

**Council of Teachers of Undergraduate  
Psychology (CTUP)**

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**THURSDAY, APRIL 30**

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**Creative Classroom Presentations**

*Thursday, 1:00-2:00*

*Price Room*

**Now They See Me, Now They Don't: The Effects of Anonymous Versus Identified Responding in Synchronous Online Exam Review Sessions on Student Confidence and Learning**

LESA RAE VARTANIAN, JENNA M. HARMON, SHEM R. HINKLE,  
Indiana Purdue University Fort Wayne

The use of Adobe Connect to host online exam review sessions will be demonstrated; challenges and benefits of its use will be discussed. Data regarding students' perceptions of the sessions and course achievement will be presented as a function of session host (instructor vs. TA) and method of responding (anonymous vs. identified).

*Thursday, 2:00-3:00*

*Price Room*

**Creative Tips for Teaching Writing Skills**

KRISTINE M. KELLY, Western Illinois University; ROBIN A. ANDERSON,  
St. Ambrose University; GREG BOHEMIER, Culver Stockton College; KIM A.  
CASE, University of Houston Clear Lake

This session features teaching techniques for promoting effective writing for students. We will give demonstrations of specific activities designed to foster writing APA-style reports and reduce plagiarism and present best practices for providing constructive feedback. Audience members will take home materials and ideas for use in their own courses.

*Thursday, 3:00-4:00*

*Price Room*

**Classroom Assessment and Research Using Student Response Systems (AKA Clickers)**

DOUG PETERSON, University of South Dakota

This session explores how student response systems were used for classroom assessment and research on teaching & learning. Results of student evaluations of clickers and a summary of student's responses (ranging from study habits to political involvement) and the surprising link between those responses and academic performance are presented.

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## FRIDAY, MAY 1

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*Friday, 8:00-9:00*

*Price Room*

### **Wonderful World of Wikis: Integrating Wikis into the Psychology Curriculum**

ANNE KELLY, Dakota Wesleyan University; MELISSA LEA, Millsaps College

The purposes of integrating wiki assignments into psychology courses were to allow for in-depth exploration of topics in which students were interested, provide opportunities to practice reading and comprehending psychological literature, improved technology literacy, and improve critical thinking and writing skills. Students worked cooperatively to complete a group assignment.

*Friday, 9:00-10:00*

*Price Room*

### **“What Really Helped Me Was....”. What Senior Students Tell Us about Retention**

JULIANN BOSKO YOUNG, ASHLEY ALBERS, Northern Kentucky University

Research is plentiful regarding retention and ways to increase retention. However, little research focuses on the actual experiences of persistent students. This qualitative analysis involved senior students, identifying factors that helped them persist to graduation. Common themes and congruence with current research will be discussed.

*Friday, 10:00-11:00*

*Price Room*

### **A Tradition of Excellence: The Continuing Success of a Senior Excellence Seminar**

JULIANN BOSKO YOUNG, HEATHER PARK HATCHETT, BRENDA BARNES, JANELLE BRISCOE, TOMMIE GROTTJAN, RONITA MCDONALD, Northern Kentucky University

The continuing success of a service-learning, Senior Excellence Seminar will be discussed. Excellent Seniors participate in a service learning course where they mentor freshman in Introductory Psychology classes. Previous reports are supported by recent data investigating the effects of mentors in the classrooms and participant satisfaction with the program.

*Friday, 11:00-12:00*

*Price Room*

### **Enlivening Classroom Discussion with Help from ‘YouTube’**

KAREN L. CHAMBERS, Saint Mary’s College; DONNA J. DAHLGREN, Indiana University South East, DIANE E. WILLE, Indiana University South East

YouTube is a rich resource of videos to illuminate topics in psychology. In this session, we will: (1) provide examples of videos to use in introductory and

developmental psychology; (2) explain how to create a video archive; (3) discuss how to engage students in becoming critical consumers of the information they encounter on YouTube.

*Friday, 12:00-1:00*

*Price Room*

**Overcoming Instructional Barriers Caused by Who You Are and What You Teach**

STEVEN A. MEYERS, UFUOMA ABIOLA, JENNA M. FELCZAK, ILANA JACKSON, MARGIE JUSTICE-PITONIAK, CHRISTA M. MARSHALL, DANIELLE M. NAPPE, JENNIFER SMIGIEL, Roosevelt University  
Instructors can encounter challenges due to the content they teach or their experience level. We address this theme from two perspectives and present best practices. We outline difficulties graduate students find when teaching due to their age and training. We also address how psychology instructors at all levels grapple with presenting controversial topics.

