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Instructional Fair Booklet

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Social Psychology Students Learn to "Apply and Take Action!"

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ASSIGNMENT

We designed a set of assignments to help students understand, reflect upon, and apply knowledge learned in the Social Psychology course using our newly developed model, Apply and Take Action!. Sample assignments using our model are shown in Table 1.

STUDENT EVALUATION

On a post-assignment evaluation survey, nearly all students agreed that the assignment helped them learn course content, was applicable to their personal/professional lives, and they recommended its future in the social psychology course (> 94% microaggressions; > 96% COVID-19 messaging). Sample student comments (Table 2) also reflect that students found assignments valuable for their learning and applicable to their lives.

APPLICATION

The model we designed could be applicable to disciplines outside of Social Psychology, particularly in fields where there is an emphasis on scientific literacy, reasoning, and application.

Table 1

Apply and Take Action! Assignment Process

	Disrupting Microaggressions	COVID-19 Messaging and Persuasion
Observe	Watched a video that featured people discussing their experiences with microaggressions (Pacific Lutheran University, 2016).	Watched a public service announcement issued by the U.S. Surgeon General on actions to take to slow the spread of COVID-19 (USDHHS, 2020).
Study	Read an article by Sue et al. (2019) which outlined four microinterventions for addressing microaggressions (e.g., make the invisible "visible").	Read a review article by Van Bavel et al. (2020) that considered how psychological literature (e.g., persuasion) could inform responses to the pandemic.
Identify	Completed a short quiz to assess knowledge on information from the video and article (this included identifying examples of microaggressions and microinterventions).	Completed a short quiz to assess knowledge on information from the public service announcement and article (this included identifying examples of persuasive techniques).
Take Action! (Apply)	Students chose one out of two scenarios where a microaggression occurred and were asked to describe how they would respond using specific microinterventions.	Students watched a news clip of young people ignoring recommended behavioral practices (e.g., not socially distancing) and were asked how they would use persuasive principles for the target audience.

Table 2

Sample Student Comments

	Disrupting Microaggressions	COVID-19 Messaging and Persuasion
Learning	"I would recommend this activity because it helped me understand the concept of microaggressions and the different types of interventions for it. The assignment gave me a better understanding of the material and I definitely feel more comfortable now."	"learning new information remotely is hard. But when you take what you are learning and apply it to your life like COVID 19, it helps you remember more and understand the information better...even if the assignment is not about COVID 19 maybe something else in their personal lives, that will help them learn more because they connected it to an event that happened to them."
Real-World Application	"I would recommend this activity because it actually puts you in a real world scenario that is actually likely to happen to you. It makes you think about what you would do if you were faced with microaggression in real life and the severity of it and the harm it can cause to people both intentionally and unintentionally."	"...it was related to a real life topic that we are still living through. The Pandemic has effected [sic] so many and still continues to do so...this activity is important because it can help us (students) learn how to implement these things in our daily lives to help with change. Also, it may have given people understanding to a topic they may not have known about and change their behavior. A great assignment with its own persuasive aspects!"

ACKNOWLEDGMENTS & REFERENCES

We would like to thank Vice President Rosemary Costigan and the Teaching and Learning Collaborative (now CTE) for the support of this project.

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Quick tips about learning to share with your students

Karen M. Kortz



Overview

Students may perform poorly because they are unaware of successful learning strategies. Based on discussions in CTE's Neurocognition FLC, I created a list of 12 quick tips about study strategies, learning skills, and how learning works to share with students. In this poster, I share the learning tips, how they might be used, and students' positive reactions to an assignment I created.

Introduction

Students are often not aware of successful learning strategies or think that what they are already doing is effective, frequently leading them to perform poorly in a class. Study skill courses or workshops may help, but many students do not take advantage of them.

A solution, therefore, is that individual instructors help students understand how learning works and expose them to study strategies they may not know. This does not need to take up much or any in-class time, but by helping students use efficient and effective ways to learn in our classes, we can help them succeed.

In CTE's Neurocognition Faculty Learning Community (FLC), we discussed how learning works and strategies to improve learning. The learning tips on this poster come from those discussions.

Suggestions for using these learning tips

There are many ways to use this list in your classes, but having students reflect on them and think about examples of how to apply them to your class is an important component to include. For example:

- Include this list as a homework assignment and ask students to pick a few and describe how they relate to your class (see my example assignment)
- Show one tip on a slide or online discussion board each week and have students discuss it and apply it to your class.

As described on the list, asking students to personalize the information and connect it to what they already know or are doing will help them to better learn and apply these tips.

Learning Tips

Below is the list of quick tips about study strategies, learning skills, and how learning works to share with students. These are based on how we understand the brain and learning processes. Depending on the course activities and your expectations, some strategies may be more pertinent than others.

- Some level of **challenge is essential** to learn. Productive struggle is necessary!
- **Personalizing information** and making it relevant to your life boosts learning.
- **Connect** new information to what you already know. These connections can be personal experiences, prior knowledge in the class, stories, music, etc.
- **Practicing pulling information from your memory** is more beneficial than you may think.
- **Combining pictures and words** together (e.g. draw a diagram of text) leads to better learning.
- You need to **pay attention** to form new memories (learn), which means that you cannot multitask while you're trying to learn.
- To use information you previously learned and stored in your long-term memory, you need to recall it, and this is helped by putting it into **categories** or **linking** it to other memories.
- **Take care of your brain** as an organ: sleep is your save button, exercise releases molecules in your brain that send signals needed for learning, and good nutrition gives your brain the building blocks it needs.
- **Retrieval cues** are prompts that can help you remember. Retrieval cues are different for different people, so you need to make your own.
- Learning is the formation of memories, and this takes **time, sleep, and repeated practice** retrieving the memories.
- **Repeating, elaborating, and deep processing** allow for the learning of new information and the retrieval of information you previously learned.
- **Recognition is not the same as recall.** Recall is much harder.

