REPORT FROM THE ANNUAL CONFERENCE ON TEACHING

Reprinted from the November 2019 newsletter

By Jordan Troisi, STP Director of the Annual Conference on Teaching

I want to send a quick thank you to all who attended this year's Annual Conference on Teaching (ACT) at The Curtis Hotel in downtown Denver. Thank you to everyone who participated or who had a hand in making the 18th Annual Conference on Teaching great!

By all metrics, it was a record setting year for us. We had a total of 338 attendees (up 25% from last year), and a similar increase in the number of posters and presentations. And even with this growth, we seemed to maintain the same friendly atmosphere as we have in years past.

Stay tuned for our eventual update of the ACT website. In the meantime, I hope you'll save the date and look forward to ACT 2020, held October 8-10 at the Omni William Penn Hotel in downtown "Mighty. Beautiful. Pittsburgh!"

To view/download the photos in this newsletter and other photos from the conference, visit here.
LETTER FROM THE PRESIDENT

Reprinted from the November 2019 newsletter

November 6, 2019

It was amazing, informative, and collegial. It was the 18th annual Annual Conference on Teaching, where well over 300 folks who share a passion for teaching met in Denver, Colorado on October 18-19. We set a new record for attendance and introduced a new extended schedule for sessions as well as new programming – Lunch and Learn. In addition, we piloted a new teaching pre-conference workshop - Teaching of Psychology Incubator (TOPInc).

To Jordan Troisi and his team, I extend a heart-felt thanks for your really excellent work in organizing the conference, creating the program, and locating it at a super facility. Also, I am sure that I speak for all of us when I say thanks to those who participated in symposia, presented a talk or poster. We learned a lot. Over the years, our annual conference on teaching has been the go to place for great conversations on teaching, a chance to renew old acquaintances and make new ones, and the opportunity to hear stimulating presentations.

If you missed the business meeting, let me bring you up to date on some of what is going on. First, we gave everyone a sneak peek at the new STP logo. We also got the chance to look over the new “four corner” structure for Teaching of Psychology that will feature four types of manuscripts: pilot and small-scale studies, replications, full-length articles, and a forum for reviews and activities. I had the pleasure in thanking several folks for their service on STP committees and gave Presidential awards to Regan Gurung for representing STP on the APA Council of Representatives, and to CUNY for their years hosting the Graduate Student Teaching Association. Finally, it was an honor to present a Presidential Citation to Ken Weaver for his years of service to high school teachers of psychology.

Sincerely,
Rick Miller, STP President
CONFERENCE VENUE

This year’s conference venue was the Curtis Hotel in Denver, Colorado, a hotel whose rooms and floors were themed for various games and forms of entertainment.

Meeting rooms were themed to children’s games

Wall art outside of a meeting room

Elevator themed to a Denver amusement park

A view of the elevator hallway on a hotel floor themed to video games

ACT’S FIRST PRE-CONFERENCE: TOPInc

The inaugural Teaching of Psychology Incubator (TOPInc) pre-conference workshop assisted 12 attendees in development and acceleration of projects related to non-traditional scholarly impact of the teaching of psychology. TOPInc mentors were Jane Halonen, Eric Landrum, Garth Neufeld, and Anna Ropp. Photos below on the top of page 2 are courtesy of Jane Halonen

Brain Dump: Janet Peters, Blake Nielsen, Seungyeon Lee, Lindsay Masland

A Bourbon Toast: Molly Metz, Dina Gohar, Jordan Troisi, Janet Peters, Stacie Spencer, Garth Neufeld, Carolyn Brown-Kramer, Lindsay Masland

REGISTRATION AND WELCOME RECEPTION
STP PRESIDENTIAL ADDRESS

STP President Rick Miller delivered her Presidential Address, “Lessons Learned from Those Who Came Before.” Miller honored his mentors and invited several conference participants to honor their respective mentors.

Tyler Collette introduces STP President Rick Miller (left) as Rick and his wife, Jeanne, listen (center).

