

Christopher Richmann: Welcome to Professors Talk Pedagogy, a podcast from the Academy for Teaching and Learning at Baylor University. I'm your host, Christopher Richmann. Professors Talk Pedagogy presents discussions with great professors about pedagogy, curriculum and learning in order to propel the virtuous cycle of teaching. As we frankly and critically investigate our teaching, we open new lines of inquiry. We engage in conversation with colleagues and we attune to students experiences, all of which not only improves our teaching, but enriches and motivates ongoing investigation, and so the cycle continues.

Today, our guest is Dr. Keith Sanford, Professor of Psychology and Neuroscience at Baylor University. Dr. Sanford's work falls into three categories: Psychometric, that is, techniques to develop and validate ways of assessing people, the influence of interpersonal relationships on health-related attitudes and behaviors, and discrimination and racial disparities in health. He teaches courses on data analysis and a course he developed titled "History of Psychology, Racism, and the United States." He is an enthusiastic experimenter in his teaching, using flipped learning and recording his own music videos to help students learn key material. Dr. Sanford is also a current Active Learning Lab fellow, selected in a competitive process to teach and reflect on pedagogy in one of Baylor's premier active learning spaces. We are delighted to have Dr. Sanford on the show to discuss the journey of flipping a course, how music can help people learn, and wading into interdisciplinary teaching.

Okay. Keith Sanford. Thank you so much for joining the show today.

Keith Sanford: Good to be here.

CR: Well, I asked you to come here because you do a lot of interesting things in your pedagogy. You seem sort of the adventurous type, perhaps a little bit. I don't know if that was always the case, but one thing that I know that you're doing in your ... at least one of your courses is a flipped model.

KS: Yes.

CR: So, I would love to hear sort of how you first got interested in doing this. If you remember like where you were hearing about this, what resources you used.

KS: Yeah, I suppose it was a very long process. That statistics course that I've been doing for over 20 years now, a course for psychology and neuroscience majors. And I suppose the progression probably began after doing the course for many years, I kind of developed my own ideas about how to teach things that would be a more unified approach. And I rearrange the material in a way that didn't exactly fit how textbooks typically do it.

CR: Yeah.

KS: So, I did it initially, early on, maybe after five years as I did this major revision where I essentially reformatted the course, followed my own plan that focused on a general linear model approach to stats that talked about sampling error and effect sizes as two big concept issues. And look for common themes about how we address that across different research designs. And I

created so that I had the lectures were preventing the content. And then I also, at that point I started getting into a little bit of the idea that I had more stuff to present if I'm doing my own thing, I really don't have a textbook that I'm following. Where did I give additional information? I made the lecture add-on videos. There were more instructions on how to do homeworks. I had it set up so that my class lectures I was doing live lectures talking about the content more conceptual issues.

CR: Yep.

KS: And then I had these lecture add-on videos that I did because I was doing some music stuff and experimenting with different ways of making videos. So, I use that and make some videos that are instructional. And so, initially, I had it so that I had the videos where they could watch the videos. Gave more step-by-step instructions for doing the homeworks.

CR: Right.

KS: And the lectures were more conceptual. And that was also when I started adding some songs that were the music songs that I added for class where we sing songs...

CR: Yeah, I want to get back to the songs.

KS: The concepts and I added that and created a whole bunch of homework assignments and a project and study guides. So, it was a situation where basically all the material was on Canvas. And we really weren't using a textbook at that point. I suppose one of the things that happened with that, one of the issues was that given how everything built in that course, I think originally I had maybe four tests, but students would do the usual thing where they study right before the test and been, they're not really rehearsing information.

CR: Right.

KS: But that meant so they were coming to class and they hadn't been rehearsing information. But everything I talk about is cumulative. So it made it hard for them to follow what I was talking about. So I had issues as students, I could tell I was sometimes losing students in class lecture. And the issue was, well, if they lose it during class, there's no place for them to get it because it's all coming from me.

CR: Right.

KS: And I'm the only source, so I kind of think, well, is there some way maybe I should try to have a textbook or do something being a thing. Really it would be nice to have like a video backup of the course. So that I could say, well, go watch this video if you need to. That was the first thought I suppose would be nice maybe to have a video back of the course. Over time, I was trying to do different mechanisms to see how could I get them engaged with, you know, maybe have like one point had like clickers. Clickers like questions I would put on a board and ask questions or maybe do an initial quiz. At the beginning of every class I liked to question quiz. I was trying to all kinds of things to see if I could try to keep them engaged. Over time I got to

think more and more of. This really would work better, especially as I was doing the lectures a few years now. I'm doing the same lecture every time I've got it. I've got a pattern down.

