



PSYCHOPHYSIOLOGY CHILDREN'S DEVELOPMENT RELEVANT TO EDUCATION INNOVATION LANGUAGE INTERNATIONAL BRAIN SOCIAL INTERDISCIPLINARY

2019 BIENNIAL MEETING

March 21 - 23, 2019 | Baltimore, Maryland, USA

#SRCD19

PROGRAM

2019 SRCD Developmental Science Teaching Institute

Wednesday, March 20, 2019

Baltimore Convention Center: Room 310

8:30 AM - 8:59 AM	Continental Breakfast	Room 310
9:00 AM - 9:10 AM	Opening Remarks <i>Laurie Kramer, Judith Bryant, and Maria S. Wong</i> (Co-Chairs of 2019 SRCD TI)	Room 310
9:10 AM - 10:15 AM	Plenary Address 1 <i>Joseph Derrick Nelson: Teaching to Transform: Fostering Curiosity and Connection in Classroom Practice</i> jnelson2@swarthmore.edu	Room 310

10:30 AM - 11:15 AM **Concurrent Workshop Session 1**

BJ Gallagher bgallagh@mcdaniel.edu	Universal Design for Learning (UDL): What it is and What it Should Look Like [Invited Workshop] ROOM 310
Claudia G. Pineda, Loakim Boutakidis, Janna L. Kim, Guadalupe Espinoza, Michelle C. Ramos, & Jason Baker claudia_pineda@post.harvard.edu	A System-Wide Approach to Promoting Cultural Competencies among Child and Adolescent Development Undergraduate Students ROOM 314
Lene Arnett Jensen & Jeffrey Jensen Arnett ljensen@clarku.edu	The Cultural Approach to Teaching Child Development ROOM 315

11:30 AM - 12:15 PM **Round Tables/Participant Idea Exchanges Rooms 310, 314, 315**

1. Pamela Norcross plnorcro@uncg.edu	Strengthening and Supporting Students: The Role of Civic Engagement and Anti-Biased Education in a Family Systems Class ROOM 310
2. Kristen Weede Alexander, Sheri Hembree, & Sue Hobbs kalexander@csus.edu	Strategies for Engaging Diverse Student Groups in Critical Thinking about Research in Developmental Science ROOM 310



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<p>3. Kimberly Davidson & Cheryl Geisthardt david4kl@cmich.edu</p>	<p>Hearing Diverse Voices: Students Share Insights into Their College Experiences ROOM 310</p>
<p>4. M. Monique McMillian & J. Maria Merrills marciea.mcmillian@morgan.edu</p>	<p>Culturally Relevant Strategies Use When Teaching Developmental and Learning Sciences ROOM 310</p>
<p>5. Maria Wong mwong2@stevenson.edu</p>	<p>Useful Assignments and Activities Related to Teaching Writing ROOM 310</p>
<p>6. Lily Ortega lilyana.ortega@colostate.edu</p>	<p>Dialogue Across Difference: Using Restorative Approaches in the Classroom ROOM 310</p>
<p>7. Carolyn Schult cschult@iusb.edu</p>	<p>TILting Your Classroom: Using Transparency in Learning and Teaching to Motivate Students ROOM 310</p>
<p>8. Matthew Mulvaney & Rachel Razza mmulvane@syr.edu</p>	<p>Expanding your Comfort Zone: Transforming Curriculum through Co-Teaching ROOM 310</p>
<p>9. James Li, Christopher C. Conway, & Jonathan I. Martinez james.li@wisc.edu</p>	<p>How to Teach Developmental Science in the Big Data Era ROOM 310</p>
<p>10. Pauline L. Slot & Antje von Suchodoletz p.l.slot@uu.nl</p>	<p>Culturally and Linguistically Diverse Classrooms: Building Capacity to Reduce Inequality ROOM 310</p>
<p>11. Kyle Chambers kchamber@gustavus.edu</p>	<p>Incorporating Challenge-Based Learning into Developmental Psychology Courses ROOM 314</p>
<p>12. Laurie Kramer l.kramer@northeastern.edu</p>	<p>Leveraging Experiential Learning and other High Impact Practices in the Developmental Sciences ROOM 314</p>
<p>13. Stephanie Madsen smadsen@mcdaniel.edu</p>	<p>Development Applied: Activities to Bring Theory and Research to Life ROOM 314</p>
<p>14. Jennifer Zosh jzosh@psu.edu</p>	<p>More Connected, Less Aware: A Pilot Project using the UN's Sustainable Development Goal Academy in an Upper Level Seminar ROOM 314</p>
<p>15. C. Ryan Kinlaw, Stacy Williams, Daria Hanssen, Carol Rinke, & Christina Wright Fields ryan.kinlaw@marist.edu</p>	<p>Creating Inclusive Communities: Developing Faculty Capacity to Address Social Justice and Inclusion Issues in the Classroom ROOM 314</p>
<p>16. Alicia Borre alicia.borre@hamptonu.edu</p>	<p>Promoting Dialogues on Issues of Diversity, Equity and Marginalization among HBCU Students: Understanding Diversity Beyond Race ROOM 314</p>
<p>17. Virginia Tompkins & Joann Benigno tompkins.73@osu.edu</p>	<p>Conducting Research when Teaching and Service Demands are High ROOM 315</p>
<p>18. Celine Saulnier celine@nacsatl.com</p>	<p>Is it Teaching, Service, or Scholarship? Knowing which Buckets to Fill to Make your Promotion Package Shine ROOM 315</p>



