Practical Ways to Improve Teaching and Learning in Your Classes

Natalie J. Ciarocco

Monmouth University

SPSP 2019

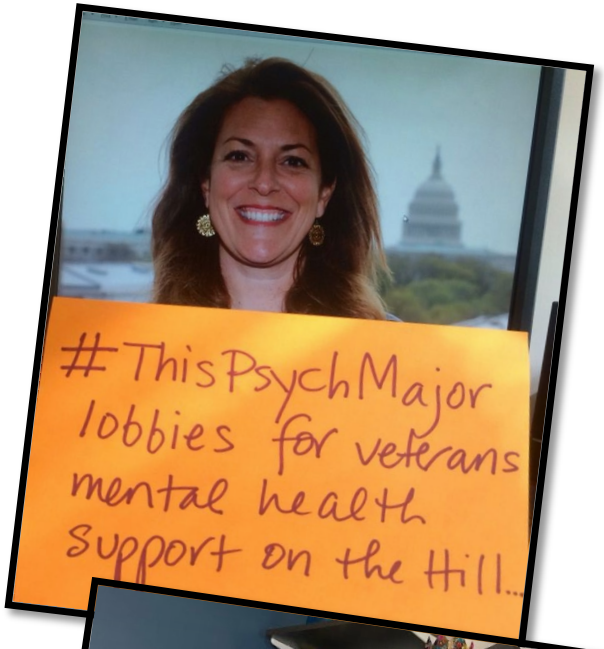
Skill Development for Psychology Majors

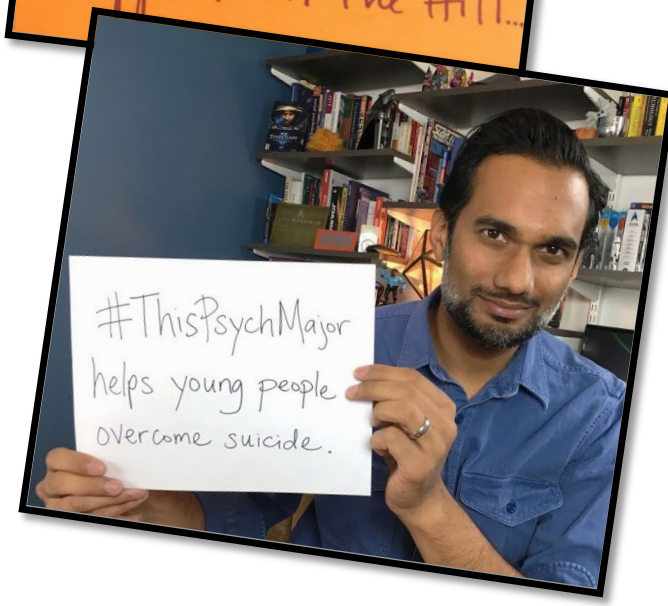
(Fabris, 2015)

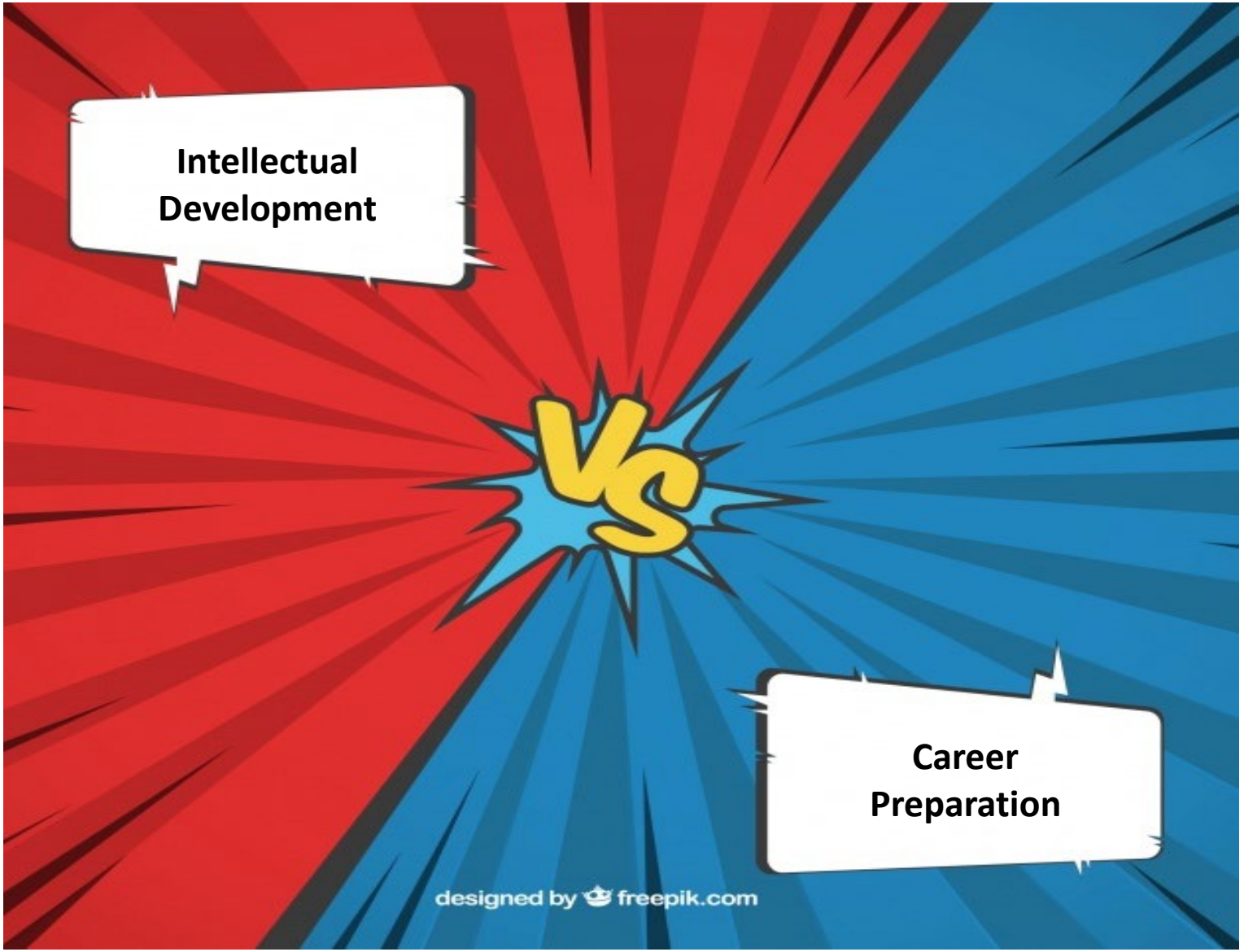
Jeb Bush: Psych majors work at Chick-fil-A

by Curt Mills | October 24, 2015 11:16 AM

"We have huge shortages of electricians, welders, plumbers, information technologists, teachers," Bush said at Sen. Tim Scott's town hall event Saturday. (Paul Zoeller/The Post And Courier via AP)






Intellectual Development
Vs
Career Preparation
designed by freepik.com

(Lin, Christidis & Stamm, 2017)

(Hart Research Associates, 2015)

What skills do employers value?

Skills for Career Success

- Communication skills
- Critical thinking & Research skills
- Collaboration skills
- Self-management skills
- Professional skills
- Technological skills
- Ethical skills

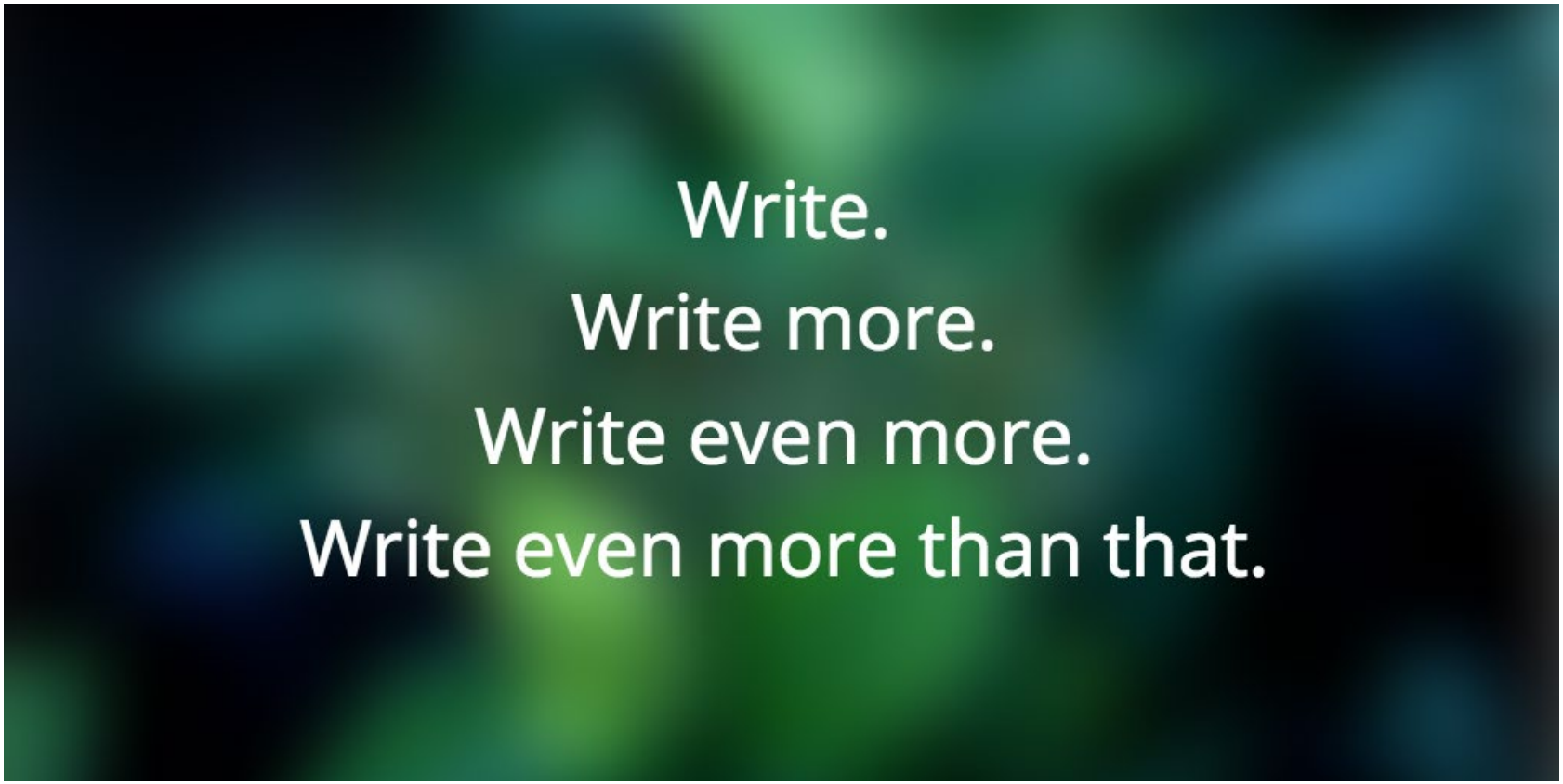
(Appleby, 2014)

Promoting Skill Development in Your Courses

Suggestion #1: Strengthen Communication Skills

Is Mastering APA Style the Key to Effective Communication?

