

## JACQUELYN CRANNEY

### Abbreviated Curriculum Vitae (June 29, 2022)

Present Position	Honorary Professor of Psychology, UNSW
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UNSW Staff Website	<a href="http://www2.psy.unsw.edu.au/users/jcranney/index.html">http://www2.psy.unsw.edu.au/users/jcranney/index.html</a>
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Project Websites	<a href="http://www.psychliteracy.com">www.psychliteracy.com</a> <a href="https://www.teaching.unsw.edu.au/healthyuni-main">https://www.teaching.unsw.edu.au/healthyuni-main</a> <a href="https://indigenoupsyched.org.au/">https://indigenoupsyched.org.au/</a> <a href="http://www.thefridge.org.au">www.thefridge.org.au</a> <a href="http://www.unistudentsuccess.com">www.unistudentsuccess.com</a>

### ACADEMIC QUALIFICATIONS

#### *Undergraduate Education*

Bachelor of Arts with Honours, BA (Hons), in Psychology, University of Queensland, 1978

#### *Postgraduate Education*

Master of Arts, MA, in Psychology, University of Queensland, 1980 (Supervisor: R.Ashton)

Doctor of Philosophy, PhD, in Psychology, Bryn Mawr College, USA, 1983 (Supervisor: H.Hoffman)

*Doctoral thesis topic:* "Tonal frequency shifts and gaps in acoustic stimulation and reflex-inhibitory events"

### SUMMARY STATEMENT

I am recognised as a progressive and inclusive leader by my international and national peers, particularly in the areas of psychological literacy and undergraduate psychology education, and university student self-management, academic success and wellbeing. I am the recipient of multiple prestigious international, national, and university education and education-research awards and fellowships. My approach across leadership/engagement, education and research is integrated in terms of the leadership role I hold in advancing education and training in the discipline and profession of psychology internationally and nationally, and this approach builds upon my long-standing achievements in education and research in psychological science. My sustained and innovative leadership, scholarship, and educational practice have impacted positively on student learning and experience, and contributed to major curriculum renewal and enhanced quality assurance, both internationally and nationally as well as at UNSW.

### \*SUMMARY LIST OF PRIMARY ACHIEVEMENTS AND INTERESTS IN EDUCATION

#### *Selected Fellowships and Awards*

UK Advance Higher Education HEA Senior Fellowship, 2018-

Society for Teaching of Psychology (American Psychological Association, Div.2) Presidential Citation for a Career Devoted to Advancing Teaching of Psychology in both North America and Australia, 2018

UNSW Scientia Education Academy Fellow, 2017-2021

UNSW Teaching Fellowship, 2015

OLT Citation Award, 2014—with S.Morris

Australian Learning and Teaching Council National Teaching Fellowship, 2010-2012

Australian Psychological Society Leadership Program, 2008

Australian Psychological Society Distinguished Contribution to Education Award, 2008

Carrick Citation Award, 2007--with S.Morris, B.Spehar, & B.Newell

UNSW University Women in Leadership Program, 2007

Carrick Associate Fellowship, 2006-2008

UNSW Vice-Chancellor's Award for Teaching Excellence, 2005

University of New South Wales Innovative Teaching and Educational Technology Fellowship, 2002

University of New South Wales, Faculty of Life Sciences Teaching Award, 1999

*Education Grants (to mid-2019):* \$1,139,198 external; \$609,000 internal. See \*education-relevant in Grant section.

**Education Publications:** See \*education-relevant in Publications section.

**Key Educational Achievements (and Ongoing Interests)**

- UNSW Scientia Education Academy and Education-focused **Healthy Universities Initiative** (co-lead with N.Pather, L.Sidhu, G.Velan) (2018-present); focus on **curricular approaches to student self-management, academic success & wellbeing** (see Publications section)
- Extensive consultation resulted in the delineation and integration of **undergraduate psychology graduate capabilities** in the Australian Psychology Accreditation Council standards (2008-present) [eg [https://www.psychologycouncil.org.au/standards\\_2010](https://www.psychologycouncil.org.au/standards_2010); Standard 3.7.1; Cranney et al., 2009]
- **Psychological literacy** is accepted as the primary outcome of undergraduate psychology education in Australia, the UK, and the USA (2008-present) [www.psychliteracy.com; Hulme & Cranney, in press; UNSW Symposium on Psychological Literacy and Education, 2019]; also features in 2018-2021 Strategic Plan of Australian Psychological Society [<https://www.psychology.org.au/getmedia/a4b24093-3adc-4449-baf8-a9e07b61508a/APS-Strategic-Plan-2018-21.pdf>].
- The **Australian Indigenous Psychology Education Project**. [<http://www.indigenouspsyched.org.au/>]
- Invited keynote addresses on psychological literacy and self-management (see Publications section).
- Delivered national symposia and workshops on student self-management and wellbeing, and on internationalisation of the curriculum (see Publications section).
- Only international invitee to the USA (2008) and UK (2012) reviews of undergraduate psychology education.
- Self-management is increasingly recognized as a critical graduate capability for all university students. [www.unistudentsuccess.com; www.thefridge.org.au]
- UNSW Academic Board education committee and working group contributions to quality education standards, research integrated learning, improving the student experience, assessment policy, and global education (2010-2016).
- Co-created UNSW and national communities of practice regarding: Evaluation of teaching innovations; student self-management, academic success and wellbeing; global literacy; psychology education.
- Reviewing: OLT Grant Applications; *Psychology Learning and Teaching, Teaching and Learning Inquiry* (Editorial Boards); psychology programs in other Australian universities (not including accreditation visits).
- Current research interests: Motivation; self-management, academic success & wellbeing; learning and memory; testing effect; SoTL.