What tips do students find most useful?

Based on an analysis of student work (n=18) in my classes, students find the following learning tips to be most useful to them:

- Personalizing information
- Connect new information to what you already know
- Combining pictures and words
- Pay attention
- Challenge is essential
- Take care of your brain

The learning tips that they most commonly wrote that they want to use in the future are:

- Take care of your brain
- Recognition is not recall

My assignment

I asked student to choose 3-5 tips and write a one-page essay reflecting on how they applied them in the course or wanted to start applying them in the course. In order to earn full credit, the students needed to give specific examples.

Example student quotes

- “Completing this project brought me to reflect on things I wasn't conscious of such as, the idea that struggle in learning can be positive. I enjoyed learning through the tips and this assignment.”
- “Unfortunately, I was never taught strategies in an overt way. I am certain that my high school teachers and college professors alluded to them but they were not listed and discussed openly.”
- **Challenge is essential:** “In some cases, I feel myself wanting to give up, stop the lab and hand it in without being fully completed. But I understand that by doing that...I would not be learning anything from it. Instead, I try my best and challenge myself.”
- **Practicing pulling information from your memory:** “I decided to start allowing myself the chance to take the quiz without my notes the first time.... Surprisingly, it helped me grow a lot of confidence towards test and quizzes I have gained confidence in my ability to withhold information and confidence that I have learned the material.”
- **Take care of your brain:** “As soon as I used time management and created a better sleeping schedule and drink more water and a healthier diet, I realized that my brain became less fuzzy, and I was able to concentrate better at things.”

References

These learning tips are based on information learned during the Center for Teaching Excellence's (CTE's) Neurocognition Faculty Learning Community. Members of the FLC were: Kelly Korzeniowski, Christine Turenus-Bell, Jon Benson, Naglaa Gaafar, Karen Kortz, Karen Griscom, and Rachel Rogers.

M7 Project: Learning Tips in Geology

Directions

You may not be aware of successful learning strategies or think that what you are doing is effective, when it may not actually be.

Below is a list of 12 quick tips about study strategies, learning skills, and how learning works. These are based on how we understand the brain and learning processes.

- Some level of **challenge is essential** to learn. Productive struggle is necessary!
- **Personalizing information** and making it relevant to your life boosts learning.
- **Connect** new information to what you already know. These connections can be personal experiences, prior knowledge in the class, stories, music, etc.
- **Practicing pulling information from your memory** is more beneficial than you may think.
- **Combining pictures and words** together (e.g. draw a diagram of text) leads to better learning.
- You need to **pay attention** to form new memories (learn), which means that you cannot multitask while you're trying to learn.
- To use information you previously learned and stored in your long-term memory, you need to recall it, and this is helped by putting it into **categories** or **linking** it to other memories.
- **Take care of your brain** as an organ: sleep is your save button, exercise releases molecules in your brain that send signals needed for learning, and good nutrition gives your brain the building blocks it needs.
- **Retrieval cues** are prompts that can help you remember. Retrieval cues are different for different people, so you need to make your own.
- Learning is the formation of memories, and this takes **time, sleep, and repeated practice** retrieving the memories.
- **Repeating, elaborating, and deep processing** allow for the learning of new information and the retrieval of information you previously learned.
- **Recognition is not the same as recall.** Recall is much harder.

Choose 3-5 tips that already apply to you in this course or that you want to start applying to this course. Write a one page (300-500 word) essay reflecting on 3-5 of these tips with specific examples of how they already apply to you in this course or how you will start applying them to this course. You need to be specific! For example, what projects have helped you do any of these? How do you use the quizzes? Do any of these apply to the labs for you? How specifically have they related to your time management strategies and approach to studying certain topics?

Copy and paste text into the text box or upload your file as a Microsoft Word document or a PDF.

Expectations and Grading

The essay should be about a page long (300-500 words). It should be thoughtful and include information about how 3-5 tips relate to you with specific examples of certain assignments or topics. For full points, your response should be an appropriate length, with clear writing and few typos. The file is an acceptable type. It is not plagiarized.

Criteria	Meets Expectations
Tips (4)	3-5 tips are chosen and related to you.
Examples (6)	Specific examples from the course are included. Self-reflection is clearly demonstrated.



Addressing Common Hesitancies to Being More Inclusive in Your Teaching



Karen M. Kortz (Geology), Rachel A. Rogers (CTE and Psychology), Christine Lima (Biology), Laura Picraux (Chemistry), Rongfang Yang (Chemistry), Basile Panoutsopoulos (Engineering), Julie Gelsomino (Math), Kelly Korzeniowski (Engineering), Roger Hart (Geology, Physics)

Overview

Although being inclusive is essential for effective teaching, instructors often have hesitancies to incorporating inclusive teaching practices. In this poster, we list common hesitancies, such as relevance, lack of expertise, and coverage of course topics. Next, we suggest strategies to avoid these mindsets to help instructors overcome them.

Using this poster

Reflect on the common hesitancies to addressing issues of diversity, equity, and inclusion in your teaching (ISTP, 2022; Salazar et al., 2010). Bringing these hesitancies forward and addressing them will help you overcome your barriers.

- Have you encountered any of these challenges in your thoughts about teaching? Think about your own personal worries around adopting or expanding teaching practices in your disciplinary context.

After reflecting, read through the suggestions for addressing them. We invite you to use the post-it notes to add your own suggestions.

