Kurt Kowalski TSSA Spring 2018

Kurt Kowalski

Follow this and additional works at: https://scholarworks.lib.csusb.edu/trc-tssa

Part of the Higher Education and Teaching Commons

Recommended Citation
https://scholarworks.lib.csusb.edu/trc-tssa/9

This Other is brought to you for free and open access by the Teaching Resource Center at CSUSB ScholarWorks. It has been accepted for inclusion in Teaching Skills Study Awards (TSSA) Reports by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.
Name: Dr. Kurt Kowalski  
Department of Teacher Education and Foundations (TEF)  
(909) 537-5458  
kkowalski@csusb.edu

Conference Name: 25th Annual APS-STEP Teaching Institute, co-sponsored by the Association for Psychological Science and the Society for the Teaching of Psychology  
May 23-24, 2018, San Francisco, CA  
https://www.psychologicalscience.org/conventions/annual/teachinginstitute

Teaching Methods and Strategies Studied: Areas studied included addressing student stress and belonging, especially in first generation college students and students from underrepresented groups; and using strategies to foster students’ psychological thinking and ability to use psychological theory and research in practical teaching contexts.

Impact on/How Applied to Current Teaching: I have started to include a short section on student stress in my courses, what it means, and how it can affect performance and belonging. I note that stress is expected (college is hard), that it can be reframed (e.g., almost all students feel considerable stress, it doesn’t set me apart or make me different, and I can view it as a natural response to challenge and a source of energy), and I belong here! (I’m not an imposter). We then also discuss chronic or toxic stress, and coping mechanisms. In previous research, this simple intervention has been demonstrated to increase wellness and retention in college students, especially first generation and those from underrepresented groups. I am also continuing to think about how to structure the content I teach to maximize transfer to practice (see link below) so that students not only learn the content, but can actually use it in their future work.

https://www.youtube.com/watch?v=kPW2LwDDgOU

Daniel T Willingham: Improving the Use of Psychological Science in K-12 Education

The APS-David Myers Distinguished Lecture on the Science and Craft of Teaching Psychological Science, presented May 25, 2018 at the 30th APS Annual Convention in San Francisco.