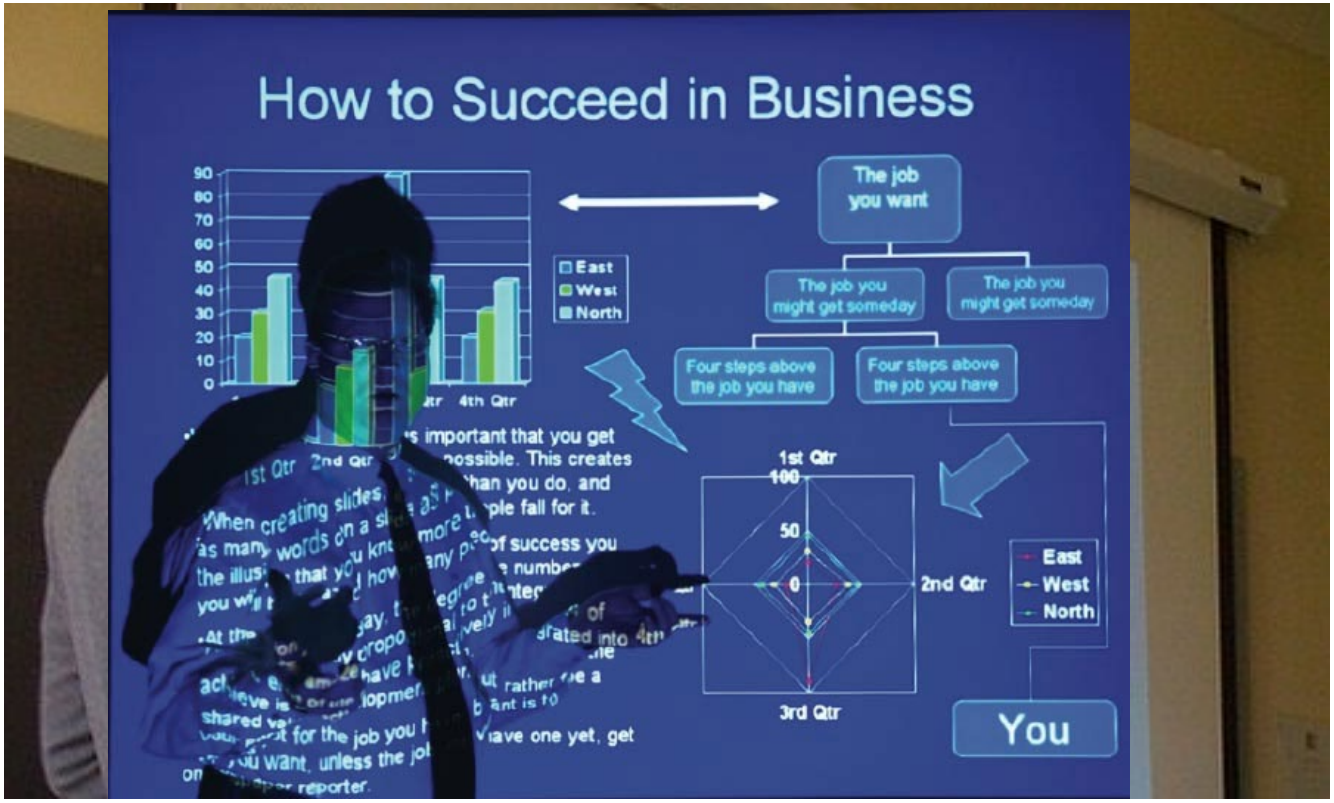
How Does One Improve as a Writer?



Other Types of Communication Skills?

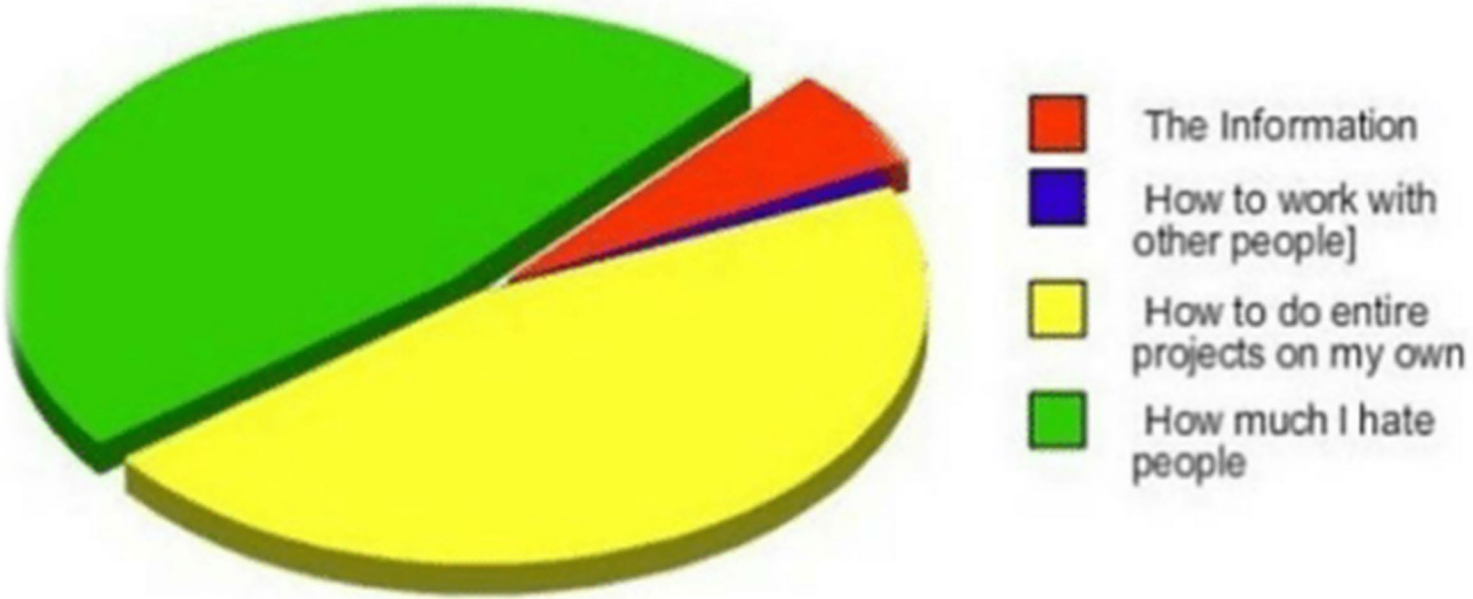
Teach *How* to Give Effective Presentations

- Have you ever experienced this?



Suggestion #2: Strengthen Teamwork & Collaboration Skills

What I Learn from Group Projects



Suggestion #3: Expand Technological Skills

Don’t Know How to Do Something?

Suggestion #4: Emphasize Employable Skills

- List specific skills practiced in syllabus
- Talk about on first day of class
- List skills practiced on each assignment
- Practice makes perfect!
- Talk about skills on last day of class
  - Link skills to the specific things they did in class
  - Talk about adding them to their resumes

HELLO
AM I...
EMPLOYABLE?

Employable Skills Self-Efficacy Survey (ESSES)

(Ciarocco & Strohmetz, 2018)

Department Use

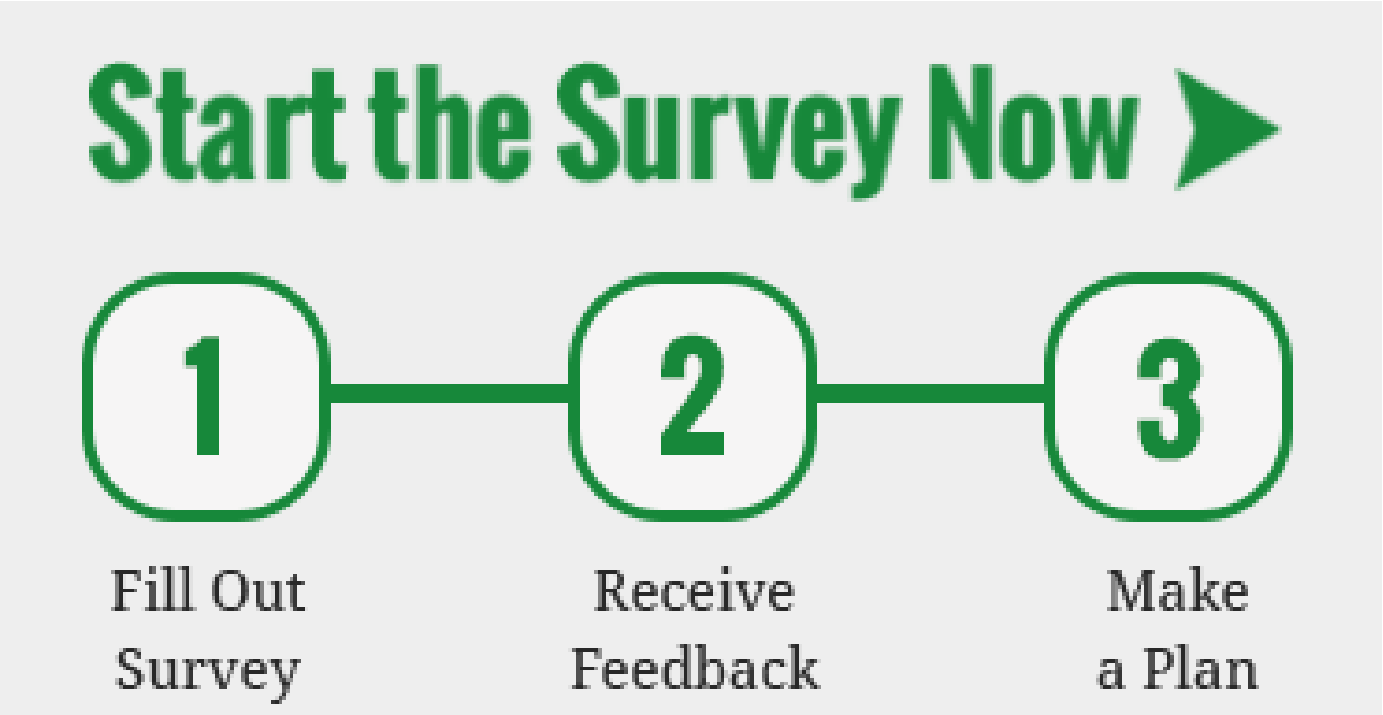
Professor Use

Student Use

Employable Skills

www.employableskills.com

www.employableskills.com



Employable Skills

Take the survey!