References

- Inclusive STEM Teaching Project (ISTP, 2022) <https://www.inclusivestemteaching.org/>
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Common hesitancies to addressing issues of diversity, equity, and inclusion in your teaching

Relevance

“This doesn’t apply to my discipline.”

Addressing the hesitancy

- Making the course inclusive is relevant to all disciplines. Inclusive teaching is pertinent beyond content.
- STEM fields are commonly not filled with a diverse population. Talking about increasing diversity and being inclusive is appropriate to expand our fields.
- Often a diverse population means diverse solutions to problems. To have a diverse population in industry we need to have a diverse population in our STEM fields.
- Students’ experiences of learning are influenced by their social identities and life experiences. Feeling valued and recognized by instructors and peers is critical for learning in any subject.

Concerns about “reverse discrimination”

“If I focus on the concerns of underrepresented students, won’t I then just marginalize or exclude majority students?”

Addressing the hesitancy

- Most students benefit from inclusive strategies, and successful students won’t be harmed by them.
- Inclusion ensures that all students feel a sense of belonging. By being more inclusive, we make more students feel comfortable and supported, not excluded or ignored.

Repercussions for your career

“How will this impact my tenure, student evaluations, perceptions among my peers, service load?”

Addressing the hesitancy

- If you attend reputable professional development sessions in DEI topics, you can support your practices with rationales.
- CCRI is committed to eliminating equity gaps. Working on this will not negatively impact your career here.
- Through conversations with colleagues, you can build supportive departments and change department culture.

Coverage of course topics

“I have so much material to cover; I don’t have time to focus on diversity and inclusion, too.”

Addressing the hesitancy

- Diversity and inclusion are important. What other topics might be condensed or lightened to make time available for this important topic?
- Things can be assigned as homework to make room.
- You have control over what examples and references you use so you don’t exclude and marginalize students. For example, show pictures with diverse individuals.
- When students are guided through the opportunity to work together, they can learn to see strength in their future colleagues.

Importance of challenging students

“Students are too sensitive. Learning/[my discipline]/the real world is challenging. We shouldn’t put so much effort into making them feel comfortable/making it easy for them.”

Addressing the hesitancy

- We must teach the students we have, not the students we wish we had. CCRI students can succeed when given the resources they need. We should not hold the student’s past against them.
- Scaffold student learning strategies (e.g. how to read the textbook, where the supports decrease over the course of the semester), so they can achieve the learning outcomes by the end of the course. We’re not making it easier but instead helping to level the playing field.
- The big-picture view is that we want students to achieve our learning goals, and providing supports will help students achieve those learning goals.
- We need to remove the factors that keep students back.

Skills/Expertise

“I don’t have the necessary skills or knowledge to talk about sensitive or controversial subjects. / I’d rather avoid it altogether than do it wrong.”

Addressing the hesitancy

- As you practice and do it more, you will become more comfortable.
- Students appreciate an effort. Something is better than nothing.
- We all continue to learn. CCRI has resources.
- An instructor’s failure to address comments that exclude or marginalize a student’s experience or perspectives is often more distressing or alienating than the initial offense.
- Acknowledging that there are inequities can help with awareness of issues of diversity without preaching or claiming to be an expert.

Belief in a ‘difference-blind’ ideal

“Isn’t it more fair to ignore student differences so I can treat everyone the same?” or “If I focus on the concerns of underrepresented students, won’t I just be tokenizing or marginalizing them further?”

Addressing the hesitancy

- Equality is not equity.
- Ignoring a student’s background ignores the preparation they have/haven’t had. Students don’t all have the same foundation in order to best teach them our current material.

Avoiding difficult discussions (status quo is safe).

Addressing the hesitancy

- The status quo is not working for all students. It is “safe” for some but not for all.

Group Assignments in Asynchronous Distance Learning Courses

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Introduction

There are a wealth of studies showing the value of cooperative learning for students across many disciplines. Increased student engagement, better long-term retention of the course material, and higher-level problem solving have all been observed when a cooperative learning component is added to a course (Finkel, 2000; Weimer, 2002; Wasley, 2006). Unfortunately, many of the traditional strategies for assigning and assessing cooperative, or group, projects can be difficult to translate to asynchronous distance learning or remote classes.

Through the use of the many tools available and several scaffolded assessments within the assignment, group work can still be successfully used in distance learning courses. This allows students enrolled in remote sections to reap the benefits of cooperating with their peers while attending class in an asynchronous manner.

The Assignment

Students in asynchronous distance learning sections of Biology 1005: Biology in the Modern World during the Spring 2022 semester were randomly placed into groups of 3-4 students. The group was assigned the task of producing articles similar to what is found in a common newsstand magazine. Article topics were aligned with the four units taught in the course. Each article included several different sections and each student was responsible for writing one section. Peer-reviewed literature, relevant images, and APA formatted references were all required. Combined, the articles were worth ~47% of the students' final grade.

The first assessment within the project required groups to discuss and designate which group members were responsible for specific tasks. The finalized plan was submitted as a "Group Agreement" which was a low-stakes, but required assignment.

Students were then directed to write their section of the article and present it to their group for peer-editing. They also submitted their draft as another low-stakes, formative assessment.

