Online Group Work Perceptions and Skills
    Alison Kelly, Virginia Clinton-Lisell, and Kendall
    Klein, University of North Dakota

20. Incorporating Active Learning and Emerging
    Technologies to Enhance Learning and
    Engagement
    Susan Geffen, Occidental College; Amy Jiang,
    University of La Verne

21. Using Three-Dimensional Models to Improve
    Spatial Awareness of the Brain
    Meredith Minear, Veronica Carey-Roderiguez,
    and Courtney Derby, University of Wyoming

22. Learning in a Pandemic: Instruction Style and
    Perceived Academic Stress
    Kimberly Wood, Kaitlyn Morris, Payton Rackley,
    and Rachel Rowland, Samford University

23. Incorporating Participatory and Indigenous
    Methodology into Research Methods in
    Psychology
    Christina Salnaitis, Kennesaw State University;
    Josh Stanz, University of South Florida

24. Visual Mental Imagery and Study Strategies:
    Does Vividness Matter?
    Jenel Cavazos and Hannah Baskin, University of
    Oklahoma
25. If You Post It, Will They Learn? A Naturalistic Study of Student Engagement with Lecture Capture  
Katharine Kujawa and Michael Babcock, Montana State University

26. STOP NOW! Encouraging Retrieval Practice and Metacognition in Online Delivery  
Des Robinson, Tarrant County College

27. Engaging Students in Examining the Potential Impact of Violent Video Game Play  
April Schwarzmueller, Eckerd College

28. Predictors of Performance and Impact of Feedback in Lower vs. Upper-Level Psychology Courses  
Megan St. Peters, Murray State University

29. Tradition or Tech? Students' Statistical Reasoning After Being Taught with Hand Calculations vs. R  
Annie S. Ditta, University of California, Riverside; Amanda Mae Woodward, University of Minnesota

30. The Effect of Incentives on the Use of Successive Relearning for Retaining Statistics Concepts  
Jill Kawalec, Viveka Jenks, Maren Greve, and John Dunlosky, Kent State University

31. Metacognitive Awareness, Metacognitive Study Strategies, and Exam Performance  
Heather Mitchell, Webster University

32. Depression, Anxiety, Stress, and Resilience in College Students/Faculty/Staff during a Pandemic  
Beverly Barrett, West Kentucky Community & Technical College
33. Cultivating Reflective Thinking in an Undergraduate Psychology Classroom
Eva Chen, Benedictine College
PARTICIPANT IDEA EXCHANGE (PIE) I
Tuesday, 10:15–11:15 p.m.
Pavilion

1. Teaching Behavioral Neuroscience
   Emily Splane, Flagler College

2. Incorporating Inclusive Assessments into Exams in Large Courses
   Manda Williamson, University of Nebraska-Lincoln

3. The Student Cognition Toolbox: Promote Student Learning in your Courses Through Science of Learning
   Victor Benassi, University of New Hampshire

4. Anxiety Inhibits Learning: Using Compassion as a Strategy to Ameliorate Stress in Intro-Level Psychology Class
   Seyma Inan, Mercyhurst University

5. A Sneak Preview of APA’s Guidelines 3.0
   Jane Halonen, University of West Florida

6. Pandemic, Pandemonium, and Pandora’s Box: Can We Close It? Should We Close It?
   Jason Spiegelman, The Community College of Baltimore County; Jenel Cavazos, University of Oklahoma

7. Childhood Memoir in Developmental Psych Courses Brings the Diversity of Development to Life
   Chris Boyatzis, Bucknell University; Maureen Ittig, Penn State University-Fayette
8. Producing Readable Writers
   Nestor Matthews, Denison University

9. Game Night and Community Building
   Sara Steele, Massachusetts College of Liberal Arts

10. Sometimes Failure IS an Option: What Null Outcomes in Pedagogical Research can Teach Us
    Jennifer Blessing, University of Tampa; Heather Scherschel, Indiana University

11. Teaching Students to Give Psychology Away
    Jerome Lewis and Roxanne Sullivan, Bellevue University

12. Memes to Movies: Exploration of Innovative Teaching Modalities in Psychology for "Gen Z"
    Jennie Miller and Kristina Pham, Casper College

13. Promoting Health & Wellness in Faculty/Staff
    Beverlty Barrett, West Kentucky Community & Technical College

14. Using Psychology to Bring Truth, Racial Healing, and Transformation to Campus
    Camille Buckner, Marymount University

15. Where's the Carrot for Mentoring Junior Faculty?
    Ellen Carpenter, Virginia Commonwealth University
16. Infusing Academic Integrity and Research and Writing Support into the Online Classroom
Stephanie Anderson and Michelle Rosser-Majors, Univ. of Arizona Global Campus

