



# Teaching Psychology in the Age of TikTok

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# Teaching Psychology in the Age of TikTok

- **We WANT to hear from you**
- **We have four extremely accomplished researchers each sharing their experience in a ten minute block**
- **You may chat questions at any time, and you may raise your hand to come off mute**
- **We will have a dedicated QA at the end**

## Laurie Santos - Chandrika and Ranjan Tandon Professor of Psychology, Yale University

- Creator of *Psychology and the Good Life* — Yale's most popular course in its 300+ year history
- Course featured in *The New York Times*, *NBC Nightly News*, *The Today Show*, *GQ*, *Slate*, and *O! Magazine*
- Instructor of *The Science of Well-Being* on Coursera, with 4+ million learners worldwide
- Host of *The Happiness Lab*, a top-3 Apple podcast with 100+ million downloads
- Co-Author *Psychology* 7th ed. Schacter et al





**June Gruber** - Professor of Psychology and Neuroscience, University of Colorado Boulder

- Director, Positive Emotion and Psychopathology Lab at UC
- Author of 150+ publications and editor of major scholarly volumes
- Editor-in-Chief, *Current Directions in Psychological Science*
- Award-winning researcher, teacher, and co-author of three introductory Psychology texts Myers, Gruber, Dewalt





**Vanessa Rainey-** Associate Professor of Psychology, University of West Florida

- Research on sensory processing differences in ASD and ADHD
- Uses EEG, surveys, and behavioral measures to study underlying mechanisms and impacts in college and workplace settings
- Examines self-diagnosed ASD and ADHD among college students and how home environments shape adaptive functioning in youth
- New Co-Author on *Experiencing the Lifespan* with Janet Belsky



# Why Students Are Especially Vulnerable to Pop Psych

...AND WHAT THIS MEANS FOR OUR  
CLASSROOMS



Which developmental need do you think pop psych fills most for your students?

Identity formation

Belonging

Emotional validation

Certainty and control

Self-diagnosis and labeling

Students aren't just "gullible"

# Identity Construction

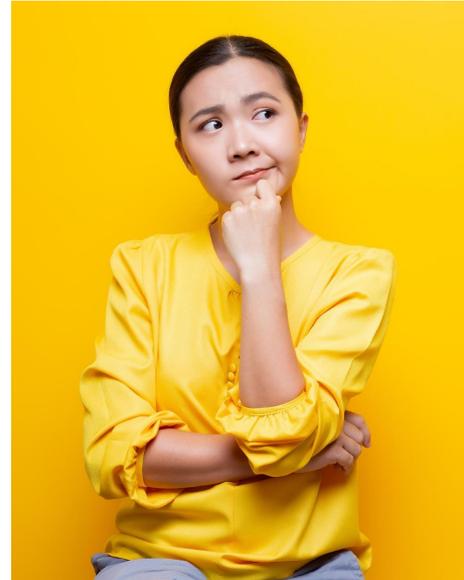


Social Validation = Consensus



# How Students Think Knowledge Works

- Dualism □ “Which is right and which is wrong?”
- Multiplicity □ “So many opinions!”
- Relativism □ “Some claims are better”