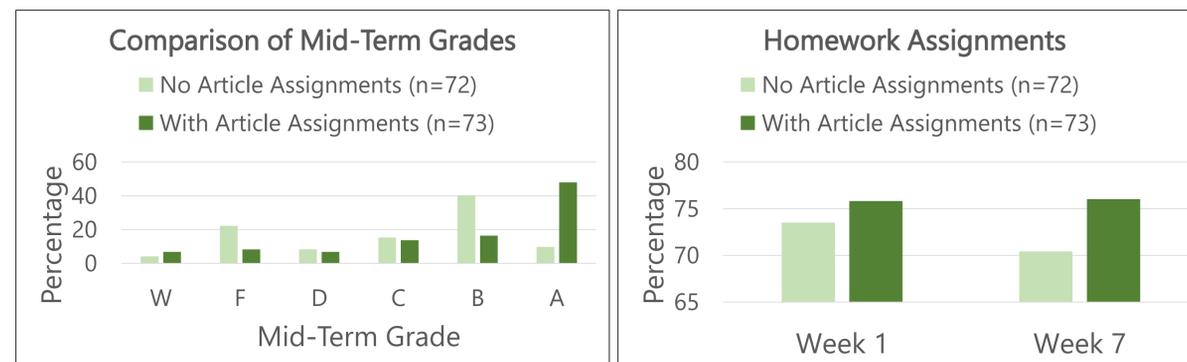
The due date for submission of the final article was approximately 1 week later. The final article was the major assessment within the project and was worth 66.7% of each article.

After the final article was submitted, every student was directed to complete a peer- and self-evaluation where they had the opportunity to assess their own contribution as well as that of their group members. The evaluation was another low-stakes assessment within the article assignment. Students were made aware that their overall grade on the project may be increased or decreased depending upon their contribution.

Outcomes

Homework and mid-term grades from asynchronous distance learning sections of Biology 1005: Biology in the Modern World from Spring and Fall 2021 (no article assignments) were compared to Spring 2022 sections (with article assignments). The addition of the group assignments to the course has shown a marked decrease in F grades (<60%) and an increase in A grades ($\geq 90\%$). Analysis of homework assignments, which were identical across all semesters, showed increased scores and sustained student engagement through week 7.

This data will be updated once grades for the Spring 2022 semester are finalized. Similar trends are anticipated.



Having several article assignments per semester allowed students to demonstrate progressive improvements in library literacy, APA citation proficiency, and teamwork/communication skills. The majority of students reported satisfaction with the project as well as interest in learning material beyond what was covered in the course text.

Selected student comments:

- "I do believe that with each passing project, we come together better as group since we know what to expect. We were all able to communicate a lot better than the first time! We also made sure to not procrastinate this time around and everyone was well aware of what was expected from them!"
- "I appreciate these types of assignments as it gives me the ability to show creativity and apply what I've learned throughout the weeks."
- "I enjoyed working on this project and learning about osteosarcoma cancer, and formatting it in a creative way."
- "I enjoy the challenge of making something from nothing that I can be proud of. I hope my group members are proud as well."
- "I want my professor to know that me and Vianey did the best we could and that this is the most talking I have had with another classmate since covid so it feels good to talk to someone even though I'm kinda shy and I got a partner who helps and emails back"

How could you apply this in YOUR course?

- Assign small groups to work on low-stakes, formative assessments.
- Include a group project which requires students to research a topic from class in greater depth.
- Have groups or pairs of students respond to weekly prompts in discussion boards and peer-assess answers.
- Have students work together to formulate answers to weekly "entrance" or "exit" tickets to online course material.
- Have rotating groups of students create weekly "study guides" which will then be available to the rest of the class.

- When using any of these ideas, always include a peer- & self-assessment for students to provide feedback about group dynamics

Acknowledgements

A special thank you to Christine Turenus-Bell, Kristen Swithers, and Mish McIntyre for advice and assistance with development of the assignments.

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The Effect of Student Success Course on Retention: Reading Placement and Ethnicity

Brenda McGill, MA; Kathryn Quina, PhD University of Rhode Island – Kingston, RI

Introduction

- ❖ Community Colleges have invested in developmental assessments and instituted first-year experience courses to address the low retention rate of college freshmen.
- ❖ The present study was based on the theoretical model of college retention presented by Achieving the Dream and subsequent validation studies. Student success theories have been measured by the number of semesters completed, attitudes, grade point average, graduation, certification or transfer rates.
- ❖ The research method used by Ziedenberg, Jenkins and Calcagno (2007) to analyze student characteristics and placement scores (Community College Research Center, 2007) was applied in this study, such that enrollment in an SSC rather than completion was used to address selection bias.

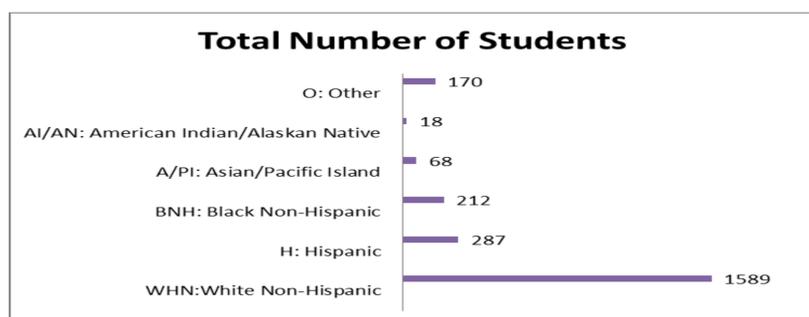
Primary Goals

- ❖ To assess whether gender, ethnicity, and initial reading placement level affect enrollment in an SSC.
- ❖ To test the relationship between enrollment in a freshman Student Success course (SSC) and retention among students at a public two-year college.

Methods

Participants

- ❖ First semester students from a New England Community College: N = 2367, 57% female, 68% White.



