INTERNATIONAL CONFERENCE ON THE TEACHING OF PSYCHOLOGY
July 24-26, 2009

Coast Plaza Hotel and Suites

Schedule

Friday July 24

8:00am

Conference Foyer
Registration Opens

9:50am – 10:00am

Denman Ballroom

Welcome
Steve Charlton, Kwantlen Polytechnic University, Surrey, Canada

10:00am – 11:15am Invited Talk

Denman Ballroom

Active Learning and Passive Students
Doug Bernstein, University of South Florida, U.S.A.

11:30am – 12:15pm Concurrent Sessions

Nelson Room

Teaching Counselling Theory Amidst Changing Views on the Primacy of Theory Within Counselling Practice
Simon Nuttgens, Athabasca University, Alberta, Canada

Comox Room

On Rotten Apples, Rotten Barrels, and Rotten Science: Using the Stanford Prison "Experiment" to Teach Research Methods and Ethics in the Classroom
Rajiv Jhangiani, Kwantlen Polytechnic University, Surrey, Canada

Denman Room

Motivating Students Within the Classroom Context Through Personal Connections
Craig Abrahamson, James Madison University, Harrisonburg, Virginia, U.S.A.

12:15pm
Lunch Break

1:15pm – 2:00pm Concurrent Sessions

Nelson Room

What's So Wrong With Being Absolutely Right: Dogmatism and the Teaching of Psychology
Judy J. Johnson, Mount Royal College, Calgary, Alberta, Canada

Comox Room

The Role of the Capstone: An Integrative and Culminating Experience
Lawrence Burns, Grand Valley State University, Michigan, U.S.A.

Denman Room

"What's Really Happening in this Group (or Classroom)?" The Hill Interaction Matrix as an Invaluable Tool to Answer this Question
Michael O'Connor, Seattle University, Washington, U.S.A.

2:15pm – 3:00pm Concurrent Sessions

Nelson Room

Fostering Student Involvement by Inquiry Learning in Groups
Jennifer Mather, University of Lethbridge, Alberta, Canada

Comox Room

Staff Development for Online Tutoring: The Neglected Side of Online Learning
Kevin Silber and Paul Staples, University of Derby, England

Denman Room

Edublogs as an Instructional Tool for Tracking and Monitoring Reflective Learning
Carrie Ellis-Kalton, Maryville University of St. Louis, Missouri, U.S.A.

3:00pm – 3:30pm

Conference Foyer

Refreshment Break

3:30pm–4:15pm Concurrent Sessions

Nelson Room

Problem Based Learning Course in Psychology and Law for Law and Psychology Graduate Students
J. Ray Hays, Baylor College of Medicine, Texas, U.S.A.
Karen A. Lawson, Baylor College of Medicine, Texas, U.S.A.
John Vincent, University of Houston, Texas, U.S.A.
Tonya Inman, University of Houston, Texas, U.S.A.

Comox Room

Introducing Undergraduate Students to Psychology as a Science
Leslie Cameron, Carthage College, Kenosha, Wisconsin, U.S.A.

Denman Room

Student Performance and Strategies for Multiple Choice Assessment on an Introductory Psychology Module
Jane Guiller, Glasgow Caledonian University, Scotland

4:30pm-5:45pm Invited Talk

Denman Ballroom

Student Engagement in Ever-Growing University Classes: Coping Without a Debigulator
Ken Cramer, University of Windsor, Ontario, Canada

5:45pm – 6:45pm Book Display

Barclay-Gilford Room

5:45pm-6:45pm Poster Session

Conference Foyer

Student Laptop Use (and Misuse) in the Classroom: What the Data Say
Rajiv Jhangiani, Kwantlen Polytechnic University, Surrey, Canada

A Work Placement Year for Psychology
Hazel Dewart and John Colwell, University of Westminster, England

Giving Student Options in Assignments
Albert Bramante, Union City College, Cranford, New Jersey, U.S.A.

Through the Eyes and Ears of the Aged: An Active Learning Exercise for Gerontology
Kristin Flora, Franklin College, Indiana, U.S.A.

Dropping Out of University: A Network Analysis Approach
Tom Heffernan and Delia Wakelin, Northumbria University, Newcastle-Upon-Tyne, U.K.

Does Concern about the Psychological Health of Family Members Escalate Through Coursework? A Look at Psychology Students' Syndrome
Michael Deo and Jocelyn A. Lymburner, Kwantlen Polytechnic University, Surrey, Canada

What Psychology Means to Me: A Content Analysis of Undergraduate Thesis Proposals, 2007-2009
Ned W. Schultz, California Polytechnic State University, San Luis Obispo, U.S.A.

