

FACULTY DEVELOPMENT PLAN (UPDATED) |

Fall 2023 – Winter 2024

TEACHING

a. Self-Assessment



My focus for teaching my first year was primarily on finding ways in which I could involve students in their own learning. My goal last year was to incorporate more interactive and experiential learning opportunities into the classroom and feedback from students has been hugely positive with comments echoing the sentiment that the in-class activities “made sensation and perception come to life”. I believe I do a good job of creating a very inviting and inclusive learning environment where students feel respected and welcome to ask questions and actively participate in class. It is important to me that students in my classroom feel safe, seen, and heard and I believe that fosters a friendly and curious learning environment that benefits the entire class. I do my best to explain difficult concepts in a clear way and provide lots of opportunities for students to get clarification of difficult concepts. My goal for this past semester was to refine my lectures, create more opportunities and incentives for students to come to class prepared having done their readings, and to refine my assessments. I believe I made some good progress in these areas. I was able to better refine lectures especially as the semester went along and I felt that my exams were better this semester. However, I also see areas for improvement regarding incentivizing students to do their assigned reading. That continued to be an issue that I think will resolve some of the problems I have in the classroom where students are feeling the pace to be too rushed. My goal for next time I teach this class is to institute at-home quizzes on the reading material prior to the lectures for each chapter. This requires students to at least get somewhat familiar with the reading material prior to coming to class.

b. Course Development Project: Psych 370 Sensation & Perception

i. Course Background

Psych 370 is an undergraduate-level course that teaches the cognitive neuroscience behind our perceptions. It is taken by both Psychology and Neuroscience majors and introduces students to the differences between sensations and perceptions, how the brain facilitates perception, the capabilities and limitations of our perception and explores our current knowledge underlying the neural bases of perception. The course also considers how unconscious processes like attention and prior experience interact with sensory experiences to shape perception. Additionally, this course strongly emphasizes behavioral and brain-based methodologies and provides students with the opportunity to develop a new appreciation for the complex processes involved in producing their daily experiences. It is also a course that I feel easily integrates the gospel and can be used to help students gain a greater testimony of the divine role of

Jesus Christ as our creator. It is a highly interactive course with many opportunities for experiential learning both inside and outside the classroom environment.

II. Goals & Plans [Fall 2023]

- a. **CTL Effective Teaching Workshop:** I was able to attend the workshop prior to teaching this course for the first time Fall semester 2022 [attended 8/8/2022 – 8/11/2022]. The workshop helped me refine my learning outcomes and make decisions about integrating more experiential learning in my classroom lectures.

- b. **Re-evaluate Balance of Breadth and Depth of Content Coverage:**
Feedback from a couple students last Fall indicated that the pace may have been a little bit too fast for Psychology majors while the Neuroscience majors felt the pace was too slow. I consulted with the CTL [Josh Holt 7/25/23] about how to best balance breadth and depth of content covered in the class to better meet the needs of students from both disciplines. We discussed ways to encourage students to do the assigned readings outside of class and the importance of making the class demographics known to the students (i.e., that not every student in the classroom has in-depth neuroscience background). Plans for next semester:
 - i. Make the class aware of the mixed student dynamic in the room to foster more patience and understanding with peers.
 - ii. Better highlight upfront for students how important it is to do the assigned reading before class. I plan to set aside a few minutes at the beginning of lecture to encourage students to retrieve from memory what they learned from the readings for that day. I may ask them to share with the whole class or discuss with the person next to them.
 - iii. I am also looking into implementing something that allows students to read and annotate their textbook together outside of class and prior to lectures. Perusall is one option, but they don't seem to integrate with my current textbook. I reached out to Cengage rep to see what my options may be.

- c. **Refine Assessments & Breadth of Exams:** Last semester I had four exams (3 midterms and 1 final), but I felt like we were just barely finishing a unit before another test was coming and that could have contributed to a rushed feel in class. I plan to modify my lecture schedule down to three exams (2 midterms, and 1 final). I will also go over the testing center's item analyses for all my exams and rework problematic questions for the next semester.

