

## Friday, 9 July 2010

	Stream A (Symposia & Talks) Mathews Theatre B	Stream B (Talks) Mathews Building Rm 1017	Stream C (Talks) Mathews Building Rm 1114
0800-0900	<b>1st Year Earlybird Roundtable</b> Led by Lorelle Burton	<b>Registration - Registration Desk in Mathews Pavilions</b>	
		<b>Theme: First year psychology</b>	<b>Theme: Research Methods</b>
0900-1000	0900-0930: McCarthy, Vasquez, Jafaar, de Sousa, & Gauer <i>Teaching psychology around the world: An update</i>  0930-1000: Nick Skinner <i>Let us teach others who themselves excel: Best teaching practices for new psychology faculty</i>	0900-0920: Clarke, Katsikitis, & Martin <i>Structured goal setting to enhance first year retention rates in psychology at USC</i>  0920-0940: Kristyanti <i>Stressors, coping stress and perceived social support of first year students</i>  0940-1000: Leidenfrost, Strassnig, Schütz, Schabmann, & Carbon <i>Teaching (by) mentoring: Cascaded blended mentoring - support for first-year students</i>	0900-0920: Haig <i>What do students (not) learn from research methods textbooks?</i>  0920-0940: Kleitman, & Charles <i>The role of metacognitive factors in real-life students' academic performance in an advanced statistics course</i>  0940-1000: Roberts, & Allen <i>Enhancing the teaching of research methods: Student perspectives on the value of research participation</i>
1000-1030	<b>Morning Tea Mathews Pavilions</b>		
		<b>Theme: High school and UG paradigms</b>	<b>Theme: Educator issues and L&amp;T strategies</b>
1030-1130	<b>Positive Psychology</b>  Suzy Green [C] Jennifer Clifton Virginia Williams	1030-1050: Reece <i>The relationship between secondary school and first-year university psychology: Attitudes, expectations and achievement</i>  1050-1110: Provost, Mellish, & Cranney <i>Disciplinary perspectives of Australian high school teachers</i>  1110-1130: Hansen, O'Connor, & Thorne <i>Work-integrated learning program for undergraduate psychology</i>	1030-1050: Beninger <i>Women in academia: The implications of culture and institutional and governmental policies for work/life balance</i>  1050-1110: Daly <i>Overcoming barriers to eLearning content development – the use of SCORM-compliant plugins</i>  1110-1130: Pulido-Martínez <i>Teaching work psychology within the particular working conditions of Latin America</i>

**International Conference on Psychology Education (ICOPE) 2010**

1130-1245	<p><b>Towards Providing Global Teaching Resources for Quality Psychology Education</b></p> <p>Victor Karandashev [C] Frances Martin, Steve Provost &amp; Jacquelyn Cranney Nicholas Skinner Sherri McCarthy Remo Job and Claudio Tonzar Annie Trapp Suzanne Guerin Saths Cooper</p>	<p>1130-1150: Peterson <i>Teaching lifespan developmental psychology to university students using indigenous and cross-cultural evidence</i></p> <p>1150-1210: Pooley, &amp; Cohen <i>A team teaching approach to teaching undergraduate psychology</i></p> <p>1210-1230: Kreidler <i>Metaphors in the teaching of psychology (stand alone)</i></p>	<p>1130-1150: Holcombe, &amp; Yoshimi <i>Turnkey tutorials with Simbrain for teaching students about connectionist neural networks</i></p> <p>1150-1210: Holcombe, &amp; Pashler <i>A web-based tool for Evidence Charts to help students systematically evaluate theories and evidence</i></p> <p>1210-1230: Owens, &amp; White <i>Improving scientific writing and reducing student plagiarism using an online mastery exercise</i></p>
1245-1330	<b>Lunch Mathews Pavilions</b>		
	<b>Theme: UG paradigms and student characteristics</b>	<b>No papers in this stream</b>	
1330-1530	<p align="center">Symposium to continue after lunch</p>	<p>1330-1350: Suleeman <i>The development of students' self understanding through psychology education</i></p> <p>1350-1410: Yapina <i>Teaching applied psychology, the challenge</i></p> <p>1410-1430: Kienhuis, Wilson, &amp; Chester <i>An investigation of the effects of interteaching on student engagement, academic self efficacy, and academic achievement</i></p> <p>1430-1450: Zinkiewicz, &amp; Short <i>Comparing disabled and non-disabled students' reasons for studying psychology</i></p> <p>1450-1510: Indina, &amp; Morosanova <i>Relation between self-regulation, leadership and academic performance in studying psychology</i></p> <p>1510-1530: TBA</p>	
1530-1600	<b>Afternoon Tea Mathews Pavilions</b>		
1600-1700	<p><b>Australian psychology education -- Preparation for professional practice?</b></p> <p>Lyn Littlefield <b>Keynote Speaker: Plenary (Mat B)</b></p>		
1700-1800	<b>Bus to city</b>		
1800-late	<b>Main Social Event: Conference Dinner</b>		