1 Questions 1-20 | 2 Questions 21-40 | 3 Questions 41-51 | 4 Demographics

Please indicate your level of agreement with the following statements:

1. I feel comfortable working in group settings.

○ Strongly Disagree ○ Disagree ○ Somewhat Disagree ○ Somewhat Agree ○ Agree ○ Strongly Agree

2. I would rather be the person who gets to lead a group project.

○ Strongly Disagree ○ Disagree ○ Somewhat Disagree ○ Somewhat Agree ○ Agree ○ Strongly Agree

3. People easily understand what I mean when I am talking to them.

○ Strongly Disagree ○ Disagree ○ Somewhat Disagree ○ Somewhat Agree ○ Agree ○ Strongly Agree

Communication Skills

Being able to communicate clearly and effectively with others is one of the most important skills to possess when applying for a job. In fact, it is usually a top priority in the mind of any potential employers (Appleby, 2014). Being able to properly write and speak when conveying different goals and ideas tends to lead to more promotions. Poor written or verbal communication, along with difficulty following written or verbal commonly are commonly noted reason new college hires are reprimanded. Communication includes reading skills, writing skills, speaking skills, and listening skills.

Writing

Your Score: 5.5
Your Level: High

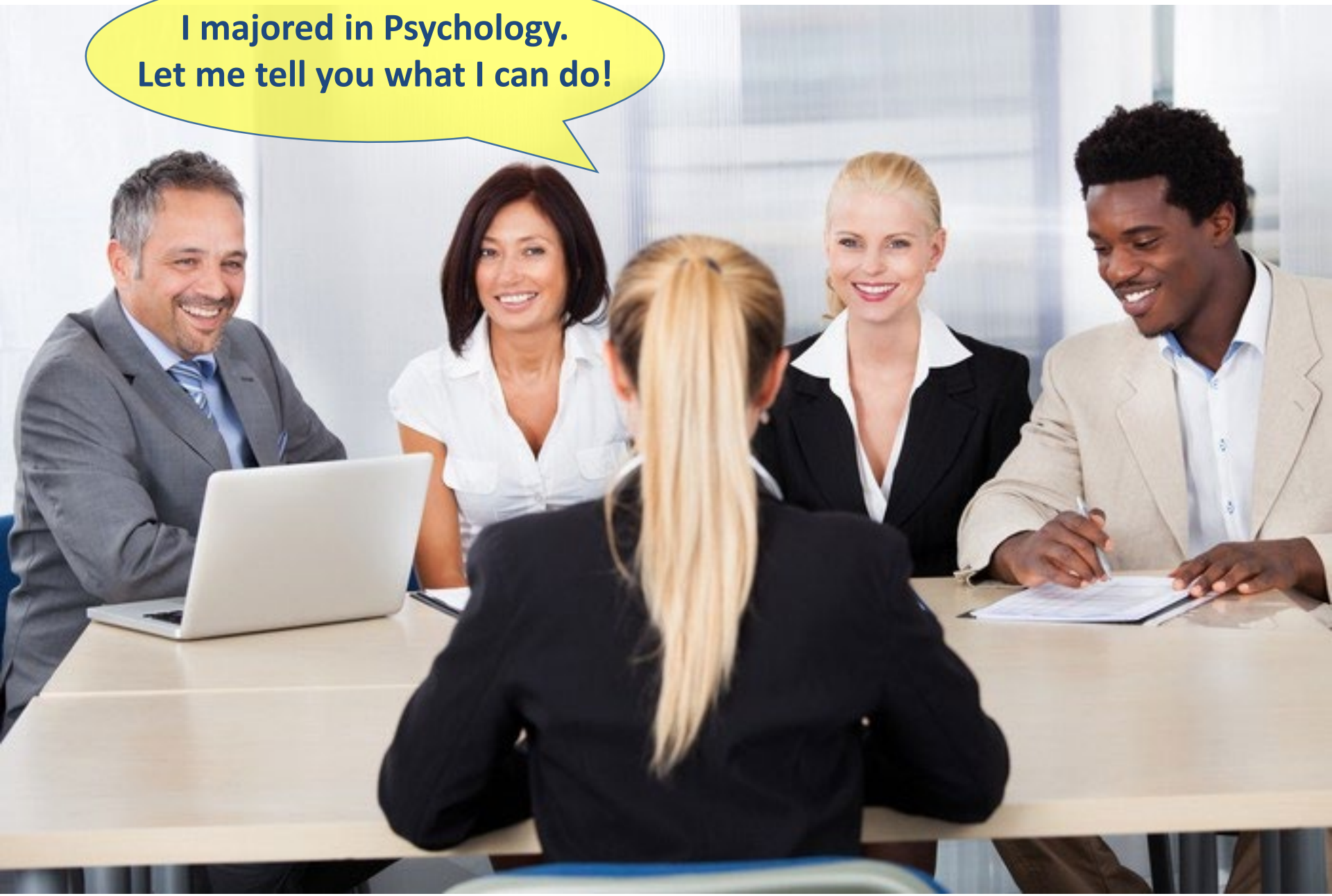
Reading

Your Score: 4

Your Level: Average

How You Can Improve Your Reading Skills

Other than when pleasure reading, always take notes to facilitate a better understanding of what is being read (Bohay, Tamplin, & Radvansky, 2011). When taking notes, avoid merely summarizing the text and actually try to draw conclusions by evaluating the arguments made by the author (Browne, Freeman & Williamson, 2000). Avoid distractions such as texting while reading (Fante & Sexton, 2013). Not only will you complete the reading faster, you will be developing good habits for successfully for meeting deadlines in college or at work.


I majored in Psychology.
Let me tell you what I can do!

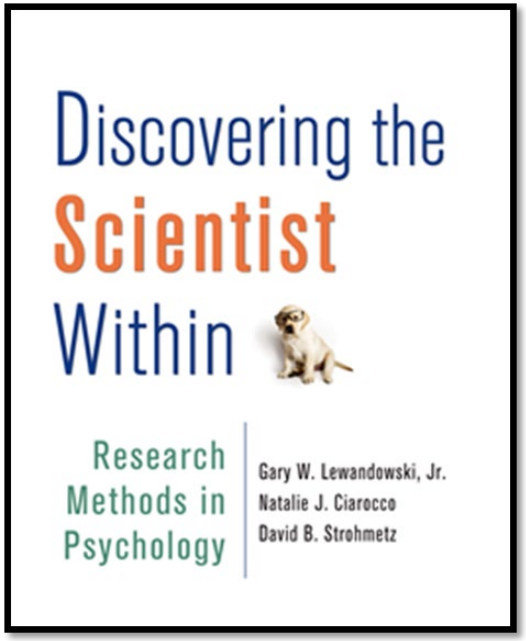
Questions?

Skill Development for Psychology Majors

Practical Ways to Improve Teaching and Learning in Your Classes

Natalie J. Ciarocco

nciarocc@monmouth.edu



PORTLAND
2019 SPSP CONVENTION
FEBRUARY 7-9

Practical Ways to Improve Teaching and Learning in Your Classes: Teaching for Social Justice-Related Outcomes

Jamie Franco-Zamudio, PhD

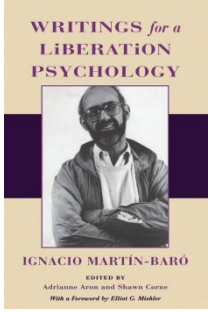
Spring Hill College

Personal Note:
Reasons for Intentionally “Teaching for Social Justice”

- Students are not learning one discipline at a time. Goal: Connect information across classes and integrate into the knowledge they gain from the 24-hour news outlets and social media.
- There is a growing push to examine the legitimacy of social and political systems. Students often claim the desire to be an agent of change.
- Learning new concepts and schemas in classes is essentially consciousness-raising. When students learn about social issues, they are often taught about the issue without learning how to make change. They often ask for tools to engaging unfair and unjust systems and policies.
- As we know, youth are often the most radical and strongest proponents of revolutionary change. As educators, we recognize their frustrations and are well-suited to provide them with applications of psychological theory that will enable them to become advocates and allies – regardless of their final career-choice.

Teaching Social for Justice

- Defining social justice
  - *"…social justice includes a vision of society in which the distribution of resources is equitable and all members physically and psychologically safe and secure"* (Bell, 1997, p. 1).
- Psychological aspects of social justice
  - Rules, norms, attitudes (Lee, 2011)
  - Product (i.e., goals) and process (i.e., how to achieve the goals; Bell, 1997)
- Teaching for social justice includes a focus on
  - Ethical values, care, and respect (Marshal & Olivia, 2006)
  - Fairness (Crosby & Franco, 2003; Rawls, 2001)
  - Moral responsibility (Kohl, 2001)
  - Power (Apfelbaum, 1979; Deaux & Bikmen, 2010; Green, 1998; Young, 1993)



Liberation Psychology

- Instead of a top-down examination, Martín-Baró argues for a bottom up examination of people's lives.
- Martín-Baró asserts that a contextualized, historical analysis will better reflect the psychology of oppressed peoples (Martin-Baro).
  - "Normal" isn't normal for all peoples.
    - "Unbiased routine methods" are actually biased in favor of the dominant, hegemonic "class," reifying the pathological and objectified descriptions of the oppressed (Martín-Baró, 1994).
    - "…the existing stereotypical order is consecrated as natural…" (Aron & Crowne, 1996, p. 3).
    - Psychology should help people understand their own realities, reflecting their own experience

"…psychologizing has served directly or indirectly, to strengthen the oppressive structures, by drawing attention away from them toward individual and subjective factors" (Aron & Crowne, 1996, p. 19)

Liberation Psychology in Practice

- Utilizing *just* frameworks and methodologies
  - Community-Based Participatory Research (CBPR)
  - Participatory Action Research (PAR)
  - Reflective-Action and Reflective Practice (inspired by Dewey; Schön, 1983)
  - Transcommunality (Brown-Childs, 2003)
- *Intentional* assignments or courses
  - Reflections
  - Action-Assignments
    - Objectives
      - Perspective-taking, empathy, engagement, collaboration, awareness, personal transformation
    - Assessment
  - Service-learning and experiential-learning

Setting the Stage

- During one of the first weeks of classes, have the students read the APA report on Generation Z
- Assign readings from the Yes! Magazine content for teachers: Teaching Social Justice https://www.yesmagazine.org/for-teachers/for-teachers/teaching-peace-justice
    - I assign the content from the “Let’s Talk About Mental Health” section https://www.yesmagazine.org/for-teachers/curriculum/lets-talk-about-mental-health
- Brief readings:
- 5 Fake Facts About Mental Health Stigma
- The College Mental Health Crisis in 10 Sketches
- What is Barbershop Therapy?
- I Stopped Playing the Strong Black Woman
- The Surprising Link Between Your Mental Health and Everyone Else’s

- Yes! Magazine also has student writing competitions, which I assign in relevant classes: https://www.yesmagazine.org/for-teachers/writing-competition

Weekly Online Assignments: Submissions in Alternative Formats

- **You may compose your reflection in any one of the following formats:**
- **☐A visual map using a program such as Webspiration, WiseMapping, or MindMup; upload your final image as a JPEG**
- **☐An audio recording between 2-3(ish) minutes in length; you may use Vocaroo (http://vocaroo.com/) and insert the recording or provide a link to it in a word document as a submission**
- **☐A video recording using your cell phone; upload the file or provide a link to a Youtube video in a word document**
- **☐A slide presentation between 4 to 6 slides in length using PowerPoint; upload the PowerPoint file**
- **☐A written narrative between 300 and 500 words in length**

- *Source SNHU
- Personal note: I teach a 4/4 load and adjunct online each term. These assignments can be graded fairly quickly. I inform students that I will provide brief comments to set up any expectations regarding my feedback.

