

Report of Activity and Value of the Conference / Experience Narrative  
On Behalf of the CTL Mini Grant 2020 Fund Recipient  
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Thank you for your support to present a poster titled, “Can One Semester of an Upper-Level Psychology Course Impact the Research Confidence of Undergraduates?” and to attend the 2020 National Institute on the Teaching of Psychology (NITOP) conference in St. Pete Beach, FL Jan 3-6, 2020. Attending the conference with 450 attending high school, community college, and four-year psychology instructors from 47 states and speakers was energizing. My poster presentation was a success. Many community college and four-year-college professors at the conference brainstormed how what I did and learn may be applicable to their courses in research methods; we also discussed course materials, and incorporating research methods into non-research methods courses. We also discussed how these experiences teaching and learning information literacy and critical thinking in research methods help build a strong foundation for future courses and experiences for students who transfer to four-year schools. Several faculty were also interested in learning the details of this assignment that led to the positive results.

While at the conference, I attended the invited speakers’ talks, poster presentations, participant idea exchange, and interactive sessions that focused on issues in teaching and learning psychology and fostering student success within the larger campus communities, including, but not limited to the following sessions below. These sessions helped to learn new teaching ideas, and reinforced current practices in my courses to help shape my classes at CCM. I plan on sharing these details and ideas with my colleagues at department meetings and at a CTL workshop (if invited to do so).

A sampling of activities/sessions that I attended are below.

- A workshop sponsored by the Council on Undergraduate Research explored “Finding a CURE: (Course-based Undergraduate Research Experiences).” This workshop provided an opportunity to discuss opportunities and potential challenges when incorporating C.U.R.E., lessons-learned, Research Methods and Projects course content, and the value in undergraduate research, including the importance of considering ethics and the Institutional Review Board (IRB). Via participant discussion, experiences across community colleges, four year colleges, 16 week semester, and two semester research experiences were discussed. Via participant discussion, free statistical software programs, and for-purchase purchase textbooks to accompany classes were discussed.
- Welcome & Plenary Session: “Teaching Students to Think Critically about Psychology” reinforced the importance of creating the classroom culture that fosters critical thinking with opportunities to practice, see models, and create a larger college culture / environment that encourages such.
- The Annual Teaching Slam, which is a fast-paced, dynamic session, in which multiple speakers share their best teaching tip, assessment idea, or class activity.
- Interactive Poster Sessions. E.g., one poster discussed using a deck of cards to teach various aspects related to research methods, as well as presenting my poster as discussed above.
- PIE (Participant Idea Exchanges) provided the opportunity to share teaching ideas in an informal, roundtable format. Following a short presentation by the host, participants at the table will be invited to discuss their own ideas on that topic. After the session, PIE topic discussions were continued later on informally across the conference. For example, I learned about tablets that access 3D brain apps, ideas for a lived experience/story telling integrated into the classroom if a warehouse of stories were to be created and screened for classroom use, and considering university systems in place to be transparent at registration for students to make an informed decision for themselves regarding the costs of course materials.