

PRELIMINARY PROGRAM

2017 SRCD Developmental Science Teaching Institute

Wednesday, April 5, 2017

- 8:00 AM - 8:30 AM** Salon D/E (Governors Ballroom), 4th Floor of Hilton Austin
Continental Breakfast
- 8:30 AM - 9:45 AM** Salon D/E (Governors Ballroom), 4th Floor of Hilton Austin
Opening Remarks
Tara L. Kuther, Western Connecticut State University, SRCD Teaching Committee Chair and Teaching Institute Program Co-Chair
Judith B. Bryant, University of South Florida, Teaching Institute Program Co-Chair
- Plenary Address 1**
David Daniel, James Madison University
Not so fast! Infusing developmental science into translating responsible practice from the Science of Learning
- David B. Daniel is an award-winning teacher with over 25 years of classroom experience. Currently a Professor of Psychology at James Madison University, he focuses on developing evidence-demonstrated, useable knowledge for educational practice and policy.**
- 10 AM - 10:45 AM** Salon D/E (Governors Ballroom), 4th Floor of Hilton Austin
Technology Swap: Presenters will repeat brief demonstrations or descriptions of instructional technology and websites while participants rotate among the tables every 6-7 minutes.

Carla Abad & Rosalie Odean, Florida International University	Kahoot: A free tool to increase classroom engagement
Rachel Albert, Lebanon Valley College	Swivl: A video recording tool for flipping the classroom, improving student presentations, and enhancing video data collection
Linda Cote & Jo-Ann Amadeo, Marymount University	Using the "My virtual child" program to enhance student learning in developmental psychology
Amanda Joyce, Murray State University, & Randall Joyce, West Kentucky Community and Technical College	How YouCanBookMe can improve the frequency and quality of student meetings
Dhara Meghani, University of San Francisco	Checks and balances: Incorporating the Canvas peer-review tool to enhance graduate students' writing and professional development
Brooke Spangler, Miami University	Real-time polling: Using technology in class in ways that actually relate to learning

- 10:45 AM - 11:00 AM** Salon D/E (Governors Ballroom), 4th Floor Hilton Austin
Networking Break
- 11:00 AM - 12:00 PM** Concurrent Workshop Session 1

Room 408, 4th Floor of Hilton Austin	Heather Hill & Jillian Pierucci, St. Mary's University	Teaching the Developmental Sciences Through Hands-On Learning Experiences: The Power of Observation and Reflection
Room 410, 4th Floor of	Tara Kuther, Western Connecticut State	Writing in the developmental

Hilton Austin	University	science course: Survey, advanced, and capstone-level options
Room 412, 4 th Floor of Hilton Austin	Katharine Blackwell, Salem College, & Lauren J. Myers, Lafayette College	Teaching to engaged ears rather than unprepared ones: Strategies and assignments that encourage students to prepare for class

12:15 PM - 1:30 PM

**Salon D/E (Governors Ballroom), 4th Floor of Hilton Austin
Concurrent Roundtables over Lunch**

1. Gwynn Morris, Meredith College; Cynthia Edwards, Meredith College; Benjamin Brown, Georgia Gwinnett College	Scaffolding effective use of scientific evidence (Journal of Anecdotal Evidence, Opinion & Irrelevant Fact, 2017)
2. Brianne Friberg & Carrie Wilmouth, Liberty University	Teaching students to communicate research in real world scenarios
3. Tasha Howe, Humboldt State University	Teaching developmental science internationally: Addressing challenges using integrative writing assignments and best practices
4. Elisa Klein, University of Maryland, College Park	Bridging gaps between developmental science knowledge and application to instructional strategies in teacher preparation programs
5. Rika Meyer & Deepti Karkhanis, Bellevue College	Lifespan psychology: Experiential and collaborative classroom activities
6. Jenny Richmond, University of New South Wales	Learning together how to write like a psychologist: How can we help students benefit from peer feedback?
7. Carolyn Schult, Indiana University South Bend	Incorporating active learning techniques in developmental classrooms
8. Hui Chu, Purdue University Northwest	Common obstacles and best practices for teaching and implementing diversity and inclusion in the classroom
9. Aletha Harven, California State University, Stanislaus	Using online tools to increase 21st century skills and student engagement
10. Jennifer Gonyea, University of Georgia	Video logs as integrative writing assignments: Encouraging critical thinking through effective use of technology
11. Darcey Powell & Laura Mills-Smith, Roanoke College	Memes and movie posters: Producing creative visuals from scholarly writing
12. Meredith Henry, University of Alabama Birmingham	Developing a teaching portfolio
13. Shannon Michelle Oram Wittig, University of Alabama Birmingham	Teaching as research: Tips and tricks
14. Stephanie Madsen, McDaniel College	Teaching writing in psychology
15. Alisa Beyer, Northern Arizona University	Tips for effective online discussion
16. Laurie Kramer, Northeastern University	Leveraging experiential learning and other high impact practices in the developmental sciences
17. Lina Darwich, Lewis & Clark, & Maryam Dalkiliç, University of British Columbia	Child/Adolescent development courses and teacher education programs

