**The Small Grants - Promoting Partnerships Award Winners**

**2016 Winners:**

Tiffany Artime (St. Martin’s University) and Jeremy Newton (St. Martin’s University)

Northwest Summit for Teaching of Senior Capstone

This STP Partnership Grant will fund the Northwest Summit for Teaching of Senior Capstone, a gathering of faculty from four-year institutions in the U.S. to discuss best practices in capstone requirements. The Summit will include one invited speakers who will present empirical findings on capstone outcomes and who will acquaint attendees with capstone resources. Ample time will be allotted to collaborative break-out sessions focused on sharing successes and challenges in teaching capstone courses at attendee institutions, identifying areas for improvement, and making connections to facilitate opportunities for collaboration between students and faculty from different institutions. Special focus will be placed on examining the effectiveness and feasibility of capstone research projects and brainstorming solutions to barriers to senior students conducting semi-independent research. Program evaluation data will be collected from participants to determine the usefulness of the Summit. A compendium of capstone requirements/offerings and successful solutions to challenges will be created from the sessions during the Summit and will be submitted for inclusion on the STP Capstone Resource Page.

Garth Neufeld (Highline College)

Teaching Introductory Psychology (TIP) Northwest 2016. Conference Theme: “Applying the Science of Learning to Teaching Introductory Psychology”

The second annual *Northwest Conference on the Teaching of Introductory Psychology* (TIP Northwest) will be held at Highline College on April 22, 2016. This one-day conference will focus on equipping teachers to use the Introductory Psychology course to help students develop skills in areas like learning, collaboration, and critical thinking, while also conveying general psychology content.  TIP Northwest was founded as the only psychology teaching conference that serves Washington State, Oregon, and British Columbia. Our keynote speakers this year are Dr. Susan Nolan and Dr. Regan Gurung, each leaders in the scholarship of teaching and learning in psychology. We hope to continue to recruit a diversity of registrants, including full-time and part-time college and university instructors, as well as high school teachers. Conference registrants will be provided the opportunity to engage with presenters and peers in an effort to create a collaborative, supportive, and enriching environment. Our aim for TIP Northwest 2016 is to offer a high quality, accessible, applicable conference experience for all who attend. Our conference theme this year is, “Applying the Science of Learning to Teaching Introductory Psychology”.

Jane Halonen (University of West Florida) and Pat Pucchio (College of DuPage)

The APA Summit on National Assessment in Psychology

The Summit on National Assessment in Psychology is the first national project being planned by the American Psychological Association's new advocacy committee for undergraduate psychology, the Council on Associate and Baccalaureate Education (CABE). The Council is responding to ongoing national concerns regarding psychology program's progress in developing mature assessment plans. Currently many programs have responded to required assessment mandates but still haven't quite made the transition to the more ideal development of a "culture of assessment."  This invited conference will host 30 participants chosen for their creative and evidence-based strategies for continuous improvement at both the community college and baccalaureate levels. The conference is scheduled to take place in June at the University of Wisconsin-Green Bay.  Conference participants will be working both on specific strategies to help various contexts measure learning in psychology as well as dissemination strategies that will improve the national profile of undergraduate psychology assessment.  CABE is most grateful to STP for their generous support of this important initiative.

Maria Wong (Stevenson University), Colleen Kline (Community College of Baltimore County) and Jennifer Pemberton (Community College of Baltimore County)

Supporting Psychology Majors to Become Better Writers: The First Conference for Teaching Writing in Psychology in the Baltimore Area

The quality of the writing skills of undergraduate students has long been a concern of many educators since the late 1970s (e.g., Calhoun & Selby, 1979; Costin, 1982). Without a doubt, the importance of developing excellent writing skills is recognized in higher education. Within the field of Psychology, the American Psychological Association (APA) has listed *Communication* as one of the major learning goals for the undergraduate curriculum. The goal of this project is to host a conference in Baltimore to connect Psychology instructors who are teaching writing courses or writing-intensive courses in Psychology. This conference will provide opportunities for networking as well as exchanging ideas about the best practices related to the teaching of writing in Psychology. Activities may include, but are not limited to: keynote presentations, workshops, round-table discussions, and networking opportunities. Through this conference, attendees will develop and exchange new ideas that they can incorporate into their own teaching of writing in Psychology and improve ongoing working and collaborative relationships with other fellow instructors of Psychology in the Baltimore area.