Social Justice in Introductory Psychology Classes

- Memory
  - Eyewitness testimony (Loftis, 1975)
- Motivation
  - Maslow's (1943) Theory of Human Motivation and the *Hierarchy of Needs*
- Social Psychology
  - Conformity and power of the situation (Haney, Banks, & Zimbardo, 1973)
  - Prosocial behavior

Social Justice in Introductory Psychology Classes

- Memory
  - Eyewitness testimony (Loftis, 1975)

www.slate.com/articles/health_and_science/new_scientist/2013/09/elizabeth_loftus_interview_

Apps | New Tab | www.eurojournals.c... | Regions | Personal B... | PsycNET - Option to... | Wiley: Advancing So...

NEW SCIENTIST | STORIES FROM NEW SCIENTIST. | SEPT. 8 2013 9:30 AM

Article from NewScientist

I Could Have Sworn ...

An interview with false-memory expert Elizabeth Loftus.

1.4k 293

By Alison George

www.innocenceproject.org

Apps | New Tab | www.eurojournals.c... | Regions | Personal B... | PsycNET - Option to... | Wiley: Advancing So...

INNOCENCE PROJECT

SEARCH Google™ Custom Search

Get E-mail Updates

KNOW THE CASES : UNDERSTAND THE CAUSES : FIX THE SYSTEM | ABOUT : DONATE : NEWS & RESOURCES

The Faces of Exoneration

January 3, 2014 : 312 EXONERATED

Español ►

DONATE
100% OF YOUR GIFT IS TAX-DEDUCTIBLE

THE INNOCENCE BLOG
Updated Daily

Texas State Fire Marshall is Commended for Transforming State's Law Enforcement

Follow Us On Twitter | Get Email Updates

Like Angela Irvine, Alyssa Claire and 59,974 others like this.

Send a New Years message to our 2013 exonerees

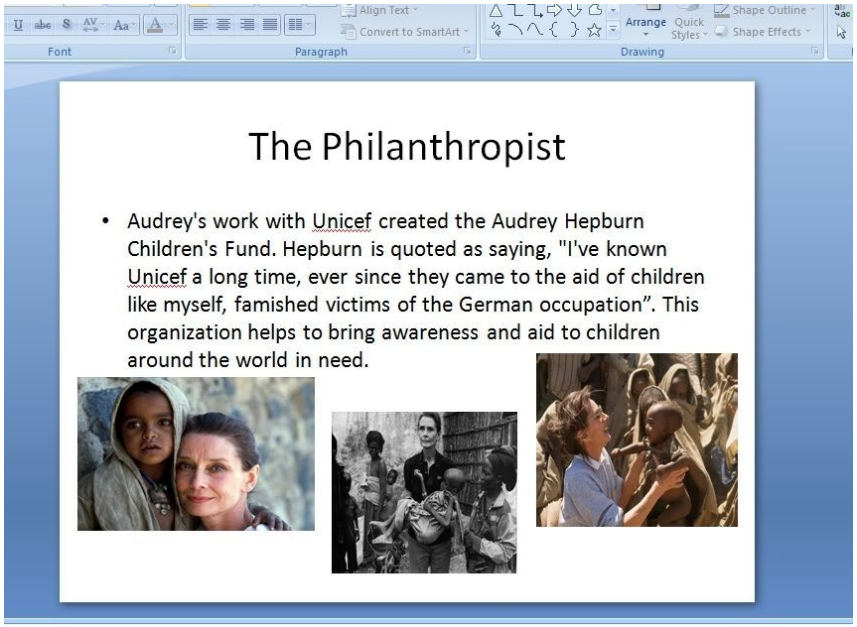
Send a New Years greeting to all the Innocence Project clients exonerated in 2013, wishing them a Happy New Year for 2014!

MORE ►

The Innocence Project is a national litigation and public policy organization dedicated to exonerating wrongfully convicted individuals through DNA testing and reforming the criminal justice system to prevent future injustice.

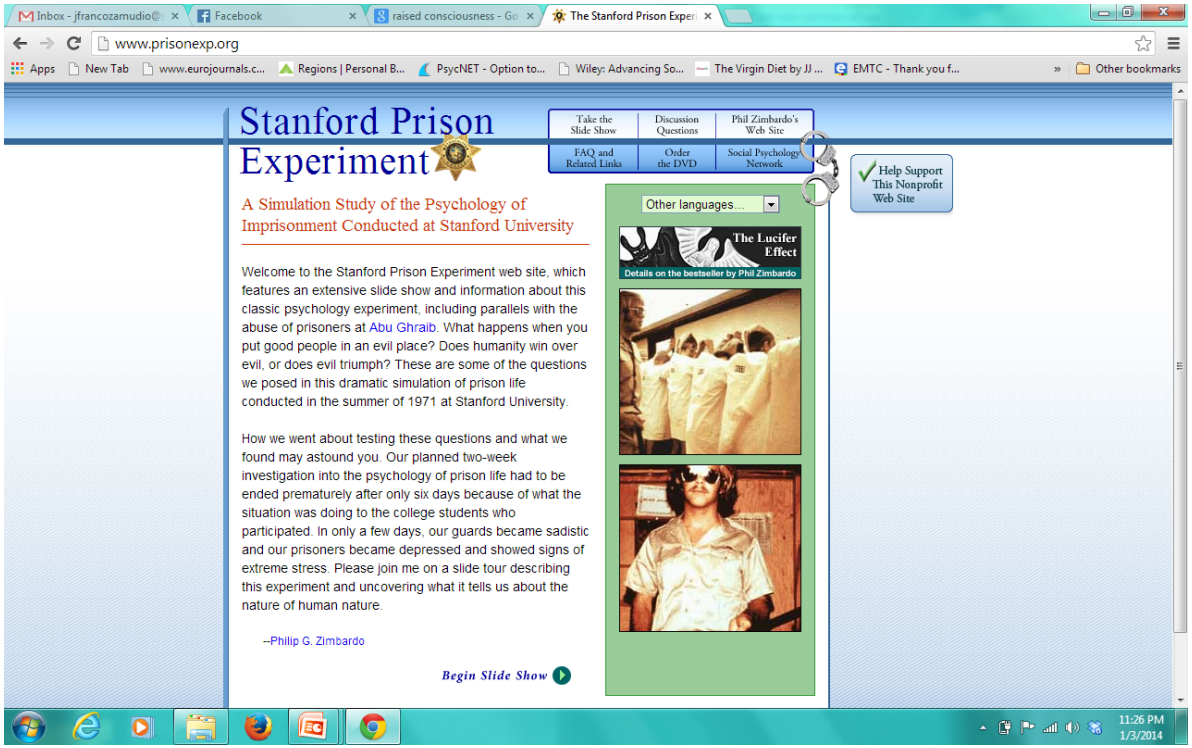
Social Justice in Introductory Psychology Classes

- Motivation
  - Maslow's (1943) Theory of Human Motivation and the *Hierarchy of Needs*
    - Group project: Profile a self-actualized leader, hero, or celebrity
      - Students recognized the characteristic of social consciousness and a desire to "give back"



Social Justice in Introductory Psychology Classes

- Social Psychology chapter
  - Conformity and power of the situation
  - Stanford Prison Experiment (Haney, Banks, & Zimbardo, 1973)



Social Justice in Introductory Psychology Classes

Stanford Prison Experiment (Haney, Banks, & Zimbardo, 1973)

Haney

From Prison to Home:
The Effect of Incarceration and Reentry on Children, Families, and Communities

The Psychological Impact of Incarceration: Implications for Post-Prison Adjustment

Craig Haney
University of California, Santa Cruz

December 2001

[Project Home Page | List of Conference Papers]

Contents

- Abstract

I. The State of the Prisons
II. The Psychological Effects of Incarceration: On the Nature of Institutionalization
III. Special Populations and Pains of Prison Life
IV. Implications for the Transition From Prison to Home
V. Policy and Programmatic Responses to the Adverse Effects of Incarceration

- Endnotes

Abstract

This paper examines the unique set of psychological changes that many prisoners are forced to undergo in order to survive the prison experience. It argues that, as a result of several tre
corrections, the personal challenges posed and psychological harms inflicted in the course of incarceration have grown over the last several decades in the United States. The trends inc
policies and conditions of confinement as well as the much discussed de-emphasis on rehabilitation as a goal of incarceration. As a result, the ordinary adaptive process of institutionaliz
has become extraordinarily prolonged and intense. Among other things, these recent changes in prison life mean that prisoners in general (and some prisoners in particular) face more di

Zimbardo

www.wired.com/science/discoveries/news/2008/02/ted_zimbardo?currentPage=all

Apps | New Tab | www.eurojournals.c... | Regions | Personal B... | PsycNET - Option to... | Wiley: Advancing So...

WIRED GEAR SCIENCE ENTERTAINMENT BUSINESS SECURITY DESIGN OPINION

Nexus 7.
Google's highest resolution 7" tablet with virtual surround sound.
Buy now