**\*MAJOR ENGAGEMENT AND LEADERSHIP ACTIVITIES IN EDUCATION**

**UNSW Academic Board (2010-2016)**

- Led the working group that wrote the Global Education Discussion Paper in 2012.
- Member of the Undergraduate Studies Committee, the Committee on Education, and the Academic Quality Committee.
- Contributed to working groups on Research Integrated Learning; UNSW 2025 Strategy.
- Member of Internal Panel that reviewed the 2011 Faculty Review of Learning and Teaching Reports submitted by each Faculty to L&T@UNSW.
- Member of the Academic Programs Review Committee, 2015-16.
- Outspoken on any issues relevant to student wellbeing, academic standards, and graduate capabilities.

**Australian Learning and Teaching Fellows**

- Co-led the formation of this group in 2011, during the closure of the Australian Learning and Teaching Council, and held the position of Vice-President (2011-2014).
- While vice-president, I co-led the annual ALTF Forums (eg National *ALTC Fellows Forum* on Academic Standards, 24-25/11/11); successfully applied for funding from ALTC and OLT to sustain the website (altf.org) and support the Forums; co-wrote submissions to Federal Government regarding higher education issues; produced ALTF publications (see Publications section).
- Organised a state-wide forum at UNSW in September 2010 which had two aims: dissemination of ALTC project outcomes and findings, and assistance to those interested in applying for ALTC funding.

**Australian Psychological Society (APS)**

- Advisory Council Member, 2018-2020.
- Non-executive Member, APS Board of Directors; Co-chair, DPRET 2017.
- Member of the Public Interest Advisory Group (2017): Supported strategies re. marriage equality.
- Fellow from 2011.

**APS Science, Academia and Research Advisory Group (SARAG) and Division of Psychology Research Education and Training (DPRET) Forum+ (2009-2019)**

- Member of 2028 International Congress of Psychology APS Melbourne Bid (2019- ).
- Chair/Co-chair, Teaching & Training Working Group (2012-2016; 2018-2019).
- Co-chair, DPRET 2017.
- 2016 Congress Committee DPRET representative: Enabled forums on innovations in psychology education, the replication crisis, and research translation.
- Substantially contributed to the APS response to the 2016 proposed APAC standards.
- Contributed, with Simon Crowe, Frances Martin, and Sabine Hammond, to the National Curriculum for Psychology (2014)(<http://www.psychology.org.au/academic/teaching/>).
- Contributed to 4 meetings per year.
- Member of Awards Working Group (2010-2015; 2018- ); Member of the Awards Review Working Group (2015).

***APS National Psychology Education and Training Reference Group (2008-2011)***

- Contributed to discussions regarding models of education and training.
- Organised the APS PDAC UG Subcommittee submission to this Committee.

***Australian Psychology Accreditation Council (APAC) Working Committee (AWC; 2010-2014); APS Program Development Advisory Committee (PDAC; 2007-2014)***

- A member, and occasional leader of the AWC site visits (approximately 2/year): Academic Organisational Units, Undergraduate and Postgraduate programs.
- Attended AWC/PDAC meetings (approximately 5 per year).
- Contributed significantly to the creation of the 2010 standards (UG and PG), and to standards revisions leading to the 2019 version.

***APS Presidential Initiative on the Future of Psychological Science (2011-2012)***

- One of 8 invited participants on this national initiative. Appointed chair of the working group on ‘Promoting psychological literacy within the community’, which includes a reconsideration of the UG curriculum and the role of *psychological literacy* (see Publications section).

***APS Psychology Education Interest Group (PsyEd IG; 2007-present)***

- Member of PsyEd IG organising committee for: (a) the successful AusPLAT (Australian Psychology Learning and Teaching) Conference, 2019, Melbourne; (b) the upcoming 2021 AusPLAT Conference (online).
- Significantly instrumental in creating the IG in 2007; was convenor for several years. Otherwise I have been an office-bearer, supporting others to take the lead.
- Helped ensure that the IG had symposia at APS conferences.
- Significantly contributed to the IG website (resources) and to newsletters.

***Australian Indigenous Psychology Initiatives***

- Supported Pat Dudgeon in the creation of AIPA (partly through the APS leadership program 2008).
- Member of the Australian Indigenous Psychology Education Project (**AIPEP**; 2013-16; 2019- ).

***International Council of Psychology Educators (ICOPE)***

- Chair of International Conference of Psychology Educators, 2010, UNSW (Keynotes: Diane Halpern, Annie Trapp, Sarlito Sawano, Victor Karandashev); I convened a symposium on psychological literacy.
- Inaugural President of the International Council of Psychology Educators, 2014-16.
- Organised ICOPE incorporation in 2016; now Public Officer and Treasurer (supporting others to lead).
- Organised ICOPE symposia at the 2012 and 2016 International Congress of Psychology, at the 2018 International Congress of Applied Psychology, and at the 2019 and 2021 AusPLAT Conferences.

***International Committee of the Society for Teaching of Psychology, Division 2, American Psychological Association***

- Member (2011-18), contributing to initiatives on internationalisation of the curriculum.

