Results of Elections for STP Officers

by Amy Fineburg, Chair of STP’s Elections and Appointments Committee

On behalf of the Elections and Appointments Committee for STP, I am pleased to announce the following winners of our officer elections:

President-Elect (to serve as President in 2024): Loretta Neal McGregor, PhD
Arkansas State University

Vice President for Grants and Awards:
Morton Ann Gernsbacher, PhD
University of Wisconsin-Madison

Division 2 Representative to APA Council
Jodie B. Ullman, PhD
California State University, San Bernadino

Congratulations to these colleagues! We look forward to seeing the work they will do to enhance the teaching and learning of psychology for all instructors and students.

Thank you to all STP members who voted in the election. Special thank you to Chris Koch, Kyle Conlon, and Dave Kreiner for also running for office this year. Their dedicated service to the Society reflects the depth of talent and expertise we have among us.

STP News (Volume 25 Issue 6) June 2022

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STP News Co-Editors: Stephanie Afful & Tom Pusateri Send inquiries or news items to stp@teachpsych.org
Promoting Peaceful Classrooms

May 31, 2022

In the aftermath of World War II, Eleanor Roosevelt traveled to Paris and in a Voice of America radio address (November 11, 1951) stated, “I think that what you want to know—especially you, the women of past-war Europe—is whether you shall be able, tomorrow, to tell your children that peace is at long last, a reality. For it isn’t enough to talk about peace. One must believe in it. And it isn’t enough to believe in it. One must work at it.” I’ve thought a lot about this quote over the past few weeks, as the United States (US) has once again experienced a wave of mass shootings including the Tops grocery store in Buffalo and the Uvalde elementary school massacres. Certainly, there is very little that I can say here that hasn’t already been said in other forums (I’ve added some links below to my writings on this topic, a column by Dr. Dave Myers, and APA resources). These deaths are horrific, are difficult to predict, and should never happen. Our hearts bleed for the victims, their families, and communities. All of us want to be able to tell our students, our families, that maybe tomorrow, “peace is at long last, a reality.”

All of us want an end to this war of violence, the pandemic of hate, and domestic terror. I think all of us would agree that there is much work to be done culturally and politically.

Now please realize that I in no way want to diminish the atrocities of mass killings. Regardless, when it comes to my teaching and my classroom, I know that the odds of a lone gunman coming into my classroom or even my campus are small—not impossible but low in probability. Most schools and colleges provide training for faculty, staff, and students to spot issues and have increased security measures. Yet every day, I most likely have untold numbers of students entering my classroom who have experienced violence and trauma. Whether victims of sexual assault, domestic violence, muggings, a friend’s suicide, or gun violence within their neighborhoods, violence is not new to their lives but rarely makes a headline. The focus largely on school shootings is an all too sad example of the availability heuristic. Although, we may be relatively helpless to address mass shootings, we can be there for our students who experience violence as part of their everyday lives. We can know the resources at our institutions and communities so as to provide support for these students.

Peace scholar John Galtung (1969, 1996) differentiated between positive peace and negative peace. Too often, individuals conceptualize peace as an absence of direct violence or conflict. For example, a teacher may assume that they have a peaceful classroom simply if the classroom is orderly and no one is bullying or hitting another student. However, this characterization only defines the concept of negative peace and does not encompass the equally important concept of positive peace (Shields, 2017). Negative peace addresses interventions during times of violence—interventions designed to prevent destructive actions such as bullying, harassment, physical fighting, or school shootings. Such interventions are important and necessary components in an effort to build safe schools.