Live Online Lecture Broadcasting: Pros and Cons
John Huber, Texas State University, San Marcos, U.S.A.

Research and Service-Learning Assignments for the Physiological Psychology Course
Phil D. Wann, Missouri Western State University, St. Joseph, Missouri, U.S.A.

SEW Papers Enhance Critical Thinking in a Distance Introductory Psychology
Thomas Vilberg, Clarion University, Clarion, Pennsylvania, U.S.A.

Crossing the Street: Making Statistics More Relevant to Psychology Students
Elise Murowchick, Seattle University, Seattle, Washington, U.S.A.

Embedded Service-Learning Projects in Psychology Courses
Eun Youn Nahm, Seoul Women's University, Korea

7:45pm-10:00pm

*Shoreline to Cityview (35th Floor***)**

Wine and Cheese at Sunset

Saturday July 25

8:00am

Conference Foyer

Registration

9:00am - 9:45am Concurrent Sessions

Nelson Room

Mental Health Strengthening Grading Practices
Paul M. Parsons, Medaille College, Buffalo, New York, U.S.A.

Comox Room

Comparison between the Academic Goals Orientation of Girls and Boys in A Group of Iranian Students
Habib Hadianfard-Shiraz University, Iran

Denman Room

The Death of the Essay: Peer Review Systems in Psychology Courses Using Moodle and Blackboard
Martin Smith, University of Victoria, Victoria, British Columbia, Canada

9:45am-10:15am

Conference Foyer

Refreshment Break

10:15am-11:00am Concurrent Sessions

Nelson Room

Teaching in Color with Multicultural Curriculum Infusion
Marya C. Endriga and Beau Duvall, California State University, Sacramento, U.S.A.

Comox Room

"They know it like a book": Student-created texts in Abnormal Psychology
Jean Giebenhain, University of St. Thomas, Minnesota, U.S.A.

Denman Room

'Conference Cocktail Parties: Role-up Teaching Psychology'
Jo Milne-Home, University of Western Sydney, Australia

11:15am-12pm Concurrent Sessions

Nelson Room

Psychology in the Arab World: An Overview
Ahmed Bendania, King Fahd University of Petroleum and Minerals, Dhahran, Saudi Arabia

Comox Room

Findings from a National Sample of Introductory Psychology Syllabi Using the Project Syllabus Rubric
Scott C. Bates and W. Brady DeHart, Utah State University, U.S.A.

Denman Room

From the Court to the Classroom: Engaging Student Athletes in Education
Jocelyn Lymburner and Steve Dooley, Kwantlen Polytechnic University, Surrey, Canada

12:00pm

English Bay to Evergreen Room (35th Floor)

Sponsored Lunch

1:15pm-2:00pm Concurrent Sessions

Nelson Room

The Challenges of Attracting University Students to the Discipline of Psychology in the Middle East
Bonnie L. Settlage, The American University , Cairo, Egypt

Comox Room

Teaching Evidence-based Practice to the Scholar-practitioner: Effectively Merging Science into Every-day Practice
Johan Rosqvist, Jill Davidson, Heidi Meeke, and Jason Richards, Pacific University, Oregon, U.S.A.

Denman Room

Research Methods Online Course Delivery: Student Usage of Course Tools
Kathy Dowell, University of Minnesota, Duluth, U.S.A.

2:15pm-3:00pm Concurrent Sessions

Nelson Room

Responding to Student Feedback: Adapting the Teaching of Psychology and Curriculum Improvement through Action Research
Lynne Cohen, Paul Chang, and Julie Ann Pooley, Edith Cowan University, Perth, Western Australia

Comox Room

Teaching about Diversity at a Small Church-Affiliated Liberal Arts College
Marie Walker, Gustavus Adolphus College, Minnesota, U.S.A.

Denman Room

Teaching Addiction Counseling Interventions in Community/Mental Health Counseling Graduate Programs
Jackie Leibsohn-Seattle University, Washington, U.S.A.

3:00pm-3:30pm

Conference Foyer

Refreshment Break

3:30pm-4:15 pm Concurrent Sessions

Nelson Room

Analogical Problem Solving in the Teaching of Psychology
Todd Haskell, Conor Steckler and Justin Thompson, Western Washington University, Washinton, U.S.A.