**SUMMARY OF CURRENT/RECENT TEACHING ACTIVITIES**

**Supporting Course Director Dr. S. Morris:**

PSYC1021 Introduction to Psychological Applications [specialist course for Bachelor of Psychology].

PSYC1031 Psychological Science of Resilience [science of self-management, success and wellbeing-flipped classroom delivery].

PSYC1062 Psychological Science of Wellbeing [science of self-management, success and wellbeing-online delivery].

**Contributions to other courses:**

PSYC1001 Psychology 1A [Cultural Psychology: 2-3 lectures+].

PSYC2061 Social and Developmental Psychology [Indigenous Perspectives in Psychology; 2 lectures+].

**RESEARCH GRANTS (\*= education-related)**

<i>External Competitive Grants</i>			
<b>Source</b>	<b>Project</b>	<b>Years</b>	<b>Funding</b>
ARC Large Grant	Selective attention and reflex modification	1987-1989	54,500
ARC Large Grant	A neurobehavioural analysis of conditioned sensitisation of the startle reflex in rats (with G. Paxinos)	1992-1994	92,000
ARC Large Grant	The hippocampus and contextual conditioning: Facilitation, latent inhibition and perceptual learning (with M. Kiernan, F. Westbrook)	1994-1996	113,000
*ALTC/Carrick Discipline-Based Initiative	Designing a diverse, future-oriented vision for undergraduate psychology in Australia (with H. Jackson, M. Katsikitis)	2007-2008	100,000
*ALTC/Carrick Associate Fellowship	Sustainable and evidence-based learning and teaching approaches to the undergraduate curriculum	2007-2008	87,438
*Association for Psychological Science	International Conference on Psychology Education	2009-2010	US\$5,000
*ALTC National Teaching Fellowship	National Standards for Psychological Literacy and Global Citizenship	2010-2012	348,160
*OLT Extension Grant	National Standards for Psychological Literacy and Global Citizenship	2012-2013	20,000
*OLT Extension Grant	Evidencing positive impact and strengthening the capacity of the Australian Learning and Teaching Fellows to contribute to Australian higher education (with D. Bennett; Curtin U.)	2012-2014	28,600
*OLT Innovation Grant	Curriculum Renewal to Build Student Resilience and Success: Phase 1 (with A.Andrews)	2013-2015	220,000
*OLT Innovation Grant	Curricular approaches to increasing cultural competence and Indigenous participation in psychology education and training (with P.Dudgeon et al.; UWA)	2013-2016	350,000
<i>Selected Internal Competitive Grants</i>			
<b>Source</b>	<b>Project</b>	<b>Years</b>	<b>Funding</b>
ARC Small Grant	A reflex modification analysis of information processing mechanisms	1991-1992	18,000
ARC Small Grant	A brain activity analysis of conditioned sensitization of the startle reflex in rats (with M. Kiernan, G. Paxinos)	1993-1994	34,000
*UNSW Discretionary Grant	A multimedia course in behavioural neuroscience (with J. Kehoe)	1995-1996	80,000
ARC Small Grant	The role of the NMDA receptor in attention and learning: Brain and behavioural analyses	1995-1996	19,000
*UNSW Discretionary Grant	Optimising postgraduate research supervision in the scientific and technological disciplines (with B. Celler, M. Guilhaus, W. O'Sullivan)	1996-1998	149,000
*UNSW RIBG Grant	Establishment of general postgraduate research laboratory (with R. Bryant, J. Kehoe, K. McConkey, K. Salmon)	1997	25,000
ARC Small Grant	The functional and neural bases of contextual processing and conditioning in the rat (with M. Kiernan)	1997	10,000
ARC Small Grant	Forebrain dysfunction and the prepulse inhibition model of schizophrenia: pharmacology and anatomy (with R. Richardson)	1999	8,500
UNSW Capital Grant	Refurbishment of behavioural neuroscience laboratories (with G. Paxinos, R. Richardson, F. Westbrook)	2000	50,000

Source	Project	Years	Funding
UNSW Faculty Research Grant	A developmental and neural analysis of prepulse inhibition of startle: A putative model of schizophrenia-like attention deficits	2001	5,000
*UNSW First Year Learning and Teaching Grant	Integrating the development of information literacy skills, psychology report writing, and team skills and collaborative learning in first year psychology courses (with G. Huon, S. Morris, B. Spehar)	2003	15,000
UNSW Faculty Research Grant	Enhanced extinction of fear responding by D-cycloserine	2003	8,000
*UNSW Pro-Vice-Chancellor (Education and Quality Improvement) and Faculty of Science	Graduate attributes in scientific psychology (with G. Huon, S. Morris)	2004	10,000
UNSW Faculty Research Grant	Enhanced extinction of fear responding by D-cycloserine	2005	5,000
*UNSW Faculty Research Grant	Factors influencing team work productivity and the development of group work skills (with S. Morris)	2005	3,000
*UNSW Pro-Vice-Chancellor (Education and Quality Improvement)	Critical writing skill screening in psychology (with S. Morris, S. Starfield)	2005	4,000
UNSW Equity Grant	A Sustainable Community-based Model to Support Research Productivity and Career Development	2006	10,000
UNSW Faculty Research Grant	Biological bases of fear acquisition, reconsolidation and extinction	2009	10,000
UNSW Faculty Research Grant	Psychological and biological mechanisms underlying well-being and resilience	2012	20,000
*UNSW Teaching Fellowship	Student success in large undergraduate classes: Embedding self-management development	2015	175,000
*UNSW Educational Excellence Initiatives & School of Psychology	Curricular Innovations in Supporting Student Success through Self-Management Capability Development	2018	25,000
*UNSW Education-focused Foundation Funding	A support network for evaluation of teaching practices & innovation, ensuring educational excellence (CELEBS)(with R.LeBard, A.Torda et al.)	2018-19	123,000
*USQ Faculty Research Collaboration Grants	Careers paths of Australian Psychology graduates (with Tanya Machin et al.)	2020-2021	5,000

## RESEARCH TRAINING

Significant numbers of Honours, Masters Coursework/Research, and PhD students – contact me for further details.