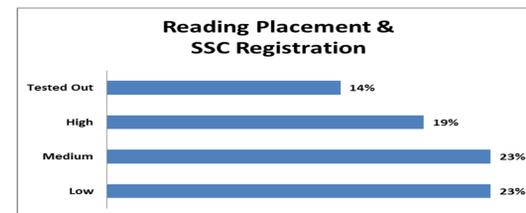
Assessment

- ❖ Accuplacer, College Board, assessed reading placement at three levels prior to enrollment first semester
- ❖ Student success course options were a 1 or 3 credit class. Data were combined for analyses.
- ❖ Retention = enrollment in courses at start of second semester.

Results

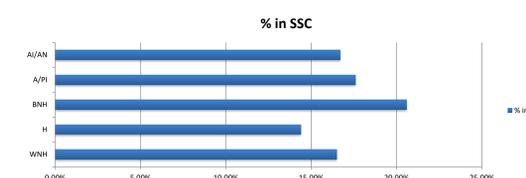
Success course vs. no course: reading placement

- ❖ Chi Square showed that students testing in lowest reading groups were more likely to enroll in SSC.

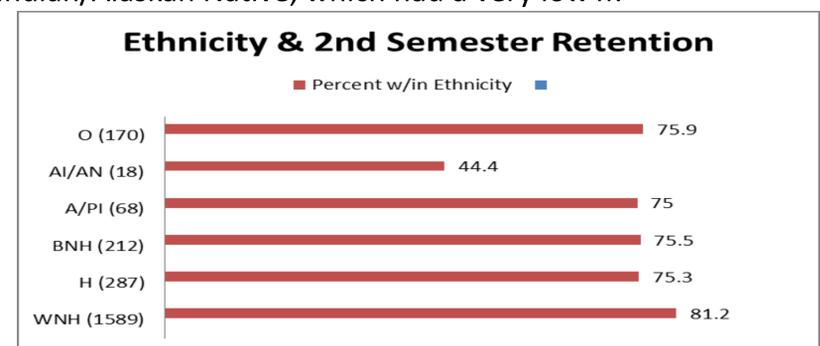


Success course vs. no success course: gender & ethnicity

- ❖ Chi Square showed that Black/Non-Hispanic students were more likely to enroll in SSC, while students identified as Hispanic were least likely. Gender was not significant.

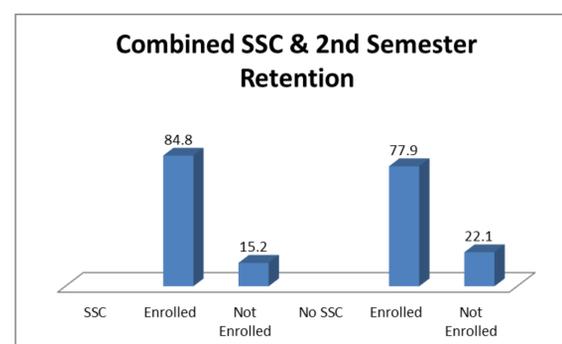


- ❖ Overall, retention was high across all groups except American Indian/Alaskan Native, which had a very low *n*.



Success course vs. no course: 2nd semester retention

- ❖ Enrollment in success courses was significantly related to 2nd semester retention.



Discussion

- ❖ Enrollment in a first-semester course improves second semester retention rates. However, fewer than ¼ of all students enrolled in such a course. More is needed to provide opportunity and encourage enrollments.
- ❖ Students testing at lower reading levels and Black/NonHispanic students were more likely to take the success course. There is a need for additional research on specific elements of the success course and their impact on students by race/ethnicity, and reading level, as well as their success in their subsequent coursework.
- ❖ Future research directions: longitudinal analysis, repeated study of subsequent cohorts with data from multiple time points, matched groups and qualitative data to better understand student success and to continue to improve outcomes.

Development of an Asynchronous Mindfulness Meditation Program for Psychology Courses

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Psychology Department

Introduction

Research suggests that college students benefit from mindfulness meditation through stress reduction, increased attention and focus, and improved health behaviors (Bamber & Morpeth, 2018; Bamber & Schneider, 2016; Bamber & Schneider, 2022).

Program Design and Implementation

Students were recruited from CCRI psychology classes and offered extra credit for participation in the Mindfulness Meditation Program.

Participants (N=83) completed pre- and post-program intervention surveys:

- *Cognitive and Affective Mindfulness Scale-Revised* (Feldman, Hayes, Kumar, Greeson, & Laurenceau, 2007)
- *Mindful Attention Awareness Scale* (Brown & Ryan, 2003)
- *Self-Compassion Scale – Short Form* (Raes, Pommier, Neff, Van Gucht, 2011).

Students completed a mindfulness module (audio-recorded meditation by psychology faculty) on a weekly basis for six consecutive weeks (Figure 1). At the end of each week, they also completed a self-reflection exercise assessing mindfulness applications.

Upon program completion, students provided feedback on their participation (Figure 2) and were provided with additional meditation-related resources in Blackboard.

What Students Say About the Program

I really enjoy meditation, it **helps me focus more on my school work**. I like how there's this program specifically to encourage students to meditate.

I can choose to...**view the stressors and challenges differently**. I appreciated...that it showed me how to be aware of my body parts individually and recognize if there is tension, pain, any sensation really. With that awareness **I can choose what to do with it**. I liked...it truly felt like a little vacation away from the day. **The time frame given was also reasonable for a beginner like myself**.

