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SPECIAL ISSUE: ACT 2022

by Lindsay Masland, Director of ACT

Thanks to all who attended STP’s Annual Conference on Teaching, in Pittsburgh, PA and/or via our online programming website. The 2022 ACT represented our first attempt at a hybrid conference, and we’re proud of the robust program of on-ground, synchronous, and on-demand sessions we were able to provide.

Those who register(ed) will continue to have access to our conference website until October 1, 2023. For those who were unable to attend, visit here to register to view the online content, which includes recordings of 8 synchronous sessions, 7 on-demand video presentations, 50 on-demand posters (many of these from the on-site conference), and access to the resources and slides of many of the on-ground presentations. We’re also including access to the 2021 conference content in current conference registrations, so it really is a bargain for only $25 for STP members.

Because the work of the Annual Conference on Teaching never ends, we’re already hard at work on the next conference, which is scheduled to have on-site components in Portland, Oregon at the Hilton Portland Downtown from October 5-7, 2023, plus on-demand and/or hybrid components through a 2023 ACT website. The request for both on-site and online proposals will be out in Spring 2023. I hope to see you at a future ACT!

Click here to view additional photos from ACT 2022.
OPENING REMARKS AND STP PRESIDENTIAL ADDRESS

Lindsay Masland, Director of ACT, opens the meeting

Members of the ACT Steering Committee

STP PRESIDENT LINDA WOOLF DELIVERS HER PRESIDENTIAL ADDRESS
“TEACHING TO MAKE A DIFFERENCE: A SOCIAL JUSTICE APPROACH”
Emily Leary Chesnes, MBA, is the Assistant Director of Precollege and Undergraduate Education at the American Psychological Association (APA). She has also served as Precollege Psychology Program Officer and State Advocacy Assistant at APA and Membership Coordinator with the Council on Undergraduate Research. Most importantly, during her years at APA, she has served as staff support for the APA Teachers of Psychology in Secondary Schools (TOPSS) committee and their various projects and initiatives.

Emily has been actively engaged in research and contributions to the SoTL literature and unflagging support for STP. She is part of the foundation upon which STP stands. Emily’s efforts have made all of that work possible. For example, in 2017, Emily provided support and helped organize the APA Summit on High School Psychology Education at Weber State University. She worked tirelessly with the steering committee and seven summit working groups (e.g., science, technology, credentialing, diversity), and assisted with the publication of all summit deliverables such as an introductory psychology video, an assessment guide and exemplars, a diversity self-reflection tool, lab templates, sample lesson plans, and a starter course. These materials are all available on the Summit website.

Emily also helps to plan and organize the annual APA/Clark University Workshop for High School, an essential program particularly for new teachers of high school psychology. Former TOPSS Chair Maria Vita wrote: “I first met Emily at the Clark Conference in 2010. The APA has provided this conference to high school teachers, and it was one of the first times I felt truly respected and honored as a teacher. And yes, part of that was the amazing staff at Clark, but I know another part of that was Emily. She made sure that each person felt cared for. I remember eating lunch with her one day and she mentioned grants for the classroom. She was always trying to communicate opportunities for teachers to improve the classroom.” In addition to the APA/Clark Workshop, Emily helped organize and plan the 2019 and 2022 three-day workshop at Oregon State University as well as other numerous pre-convention workshops and one-day workshops for high school teachers as well as online webinars for teachers. It should be noted that Emily has worked with Dr. Lee Gurel and Dr. David and Mrs. Carol Myers on their remarkable gifts to the American Psychological Foundation to support high school psychology teachers and assist with the management of the grant funding.

Former TOPSS Chair Maria Vita writes of Emily: “While her conscientiousness is something to admire, her kindness is even more impressive. She is thoughtful of the needs of others, and she will wait patiently before giving her concerns. She listens to people. Which is a rarity today.” Today, we honor Emily’s conscientiousness, kindness, and indefatigable commitment to the teaching of high school psychology with this 2022 STP Presidential Citation.