## ADDITIONAL SERVICE CONTRIBUTIONS

Journal and Grant review – please contact me for further details.

## PUBLICATIONS (see <http://www2.psy.unsw.edu.au/Users/JCranney/publications.html>)

23/02/2020: Citations = 2508, h-index = 23, i10-index = 38 (Google Scholar).

### Books (\*= education-related)

\*Bernstein, D., Pooley, J. A., Cohen, L., Goldthorpe, B., Provost, S., Cranney, J., Penner, L., Clarke-Stewart, A., Roy, E., (2020). *Psychology: An International Discipline in Context: Australian and New Zealand Edition*. (3<sup>rd</sup> ed.) Melbourne, Australia: Cengage Learning. ISBN 978-0-17-021841-2 [4<sup>th</sup> edition in prep]

\*Morris, S., Cranney, J., Baldwin, P., Mellish, L., Krochmalik, A. (2018). *The rubber brain: A toolkit for optimising your study, work and life*. Brisbane: Australian Academic Press. 9781925644081

- \*Bernstein, D., Pooley, J. A., Cohen, L., Goldthorpe, B., Provost, S., Cranney, J. (2018) *Psychology: Australian and New Zealand Edition*. (2<sup>nd</sup>. Ed.) Melbourne, Australia: Cengage Learning.
- \*Bernstein, D., Pooley, J. A., Cohen, L., Goldthorpe, B., Provost, S., Cranney, J., Penner, L., Clarke-Stewart, A., Roy, E., (2013), *Psychology: An International Discipline in Context: Australian and New Zealand Edition*. (1<sup>st</sup> ed.) Melbourne, Australia: Cengage Learning. ISBN-13 9780170218412
- \*McCarthy, S., Dickson, L., Cranney, J., Karandashev, V. & Trapp, A. (Eds.) (2012). *Teaching psychology around the world: volume 3*. Newcastle on Tyne, UK: Cambridge Scholars Press.
- \*Cranney, J. & Dunn, D. S. (Eds.). (2011a). *The psychologically literate citizen: Foundations and global perspectives*. New York, NY: Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780199794942.001.0001>