In contrast, the aims of positive peace focus on reducing structural and cultural forms of violence and enhancing social equality and opportunity. Positive peace focuses on building schools and classrooms characterized by conditions of enablement, social equality, justice, and respect for human rights. Positive peace in schools cannot be attained unless we address issues of racism, sexism, ageism, anti-LGBTQ+ bias, ableism, classism, Euro-ethnocentrism, and other forms of bias and discrimination within what we teach, how we teach, and the classroom environment. Additionally, positive peace involves addressing social, political, economic, and ecological injustices within our educational systems. The ramifications of educational disparities and differential availability of services in the US are not insignificant. For example, a clear connection exists between crime—and most likely violence—and literacy. According to the Literacy Project (2022), “85% of juvenile offenders
have problems reading; 3 out of 5 people in American prisons can’t read.”

Eleanor Roosevelt speaking at a luncheon in Stuttgart stated, “More than ending war, we must put an end to the conditions that cause war,” to which I would add that we must also put an end to conditions that inherently cause destructive harm. All of us want our students to be in classrooms and schools where they feel safe. A key component of that sense of safety is that they feel valued, respected, and included. There is a lot in the world for which we have little control. However, we can work to create classrooms characterized as peaceful. Although not a definitive list, here are some important elements that I think are important.

- Build an inclusive classroom and curriculum
- Recognize the importance of teacher immediacy
- Model respect, empathy, and kindness
- Engage in difficult dialogues
- Teach conflict resolution skills
- Teach and model restorative justice
- Service learning
- Teach collaborative work skills

It is important to recognize that how we interact with the students in the classroom is just as important as what we teach in the classroom. As you can see from the above, the list focuses on promoting peaceful classrooms through the development of positive peace. If our focus solely is on addressing negative peace, we may only sow fear, helplessness, and a sense of despair.

Now you may look at this list and think, “what now?” Good ideas, but how do I go about taking these ideas and transforming them into practice within the classroom? Fortunately, there are many within STP who have been researching and writing on these topics for many years. Simply, log into your STP membership and begin your search through our STP journal, Teaching of Psychology, which is available on our website. But wait—there’s more! Look under the Resources tab and you will find a range of eBooks and other teaching resources related to the topic or included as chapters (e.g., in the Compendium of Conference Presentations). Also, come to Minneapolis and learn at the APA Convention this August, as STP has a full schedule of relevant programming. Also, at Convention there are programs from other Divisions related to topics such as peace and school shootings. And don’t forget to check out STP’s Annual Conference on Teaching—more information will be coming soon!

In the meantime, remember that although we cannot control all that is happening in the US related to increases in mass shootings, we can have a daily positive impact in the lives of our students. We can engage in promoting peaceful classrooms that are havens of learning, discovery, relationship, and excitement—all in an inclusive and safe space for everyone. And let’s remember, “For it isn’t enough to talk about peace. One must believe in it. And it isn’t enough to believe in it. One must work at it.” Let’s all get to work for peace.

References


2022 Annual Conference on Teaching
by Lindsay Masland, Director of ACT
The proposals are in, and this year’s Annual Conference on Teaching is poised to be an excellent one. I’m excited to report that we have a bevy of poster, symposium, and workshop proposals to consider as we continue putting the pieces together for this year’s conference. The ACT Steering Committee—which includes returning members Lindsay Masland, Brittany Avila, Kate Jansen, and new members Blake Nielsen and Allison Melley—are eager to read your work, and we hope to notify all who have submitted of their status by the end of June/beginning of July.
Also, I’m working with the STP Executive Committee to determine the precise format of our conference. We hope to have on-ground, on-demand, and synchronous online options so attendees have choices when it comes to how they engage with the conference. Of course, this is a logistical and budgetary challenge that we’ve never tried to reckon with before, but we are up to the task so we can provide increased accessibility for our attendees. Once details are hammered out, I’ll be messaging about registration and hotel information, so keep your eyes open for that. I’m looking forward to meeting with you all, either through our conference website or in person in Pittsburgh on October 20-22, 2022!