Comox Room

New Psychology Students' Awareness and Expectations, the Subsequent Reality of Their Programme, and How These Predict Academic Performance
Douglas Forbes and Karen Thomson, Glasgow Caledonian University, Scotland

Denman Room

Teaching Abnormal Psychology: Pleasures and Perils
Regina M. Edmonds, Assumption College, Worcester, Massachusetts, U.S.A.

4:30pm-5:45pm Invited Talk

Denman Ballroom

Confronting Psychology Myths in Undergraduate Courses: Pitfalls and Rewards
Scott O. Lilienfeld, Emory University, Atlanta, Georgia, U.S.A.

5:45pm-6:45pm Poster Session

Brethren of the Same Principle: Are We All Really Scientists and Practitioners, and Vice Versa? Teaching the Scholar-practitioner to Distinguish Between Science, Pseudoscience, and "Junk" Science
Johan Rosqvist, Nichole Aimonetti, Kevin Ashworth, Bjorn Bergstrom, Alex Bloom, Allison Bonifay, Chad McGhee, Heidi Meeke, Paul Norris and Megan Ridle, Pacific University, Oregon, U.S.A.

HE Students' Perceptions of Examination Failure
Tom Heffernan, Northumbria University, Newcastle-Upon-Tyne, U.K

The Therapist as Person and Counsellor
Thea Comeau, University of Alberta, Edmonton, Canada

John Watson's Impact on Advertising: An Internet Archival Project for Teaching Qualitative Methods
Arlene C. Vadum, Assumption College, Worcester, Massachusetts, U.S.A.

Teaching Undergraduate Research Methods with Videotaped Mouse Behavior
Elizabeth M. Hill, James Villanueva and Sylvia Malcore, University of Detroit Mercy, U.S.A.

Teaching Identity from a Multidisciplinary Perspective: a SENCER Approach
Patricia Wilson, Diana Montague, Stefan Samulewicz, Jane Turk and Margaret McManus, LaSalle University, Philadelphia, Pennsylvania, U.S.A.

Development and Assessment of Applied Learning Capstone Courses in the Psychology Major
Phil D. Wann, Missouri Western State University, St. Joseph, Missouri, U.S.A.

Judgment of Learning vs. Actual Learning: Does Practice Narrow the Gap?
Adrienne L. Williamson and Corinne L. McNamara, Kennesaw State University, Georgia, U.S.A.

Replacing Dogma with Critical Thinking in an Introductory Statistics Course
Emily J. Blumenthal and Laura M. Little, University of Washington, Seattle, U.S.A.

The Preliminary Work of e-Care for Behavioral Disturbed Children

Shu-Chen Kao, National Changhua University of Education, Taiwan

The Need for Teaching Managers about Psychology

Donald Kennedy, Bucyrus Canada Limited, Edmonton, Alberta, Canada

Michael Huston, Mount Royal College, Calgary, Alberta, Canada

Sunday, July 26

8:00am Registration

9:00am - 9:45am Concurrent Sessions

Nelson Room

Reviewing a One-person Curriculum for Teaching Psychology
Thomas L. Toleno, Marlboro College, Marlboro, Vermont, U.S.A.

Comox Room

Understanding the Brain Without Cracking it Open
Lawrence A. Symons and Kelly Jantzen, Western Washington University, Bellingham, U.S.A.

Denman Room

Talk Among Yourselves: The Organization of Self-Managed Online Discussions in Blended Psychology Courses
Graham Rodwell, Douglas College, New Westminster, Canada

10:00am - 11:00am Invited Talk

Denman Ballroom

Using Visuals to Maximize Insight and Mastery Learning
Karen Huffman, Palomar College, San Marcos, California

11:00am-11:30am

Conference Foyer

Refreshment Break

11:30am-12:15pm Concurrent Sessions

Nelson Room

Student Interactions in Group Based Inquiry Learning
Kimberley A. Petersen, University of Lethbridge, Alberta, Canada

Comox Room

Using Interactive Teaching of Probability to Explain Irrational Beliefs
Ken Stange, Nipissing University, North Bay, Ontario, Canada

Denman Room

Teaching Play Therapy through an On-line System
Shu-Chen Kao, National Changhua University of Education, Taiwan

12:15pm-1:00pm Concurrent Sessions

Nelson Room

Get Data, Value Data? Influences of Collaborating in a Hands-on Research Activity on Student Interest in Social Science Research
John Marton and William McConnell, North Island College, Courtenay, British Columbia, Canada

Comox Room

Teaching System Perspectives in Human Factors Psychology
Kevin Hamilton, Kwantlen Polytechnic University, Surrey, Canada