It forced me to slow down and take a breather to be more present. **I also liked that it was led by a professor that I'm very fond of and her coworkers, it added a personal sense to it which I found comforting.**

The mindfulness meditation taught me how to meditate but also **provided me with an outlet to calm my body and mind** that I didn't know existed previously. **I never would've tried it if it weren't for this class.**

I think the mindfulness meditation program is a great thing that college students should consider participating in. At first I did not take it seriously, I just thought the extra credit would help me, but **after it was over, it changed my view on life and looking at my thoughts and emotions, and it truly helped a lot.**

Figure 1. Sample Meditation Module

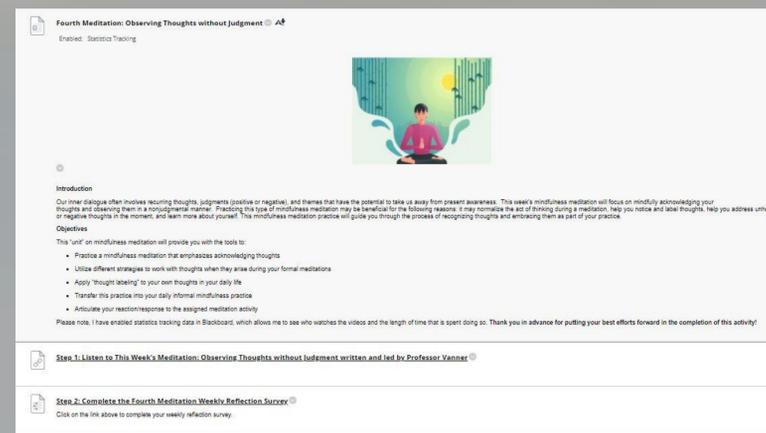


Figure 2. Sample Student Comments

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Future Directions

The team is analyzing quantitative data to determine what impact the intervention had on mindful attention, self-awareness, and self-compassion.

Gamifying Psychology

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Psychology Department

INTRODUCTION

Inspired by a presentation by Professor Karen Kortz at the December 2021 CTE Idea Exchange, we redesigned two of our Psychology courses using a gamified design.

Gamified course design is a student-centered approach that builds choice into the course. The approach allows students select assignments that both meet learning objectives and supports autonomy (Brunvand & Hill, 2019). This type of course design requires students to take responsibility for their learning. It also motivates faculty to curate varied methods of assessment and provide more timely feedback.

Previous research suggests that a gamified course design can potentially increase student motivation, exam scores, and sense of autonomy (O'Connor & Cardona, 2019; Shipherd & Burt, 2018).

COURSE DESIGN

Each of our courses contained the following elements:

- Standardized LMS site setup (Figure 1) and syllabi that broke the course into 4 Units
- Various assignment options that met course learning objectives but provided students with choice
- A "More Ways to Engage" folder, which included additional assignments that students could select and complete once per unit (e.g., Psychology in the Media, Psychology in MY Life, etc.)
- Unit Progress Reflection Surveys
- Unit Grade Tracking Sheet per unit (see Figures 2-3)

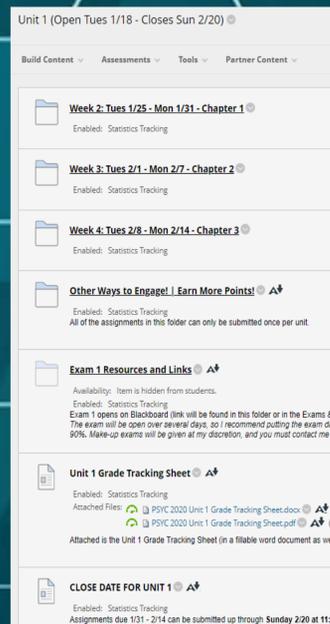


Figure 1. Sample Unit Blackboard Organization – Social Psychology

PSYC 2070 Unit 1 Grade Tracking Sheet

To track your grade in Unit 1, go to the "My Grades" tab on Blackboard and input the points you earned for the assignments you completed and add them up. Remember, each unit is built to contain more points than you need to earn an A. This gives you some flexibility with regard to the assignments that you choose to complete!

Assignment	Points Earned	Points Possible
Syllabus Quiz		5
Flipgrid Introduction		5
Access Connect, View Videos, Answer Questions		1
Chapter 1		
Chapter 1 Smartbook		15
Chapter 1 Resource Review Quiz		10
Chapter 1 Quiz		5
Chapter 1 VoiceThread		2
Chapter 2		
Chapter 2 Smartbook		15
Chapter 2 Resource Review Quiz		10
Chapter 2 Quiz		5
Chapter 2 VoiceThread		2
Chapter 3		
Chapter 3 Smartbook		15
Chapter 3 Resource Review Quiz		10
Chapter 3 Quiz		5
Chapter 3 VoiceThread		2
Update Professor Vanner		2
Other Ways to Engage		
Psychology in the Media Assignment		5
Grade Tracking Sheet Progress Survey		2
Exam 1 (Chapters 1-3)		150
Unit 1 Possible Points		266

After adding your points for each of the assignments in Unit 1, see where you are at in the course. If you have concerns about your grade or you scored below a C, I encourage you to reach out to me.

Grade	Points
A (93-100%)	231-250 (89)
B+ (87-92%)	206-223 (87-89)
B (83-86%)	199-205 (82-87)
C+ (75-79%)	174-198 (77-79)
C (67-74%)	166-173 (67-69)
D (60-66%)	149-165 (59)
F (0-59%)	0-148 (0-59)

Figure 2. Sample Unit Grade Tracking Sheet – Educational Psychology

PSYC 2020 - Unit 3 Grade Tracking Sheet

To track your grade in Unit 3, go to the "My Grades" tab on Blackboard and input the points you earned for the assignments you completed.