CR: Very well rehearsed, right?

KS: I know sometimes students, unfortunately, don't always pass. And they come back the next semester and realize, well, the jokes that aren't spontaneous, they're going to realize I'll tell that joke every semester. So, I begin to think more and more that this would be much more efficient if I did some kind of video presentation. I think that the material I was dealing with would be better presented in a visual sense. A lot of it involves especially things involving concepts about math and formulas. And sometimes it's easier to see if, if you see the formula being pointed to or written out as it's being talked about, that's easier to follow what's going along than if you're reading about a textbook. So, I begin to think about how the material really could be presented in a video format pretty well. And I suppose another issue there was that some students would catch on pretty quickly.

CR: Right.

KS: And then if students ask questions in class, say, wait, can you rehearse that? Go back over that repeat that. Some students need that, others, well, they already understood it and they're feeling bored. But then if I go back and repeat stuff, some students, they need a little bit more and I didn't repeat it enough. And so, there's going to be differences of some students and they can even vary by section. This section, well, I understood that. I'm ready to go on, but someone else say, wait a minute, I'm not quite... I want to review that again.

CR: Yep.

KS: So, dealing with how do I have it set up so that students pay attention? How do I present this information relies on, well, if I did something where the material was on video and in class, I used that to rehearse and review stuff that could maybe be a more efficient use of time. Besides if people are actively given questions, are trying to answer questions, are going to learn it much better than if I'm just lecturing at them. If I could use the class time for asking questions and getting people to rehearse information through questions, that would be more effective. So, that ideal suppose percolating in my mind for probably a couple of years. Although I suppose one disadvantage of that is the lectures that things that I put a lot of time into and I enjoy doing I the idea of, well, what if I do a class where the lectures on video and I don't need to do that anymore. And I think that even now is one of things I do miss that enjoyed that part of teaching to be in front of a group and say, let me teach this to you and we're in the live moment, I'm going through a concept and going over it.

CR: Yeah.

KS: And I don't do that near as much now as I used to. It probably is one thing I miss somewhat.

CR: It's different because that's where we get our sort of developing our teaching. **Persia and (09:23)** things like that through those kinds of monologues in front of students. Yeah, yeah, that's

right. I'd love to hear more about your ... if you have thoughts about how the textbook as a thing sort of interacted with your decisions about flipping a course. You know we've had folks on this show talk about open educational resources. And a lot of times it's coming from similar kinds of concerns of like I want to change something in my class, but you know, we've been using this textbooks textbook and it kind of locks us into a particular progression of topics. Maybe I'm not happy with it, but I don't know what to do. I don't know how to break free from that, you know?

KS: Yeah.

CR: So, what was your experience with that? Are you using a textbook now?

KS: No, I have what do what I've been doing for quite a while is I always put a textbook in the syllabus as this is the level and the content we're going to cover.

CR: Gotcha.

KS: Documentation of here's we're going to cover at this level of advanced understanding, this content but

CR: That seems helpful maybe for your colleagues in the department and accreditation.

KS: Someone comes back and says, okay, what was that course? Some kind of question. Okay. What exactly?

CR: It's a record of the cognitive level.

KS: Yeah, I think I've strayed from a way that I present things is different enough that if a student was lost and I said, well here's a textbook covering the content, they just get more lost.

CR: Yeah, yeah.

KS: I re-organize how I do stuff.

CR: Entry points are different now that.

KS: There is kind of so...within statistics for psychology probably through a lot of course, there standard types of chapters they often cover. And they often feel like they're very segmented. Like each chapter feels like you're covering a totally different type of analysis for a different question, for a different topic. And I like an approach that shows how it's really all the same thing. We're not doing different things. It's a one continuous approach. So, and as well as there's also debates within the statistics literature about what we should be emphasizing. Element has to do with significance testing, which is kind of the key thing that's often taught in stats courses. And you need to be able to know that to do research. But there's also a lot of critique of, well, if we're doing only that, there's other approaches that are better. It's not that is addressing one issue of sampling error, but there's other important issues, namely effect size. One of the key questions when I do research, you want to know if we get in effect, well, how big is the effect? And the

typical way that stats is usually addressed, that question often gets ignored or forgotten, which is kind of one of those things. If you want a treatment, you say you're going to a doctor or a physician or someone, a treatment for something and they say, well, reach as shown (12:27) that this has a significant effect, meaning research as shown that the effect is not zero.

