



STP News

Volume 27 Issue 4 April 2024

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Candidates for STP Offices

The STP Elections & Appointments Committee is pleased to announce the candidates for the following STP offices:



President-Elect: 1-year term beginning January 1, 2025, followed by a one-year presidential term, a one-year term as Past President, and one-year service on the Elections and Appointments Committee

- Andrew Christopher, Ph.D.
David Kreiner, Ph.D.

Vice President for Diversity and International Relations (2025-2027)

- Rosemarie J Alonzo-Schulte, M.A., Candidate for Psy.D.
Molly Metz, Ph.D.

Vice President for Membership (2025-2027)

- Karen Brakke, Ph.D.
Danae Hudson, Ph.D.

Ballots will be sent to STP members via email beginning on April 15, and the due date for voting is May 16. A link will also appear on the STP home page under Quick Links. Read candidate statements here.

GREETINGS FROM STP PRESIDENT LORETTA MCGREGOR

Being a Flexible Planner

April 12, 2024

I am a planner! And as a dedicated planner, I've already begun preparing for the next semester, even though the current one is still in full swing. Nevertheless, recent events reminded me of the need for flexibility in the classroom and in life.



Each spring, the STP Executive Committee members conduct an in-person business meeting. These meetings typically involve three days of intensive planning for the future of the Society. This year's meeting occurred in Memphis, TN, April 4-7.

After selecting the date and scheduling the venue, I discovered the meeting would coincide with the 56th commemoration of Dr. Martin Luther King, Jr.'s life, sponsored by the National Civil Rights Museum at the Lorraine Hotel. Several of us arrived early on the first meeting day and were able to attend the commemorative event.



Left to right: Executive Director Tom Pusateri, VP for Membership Danae Hudson, Secretary Stephanie Afful, President Loretta McGregor, Treasurer Jeff Holmes, VP for Programming Jordan Troisi

The ceremony featured exquisite music by a local university gospel choir, poetic readings by high school students, and presentations by local dignitaries and members of Dr. King's immediate family.



Touring the museum and reflecting on Dr. King's life of service and sacrifice for others set a positive tone for the balance of our meeting. I am pleased that some committee members were flexible in travel, allowing us to participate in and witness this historical event together.



As a self-proclaimed planner, I have often followed the advice of Marilla Svinicki and Bill McKeachie (2011), who wisely wrote, "...spend a little time on your [course] plans each day...let them percolate in your mind, [and] ideas will come to you while driving, jogging, or walking into your office," (p. 18). But I have been teaching long enough to realize that some of the best class lectures or activities were the ones I did not plan. Ideas or activities have organically arisen mid-semester and I have followed some of them to fruition. These diversions in my teaching plans have often paid big dividends. I have learned that allowing flexibility in my schedule can enrich my teaching experience and greatly benefit my students.

My recommendation to you is to embrace both approaches to teaching. Plan your lectures and activities for the entire semester but reserve the right to change directions if you can or feel the need to do so. Planning and spontaneity in teaching are not the antithesis of each other. They can co-exist and often result in an enriching experience for students and the instructor alike.

Reference

Svinicki, M. & McKeachie, W. J. (2011). *McKeachie's teaching tips: strategies, research, and theory for collect and university teachers* (13th Ed.). Wadsworth, Belmont, CA.

FEATURED ITEMS

Thanks to STP's Volunteers!

National Volunteer Week is April 21-27. STP's Executive Committee thanks the many volunteers who support STP's good work by chairing or serving on committees, coordinating STP programming, and reviewing/editing teaching resources. We are fortunate to have so many dedicated teachers of psychology who contribute to the success of our organization.

Add STP Emails to Your Allow List

Emails from STP leaders may be directed into spam/junk folders, and some institutional email filters may delete them. If you join or renew STP, register for ACT or PsychOne, apply for a grant or award, submit a teaching resource to an STP editor, or send an inquiry to the STP Executive Director, you may not receive communications from STP if STP emails are blocked.

SOLUTIONS: Please add **teachpsych.org** to your email allow list and check your spam/junk folder periodically. Here are instructions for **Outlook** and **Gmail**. **If you are using your institutional email account** for STP correspondence (e.g., your membership, applications): **(1)** Ask your IT department to allow emails from the teachpsych.org domain, or **(2)** begin using your personal email account for STP correspondence; update your contact profile on the STP website [here](#) (requires login).