I’m pleased to announce our three keynote speakers.
• **Linda Woolf**, our STP President, will be speaking on "Teaching to Make a Difference: A Social Justice Approach."
• **Kelley Haynes-Mendez** will give a talk titled "On Being and Teaching "Diversity": Reflections on Culturally Diverse Teachers of Psychology."
• **Rajiv Jhangiani** will share "Critical, Inclusive, and Open Pedagogies: Centering Social Justice in the Teaching of Psychology."

Looking forward to seeing everyone at the 2022 ACT!

Division 2 (STP) Program at APA 2022
Melissa Maffeo, Director of STP Programming at APA, shared a preliminary list of STP (APA Division 2) programming for the upcoming APA convention, which will be held in Minneapolis, MN and virtually, August 4-6.
Visit [here](#) for a link to Division 2 programming at APA 2022 and previous conventions. Check that link periodically for updates to the preliminary program at APA 2022.

Direct link to the preliminary Division 2 programming at APA 2022 is [here](#).

For more information about APA 2022 and to register, visit [here](#).

If you have questions, please contact Melissa Maffeo at [apa-conference@teachpsych.org](mailto:apa-conference@teachpsych.org)

Current STP Service Opportunities

Get Involved in STP! Please consider applying for the following positions and please encourage your colleagues to apply as well. Consistent with our Mission Statement and the Statement on Addressing Systemic Racism and Inequity in STP, we encourage applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.

**Current Service Opportunities in STP (Deadline):**

- Chapter authors: Psychology Toolbox for Introductory Psychology (Deadline: July 1, 2022)
- Reviewers, Project Syllabus (Deadline: July 15, 2022)
- Members, International Twitter Poster Conference Committee (Deadline: July 21, 2022)
- Associate Director, SoTL Workshop (Deadline: July 31, 2022)

**Service Opportunities in APA (STP serves as APA Division 2)**

- Senior Director for Science Affairs (posted by APA on April 12, 2022)
- Full list of Current Career Opportunities at APA
- Learn how to nominate yourself or a colleague for a position in APA leadership.
- Full list of APA Boards and Committees
News from APA

Free Virtual Workshop for Intro Psych

The APA Center for Education in Psychology is pleased to announce a free, virtual summer course design institute (CDI) to help Introductory Psychology instructors, particularly those who are new to teaching the course.

Each session will include featured speakers, panelists, directed activities, and opportunities for small and large group discussion. The webinars will lead participants through the steps they need to take to incorporate some of the key recommendations from APA’s Introductory Psychology Initiative into their course. Topics will include the development of student learning outcomes; methods of developing and choosing authentic assessments and aligning instructional methods with student learning outcomes; infusing diversity into the IP course; and fostering belongingness and course engagement.

The webinar series consists of four Wednesday sessions (June 15th, June 22nd, June 29th, and July 13th). Although participants are welcome to attend selected sessions as interested and available, we encourage attendance at all four sessions. Feel free to reach out with any questions or concerns to Sue Orsillo.

For more information and to register, visit here.

Calls for Comments

APA Principles for Quality Undergraduate Education in Psychology

The Board of Educational Affairs (BEA) is requesting review and comment on the revised APA Principles for Quality Undergraduate Education in Psychology. The Principles for Quality Undergraduate Education in Psychology offer best practices that faculty members, programs, and departments can adopt to facilitate student learning and development, in ways that fit their specific institutional needs and missions. This document is designed to complement, and to be used in conjunction with, the APA Guidelines for the Undergraduate Psychology Major: 3.0. Whereas Guidelines 3.0 describe a set of curricular goals, student learning outcomes, and foundation and baccalaureate indicators of learning progress, the Quality Principles define the actions that faculty members, programs, and departments can take, and the ongoing practices they can adopt, to create a high-quality, stimulating, and inclusive learning environment designed to maximize student learning and professional development.

Links to the draft document and to comment
Deadline for comments: June 13, 2022.