CR: Yes.

KS: Well, if you understand, you realize that, well, I should ask another question here of, well, okay, it's nice to know the effect is not zero, but how big is the effect? So, I want to place a lot more emphasis on how do we address that question, because it's a tricky thing to figure out how to address that.

CR: So often I think that either by habit or training, or whatever it may be, we separate the pedagogy from the curriculum. But what you're describing to me just reinforces how these things are so deeply connected.

KS: Right.

CR: I'm not in the sciences, but I think there's a lot of STEM instructors who wrestle with that question of these textbook chapters that each feel very like self-contained. I've heard this from like physical anatomy, course like that, and then, you know, cognitive science has already shown us that students have trouble transferring and connecting. And then we go and make it worse by presenting the information to them as if they're discrete topics. And then expect them, I don't know, in some future or end of semester experience to be able to synthesize it rather than doing that work as you're describing it all along the way.

KS: Yes. And I think probably some of that was also what led to my thoughts about wanting to flip the course had to do with the fact that if each chapter is more self-contained, if each chapter feels like a separate topic, you could miss one chapter, but then pick it up on the next one.

CR: Yep.

KS: But, when I try to make everything integrated, if you don't understand the foundational concepts discussed at the beginning of the course, you're going to be lost from that point on and you need to keep up on it. Makes the course very cumulative in effect. So that you need to be repeatedly rehearsing the information that we covered previously so that you don't get lost.

CR: Right. Yep, Mm hm.

KS: Which led to my thoughts of what can I do to help encourage students to spend more time rehearsing, viewing the material. And would that be a better use of class time than going through my lectures.

CR: So, what's the typical student experience in the class time right now? How are they spending the hour and 15 minutes?

KS: So now it's basically the instructional material is spent outside the course. I created a set of videos that are, I guess I think I have about 27 hours of videos and they're all things that I scripted, rehearse, edited, put together. The pandemic has inspired me to push me over the edge. Okay, let me move on. This idea I've been having for a long time. Then the videos have, they each have a study guide with a list of questions that you're supposed to know once you've watched the video, these sets of questions. And then there's homework assignments and there's projects they do. Then before every class, there's at home pre-assessment. So, you do your own learning assessment on your own prior to each class. You do one before each class. Most of the material is from the study guides, from the videos, from homeworks, and from projects that leads to a pool of questions that are a set of questions that I draw from for the in-class learning assessments. With the idea that essentially for the most part, they know what the questions are. Here's the pool of questions. Now the issue is that it's all cumulative, so it grows bigger. The first day to Tuesday, Thursday class, we often Tuesdays our first class. Thursday is the first, I call them learning assessments, but that one's pretty easy. Only have like 12 things you need to know for that one, but then the pool keeps growing over time. So, the idea is that they should be doing their learning on their own, outside of the class. And then when they come in, the first part of each class, they do a test or quiz, or I call them learning assessments, which is the early ones I allow about 30 minutes for it. As we get a little more time. First ones, I think start off with like a 25-minute time limit, they can do 30-minute window to do it.

CR: Yeah.

KS: Then after a few weeks it switches and get to get an extra 5 minutes or so in each one because they get a little more complex as we go.

CR: This is in Canvas?

KS: Right. Yeah. So, they come into course in the class, and they all bring laptops which I've discovered with today's students that you can say everyone bring a laptop and rarely do people have troubles with that. Then they hook up through the canvas to the response lockdown browser. So, it's automated I have, which I suppose that was one of the time-consuming things of trying to do the flip courses just to make all the learning assessments they did during classes, because that's a lot of test creation. But, so, they do a learning assessment which has a set of questions. Most of those questions are coming from a pool that they already know what those questions are. Although I discovered a couple of years ago that I need to have a few surprise questions, otherwise that encourages too much attempts at rote learning. I trying to understand the concepts.

CR: Gotcha.

KS: So, especially early on. I actually have a few surprise, sometimes I call them Easter egg questions.

CR: Yeah.

KS: Coming from videos. Although the number of those decreases over the course of semester. Once they get into the semester, they realize they need to understand the material and it doesn't have to be such a big issue to do that. So, they come into the course and they bring their laptop and they log onto the lockdown browser. They take an assessment that takes maybe about half an hour, usually maybe 20 minutes or something like that, to finish it. Then I have class, if they want to leave for a few minutes after, they're welcome to do that, then they come back in for the second half of the class. So, that's the part why I've organized that into a quiz game. And they're all divided into teams. Usually a team of about six students is an ideal size.

