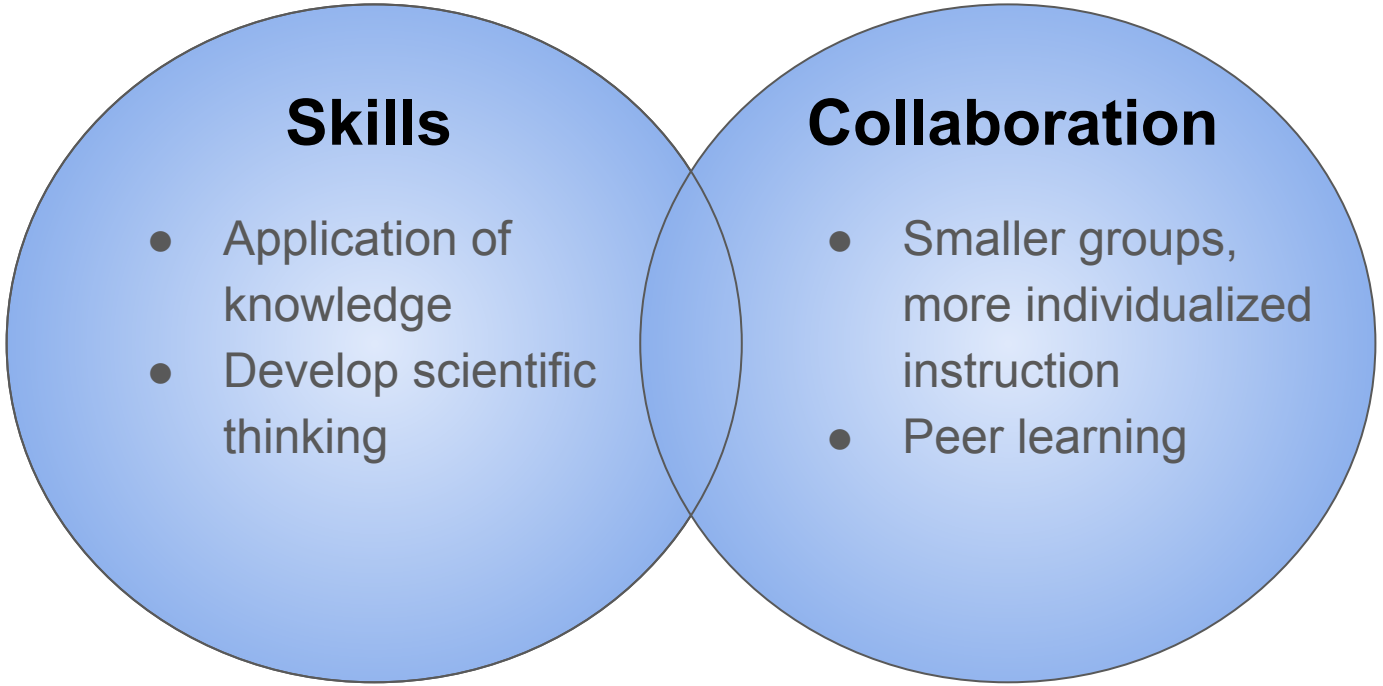
Reimagining Lab & Discussion Sections

Melissa Paquette-Smith, UCLA
Emma Geller, UC San Diego

What is the purpose of lab or discussion sections?



Outline

How can we preserve the “active ingredients” for learning in a context where we might not be interacting in real time?

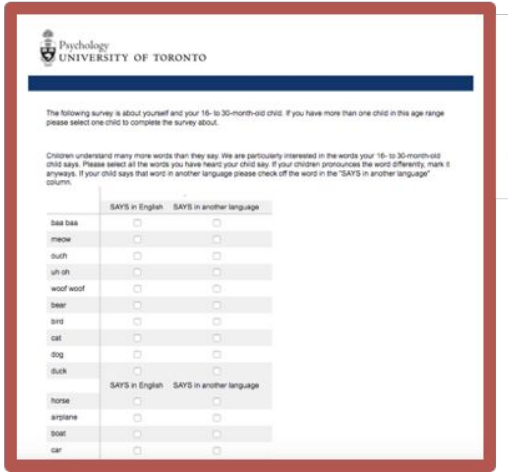
- **Part 1: Lab activities**
  - **Developing research skills**
- Part 2: Discussion Section
  - Fostering student discussion and collaboration