APA 2022: August 4-6, Minneapolis, MN and Virtual

APA 2022 is where practitioners, researchers, educators, and applied psychologists from around the world come together to share transformative ideas and explore the most compelling issues in the discipline. This year we’re excited to offer three days packed with more than 900 in-person sessions in Minneapolis, numerous social and networking events, and two virtual livestream channels. Visit the APA Division Highlights page for lists of top 3 sessions from each division and links to division programming.

Visit here to register or for more information.

Call for Nominations: Board of Directors

Nominations are sought for two Member-at-Large positions on the 2023 APA Board of Directors:

The term of service for all positions is January 1, 2023, through December 31, 2025. Newly elected Board members will also attend the Board meeting in early December 2022. For more information, visit here.

Call for Papers: Mind-Body Connection

Translational Issues in Psychological Science (TPS) is co-sponsored by APA and the American Psychological Association of Graduate Students. The editors seek submissions (co-authored by at least one senior scientist author and one student author) for the following special issue:

- The impact of digital media on child development
  Deadline: July 1, 2022

APA’s Advocacy for Education

APA’s advocacy staff worked closely with the offices of Senators Jack Reed (D-RI) and Lisa Murkowski (R-AK) on their bipartisan legislation to reauthorize programs under the Garrett Lee Smith Memorial Act, which funds mental health and suicide prevention services for youth and college campus populations.

Click on the following links to learn about APA’s advocacy initiatives for pre-K to 12 education, higher education, and workforce development. To learn about APA’s other advocacy initiatives, click here.
STP’s First Affinity Group: AusPLAT

STP is in the process of developing Affinity Groups to connect teachers of psychology to others who share their interests or perspectives.

We are pleased to announce the inauguration of our first affinity group, Australian Psychology Teaching and Learning (AusPLAT). The purpose of AusPLAT is to provide support and resources to improve Australian Psychology education. Any STP member may subscribe or unsubscribe to the AusPLAT affinity group by clicking here (requires login) and completing a short form.

We plan to announce additional affinity groups later this year.

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Global Citizenship Education Webinar

Join the United Nations-established University for Peace for a free webinar on Global Citizenship Education! It’s happening soon on June 10th at 12PM Eastern.

At the UPEACE Centre for Executive Education, we believe that we are all educators, whether we know it or not. This webinar will introduce the importance of Global Citizenship Education for all professionals, unpacking what ‘global competence’ means and exploring how we can build those skills and mindsets in ourselves and the people we influence.

Join us for this interactive and dynamic session that could well change how you see the future of education. Sign up or read more here.

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GRANTS & AWARDS

STP Grant/Award/Recognition Program Deadlines (click here for a full list of programs)

Consistent with our Mission Statement and the Statement on Addressing Systemic Racism and Inequity in STP, we encourage applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.

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APF/COGDOP Graduate Research Scholarships

21 general scholarships (from $2,000 to $5,000) for graduate students in psychology from COGDOP member departments.

**Deadline: June 30, 2022.**

Sharon S. Brehm Undergraduate Psychology Scholarships

Recognize outstanding psychology undergraduate students with demonstrated financial need. Seven $5,000 scholarships available for Spring 2023

**Deadline: July 1, 2022**

High School Psychology Outreach Grants

$25,000 to support regional teaching networks that facilitate networking and professional development opportunities for high school psychology teachers.

**Deadlines are July 1 and November 1 each year.**

Charles L. Brewer Distinguished Teaching of Psychology Award

Recognizes a significant career of contributions of a psychologist who has a proven track record as an exceptional teacher of psychology. The awardee receives a plaque, a $2,000 award and an all-expense paid round trip to the APA Annual Convention (max of $1,000), where the award is presented. Awardees are also invited to give a special address.

