

Psychology Division Newsletter

A Publication of a Division of the Council on Undergraduate Research

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The Psychology Division of the Council on Undergraduate Research provides networking opportunities, activities, and resources to assist psychology administrators, faculty members, students, practitioners, and others in advancing undergraduate research.

Chair: Karen L. Gunther (Wabash College)

Newsletter Team: Amy M. Buddie (Kennesaw State University) &
Tsu-Ming Chiang (Georgia College & State University)



Greetings from the Chair

Greetings CUR Psych colleagues!

Well, this semester COVID is finally not too much of a bother, but now we have ChatGPT to deal with! We do have some Teaching Tips below that involve ChatGPT – and we'd love to hear how you are approaching it with your research students/classes!

We are once again granting our Mid-Career Mentoring Award. See below for the call for this year, and links to previous years' winners.

We are also offering research/travel awards to students again. Read further in the newsletter for inspirational quotes from last year's winners, and more information about how you can apply this year for your students.

With CUR's governance restructuring, the elected people in the divisions are now called "Representatives," no longer "Councilors." See below for introductions to our four new Representatives. We'd love to have more of you join us! Nominations open October 15 and remain open until sometime in early January. Nominate yourself to run as a Representative and join us in helping to promote Undergraduate Research.

We wish you the best on a new school year.

*Karen L. Gunther
CUR Psychology Division Chair
Professor of Psychology
Wabash College*

Mid-Career Mentoring Award – deadline October 16

The Psychology Division of the Council on Undergraduate Research (CUR) gives a biennial award for undergraduate research mentoring. You might be or might know someone who is a good candidate for the 2023 award. The individual must be a member of CUR, but note that many institutions are institutional members, so this might be as simple as signing up with no fee. Please share the information about this award with others, and help encourage strong candidates for this award to apply. You can nominate them yourself, or you can nominate yourself. The deadline for applications is **October 16, 2023**. More details can be found at the link below:

<https://www.cur.org/membership-community/divisions/psychology-division/divisions-psychology-mid-career-mentoring-award/>



Our most recent award winner was Dr. Nicole Campione-Barr, Professor of Psychology from University of Missouri. Dr. Campione-Barr gave a talk entitled “Growing and Diversifying the Field of Psychological Science Through Mentored Undergraduate Research Programs.” You can view her talk on YouTube here: <https://www.youtube.com/watch?v=3JGOnBVBznl>

Check out our website for examples of the [past winners](#) of the mentoring award.

2023-2024 Psychology Undergraduate Student Research or Presentation Awards

The CUR Psychology Division will again be offering a limited number of awards for student research or for travel to conferences for students to present their research. Each award will be limited to not more than \$400.

Last year’s winners say...

- “Though learning these skills was initially challenging, I have gained a lot of practice since then and have fallen in love with statistics!” (Olivia Cutshaw, University of West Florida)
- “An important component of research is the distribution of what was learned to others, which this grant allowed me to participate in this aspect. This helped me to learn from first-hand experience the entirety of the research process and get more comfortable with doing this work, so in my future career as a researcher, I am more comfortable and capable in distributing the outcomes of my work.” (Sophie K Johnson, Carroll University)
- “One thing I learned about myself throughout this project was that I am very resilient, and that resilience is a characteristic that I, and others, need in order to succeed in undergraduate research.” (Amy Pezoldt, University of Florida)
- “When presenting this research at the Annual Meeting of the Cognitive Neuroscience Society, it was immensely rewarding to engage in conversations with other researchers and hear their perspectives and opinions on my research topic.” (Brandon Watanabe, Texas A&M University)

See the CUR website for more details on how to apply:

<https://www.cur.org/membership-community/divisions/psychology-division/divisions-psychology-student-awards/>

The application deadline this year is November 1. We will let you know by December 1 if you are one of the award recipients. We look forward to learning about your research!

Welcome Psychology Division New Representatives!