SCIENCE : DISCOVERIES

TED 2008: How Good People Turn Evil, From Stanford to Abu Ghraib

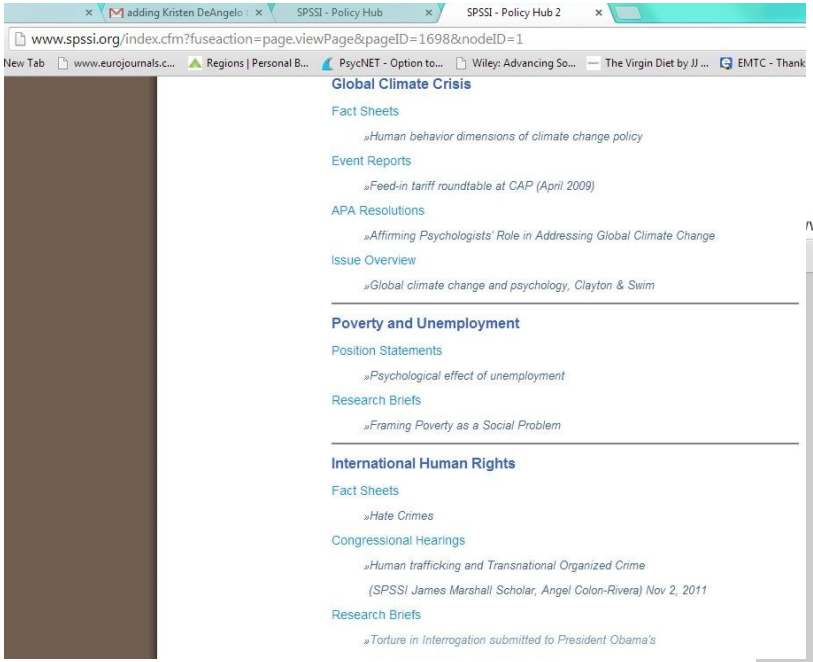
By Kim Zetter 02.28.08

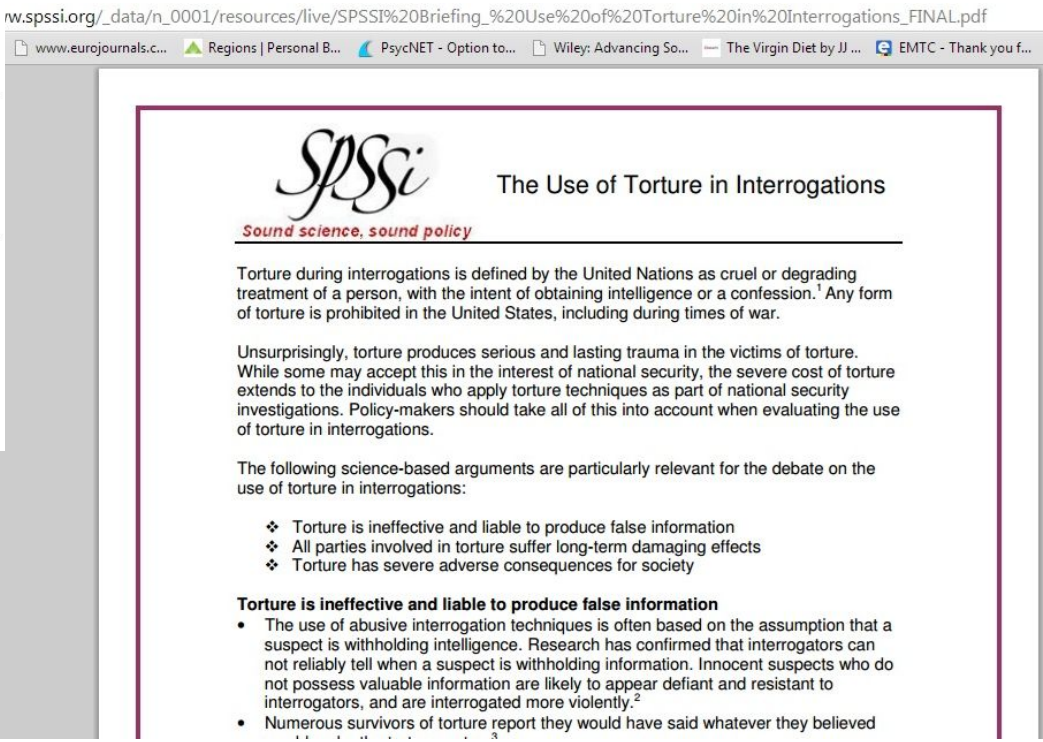
MONTEREY, California -- Psychologist Philip Zimbardo has seen good people turn evil, and he thinks he knows why.

Zimbardo will speak Thursday afternoon at the TED conference, where he plans to illustrate his points by showing a three-minute video, obtained by Wired.com, that features many previously unseen photographs from

Social Justice in Introductory Psychology Classes

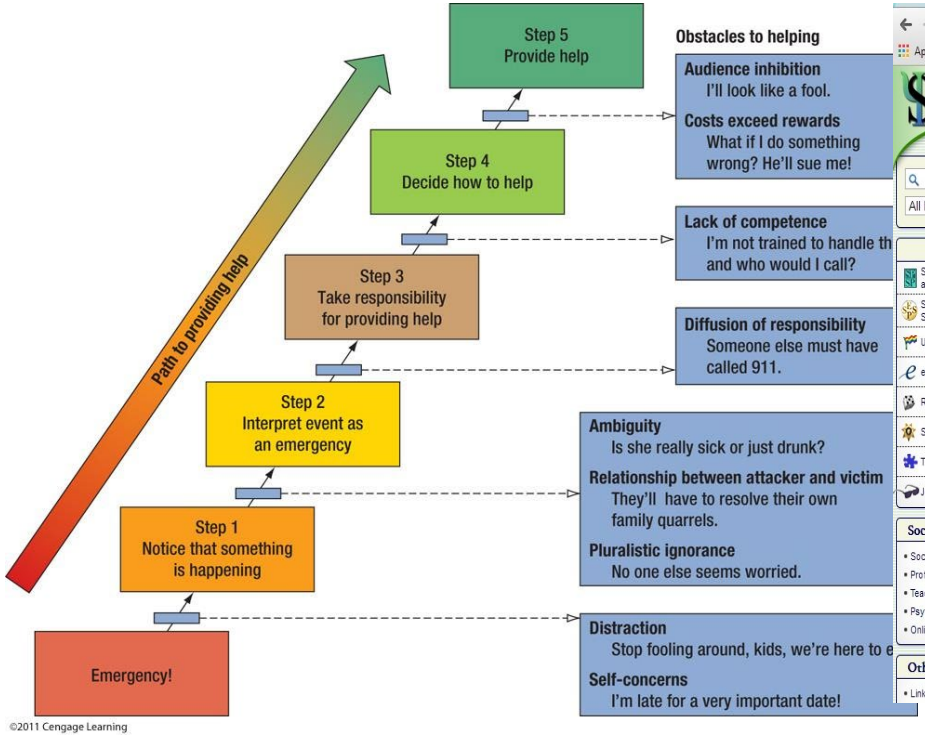
Stanford Prison Experiment (Haney, Banks, & Zimbardo, 1973)

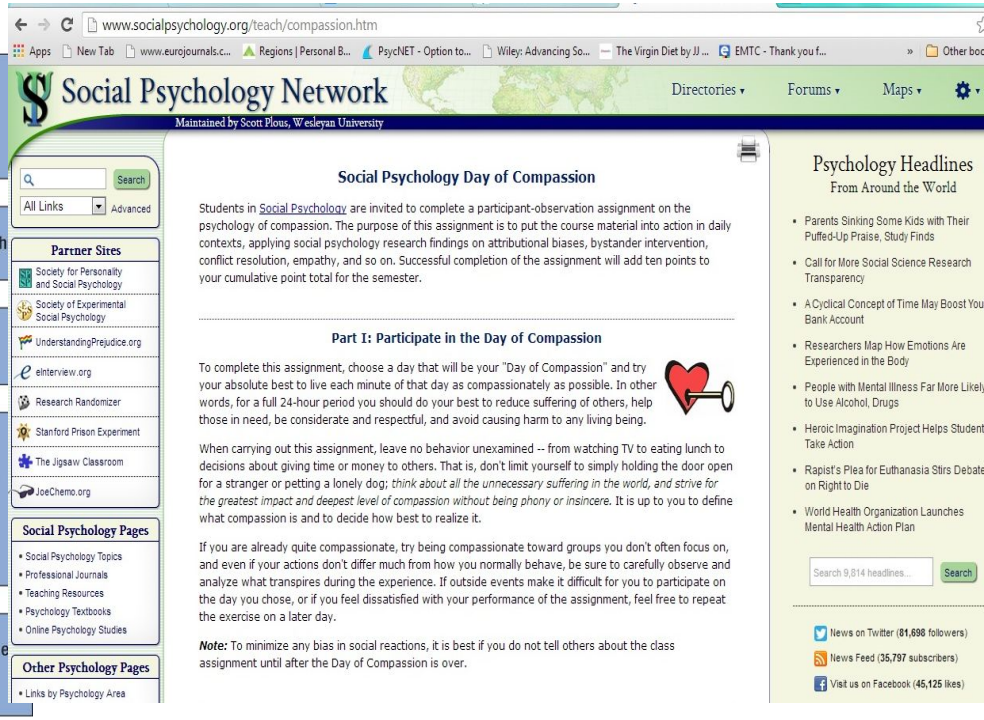




Social Justice in Introductory Psychology Classes

- Social Psychology chapter
  - Prosocial behavior-Experiential-learning assignment





Social Justice in Introductory Psychology Classes

- Lifespan Development
- Include Gender
  - Share the APA Guidelines on Working with Men and Boys https://www.apa.org/monitor/2019/01/ce-corner
  - Watch "The Mask You Live In" http://therepresentationproject.org/film/the-mask-you-live-in-film/