Rick Miller Honors His Mentors

President Rick Miller Invites Conference Participants to Honor Their Mentors
PRESENTATION OF TEACHING AWARDS

Krisztina Jakobsen, Chair of the STP Teaching Excellence Committee (first row left) and Associate Chair Seungyeon Lee (first row center), introduced the recipients of STP’s annual Excellence in Teaching Awards. Jane Halonen and Wayne Weiten appear in the group photo (first row right) The award recipients were:

**Mary Margaret Moffett Memorial Teaching Excellence Award** (high school)
Michael Hamilton (second row left)

**Wilbert J. McKeachie Teaching Excellence Award** (graduate student)
Kristina Howansky (second row center)

**Adjunct Award**
Tina Jenkins (second row right)

**Robert S. Daniel Award** (4-year colleges)
Tim Lawson (bottom row left)

**Wayne Weiten Teaching Excellence Award** (2-year colleges)
Garth Neufeld (bottom row center)

**Jane S. Halonen Teaching Excellence Award** (early career)
Ashley Waggoner Denton (bottom row right)
President Rick Miller called the business meeting to order, followed by reports from members of STP’s Executive Committee: VP Membership Meera Komarraju, Treasurer Jeff Holmes, VP Diversity and International Relations Kelley Haynes-Mendes, VP Programming Angela Legg, VP Grants and Awards Keli Braitman, and VP Resources Bill Altman.

President Miller recognizes The City University of New York for hosting STP’s Graduate Student Teaching Association, 2014-2019. CUNY graduate student Hallie Jordan accepted the award.

President Miller recognizes Regan Gurung (left) for his service as Division Two’s Representative to APA Council.

President Miller passes the gavel to STP’s 2020 President Amy Fineburg.

Amy Fineburg announced plans to celebrate STP’s (APA Division Two’s) 75th Anniversary during her presidential year in 2020:

- Articles on STP’s history in *Teaching of Psychology*;
- Special programming at ACT 2020 in Pittsburgh;
- Online highlights of moments in STP’s history; and
- Engaging GSTA and ECP groups to plan STP’s future.

Amy Fineburg unveiled STP’s new logo for 2020 and recognized Rick Miller for his service as STP’s 2019 President.
STP President Rick Miller bestowed presidential citations to Ken Weaver (during the ACT business meeting) and Barney Beins (during the Division Two social hour at APA 2019).

**Kenneth A. Weaver, Ph.D.**

Ken Weaver has always been a teacher and a teacher of teachers. He has made a difference to students as a teacher in middle school, junior high school, high school, college and as a Peace Corps volunteer in the Philippines. Most recently he served as Dean of The Teacher’s College at Emporia State University.

From his early days as a student at Teacher’s College, Columbia University where he earned his MPhil and Ph.D., his research has focused on teaching and learning including the teaching and learning of statistics.

His service in support of teaching includes not only his development of an honors program on his campus but service as Director of the Kansas Regents Honors Academy. He has served on several STP committees and task forces and as a reviewer for Teaching of Psychology. He served on the planning committee for the Psi Chi National Leadership Conference and was the Southwest Regional Coordinator of the Council of Teachers of Undergraduate Psychology, He served as President of both CTUP and SWPA, and provided leadership on various APA initiatives including the Teachers of Psychology in Secondary Schools National Workshop, National Standards for Teaching High School Psychology working group, and the steering Committee for the APA Summit for High School Psychology Education.

In summary, Ken has dedicated his professional life to working with high school teachers, preparing students to become high school psychology teachers, delivering professional development to high school psychology teachers, and studying how high school psychology teachers are prepared and credentialed across the nation. This enduring passion of his has touched the lives of countless teachers and their students.

**Bernard C. Beins, Ph.D.**

Barney Beins has, over the years, been an invaluable resource to both STP and APA. It would be easier to create a list of STP activities that Barney Beins has not been involved with than to list his many, many contributions, but here are a few. He served as Secretary and later President of STP. For two years he was Director of Precollege and Undergraduate Education at APA. He founded the Northeastern Conference for Teachers of Psychology.