CR: Yeah.

KS: And then I have questions that I've created that are drawn from, after doing this for a while, I've come to identify what are the key concepts they are most likely to have troubles with, what are the key questions they most likely to get wrong of the tests, so, I've taken a lot of those questions that they are most likely to be difficult questions and turn them into parallel questions that can be asked as part of a quiz game question. I put a question on the screen, and the students are in teams. And I give them time to try to figure out what their team would answer for it and created a PowerPoint presentation system with macros embedded in it that allows me to keep track of points and stuff. So, I can push a button and have it randomly pull up a student, put a name and a team. And a student and a student's name will flash on the screen. So, I randomly call upon a student to answer a question. And the idea is that the team should work together to make sure that every student in that team is able to answer the question if they're randomly called upon. And then once I call upon the student, the rule is no talking among team members at that point. That person ...

CR: That should have already happened right before.

KS: that needs to answer the question.

CR: Yeah.

KS: And they can also do have a wager thing where they can turn in a little slip of paper with their team number on it. If they turn in a wager slip, it works so that if you turn in a wager slip, if you get it right, you get two points. If you get it wrong, you lose two points. But if you don't turn into wager slip, you only get one point if it's right, but you can't lose anything.

CR: Gotcha.

KS: But then if a team gets it wrong, I then randomly pull another team and I start adding more and more points, so it becomes worth more points, which works well to have it so that most of the questions are things that usually most teams are wagering on and they're getting it right, which also gives me a good feedback. You get a sense of how understanding stuff and when they answer quickly and they all get it right. Good at, they're understanding it.

CR: The wagering thing is great because it's a little bit of gamification which is, you know, if it's structured well, is always a good thing. But then it also adds an element of metacognition, right?

So, they're assessing how confident am I in this answer and that's hard to organically work into course. So, I think it's probably doing that for you, right?

KS: Yeah. Which indeed that is one of the key challenges I think I've found is trying to get that. I call it the judgment of learning.

CR: Perfectly.

KS: judge for yourself.

CR: Yeah.

KS: I think one of the things, in terms of flipping the classroom, one of the most common complaints I get is, which is kind of an odd thing in some ways. It's often a complaint of that I'm not giving them enough feedback.

CR: Okay.

KS: Which they're really getting a lot of feedback. Get feedback on. They do a pre-learning assessment quiz before every quiz, and they get feedback on what every item they missed. And that's one of those things they do on their own. They can take it multiple times until they get a perfect score. They do homework assignments that they get feedback on and all that stuff is like a pool of. That's where the questions that get into the pool that they need to know the answers for. But I have for the actual learning assessments, they get a score, but I don't have an easy way. You know someone wanted to, we could sit down and go over, but I don't have an easy way for it to go item by item, what did I miss and what did I not miss.

CR: Yeah.

KS: And I found that a lot of times, if I do too much of that, that harms students. I've had some students that have struggled in the course, and their response was, let me make a lot of meetings where I get feedback on every learning assessment. I've had a lot of meetings where we go. Okay, well here's this item, item by item. I think what happens is that the learning assessment, trying to assess your broad knowledge. But if you go item by item and you say, why did I miss this item? I say, well, here's the right answer. The student will think, oh, now I know the right answer. That I don't need to study that anymore. They don't maybe consciously think that, but there's once they've been given the right answer, I think that defeats the sense of trying to understand for myself how well do I understand the concepts. So, I do find there needs to be some kind of balance. There needs to be. I give them the feedback they need. But some incentive to develop their own judgment of learning so that they're judging for themselves how, what I know this information.

CR: Well, I think it's too, it's a function of many, most students approach to education which is, it's performance space. They're just trying to get, they're looking for the shortest distance to the right answer. Because then if they see that question again, they know what the right answer is and whether or not they learn it or understand it is not even like on the radar for many students. I

won't say all, but for many students. And so yeah, you're pinpointing just a problem that's inherent in grades and in the performance aspect of so much of what we do.