III. Progress [Winter 2024]

This past semester I implemented advice from my CTL consultant to better make the class aware of the mix of majors in the room. I think that was helpful in terms of making sure that the psychology students understand that there are neuroscience majors in the class who are going to want to ask more complex neuroscience questions. It was especially helpful for making the neuroscience students aware that there are psychology students in the class who are going to need more time spent explaining concepts that they may find easy to understand and bored with. I think this was helpful to some degree, but I also think that the size of my class was both a blessing and a curse. Because it's small I can do more interesting and interactive activities but that also means that a small handful of students tend to ask and answer all the questions. Some students enjoyed the fact that these interesting and sometimes tangential questions were asked and discussed during lecture while others wished we would have stuck strictly with the planned course material. Next time I plan to do a better job of limiting how much I entertain those tangential questions in class and instead send follow up emails after class with answers to those kinds of questions.

I did investigate setting up some kind of accountability or incentive system for doing course reading assignments, but the Perusall idea wasn't possible to implement with my text. I also reached out to my publisher, and they do not currently have a platform set up that could facilitate group reading of the textbook. My plan for next semester is to encourage book reading by requiring at-home quizzes for each chapter be completed prior to the class period in which we will be discussing the material.

This semester I also worked on refining my slides as I went along. I did find that some of my earlier lecture slides are not as detailed nor as clear as my more recent work (I've clearly improved in this aspect) and so I plan to go back next time I teach this class and further improve the first few weeks of lecture slides to bring them up to my current standard. I also have decided to stop holding dedicated class periods in reserve for exam review and instead use that time to better commit more lecture time to some of the material that I felt was more rushed.

My biggest area for improvement next time I teach this class is to work on the weighting and distribution of assignments. I think my class is rigorous but that I offered too much extra credit this semester and that my exams needed to be weighted more heavily on their final grade. I plan to sit down with the CTL consultant to get some help with increasing exam difficulty and adjusting my grade weights.

SCHOLARSHIP

a. Self-Assessment



I think I've done a much better job of setting expectations in my lab this past semester and clearer deadlines. The creation of the stimuli for my projects proved to be much more challenging than I had anticipated and rather than things taking a couple of months it has taken about 7 months to get a big database created that could be reviewed by the IRB. We are finally almost there with IRB approval and plan to start carrying out the stimuli development project this semester. I was also able to publish 2 articles in peer-reviewed open access journals which I'm very happy with. I also just finished data collection on a new collaboration project with colleagues at the University of Oregon and I have also been included in two collaborative projects and applied for government funding for both. I'm very excited about these new opportunities and the papers that could be produced from these collaborations. I also have attended a new working group of cross-disciplinary interests in cognition and am hopeful more collaborations and opportunities will arise from this. I feel good about my scholarship efforts, and I have a lot of pots simmering on the stove right now to boost my productivity. I'm in a good position where I have new things cooking, and still some old things coming down the pipeline.

b. Scholarship Development Project

I. Topics & Themes

I am interested in understanding how the brain supports our ability to form generalized semantic memories and how those memories impact decision-making. In particular, my focus is shifting towards examining how we process misinformation we frequently encounter online, in personal conversations, and on social media. My research uses functional MRI (fMRI) and neural pattern analyses to examine how memories for misinformation and retractions are processed and stored in the brain. I also use behavioral testing to study ways in which we can better process retractions to reduce the impact misinformation has on future decision-making.

I am also interested in the impact the way this misinformation is presented on social media has on how we process, store, and later recall that information. For example, often misinformation is presented in memes or "reels" that are intended to be humorous or shocking but it's unclear how this may interact with the continued influence of misinformation on decision making. There are many aspects of this that I would like to explore. To name a few I would like to see how humor, relevance of images or pictures included in memes, and existing beliefs play a role in the continued influence of misinformation effect.