Dr. Nicole Rivera
Associate Professor

Institution
North Central College, Naperville, IL (Comprehensive Liberal Arts)

Field in Psychology
Educational Psychology

I received my undergraduate degree in music therapy and worked as a Board-Certified Music Therapist for 15 years. My interest in research came out of my clinical practice. Research is a tool to document impact and advocate for client access to services. I currently engage with about 15-20 undergraduate researchers per year with my Informal Learning Research Team. I love providing students with the opportunity to expand their learning outside the classroom, build skills for collaboration, and develop a sense of belonging through engagement.



Dr. Marcus L. Leppanen
Assistant Professor

Institution
University of Mary Washington, Fredericksburg, VA (Small Liberal Arts College)

Field in Psychology
Cognitive psychology with an emphasis on learning and memory

How (and Where) I started as a researcher: My first research experience was as a post-baccalaureate volunteer in two labs at my undergraduate institution (University of Wisconsin – Milwaukee). I had no idea how important research experience was for graduate school admission until after I graduated and was not getting very many interviews for graduate school. I needed to get research experience from somewhere and, luckily, two of my professors (thank you again Dr. Deborah Hannula and Dr. Anthony Greene!) let me volunteer in their labs. It got me experience working with human participants, research ethics, and leading discussions about research articles. I learned about eye tracking and contextual cuing, while gaining experience in *how* to be a good researcher. Putting what I learned in the classroom to use in the lab was a big confidence booster for me.

What has excited me about mentoring UR: What excites me about mentoring undergraduates in research is seeing them learn and grow. When students start working with me they often need to learn a lot of key terms, but by the time they leave they can define those terms themselves and provide examples. That learning ties into how fulfilling it is to see the amount of confidence they gain throughout the research process. Seeing them present their research in symposiums and confidently answer questions is very rewarding. Students come to a school like ours to develop relationships with faculty and I take a lot of joy out of being able to write letters of recommendation for students who worked really hard on my research team. While conducting research to explore new questions is always fun, it is the work I am able to do mentoring students to help them achieve their goals that is the most

exciting part of undergraduate research for me. I know I would not be where I am today without the help of my mentors, so I do what I can to help my own students now.



Dr. Jennifer Queen
Associate Professor

Institution

Rollins College, Winter Park, Florida (very near Orlando) (Private Small Liberal Arts College)

Field in Psychology

Cognitive Psychology

I am a Cognitive Psychologist with a background in Psycholinguistics and a current interest in college student learning and memory.

As an undergraduate at a SLAC [Small Liberal Arts College], I did Course-based Undergraduate Research Experiences (CUREs) in Psychology, but because I was a Cognitive Science major with an emphasis in computer science, my senior thesis was an artificially intelligent advising system for undergraduates. College was the first place I had ever heard of Cognitive Science and couldn't believe that people would pay you to do this stuff. I admit, I am still a little in awe of what I get to do for a living.

I have mentored undergraduate researchers for about 25 years now. (Yikes, when did that number get so big!) I am fascinated by the "aha" moments that students have when some figure out that research is accessible and fun AND the moment when some figure out that they do not want to do it for a living. I am always jazzed to be a part of someone's discovery process, especially when it involves the real-life trials and tribulations of the research and its myriad rewards.



Dr. Lisa Scherer
Associate Professor

Institution

University of Nebraska at Omaha (UNO) (Public Research University)

I am an industrial-organizational psychologist by training, but more I consider myself to be a positive psychology educator and researcher. I started as a researcher as an undergraduate and then a graduate student at the Ohio State University, and at UNO I have served as a research mentor for over 300 undergraduate students and approximately 80 graduate students. I am constantly learning and evaluating the best way to connect with and mentor undergraduate students in research. It gives me great joy to see students

succeed in their research and achieve their career goals as a result.

If you would also like to become a representative for the Psychology Division, watch the CUR website for the opening of nominations (October 15 - early January).