Barney served as inaugural editor for the "Computers in Psychology" section of Teaching of Psychology and served as the E-book editor for STP. He has chaired or served on numerous task forces including the Task Force on Recommendations for Archival Material, the Task Force on E-Publishing and the Task Force on Certification of Psychology. He chaired the G. Stanley Hall Lecture Series, served as the Regional Teaching Conference Coordinator, and Associate Editor of TOP.

He has participated in several of APA’s national meetings devoted to undergraduate education including the St. Mary’s Conference, the Psychology Partnership Project and the National Conference of Undergraduate Education of Psychology. More recently he co-chaired the Psychology as Science working group at the APA Summit on High School Psychology Education.

A pundit once said, we are what we read. Barney has a group called BOB, which stands for Barney’s Obscure Books. The group have read books on the cholera epidemic in London and The Curious Lives of Human Cadavers, you know, upbeat stuff. Well, the pundit was wrong because Barney is one of the most positive people that I know and it is my pleasure to be able to recognize his many, many contributions to STP with this Presidential Citation.
BILL HILL KEYNOTE ADDRESS

Dr. Pooja Agarwal, Berklee College of Music, delivered Friday afternoon’s Bill Hill Keynote Address, “Powerful Teaching: Unleash the Science of Learning.”

INVITED ADDRESS

Lindsay Masland, Appalachian State University, delivered Saturday afternoon’s Invited Address, “You were Trained as a Scientist: Isn’t it Time to Start Teaching Like One?”
**CONCURRENT SESSIONS: FRI AM**

The concurrent sessions at this year’s Annual Conference on Teaching included 60 symposia and 5 workshops, the largest number of sessions offered during the history of the conference. To view/download these and other photos from each session, click here and open the numbered subfolder for that session.

<table>
<thead>
<tr>
<th>Recommendations and Best Practices</th>
<th>Professional Development</th>
<th>Scholarship of Teaching and Learning</th>
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<tbody>
<tr>
<td>07a Building Student Research-Based Writing Competency through a Cognitive Self-Regulation Approach</td>
<td>07b Facilitating Cultural Competency through Psychology Coursework</td>
<td>07c &quot;What Nerve!&quot; Techniques to Help Students Better Understand the Nervous System</td>
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<td>Mike Martynowicz &amp; Monica Heller</td>
<td>Monali Chowdhury</td>
<td>Suzanna Borawski</td>
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<td>07d Disability Justice in Pedagogy and Practice</td>
<td>07e High Impact Practices: Deep Learning and Skill Building</td>
<td>07f Psyching Out Fake News: Promoting Media Literacy in Psychology Courses</td>
</tr>
<tr>
<td>11:00-11:25am</td>
<td>David B. Strohmetz &amp; Natalie J. Ciarocco</td>
<td>Bethany Fleck, Pamela I. Ansburg &amp; Elizabeth L. Parmelee</td>
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Note: Concurrent sessions are categorized as:
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<tr>
<td><strong>Teach Preschoolers Psychology: Tips, Resources, and Benefits to People of All Ages</strong></td>
<td><strong>An Experimental Test of Exercises to Improve Critical Thinking in Introduction to Psychology</strong></td>
<td><strong>Taking the Brain Out of the Classroom and Into the Community: Neuroscience Outreach</strong></td>
<td><strong>What is the Good Life? How Psychology Can Help Students Thrive</strong></td>
<td><strong>Getting Woke!: Helping Students Identify Diversity, Promote Inclusion, and Support Equity</strong></td>
<td><strong>Exploring the Nature of Being Student-Centered vs. Teacher-Focused through Endorsements of Autonomy or Authority</strong></td>
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FRI OCT 18
11:35-12:00pm
FRIDAY LUNCH AND LEARN SESSIONS

FRI OCT 18
12:00-1:00pm


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09-18
CONCURRENT SESSIONS: FRI PM