Common Lab Activities

Working with data

Replicating studies

Designing a new study

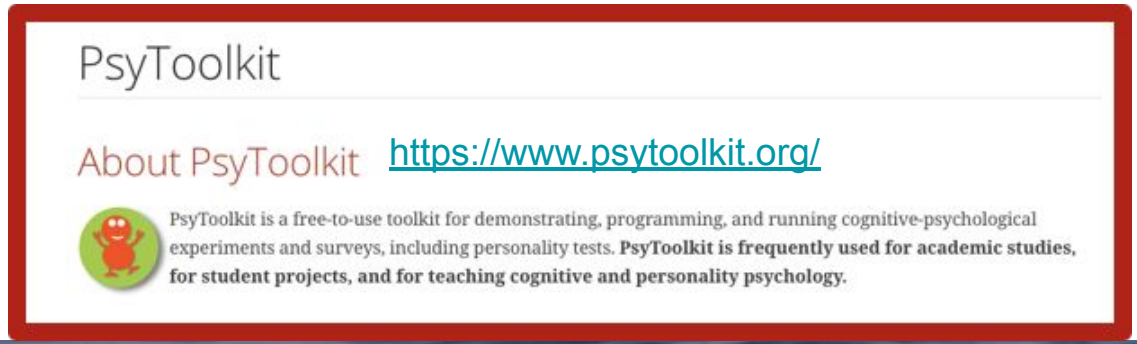

Psychology
UNIVERSITY OF TORONTO

The following survey is about yourself and your 16- to 30-month-old child. If you have more than one child in this age range please select one child to complete the survey about.

Children understand many more words than they say. We are particularly interested in the words your 16- to 30-month-old child says. Please select all the words you have heard your child say. If your children pronounces the word differently, mark it anyways. If your child says that word in another language please check off the word in the "SAYS in another language" column.

	SAYS in English	SAYS in another language
baa baa	☐	☐
meow	☐	☐
ouch	☐	☐
uh oh	☐	☐
woof woof	☐	☐
bear	☐	☐
bird	☐	☐
cat	☐	☐
dog	☐	☐
duck	☐	☐
	SAYS in English	SAYS in another language
horse	☐	☐
airplane	☐	☐
boat	☐	☐
car	☐	☐

https://www.apa.org/research/responsible/data-links

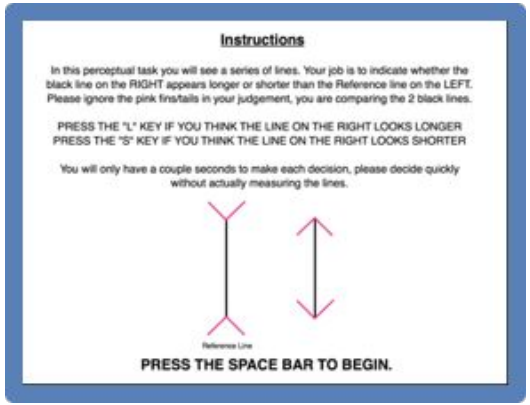

PsyToolkit

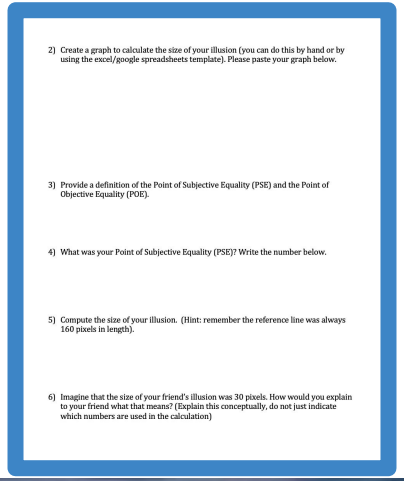
About PsyToolkit https://www.psytoolkit.org/

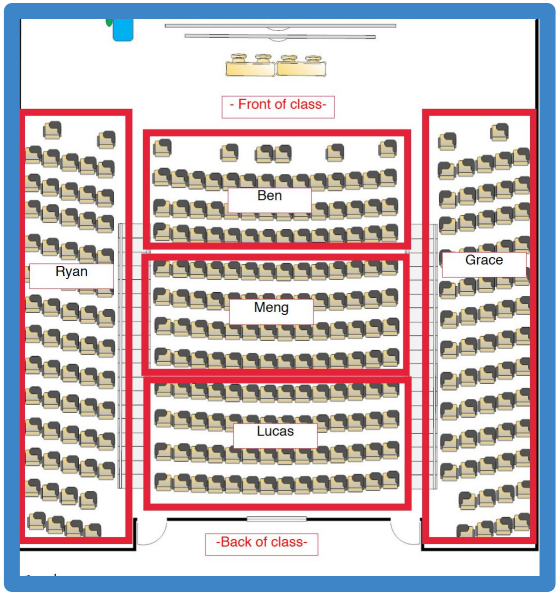
PsyToolkit is a free-to-use toolkit for demonstrating, programming, and running cognitive-psychological experiments and surveys, including personality tests. **PsyToolkit is frequently used for academic studies, for student projects, and for teaching cognitive and personality psychology.**