KS: One thing that is kind of maybe a caution for this type of flipped classroom or the way I'm doing things. Be prepared, if anyone does that, I say be prepared that you might. One thing that students don't like, if they get, if they get a lot of scores. Truth. I'm really giving them a lot of feedback. They're going to be getting feedback if I mean two times a week, twice a week, they're getting feedback. Here's your score for how well you know stuff in class and sometimes it's what you want and sometimes. And in fact, I've never taken a course like this myself. I'm sure there'd be tough days when, well, I didn't really study that well, and I'm going to get a score. Well, that wasn't the score I hoped for. And for everyone, that can be a disappointing thing. But I think that's one of the key things, that it's, this type of course design gives students a lot of feedback, but that feedback often isn't what they're hoping for. So, I think it can lead to a sense of student frustration of, I think what happens, well, I'm not getting enough guys where their mind goes, but can be when students get a lot of feedback that can sometimes be frustrating for them. And one thing I keep on maybe that's one of the key challenges to figure out is, well, how can I make that so they're getting the feedback but not make sure that they're still feeling as positive as possible.

CR: Right.

KS: I think most students probably feel good overall about it, but a student struggling then, I think the course really just becomes a very, probably an unpleasant experience. I'm continually taking these tests and especially the cumulative nature that one of the things that can be tricky here is that if someone starts getting behind, and say now it's halfway through the semester and something happened, maybe something happened in their life and weren't really able to keep track of things the first several weeks is trying to go back and pick up that material and keep going in the course.

CR: Well, the course keeps moving on. Yeah.

KS: It's nearly impossible to do. I wish there was some better answer for that situation.

CR: But we know that the cumulative approach is better for durable learning, so you want to lean into that as well.

KS: Yeah.

CR: Well, one of the things that's also going on for you right now in your pedagogy is you are one of the active learning lab fellows in our space with the Pod, flexible furniture, seating with the screens at all of the student groups. So, how has that affected what you're doing or made what you were previously doing different or better?

KS: Yeah, yes. Good. In fact, I was pondering that as I was walking over here. I was pondering that a bit. And it occurred to me that it seems I could draw a good analogy. One of the things that when I get time to do, I can enjoy doing woodworking. And realizing that it's like a woodworking tool. Like if I was doing, if I wanted to cut a board, had a long slender board that I

wanted to rip it in half, like a long way down the grain. I have a table saw that I can set that on and set a fence at the right place and run it through. I can do a nice clean, very smooth cut. And takes just a couple of minutes to do. If I didn't have that tool, I could probably do the same cut with a handheld circular saw where maybe I could rig up some kind of a fence. It would take me a while to set that up and it would be a little clumsy to work with and it's not going to be as clean.

CR: Yeah.

KS: I could do the same thing. And it seems to me like the active learning lab is a bit like having the right tool for the right thing I'm trying to do. That given the types, especially the quiz game thing that where I want students to work in teams, I want to interact with each other and help teach each other the concepts and review with each other the idea of. Here's posing a question for them to think about. And my thought is if they take that question rather than just being lectured at, here's a question and I want to answer this question. And I'm working with the students to try to answer this question. And students that know it better are teaching the ones that might not notice better that that type of environment just is set up perfectly for doing that type of learning. Because they're arranged in groups that have the screen right in front of them. In fact, yesterday had a glitch and one of the screens wasn't working. It wasn't a big deal. But I noticed even there, it seemed like that the students in that group. We're having to look at another screen and that pulled their attention outside the group size. Just having that screen, right? This is our group. This is our screen. We're all looking at that same screen. If I wanted to, I could reach up and point to it and other group members could see that just is perfect set up for doing that. It's like having the perfect tool in the right spot where if I'm in a large lecture hall with fixed seats and I've got a team of six students, but they're all in a row together. It's like, well, I could still ask them to work as a team together and they could still try to do that, but it's kind of a clumsy experience.

CR: What is focusing their attention to each other and that kind of.

KS: Right. Yeah. So yeah, my thought was that it's kind of like having the right, kind of like kind of like using the table saw to rip my board rather than trying to rig up some kind of a mechanism with a handheld circular saw. I can do it, but it goes a lot quicker. In fact, actually I even notice that when I've done things in lecture halls, I would say that I notice the difference of the number of students that appear to be attending and engaged in the process. We're now more than halfway through the semester. Usually, at this point in the semester, I'm more aware of students that are getting lost and having trouble, they're kind of not involved in their groups. And I notice much less of that now. I have a sense that I have a pool of the questions that I go through. I haven't actually added it up to, I haven't kept track over the semesters to see. But my sense is that I'm going through more questions now than I used to go through.

CR: Okay.

KS: And that I'm getting more wagers than what I used to get. So, my sense is that I'm definitely getting more student involvement, interaction and engagement in the process in this type of set up than I had in the other type of set up.