Experiential Learning: Taking Action

Kurt Lewin's Action Research

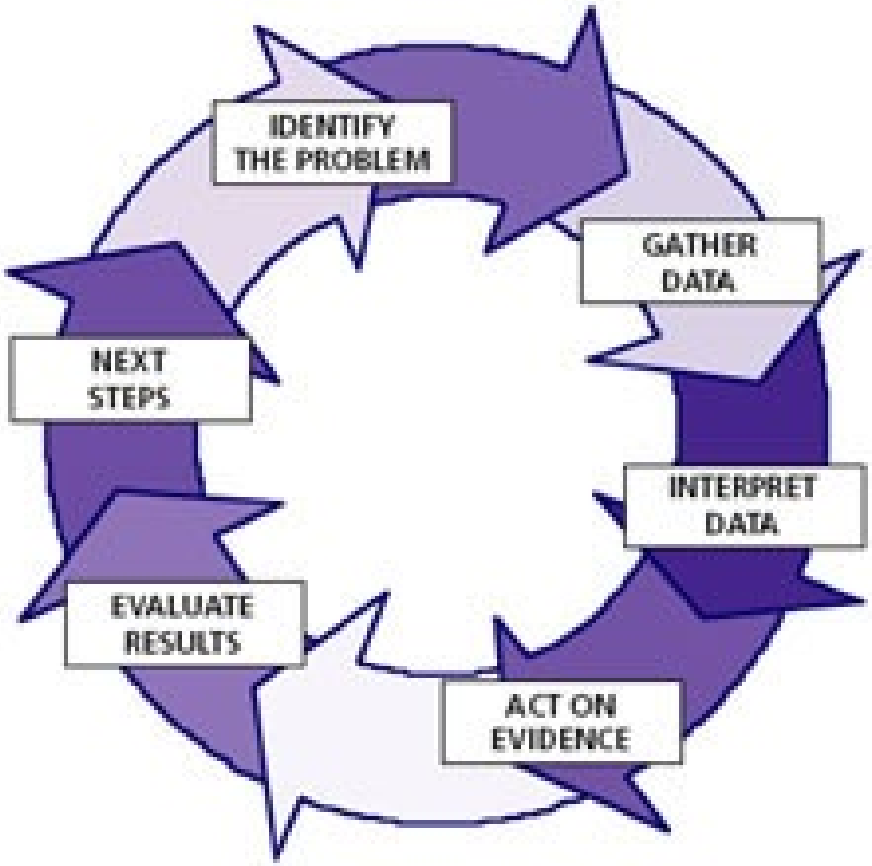
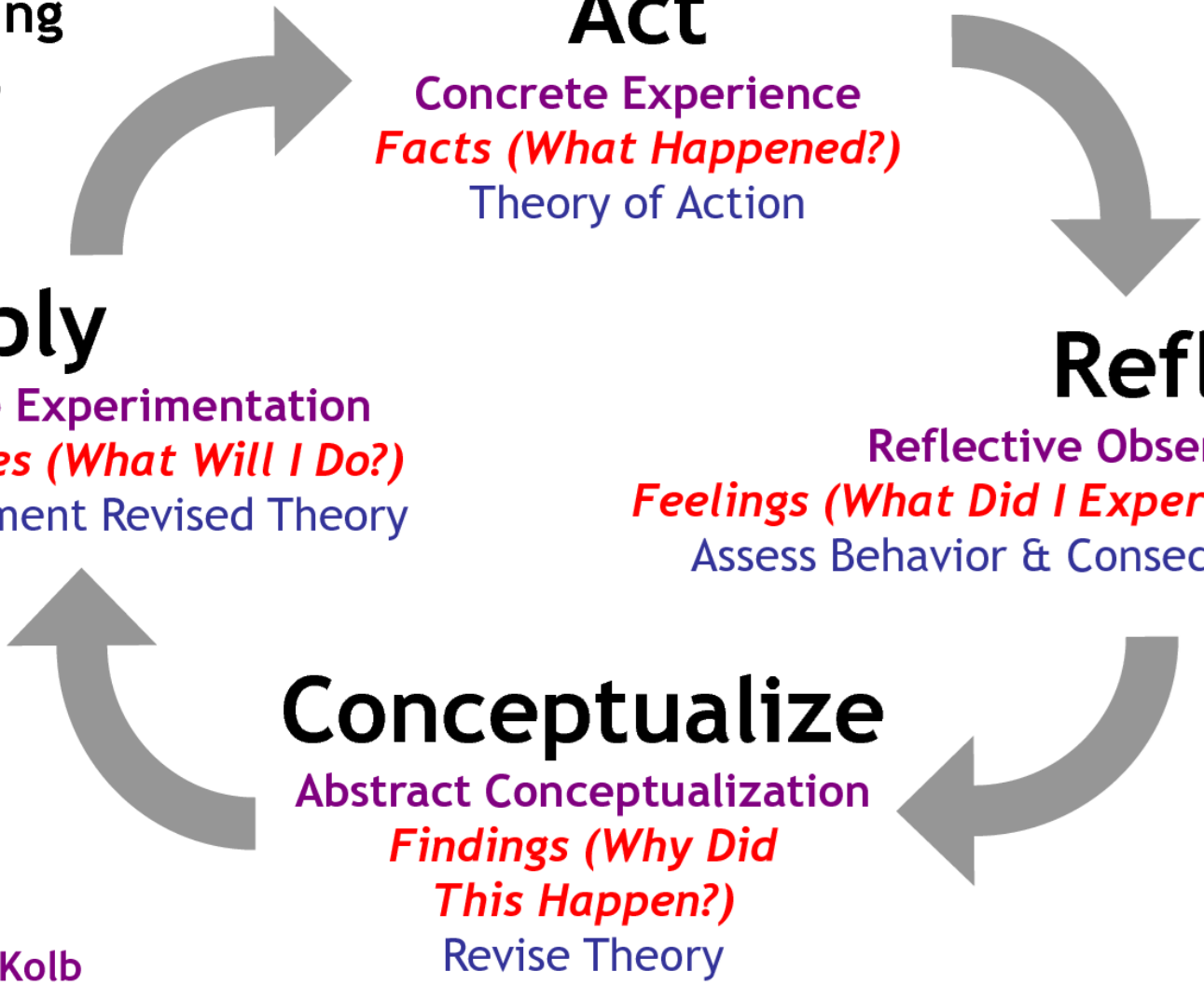


Figure 2. Action Research Cycle

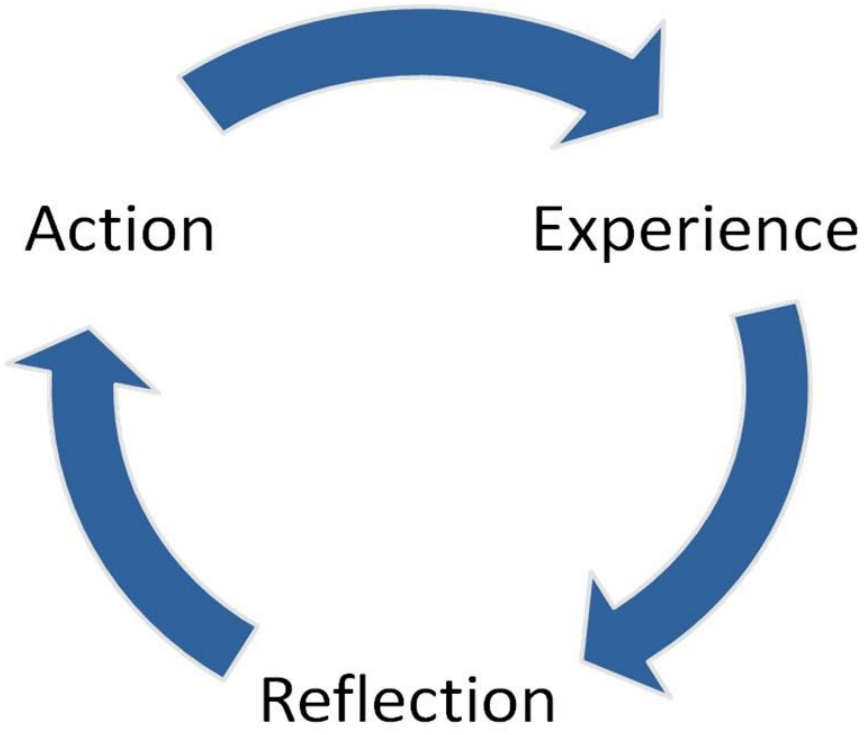
Experiential Learning Cycles



1. David Kolb
2. *Roger Greenaway*
3. Chris Argyris & Donald Schön

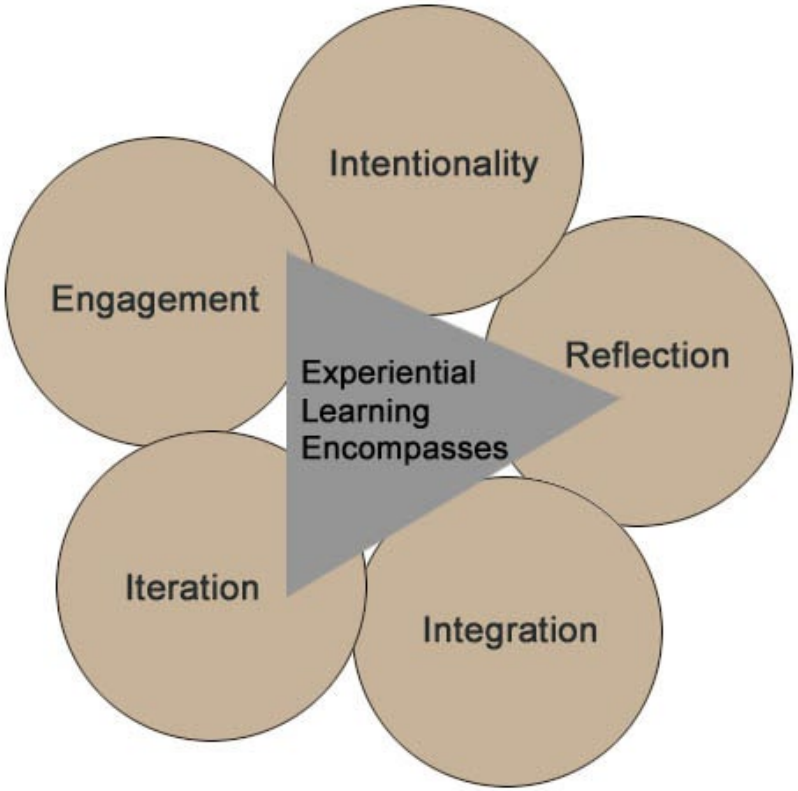
compiled by Andrea Corney
www.edbatista.com/2007/10/experiential.html

Jesuit Educational Philosophy



Experiential Learning Outcomes

- Civic engagement (Schlehofer, 2011)
- Perspective-taking (Eretzian, 2011)
- Raised-consciousness (Lechuga & Clerc, 2009)
- Personal transformation (Butler Byrd, 2005)
- Multiple “ways of knowing” and critical thinking skills (Archer & Wong, 2010)
- Collective action and advocacy (Franco, 2005)



To “Be of Use”

“…social researchers have a public responsibility to disrupt the sense of inevitability and to engage with communities on questions of justice and the inequitable distribution of freedom, goods, and opportunities ” (Fine & Barreras, 2004, p. 176)

Fine & Barreras' Recommendations

- Working with the media
- Writing for policymakers
- Creating amicus briefs
- Constructing op-ed or "popular"' articles
- Converting our findings into accessible language without watering down the conclusions
- Testifying in federal and state legislatures
- Research collaborations with community-based organizations
- Creating "translation" documents from rigorous research for popular, community and local use
- Participatory action research: possibilities and dilemmas
- Constituency building: creating social science–"literate" and activist communities
- Workshops on the critical use of publicly accessible databases and the creation of alternative indicators of "well-being" within education, mental health, physical health, and psychosocial contexts
- Developing and collaborating with youth researchers
- Constructing a high school curriculum for adolescent researchers
- Creating public service announcements from social science research
- Translating research into practice (educational, organizational, and/or movement based)
- Public art as a form of re-presenting critical scholarship: museums, parks, photo exhibits, videos to "disseminate" research findings

Upper-level Psychology Classes: Examples of Experiential Learning Assignments

Social Psychology of Social Justice

I. Service-learning

II. “Taking Action” writing assignments

Industrial/Organizational Psychology

I. Creation of workshop content

II. Project for local non-profit organization

Upper-level Psychology Classes: Examples of Experiential Learning Assignments

Social Psychology of Social Justice

I. Service-learning
II. "Taking Action" writing assignments

- Opportunities to:
  - Work with the media
  - Write for policymakers
  - Construct op-ed or "popular"' articles
  - Convert findings into accessible language without watering down the conclusions
  - Create "translation" documents from rigorous research for popular, community and local use
  - Build constituencies: creating social science-"literate" and activist communities
  - Develop and collaborate with youth researchers
  - Create public service announcements from social science research
  - Translate research into practice (educational, organizational, and/or movement based)

Experiential Learning: Action Assignments
Social Psychology of Social Justice

By: Tempey Hamilton
Date: Saturday, February 23rd, 2013

Letter to the Editor

Subject: Unequal opportunities in education

Date Sent: October 2, 2012

To Editor:

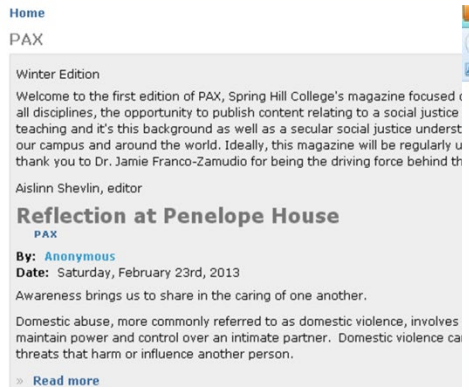
The racial issues in reference to education that W.E.B Du Bois addressed and fought for in the 20th century did not die with him. While other great black leaders during this time pushed for African Americans to accept their superior position and learn crafts, industrial skills, farming skills and other trades that mainstream society saw as inferior, Du Bois wanted equality for African Americans. However, blacks and whites did not have an equal opportunity to become doctors, lawyers, and nurses. Americans today like to believe that those days of inequality and discrimination are over. They are not. This fact is not more evident than in our educational system.

