2015 SRCD Developmental Science Teaching Institute

Wednesday, March 18, 2015

9:00 AM – 9:30am	**Franklin Hall 1/2**
Continental Breakfast
Sponsored by Worth Publications

9:30 AM – 10:45 AM	**Franklin Hall 1/2**
Opening Remarks
Judith B. Bryant, University of South Florida, Teaching Institute Program Chair
Kathleen Galotti, Carleton College, SRCD Teaching Committee Chair

Plenary Address
Generating and Using a Textbook on How Children Develop
Robert Siegler, Carnegie Mellon University

10:45 AM – 11:00 AM	**Networking Break**

11:00 AM – 12:00 PM	**Franklin Hall 5/6: Roundtables are presented concurrently**

1)	Incorporating General Education Writing Goals into Developmental Psychology Courses without Spending Your Whole Life Grading	Gwynn Morris, Meredith College; Cynthia Allen Edwards, Meredith College; Tiffany Nicole Grovenstein, North Carolina State University; Benjamin T Brown, North Carolina State University
2)	Barriers and Bridges to Online Teaching: Lessons Learned and New Directions	Kimberly P Raymond, Syracuse University; Rachel A Razza, Syracuse University
3)	The challenges and rewards of including undergraduate students in developmental research	Rhyannon H Bemis, Salisbury State University; Marta E Losonczy-Marshall, Salisbury Univ; Jason McCartney, Salisbury University; Lance Garmon, Salisbury Univ; Kie Kuwabara, Psychology
4)	Calling all first-time instructors: Help from the Graduate Student Teaching Association	Patricia J. Brooks, College of Staten Island and Graduate Center, CUNY; Emily A. A. Dow, Graduate Center, City Univ. of New York; Jeremy Sawyer, Graduate Center, City Univ. of New York; Renata Strashnaya, Graduate Center - CUNY; Kasey L Powers, Developmental Psychology, CUNY
5)	Flipping the Developmental Science Classroom: Challenges and Opportunities	Carolyn A Schult, Indiana University South Bend; Carolyn A Schult, Indiana University South Bend
6)	Mentoring Metamorphosis: Reflections on, and Suggestions for, the Progression from Protégé to Mentor	Kathleen Galotti, Carleton College; Tara Kuther, Western Connecticut State University; Judith Bryant, University of South Florida; Jordan Booker, Virginia Tech; Rachel Razza, Syracuse University
7)	What Should I Teach? Developing Guidelines for Teaching Undergraduate Developmental Science across Disciplines	Karen Brakke, Spelman College

12:00 PM – 1:15 PM	**Franklin Hall 1/2**
Lunch: Eating, Talking, and Networking

1:30 PM – 2:25 PM	**Franklin Hall 3**
Concurrent Workshop 1

The Boy Who Lived and Thrived: Using Harry Potter to Teach Developmental Psychology	Georgene Troseth, Vanderbilt University, Peabody College

Franklin Hall 4
Concurrent Workshop 2

Tackling Primary Literature in Lower-Level Classes with Creative Projects	Darcey Nicole Powell, Roanoke College; Denise Friedman, Roanoke College

Franklin Hall 13
Concurrent Workshop 3

Embedding your Course with Engaging, Collaborative Teamwork: Using Team-Based Learning™ to teach Human Development	Judi R. Bradetich, University of North Texas

Franklin Hall 12
Concurrent Workshop 4

Using Bronfenbrenner's Ecological Systems Theory in the Developmental Psychology Classroom	Judith B. Bryant, University of South Florida

2:25 PM – 2:35 PM　　　　　　**Break**

2:35 PM – 3:30 PM　　　　　　**Franklin Hall 5/6: Roundtables are presented concurrently**

1)	Incorporating General Education Writing Goals into Developmental Psychology Courses without Spending Your Whole Life Grading	Gwynn Morris, Meredith College; Cynthia Allen Edwards, Meredith College; Tiffany Nicole Grovenstein, North Carolina State University; Benjamin T Brown, North Carolina State University
2)	Deepening Learning of Developmental Psychology: Integrating Community-Centered Learning into Courses	Stephanie D Madsen, McDaniel College; Martha E. Arterberry, Colby College; Kathleen M Cain, Gettysburg College
3)	Barriers and Bridges to Online Teaching: Lessons Learned and New Directions	Kimberly P Raymond, Syracuse University; Rachel A Razza, Syracuse University
4)	Calling all first-time instructors: Help from the Graduate Student Teaching Association	Patricia J. Brooks, College of Staten Island and Graduate Center, CUNY; Emily A. A. Dow, Graduate Center, City Univ. of New York; Jeremy Sawyer, Graduate Center, City Univ. of New York; Renata Strashnaya, Graduate Center - CUNY; Kasey L Powers, Developmental Psychology, CUNY
5)	Engaging Students: Constructive Learning in the College Classroom	Tara Kuther, Western Connecticut State University; Alisa Beyer, Northern Arizona University; Katharine Blackwell, Salem College; Kathleen Galotti, Carleton College
6)	The challenges and rewards of including undergraduate students in developmental research	Rhyannon H Bemis, Salisbury State University; Marta E Losonczy-Marshall, Salisbury Univ; Jason McCartney, Salisbury University; Lance Garmon, Salisbury Univ; Kie Kuwabara, Univ of New Hampshire