Introductory Psychology Labs

F2F model: 1 hour lab each week







Henrich, et al., 2010; Segall et al., 1966

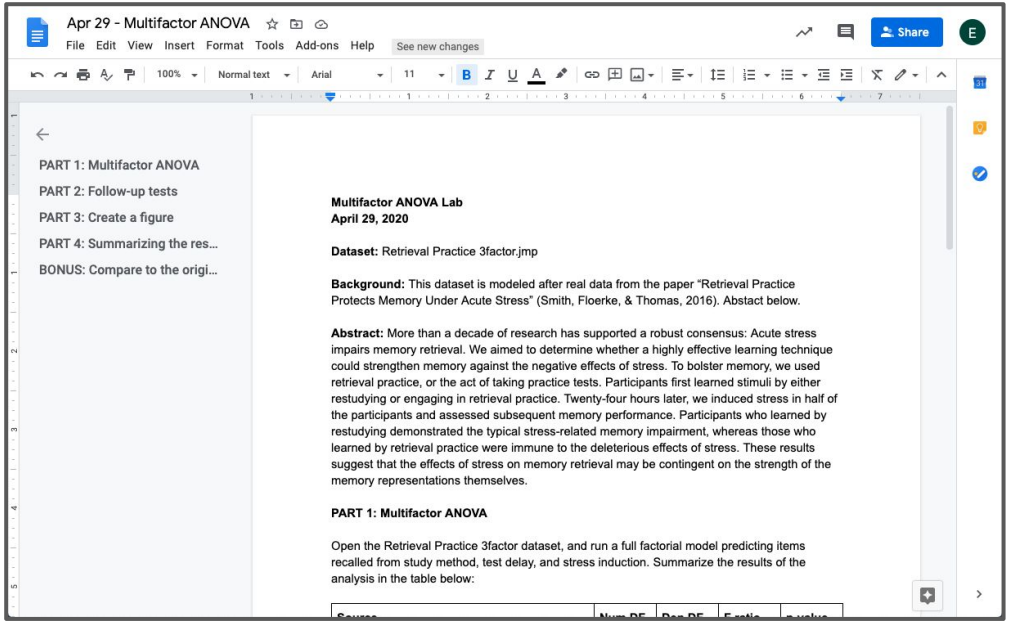
Data Analysis “Challenge” Activity

Weekly 2-hour lab, lead by TAs

F2F: students worked in small groups to complete the assignment, with periodic help from TAs (either whole-class demonstrations or one-on-one help)

Online: tried to maintain format using breakout rooms, with mixed success

- Harder to get and give help
- Students wanted more consistent group members



Questions so far?

Outline

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Common Discussion Activities