David Kreiner, PhD, is a Professor of Psychological Science at the University of Central Missouri. David earned his PhD in Human Experimental Psychology at the University of Texas-Austin. He teaches a range of courses such as General Psychology, Cognitive Psychology, History of Psychology, and Advanced Statistics for the Behavioral Sciences. In addition to being an exemplary teacher, David has been actively engaged in research and contributions to the SoTL literature and unflagging support for STP. He is part of the foundation upon which STP stands.

Although David’s STP work alone would be enough to honor him with this citation, his SoTL work is also exemplary and noteworthy. His extensive publications and presentations focus on a breadth of topics ranging from reading comprehension to problem-based teaching approaches to computer-based activities. David is definitely a teacher’s teacher and I know we have all learned much from his scholarship over the years. He has published in flagship journals such as Journal of General Psychology, Psi Chi Journal of Psychological Research, and STP’s own Teaching of Psychology. Moreover, if you have ever attended the APA Annual Convention, the Midwest Psychological Association Annual Meeting, or the STP Annual Conference on Teaching, you may have been privileged to see one of David’s presentations. It is a joy to see, experience, and learn from David.

STP Past-President Susan Nolan writes of David: “He is the epitome of the quiet, behind-the-scenes force who gets so much done. While getting stuff done, he has also touched so many teachers’ lives with his kindness, humor, and support. He does it all on the grand scale – policies—and on the small scale – friendships.” Today, we honor David’s unwavering dedication to STP, commitment to the teaching of psychology, and impressive SoTL contributions with this 2022 STP Presidential Citation.
PRESENTATION OF ANNUAL STP AWARDS

Pictured l to r: Casey Swanson, Jason Spiegelman, Rick Miller, VP for Grants & Awards Keli Braitman, and Xiaomeng (Mona) Xu. Recipients not pictured: Viji Sathy, Jennifer Houston, Melanie Maimon, Loreto Prieto, Karen Naufel

Pictured l to r: Past President Susan Nolan, Casey Swanson (recipient of the Mary Margaret Moffett Memorial Teaching Excellence Award for high school teachers), and Vice President for Grants & Awards Keli Braitman

Melanie Maimon (recipient of the Wilbert J. McKeachie Teaching Excellence Award for graduate students) delivers remarks.

Jennifer Houston (recipient of the STP Excellence in Teaching Award for adjunct teachers, was unable to attend ACT.

Loreto Prieto (recipient of the Robert S. Daniel Teaching Excellence Award for 4-year colleges) was unable to attend ACT but delivered his remarks via a prepared video.

Pictured l to r: Past President Susan Nolan, Jason Spiegelman (recipient of the Wayne Welten Teaching Excellence Award for 2-year colleges), and Vice President for Grants & Awards Keli Braitman
We thank the members of the selection committees for their work in selecting this year’s recipients. We offer special thanks to Jess Kraybill (Chair of the Committee on Teaching Awards), Fanli Ji (Chair of the Civic Engagement Award Selection Committee), Seungyeon Li (Chair of the Mentorship of Teachers Award Selection Committee), and Leslie Berntsen (Chair of the Promoting Diversity, Equity, and Inclusion Award Selection Committee).

Xiaomeng (Mona) Xu (recipient of the Jane S. Halonen Teaching Excellence Award for early career faculty) delivers her remarks.

Fanli Ji (Chair of the Civic Engagement Award Selection Committee) prepared a video congratulating Karen Z. Naufel on receiving this year’s award. Dr. Naufel had to cancel her travel to ACT; VP for Grants & Awards Keli Braitman delivered Dr. Naufel’s remarks.

Rick Miller (recipient of the Mentorship of Teachers Award) delivers his remarks.