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<tr>
<td>Psychology Students Have Skills! Four Classroom Assignments that Align with the APA 2.0 Guidelines for Undergraduates</td>
<td>Learning How to Learn in Introductory Psychology</td>
<td>OER in Psychology - The Good, the Bad and the Crummy: A Panel Discussion</td>
<td>Beyond Time Management: Practical Productivity Strategies for Students (or Anyone)</td>
<td>Fads and Facts: Is there Good Evidence to Support Some of Our Most Popular Beliefs about Teaching and Learning?</td>
<td>Getting Ready for a Makeover at Teaching of Psychology</td>
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FRI OCT 18 1:10-1:55pm

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<tbody>
<tr>
<td>Developing Impactful and Practical Service-Learning Opportunities for Psychology Undergraduates</td>
<td>What Psychology Faculty Need to Know about Psychology Career Pathways</td>
<td>Defining Excellent Teaching in Latin America and the U.S.: A Cross-Cultural and Cross-Disciplinary Comparison</td>
<td>The Effects of Instructor Fluency and Student Awareness on Self-Perceived and Actual Learning</td>
<td>Are You Ready to Rumble? A First Look at Guidelines from The APA Intro Psych Initiative</td>
<td>Self-Assessment: No Longer a Laughing Matter</td>
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FRI OCT 18
3:50-4:35pm
## SATURDAY MORNING WORKSHOPS

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:40-10:40am  (Workshops)</td>
<td><strong>Documenting your Teaching for Awards, Hiring, Promotion, and Tenure</strong></td>
<td><strong>Time to Teach to the Majority of Students: A Workshop on the Skillful Psychology Student</strong></td>
<td><strong>Storytelling Startup: How to Incorporate Story in the Psychology Classroom</strong></td>
<td><strong>Integrating APA’s Student Learning Outcomes and 5-Pillar Model Into Your Introductory Psychology Course: A Hands-On Workshop</strong></td>
<td><strong>Finding Lost Voices: Steps to Diversifying and Decolonizing your Psychology Courses</strong></td>
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</tbody>
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**15a**

**Documenting your Teaching for Awards, Hiring, Promotion, and Tenure**

Janet M. Peters, Julie Lazzara, Kareenna Malavanti, Molly Metz, & Daniel Storage

**15b**

**Time to Teach to the Majority of Students: A Workshop on the Skillful Psychology Student**

Stacie M. Spencer, Karen Z. Naufel & Aaron S. Richmond

**15c**

**Storytelling Startup: How to Incorporate Story in the Psychology Classroom**

Karen Brakke & R. Eric Landrum

**15d**

**Integrating APA’s Student Learning Outcomes and 5-Pillar Model Into Your Introductory Psychology Course: A Hands-On Workshop**

William S. Altman & Melissa Beers

**15e**

**Finding Lost Voices: Steps to Diversifying and Decolonizing your Psychology Courses**

Leslie D. Cramblet Alvarez, K. Nicole Jones & Anna Ropp
# CONCURRENT SESSIONS: SAT AM

<table>
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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>10:55-11:20am</td>
<td>Educating for Global Citizenship in the Psychology Classroom</td>
<td>BRAINS! Preventing the Zombification of Students by Making Neuroscience Fun and Accessible!</td>
<td>From Drab to Fab: Reimagining Library/Research Instruction for Undergraduate Psychology Students</td>
<td>Teaching the Psychology of Student Success: Activities and Assignments to Promote Student Flourishing</td>
<td>Supermom, Superstar Faculty</td>
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Kelley D. Haynes-Mendes, Karla Lassonde & Leslie Berntsen

Julia P. Langdal-Sittu

John Siegel & Rachel E. Tennial

Bridgette Martin Hard & Sabriyya Pate

Jennifer L. O'Loughlin-Brooks & Kathleen Hughes Stellmach
<table>
<thead>
<tr>
<th>Time</th>
<th>Session 17a</th>
<th>Session 17b</th>
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<tr>
<td>11:30-11:55am</td>
<td><strong>Using a Positive Event Support Exercise to Build Classroom Community</strong></td>
<td><strong>Teaching Writing Using APA Style: It’s More than Just a Reference List</strong></td>
<td><strong>Handing Over Psychological Science: Beyond the Classroom and Into the Community</strong></td>
<td><strong>Group work: Going from “Ugh” to “Aha!”</strong></td>
<td><strong>Are you Saying Yes to too Many Things? Get Yourself a No Committee!</strong></td>
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<td></td>
<td>Courtney L. Gosnell</td>
<td>Julie C. Hill &amp; Hayley Kamin</td>
<td>Emily Stark &amp; Karla Lassonde</td>
<td>Carolyn R. Brown-Kramer</td>
<td>Xiaomeng (Mona) Xu</td>
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**17a:** Using a Positive Event Support Exercise to Build Classroom Community