**CTUP Creative Classroom /CUPP Creative Program  
Poster Session**

*Friday 10:00-12:00*

*Upper Exhibit Hall*

DONNA DAHLGREN, Indiana University Southeast, Moderator

Come view the teaching scholarship as fellow professionals share their creative classroom projects and teaching based research with you. Learn new ideas to invigorate your classroom and enhance your teaching effectiveness.

**22**

**The Realistic and Unrealistic Expectations of Students and Faculty in Online Courses**

LESLEY HATHORN & JOHN HATHORN, Metropolitan State College of Denver

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Students and faculty were surveyed with regard to what they expected from an online course. The questions were drawn from a body of research on effective online teaching. There was disagreement between faculty and students on a number of issues as expectations varied widely on both sides.

**23**

**Passport to the University: Using Cognitive Mapping to Increase Student Knowledge of and Connection to the University**

DIANE E. WILLE, Indiana University Southeast  
dwille@ius.edu

Applying cognitive mapping to the students' own university enhances students understanding of the concept. Analysis of students' actual pre and post cognitive maps show that students are acquiring a significant amount of information about their university during a 2 hour passport activity.

**24**

**Bucket Lists, Age and Generation: A Developmental Exercise**

TEDDI S. DEKA & PHIL D. WANN, Missouri Western State University  
deka@missouriwestern.edu

Lifespan Development students completed a "bucket list" of things they wanted to experience in their lifetimes, and then surveyed younger and older individuals. The survey also included questions on most important inventions and achievements in one's lifetime. Students examined age and generational differences, and discussed results using Erikson's biopsychosocial theory.

**25**

**"Clickers" in the Classroom: Effects of Clickers on Student Performance and Engagement**

KIMBERLY CHRISTOPHERSON, Morningside College  
christopherson@morningside.edu

This study compared two sections of developmental psychology. One section used a clicker system, the other did not. All other student experiences were similar. It was hypothesized that the two sections would not differ on course performance (exams, final grades); but the 'clicker' section would perceive higher levels of engagement.

**26**

**It Really is All About Me! An Examination of Self Referenced Learning Outcomes**

DIANNE R. MORAN, Benedictine University  
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The present investigation examined whether survey students were able to both learn and retain material better if they applied that material to themselves as compared to when the material was presented in the traditional lecture/book/test format.

**27**

**Using "Flow" as a Course Evaluation Tool**

EVERETT DEHAVEN, Central Kansas Mental Health Center; STEVEN J. HOEKSTRA, Kansas Wesleyan University  
hoekstr@kwu.edu

A self-report measure of flow was used to assess student engagement in the classroom and affiliated emotional experiences with class. The technique appears to provide an interesting graphical supplement to traditional course evaluation measures.

**28**

**Helping Students Understand and Apply the Five Factor Model of Personality: An Analysis of the Young Howard Hughes**

KATE NICOLAI, Rockhurst University  
katherine.nicolai@rockhurst.edu

The assignment was designed to facilitate students' understanding and application of the Five Factor model of personality via a trait analysis of Howard Hughes. Students also gained familiarity with the NEO-PI-R, use of standard scores in testing, and value of aggregating scores to improve reliability.

**29**

**Responding to Prejudiced Comments: Effectiveness of a Role-Playing Exercise**

TIMOTHY J. LAWSON, TRACY A. MCDONOUGH & JAMES H. BODLE,  
College of Mount St. Joseph  
Tim\_Lawson@mail.msj.edu

We tested a role-playing exercise designed to teach social psychology students to respond effectively to prejudiced comments. Results showed that the exercise increased students' ability to respond effectively. Students in comparison courses that did not utilize the exercise exhibited either no change or a significant decrease in effective responses.

**30**

**Classroom Debates Promote Critical Thinking**

DEBORAH FINKEL, Indiana University Southeast  
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Psychology majors in an upper-level course participated in 4 debates on controversial topics in the field and wrote brief position papers presenting their arguments for choosing pro or con. The activity results in both an increase in critical thinking ability and improvement in writing ability.

**31**

**Assessing the Development of Multi-cultural Awareness in Undergraduate Students**

HEIKE M. MANN, WILLIAM CLARK & SUSANNE M. MEEHAN,  
University of Akron – Wayne College  
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A brief assessment tool for determining the development of students' multi-cultural awareness and skills is presented. While the instrument was designed to examine multi-cultural learning outcomes at the institutional level, components of the instrument provide viable assessment metrics for individual courses as well. Instrument development and utilization are discussed.

**32**

**Cross-Sectional Examination of College Students' Diversity Perspectives**

PATRICIA A. MARSH & JENNIFER TWIGG, University of Central Missouri  
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Comparing changes in students' scores on the Diversity Perspective Index and knowledge of diversity-related topics within general and social psychology. These courses infused diversity concepts lectures, assignments and exams. Statistically significant improvements in awareness and knowledge occurred for both groups.