17. How are We Teaching the "New" Statistics and Open Science Across the Curriculum?
Andrew Christopher, Albion College; Susan Nolan, Seton Hall University

18. Who are My Students and What are They Learning? Strategies for a Peek into EACH Mind
Prutha Deshpande and Melissa Beers, Ohio State University

Erica Caton and Maria Reid, Florida International University

20. Fostering Resilience and Belonging in the Classroom
Serge Onyper and Brittany Hollis, St. Lawrence University

21. Discussing Students' Multi-Faceted Selves and Other Triggering Topics
Sally Meritt and Kelsey Evans-Amalu, Georgia Southwestern State University
22. In Light of the Research, How Do you Handle Trigger Warnings in your Classroom?
   Herbert Helm, Jr., Andrews University

23. Challenges and Opportunities of Teaching Psychology to Non-Majors
   Susan Slamka, Pennsylvania College of Technology

24. Using Movies to Teach Theories of Counseling and Psychotherapy
   Ben Jeppsen, Augustana University

   Kristi Bitz, University of Mary

26. Making it Easier to Be Kind: Automating Compassion in our Courses
   Lauren Pino and Melissa Beers, Ohio State University

27. Big Class, Small Class: Addressing Issues of DEI Across Varied Academic Spaces
   Robyn Kondrad, James Madison University

   Bryan Karazsia, Society for the Teaching of Psychology
29. Inclusive Teaching Includes You Too: Teacher Value in a Student-Centered World
Lindsay Masland, Appalachian State University

30. What are They Thinking: About the Material and About Themselves?
Rick Shifley, Massachusetts College of Pharmacy and Health Sciences

31. When Life Gives You 2020: Sharing Teaching Pivots that Actually Worked
Danae Hudson, Christie Cathey, and Brooke Whisenhunt, Missouri States University

32. Kindness and Rigor? Alternative Grading Approaches and Resilient Course Design
Karl Bailey, Andrews University

33. Developing a New Themed Course in Collaboration with Faculty Across Institutions and Disciplines
Lisa Timmons, California State University; Susan Geffen, Occidental College

34. Psyched for Psychology! Strategies for Recruitment, Enrollment and Retention of Psychology Students
Laura Pickens, Thiel College

35. Motivational Thermodynamics: Using Social Psychology in Classroom Management
Kelly Henry, Missouri Western State University

36. Teaching the Psychology of Prejudice in a Post-2020 World
Caroline Mann, Hollins University
37. Incorporating Resilience Training and Mindfulness Practices in the Classroom
   Robert Swoap, Warren Wilson College

38. On to Bigger and Better Things: Considerations for Faculty as They Approach and Are in Retirement
   Pam Marek, Kennesaw State University; Andrew Christopher, Albion College

39. Summer teaching and instruction retreat: A Case Study in Peer Support
   Julia Parker and Maria Reid, Florida International University

40. Try, Fail, Evolve: Responsive Diversity Programming in Psychology Training
   Noel Jacobs, OU Health Sciences Center

41. Implementing an Undergraduate Teaching Assistant Program: A Case Study
   Amber Henslee, Missouri University of Science & Technology

42. Fostering Students' Class Preparedness
   Carolyn Brown-Kramer, University of Nebraska-Lincoln
TEACHING SLAM
Monday, January 3rd, 3:15–4:30 p.m.
Island Ballroom
Moderator: Beth Morling

1. Start Early When Creating a Relentless Welcome: The Liquid Syllabus
   Manda Williamson, Univ. of Nebraska-Lincoln

2. Fighting the Loneliness Epidemic from the Classroom
   Natalie Kerr, James Madison University

3. What’s in a Name: Abnormal Psychology
   Kenneth Carter, Oxford College, Emory University

4. Building Rapport with Group Presentations
   Andrew Neff, Emory University

5. Tech Tools for Taming Your To-Do List
   Jenel Cavazos, University of Oklahoma

6. Learning to Learn in Online Learning
   Des Robinson and Colin Jenney, Tarrant County College

   Jane Halonen, University of West Florida

8. Save the Last Day: Revisiting the Syllabus at the End of Your Course
   Melissa Beers, The Ohio State University
DEMO DEMO
Wednesday, January 5th, 2:00-3:15 p.m.
Island Ballroom
Moderator: Kenneth Carter

1. Sleepy Slap Jack
   Heather Schershcel, Indiana University - Bloomington

2. Demonstrating How Culture Can Influence Subjective Well Being
   Dina Gohar, University of Michigan

3. Central Limit Theorem, Confidence Intervals, and Meta-analysis: Oh My!
   Andrew Christiopher, Albion College

4. Tried and True or Tried and Tired?
   Christie Cathey, Missouri State University