If you need assistance, contact aed@teachpsych.org and cc: div2teachpsych@gmail.com, preferably from a personal email account (in case your institution is blocking emails from STP).

News from the Director of ACT

By Lindsay Masland, Director of ACT

Planning for the **2024-2025 Annual Conference on Teaching (ACT)** is in full swing! Just like last year, this year's conference will have two modality options: **ACT: On Location** and **ACT: Online**. ACT: On Location will be held at the **Louisville Marriott Downtown** in Louisville, Kentucky from October 10-12, 2024. ACT: Online will be held in Spring 2025 and will bring together programming from the October conference alongside new programming specifically for the online modality.

It's time to prepare your **presentation proposals** for ACT: On Location. (Since ACT: Online isn't until Spring 2025, the call for that will come later). This



year, we are accepting proposals for Louisville in the following formats: poster, 25- or 45-minute symposium, 2-hr workshop, "Live from Louisville" and Participant Idea Exchanges. "Live from Louisville" presentations are 10-minute class activity demos that cast the audience as your students. During Participant Idea Exchanges (PIEs), hosts facilitate roundtable discussions about a topic of interest. **We are now accepting proposals for all presentation types through Friday, May 31.**

Also, if you'd like to go ahead and lock in your early-bird registration price for ACT: On Location, we encourage you to **register now**. If your department chairs are asking for "budget spend-down items" right about now, see if paying ahead for ACT will make the cut! 😊

Looking forward to learning with everyone at the 2024 ACT: On Location and 2025 ACT: Online!

News from APA

Registration for APA 2024 Opens April 24

It's almost time to register for **APA 2024**! Melissa Maffeo, the Director of STP Programming at APA, is working on the final touches to this year's Division 2 (STP) program at APA 2024.

Register by May 31st to save up to \$150. Visit the **APA 2024 website** to sign up to receive Convention updates.

APA Grants for ECPs attending APA 2024

APA members who are early career (doctorate within the last 10 years) may apply for \$380 to support travel to APA 2024. For more information, click [here](#). The deadline for applications is April 29, 2024.

Virtual APA Psychology Graduate School Fair

The APA Education Directorate's next **Virtual APA Psychology Graduate School Fair** is scheduled for Wednesday, April 17 from noon-4pm (Eastern). Registration for all prospective psychology graduate students is FREE. Psychology graduate programs that wish to recruit can register for a modest fee.

Distinguished Scientific Award for an ECP

Applications for the **APA Distinguished Scientific Award for an Early Career Contribution to Psychology** are **due June 1, 2024**.

Science Training Sessions

APA offers **free science training sessions**. Upcoming sessions are on factor analysis and on eye-tracking methods in research. Watch recordings of past training sessions [here](#).

DIVERSITY AND INTERNATIONAL RELATIONS

Join STP's Affinity Groups

STP has developed several [Affinity Groups](#) to connect teachers of psychology to others who share their identities and experiences. Click on the link above to join an existing group or to suggest others.

International Competences for Undergraduate Psychology, Beta R2

Seeking Input from Teachers of Psychology

The International Collaboration on Undergraduate Psychology Outcomes (ICUPO) is seeking input on the latest Beta.R2 iteration of *the International Competences for Undergraduate Psychology (ICUP)*. With [Beta.R2 released](#) in March 2024 as a preprint, the latest *ICUP* version has already incorporated input from individual psychology educators (including many attending STP's Annual Conference on Teaching), national organizations, and international organizations. We are entering our final round of seeking input – with **a hard deadline of May 7** – after which we will create a final version for presentation at the International Congress of Psychology (ICP) in Prague in July 2024.

The *ICUP* was developed by the ICUPO, which includes 17 members from 13 countries, and the International Reference Group on Undergraduate Psychology Outcomes (IRGUPO) advisory committee, which includes 103 members from 39 countries. There are many STP members across the two groups. The committees have been working since October 2022 and have based their iterative consensus-building work on numerous inputs including top-down frameworks such as the [OECD's 2030 project](#), bottom-up inputs that included 27 national psychology education models, and input from psychology educators from around the world. (You can read more about our processes by reading the [preprint](#), and you can check out [this website](#) for ongoing news about the project.