**Deadline: December 1, 2022.**

APA/APF Funding/Award Programs

Visit here for funding and award programs from APA and the American Psychological Foundation (APF). Visit here for scholarships and grants for graduate students. To view current deadlines and to apply online, visit here.
The GSTA Corner

Self-Care Strategies for the Summer

By William Ridgway, Jackson Pelzner, Morgan Franklin, Skye Mendes, Morgan Franklin, Christopher Kleva

As we journey into the summer months, it is important to discuss ways in which we can implement self-care strategies. Whether you plan on writing a funding application, working on specific research, or spending time preparing for an upcoming class, we highlight the importance of prioritizing one’s mental health and the need to take a step back every now and again.

William: Often, the summer months signify an opportunity to work in such a way that allows us to continue our academic journey in a productive way, yet rarely includes time for ourselves. As graduate students, it is important to remain equally committed to oneself and academic journey. Given that graduate students are significantly more likely to experience depression and anxiety as compared to the general population (Evans et al., 2018), a good work–life balance is essential when it comes to positive mental health outcomes. Be sure to maintain or develop a healthy routine of sleep, nutrition, and exercise. In addition, let go of the seemingly endless workload. Learn to accept that there will always be something for you to work on and that taking time for yourself is perfectly fine and an essential part of life.


Jackson: Like most, I always look forward to the summer months to catch up on other projects that may have been set aside during the semester. What is important to remember though is that this is an opportunity to rest. Though the grind never ends, the pace of each day certainly slows down considerably. There is time to evaluate the previous year but at least for part of the summer you should step away from work and change things up. Personally, I gravitate toward activities that keep my mind stimulated but not overworked, like reading and playing golf. This approach works best for me because it doesn’t feel like starting up a cold engine when the Fall semester rolls around and I’m balancing teaching and academics once again. Overall, I think it is essential to our mental wellbeing that we slow things down and change up the day-to-day flow.

Skye: Many of us appear quick to selectively ignore practical findings about wellbeing and the importance of rest. Whenever there is a semester break or a time of slightly fewer obligations, that time tends to be dedicated to getting done what we couldn’t in the thick of the semester. A lesson many have been humbled to learn is that when we are physically ill and cannot work, the world keeps spinning and the consequences of our unexpected pause are typically not as disastrous as we may have thought. Of course, when we design our own breaks proactively, we can strategically minimize interruptions to overall goals and plans. If as a reader you are someone who struggles with planning breaks, I hope you will commit to scheduling time this summer to do whatever feels restful. Looking back on the last few years in my PhD program I certainly regret the times I overaccommodated work demands during visits with family back home far more than I have ever regretted the times I begrudgingly tucked the laptop away to be more present in my life. Some of my best, most creative thinking about youth development has hit me while sitting poolside, flanked by nieces and nephews with no laptop in sight.

Morgan: We all wear a lot of different “hats” in this field: student, instructor, researcher, clinician. Responsibilities do not slow down for many of us over the summer. It is important to have practices and create routines that limit the potential for burnout. In the past I have not set enough boundaries with my time. I wanted to always be available to my students to answer any questions/concerns, and this often interrupted other work and added stress. Over the past year I have found it helpful to set boundaries and stick to them. I am intentional about shutting down my computer and stepping away from my work.
at 8 PM every night. I also have found it helpful to schedule specific periods of time in which I am responding to student emails and holding office hours. This has helped create more structure in my own schedule. Over the summer, I think it’s also important to give yourself a break, and to make it an actual break! Do not bring work with you and set an away message for your email. Give yourself permission and time to have fun, relax, and rejuvenate. Finding a way to balance self-care with work is crucial. As one last note, remind yourself that self-care does not also have to be productive. In the past I placed pressure on myself to always be doing something that fosters personal and professional growth in my self-care time, and this often increased my stress.