2019 BIENNIAL MEETING

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<p>19. Kevin Ferreira van Leer, Patrick Pieng, Stacy Morris, Juan Miguel Blanco k.ferreiravanleer@csus.edu</p>	<p>Equitable Teaching for Undergraduate Research Methods Courses: Exploring Project-Based Learning and Cooperative Learning Strategies ROOM 315</p>
<p>20. Jessica Murray jesslynmurray@gmail.com</p>	<p>Using Gender Development Curriculum to Highlight the Relationship Between Culture and Research ROOM 315</p>
<p>21. Jean Mercer & Stephen Hupp jean.mercer@stockton.edu</p>	<p>Examining the Unexamined Belief: Claim, Ground, Warrant, and Critical Thinking About Child Development ROOM 315</p>
<p>22. Meenal Rana & Bethany Phelps meenal.rana@humboldt.edu</p>	<p>Use of Popular Movies as a Learning Tool in Human Development Classes ROOM 315</p>

12:15 PM - 1:15 PM Lunch and Networking Room 310

1:15 PM - 2:15 PM Plenary Address 2 Room 310
Rebecca Bigler: Teaching about Racism, Sexism, and Other Social Justice Issues in Developmental Courses
 rebeccabigler28@gmail.com

2:30 PM - 3:15 PM Concurrent Workshop Session 2

<p>Monique Corral, Rosalinda Larios, Patricia Cabral, & Juliana Karras-Jean Gilles mocorral@ucla.edu</p>	<p>Infusing Culturally Responsive Pedagogy into Concrete Classroom Practices ROOM 310</p>
<p>Jessica Pleuss pleussj@morningside.edu</p>	<p>Learning Through Play: Using Games to Teach About Development ROOM 314</p>
<p>Margaret Bridges & Luvy Vanegas-Grimaud mbridges@berkeley.edu</p>	<p>Redeveloping a University Lab School to Teach Developmental Science ROOM 315</p>

3:15 PM - 4:00 PM Plenary Address 3 ROOM 310
Margaret Caughy: Hidden Figures: Increasing the Visibility of Developmental Scientists of Color in Undergraduate Courses
 Margaret.Caughy@uga.edu



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4:15 PM - 5:00 PM

Poster Session I & Reception ROOM 309

1. Katharine Buck kbuck@usj.edu	Collaborating with University Lab Schools to Facilitate Problem-Based Learning in Developmental Courses
2. Vanessa Diaz & Julie Hill vdiaz@vt.edu	How to get Students to REALLY Read Before Class: Promoting Reading Comprehension and Meaningful Discussions with Reading Guides
3. Eric Lindsey ewl10@psu.edu	Using Social Policy to Discuss Issues of Equity in Developmental Science Courses
4. Darcey Powell & Danielle Findley-Van Nostrand dpowell@roanoke.edu	Variations on a Lifespan Development Project Intended to Enhance Quality of Student Outcomes and Reflection of Reality
5. Tamara Fuster tfuster_2001@yahoo.com	Use of Narratives for Evaluating Knowledge in Developmental Psychology Classes
6. Stefanie Sinno & Beth Halpern stefaniesinno@muhlenberg.edu	Teaching about Diversity in Family Engagement through Community-Based Research in an Undergraduate Course
7. Katherine Warnell & Jennifer Clegg warnell@txstate.edu	Realistic No-Cost Ways to Engage All Students in Varied Classroom Contexts
8. Kathy Ritchie kritchie@iusb.edu	Taking Attendance Without Taking Attendance in Developmental Classes
9. Burcu Izci bizci@fgcu.edu	How Can We Design Our Lessons and Teach Generation Z?
10. Everly Jazi ejazi@gwmail.gwu.edu	Outdoor Models in Early Education: How Nature-Rich Preschool Can Expand Academics, Connection and Social-Emotional Health
11. Kelly Campbell & Margaret Bridges k_campbell@berkeley.edu	Designing an Interdisciplinary Early Development & Learning Science Program at UC Berkeley: Lessons from Year One
12. Marguerite Barratt, Casey Hearing, Melissa Julian, Barunie Kim, & Nicholas Talisman barratt@gwu.edu	Research Lab in Developmental Psychology - Writing Intensive Capstone - Integrated Hands-on Labs & Mentored Research Projects
13. Jessamy Comer jcomer@rit.edu	Developmental MythBusters: Using Developmental Science to Address Myths and Misconceptions about Human Development
14. Teresa Ober tober@gradcenter.cuny.edu	The Use of a Digital Pedagogical Tool to Support Writing Instruction in the Social Sciences
15. Grace Lin & Susanne Jaeggi gracecl@uci.edu	Comics and Choices: Designing a Statistics Course for Diverse Learners
16. Mary Shuttlesworth & Emily Goldyn mary.shuttlesworth@laroche.edu	Service-Learning in Developmental Psychology: Promoting Knowledge Application
17. Erin Harmeyer eharmeyer@lsu.edu	Strategies for Incorporating Community Service-Learning Partnerships in a Cognitive Development Course
18. Jin Qu jinqu2010@gmail.com	Addressing Diversity and Inclusion Issues among First-Generation College Students
19. Casey Knifsend, Alyssabeth de Jerez, Misha Haghghat, Mariana Gonzalez Bacilio casey.knifsend@csus.edu	Learning by Doing in Lower-Division Research Methods: Service Learning in an After-school Program