The model consists of seven competence categories – two core categories, psychological knowledge and psychological research methods and methodologies, and five psychology-relevant areas: values and ethics; cultural responsiveness and diversity; critical thinking and problem-solving; communication and interpersonal skills; and personal and professional development. Each category includes 3-5 competence statements.

We are eager to receive feedback on this latest version from psychology educators around the world, including STP members. The most important parts of the *ICUP* document are on pages 10-16. As noted previously, **the next deadline for**

feedback is May 7, and the subsequent revision will be the version that will be considered/discussed at the ICP conference in July.

We hope that many of you will read the model and provide input, with the following suggested questions in mind:

- Do you have any suggestions for change to this Model, keeping in mind that the *ICUP* Model's competences are to be (i) conceptually, generally applicable internationally, and (ii) used as a guide (only) for creation or revision of undergraduate psychology programs in national/regional/institutional contexts?
- Do you have any comments on the strengths of, and opportunities with, the *ICUP* Model?
- Do you have any comments regarding challenges and possible solutions with this Model?

You may email your comments to Susan Nolan (susan.nolan@shu.edu) or you may submit them through the Contact Us tab on our website (blogs.shu.edu/icupo). Thank you in advance for your input!

A Workshop of Australian Psychology Educators



The ICUPO has presented their work on international undergraduate psychology competences at universities or conferences in Aotearoa New Zealand, Australia, Mexico, the United States, Serbia, and Sweden. In addition, they have engaged in virtual meetings with numerous national and international organizations in the Americas, Asia, Europe, and Oceania. Here, Australian psychology educators from across the country gather at the University of New South Wales in Sydney to engage in discussions about psychological literacy and the *ICUP* model. The deadline for input is May 7, 2024, and we hope for additional input from STP members and teachers of psychology!

Report ICOPE 2023

by Susan Nolan and Alfredo Padilla-López



Pictured above: Conference organizer and ICOPE President Alfredo Padilla-López with Verónica Boeta Madera, President of Mexico's National Council of Teaching and Research in Psychology.

STP sponsored the **ICOPE (International Council of Psychology Educators)** conference in Mexicali, Mexico, in October 2023. The conference, organized by ICOPE President Alfredo Padilla-López, was held in both Spanish and English on the beautiful campus of the Universidad Autónoma de Baja California (UABC).

Students and faculty from Italy, Mexico, the United Kingdom, and the United States attended and presented in person, and students and faculty from 19 additional countries, across five continents, attended and presented virtually. Among the many highlights were keynote addresses by Luciana Karine de Souza (*Psychology Education in Brazil: Pre- and Post-Pandemic Challenges*); Verónica Boeta Madera (*Enseñanza e investigación en Psicología: de los paradigmas a las verdades; Teaching and research in Psychology: from paradigms to 'truths'*); Aneesh Kumar (*Promoting research and service competencies among young psychologists: reflections and learnings from India*); and Liesel Liebersöhn (*A resilience and global challenge agenda to inform psychology education world-wide, from South Africa*). View the conference on the [FaceBook Live channel](#) of the UABC Faculty of Human Sciences.

The conference organizers also introduced conference guests and speakers to the best-known Mexicali cuisine, Mexican-influenced Chinese food, which is delicious! And has a fascinating if **dark history** (link to NPR article) with roots in the U.S.'s 1882 Chinese Exclusion Act.



Pictured above: Gina Pauli and Simon Goodson from the UK present on: *Changing Psychology Education for an Uncertain World: Focusing on Skills Development, Professional Ethics and Psychological Literacy*

International Conferences

European Congress on Positive Psychology

The **European Conference on Positive Psychology** is scheduled for July 10-13, 2024, in Innsbruck, Austria.