Chris: I frequently catch myself thinking that next week will be better. This thought is all too common in academia. The logic being that once I get past this deadline then I will be less stressed and have more time for other tasks that have been neglected. Over time, the thought changes slightly. Over the past couple of weeks, I have thought how once I get through this semester, then the summer will be better. I have come to learn that the to-do list is ever growing and there are always tasks that need to be prioritized, whether it be grading assignments, writing up a manuscript, or finishing therapy notes. Balancing productivity and self-care are a constant battle but the approach to a successful work/life balance is one that must be individualized. For many, self-care is preserved by setting boundaries and protecting one’s weekend. For example, from Friday evening to Monday morning, laptops remain closed, email notifications are silenced, and spending time with family and friends is the priority. It has taken me over two years to figure it out, but I’ve learned to balance productivity and self-care in a manner that works best for me. Remember, life does not stop while you are in graduate school. Similar to a car that needs the occasional oil change, we all need our own self-care, in whichever way works best for us!

STP Member Achievements

We are pleased to announce that Keli Braitman, STP’s interim Vice President for Grants and Awards, received the Willard Distinguished Teacher Award from her academic institution, William Jewell College.

If you are an STP member who has recently achieved an award, recognition, or other accomplishment released to the press, send the following to stp@teachpsych.org with the **Subject: STP Member Achievement**: A 1- to 2-sentence description of the achievement, a link to the press release, and (optional) a photo of the recipient.

Call for APA Division 2 (STP) Fellows Nominations

The STP Fellows Committee invites nominations for APA Fellow status for STP members who are also APA members. Consistent with our **Mission Statement** and the **Statement on Addressing Systemic Racism and Inequity in STP**, we encourage applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.

Visit [here](link) for criteria and more information. The deadline for receipt of completed applications, including all endorsement letters and supporting materials, is December 31, 2022. Late applications will be considered in the following year. Please contact Doug Woody (fellows@teachpsych.org), chair of the STP Fellows Committee, with any questions.

Follow GSTA on Twitter (@gradsteachpsych) and Facebook (groups/theGSTA), check out past entries for the GSTA Corner, or write to us at gsta@teachpsych.org. Learn more [here](link).
Teaching Conferences

Psychology ONE 2022
June 23-24, 2022, Durham, NC

Neuroscience Teaching Conference
July 20-22, 2022, Winston-Salem, NC

Mid-Atlantic Teaching of Psychology Conference
October 7, 2022, Virtual

STP’s 2022 Annual Conference on Teaching
October 20-22, 2022, Pittsburgh PA and Virtual

National Institute on the Teaching of Psychology
January 3-6, 2023, St. Pete Beach, FL

Neuroscience Teaching Conference
The 2022 Neuroscience Teaching Conference will be hosted at Wake Forest University, Winston-Salem, NC, on July 20-22, 2022. To learn more and to register, visit here.

NITOP 2023

Registration for the 45th annual National Institute on the Teaching of Psychology (NITOP) is now open. Proposals for posters, Participant Idea Exchanges, Demo Demo, and the Teaching Slam are also being accepted. The conference will be held January 3-6 at the Tradewinds Island Grand Resort in St. Pete Beach. For updates, and to find out more about the conference, go to www.nitop.org.

MATOP 2022

The 24th Mid-Atlantic Teaching of Psychology Conference (MATOP 2022) will be virtual once again. It is scheduled for Friday October 7 from 9:15am to 3:30pm (Eastern). Stephen Chew, Viji Sathy and Chris Strauss are the keynote speakers. Visit the conference website for more information. Registration is $10 and links are on the homepage. We look forward to “seeing” everyone again!

Regional Psychology Conferences

Spring 2022 regional conferences, a huge success, are now well behind us. It’s not too early to start preparing to attend or present at Fall 2022 or Spring 2023 conferences.

See the websites below for the latest information from each regional conference, including upcoming dates and locations for upcoming gatherings. More information can be found on the STP Regional Conference webpage. If you have questions about STP regional conference programming, please feel free to email Garth Neufeld at regional-conference@teachpsych.org.