CR: Investment is the word I'm in there too, especially with the wagers going on there. Yeah. Well, one of the fun things that you do in your class and your course, and I've seen this because I got to sit in on one of your courses, is you've recorded songs for students that reinforce like bedrock key concepts or formulas and things like that. So, I would love to hear how you started doing this because these are, these are original compositions.

KS: Yes.

CR: And you play all the instruments. Yeah. So, you've got a wonderful thing going on here, but I'm sure it's pretty time-consuming too.

KS: Yeah. But I enjoy doing it. That's a lot of fun to do. Yeah. And I suppose my previous life was a musician many years ago that actually before I went to college, I actually spent a few years playing drums for circuses.

CR: Uh huh.

KS: And traveled like with three bring circus shows with the band. Like big band style circus music.

CR: That's great.

KS: But like, I could do drums to do some keyboards and singing and enjoy it. When I get a chance, I enjoy another one of my hobbies, when I get a chance, I like to record music. So, it was mainly a way of trying to pull that my music interest into my teaching. So, especially early in the course, there're several key concepts that I want to know. I want to know like what is the standard error of a statistic? What exactly is that? What's the definition of that? So, I identified some key constructs that I want them to know and put that to lyrics that have some rhyme to them. Something you could memorize and remember the lyrics and then put them to a melody and record it, made recordings of it. I suppose recordings involve singing and synthesizers and drums, all the instruments that are on there. And then made videos for those and then have used those, which interestingly is one of those things that kind of mentioned how some of if students experience frustration, they can find things to complain about. And it's one of those things that sometimes, I guess students complaints about the songs. It's like, I think most students like them, and I've heard reports from other faculty is saying students that came from my class went to another one saying, oh, those students came to my class singing the song. So that's a good song.

CR: You know what? Yeah, I'm sure it's happened more than once where they tell you they don't like it, but then they're humming in the next in the next session.

KS: Yeah. But usually I think it's just kind of a disgruntled students say, well they had to learn these stupid songs.

CR: So, what do you do, what do you ask students to do in terms of engaging with those? Those are available to students as prep for the class session.

KS: So essentially, there are points where I say, okay, here's an important term, like I want you to know that standard error of, I mean, I want you to know what that is. And here's a definition of it and here's the definition put to music.

CR: Yeah.

KS: So, on learning assessments, there's places where I say what is the definition for the standard error mean? And I usually phrase it like if you want to, you can give me your own definition that covers the key points that I covered in the video. Or if you give me the lyrics to the song that cover it as well. 90% of the time students give me the lyrics to the song.

CR: Yeah, I'm sure. I sure.

KS: And oftentimes if they don't give you the lyrics of the song because they haven't studied it and they don't give a passing definition.

CR: Yeah. The two...

KS: Every now and then I get a student that understands the material and they give me their own definition.

CR: They want to put it in their own. Yeah, that's good too. That's demonstrating a level deeper of understanding there. So, are you in the midst of doing any new recordings for your songs?

KS: No, I'm asked to do some more. I haven't added music in a few years. I suppose maybe I exaggerate it. Every now and then students complain. I do have a sense of students like that and have had students say, oh, do you have more of those? I do have a sense if I have time to do that at some point, it could be a good thing to do.

CR: Yeah. Well, at least I don't know, there was maybe two songs that you showed when I was visiting in your class. There's a playfulness to it. You know, it's like you're not taking yourself too seriously. But I mean, it's clearly like, I don't know if professional is the word, but it's very well produced and you know, and the sound, the audio is clear and everything, so clearly you've put work into it. But it's also, it's playful. One of our colleagues here at the ATL, Craig Clarkson, likes to talk about elements of whimsy in our course material. You know, just because sometimes the college thing just seems so heavy and serious, you know, we can just, we can do the learning and also just enjoy it. And we can have an aesthetic and art and comedic kind of element to it all too.

KS: Yes, yeah. Which is something that in some ways has probably been more difficult to do with a flipped course, I think, that when I was just lecturing, it's easy to here's I do this joke. A joke. It's like hm. Whereas if anything, when I was talking about some of the stuff that I feel like I miss from more of the straight lecture format. That might be one of the things, if I have fun doing that, but when I get a chance to do some silly or whimsical, it could be fun to do. But there's not as many opportunities to do that given my current format.