PLAT 2024 in India

by Aneesh Kumar, Christ University, India

STP is sponsoring the **International Conference on Psychology Learning and Teaching (PLAT-2024)** on August 1-3, 2024, at CHRIST University, Bengaluru, India. The conference is organized by the Department of Psychology, CHRIST (Deemed to be University), and is sponsored by the Society for the Teaching of Psychology (STP), Division 2 of the American Psychological Association (APA), and the International Council of Psychology Educators Incorporated (ICOPE Inc). The conference will examine methods and developments in psychology education locally and internationally.

The broad range of programming includes keynotes, symposia, workshops, panel discussions and paper presentations. More details about the conference and call for papers can be found [here](#).

A detailed conference poster for the 'International Perspectives on Psychology Learning and Teaching ASIA PLAT CONFERENCE 2024'. The poster features a world map background and includes logos for ICOPE, Society for the Teaching of Psychology, and CHRIST University. It specifies the dates '1-3 August 2024 | Bengaluru, India' and lists the organizing department as 'Department of Psychology, CHRIST University, India'. It also lists academic partners such as the Teaching Psychology Special Interest Group, MEPA, and the International Union of Psychological Science. A QR code is provided for registration, along with the website 'icplt.christuniversity.in' and the email 'iplat.conference@christuniversity.in'.

GRANTS AND AWARDS

Recipients of STP Instructional Resource Grants

The recipients of this year's Instructional Resource Grants are:

Nur Cayirdag, Ph.D. (Texas Christian University)
Innovative Horizons: Bridging Creativity and Research Methods in Psychology

Christina Costa, Ph.D. (Wayne State University)
Integrating AI into Psychology Education: Successful Strategies, Ideas, and Tools

Manda J. Williamson, Ph.D. and Chelsea Witt, Ph.D. (The University of Nebraska-Lincoln)
Improving Belongingness-Building Interventions to Improve Minoritized Student Success in Psychology Courses

Congratulations to this year's recipients, and special thanks to the review committee for their work selecting this year's recipients. For more information about this grant program, visit [here](#).

Deadlines for STP Grants, Awards, and Workshops

DEADLINE	STP's PROGRAMS
MAY 3	Early Career Travel Grants
May 31	Scholarship of Teaching and Learning Workshop Applications
June 15	Graduate Student Travel Grants

Click [here](#) for a full list of STP's grant, award, and recognition programs and their upcoming deadlines. Consistent with our [Mission Statement](#) and the Statement on [Addressing Systemic Racism and Inequity in STP](#), we encourage applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences. These opportunities are restricted to current STP members only, so [join or renew now](#) if you're not a member!

Travel Grants for Early Career Psychology Teachers and Graduate Students

As you can see in the grid above, there are upcoming deadlines for STP's travel grants, which support early career teachers of psychology, and graduate students to attend teaching-oriented conferences. Please visit the links for more information about these opportunities.



SoTL Workshop Applications

Members of STP are incredibly dedicated to creating the best possible learning experience for our students. Why then, do we sometimes fall short of measuring the impact of our pedagogy? Participating in the [2024 SoTL Workshop](#) might be the solution to this situation.

This year's workshop will be held concurrently with ACT, October 10-12, 2024, Louisville, KY. There is also an option to participate online during ACT Online in 2025.

Within either experience you'll be paired with an experienced SoTL mentor and have the opportunity to build community with peers who are also interested in sharing their findings with a broader audience. **Applications for this year's ACT On Location and next year's ACT Online SoTL Workshop are due May 31, 2024.**

Questions? Send them to sotl-workshop@teachpsych.org.



MEMBERSHIP

Join/Renew STP Through 2024

STP is processing new memberships and renewals for now through the 2024 calendar year.

[Join now](#)

JOIN STP: Click [here](#) to join. You will receive immediate access to online member benefits including online access to STP's journal, *Teaching of Psychology*, through December 31, 2024.

RENEW IN STP: Visit [here](#) for instructions on how to renew. The process differs for APA members and non-APA members.

Current STP Service Opportunities

Visit [here](#) for current openings in STP Consistent with our [Mission Statement](#) and the [Statement on Addressing Systemic Racism and Inequity in STP](#), we encourage applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.