## Book Chapters

- \*Hulme, J., & Cranney, J. (in press/2022). Psychological literacy and learning for life. To appear in J. Zumbach, D. Bernstein, S. Narciss, & P. Marsico (Eds.). *International handbook of psychology learning and teaching*. New York: Springer.
- \*Cranney, J., Dunn, D. S., & Baker, S. C. (2021). An international perspective on assessment practice: Potential lessons for undergraduate psychology education. In S. A. Nolan, C. Hakala, & R. E. Landrum (Eds.), *Assessment: Individual, institutional, and international approaches* (pp.203-217). Washington, DC: American Psychological Association. ISBN: 978-1-4338-3227-7.
- \*Cranney, J., Hulme, J., Suleeman, J., Job, R., & Dunn, D. S. (2021). Undergraduate psychology education and assessment: International perspectives. In S. A. Nolan, C. Hakala, & R. E. Landrum (Eds.), *Assessment: Individual, institutional, and international approaches* (pp.179-202). Washington, DC: American Psychological Association. ISBN: 978-1-4338-3227-7
- \*Cranney, J., & Morris, S. (2021). Psychological literacy in undergraduate psychology education and beyond. In P. Graf & D. Dozois (Eds.), *Handbook on the state of the art in applied psychology*. (pp. 315-337). Hoboken, NJ: Wiley-Blackwell. DOI: 10.1093/oxfordhb/9780199933815.013.069
- \*Cranney, J. (2020). Why should psychological literacy and self-management capability be key outcomes for undergraduate students? In K. Andrews, F. A. Papps, V. Mancini, L. Clarkson, K. Nicholson Perry, G. Senior, & E. Brymer (Eds.), *Innovations in a changing world*. Melbourne: Navatas Ltd. Retrieved from <https://www.acap.edu.au/assets/Conference/2019-Innovations-in-a-changing-world.pdf>
- \*Cranney, J., Morris, S., Krebs-Lazendic, L., & Hutton-Bedbrook, K. (2020). Back to the education future – evidence-based student-centred approaches to online curriculum design and delivery. In S. McKenzie, F. Garivaldis, & K. R. Dyer (Eds.), *Tertiary Online Teaching and Learning: TOTAL Perspectives and Resources for Digital Education* (pp.119-128). Singapore: Springer Nature. DOI: [10.1007/978-981-15-8928-7\\_10](https://doi.org/10.1007/978-981-15-8928-7_10)
- \*Morrissey, S. A., Cranney, J. & Kennedy, B. J. (2020). Competency based accreditation standards: A new era for the accreditation of psychology in Australia: Comparison with accreditation in New Zealand. In G. J. Rich, A. Padilla-Lopez, L. Ebersohn, J. Taylor, & S. Morrissey (Eds.), *Teaching psychology around the world: Volume 5* (pp. 170-186). Newcastle on Tyne, UK: Cambridge Scholars Press. ISBN 978-1-5275-4631-8
- \*Cranney, J., & Morris, S. (2018). Undergraduate capstone experiences and psychological literacy. In G. J. Rich, A. Padilla-Lopez, L. K. de Souza, L. Zinkiewicz, J. Taylor, & J. L. S. B. Jaafar (Eds.), *Teaching psychology around the world: Volume 4* (pp. 306-328). Newcastle on Tyne, UK: Cambridge Scholars Press. ISBN 978-1-5275-1411-9
- \*Zinkiewicz, L., Morrissey, S., & Cranney, J. (2018). Psychology education and training in Australia. In G. J. Rich, A. Padilla-Lopez, L. K. de Souza, L. Zinkiewicz, J. Taylor, & J. L. S. B. Jaafar (Eds.), *Teaching psychology around the world: Volume 4* (pp.280-292). Newcastle on Tyne, UK: Cambridge Scholars Press. ISBN 978-1-5275-1411-9
- \*Cranney, J., Cejnar, L., & Nithy, V. (2016). Developing self-management capacity in student learning: A pilot implementation of blended learning strategies in the study of business law. In K. Coleman and A. Flood (Eds.), *Enabling reflective thinking: Reflective practices in learning and teaching* (pp. 354-369). Champaign, IL: Common Ground Publishing. ISBN 978-1612298689 <http://thelearner.cgpublisher.com/product/pub.62/prod.57>
- \*Cranney, J., Morris, S., & Botwood, L. (2015). Psychological literacy in undergraduate psychology education. In D. S. Dunn (Ed.), *The Oxford Handbook of Undergraduate Psychology Education*. (pp.863-872). New York: Oxford University Press. ISBN: 9780199933815 [hardcover; printed online 2014]
- \*Cranney, J., Morris, S., Krochmalik, A., & Botwood, L. (2013). Assessing psychological literacy. In D. S. Dunn, S.C. Baker, C.M. Mehrotra, R.E. Landrum, & M. A. McCarthy, (Eds.), *Assessing teaching and learning in psychology: Current and future perspectives* (pp.95-106). Belmont, CA: Wadsworth Cengage Learning. ISBN 978-1-1330-4981-4.
- \*Cranney, J., Carroll, P., Crowe, S., Littlefield, L., Montgomery, I., Baker, C., Gridley, Hl., Mellish, L., & Voufouris, N. (2012). Promoting psychological literacy within the community (pp.57-65). In S. Crowe (Ed.), *Psychology 2020: The 2011-2012 Presidential Initiative on the future of psychological science in Australia*. Melbourne: Australian Psychological Society.
- \*Cranney, J., & Dalton, H. (2012). Optimising adaptive student behaviors. In J. Groccia, M. Alsudary, & B. Buskist (Eds.). *Handbook of college and university teaching: Global perspectives* (pp. 60-76). Los Angeles: Sage.

- \*Provost, S. C., Mellish, L., Cranney, J., & Martin, F. H. (2012). Disciplinary perspectives of Australian high school teachers. In S. McCarthy, J. Cranney, L. Dickson, V. Karandashev & A. Trapp (Eds.), *Teaching psychology around the world: volume 3* (pp. 30-41). Newcastle on Tyne, UK: Cambridge Scholars Press.
- \*Cranney, J., & Voudouris, N.J. (2012). Psychology education and training in Australia: Shaping the future. In S. McCarthy, K. L. Dickson, J. Cranney, V. Karandashev & A. Trapp (Eds.), *Teaching psychology around the world: volume 3* (pp. 2-14). Newcastle on Tyne, UK: Cambridge Scholars Press. ISBN 978 -1-4438-3448-3
- \*Cranney, J., & McDonald, F. (2012). Evidence-based learning. In N. Seel (Ed.), *Encyclopedia of the sciences of learning* (pp. 1185-1188). New York: Springer.
- \*Cranney, J., & Dunn, D.S. (2011b). Psychological literacy and the psychologically literate citizen: New frontiers for a global discipline. In J. Cranney and D. S. Dunn (Eds.), *The psychologically literate citizen: Foundations and global perspectives* (pp.3-12). New York: Oxford University Press.  
DOI: 10.1093/acprof:oso/9780199794942.003.0014
- \*Cranney, J., & Dunn, D.S. (2011c). What the world needs now is psychological literacy. In J. Cranney and D. S. Dunn (Eds.), *The psychologically literate citizen: Foundations and global perspectives* (pp.322-336). New York: Oxford University Press. DOI:10.1093/acprof:oso/9780199794942.003.0077
- \*Cranney, J., & Morris, S. (2011). Adaptive cognition and psychological literacy. In J. Cranney and D. S. Dunn (Eds.), *The psychologically literate citizen: Foundations and global perspectives* (pp. 251-268). New York: Oxford University Press. DOI:10.1093/acprof:oso/9780199794942.003.0063
- \*Cranney, J., Morris, S., Martin, F., Provost, S., Zinkiewicz, L., Reece, J., Milne-Home, J., Burton, L., White, F., Homewood, J., Earl, J., & McCarthy, S. (2011). Psychological Literacy and applied psychology in undergraduate education. In J. Cranney and D. S. Dunn (Eds.), *The psychologically literate citizen: Foundations and global perspectives* (pp. 146-164). New York: Oxford University Press.  
DOI: 10.1093/acprof:oso/9780199794942.003.0041
- \*McGovern, T. V., Corey, L. A., Cranney, J., Dixon, Jr., W. E., Holmes, J. D., Kuebli, J. E., Ritchey, K., Smith, R. A., & Walker, S. (2010). Psychologically literate citizens. In D. Halpern (Ed.), *Undergraduate education in psychology: Blueprint for the discipline's future* (pp. 9-27). Washington, DC: American Psychological Association. <https://doi.org/10.1037/12063-001>
- Cranney, J. (1989). Reflex habituation and attentional processes. In N.W. Bond and D.A.T. Siddle (Eds.), *Psychobiology: Issues and applications* (pp. 175-184). Amsterdam: Elsevier.