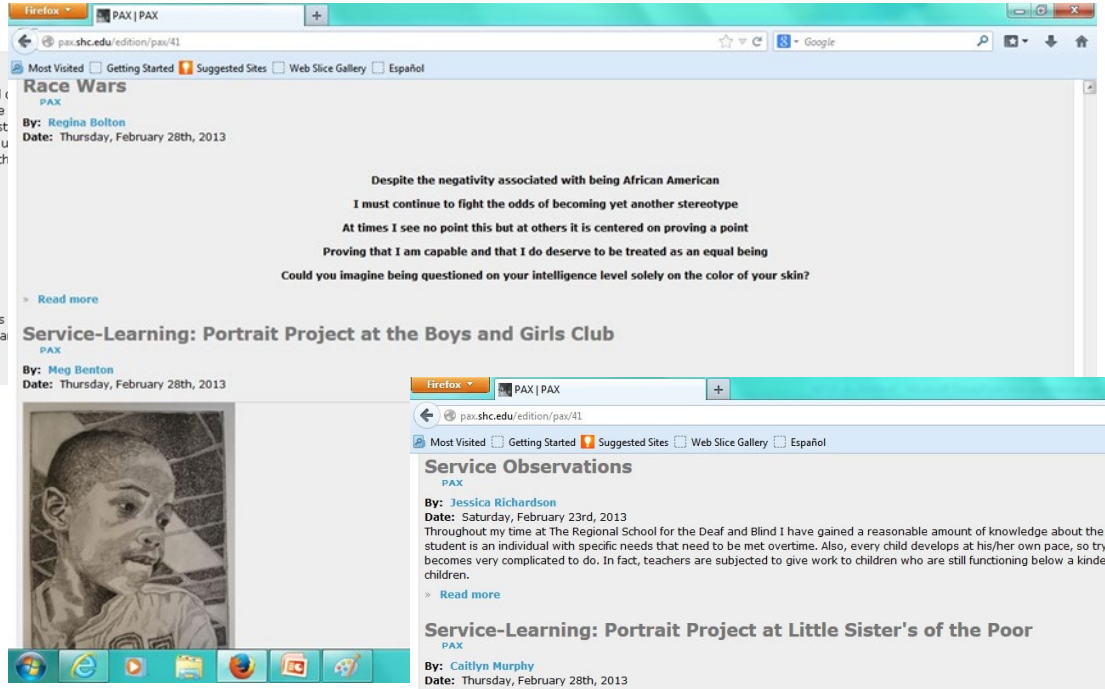
Schools in America were segregated until as late as the 1960s in some areas. Although legal segregation no longer exists, there is still racial segregation in schools and there is a discrepancy in the quality of education received by students of color versus students who are white. When the schools were legally segregated, whites received the better teachers, facilities, and resources, while black schools received what was left over or what was simply not good enough for the whites. Black schools today still receive inferior teachers, facilities, and resources. Statistics show that black and Latino students are more segregated now than they were 20 years ago. The student's ethnicities are 95% black 4% white 2% Hispanic. The majority of private schools are occupied by white children from wealthy families. It is no one's fault that a particular child is given the advantage of going to a better school because they can afford a private school. However the public school system is supposed to provide everyone with an equal opportunity to a quality education and frankly it does not do this.

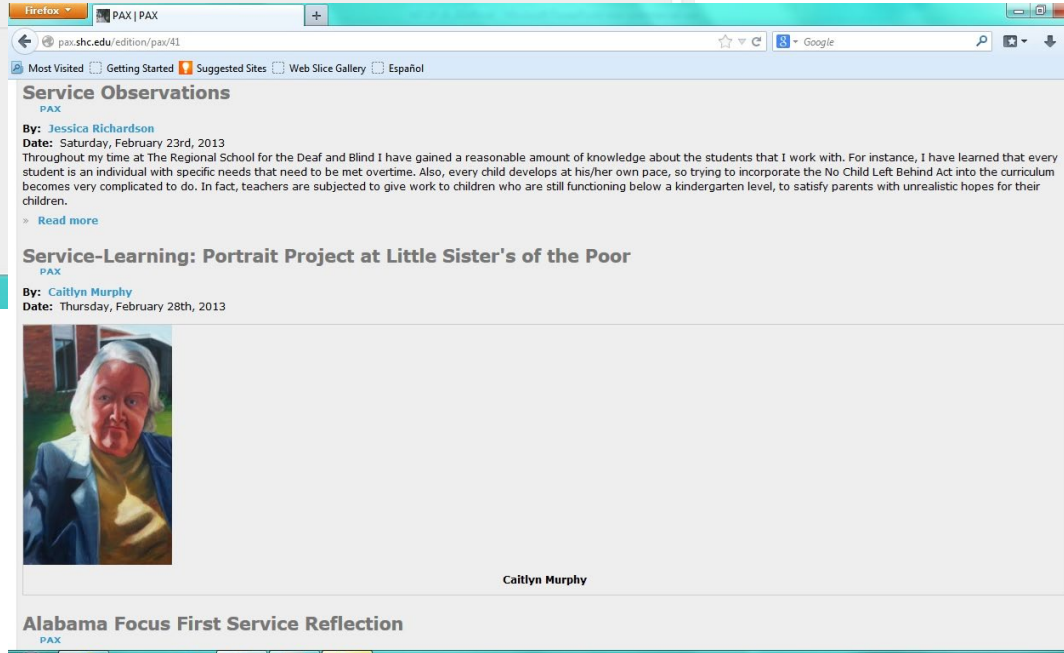
Most of the time, the inferior schools are located in areas with families that hold low socio- economic status. However, a parent's financial standing should not limit a child's opportunity to

Student Initiated Project: Spring Hill College's Peace and Justice Online Magazine

http://pax.shc.edu







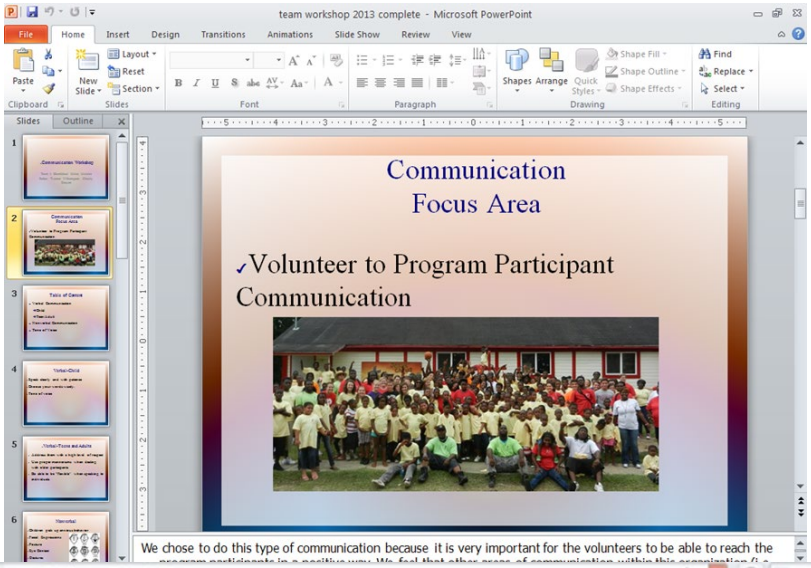
Upper-level Psychology Classes: Examples of Experiential Learning Assignments

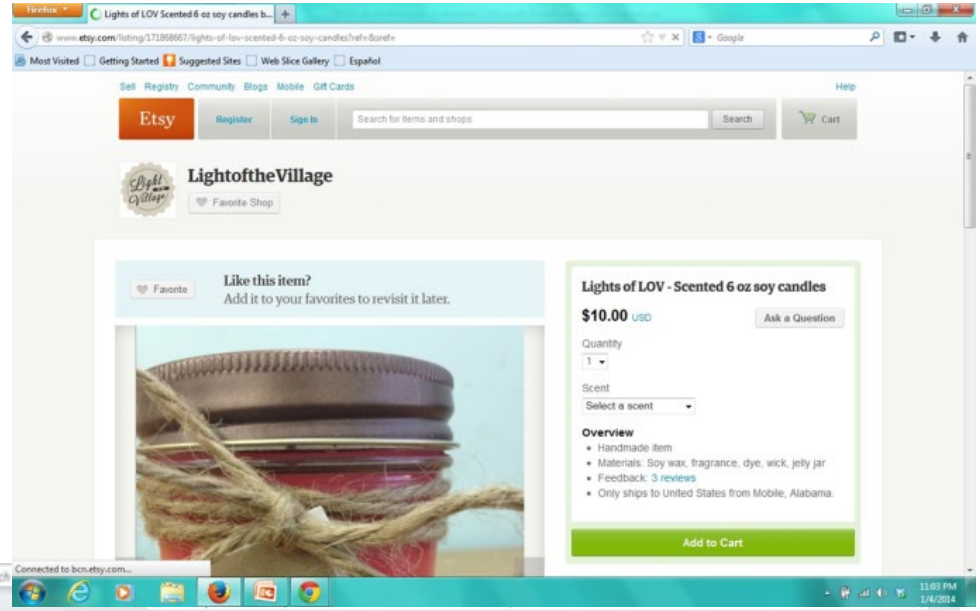
Industrial/Organizational Psychology

I. Creation of workshop content
II. Project for local non-profit organization

- Opportunities to:
  - Work with the media
  - Convert findings into accessible language without watering down the conclusions
  - Collaborate with community-based organizations
  - Create “translation” documents from rigorous research for popular, community and local use
  - Create workshops on the critical use of publicly accessible databases and the creation of alternative indicators of “well-being” within education, mental health, physical health, and psychosocial contexts
  - Translate research into practice (educational, organizational, and/or movement based)
  - Public art as a form of re-presenting critical scholarship: museums, parks, photo exhibits, videos to “disseminate” research findings

Experiential Learning: Action Assignment
Industrial/Organizational Psychology

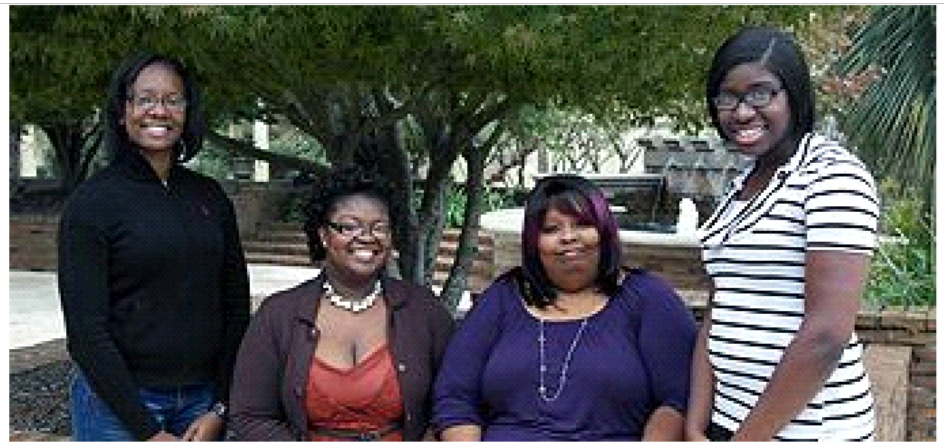




Site: Light of the Village

Light of the Village: Once a working crack house, and situated in a neighborhood fraught with crime, gangs, and poverty, Light of the Village school has survived and thrived for 12 years as a beacon of hope for many of Prichard, Ala.'s at-risk youth.