1:45 PM - 2:45 PM

Concurrent Workshop Session 2

Room 408, 4 th Floor of Hilton Austin	Liz Gershoff, University of Texas	Answering the “so what?” question with applied examples from intervention and policy
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Room 412, 4 th Floor of Hilton Austin	Jennifer Petersen, University of Wisconsin - Whitewater	Tips and tricks for facilitating online discussion boards
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2:45 PM - 3:00 PM

Salon D/E (Governors Ballroom), 4th Floor Hilton Austin
Networking Break

3:00 PM - 4:00 PM

Concurrent Workshop Session 3

Room 408, 4 th Floor of Hilton Austin	Kyle Chambers, Gustavus Adolphus College	Helping our communities and transforming our students by incorporating community-engaged projects
Room 410, 4 th Floor of Hilton Austin	Rona McCall & Finnuella Carey, Regis University	Incorporating social justice into the developmental classroom
Room 412, 4 th Floor of Hilton Austin	Meredith A. Henry, University of Alabama at Birmingham; Jordan Booker, Emory University; Larissa Gaias, Arizona State University; Dawn England, Hult International Business School; [representing the SRCD Student and Early Career Council]	Notable quotables: Creating teaching resources from the SRCD Oral History Project

4:10 PM - 5:15 PM

Salon D/E (Governors Ballroom), 4th Floor of Hilton Austin
Brief remarks by Tara Kuther and Judy Bryant

Plenary Address 2

Diane Ehrensaft, University of California San Francisco

Re-learning gender: Teaching gender identity development in the age of gender Diversity

Diane Ehrensaft is a developmental and clinical psychologist in the Department of Pediatrics, University of California San Francisco. Her research and writing focus on the areas of child development, gender, gender-nonconforming and transgender children and youth, parenting, parent-child relationships, LGBTQI families, and psychological issues for families using assisted reproductive technology.

5:15 PM - 6:30 PM

Salon C (Governors Ballroom), 4th Floor Hilton Austin
Reception & Poster Session

1	Rachel Boit, University of North Carolina at Greensboro	Writing children's picture books: Stories of pre-service teachers immersed in a semester-long writing experience
2	Kim Brenneman, Eastern Mennonite University,	Nurturing a growth mindset in university students
3	Tsu-Ming Chiang & Jenq-Foung Yao, Georgia College & State University	Bringing face-to-face classroom benefits to online learning
4	Janet Gates, La Roche College	Can mindfulness improve exam performance in child development?
5	Juan Giraldo-Huertas, Universidad de la Sabana, & Graham Schafer, University of Reading	Caregiving routines and home opportunities for exploring and learning in children under risk of not reaching developmental potential
6	Jennifer Henk & Larra Rucker, University of Arkansas	The role of beliefs in mentor teacher practice: Influences that shape the preparation of an effective birth-to-three workforce
7	Deepti Karkhanis & Rika Meyer, Bellevue College	Lifespan psychology final project: Behavior observation

		and interview poster
8	Elana McDermott, Tufts University	Reading Between the World and Me: Literature as a guide for understanding race, development, and bioecological theory
9	Rosalie Odean & Carla Abad, Florida International University	Designing pamphlets: A class activity
10	Kathy Ritchie, Indiana University South Bend	Students as independent learners: Effect of a self-reflective task on writing papers about the Virtual Child
11	Jeremy Sawyer, Rita Obeid, Dennis Bublitz, Anna Schwartz, & Patricia Brooks, CUNY Graduate Center, & Aaron Richmond, Metropolitan State University of Denver	Which forms of active learning are best? A comparison of cooperative learning and writing-to-learn across modalities
12	April Schwarzmuller, Eckerd College	Student learning outcomes of an activity to teach about teen magazines as socialization agents
13	April Schwarzmuller, Eckerd College	An activity to teach about the effects of video games on adolescents
14	Melissa Scott Kozak & Jennifer George, University of Georgia	Opting out by leaning In: Bringing authentic assessment into applied science
15	Madelynn Shell, University of Virginia's College at Wise	Bring your baby to class day: Hands-on research experience in child development
16	Mary Shuttlesworth & Brittany Mazur, Mount Aloysius College, Katherine Shannon, Michigan State University, & Laura Rose, University of Maryland, Baltimore County	Using case studies to support student learning in developmental psychology
17	Ruvimbo Tsokodayi, Christine E. Kaestle, & Michelle M. Murray, Virginia Tech	Let's talk about sex! (in a Child Development classroom??) How novice instructors address sex and sexual identity development
18	Nanci Weinberger, Bryant University	Incorporating team-based learning practices into the research project of upper-level child development courses
19	Ellen Wright, Brandeis University	I heard it through the grapevine: Using the internet to teach critical thinking, interpersonal connections and better pedagogy
20	Linda Cote, Marymount University	Comparison of online and traditional paper-and-pencil testing in a general education lifespan development survey course