**17b:** Teaching Writing Using APA Style: It’s More than Just a Reference List

**17c:** Handing Over Psychological Science: Beyond the Classroom and Into the Community

**17d:** Group work: Going from “Ugh” to “Aha!”

**17e:** Are you Saying Yes to too Many Things? Get Yourself a No Committee!
## CONCURRENT SESSIONS: SAT PM

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<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Speaker(s)</th>
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<tr>
<td>1:15-2:00pm</td>
<td>19a</td>
<td>Research and Data Ethics and the Undergraduate Psychology Major</td>
<td>Susan A. Nolan, Tamarah Smith, Kelly M. Goedert &amp; Karen Z. Naufel</td>
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<td>19b</td>
<td>W.I.L.D. Teaching: Making Your Psychology Classroom Come Alive</td>
<td>Brian L. Burke, Megan C. Wrona &amp; Natasha D. Tidwell</td>
<td>19b</td>
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<td>19c</td>
<td>How Will I Publish?!? Development of Successful Student-Focused Research Programs at Undergraduate-Focused Institutions</td>
<td>Jennifer J. Thomas &amp; Ellen E. Newell</td>
<td>19c</td>
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<td>19d</td>
<td>Old Timers and Opportunities: How Seemingly Small Events and Micro-Decisions Can Contribute To Making Big Career Impacts</td>
<td>R. Eric Landrum &amp; Barney Beins</td>
<td>19d</td>
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<td>19e</td>
<td>Synergy between Teaching/Learning Practice and Research Across Higher Education</td>
<td>Pooja K. Agarwal, Melissa J. Beers, Kathryn A. Becker-Blease, Shana K. Carpenter &amp; Raechel N. Soicher</td>
<td>19e</td>
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<td>Getting More Mileage out of Class Activities: &quot;Sneaky Teaching&quot;</td>
<td>Using Spontaneity and Creativity in Teaching to Increase Student and Instructor Engagement</td>
<td>Knowledge as Process: Implementing Experiential Learning in High School and College Psychology Curricula</td>
<td>Bringing a Passion-Driven, Project-based Curriculum to Introductory Statistics and Research Methods Courses</td>
<td>Not All Active Learning Is Equal: Explaining (But Not Reading Explanations) Improves Learning</td>
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<td>Josha D. Fetterman, Meredith E. Kneavel &amp; Ian R. Sharp</td>
<td>Katherine A. Elder &amp; Asani H. Seawell</td>
<td>Kathryn J. O’Toole &amp; Kelly M. O’Toole</td>
<td>Lisa Dierker, Kristin Flaming &amp; Jennifer Rose</td>
<td>Kody J. Manke, Paulo F. Carvalho &amp; Ken R. Koedinger</td>
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2:10-2:35pm
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| 2:45-3:10pm | **Introducing the Brain: Neuroscience or Biopsychology?**  
Maxwell A. Hennings, Catherine L. Franssen & Adam R. Franssen | **Two Arms of the Same Body: Aligning Program Direction and Curriculum Across Online and On-Campus Deliveries**  
Noelany Pelc & Margaret J. Farrelly | **Connecting, Developing, and Showcasing Skills: Infusing a Skill-based Curriculum into Your Courses**  
Kathleen Hughes & Kimberly Duff | **Students’ Understanding of Plagiarism**  
Donald F. Graves & Sarah R. Carter | **A Novel Model for Translating Psychological Science to Classroom Practice in Higher Education**  
Raechel N. Soicher & Kathryn A. Becker-Blease |