## Journal Articles

- \*Morris, S., & Cranney, J. (2022, online first). Promoting student wellbeing through dedicated units on the Psychological Science of wellbeing: Rationale, nature, and student evaluations. *Psychology Learning and Teaching*. DOI: 10.1177/14757257221098024
- \*Richmond, J. L., & Cranney, J. (2022, online first). Curricular approaches to supporting university student academic success and wellbeing. *Psychology Learning and Teaching*. DOI: 10.1177/14757257221098763
- Bahrami, Z., Heidari, A., & Cranney, J. (in press). Applying SMART goal intervention leads to greater goal attainment, need satisfaction and positive affect. *International Journal of Mental Health Promotion*.
- \*Cranney, J., Dunn, D.S., Hulme, J.A., Nolan, S.A., Morris, S., & Norris, K. (2022a). Psychological literacy and undergraduate psychology education: An international provocation. *Frontiers in Educational Psychology*, 7 (Article 790600), 1-6. (Published May 18) Retrieved <https://www.frontiersin.org/articles/10.3389/feduc.2022.790600/full> .See also: Cranney, J., Dunn, D.S., Hulme, J.A., Nolan, S.A., Morris, S., & Norris, K. (2022b). Graduate capabilities for undergraduate psychology education: A proposal. [Supplementary Material to Cranney, J., Dunn, D.S., Hulme, J.A., Nolan, S.A., Morris, S., & Norris, K. (2022). Psychological literacy and psychology undergraduate education: An international provocation. *Frontiers in Educational Psychology*. Retrieved <https://www.frontiersin.org/articles/10.3389/feduc.2022.790600/full#supplementary-material>
- \*Cranney, J., Dunn, D. S., Hulme, J. A., Nolan, S. A., Morris, S., & Norris, K. (under review). *Psychological Literacy and Undergraduate Psychology Education: An International Provocation*.
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### Selected Peer-Reviewed Conference Proceedings/Abstracts

Contact me regarding more recent proceedings (e.g., UNSW Forum abstracts 2015- ).

- \*Cranney, J., Nithy, V., Morris, S., Baldwin, P., LeBard, R., Cejnar, L., Beesley, T., Hutton-Bedbrook, K., Hunter, L., Y Yannoulatos, S. (2017). Student success in large undergraduate subjects: A pilot study embedding self-management development. *Proceedings of the 2017 STARS Conference*.  
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**\*Invited Keynote Presentations and Colloquia (2009- )**

Contact me regarding several recent invited presentations.