Volunteer Handbook http://www.shc.edu/news/2013/12/16/light-village



"Light of the Village doesn't exist without community volunteers," says Kittler. "When we started assessing needs and talking to staff members, we discovered that they didn't have a formal a volunteer handbook. It was the perfect service project for our team." The handbook serves as a reminder of the nonprofit's goals and mission, as well as outlines Light of the Village's many programs and services. Kittler spearheaded the project along with classmates Chasity Douyon, Twarner Witherspoon, and Melaine Parker.

Site: Little Tree School

- http://www.youtube.com/watch?v=5Y47TNMnP1U&feature=youtu.be

Firefox | Najgee Gatson '14: Athlete, Coach, and L... | www.shc.edu/news/2013/11/22/najgee-gatson-athlete-coach-and-leader

Most Visited | Getting Started | Suggested Sites | Web Slice Gallery | Español

APPLY NOW | VISIT | ITALY CENTER | MAJORS

Home » Najgee Gatson '14: Athlete, Coach, and Leader

Najgee Gatson '14: Athlete, Coach, and Leader

Fri, 11/22/2013 - 10:00am

After recommendations from his basketball coach, a French teacher, and the vice principal of Our Lady of Mercy High School in Fayetteville, Ga., Najgee Gatson knew he had to visit Spring Hill College. After making the trip, meeting students, and talking to faculty, Gatson knew that SHC was the right fit for his college career.

"I had other offers to play basketball at the college level, but Spring Hill appealed to me most," says Gatson. "The combination of getting a great Jesuit education, the overall beauty of the campus, and the opportunity to play for SHC made the decision for me."

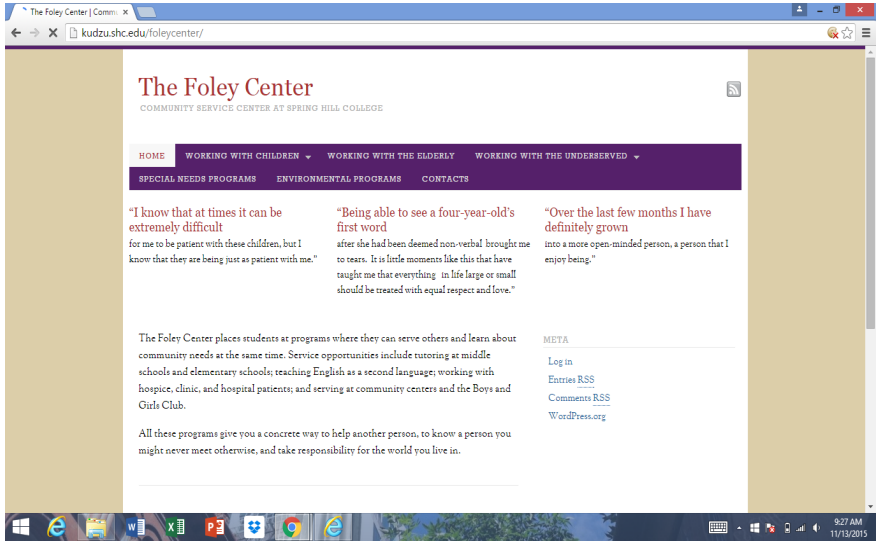
Since arriving on campus his freshman year, Gatson has done much more than score points and rebounds for the Badgers basketball team. He's made significant efforts to give back to organizations on campus and in

Most recently, Gatson is rounding out his off-campus time by leading a multi-faceted project at The Little Tree preschool in Mobile. The Little Tree provides education for traditional students and those on the autistic spectrum, ages 2 to 4.

"My classmates and I are producing a promotional video for the school, as well as revising a staff and volunteer training manual," says Gatson. "The Little Tree has so much to offer and a lot of local families don't know about the programs. The video is something

Service-Learning

Collaborate with campus Field Experience or Service-Learning Center



Service-Learning Objectives

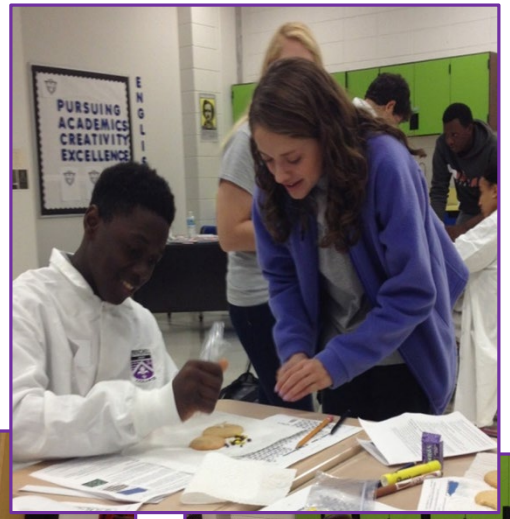
- Self- Enhancement
  - Self-esteem
  - Self-efficacy
- Understanding of Self and World
  - Empathy
  - Perspective-taking
- Value-Expression
  - Prosocial values
  - Social engagement
    - Stukas, Clary, & Snyder, 1999.

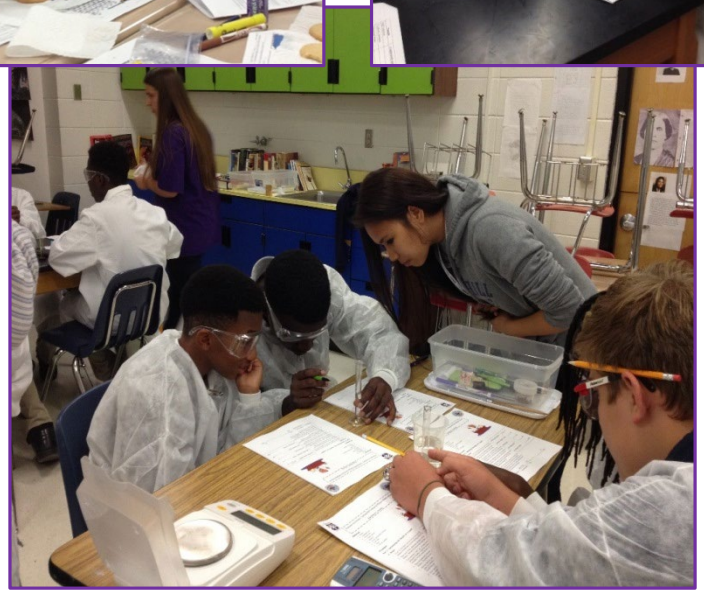
Service Learning – Honors General Chemistry Lab

Partners in Science

- Coordinate with a local public middle school – 8th grade Physical Science class
- Visit 4 times during semester
- Hands-on lab activities

- Developing communication skills
- Exposure to community needs





Student Reflections: Evidence of Achieving Multiple Goals

- “Very rewarding to give back to the community, gave us a new perspective on the poverty and struggle outside of our world.”
- “I grew academically as well as personally.”
- “The team project was great because we got to work with an organization and help them.”
- “We did a good deed!”
- “I enjoyed working as a team and working with the site to use skills I learned and apply them to the site.”
- “It showed real-world applications of what we were learning.”
- “The team project was very rewarding because it allowed us to give back.”

Engaged Scholarship (Boyer, 1966)

- “The term redefines faculty scholarly work from application of academic expertise to community engaged scholarship that involves the faculty member in a reciprocal partnership with the community, is interdisciplinary, and integrates faculty roles of teaching, research, and service” (New England Resource Center for Higher Educations).

Providing Action Opportunities for Students

- Service-Learning Opportunities
  - Partnering with community organizations to
    - Paint murals
    - Coach youth
    - Teach art, drama, and poetry
    - Provide resources and training for science labs
- Volunteering with local non-profits
  - Utilizing transferable skills
    - Creating videos
    - Developing training manuals
    - Creating logos and advertising plans
    - Providing social media training
    - Developing websites
    - Providing staff support
    - Engaging in fundraising and grant-writing
    - Assisting with awareness and advocacy
- Training workshops for local business
  - Training staff
    - “Diversity” training, perspective-taking, communication, and tools for collaborating across difference
    - Using the SPSSI Policy Hub to train staff to write letters to the editor, create research summaries to assist with advocacy work and grant-writing
    - Needs Assessment Surveys
    - Program Evaluation

Register for this **free webinar** | **Thursday, February 14, 2019, 2pm - 3pm EST**

Presenters

Nader Hakim, University of Kansas

Nader's research uses sociocultural approaches to understanding intergroup relations; his projects have focused on how different social psychological processes--such as identity, collective memory, and group-based emotions--hinder and promote peace and reconciliation.

Natasha Bharj, University of Kansas

Natasha is primarily interested in socio-cultural constructions of gendered and sexual violence, particularly within the context of colonialism and narratives of development. She also conducts research on representations of history and national identity, and is interested in the scholarship of teaching & learning.

Internationalizing the Introductory Psychology Curriculum: Critical Diversity Interventions in the Classroom

Abstract: Given their breadth and relatable content, introductory psychology courses are opportune teaching experiences for graduate students looking to integrate diversity and social justice content. In this webinar, we will discuss our two strategies to internationalize the introductory psychology curriculum; first, the normalization of psychological ways of being beyond WEIRD settings and, second, de-naturalizing taken for granted psychological theory. These strategies extend beyond cultural diversity by also promoting critical consciousness about social and economic inequalities in the US. We will share our experiences, pedagogical motivations, and several lesson plan outlines. Our post-semester quantitative evaluations suggested that this approach amplified student comprehension because, rather than integrate diversity and social justice as peripheral addendums, we made such content integral to a full understanding of the material. We will close the webinar by discussing methods of evaluating internationalizing interventions and our experiences applying these strategies in classes across a range of levels and formats.

Register here: https://attendee.gotowebinar.com/register/2683348628645018369

Through the leadership of SPSSI's Graduate Student Committee, SPSSI has produced more than fifteen webinars. Videos of recorded webinars can be found on SPSSI's YouTube channel. A description of recent webinars with links to materials (when available) can be found on the Graduate Student Committee page of the SPSSI website.

Contact Information

Jamie Franco-Zamudio, PhD

Associate Professor

Spring Hill College

4000 Dauphin St.

Mobile, AL 36608

jfrancozamudio@shc.edu

http://kudzu.shc.edu/jfrancozamudio/

Note: Portions of this talk have been shared at the National Institutes for the Teaching of Psychology and the SPSSI Convention

Please complete this session's evaluation in the #SPSP2019 mobile app.

Your feedback is important to us.