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### Kelly Campbell TSSA Winter 2014

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# TSSA One-Page REPORT

**Name:** Kelly Campbell

**Department:** Department of Psychology and Human Development

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**Name of conference attended:** Society for Personality and Social Psychology (SPSP) Teaching Preconference

**Dates:** February 12, 2014

**Teaching Skill(s) Studied:** The SPSP Teaching Preconference attendees and presenters included faculty members from a variety of universities who study topics related to social psychology. Presentations covered a variety of topics such as teaching to student strengths, incorporating research into courses, ethics in mentoring student research, teaching about self-esteem, merging creativity and social psychology, teaching about bias, and fostering international partnerships for more effective teaching.

**Impact on Current Teaching:** I enjoyed the STP Pre conference and gained information that will help immensely with my teaching. My favorite talks were, "Starting Early: Undergraduate Research in Social Psychology in a First-Year Experience Course" and "Focusing More on Psychology and Less on Statistics." I applied for a grant to transform one of the capstone courses at my university into a research course and found Saucier's talk particularly relevant. He provided practical "how to" information including a week-by-week breakdown of his course design. Although his course is different from mine in that his is for first-year students and mine is for seniors, the material inspired numerous ideas for how I could design and evaluate my course. Although I do not teach statistics at my university, Howell's talk was incredibly relevant. My department recently released data showing that our graduate students do not realize the value of statistics for their program or career goals. We were brainstorming ways to help change their perception of statistics courses and Howell's idea of presenting interesting and controversial topics might be part of the solution. I took extensive notes during his talk so that I could meet with our statistics professors after the conference to share his course model. I also liked his idea of making the material personally relevant with personality assessments. My favorite teaching blitz session was by Troisi because it involved practical application. I will definitely incorporate the Relationship Closeness Induction Task into my future courses. This task includes a series of questions to gradually get to know the class members. The questions are

The conference also gave me the chance to see people I didn't expect to see and to learn where they are currently teaching. I feel that professors at teaching intensive institutions need support! It was great to share information with each other and connect over email post-conference.

**Date Submitted:** March 4, 2014