Viji Sathy (recipient of the Promoting Diversity, Equity, and Inclusion Award) was unable to attend ACT and delivered her remarks via video.
BILL HILL KEYNOTE ADDRESS

Dr. Rajiv Jhangiani, Vice Provost of Teaching and Learning, Brock University

Critical, Inclusive, and Open Pedagogies: Centering Social Justice in the Teaching of Psychology

CLOSING KEYNOTE ADDRESS

ACT 2022 closed its annual meeting with a keynote panel on Diversity, Equity, and Inclusion: Reflections from Psychology Faculty of Color. Led by Dr. Kelley Haynes-Mendez, the panel welcomed Dr. Vanessa Hintz, APA Senior Director for EDI Engagement and Outreach to discuss the work that has been done in APA to develop and disseminate its equity, diversity, and inclusion framework. Dr. Vanessa Hintz provided a general overview of the Equity, Diversity and Inclusion framework adopted by APA and its applications to psychology education and teaching, provided examples of how embedding DEI in the curriculum and psychology departments might look like. The discussion also addressed the impact that APA’s apology to people of color in the US meant for faculty of color as well as the impact the racial equity action plan developed by APA will have to psychology education and teaching.

Following, a panel constituted by Dr. Arlen Garcia, Professor of Psychology at Miami Dade College in Miami, Florida, Dr. Judith Pena-Shaff, Professor of Psychology at Ithaca College, and Dr. Gabrielle Smith, Associate Professor of Psychology at Texas Woman’s University joined the conversation discussing the five domains of the EDI framework - access and equity, cultural and emotional intelligence, psychological safety, and inclusive policies and practices - the work STP has done the in area of equity, diversity, and inclusion; and their unique personal experiences and lessons learned as faculty of color in higher education.

In the last few years, STP has been increasing its efforts to address systemic racism and inequity as well as increasing resources for faculty who wish to include DEI into their courses. Specifically, in 2020, STP worked and released a statement addressing systemic racism and inequity in STP, and a presidential task force on diversity, equity, and inclusion chaired by Dr. Garcia led to the release of a color paper highlighting the findings of their research and action recommendations as we move forward. In addition, the DEIB committee led by Dr. Pena-Shaff, has been working on updating teaching resources related to DEI, developing a plan to increase the number of faculty of color in STP, and in embedding DEIB in all other areas of STP, such as grants. Likewise, Dr. Smith served STP in the interim VP of Diversity and International Relations and facilitated the work of the DEIB committee in several endeavors, including the changing of the committee’s name, creation of affinity groups, travel support funds for historically marginalized groups, and those who do work in, with, and for individuals within these populations. The closing event was very well attended, and it was a great way of closing STP Annual Conference of Teaching in Pittsburgh.
CONCURRENT SESSIONS

Steven Zhou
Writing an Op-Ed: Teaching Psychology Students to Write for Public Audiences, not for Researchers

Melissa L. Maffeo
We’re All in This Together: A Critical Conversation about Combatting Academic Burnout

Bengi Sullu
Bridging Developmental Psychology and Childhood Studies through Teaching Practice

Kenneth A. Pérez
A Framework for Understanding Latinx Issues in Psychological Concepts

Sean P. Coyne
Effectiveness of Data Collection Methods on Student Learning Outcomes

Joshua D. Fetterman, Meredith E. Kneavel
Cognitive Play Day: Activities and an App for Hands-On Learning

Andrew N. Christopher, Susan A. Nolan
Examples of Translational Assignments Across the Psychology Curriculum

Natalie A. Kerr
Social Connection: An Essential Component of Student and Faculty Success

Melissa L. Paiva-Salisbury, Devi Spletzer
Helping to Understand Math Anxiety

Nicole Alea Albada, Payton Adams, Hajera Mohiuddin
The Personal Stories in Teaching (PST) Survey: Exploring Why Instructors Share Personal Stories with Students

Susan M. Orsillo
Navigating the Great Cliff: Actions that Undergraduate Programs and Educators can Take to Strengthen and Diversify the Psychology Workforce