**21a Introducing the Brain: Neuroscience or Biopsychology?**
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**21b Two Arms of the Same Body: Aligning Program Direction and Curriculum Across Online and On-Campus Deliveries**
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**21c Connecting, Developing, and Showcasing Skills: Infusing a Skill-based Curriculum into Your Courses**
Kathleen Hughes & Kimberly Duff

**21d Students’ Understanding of Plagiarism**
Donald F. Graves & Sarah R. Carter

**21e A Novel Model for Translating Psychological Science to Classroom Practice in Higher Education**
Raechel N. Soicher & Kathryn A. Becker-Blease
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<tr>
<td>3:30-3:55pm</td>
<td>Process it! Facilitating Active Learning in the Classroom via a Prompt-based Lecturing Strategy</td>
<td>Digital Pen-tastic Making Statistics Fantastic!</td>
<td>Bringing History to Life: Using College Archives to Write a Departmental History</td>
<td>Using Teams To Make Large Classes Feel Small</td>
<td>Adapting your Face-to-Face Course for Online Instruction</td>
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Pirita E. See
Alisa A. Beyer
Aimee A. Callender
Jenel T. Cavazos
Amber Chenoweth
FRI PM: POSTER SESSION

SAT LUNCH: LIVE FROM DENVER

Betty Dorr: It's a Menstruation Necklace!

Elizabeth Valenti: Creatively Teaching Key "Players" in Psychology
For our column this month, we would like to acknowledge all the amazing early career contributions at STP’s Annual Conference on Teaching held last month in Denver. Thank you to conference director Jordan Troisi who put together a fantastic program, and to all who presented at and attended the conference!

Additionally, the ECP committee would like to congratulate Ashley Waggoner Denton (University of Toronto) for winning the Jane S. Halonen Early Career Teaching Excellence Award. Congratulations, Ashley! 

Pictured at left: Seungyeon Lee (left), Associate Chair of the Teaching Awards Committee presents the Jane S. Halonen Early Career Teaching Excellence Award to Ashley Waggoner (right).

ECP Poster Award Recipients

We would also like to thank all the poster presenters for their contributions. There were 36 ECP posters! We hope you all had interesting discussions that will help you push your work forward! We received many high-quality entries for the annual ECP Poster Award and would like to congratulate the following award winners for their outstanding work:

Pictured left to right is the ECP Committee: Julie Lazzara, Janet Peters, Daniel Storage, Karena Malavanti, and Molly Metz followed by ECP Poster winners Shannon Claxton (3rd place) and Jessica LaPaglia (1st place). The 2nd place winners are not pictured.

• First-place ($250) went to Jessica LaPaglia (Morningside College) for the poster "Escape the Evil Professor! An Escape Room Review Activity." [www.tinyurl.com/LaPaglia-ACT2019](www.tinyurl.com/LaPaglia-ACT2019)

• Second-place ($150) went to Olga Parshina (CUNY Graduate Center) and Nicholaus Brosowsky (Duke University) for their poster "Using the QALMRI Method to Scaffold Reading and Writing an Empirical Article" They were so kind to share the file with explicit instructions for the QALMRI assignment with us.

• Third-place ($100) went to Shannon Claxton (Morningside College) for the poster "Group Work that Students Love? Transforming Statistics Using Team-Based Learning."

Presentations by ECPs

In addition to the fantastic research presented during the poster session, we also heard thought-provoking talks by many early career STP members. There were 24 ECP presentations, including a keynote address by ECP Lindsay Masland (Appalachian State University) entitled, "You were trained as a scientist. Isn’t it time to start teaching like one?" (pictured at left)

Your ECP Committee presented a successful and well-attended two-hour professional development workshop, “Documenting your teaching for awards, hiring, tenure and promotion,” where we discussed how to develop a teaching-focused CV and weave a narrative into our teaching portfolios. (pictured on top of next page)
We were proud to present the inaugural speed mentoring roundtables event immediately following the conference. We would like to thank mentors Angela Legg, Pooja Agarwal, Susan Nolan, Aaron Richmond, Kathy Becker Blease, Lisa Rosen, Mona Xu, Shana Carpenter, Shiloh Blacksher, Seungyeon Lee, and Courtney Gosnell for their time spent at this free mentoring event for ECPs and graduate students! We hope that our 15 mentees were able to have many great conversations. (pictured below)

