

**SOCIETY FOR PREVENTION RESEARCH
22ND ANNUAL MEETING
WASHINGTON, DC**

Pre-Conference Workshop II

Date: Tuesday, May 27, 2014

Time: 8:30 am – 5:00 pm

Promising Practices in Teaching as Applied to Prevention Science

Organizers: *W. John Monopoli*, Children’s Hospital of Philadelphia, *Kelly Rulison*, University of North Carolina at Greensboro, *Nadine Finigan-Carr*, University of Maryland, and *Valerie Shapiro*, University of California-Berkeley

Presenters:

Morning speakers: *Yolanda Abel, EdD*, Johns Hopkins University, *Karl Hill, PhD*, University of Washington;

Panel members (afternoon): *Nadine Finigan-Carr, PhD*, University of Maryland-Baltimore, *Keith Herman, PhD* and *Wendy Reinke, PhD*, University of Missouri, *Sharon Kingston, PhD*, Dickinson College, *Kelly Rulison, PhD*, University of North Carolina-Greensboro, and *Valerie Shapiro, PhD*, University of California-Berkeley.

Description

There is an increasing press within higher education for instructors to implement active learning strategies within their classrooms. In other words, instructors are being encouraged to move from the role of a “sage on the stage” to the role of a “guide on the side.” The goal of this workshop is to introduce participants to a wide array of evidence-based teaching practices as well as active learning strategies that they can implement within their own classrooms. Participants who already utilize active learning strategies within their classroom will benefit from this session by learning about new technology tools that they can incorporate into their classrooms. The workshop will be interactive, providing participants with an opportunity to not only learn about some best practices in teaching, but also to experience these activities firsthand.

The first half of the workshop will focus on general principles about how students learn and effective pedagogy. During this half of the workshop, Dr. Yolanda Abel and Dr. Karl Hill will discuss topics such as teaching to different backgrounds and audiences (e.g., undergraduate and graduate), and integrating disciplines (e.g., elements of social psychology with clinical and cognitive psychology in a course on development). Dr. Abel and Dr. Hill will also discuss how to integrate a prevention science focus into coursework. After each talk, participants will engage in two breakout group sessions where they will learn different active learning strategies within

small groups. Dr. Abel and Dr. Hill will assist in developing specific activities for each breakout session.

During the second half of the workshop, participants will learn how these principles can be applied to teaching research methods and statistics to prevention scientists in a wide range of applied disciplines (e.g., public health, social work, human development, psychology). It is expected that the strategies demonstrated during this half of the session can be applied for teaching a wide range of other subjects (i.e., the choice of focusing on research methods and statistics is intended to be illustrative rather than prescriptive). The second half will begin with a panel session, comprised of several professors who focus on teaching and learning and others who focus specifically on teaching research methods and statistics. Panelists will discuss topics such as strategies for small-group learning, how to integrate technology into the classroom (e.g., use of clickers), methods of channeling student anxiety in a positive manner, how to facilitate and evaluate multi-disciplinary independent projects, and how to apply research methods to the community. By including a mixture of early career and more experienced associates – each with unique educational backgrounds but having found a common area in teaching – the panel will reinforce the conference theme of building partnerships and transcending boundaries.

Learning objectives

By the end of the workshop participants should be able to:

- Describe current research on how students learn and use activities in a way to promote student learning. For example, participants will be able to do the following:
 - Describe the role of anxiety in the classroom and identify multiple strategies for helping students to manage anxiety so that it facilitates rather than impedes learning.
 - Identify ways that scientific reasoning and thinking develop in relation to statistics and similar topics in prevention science
- Use active learning techniques (e.g., “jigsaw,” “muddiest point”; experiential learning opportunities) and new technological tools (e.g., “clickers” / [PollEverywhere](#), web applets, simulations, Excel) to promote student engagement and attainment of learning objectives.
- Apply effective, efficient, and equitable strategies for the assessment of student learning. For example, participants will be able to do the following:
 - Identify different forms of assessment that can provide feedback to students and instructors to improve student learning
 - Incorporate different types of student projects and how to evaluate such projects

Target workshop audience

This workshop is geared toward graduate students, early career faculty, and mid-career faculty who want to re-energize their teaching strategies by implementing effective teaching and assessment strategies. Workshop participants are not required to have any background in classroom teaching.

Workshop Outline

8:30 – 8:45	Introductions and workshop overview
8:45 – 9:30	Speaker #1: Yolanda Abel
9:30 – 10:15	Integrative session #1
10:15 – 10:30	Morning Break
10:30 – 11:15	Speaker #2: Karl Hill
11:15 – 12:00	Integrative session #2
12:00 – 12:15	Introduction of panel members; Request that during lunch, attendees write down any questions they want the panel to address
12:15 – 1:15	Lunch
1:15 – 2:45	Panel (Will include several teaching and learning focused members several members who are currently applying these techniques within their research methods and statistics courses)
2:45 – 3:00	Break
3:00 – 4:15	Integrative session #3: Interactive groups where participants apply strategies learned from the morning, specifically around teaching research methods / statistics to prevention scientists
4:15 – 4:45	Integrative session #4: Groups report back to entire session what they learned in their groups
4:45 – 5:00	Session wrap up