Carla M. Strickland-Hughes, Julie C. Hill, Annie S. Ditta, Emily Mroz
Benefits of Specifications Grading: Boasted or Backed? A Content Analysis of Students’ Reflections on Different Grading Systems
Jenel T. Cavazos, Hannah M. Baskin
It's Never Too Early: Benefits of Becoming an Undergraduate Teaching Assistant

Amy C. Fineburg
AP Psychology Update: New Course & Exam Highlights

KatieAnn R. Skogsberg, Sabrina N. Grondhuis
Artifacts as Authentic Assessments

Jordan D. Troisi
Better, More Inclusive Classes through Midcourse Feedback: Four Learner-Centered Methods

Garth Neufeld
CUT the Act with Mission: Reducing Faculty Imposter Experiences by Clarifying Personal and Pedagogical Strengths

Alissa B. Crawford, Alicia M. Welch
Everyday Encoding: Using Transformative Experience Pedagogy to Foster Value for Psychological Theory

Candace Lapan
Efficacy of Service Learning Practices in an Adult & Aging Psychology Course

Emily R. Bovier
Neurodiversity in Higher Education: Accessible Pedagogy

Ann Holmes, Lauren Girouard-Hallam
Doing Good with Data: Bringing Diversity, Equity, and Inclusion to Graduate Statistics

Sarai Blincoe
Undergraduate Mentoring: Research-Informed Strategies and Tools for a Pivotal Faculty Role

Megan Nadzan
Demystifying the Process of Becoming Competitive for Teaching Focused Academic Positions

Teceta T. Tormala, Sana F. Arastu, Sylvia C. Ofudo
Cultivating Cultural Consciousness: The Use of Affinity Groups as Pedagogical Practice
Kiersten Baughman, Amanda Mae Woodward
Meeting Students Where They Are: How Far is Too Far?

Noelany Pelc
Building Group Cohesion in Seminar Courses: Applying Group and Family Theories

Cassie M. Whitt
The Effects of Teaching about the Replication Crisis on Undergraduates’ Epistemic Dependence

Richard I. Miller, Tyler I. Collette
How Culture Modifies Social Psychological Processes

Leslie Martinez, Bethany Johnson
Instructing the Instructions: Getting it Right Before it Goes Wrong

Alicia M. Welch, Alissa B. Crawford
Using Bronfenbrenner as a Framework to Connect Theory to Practice

Bridgette M. Hard, Michelle Wong, Stephen J. Flusberg
The Metaphors We Teach By: Uncovering the Structure of Metaphorical Lay Theories of Teaching

Megan N. Norris, Lauren N. Girouard-Hallam
Developing a Series of Professional Development Workshops for Undergraduate Research Assistants

Victor M. Deekens, Elizabeth L. Wetzler
Promoting Character Development: Teaching an Integrative Experience Capstone through Mentor-Enabled, Project-based Learning

Alison E. Kelly, Brittany N. Avila
Adopting and Selecting OERs for Undergraduate Psychology Courses

Molly A. Metz, Leslie Berntsen
Including Large Classes in Conversations About Inclusive Teaching

Sandra A. Sego, Anne E. Stuart
Hack Your Career: Leveraging Service into Professional Development
Anna Pusser, Morgan Robinson, Stephanie Wells, Jill Shelton
The Competent Undergraduate Teaching Assistant: Developing and Validating a Measure of Perceived Competencies Acquired Through Teaching Experience

Bryan Hong, Alexa Sacchi, Jennifer F. Chan, Logan K. Doyle, Alexandra D. Samson, Sagana Vijayarajah, Ashley Yim, Elizabeth Page-Gould
Summer Psychology Research Initiative (SPRINT): A Psychology Outreach Program for Underrepresented Minority High School Students

Vanessa E. Woods, Nicole Alea Albada, Victoria Cross, Annie S. Ditta, Emma Geller, Melissa Paquette Smith, Celeste Pilegard
Equitable Teaching Practices in Psychological Research Methods and Statistics

