

Name: **KatieAnn Skogsberg**

Institutional affiliation: **Centre College**

Area of specialization: **Cognitive Neuroscience**

[Website](#)



Brief (1 paragraph) summary of professional interests:

KatieAnn R. Skogsberg is Professor of Neuroscience at Centre College, where she teaches courses in psychology and neuroscience and mentors undergraduate research students. Her professional interests center on the scholarship of teaching and learning, particularly alternative grading practices such as specifications grading, transparent course design, and equitable assessment. She is also engaged in cognitive neuroscience research using EEG and event-related potentials, often collaborating with undergraduates in course-based and independent research projects. More broadly, she is committed to fostering strong scientific communication skills, interdisciplinary connections, and supportive professional communities within psychology. Through her teaching, research, and service, she seeks to advance evidence-informed pedagogy and promote meaningful student engagement in psychological science.

Representative publications (no more than five):

Skogsberg, K., & Brakke, K. (Eds.). (Accepted/In press). *Authentic and creative assessments across disciplines and institutions* (Special issue of *New Directions for Teaching and Learning*). Wiley.

Skogsberg, K. (January, 2026). *Using specifications grading in an introduction to psychology course*. In R. R. Totton & C. A. Sanderson (Eds.), *Teaching Introduction to Psychology*. Elgar Guides to Teaching. ISBN 978-1-03535-060-5

Buffalari, D., Carpenter, E., & Skogsberg, K. (Eds.). (2025). *Getting started with alternative grading in the psychology classroom: Rationale and resources*. Society for the Teaching of Psychology. ISBN 978-1-941804-76-6.

Skogsberg, K., & Rice, B. A. (2023). Using creative artifacts to teach scientific communication to psychology students. *Prompt: A Journal of Academic Writing Assignments*, 7(2).
<https://doi.org/10.31719/pjaw.v7i2.125>

Skogsberg, K. (2021). Some assembly required: Building a hands-on model of a single receptive field in the retina. *Advances in Physiology Education*, 45, 307–309.
<https://doi.org/10.1152/advan.00156.2020>

Representative honors or awards (no more than five):

- 2025: Fellow: Midwestern Psychological Association. Recognition for distinguished service and contributions to the field of psychology through teaching, mentoring, and research.
- 2025: CTL Course Development Grant: NRO 370 Making Brainwaves, Centre College

- 2025: Best Poster on the Scholarship of Teaching and Learning: Do Students Learn More from Exams or Creative Assignments? Poster presented at the National Institute on the Teaching of Psychology (NITOP) Annual Meeting, St. Petersburg, Florida.
- 2024-2026: Center Scholar Award: Recognition for outstanding teaching, research, and service. Centre College

Involvement in MPA:

I have attended MPA since the early 2000s, first as an undergraduate (from Idaho!), and later as a faculty member mentoring my own students. While in graduate school at Northwestern, I continued to participate because of the conference's collegial and welcoming atmosphere and came to regard MPA as my professional home conference.

Almost every year since joining Centre College in 2008, I have brought my undergraduate students to present their research and have served as a regional representative since 2012. Before my arrival, MPA wasn't one of the conferences the faculty attended. However, it has since become a consistent tradition within our neuroscience and psychology programs, with multiple students and faculty members presenting each year.

In 2022, I joined the organizing committee, which has been an enjoyable and rewarding experience. So much so that I continued to serve for an additional term to help maintain continuity as new members rotated onto the committee. MPA remains an intellectual home for me, a place of professional connection, mentorship, and ongoing engagement with our regional psychological community.