- [Director, STP Programming at SPSP](#) (Deadline: April 15, 2024)
- [Assistant Director, Annual Conference on Teaching](#) (Deadline: May 15, 2024)
- [Chair, Instructional Resource Committee](#) (Deadline: May 15, 2024)

GSTA Corner

Upcoming Webinar: April 24, 6:30PM ET

The GSTA is happy to announce their upcoming workshop on **April 24, 2024, at 6:30 PM ET:**

Practical Skills for Graduate Instructors and Teaching Assistants: Leveraging the Science of Learning to Help Students Succeed

Session description: Join us to learn about common disconnects between the learning strategies students often employ and, most importantly, how to help them move towards more evidence-based, high-impact strategies. The presenter will share a variety of approaches for helping students understand and apply the science of learning that she has implemented across a wide array of contexts, from Intro Psych to upper-level courses and summer bridge programs to office hour meetings.

The session will cover examples such as the following:

- managing 1:1 conversations with students who report that they either "do not know how to study" or studied for many hours but found it did not work as well as it had for them in the past

- implementing a low-stakes, easy-to-grade written assignment to help students debunk learning myths and identify effective strategies
- using exam wrappers to promote metacognitive reflection
- facilitating an in-class activity that gets all students moving, reflecting, and talking about their use of strategies
- using course content as a medium for a group project where students explicitly practice several of the most effective learning strategies in creating their end product

To register to receive a Zoom link and recording of the workshop, provide your email at this link: <https://forms.gle/8gyPrdFEWectezLN9>.

About the presenter: Skye Mendes is a doctoral candidate in the Developmental Psychology program at Arizona State University with an M.A. in Psychology from ASU and an Ed.M. in Prevention Science and Practice from Harvard University. She has taught a variety of courses across several institutions, primarily focused on Intro Psych and Research Methods. Skye has been recognized for her teaching at the departmental, institutional, and national level, receiving her department's inaugural Graduate Student Pedagogy Award, ASU's GPSA Teaching Excellence Award, and Society for the Teaching of Psychology's Wilbert J. McKeachie Award for Teaching Excellence. Much of the session will also be informed by Skye's past professional background providing academic coaching and directing tutoring services across STEM disciplines for the University of Rhode Island.



Would you be interested in sharing your own tips as part of GSTA's professional development and skill-building series? Contact us at GSTA@teachpsych.org to share your ideas. We welcome presentations from those at varying career stages.

Follow GSTA on [X \(@gradsteachpsych\)](#) and [Facebook \(groups/theGSTA\)](#), check out past entries for the [GSTA Corner](#), or write to us at gsta@teachpsych.org. Learn more [here](#).

STP's Social Media Networks

STP's Membership Communication Committee oversees STP's [X](#), [Facebook](#), and [Instagram](#) accounts. STP also maintains two [Listservs](#).



ECP Corner

Managing Time Pressures

There are many time pressures early on in one's teaching career. This can include time pressures from preparing new courses, learning about policies in different departments at various institutions, administrative or service duties, professional development activities, projects involving scholarship of teaching and learning, and more. Much of what you do may also not formally be recognized for hiring or for promotion and tenure but is still a valuable part of the job, such as writing reference letters for students or training Teaching Assistants. In addition, many folks early on in their careers may be in the midst of applying for various employment opportunities, which can take a considerable amount of time. All of this can feel like a mountain of work and can weigh heavily on early career professionals' well-being. Therefore, developing a set of strategies for making our workload more efficient can make us more effective at responding to the various demands of our jobs and achieving our career goals. Below, the members of the ECP committee share some strategies they use to automate their work that has helped cut down the time it takes to complete various tasks.

Maria: I teach large classes and receive a lot of emails from students, particularly around certain times of the semester, such as exams or assignment due dates. I can anticipate some common emails I get from students, such as extension requests. To help decrease the amount of time I'm spending retyping emails from scratch to students, I keep a document for each course I teach where I have a template with responses to common emails. This allows me to cut and paste the template emails when responding to students. Then, all I need to do is slightly modify the email to each student as needed (e.g., adding in their name).



Vishal: As an ECP, it can be very hard to keep up with all the various responsibilities and learning new things along the way. I have learned that we have to make time and force ourselves to stick to something we are trying to achieve. To that end, I have begun blocking one hour per weekday on my work calendar for reading and writing tasks (e.g., writing part of a manuscript, reading a new journal article) and another hour for skills development (e.g., learning R so I can teach it in my class). While I have not been perfect at using that time all the time, it has helped me protect my schedule a little bit more and be efficient with getting certain tasks done.