CR: Yeah, yeah. I also wanted to ask you about the course that you teach on the history of psychology and racism. This is more of a turn towards the content, but I'm sure you have thoughts about what pedagogical strategies are most useful in a course like this. I'm wondering, did you have training in graduate school in the history of your discipline at this level or did you have to self-teach?

KS: So, there's, within psychology, there's a common course of history of psychology I taught both at the undergraduate level and the graduate level. It's one of those courses that some universities teach it, others might not. I know for myself I took a history of psychology course both as an undergraduate and took it as a graduate student. When I came to Baylor, which was in 2000, I've been here for a while. I'm part of the clinical faculty, part of the clinical program here. And one of the requirements for accreditation of clinical graduate programs is that students need to have a background in history of psychology. And I think what happened was when I first came here many years ago, we need we have this history of psychology course on the books that our clinical students need to take. No one wants to teach it. History of psychology. It's kind of, well, it's kind of typically traditionally a course about things that a bunch of white males have thought about academic ideas, that are ideas we no longer really follow anymore which makes it kind of a dry topic.

CR: Yeah. You're like, here's the Faculty Psychology of the 1840s.

KS: Right. So, I think it was initially, well, we need someone to teach it and you're the new person here. Here you go. So, I picked up, here's the text textbook I used when I was a graduate student. And I'll just pulled out that textbook. And we'll go through that. But I enjoy when I read for pleasure, I often like to read about history. I especially like to read about history, not of a lot of United States history. Any type of history that's dealing with issues of power and oppression. And who has power. And looking at political power, the structures of how over time some groups have had power and how they exercised it, and how that might lead to oppression. Within the history of United States, oppression of black people. Within the history of slavery, oppression of Native Americans, oppression of various types of immigrants. Say, for example, when Chinese people were immigrating in the late 1800s. That kind of whole history of what has happened with over time through the history of the United States, and how has that power played out of people with power, oppressing other people without power? That's just when I get time, I often read books that cover that type of history. At some point, I thought, well, I enjoy reading this stuff. Maybe I'd enjoy teaching my history course a little more if I started putting some of this information in. So, I started pulling from the stuff that I enjoyed reading about history of the United States, history of revolving power and oppression and people's struggles, struggles for equality and struggles for rights. And started putting a more of that and a bit more of that into my course. At some point I think I read Ibram Kendi's book. I guess he's probably most well-known,

I think has a book on how to be anti-racist, before that he has probably a more academically focused book on history of racism. And I read that book and I remember that influenced me quite a bit, and I learned a lot from that book. And that gave me another perspective on psychology. And the more I looked at it, looked at the history of psychology and academics, the more I saw how that had played a key role in the development of psychology, especially in my area of clinical psychology. If you look at the history of clinical psychology, it actually comes out of a lot of, initially it was an intelligence testing movement that what became clinical psychology was essentially early on, it meant you were doing intelligence testing over time. In fact, why I have a slide I'd like to show my students. It looks at one of the most prominent journals in the area of clinical psychology, called Journal of Consulting and Clinical Psychology. And just tracking the use of the word intelligence and the use of the word therapy. And if you track it, you see if you go back to the 1940s, it was all intelligence and no therapy. Over time, intelligence decreased to the point where the journalist said, okay, no, we'll send it to other journals for intelligence. We no longer do that topic. Over time, clinical psychology became less and less about intelligence testing, more about doing therapy.

CR: Interesting, yeah.

KS: But the intelligence testing movement was a big movement in the United States. And it was strongly driven by Eugenics, the idea that some people are superior and others are inferior. And the superior people need to have babies and populate our country and our country's being. So, if you look at a lot of the anti-immigration laws that were around 1,900 in the early 1900s. The key figures that were promoting those laws were a lot of academic people and a lot of those were psychologists, or friends of psychologists.

CR: Yeah.

KB: And if you start looking at some of the early, a lot of the early psychologist, even ones that I recall from my own experience, that were talked about in textbooks as well. Here is a person who was kind of singled out as like a good person in terms of, well, this person had a positive view about race, he had a positive view of black people or immigrants. But if you go back and look a little more closely at what that person really thought, no, that's not accurate at all. Stanley Hall was noted for, he had a lot of graduate students that were African Americans, but if you look at what he wrote, his vision was he saw them as inferior people. And he said, well, I'm doing a service to society by providing education because he, so he wasn't providing education because he saw them as equals, but rather because he saw it as his responsibility and a good deed he could do to help a group of people that he saw generally as inferior to white.

CR: As a paternalistic, yeah.