- Cranney, J. (February 17, 2022). *Curricular approaches to student success & wellbeing: Why and How?* **Invited Keynote** presentation to Massey University. See back-up pre-recording under “Past UNSW” at <https://www.teaching.unsw.edu.au/healthyuni-main/general-resources>
- Cranney, J. (May 12, 2021). *Curricular approaches to student success & wellbeing: Why and How?* Invited presentation at the University of Tasmania.
- Pather, N., Sidhu, L., Cranney, J., & Velan, G. (2021, April). *The Care Factor: Student Success and Wellbeing*. UNSW Scientia Education Academy Fellow Lecture, UNSW Sydney. Retrieved from <https://www.youtube.com/watch?v=IG79UXvkbA>
- Cranney, J. (2019, October). *Why should psychological literacy and self-management capability be key outcomes for undergraduate students?* **Invited Keynote** Address at the 2019 ACAP Conference: Possibilities Unlocked, October 8, 2019, Melbourne.
- Cranney, J. (2018, June). *Psychological literacy in undergraduate psychology education and beyond*. **Invited State of the Art** Address at the International Congress of Applied Psychology, June 26-30, Montreal.
- Cranney, J. (2018, May). *Why should student self-management, success and wellbeing be a curricular concern in the higher education context?* Scientia Education Academy Fellow Lecture, May 2, UNSW Sydney. <https://thebox.unsw.edu.au/video/scientia-education-academy-lecture-associate-professor-jacquelyn-cranney-2-may-2018>
- Cranney, J. (2018, February). *Psychological literacy in online and blended education*. **Invited Keynote** Address at the Monash-King’s Symposium. Melbourne University, February 23.
- Cranney, J. (2018, January). *Psychological literacy in undergraduate psychology education and beyond*. Invited Colloquium Speaker, Bournemouth University, Bournemouth, January 17.
- Cranney, J. (2018, January). *Psychological literacy in undergraduate psychology education and beyond*. Invited Colloquium Speaker, Stony Brook University, January 11.
- Cranney, J. (2017, September). *What is the future for psychological literacy?* **Invited Keynote** Address at the Australian Psychology Learning and Teaching Conference, September 15-17, Ipswich.
- Cranney, J. (2017, September). *Student mental health, wellbeing & whole-of-university frameworks*. **Invited Address**, Australia and New Zealand Heads of Counselling Services Conference, UNSW, September 26.
- Cranney, J. (2017, September). *Curricular integration of opportunities to develop self-management*. **Invited Address**, Student Minds Conference, UNSW, September 25
- Cranney, J. (2017, July). *What is the future for psychological literacy?* **Invited Keynote** Address at the Vancouver International Conference on Teaching of Psychology, July 27-29, Vancouver.
- Cranney, J. (2017, July). *Student wellbeing*. Invited Panel Member, STARS Conference, Adelaide, July 4.
- Cranney, J., & Andrews, A. (2016, September). *Networks and collaborative projects: Facilitating the development of evidence-based self-management strategies in Australian University students*. **Invited Speakers** at the 2016 National Symposium on Enhancing Student Mental Health and Wellbeing, September 9, Melbourne (<http://melbourne-cshe.unimelb.edu.au/research/experience/enhancing-student-wellbeing/2016-symposium-student-wellbeing-matters>)
- Cranney, J. (2016, September). *Psychological literacy*. Macquarie University Faculty of Human Sciences **Occasional Address**. Macquarie University Graduation, Sydney September 22.
- Cranney, J., Morris, S., Botwood, L., & Andrews, A. (2014, August). *Psychological literacy and undergraduate education*. Invited address in Opening Panel on “Psychological Literacy”, International Conference on Psychology Education, Flagstaff, AZ, USA.
- Cranney, J., Morris, S., Botwood, L., & Andrews, A. (2014, August). *Psychological literacy in Australia: Role of the educator*. Invited address for Australian and New Zealand Panel on “Tips for Teaching from Australian and New Zealand”, International Conference on Psychology Education, Flagstaff, AZ, USA.
- Cranney, J. (2014, October). *What are the aims of psychology undergraduate education?* Invited colloquium, School of Psychology, Australian Catholic University, Sydney, Australia.
- Cranney, J. (2014, December). *What should be the outcomes of undergraduate psychology education?* Invited colloquium, Dipartimento-Psicologia e Scienze Cognitive, Università di Trento, Rovereto, Italy. [Also University di Padova]

- Cranney, J. (2014, December). Evidence-based teaching in psychology education. Invited colloquium, Dipartimento-Psicologia e Scienze Cognitive, Universita di Trento, Rovereto, Italy.
- Cranney, J. (2014, December). *Surviving and thriving at university and beyond: Student self-management, global literacy, and the role of university education*. Invited colloquium, Universita di Trento, Trento, December 9, 2014.
- Cranney, J. (2014, September). *Future-proofing UWS Psychology*. Invited talk and Chair, UWS Psychology External Advisory Committee, Western Sydney University, September 17.
- Cranney, J. (2014, May). *Survival of the most psychologically literate: The case for psychology graduate skills*. **Invited Keynote** Address at the Graduate Psychology Skills Conference, Melbourne.
- Cranney, J. (2012, November). *Student success, psychological literacy, and global citizenship*. **Invited Keynote** Address presented at the 23rd Annual Conference of the ISANA International Education Association, Auckland, New Zealand, December 4-7, 2012.
- Cranney, J. (2012, November). Global Citizenship. **Invited Keynote** Address presented at the UNSW Learning and Teaching Forum, UNSW Sydney, Sydney, November 4, 2012.
- Cranney, J. (2011, July). *Why psychological literacy should be the primary outcome of undergraduate psychology education*. **Invited Keynote** Address at the Vancouver International Conference on Teaching of Psychology, July 29-31, Vancouver.
- Cranney, J. (2009, September). The role of psychological literacy in undergraduate education. **Invited Keynote** Address presented at the Annual Conference of the Australian Psychological Society, Darwin.

**\*Invitations to Facilitate/Speak at Workshops/Retreats/Forums, and to Review Programs (July 2010- )**

Contact me regarding recent invited workshops etc.