Assignment	Points Earned	Points Possible
Chapter 7		
Chapter 7 Smartbook		15
Chapter 7 Quiz		5
Chapter 7 VoiceThread		2
Apply and Take Action #2 Assignment		30
Chapter 8		
Chapter 8 Smartbook		15
Chapter 8 Quiz		5
Chapter 8 VoiceThread		2
Self-Reflection #2 Assignment		20
Chapter 9		
Chapter 9 Smartbook		15
Chapter 9 Quiz		5
Chapter 9 VoiceThread		2
Apply and Take Action #3 Assignment		30
13 th Documentary Self-Reflection		15
Psychology in the Media Assignment		5
Grade Tracking Form Progress Survey		2
Exam 3 (Chapters 7-9)		150
Unit 3 Possible Points		318
Unit 1 → Unit 2 → Unit 3 Points		822

After adding your points for each of the assignments in Unit 1 and Unit 2, then adding that total to your points from Unit 3, see where you are at in the course. If you have concerns about your grade or you scored below a C, I encourage you to reach out to chat with me.

Grade as of Unit 3	Points
A (93-100%)	765 - 822
A- (90-92%)	740 - 764
B+ (87-89%)	716 - 739
B (84-86%)	691 - 715
B- (80-83%)	658 - 690
C+ (76-79%)	632 - 657
C (70-75%)	576 - 624
D+ (67-69%)	551 - 575
D (60-66%)	494 - 550
F (0-59%)	0 - 493

Figure 3. Sample Unit Grade Tracking Sheet – Social Psychology

Table 1

Sample Student Unit Reflections

	Educational Psychology	Social Psychology
Unit 1 Reflections	<ul style="list-style-type: none"> • "I was one point away from not getting an A in this unit. For unit 2, I will try to earn the most points and do the voice thread. Also, keep studying how I have been doing for the next exam because they are equivalent to many points." • "...I can do better when it comes to the resource review quizzes. I need to also make sure I am absorbing the information given in the resources before I take the quiz. I don't just want to pass this class I truly want to take in all that is being taught as it will help me in my career." 	<ul style="list-style-type: none"> • "What I will need to do to stay on track is to continue using the Unit Grade Tracking Sheet, which helps me to keep track of my weekly assignments and stay organized..." • "I am very satisfied with my work this semester last year was probably one of the hardest years of my life and this semester I am really trying to get my life back together. The grade tracking sheet helped me alot as well as motivated me." • "I will continue to use the exam study guide as I progress through each chapter. I love to monitor my grades with the tracking sheet."
Unit 2 Reflections	<ul style="list-style-type: none"> • "The growth I have seen this unit in myself...is better time organization...I have organized my time much better than and found how much time I needed to set aside...I would like to improve in my grade would be to do better on the resource review quizzes." • "I feel that I am not stressed compared to the first unit and I find myself not only getting the work done but actually enjoying the content and taking in all the information where for the first unit I really felt like I was just focusing on not falling behind and just getting the assignments turned in." 	<ul style="list-style-type: none"> • "I honestly didn't make any change from unit 1 to unit 2, a big mistake, I felt "confident" that I will have a good grade, but I'm not taking advantage of any extra points assignments...if I'm not gonna have a perfect in my exams I have to do the extra...assignments. I want to call this a "warning call" ..." • "My attention emphasis has switched toward my work as a result of the improvement I've witnessed in myself as a student from Unit 1 to Unit 2. During Unit 1, I was still getting a sense of the classwork dynamic. In unit 2, I had higher expectations for my work..."

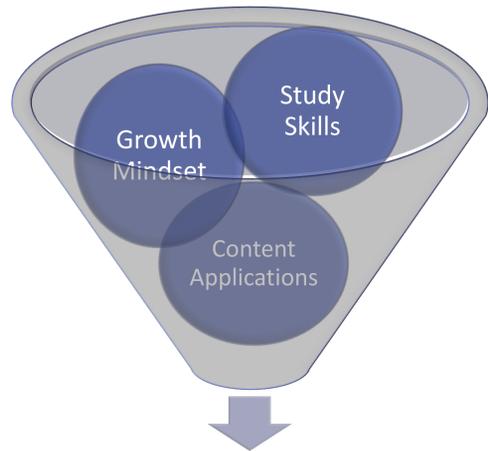
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Introduction

Research drawn from psychological science can be directly applied to teaching and learning to improve academic performance, support retention, and promote engagement (American Psychological Association, 2020; Chew, 2010; Roediger & Karpicke, 2006; and Yeager et al., 2019).

This project involved developing assignments that promote the concepts highlighted below with the goal of enhancing achievement outcomes (e.g., final grade and course completion). We also wanted to address an important question relative to CCRI students.



What do *our* students need to become mastery learners?

Method

- Data were derived from students across six General Psychology courses in the Fall 2020 term.
- Participants (N=164) were introduced to one of three distinct approaches to enhancing academic success via two required Achievement Module Assignments (AMA).
- Groups were compared against one another to determine student achievement outcome and retention differences (Table 1).

Interventions Aimed at Improving Student Grades and Course Retention

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Results

Requiring assignments that address study skills, growth mindset, and content applications may improve retention in high enrollment low persistence courses.