Content review

Open-ended discussion

Group work

Peer review of writing

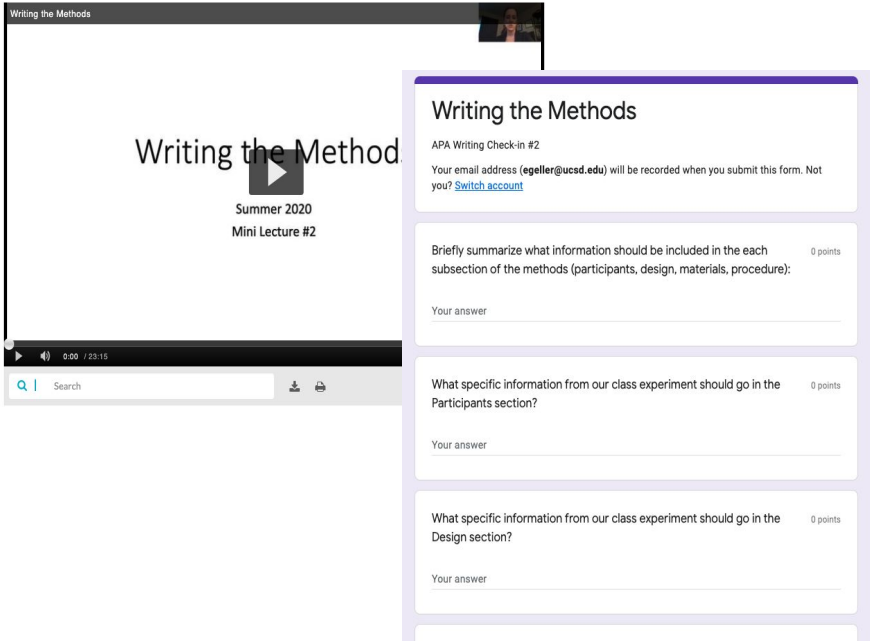
Research Methods Discussion section

F2F: 50 minutes per week, lead by TA

- How to write an APA paper
- Mix of presentation & group activity (e.g. reviewing example papers)
- Credit for attendance (7% w/ 1 drop)

Online: pre-recorded mini lectures paired with participation activity in Google forms quiz

- Credit for completion (7% w/ 1 drop)
- Used scheduled time for TA OH



Research Methods Discussion section (continued)

Did students like the online version? YES.

- APA mini lectures were overwhelmingly rated “very useful”
  - 94% of online students vs. 64% of F2F students
- Students felt they learned a lot from the assignments
  - Reported learning “a lot”: 49% online vs. 29% F2F
  - Reported learning “nothing”: 3% online vs. 8% F2F
- Students *liked* the assignments
  - Reported they “liked” or “loved” section: 62% online vs. 44% F2F
  - Reported they “didn’t like” or “hated” section: 5% online vs. 26% F2F

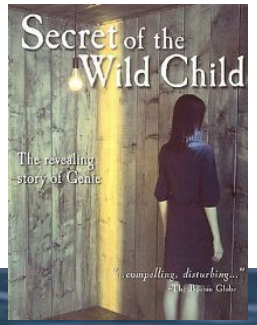
Possibilities for Offline

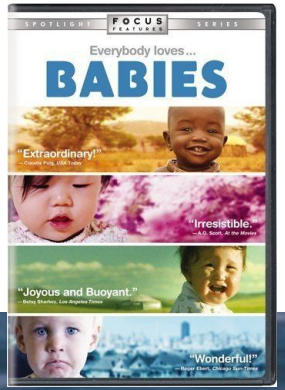
Three peer review assignments designed to help students grapple with challenging paper writing concepts

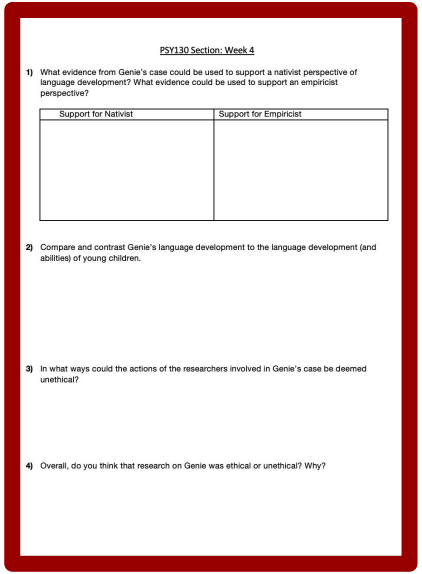
Writing → Peer Review → Revision in Final Paper

TA Led Discussion Section for Developmental Psych

- Mechanisms to increase engagement
  - Individual submission of worksheet
  - Multiple modes to engage (respond in chat, raise hand, polls)







PSY130 Section: Week 4

1) What evidence from Genie's case could be used to support a nativist perspective of language development? What evidence could be used to support an empiricist perspective?

Support for Nativist	Support for Empiricist

2) Compare and contrast Genie's language development to the language development (and abilities) of young children.

3) In what ways could the actions of the researchers involved in Genie's case be deemed unethical?

4) Overall, do you think that research on Genie was ethical or unethical? Why?

Conclusions and Reflections

STRUCTURE YOUR ACTIVITIES!

Think carefully about what *needs* to be synchronous and what can be done asynchronously

Build in mechanisms to support students and help answer their questions

Tips for using Zoom effectively was covered in the Synchronous Storytelling session

Questions?

Tools/Resources

PsyToolkit: https://www.psytoolkit.org/

APA Data sets: https://www.apa.org/research/responsible/data-links

ELI Review: https://elireview.com/

References

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