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<p>20. Martha Arterberry martha.arterberry@colby.edu</p>	<p>Teaching Developmental Science in a Writing-Intensive Seminar for First-Year Students</p>
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5:05 PM - 5:50 PM

Poster Session 2 & Reception

ROOM 309

<p>1. Kristen Weede Alexander & Kandice S. Grote kalexander@csus.edu</p>	<p>Diverse Child Development Student Outcomes and Efficacy: Instilling a Growth Mindset</p>
<p>2. Nicole Sorhagen nsorhagen@gmail.com</p>	<p>Teaching Students with Replication: Lessons Learned with Undergraduate Students at a Small Public University</p>
<p>3. Marnie Heister & Jonathan Stuffick mheister@misericordia.edu</p>	<p>Using Adolescent Cases/Memoirs to Address Diversity Learning Outcomes</p>
<p>4. Shandra Jones shandrajones@g.harvard.edu</p>	<p>Teaching Excellence for All: Positionality & Developmental Frameworks in Faculty & Campus Leadership Training</p>
<p>5. Erika Bagley erikabagley@gmail.com</p>	<p>Teaching About Development and Poverty: Challenges and Approaches to Overcome Them</p>
<p>6. Maria Iturbide & Rachel Hayes iturbide@humboldt.edu</p>	<p>Diversity and Inclusion in Teaching: Do Students Notice Our Efforts?</p>
<p>7. Laura Rose & Eileen O'Brien laurose1@umbc.edu</p>	<p>A Comparison of Online and Hybrid Teaching in Child Developmental Psychology</p>
<p>8. Pamela Schuetze, Kathy Doody, & Katrina Fulcher schuetp@buffalostate.edu</p>	<p>Using Service Learning to Expose Child Development Students to Transdisciplinary Collaborations in Applied Developmental Settings</p>
<p>9. April Schwarzmuller schwarae@eckerd.edu</p>	<p>Activities to Engage Students in Thinking Critically about Gender Development Beyond Binary and Heteronormative Expectations</p>
<p>10. Joann Benigno, Bridget Wright, Bridget Coologhan, & Andrew Krause benigno@ohio.edu</p>	<p>Team-Based Learning in an Undergraduate Language Development Course</p>
<p>12. Jessica Taggart, Dermina Vasc, & Angeline Lillard jt2bb@virginia.edu</p>	<p>Designing and Conducting Research with Children: Active Learning in a Developmental Psychology Research Methods Course</p>
<p>13. Rachel Razza rrazza@syr.edu</p>	<p>Infusing Contemplative Practice into the Classroom: Fostering Student Engagement with Mindfulness-Based Exercises</p>
<p>14. Brittany Wittenberg bwittenberg@lsu.edu</p>	<p>The Incorporation of Rap Music Lyrics in the Developmental Sciences Classroom</p>
<p>15. Eva Chian-Hui Chen echen@benedictine.edu</p>	<p>Incorporating Cultural Diversity into Developmental Psychology Courses</p>
<p>16. Jennifer Clegg & Katherine Rice Warnell jclegg@txstate.edu</p>	<p>Extending the Living Laboratory Beyond Museum Settings to Train Students' Scientific Communication Skills</p>
<p>17. Laura DeWyngaert umlaura1@umbc.edu</p>	<p>TED Talks as a Final Project: Investigating Student Perceptions and Connections to Student Major and Career Commitment</p>
<p>18. Laura Turner lturner@rwu.edu</p>	<p>Teaching a Child and Family Policy Class Using a Community Engagement Model: Benefits and Challenges</p>
<p>19. Mary Shuttlesworth, Kassondra Rush, & Laura Rose mary.shuttlesworth@laroche.edu</p>	<p>Incremental Theory of Personality and Bullying Attributions: A Classroom Intervention</p>



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20. Kathleen Dyer kdyer@csufresno.edu	Conceptual Expertise in Child Development
21. Bridget Miner Butterly butterlb@newtrier.k12.il.us	The ME Project: Incorporating Student Identity and Self-Analysis Into the Teaching of Psychology Perspectives
21. Darcey Powell, Kiah Coflin, Nipat Pichayayothin, & Rachel Harmon dpowell@roanoke.edu	The Impact of a Short-Term, Study Away Course on Perceptions of Intercultural Competencies

5:50 PM - 6:00 PM

Wrap-up and Adjourn

ROOM 309