Ciara: I teach fully online, and it often seems like students forget that they can meet with you virtually, or that it's a major hassle to set up a time to meet. I leverage the tools available to me to allow students to book an appointment with me without having to email back and forth. Instead, students follow a link that



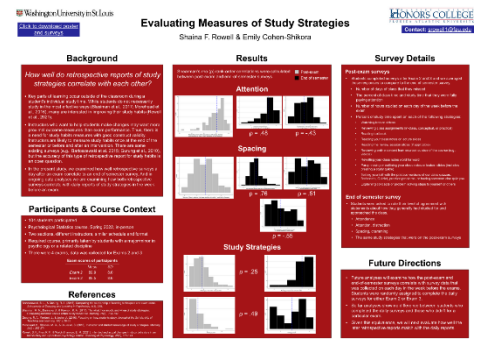
says "Meet w/Dr. Kidder" right on the course home page that takes them to a scheduling page that interfaces with my email calendar, sends reminder emails to the student and myself, and generates a meeting link. There are lots of apps available depending on your institutions' software. For instance, I use Microsoft's "Booking" app that is part of my institution's Microsoft 360 plan which integrates with Outlook and Teams. A quick google search shows paid and free options through apps like Zoom Scheduler, You Can Book Me, Book Me, and Calendly. This is so easy to implement and help both you and your students!

Amanda: I teach both a large enrollment (350 students) and small enrollment courses each semester. I have embraced google forms as a way to make administrative tasks easier. For instance, students can submit a google form to receive an extension on assignments. This auto populates a spreadsheet that makes it easier to see the requested due dates, the TA for the students' section, and any other required information. It also sends students a reply with their responses, and automated text about how to schedule office hours, should they have additional questions. In addition, I use google forms to help me check in with research assistants, grade participation assignments, and keep records for my courses.



Winner Announcement

In other news, Shaina F. Rowell is this year's winner of the Best Poster Award by an ECP at the Annual Conference on Teaching Online that was held in February! Feel free to visit the poster, entitled "Evaluating Measures of Study Strategies". Congratulations from the ECP committee on your award-winning poster, Shaina!



Sincerely,

Your STP Early Career Psychologists Committee:

- Dina Gohar, Ph.D.
- Maria Iankilevitch, Ph.D.
- Ciara Kidder, Ph.D.
- Vishal Thakkar, Ph.D.
- Amanda Woodward, Ph.D.

For regular updates on ECP activities

Follow us on [Twitter/X](#) (@STP_ECP) and [Facebook](#)

Email us at: stp-ecp@teachpsych.org

Visit our [STP website](#)

Do you have a Question for us? Fill out our form.

Membership Committee News

By Dr. Julia Langdal-Sittu

If you're reading this column, you are most likely already aware of the great benefits of being a member of STP. But just in case you need a refresher, I recently spoke to several of my colleagues about their experiences with STP. Assistant Professor Jeff Sittu at Alfred State College is new to the profession and remarked how helpful the [Resources by Course or Topic](#) section has been in his first few semesters of teaching. "As a new professor, it can be daunting to try and create new and interesting activities for every topic in a class. I was able to find some amazing ideas for engaging students by browsing through this section of the website. Reading about what other teachers have done has inspired me and helped me create some new and exciting activities of my own!"



If you haven't browsed through the incredible [resources](#) available to all STP members, I highly encourage you to take a look. Every person I spoke to mentioned how helpful the teaching resources have been at one point or another in their careers. An additional common denominator is the [Annual Conference on Teaching](#) - attending ACT is always a highlight for members! Professor Amy Button-Ervin at Alfred University shared that both the STP conference and the resources "are more beneficial to my academic life than any other organization." Those of us in the department who have had the pleasure of attending the conference always come away with new ideas and a renewed sense of purpose in our jobs.