New England Psychological Association (NEPA)
October 21-22, 2022, Worcester, MA
Submission deadline: August 1, 2022

Eastern Psychological Association (EPA)
March 2-4, 2023, Boston, MA

Southeastern Psychological Association (SEPA)
April 5-9, 2023, New Orleans, LA

Rocky Mountain Psychological Association (RMPA)
April 13-15, 2023, Albuquerque, NM

Midwestern Psychological Association (MPA)
April 20-22, 2023, Chicago, IL

Western Psychological Association (WPA)
April 27-30, 2023, Riverside, CA

Southwestern Psychological Association (SWPA)
2023 Dates and Location TBA
Teaching of Psychology: OnlineFirst

Here is a list of recent articles that are available to STP members by visiting here (requires login) and following the instructions for logging into the Teaching of Psychology website. This site also provides instructions for receiving email notifications of future OnlineFirst articles.

- “Exams by You”: Having Students Write and Complete Their Own Exams During the COVID-19
- Using Party Games to Help Students Understand Models of Psycholinguistics
- Getting Psyched About Memes in the Psychology Classroom
- The Association Between Targeted Instruction for Difficult Concepts and Performance on a Cumulative Final Exam in Introduction to Psychology

Call for Chapter Authors: Psychology Toolbox for Introductory Psychology

The STP Editors are happy to announce a call for chapters for an STP e-book tentatively titled “A psychology toolbox for students taking an introductory level psychology course.”

This book will be a compilation of “toolbox” activities for introductory level psychology courses. Toolbox activities may include sleep hygiene, understanding emotion-regulation and the brain, study habits, and communication tools, among other possibilities. The activities should be tested out in the classroom.

Each author will: share background information and information about their tool, including all relevant materials; discuss findings from classroom research in testing out the tool; connect the activity to psychological concepts and tie it to the APA IPI Integrative Themes. The goal of the book is to showcase active ways students can apply the concepts and, perhaps, improve their lives.

Directions for Submitting your Chapter Proposal

If you are interested in contributing a chapter to the e-book, please fill out this short proposal form. All proposals should be submitted here.

Please submit your proposal by July 1, 2022 (extension given).

Authors will be notified by July 20, 2022 about the status of their proposals and sent chapter guidelines/template. Complete first drafts will be due in December 2022.

STP publishes e-books related to the teaching and learning of psychology. These books carry an ISBN and may be downloaded for free from the STP website. There are no submission or acceptance fees for STP e-book publication.

Please contact Alisa Beyer, alisa.beyer@cgc.edu, for more information about contributions to this e-book.

“This is How I Teach” Blog

Christie Cathey, Missouri State University, is the most recent contributor to STP’s “This is How I Teach” Blog.

Are you interested in sharing your secret teaching life with STP?

We’d love to hear from you! To get started, send your name, institution, and answers to the questions below to: howiteach@teachpsych.org.

1. Tell us about your favorite lecture topic or course to teach.
2. What are three words that best describe your teaching style?
3. What is something your students would be surprised to learn about you?

"This is How I Teach" edited by: Rob McEntarffer, Editor (Lincoln Public Schools), and Virginia Wickline, Associate Editor (Georgia Southern University)"

UNH Summer 2022 College Teaching Courses

The University of New Hampshire Center for Excellence and Innovation in Teaching and Learning, in collaboration with the Graduate School, will offer summer 2022 GRAD courses on college teaching. There are three asynchronous online 2-credit courses open to current graduate students and to faculty/staff that will begin June 27, 2022 and end July 29, 2022. Content of all courses is relevant to teaching in face-to-face, online/remote, and blended formats. Click on this link for access to more information about the Summer 2022 course offerings

All of the courses contribute toward the UNH Certificate in College Teaching program. They are offered online via the Canvas LMS. You do not need to be enrolled in the Certificate program to take a course. The courses are offered through UNH’s Academic Programs in College Teaching. Follow these links for access to more information about registration and tuition/fees. For further information and questions, please contact Dr. Catherine Overson.