**33**

**Academic Stress: Factors Contributing to Stress and Test Anxiety Among College Students**

JENNIFER J. ANDREWS, Southern Illinois University Edwardsville; TERRY A. BEEHR, Central Michigan University  
jeandre@siue.edu

Academic-related student stress factors were measured over a four-week period among 41 introductory psychology students with Friday exams. General depression was higher at the beginnings of the weeks, but academic stressor ratings were higher at the ends of the weeks. Test anxiety increased across the four weeks of data collection.

**34**

**“Because I Said So...” Professor Power and Informal Student Interactions**

JAMIE J. PETERSON, ALLISON KELLY & MEREDITH STOCKTON,  
College of St Catherine  
jjpeterson@stkate.edu

Informal student-professor interactions frequently lead to greater college outcomes for students. Can the way a professor makes a request of students influence whether students comply with the request and then engage in informal discussions with him/her? And, do professors accurately perceive how they make requests of students?

**35**

**Differences Among Different Exam Types: Open Notes, Closed Book and Cheat Sheet**

WILLIAM L. PHILLIPS & AFSHIN GHARIB, Dominican University of California  
wphillips@dominican.edu

The present study examined the effectiveness of different exam types—open book/notes, closed book or cheat sheet. Results revealed an overall difference in test scores between open notes and cheat sheet conditions. Most interestingly, no differences were found in retention quiz scores among the three test types.

**36**

**Three Service-Learning Models: Do Service-Learning Courses Contribute to Changes in Authoritarian Attitudes?**

HAROLD RODINSKY, University of the Incarnate Word  
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This project examined three service-learning models to determine if changes in right-wing authoritarian attitudes occur because of participation in these course models. Right-wing authoritarian personalities defined by; authoritarian submission, authoritarian aggression, and conventionalism are antithetical to prosocial behaviors. The "immersion model" produced significant effects on changes in right-wing authoritarian attitudes.

**37**

**The One-Minute Memo: Effectiveness of Daily Use in Introductory Psychology Classes**

AIMEE EDISON, Indiana University Southeast  
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This project examines the effectiveness of structured "one-minute memos" on lecture material retention. One of two introductory psychology classes will summarize lecture material daily in these memos. In-class quizzes and tests will be given, covering prior lecture material. Scores will be compared for the two classes, and are expected to be higher for memo-writers.

**38**

**Using the Television Show 'The Apprentice' to Teach Assessment Center Rating Issues**

TODD M. MANSON, Indiana University Southeast; EVELYN BUDAY,  
Findlay University  
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An episode of 'The Apprentice' was used to simulate assessment center exercises used for managerial assessment. Students rated the project manager on managerial abilities (e.g., leadership, interpersonal) and then discussed their ratings. Pre/post data were expected to demonstrate a significant increase in knowledge of issues involving the reliability and validity of assessment center ratings.

**39**

**"I am Majoring in Psychology Because...:" Content Analysis as an Advising and Assessment Tool**

RANDALL A. GORDON, CAROL S. KIVI, MICHAEL S. BUTCHKO, &  
CHELSEA L. SCHONS, University of Minnesota Duluth  
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A content analysis of pre-psychology majors' reasons for choosing psychology as their intended major revealed that this choice was based on a desire to help others, previous experience as a student or client, and, to a lesser extent, intellectual curiosity. The use of such data for advisement and assessment is discussed.

**40**

**Developing an American-Influenced Psychology Program from Soviet and Central Asian Traditions**

M. MAMATOVA & G. MURDOCK, American University of Central Asia  
The Psychology Program at AUCA is striving to become an effective hybrid of liberal innovation and traditional constraints and fostering student-centered, active learning. With local and international scholars, it is developing a triad of academic freedom, academic integrity, and support for critical inquiry, unique in the Kyrgyz Republic.

**41**

**Assessing Outcomes in an APA Goals-Benchmarked Undergraduate Psychology Program**

ALBERT TUSKENIS, JEAN JOHNSON, GLENNA HOWELL, KIM JAROSZEWSKI, Governors State University  
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The American Psychological Association (APA) program quality standards for undergraduate psychology include learning goals and associated assessment strategies. Having previously adopted the APA learning goals for our undergraduate psychology program, in this paper we present an example of evaluation and revision of our outcome assessment plan in terms of APA guidelines.

**42**

**Effects of Illustrations, IQ, and Memory on Factual and Conceptual Learning Using Authentic Textbooks**

RUDOLPH N. BAILEY, KARL G.D. BAILEY & LORIS FAGIOLI, Andrews University  
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Learner characteristics (nonverbal intelligence and memory) and learner strategies (eye movement patterns) were examined in a sample of 62 university students while they studied authentic textbook passages. Subjects' responses to factual questions were better predicted by their study strategies, while conceptual questions were better predicted by learner characteristics.