And it's not just the excellent presentations that are helpful! Mr. Sittu attended ACT for the first time last year in Portland and noted that one of the best parts of the conference was connecting to other teachers and sharing experiences. "The opportunity to connect to other teachers around the country was great - it was helpful to realize that some of the challenges I've faced in my first year of teaching are shared by seasoned veterans! Listening to their stories and hearing how they navigated their challenges helped me plan a way to work through my own."

The sheer volume of content at the conference can feel overwhelming, but it's a double-edged sword. Dr. Button-Ervin shared that when she attended her first ACT in Pittsburgh, she was exhausted. However, she remarked "My brain was overloaded with ideas brewing, and despite the exhaustion, I was invigorated." One of the sessions she attended gave her the tools to apply for a grant that, if awarded, will allow her to pay for an activity that will enhance the learning of all students who take her class. I can't speak for all teachers of psychology, but I would

rather be overwhelmed with fantastic resources than despair at a lack of resources, and being a member of STP means we will never run out of resources.

Here is our newest STP Member Spotlight! Would you like to be featured next? If so, [fill out this friendly form!](#) We will randomly select members to highlight as they share their STP experiences. We hope to see you in a future column!

Member Spotlight!

Danae Hudson, Ph.D.

Full Professor
4-year college

Years Teaching: 21



Number of years as an STP member:

9 years

Served as VP Membership & Director of Teaching Resources

HOW DID YOU LEARN ABOUT STP?



Probably a teaching friend...I don't remember which one

WHAT DO YOU MOST APPRECIATE ABOUT STP?



Collaborative colleagues, great programming, and how hard the Executive Committee works for STP members.

FAVORITE STP RESOURCE ?

Affinity groups, Mentoring, and the STP Facebook group

RECENT CONFERENCES: ACT, NITOP, RMPA

BIGGEST CONFERENCE TAKEAWAY?



Meeting up with friends and colleagues; finding out how people manage grading and technology in high enrollment classes

Don't forget to renew your STP membership!

<https://teachpsych.org/join>



And check us out on [STP Facebook](#) or [Twitter](#)
[@teachpsych](#)

PROGRAMMING

Regional Psychology Conferences

See dates below related to regional conference programming in 2024. We encourage you to support and attend STP teaching programming at regional conferences! If you have questions about STP regional conference programming, please feel free to email regional-conference@teachpsych.org.

- [Rocky Mountain Psychological Association \(RMPA\)](#)
April 11-13, 2024, Denver, CO
- [Midwestern Psychological Association \(MPA\)](#)
April 18-20, 2024, Chicago, IL
- [Western Psychological Association \(WPA\)](#)
April 24-28, 2024, San Francisco, CA
- [New England Psychological Association \(NEPA\)](#)
October 26, 2024, Springfield, MA
Proposal Deadlines: Aug 1& Sep 15, 2024
- [Eastern Psychological Association \(EPA\)](#)
March 6-8, 2025, New York, NY
- [Southeastern Psychological Association \(SEPA\)](#)
April 9-12, 2025, Atlanta, GA
- [Southwestern Psychological Association \(SWPA\)](#)
2025 Dates TBA, Little Rock, AR

Teaching Conferences

- [MAESTRO Psych Conference](#)
April 12, 2024, Arnold, MD
- [TIP Northwest](#)
April 26, 2024, Seattle, WA
- [APS-STP Teaching Institute](#)
May 22-23, 2024, San Francisco, CA
- [Psychology ONE](#)
June 27-28, 2024, Durham, NC
- [Neuroscience Teaching Conference](#)
July 17-19, 2024, Winston-Salem, NC
- [Northeastern Conference for the Teaching of Psychology \(NECTOP\)](#)
October 25, 2024, Springfield, MA
Proposal deadline: September 1, 2024

2024 APS-STP Teaching Institute

The APS-STP Teaching Institute will be held May 22-23, 2024, ahead of the APS 2024 Convention in San Francisco, CA. See the full agenda [here](#). New this year, we are offering a Letter of Participation to be included in teaching portfolios, annual reviews, and promotion dossiers!