Nguyen Nancy Vo, Carla M. Strickland-Hughes
Better Together: More Motivation and Greater Perceived Learning for Collaborative than Individual Active Learning

Daniel Gruehn, Dana Kotter-Gruehn
Critical Thinking and Knowledge in Psychology: Efficient, Reliable, and Openly-Accessible Measures for Outcome Assessments

Linda Goldberg, Victoria Cross
A Digital Interactive Content Learning Tool Benefits Student Knowledge, Confidence and Motivation

Crystal A. Quillen, Darcey N. Powell, Sadie Leder Elder, John E. Edlund, Carolyn R. Brown-Kramer, Meagan M. Patterson
STP Mid-Career Mentoring Reading Groups

Dina Gohar
Can a Growth-Mindset Based Syllabus Improve Students’ Perceptions of Taking Research Methods?

Christina Ragan, Dexter Dean
How to Train your Cockroach: Using Invertebrates for Undergraduate Neuroscience Research Capstone

Ellen M. Carpenter
Measurable Gains in Cognitive, Interpersonal, and Intrapersonal Skills for Undergraduate Teaching Assistants (UTAs)

Amanda Mae Woodward
Promoting Open Science in Undergraduate Statistics

Chelsea Robertson, Wallace Dixon
Perceptions of Trauma-Informed Teaching in Postsecondary Instructors
CONCURRENT WORKSHOPS

Albee Mendoza, Christina Shane-Simpson, Courtney L. Gosnell, Ciara Kidder, Janet M. Peters, Amanda Mae Woodward
Learn It, Share It, Plan It, Bring It: Building an Innovative Teaching Toolkit for ECPs

Ashley Waggoner Denton
How to Dream up, Design, and Disseminate a Powerful Peer-Reviewed Teaching Resource

Catherine E. Overson, Victor A. Benassi
The Student Cognition Toolbox (SCT): Empowering Students to Become Self-Regulated Learners

Pamela I. Ansburg, Mark E. Basham, Regan A. R. Gurung
Take Control of Service Before it Takes Control of You

Jane S. Halonen, Vanessa R. Rainey, April D. Schantz, David B. Strohmetz
Making Better Writers in Psychology: A Departmental Initiative
1 Engaging the Expert Blindspot on a $7 Budget: Lew Ludwig, Benjamin Haywood
2 Encouraging Self-Care in Research Methods: Exercises that Also Apply to Course Concepts: Marianne E. Lloyd
3 Designing a Lifespan Development Course around Diversity, Equity & Inclusion: Claire W. Lyons, Aisha Ullah
4 Inclusive Teaching through Active Learning for the Graduate Teaching Assistant: Lauren N. Girouard-Hallam, Megan N. Norris
5 Building Empathy through Virtual Reality Technology: A Pilot Study: Stephanie E. Afful, James Hutson
6 Academic Locus of Control Predicts Confidence in Job Skills: Dan Segrist, Thad Meeks
7 Pedagogy Through Programming: Integrating Coding into the Classroom: Michael Dubois, Bryan Hong
8 An Evidence-Based Activity to Help Students Identify and Articulate their Transferable Skills: Ashley Waggoner Denton, Hanqi Chen
9 Cultural Analysis: An Immersive Experience for Undergraduate Students: Joy B. Krumenacker, Richard J. Harnish
10 A Qualitative Analysis of Mentoring Themes and Insights from the PsychSessions Podcast: Xiaomeng Xu, Makenzie Peterson
11 Post-Pandemic Assessment: Does Assessment Strategy Impact Undergraduates' External Resource Use? Brooke E. Hansen, Kelly Roth, Kerrie DeVries

STP News (Volume 24 Issue 12s) December 2022
For the Love of Rats! Rat-Training Labs Impacts Students’ Learning Outcomes, Attitudes Towards Rats and Affinity Towards Animals: Shlomit Flaisher-Grinberg