II. Goals & Plans [Fall 2023]

a. PROJECT & Timeline

- i. **September 2023:** Submit IRB application for the stimulus development project. I have already submitted an IRB application, so I have a lot of the materials already and just need to make changes based on IRB feedback, re-tool existing materials and finish generating all possible stimuli for IRB review.
- ii. **Fall 2023:** Collect data for the stimulus development project and collate metrics on the memes. Make them available in a repository with metrics to be shared upon future publication [may consider creating a database that we publish as a stand-alone paper and then share publicly for others to use]
- iii. **Fall 2023:** Submit second IRB application for first neuroimaging project using the memes studied in the stimulus development project.
- iv. **Winter 2024:** behaviorally pilot the neuroimaging study and begin recruiting and scanning subjects for the neuroimaging study.
- v. **Winter 2024:** submit student co-authored literature review paper on social media, memes, and the continued influence effect of misinformation.

b. Publications: My goal is to have three papers submitted by the end of 2023. I currently have submitted two manuscripts and I have a neuroimaging paper that I plan to get the analysis and manuscript written/submitted for by the end of Fall semester.

c. Writing Time: I had a lot of trouble dedicating blocks of time to writing on a frequent basis due to scheduled or even spontaneous meetings with students. I have decided for Fall semester to reserve three, three-hour writing time blocks in my week where I am unavailable to students. I plan to keep my door closed and my do-not-disturb sign up letting people know I am writing and will not be available to assist. I will protect this time as if it was a regularly scheduled meeting that cannot be changed.

d. Lab Direction & Leadership Development: Managing my own lab is very new for me and while I think I've done a pretty good job so far; I do believe my leadership skills in this respect could use a little work. I plan to read *At the Helm: Leading Your Laboratory, 2nd Edition*, by Kathy Barker and implement some suggestions from the book as well as discuss some of the issues highlighted with my faculty mentor.

III. Progress [Winter 2024]

- a. Two papers were accepted and published in peer reviewed journals in October and November of last year (respectively)!
- b. I'm continuing to work on a collaborative review paper with a couple of my undergraduate research assistants examining social media and continued influence effect of misinformation. My goal is to submit this paper in early spring/summer and hope that this review paper will be a backbone for the new projects I produce out of my new research direction in my lab.
- c. We are almost there with IRB approval to start human subjects' research! I am planning to begin data collection on my stimulus development project this semester, Winter 2024, and to begin putting in another IRB application for approval to collect my neuroimaging study. I plan to begin collecting neuroimaging data this summer.
- d. I have just completed data collection on a new collaborative project with colleagues at the University of Oregon. I plan to work on that paper this year. This project was also preregistered.
- e. I have some additional data analyses I'm conducting on my dissertation work and plan to finish that and submit a paper this summer.
- f. I also joined two collaborations. One with a group of professors here in the psychology department studying a mindfulness intervention for underrepresented first-gen college students. Another with a group of professors in the statistics department looking at using AI to improve decision-making. We have applied for an NIH and NSF grants respectively and I'm hopeful new exciting projects and papers will come from these new collaborations in the future.

IV. Resources Needed

I submitted capital equipment requests to the college to try and get two replacement computers for my lab to replace the old machines. I haven't heard back yet but am hopeful I will receive some help this year as at least two of my machines can no longer be supported for security and thus cannot be in my lab much longer.

CITIZENSHIP

a. Self-Assessment



I am currently serving on two committees for the department with fairly light duties (which is by design for junior faculty). However, I do feel that I have done my part to help in these committees and these official assignments. I have also been a volunteer judge for the Neuroscience Center for the CURA poster conference and the Mary Lou Fulton college conference as well. In addition to these judging duties, I have also volunteered to help students hang up their posters for the Mary Lou Fulton conference. I'm serving on multiple honors thesis committees and doctoral committees as well and I've written a considerable number of letters of recommendation this past semester (approximately 8 students for grad school and summer internships). Outside the university I am just beginning to give service. I am a member of two academic societies (SFN, CNS). I completed my first peer-review this year for the American Journal of Psychology but I would like to find more ways to be involved in my discipline outside the university.

b. Citizenship Development Project

I. Goals & Plans [Fall 2023]

- a. **Peer Reviewing:** I would like to contribute more by having more opportunities to peer review articles. I plan to reach out to a couple of journals and get registered as an ad hoc reviewer.
- b. **Follow-up with Ad Hoc Software Committee:** I would like to reach back out to everyone on this committee and schedule a meeting. We are looking into polling software options that may serve the department best with hopes of buying a department license. I plan to take some initiative and get that ball rolling again.
- c. **Networking and Collaboration:** I have been interested in collaborating with Steven Luke to do some eye tracking projects with my misinformation research but have yet to reach out to him. I plan to reach out to Steven and see if we can come up with and get started on a collaboration. I also would like to network with other people in other colleges/departments who may have adjacent interests. I plan to reach out first to Tom Meservy in the Department of Information Systems as he has interests in internet exchange of information and social media. I also plan to reach out to others outside the university to seek out potential collaborations and grow my network.