Finally, we’d like to thank everyone who attended the ECP Reception at Rock Bottom Brewery. Attendees included many of our ECP colleagues, STP members, several new faces and even the conference director! A great time was had by all! We also had a great turnout for our ECP dinner at Stout Street Social where we got to talk with many ECPs and future ECPs. We hope to see you all next year in Pittsburgh!
GSTA at ACT

Reprinted from sections of the GSTA Corner in the November 2019 newsletter

By: Elizabeth Che and Jessica Brodsky

Members of the GSTA attended STP’s Annual Conference on Teaching on October 17-19, 2019 in Denver, CO.

GSTA Treasurer Olga Parshina (pictured at right) presented her research on using the QALMRI method (Question, Alternatives, Logic, Method, Results, Inferences; Kosslyn & Rosenberg, 2004) to scaffold reading and writing an empirical article and won 2nd place in the annual STP ECP SoTL Poster Award!

At the ACT Awards Ceremony, The CUNY Graduate Center received Special Recognition from the STP for hosting the GSTA for the past six years. The leadership of the GSTA thanks the STP for this recognition. We are excited about the future structure of the GSTA and opportunities to connect with GSTA members throughout the country.

SOTL WRITING WORKSHOP

This was the 9th year that the STP Scholarship of Teaching and Learning (SoTL) Writing Workshop was held concurrently with the Annual Conference on Teaching. Participants received guidance on their SoTL research from experienced mentors and consulted with statistical and publication experts. Georjeanna Wilson-Doenges, Guy Boysen, and Natalie Ciarocco were co-facilitators for this year’s workshop.

Regan Gurung (front left) provides advice on publishing SoTL to the writing workshop participants

STP EXECUTIVE COMMITTEE

STP’s Executive Committee held its second bi-annual meeting all day Thursday prior to the conference and on Saturday afternoon during the conference. Some of the initiatives discussed during the meeting were: strategies for recruiting members in other countries; development of a new grant mechanism for creative projects that don’t currently fall in any of STP’s grant programs; travel support for STP’s coordinators as regional conferences; roll-out of the new STP logo; and planning for STP’s 75th Anniversary celebration.

EXHIBITORS
MESSAGE FROM ACT DIRECTOR JORDAN TROISI

The sun is setting on 2019. In the frenzy that so often occurs for those in education at this time of year, I hope you will find a minute to take stock of all the warmth that can exist in the teaching life.

It has been one of the great joys of my professional life to serve as the Director of the Annual Conference on Teaching (ACT). It is a fair amount of work to plan, certainly, but the payoff comes every year in October. This year ACT was as large as it has ever been, but as welcoming as ever too.

I want to extend my thanks to everyone who could join us for ACT this year. I hope that you all, like me, had a chance to catch up with old friends, and make some new ones too. I hope that you got to share big and small ideas, dine together, laugh, and appreciate one another. The spirit of the Society for the Teaching of Psychology (STP) is a warm one, and it shows at ACT. I see it in the veterans who, though wise with experience, are still humble and generous with their teaching perspectives. I see it in the newer instructors too. They are forming new bonds with one another, swapping stories of their early—and growing—classroom efforts. At a social hour at the end of the conference this year, many of them told me this was their first ACT, and that they can't wait to come back next year. I can't wait either. May we always come back to one another.

In the spirit of looking forward, ACT 2020 will be in downtown Pittsburgh on October 8-10 at the Omni William Penn Hotel. I recently visited there for a work engagement, and I got to musing. I got to musing that I could see my STP friends here right now: with coffee and a pastry—ready to start a full day, or winding down over a cocktail intently listening to someone who just introduced them to a keen new teaching approach.

We look forward to welcoming you to Pittsburgh next year. The ACT Steering Committee and I have been hard at work, examining feedback from ACT 2019 for ways to improve for next year. We've been working hard on ACT, because it means so much to all of us. We can't wait to see you again.