Skepticism is a developmental skill

# Model Intellectual Humility



# A quick poll...

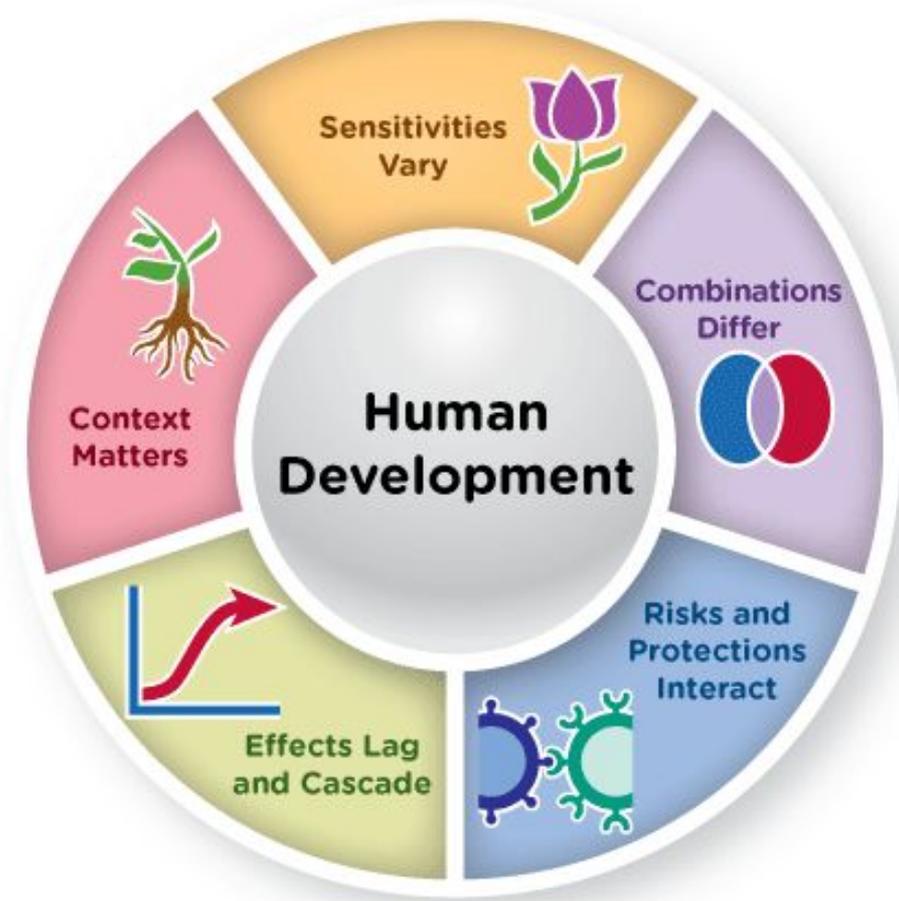
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## Kendra Thomas- Associate Professor of Psychology, Hope College

- Teaches human development to future nurses, educators, and mental health professionals
- Researches hope in the context of family adversity and home-visitation interventions -Collaborates internationally through research–practice partnerships
- Published in leading developmental journals and major public outlets
- Co-author on the Developing Person Through Lifespan 13th with Kathleen Berger



What information from  
your course would  
probably never go viral?



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Kendra Thomas, PhD.

## Human Development

### Article

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# Developmental Imagination: Teaching Students to Think Like a Developmentalist

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### Keywords

Critical thinking · Developmental psychology · Lifespan course · Interleaving · Relational developmental systems

### Abstract

The purpose of the undergraduate lifespan course (often required for psychology, education, and nursing majors) might be to teach students to think like a developmentalist. Students often fail to transfer the vast cur-

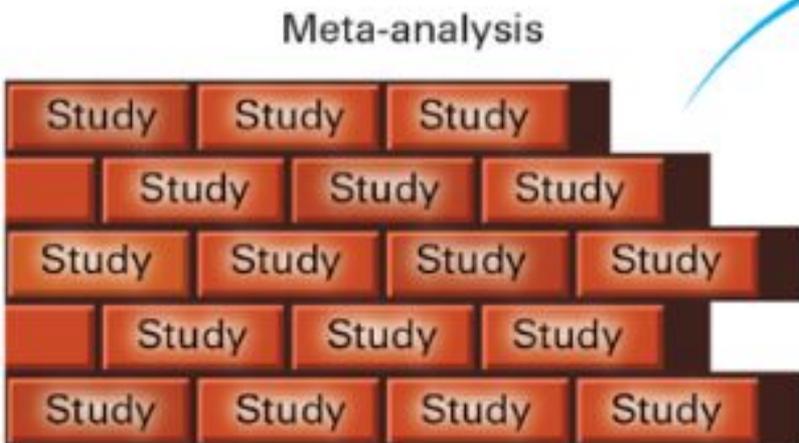
course (e.g., through lecture slides, assignments) to help students complete the course with a pocket guide to lifespan development that they will carry lifelong.

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### Developmental Imagination: Teaching Students to Think Like a Developmentalist



Have you ever taught something that you found out later was false?



How much do you worry that  
you are preparing students for  
jobs that will no longer exist  
because of AI?

## BEYOND debunking and reacting

- Memorable, transferable principles
- What is *not* here?
- Curiosity as a peak skill

## ABOVE self-optimization

- *WHO* is doing this work?
- *WHY* work?
- Students are not consumers;  
they are contributors