II. Progress [Winter 2024]

I have peer-reviewed two papers this past semester. I have also developed new collaborations with professors within my own department (Psychology) and within the Statistics department. I have also started to attend an interdisciplinary working group with professors from humanities and linguistics who are interested in cognition. I'm hopeful that these will all prove to be fruitful avenues for creating collaborations and opportunities to conduct more research and be more productive. I also sent emails out to researchers also interested in misinformation processing asking for opportunities to collaborate and meet. I unfortunately got no responses so that didn't appear to be a good way to try and meet people in my field. I'm hoping I can find a better way to have meetings with people through conference travel this upcoming year.

III. Resources Needed

There aren't any specific resources that I require to meet my citizenship goals at this time.

COURSE DEVELOPMENT REPORT

| Fall 2023 – Winter 2024 | Final Report

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| Fall 2023 – Winter 2024

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III. Progress & Goals Moving Forward [Winter 2024]

- a. Two papers were accepted and published in peer reviewed journals in October and November of last year (respectively)!
- b. I'm continuing to work on a collaborative review paper with a couple of my undergraduate research assistants examining social media and continued influence effect of misinformation. My goal is to submit this paper in early spring/summer and hope that this review paper will be a backbone for the new projects I produce out of my new research direction in my lab.
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CITIZENSHIP DEVELOPMENT REPORT

| Fall 2023 – Winter 2024

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plan to reach out to others outside the university to seek out potential collaborations and grow my network.

II. Progress & Goals [Winter 2024]

I have peer-reviewed two papers this past semester. I have also developed new collaborations with professors within my own department (Psychology) and within the Statistics department. Both of these collaborations have resulted in submitting two grants for federal funding (one NIH and one NSF). I am very excited about these projects and the potential they have to produce several publications each that I am part of and can help me towards independent research.

I have also started to attend an interdisciplinary working group with professors from humanities and linguistics who are interested in cognition. I'm hopeful that this too will prove to be a fruitful avenue for creating collaborations and opportunities to conduct more research and be more productive. I'm excited to be working more outside my department and forming working relationships with more people here at BYU.

I also sent emails out to other researchers also interested in misinformation processing asking for opportunities to collaborate and meet. I unfortunately got no responses so that didn't appear to be a good way to try and meet people in my field. That was a little bit discouraging for me as I thought it could have been a nice opening to meet others studying similar things and potentially forge collaborations outside BYU.

I'm hoping I can find a better way to have meetings with people through conference travel this upcoming year. I plan to be more active in attending conferences to meet others in my field in the upcoming year. I haven't had anything new to present, so I haven't wanted to attend but I also need to attend just for the networking. I plan to attend SFN next fall and hopefully make some good connections while I'm there.

TEACHING GRANT

| Fall 2023 – Winter 2024

a. Request:

- Mentimeter Pro Subscription (1-year): www.mentimeter.com

b. Justification:

This past semester I tried to include more opportunities for students to be more actively involved in the learning process during lectures. In addition to the in-class demonstrations and activities I added, I also started trying to engage them more through anonymous polling. Many students are shy and will not participate in class discussion in the traditional method but are willing to engage when given the opportunity to answer questions through interactive polling. Many students have reported to me that they find this to be fun and they appreciate the effort in giving them opportunities to be more involved on a level with which they are more comfortable.

I've been using Mentimeter's free version for the last several months and while I'm liking it very much, I'm finding that I could do a lot more in the classroom if I had access to more features. I would really like to have a one-year subscription to their pro service so I can utilize this program with all my classes (not just the one I used for my course development project this past semester). I also like this service because we can front the cost for the students, and they can use their own devices to participate for free. Programs like iClicker require students to pay for services each semester but this is more accessible to my classes and that is important to me as well to keep costs low for students.