3:30 PM – 3:45 PM　　　　　　**Networking Break**

3:45 PM – 4:45 PM　　　　　　**Franklin Hall 1/2**
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1)	What can a Lemon Tell us about the Development of Temperament and Personality?	Lauren J. Myers, Lafayette College
2)	Promoting Self-Regulated Learning through Reflections in a Human Development Course	Leigh Nicole Hammons, Univ of Cincinnati; Laura Kelley, Univ of Cincinnati
3)	Encouraging Meaningful, Collaborative Conversations: The Graphic Representation of Child Development	Hannah Mudrick, University of Connecticut
4)	The World as Viewed by a Young Child	Diane E Wille, Indiana University Southeast

4:45 PM – 5:00 PM　　　　　　**Break**

5:00 PM – 6:30 PM　　　　　　**Franklin Hall 7/8**
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1)	Math Self-Theory, Statistics Anxiety, and Statistics Class Performance	Elyse Rosenberg, University of Vermont; Keith Burt, University of Vermont
2)	Student Perceived Knowledge and Valuing of National and Global Perspectives of Childhood Diversity	Diana Delano Shepherd, California State University, Chico; Hanna Giaconi Price, California State University, Chico; Lisa Anne Newland, University of South Dakota
3)	Engaging Diverse Students By Making Diversity Central to the Study of Human Development	Holli Ann Tonyan, California State University, Northridge
4)	Evaluation of a General Education Course at a Japanese University -Efforts to Deepen Student Understanding of Human Development	Junko Nishigaki, Osaka City University

5)	Improving Undergraduate Student Writing Competencies in Developmental Psychology Courses	Brooke R Spangler, Miami University, Ohio; Jennifer Green, Miami University; Elizabeth J Kiel, Miami University; Aaron Luebbe, Miami University of Ohio; Vaishali V Raval, Miami University; Paul D Flaspohler; Yvette R Harris, Miami University
6)	Speed dating with theorists: An active learning activity to engage students with theorists of human development	Jody S. Nicholson, University of North Florida
7)	Teaching in Developing Nations: Philosophical and Pedagogical Perspectives	Tasha R. Howe, Humboldt State University
8)	Infuse Cross-Cultural Developmental Research into Study Abroad Courses	Tsu-Ming Chiang, Georgia College & State University; Amelia Fitch, Georgia College & State University; Kelsey VanBoxel, Georgia College & State University
9)	Teaching about the Role of Media in Adolescent Development: Analyzing Teen Magazines	April E Schwarzmueller, Eckerd College
10)	"Flipping" the child development classroom with films.	Deborah Schooler, Gallaudet University
11)	The Benefits of Adopting a Blended, Flipped Learning Approach in Higher Education: Creating Self-Regulated Learners	Paul Isaacson, West Chester University; Jane L Kenney, West Chester University; Ellen Newcombe, West Chester University
12)	Foreign students in an Educational Psychology course: Overcoming language barriers and creating cross-cultural comparisons	Lisa Maria Lopez, University of South Florida
13)	Using the Living Laboratory® Educational Model as an Undergraduate Developmental Science Curriculum	Kyle E Chambers, Gustavus Adolphus College; Kyle E Chambers, Gustavus Adolphus College
14)	Hypothesis Testing with Chocolate	Jennifer E. Samson, Arkansas Tech University
15)	Cross-cultural Experiential Learning as an Approach to Expanding Cultural Sensitivity	Kim G Brenneman, Eastern Mennonite Univ; Janet L Gates, La Roche College
16)	Using Case Studies to Teach Developmental Phenomena	Mary Shuttlesworth, Eastern New Mexico University; Katherine Flynn Shannon, University of Maryland, Baltimore County
17)	Flipped Teaching Works for Child Development Courses	Katherine Flynn Shannon, University of Maryland, Baltimore County; Mary Shuttlesworth, Eastern New Mexico University; Eileen O'Brien, University of Maryland, Baltimore County
18)	Connecting Community Education and Classroom Learning: A Novel Technique for Teaching Executive Functioning	Mary Catherine Wagner Fuhs, University of Dayton; Shauna Adams, University of Dayton; Tracey Hoffman, Miami University Middletown; William Mosier, Wright State University
19)	Students' attachment affects their learning about child development, care, and education: Should it influence our teaching?	Lori A Roggman, Utah State Univ; Jennifer Henk, University of Arkansas, Fayetteville; Diane M. Horm, Univ of Oklahoma-Tulsa; Claire D Vallotton, Michigan State University; Julia C Torquati, Univ of Nebraska
20)	Embodied developmental activity: Somatic attention (inward and outward)	Carolyn F Palmer, Vassar College; Catherine Rosasco Mitchell, Wellness Through Movement Programs
21)	Quiz & Learn: Low-stakes, formative quizzes can enhance learning in a Child and Adolescent Development course	Lauren J. Myers, Lafayette College
22)	Exposing Undergraduate Student: Novels as a Tool for Exploring Human Sexuality	Melissa Scott Kozak, University of Georgia

THANK YOU FOR JOINING US AT THE TEACHING INSTITUTE!

Please respond to our post-Teaching Institute survey when you receive the link by email.

Coming soon from the SRCD Teaching Committee:
syllabi and activities for developmental psychology courses to be available at
http://www.srcd.org/meetings/biennial-meeting/teaching-institute