**2015 Winners:**

Mara Bentley (Los Angeles Trade Technical College), Sky Chafin (Grossmont College), Jerry Rudmann (Irvine Valley College), & Amira Wegenek (Saddleback College)

Southern California Teaching of Psychology Conference

The Los Angeles Community College District is the largest community college district in the United States and is one of the largest in the world. The LACCD consists of nine colleges and covers an area of more than 882 square miles. Our nine colleges offer educational opportunities to students in 40 cities and communities. A primary objective of this conference will be to address student success along multiple dimensions, including non-cognitive factors that influence student success and maximizing the usefulness of student learning outcome assessment. Conference programming will include a distinguished keynote speaker on research-based strategies for enhancing the academic success of today’s high school and college students, followed by a variety of panel presentations on meaningful assessment of student learning, engaging students in psychological research and service learning, retention strategies, and fostering professional competence and career readiness in students of psychology. Moreover the conference will provide opportunities for teachers to both network and exchange effective teaching strategies.

Paige Fisher (Seton Hall University), Janine Buckner (Seton Hall University), & Crystal Izquierdo (Seton Hall University)

Engaging Creative Thinkers: Collaborative Partnerships among High School and University Psychology Courses

This project focuses on incorporating critical thinking skills into high school and college psychology courses and developing partnerships amongst the participating faculty. Through multiple sessions during a one-day workshop, participants will discuss infusing critical thinking into the classroom, improving teaching and enhancing student engagement. Topics addressed in workshop sessions will include: a general discussion of pedagogy and methodological practices, critical thinking and the scientific method, increasing information literacy, evaluating students’ written work to enhance critical thinking, and utilizing technology to increase critical thinking. We also aim to stimulate an interactive, collegial network amongst participants for gaining additional resources, feedback, and support. The efficacy and generalizability of this workshop will be assessed at three different time points for comparison (Pre conference, several weeks before the event and at Post-Conference, two months later). Our hope is to find changes in awareness, activity, and confidence in instructors’ incorporation of critical-thinking into their coursework and curricula. This project is the preliminary step in the development of an ongoing collaboration between faculty from area high schools and colleges, with later components to include high school and college students as participants.

Rose Danek (Columbus State University) & Jennifer Daniels (Lyon College)

Collaborative Virtual Student Research Conference

The purpose of this project is to create a Virtual Research Conference to pilot test between two schools, with the ultimate goal being a virtual conference that is low- or no-cost to attend where students from many different institutions can present work. Using webcams and specialized software, students across our two institutions will collaborate to evaluate each other’s work at key points in the research process: topic choices, research design, and write-up and presentation. This procedure will allow students to get feedback from a source other than their classmates, as well as practice in justifying the procedural and statistical choices they make. Ultimately, we will hold a virtual conference in which students will give live research poster and paper presentations. Assessment rubrics will be used to evaluate the quality of the papers and talks created for the class. Rubrics will also be used to assess the quality of the feedback given to the student being assessed, and the application of the feedback to the final product. Finally, we will collect indirect assessments of students’ self-reported anxiety levels, students’ feelings about the project, and perceived quality of the peer-review process.

Amy Fineburg (Alabaster City Schools)

Steering Committee Meeting for a National Conference on High School Education in Psychology

This project will bring together 10 psychologists and high school teachers to plan an international summit on high school psychology. The steering committee meeting, which will take place in June of 2015, will identify a place to hold the summit, criteria for selecting participants, and topics for discussion during the summit. The summit, to be held in June or July of 2016, will provide a framework for addressing curricular, instructional, and administrative issues particular to high school psychology. The resulting framework will give policymakers, teachers, and administrators guidance for developing, offering, and teaching high school psychology.