KS: Yes, right. And I think that type of history can be also useful for our clinical students that we need to understand cultural issues, and how do people from different backgrounds, how do they experience the world, and how has our current society, based on historical trends, led to people's current experience now. And you have to understand the history behind how things developed over time that makes you better understand people now which, so over time, I just added more and more of that stuff into the course.

CR: Yeah, and at some point, it was enough to officially change the name of the course.

KS: Right, at some point I said, you know, I'm no longer using but I just dish the textbook altogether which I guess that's been a trend **in my course.** (45:13)

CR: And you've got many or maybe most of those course materials online too, don't you?

KS: Yes, I do.

CR: Is that something that we can put in the show notes? Do you mind having that available?

KS: Yeah, fine to do that. Yeah, and I have a, I have both for that and my music stuff. I have a website that's called Forward Faith.

CR: Okay. We'll get that link.

KS: Yeah, that post a lot of my own music and as well as I think there's a link there to all the videos.

CR: So, do you have any advice for folks who are venturing into that kind of adjacent to their discipline teaching? I mean I would call it interdisciplinary teaching. I'm not sure if that's the way you think about it, but you ask a historian here in the history department and they'll give you all the reasons why their discipline is a discipline. Here are the canons, here are the accepted methodology, here are the assumptions we start with. But psychology has its own, you're teaching in the space in between. So, any thoughts for other instructors about how to go about that in between space?

KS: Yeah, good question. I haven't thought about that a whole lot. Part of it is because that course is really one, it's kind of like me pulling from the stuff I just enjoy doing.

CR: Yeah, yeah.

KS: It's kind of evolved over time because most, all the other courses I teach are all on psychology, data analysis, statistics type of courses, methodology. So, that course in itself is a different course that I do, and all my research tends to focus on interpersonal relationships and behavioral health types of questions. A lot of research on developing assessment instruments, reliability and validity assessment instruments. So, that course is somewhat of an odd egg. It's kind of an odd ball. It doesn't really fit with anything else I do other than, it's kind of a chance for me to explore that side of itself and pull a lot of those interests I don't have another way to express. I can...

CR: Well, so what I'm hearing from that, even if you're not articulating it quite this way, is what's successful for you about it, is you have an innate curiosity in this area that's connected to your field.

KS: Right. Yeah, yeah.

CR: So you're chasing genuine interests as you do it.

KS: Yes. And I suppose it's a lot of from pleasure reading of history books, like I read some say oh, I should put that in the course. I should put that in the course. And then it keeps getting bigger and bigger.

CR: Yeah. That's the problem.

KS: Now I need to take something else out.

CR: Yeah, yeah. Yeah, That's the perennial problem. Well, is there anything in your teaching like you're sort of on the horizon that you've been wanting to try, or you're sort of in the midst of beginning something new. Is there anything new on the pedagogical horizon for you?

KS: Don't have any immediate plans. I think one of the issues that I think about sometimes is, especially with the statistics course, that's the flipped course that I have. At this point, I've developed so much material, it gets difficult to manage it all. Because I have videos, I have add-on videos for how to do homeworks, I've got homework assignments, I've got projects, I've got lecture study guides, I've got pre-learning assessments, I've got learning assessments, and it's all tied together. So, if I want to change one little thing about this video. Well, if I change something of that video, that video gets covered in the lecture notes. It's in the study guide, it's in homework questions, it's in learning assessments interspersed throughout the entire semester. To change one little thing there, it could really involve several hours of work going through everything to ... so, I haven't figured this out yet, but one of the questions I have, what is the best way to have some system to try to manage it?

CR: Yeah. Yeah, Graduate student, that's the best system.

KS: And someday, although I have everything in videos, I am at a point where I have some new ideas about how I might like to organize stuff which could be in videos or maybe at some point put in a writing in a textbook. But one of the tricks there, I suppose, is figuring out how I would, I have so much stuff now that that type of overhaul would be fairly substantial process, so if someday I get a huge block of time to do that with, I might pursue that.

CR: There you go. All right. Well, Keith Sanford, thank you so much for joining the show today and for talking about all your ideas and experiences. Really appreciate it.

KS: Well, thank you. It was a lot of fun. Thank you for asking me to do this.

CR: Our thanks again to Keith Sanford for joining the show today. In our show notes, you'll find a link to Dr. Sanford's website Forward Faith. If you've enjoyed this or any of our other episodes, please support the show by giving us a five-star review and subscribing. That's our show. Join us next time for our Professors Talk Pedagogy.