Teaching Tips

Clarifying the Ethical Boundaries for Using AI

The use of Artificial Intelligence (AI) in higher education, such as ChatGPT, has generated debates and discussions. At which point on the progressive list below could a student use ChatGPT (or similar AI) to assist in writing a literature review **WITHOUT** crossing “the line” that violates academic integrity in this course?

- 1. Technical Explanation:** ChatGPT can assist by clarifying specific technical terms or answering relevant technical questions that may arise during the literature review process.
- 2. Idea Development:** ChatGPT can help in refining the research question or objective for the literature review paper.
- 3. Source Suggestion:** Based on the topic, ChatGPT can propose potential sources or databases to consult for relevant literature.
- 4. Organizing Themes:** ChatGPT can assist in identifying and organizing major themes or trends in the literature.
- 5. Constructing an Outline:** Based on the identified themes, ChatGPT can assist in structuring an outline for the literature review.
- 6. Drafting Summaries:** ChatGPT can help in writing initial summaries of selected academic articles, book chapters, or other sources.
- 7. Comparative Analysis:** ChatGPT can assist in comparing and contrasting different studies or theoretical approaches within the literature.
- 8. Drafting Sections:** Given the necessary information, ChatGPT can assist in drafting specific sections of the literature review, such as the introduction, thematic sections, or conclusion.
- 9. Review and Feedback:** ChatGPT can review the written work and provide suggestions for improvement, such as enhancing coherence, strengthening arguments, or refining language.
- 10. Complete Paper Writing:** Given the necessary source materials and assignment guidelines, ChatGPT could potentially write the entire literature review paper, from the initial planning to the final draft.

From Ryan Watkins, George Washington University.

https://docs.google.com/forms/d/1NI0ng_wHfhCTZ3SMH_XT5ecY8u-4CU1QyDjlgpG7FdA/template/preview

Other ChatGPT-related blog posts by Ryan Watkins:

https://medium.com/@rwatkins_7167/from-ai-to-a-prepare-your-students-for-using-chatgpt-and-other-ai-6ecfb14297b

https://medium.com/@rwatkins_7167/updating-your-course-syllabus-for-chatgpt-965f4b57b003

Here are some AI dos and don'ts from Dr. James Mantell, Chair of Psychology at St. Mary's College of Maryland:

- Do:
- Explore AI on your own (even if just for fun--see limericks).
 - Teach students that they are responsible for evaluating the information provided by sources they encounter (including AI).
 - Show students examples of generative AI hallucinations (invented content).
 - Remind students that professors maintain different policies about the use of AI in their courses.
 - Demonstrate appropriate citations for AI content (e.g., <https://apastyle.apa.org/blog/how-to-cite-chatgpt>).
 - Require students to include a brief written statement with their submitted work to clarify how they used AI.

Don't:

- Stop asking your students to write papers.
- Assume that every student will cheat with AI.
- Give up on academic ethics.
- Refuse to consider new teaching and learning tools.
- Ignore AI or expect it to fade away.

Here are some **limericks that ChatGPT developed** based on the following prompts.
OpenAI. (2023). ChatGPT (Aug 3 version) [Large language model]. <https://chat.openai.com/>

Prompt: Write a limerick about a college student pursuing psychology research who learns new skills

"In college, a student, quite keen,
To psychology, they were drawn like a stream.
They learned skills anew,
With passion, they grew,
Research and discovery, their dream."

Prompt: Write a limerick about a psychology college student who gains skills while conducting research

"A psychology student, so keen,
In research, honed skills like a machine.
With data she'd play,
Gained skills day by day,
Mastering her craft, oh so serene!"

"A student of psychology's grace,
Learned research at quite a swift pace.
With skills well refined,
In the field, she'd shine,
Unlocking the mind's hidden space!"

Prompt: Write a limerick to remind people that psychology is more than therapy

"In psychology, much more is at play,
Than just therapy, as some might say.
It's a field of study vast,
Where insights are amassed,
Understanding the mind in every way!"

"Psychology, don't just assume,
It's more than therapy in one room.
A science of minds,
In diverse, endless finds,
Exploring our thoughts like a bloom!"