	Incomplete (I)	No Assessment (NA)	Withdrew (W)	Withdraw-Failing (WF)	Withdraw-Passing (WP)	Completed (C)	Grand Total	Completion %
Content	1		2	3	1	45	52	87%
Mindset		2	2	6		53	63	84%
Study Skills	2		4		2	48	56	86%
Grand Total	3	2	8	9	3	146	171	85%

Table 1. Results

Student Experiences

Study Skills	Growth Mindset	Content
"I liked the videos in the modules and binged on more after I finished the assignment. I am curious as to what the next module is about. I look forward to the release of that assignment since I am always looking for ways to improve."	"I made a mistake and did not complete the assignments last week. We learned in our video that making mistakes helps us grow. I wanted to tell you I will make it a point to look at my course schedule more closely and won't make that mistake a second time this semester."	"I learned that true learning requires a lot of time and practice. This explains why I often think I am ready for an exam, but I'm really not. If I don't review enough the structural brain changes that are required for long-term memory are not established."
"I want to thank you. The videos you posted in yesterday's assignments were very helpful. I wish I knew of those videos long ago but I'm thankful you assigned them."	"I just want to let you know that I found the achievement modules very interesting. I had never heard of growth mindset. I've thought about it a lot and even discussed it with my friends. I [will] be a better student by reminding myself that if I believe I can achieve and I stay focused and do the work I will improve my grades. I also want to thank you for the feedback and encouragement you provided."	"Before watching these videos, I would focus on maintenance rehearsal. I used flash cards, although I realized I was not actually learning much. From here on out I will use elaborative rehearsal to have a better understanding of the material. I will try to really understand and relate to the material."

Table 2. Intervention Feedback

Implications & Future Directions

- Feedback suggests students value and need the opportunity to utilize a variety of strategies to achieve their academic goals (Table 2).
- The co-investigators of this project made a **concerted effort to support and engage students** during this challenging semester. One-on-one meetings were required, personalized messages were sent, and an emphasis was placed on building positive student-faculty relationships. It is conceivable that these strategies may have had an impact on retention that was independent of the interventions.
- It is plausible that the interventions used were equally effective, thus **suggesting a three-pronged approach to supporting our students.**
- Future research should include:
 1. Follow-up of students after second and fourth semesters to determine whether significant differences among the intervention groups are revealed
 2. Within-section randomization
 3. Pre- and post- surveys

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An Effective Assignment System Promoting Self-reflection, Self-awareness, and Self-criticism

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Overview

You may spend long time to grade student assignments and provide useful and personalized feedback. However, all too often, students only focus on a single feature – the score when they receive back a graded assignment. While this focus on “the grade” is understandable, it can lead students to miss out on improving opportunities that such assignments can provide:

1. identifying the discrepancies between their current performance and desired course outcomes.
2. reflecting on the adequacy of their study skills; and design goal-oriented and personalized learning strategies.
3. implementing strategies to achieve higher level of success.¹

To encourage students to process their assignments more deeply and promote intrinsic learning motivation, I combined following pedagogical practices and developed an effective assignment system:

1. use transparent assignment with explicitly stated goals, skills need and criteria.
2. develop rubrics for fair, consistent, and transparent grading.
3. teach students to grade their own quizzes and identify their next learning steps
4. devised Post-Exam Reflection to direct students to review their performance with an eye toward adapting their future learning.

This assignment system promotes self-reflection, self-awareness, and self-criticism. It reveals how cognitive development, and the acquisition of new knowledge are advancing.² This assignment distinguishes between students’ different learning rhythms, progresses, difficulties, and needs. Student performances are greatly improved after successfully completing these assignments.

My Assignment System and Example of Student Work

1. Use transparent assignment with explicitly stated outcomes, skills and criteria for success.³
 - **Purpose:** Define the learning objectives, in language and terms that help students recognize how this assignment will benefit their learning.
 - **Skills:** List the skills that students need to succeed this assignment.
 - **Course Content:** List the contents that are related to this assignment.
 - **Task:** Define what activities the student should perform.
 - **Criteria for Success:** Define the characteristics of successful work.

2. Develop rubric for fair, constant, and transparent grading.
A rubric is a learning and assessment tool that articulates the expectations for assignments and performance tasks by listing criteria, and for each criteria, describing levels of quality.⁴

Points	0	0.5	1	1.5	2
Criteria	No attempt	clear solution map	right conversion factors	correct calculation setup	accurate final answer with proper unit and correct number of significant figures

Example of Grading Rubric

3. Teach students to grade their own quiz and identify their next learning steps.
In this practice, students need to grade their own assignments based on the rubric. They are actively involved in the learning process and their independence and motivation is improved. Students demonstrated deeper understanding about course material in mid-term exam compared to the quiz they took early in the semester.

Example of Student work: quiz (left), self-graded quiz (middle), mid-term exam (right)

4. Devised Post-Exam Reflection to direct students to review their performance with an eye toward adapting their future learning. Post-Exam Self Reflection allow students to evaluate their learning skills, open opportunities for more growth develop grit and design goal-oriented and personalized learning strategies to achieve higher level of success.

Post-Exam Reflection

This activity is designed to give you a chance to reflect on your exam performance and, more importantly, on the effectiveness of your exam preparation. Please answer the questions sincerely. They will have no impact on your grade.

Approximately how much time did you spend preparing for this exam?

What percentage of your test-preparation time was spent in each of these activities?

1. reading textbook chapters _____
2. watching lecture videos and reading slides and _____
3. reviewing homework solutions _____
4. solving problems for practice _____
5. reviewing your own notes _____
6. other (Please specify: _____)

You have looked over your graded exam, please estimate the percentage of points you lost due to each of the following (make sure the percentages add up to 100):

1. not knowing how to use a scientific calculator _____
2. problem with writing numbers and calculating in scientific notation trouble with a) understand the concept of the scientific method _____
3. not knowing how to read of basic laboratory equipment _____
4. lack of understanding of significant figures rules _____
5. problem with using dimensional analysis to convert measurements and solve problems _____
6. careless mistakes _____
7. other _____
8. (Please specify: _____)

What aspect(s) of your preparation for this exam need to be changed?

Example of Post –Exam Reflection

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4. Andrade, 2000; Arter & Chappuis, 2007; Stiggins, 2001