**2014 Winners:**

Melissa Birkett (Northern Arizona University) and K. Laurie Dickson (Northern Arizona University): Facilitating International Networking for Community College Faculty at the 6th International Conference on Psychology Education

TheAmerican Psychological Association recognizes the importance of embedding international perspectives in the teaching of psychology and enhancing student learning of ethical and social responsibility in a diverse world. Community college faculty play a critical role in meeting these outcomes for the psychology major. Although published resources to promote a diverse and globally inclusive learning experience exist, we believe the opportunity to work closely with international colleagues over an extended period is essential to effectively implementing diverse perspectives in the psychology curriculum. We’ve developed a networking program for community college faculty to partner with international scholars to design and implement learning opportunities in community college courses that facilitate student achievement of these important learning goals. As part of the 6th International Conference on Psychology Education - ICOPE6 (nau.edu/ICOPE) to be held at Northern Arizona University in August 2014, approximately 20 community college instructors and 10-20 international scholars will participate in collaborative partnerships throughout the 2014-2015 academic year.

Jane Noll (University of South Florida), Jennifer Peluso (Florida Atlantic University), Kristin Nichols-Lopez (Florida International University), Barbara Licht (Florida State University), and Jane Halonen (University of West Florida): Florida Council for Undergraduate Psychology Curriculum and Assessment

Florida has recently become a national bell-weather for challenges to undergraduate psychology; criticisms of the goals and achievements of undergraduate psychology majors have been rampant and Florida legislators have questioned whether the major itself should receive state funding (see Halonen, 2011). Additionally, the state has mandated all state system universities to adhere to a prescribed assessment protocol that fosters evaluation of content, critical thinking, and communication. The mandate does not dictate how such achievements should be accomplished, which has encouraged a variety of approaches for both large and small institutions. Along with state mandates, Florida psychology faculty must undergo routine SACS assessment oversight. Finally, the new Undergraduate Learning Goals and Outcomes just approved by the American Psychological Association provide a fresh impetus to do a comprehensive program review. We hope to collaborate in an invitational conference for representatives from each of the Florida State University System institutions in order to describe, create and share strategies that strengthen undergraduate assessment practices across the state and contribute to the development of a state-wide “voice” on undergraduate matters. Tentative plans for the conference include a keynote address, discussion groups, and political strategy sessions to address the ongoing legislative challenges in the state.

Catherine Overson (University of New Hampshire) and Bill Stine (University of New Hampshire): Applying the Science of Learning in the High School Psychology Course

In association with the New Hampshire Psychological Association Annual Student Convention, the University of New Hampshire Center for Excellence in Teaching and Learning will offer *Applying the Science of Learning in the High School Psychology Course*, a two-hour workshop for teachers of psychology at the high school level. High-school psychology teachers from across New Hampshire will be invited to participate in the two-hour workshop and then to spend the rest of the convention connecting with faculty from the universities and colleges in NH as well as the undergraduates who attend the convention. During the two-hour workshop, presenters will demonstrate how teachers can apply cognitively-based principles in their instruction. Some of the principles to be presented are the optimal spacing/interleaving of study, self-explanation, test-enhanced learning, principles of multimedia learning, deep processing, and metacognition. These and other principles, when applied appropriately, have been shown to have positive impacts on student learning. Participants will also receive access to an e-book on applying the science of learning in education (Benassi, Overson, and Hakala, Eds.), as well as an instructional module on assessing and improving students’ study skills (again based on science of learning principles).

Susan Simonian (College of Charleston) and Mark Hurd (College of Charleston): Enhancing Psychological and Interdisciplinary Neuroscience Education

The aim of this grant is two-fold. First, we will further development of partnerships among the College of Charleston (CofC), the Medical University of South Carolina (MUSC) and the Academic Magnet High School (AMHS) of North Charleston, SC. Second, we will enhance interdisciplinary science education and inter-institutional cooperation by facilitating excellence in teaching and research among these institutions. With assistance from the Howard Hughes Medical Institute (HHMI), we developed a Teacher Training Fellow (TTF) Program to enhance neuroscience teaching opportunities for graduate students from MUSC. Our recent APA, Board of Educational Affairs, Interdisciplinary Education and Training in Psychology Award has allowed for multisensory, multimodal education experiences for students in K-4 through high school. We will expand our educational outreach efforts with AMHS offering a one-day workshop to create a dialog with the faculty from CofC and MUSC, MUSC post-doctoral and graduate students and AMHS faculty as well as administrators. We will expand our mentorship of AMHS faculty to further develop their teaching ability of research methods, data collection, management, and analysis. Finally, a research seminar will be presented to sophomore AMHS students to facilitate initiation of research and their “match” with an external research mentor during their junior year.