Register for the convention and the Teaching Institute (or the TI alone) [here](#). Early bird registration ends April 10 and regular registration ends May 8. Please direct questions to Molly Metz, Director of Programming, at aps-conference@teachpsych.org

MAESTRO Psych Conference

The inaugural **Mid-Atlantic Educators of InTRO Psych (MAESTRO) Conference** will occur Friday, April 12, 2024, 9:00am-4:30pm Eastern, in Arnold, MD. Teaching demonstrations, small-group discussions, and a keynote speaker (Dr. Dana S. Dunn) will inspire you and give you concrete tools and ideas you can take directly back to your classrooms. **Proposals may be submitted** at any time, but highest priority will go to those who submitted by March 17.

Neuroscience Teaching Conference

The **Neuroscience Teaching Conference** will occur on July 17-29, 2024, in Winston-Salem, NC. This year's theme is "Neuroscience and Society."

TIP Northwest

Teaching Introductory Psychology (TIP) Northwest will take place on April 26, 2024, in Seattle, WA. Our theme this year is "Building Bridges: Psychology's Role in a Connected World." The keynote speaker is Dr. Melissa Beers.



Psychology ONE

The **Psychology ONE** conference connects instructors who teach the introductory psychology course. It will be held on June 27-28, 2024, at Duke University.



2024																				
APRIL						MAY						JUNE								
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JULY						AUGUST						SEPTEMBER								
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28	29	30	31				25	26	27	28	29	30	31	29	30					
OCTOBER						NOVEMBER						DECEMBER								
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20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

RESOURCES

ToP OnlineFirst Articles

STP membership includes online access to the journal, *Teaching of Psychology*, on the SAGE Publishing website, which includes OnlineFirst articles. STP Members: Click [here](#) (requires login) to be redirected to the portal for access to *ToP*'s home page on the SAGE Publishing website.



Recent OnlineFirst articles include:

- Obituary for Richard L. Miller (past STP President)
- Getting Students Interested in Psychological Measurement by Experiencing the Barnum Effect
- Perceptions of Teaching Importance Among Associate and Full Professors at Regional, Public Universities
- Students in Team-Based Learning Classes Report Greater Belongingness

"This is How I Teach" Blog

The "This is How I Teach" Blog features STP members who describe how they teach and who they are – both inside and outside of the classroom. Adijat Mustapha, Drew University (NJ), is the most recent contributor.



We'd love to hear from you! Visit the [blog web page](#) to learn how to submit a post.

Access to Resources from ACT 2023-4

STP members who already registered for either the Annual Conference on Teaching (ACT) On Location (Portland, OR, October 6-7, 2023) or ACT Online (February 12-16, 2024) have access to resources from both events until October 1, 2024.

If you have not yet registered, you may do so now to gain access to those resources. If you are not yet an STP member or have not yet renewed in 2024, you will first need to join/renew in STP. You may then register [here](#).

Resources from APA

TOPSS Lesson Plan on I-O Psychology

The APA TOPSS Committee and APA Education Directorate are excited to announce a new lesson plan on I-O (Industrial-Organizational) Psychology. This four-lesson plan is available [here](#); it is also available through the [TOPSS lesson plan website](#) under the section for teaching modules. It includes lessons on Job Motivation, Stress at Work, Working with Others in Teams, and Organizational Dynamics, eight original classroom activities, sections for teacher background, resources, and references.

Emerging Trends in Psychology for 2024

APA has prepared a report on 12 emerging trends in psychology for 2024. The report is free to download, both for current APA members and for those who provide APA their names and email addresses (with an opt-out for receiving emails from advertisers).

Some of the trends that may interest subscribers to this list include:

- Fighting misinformation
- The impact of artificial intelligence on society and higher education
- Dramatic changes in higher education (faculty burnout, high turnover, political attacks on academic freedom)
- Policies that are targeting women and LGBTQ+ individuals
- Addressing anti-DEI legislation

To download the report, visit [here](#).

Resources from Other Venues

Publications on Psychological Literacy

Jacquelyn Cranney (University of New South Wales, Australia) recently [updated a list of publications](#) on Psychological Literacy. Visit the Psychological Literacy website [here](#).

Psi Alpha Videos on HS Student Research

Psi Alpha maintains a YouTube channel with a series of videos in which "[e]xperts and students discuss how to engage in psychological research as a student as well as the benefits that come with it, resources, and paths to getting started." View the videos [here](#).