Honors and Psychology: Sharing Student Research Virtually: Lisa M. DiDonato

Using an Elimination-Style Tournament to Facilitate Integration across Primary Scientific Literature: Timothy J. Valshtein

Making a Mentor: Understanding Successful Peer-Mentoring: Katherine M. Daniels, Zachary A. Pilot

The Impact of Syllabus Statements of Support and Allyship on Student Perceptions of Instructor and Course: Shana Southard-Dobbs, Tess Gemberling

Revamping Syllabi to Include Inclusive Messages: Are there Pronounced Effects for First Generation and Minoritized Students? Vanessa E. Woods

The Influence of Learner-Centered Syllabi on Students’ Perceptions of a Supportive Classroom Environment: Amy Silvestri Hunter, Madison Fruchter, Paul Corrente, Autumn Cataldo, Elizabeth A. McCrea

Film Pedagogy Practices Within the Society for the Teaching of Psychology (STP): An Exploratory Investigation: Alexander Swan

Comic Relief: Learning Research via Creative Comics: Suzanne C. Baker, Dana S. Dunn

Efficacy and Feasibility of an Infographic Syllabus in Psychological Statistics: Jennifer Hauser Kunz, Katherine Pinkowsky

Research Methods and Statistics Transformed: Prioritizing Inclusivity, Accessibility, Academic Success, and the Student Experience: Bethany C. Johnson, Amy L. Button-Ervin
Using Service-Learning to Promote Student Knowledge Application: Mary E. Shuttlesworth

Revising an Experimental Psychology Course Final Deliverables and Course Design to Incorporate Undergraduate-Focused Journal Publishing Opportunities: Kevin L. Zabel

The Impact of SES & other Barriers to Entry on Goal Pursuit and Achievement in the Healthcare Professions: Caroline E. Virone, Alysson Light

Spectrum Impact in the College Classroom: The Student Perspective: Kalob Cooper, Angie Fair

Spectrum Impact in the College Classroom: The Faculty Perspective: Lanae Arena, Brooke Wagner

Teaching Tips for Community College Biopsychology: Vishal Thakkar, Des Robinson

Forging Partnerships and Collaborations with Student Services on Campus: Leslie Martinez

Promoting Inclusion in a Lifespan Development Course: Taneisha Vilma, Natalie Low

Academic Dishonesty and Student’s Satisfaction with Learning, Motivation for Studying and Evaluation of Faculty: Dawoon Lee

STP EXECUTIVE COMMITTEE AND TOPInc PRECONFERENCE

STP’S Executive Committee met THU OCT 20 and SAT OCT 22

Participants in TOP Inc Preconference
SCHOLARSHIP OF TEACHING AND LEARNING WORKSHOP

This year’s SoTL workshop was a hybrid event, which enabled more participants to benefit from the mentoring of the SoTL Leadership team led by Associate Director Georjeanna Wilson-Doenges. Guy Boysen was an in-person mentor, and Regan Gurung, Rob Bartsch, and Natalie Ciarrocco served as virtual mentors. Seven mentees participated in-person and four online. We give special thanks to Georjeanna who will be stepping down as the Associate Director after six years of service.

PSYCHSESSIONS

Garth Neufeld staffed a booth for PsychSessions and conducted a raffle for high-quality microphones.

Eric Landrum interviewed STP past president Sue Frantz (left), STP Secretary Stephanie Afful (center), and recipient of a 2022 Presidential Citation Emily Leary Chesnes (right), among others, for future PsychSessions podcasts.
SATURDAY LUNCH: “LIVE FROM PITTSBURGH”

Joanna Weaver: Write to Learn in Large Psychology Classes

Ashley Waggoner Denton: A Fun Demonstration of Top-Down Influences on Perception

Alexander Swan: "Let’s Make a Deal: Dependent Probabilities and Answer-Switching Myths Demonstration

Melissa Beers: Save the Last Day! Revisiting your Syllabus at the End of Your Course

Aaron Richmond: The Metacognitive Assessor: How to Use Various Assessment Techniques to Improve Metacognition

AFTER ACT: ECP SPEED MENTORING

STP’s Early Career Psychologists (ECP) Committee held its annual speed mentoring roundtables late Saturday afternoon after ACT concluded.
SOCIALIZING AT ACT

WELCOME RECEPTION (THURSDAY OCT 20, 2022)

CONTINENTAL BREAKFAST (FRIDAY OCT 21, 2022)

TRIVIA NIGHT (FRIDAY OCT 21, 2022)
## VIRTUAL ACT: OCT 24-28

### 2022 ANNUAL CONFERENCE ON TEACHING

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<td>Active Learning in Passive Environments: Does Embedding Formative Assessment Opportunities Result in Greater Memory Retention?</td>
<td>Virtual Participant Idea Exchanges</td>
<td>When Students Say “I don’t see color!” Best Practices for Responding to Racially Inensitive Comments in the Classroom</td>
<td>Games and Networking</td>
<td>Modern-day Eugenics: Teaching 19th Century Genetic Science has Consequences</td>
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<td>Teaching Schemas &amp; Misconceptions: Hook, Line, and Sinker</td>
<td>Engaging Undergraduates in The Research Consultant Role: The Community Partner Project</td>
<td>Implementing a Spaced Retrieval Practice Intervention to Improve Students’ Study Skills</td>
<td>Avoiding Burnout for Faculty and Students Using a Multi-Centered Teaching Approach</td>
<td>Video Introductions From Scientists to Help Students See What’s Behind the Research</td>
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<td>Pirita See</td>
<td>Heather Mangoldorf, Kathryn O’Toole</td>
<td>Brittany Avila</td>
<td>Celeste Pilegaard, Rob Ethen, Donghweor Zhong, Nathan Nguyen</td>
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### ACTIVE LEARNING IN PASSIVE ENVIRONMENTS

- By: Lisa Faille, PhD, MPH, APA
- Cappella University
- October 20, 2022

### WHEN STUDENTS SAY “I DON’T SEE COLOR”: BEST PRACTICES FOR RESPONDING TO RACIALLY INSENSITIVE COMMENTS IN THE CLASSROOM

- By: Emily Lee, PhD, Purdue University
- October 23, 2022

### Implementing a Spaced Retrieval Practice Intervention to Improve Students’ Study Skills

- By: Heather Mangoldorf, Kathryn O’Toole
- San José State University
- September 21, 2022

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### STP News (Volume 24 Issue 12s) December 2022

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Recognition for Service
Diversity and International Relations
Dawn N. Albertson, Ph.D.
Chair, International Relations Committee
2021-2022

Recognition for Service
Grants and Awards
Keli Braitman, Ph.D.
Vice President for Grants and Awards
2019-2022

Morton Ann Gernsbacher, Ph.D.
Chair, International Travel Grant Committee
2018-2022

Recognition for Service
Membership
William Blake Ridgway, M.A.
Chair, Graduate Student Teaching Association
2022

Molly A. Metz, Ph.D.
Janet Peters, Ph.D.
Chairs, Early Career Psychologists Committee
2021 (Metz); 2022 (Peters)

Recognition for Service
Programming
Jordan Wagge, Ph.D.
Director, STP Programming at the APS Convention
2017-2022

Recognition for Service
Resources
Georjeanna Wilson-Doenges, Ph.D.
Director, SoTL Workshop
2017-2022

Jennifer Stiegler-Balfour, Ph.D.
Director of Publications
2018-2022

Recognition for Service
Linda M. Woolf, Ph.D.
President
2022

Chris Koch, Ph.D.
Editor, “Today in the History of Psychology”
2017-2022

We hope you’ll join us for our next conference, which will include both face-to-face and on-demand components!

October 5-7, 2023, in Portland, OR

STP News (Volume 24 Issue 12s) December 2022