- Pather, N., Cranney, J., Sidhu, L., Macer-Wright, J., Ferrington, L., Morris, S., Richmond, J., & LeBard, R. (2021, February). *For course and program convenors: Practical curricular approaches to supporting student wellbeing*. Invited UNSW Connections Seminar/Workshop, February 2, UNSW Online. [See <https://www.teaching.unsw.edu.au/healthyuni-main/general-resources>] **LeBard**,
- Pather, N., Cranney, J. et al. (2020, April). *Tools for integrating the self-management Moodle resource into courses*. Invited UNSW Connections Seminar/Workshop, April, UNSW Online. [See <https://www.teaching.unsw.edu.au/healthyuni-main/general-resources>]
- Cranney, J., Pather, N., Morris, S., Richmond, J. et al. (2020, January). Curricular approaches to student academic success and wellbeing: Science and Medical Sciences Course Coordinator Workshop. UNSW Sydney, January 31.
- Pather, N., Cranney, J. et al. (2019, September). Healthy Universities: Embedding student self-management, success and wellbeing into courses. Invited UNSW Connections Seminar/Workshop, September 18, UNSW Online. [See <https://www.teaching.unsw.edu.au/healthyuni-main/general-resources>]
- Cranney, J., McKague, M., Richmond, J., & Woodyatt, L. (2019, September). Integration of student self-management, success & wellbeing initiatives within the formal curriculum: Relevant to APAC Standards 4.4-4.6. Workshop presented at the Second Australian Learning and Teaching Conference, Melbourne, September 13-15.
- Cranney, J. (2019, February). Self-management, success and wellbeing: Curricular approaches. Invited UNSW Connections Seminar/Workshop, February 7, UNSW Sydney. [See <https://www.teaching.unsw.edu.au/healthyuni-main/general-resources>]
- Cranney, J. (2018, April). Should UG (psychology) programs provide professional training for graduate employment contexts that have a focus on understanding & changing human behaviour? Talk presented at the Heads of Schools and Departments of Psychology Association Retreat, Woolongong, April 19.
- Deakin University *Psychological Science Course Suite Review*. (2014, August). External member of Review Committee. Deakin University, August 12.
- Cranney, J., Andrews, A., & Morris, S. (2013, July). *Curriculum renewal to build student resilience and success: Phase 1*. Invited paper presented at the meeting of the Special Interest Group for Student Well-being, International First Year in Higher Education Conference, Wellington, NZ.
- Cranney, J. (2012, November). *Psychological literacy and global citizenship*. National Showcase on Embedding Intercultural Skills in the Curriculum (convened by Anita Mak). And: *Undergraduate Psychology Education Workshop*. November 12-13, Canberra.
- University of Southern Queensland School of Psychology (T. Machin). (2012). *Psychological literacy as an outcome of undergraduate psychology education*. Presentation at the "Undergraduate Psychology Education Review" Workshop, June 25, 2012, Toowoomba, Australia.
- James Cook University School of Psychology (K. Martinez). (2011) *Psychological literacy as an outcome of undergraduate psychology education*. Presentation at the "Undergraduate Psychology Education Review" Workshop, December 14, 2012, Cairns, Australia.
- Monash University School of Psychology (W. McKenzie, S. Rajaratnam). (2011). *Psychological Literacy, APAC Standards & Graduate attributes for Undergraduate Psychology*. Presentation at the "Future Directions in Undergraduate Psychology at Monash" Workshop, December 8, 2011, Melbourne, Australia.
- Cranney, J. (2011). National standards for psychological literacy and global citizenship. In C. Ewan (Chair), *EU-Australia Tuning Seminar*, February 14, 2011, Sydney, Australia.

- Cranney, J. (2011). National standards for psychological literacy and global citizenship. In B. Oliver (Chair), *Networking in standards-related projects ALTC workshop*, August 11, 2011, Sydney, Australia.
- UNSW Sydney (J. Cox) (2010). Scientific Literacy. Invited presentation at the Faculty of Science Learning and Teaching Forum, 2010, Sydney, Australia.
- Australian Psychology Educators Network Meetings in Brisbane, Sydney, Melbourne, Adelaide and Perth (J.Cranney). (2010-2011). Workshops (to build local networks and to engage with Accreditation Standards and Innovative Pedagogy) arranged as part of the ALTC/OLT National Fellowship. .
- Invited presentations to the Heads of Departments and Schools of Psychology Meetings in Newcastle and Perth. (2010-2011). Arranged as part of the ALTC/OLT National Fellowship.
- ALTC Fellows Forum (2010). *Internationalisation and global citizenship*. Brisbane, October 13-13, 2010.
- UK Higher Education Academy Psychology Network (A.Trapp). (2010). International expert for the two-day retreat on *The Future of UG psychology Education in the UK*, as well as giving a talk on Australian undergraduate education, November 30-December 1, 2010, Chicheley Hall, England. This retreat produced a key report ([http://www.pnarchive.org/docs/pdf/UG\\_PSYCHOLOGY\\_WEB.pdf](http://www.pnarchive.org/docs/pdf/UG_PSYCHOLOGY_WEB.pdf)); psychological literacy as a key UG education outcome was promoted
- Charles Darwin University Psychology Discipline (K.Moore, A. Reedy). (2010) I undertook an extensive peer review of undergraduate psychology education, with a subsequent confidential report focussing on LTA strategies for the development of GAs. August 18-20, 2010, Darwin, Australia.
- USA Review of Undergraduate Psychology (2008). Only invited external participant in the National Conference on Undergraduate Education in Psychology, which produced the 2010 book, and reincarnated the concept of psychological literacy: see [psychliteracy.com](http://psychliteracy.com)

### Selected Conference Presentations

Contact me regarding recent presentations.

- \*Cranney, J., Morris, S., & Richmond, J. (September, 2021). Curricular approaches to university student success and wellbeing. Paper presented at both the European Society for Psychology Learning and Teaching [ESPLAT] Online Conference and the 3<sup>rd</sup> Australian Psychology Learning and Teaching [AusPLAT] Online Conference. <https://youtu.be/DumOrk50jB4>
- \*Cranney, J., Morris, S., & Norris, K. (September, 2021). Psychological literacy and psychology education. Paper presented at both the European Society for Psychology Learning and Teaching [ESPLAT] Online Conference and the 3<sup>rd</sup> Australian Psychology Learning and Teaching [AusPLAT] Online Conference: <https://youtu.be/ZIbDSAC4PwU>
- \*Cranney, J., Taylor, J., Padila, A. (September, 2019). Learning through chaos: The International Council of Psychology Educators. Paper presented in the symposium ICOPE: International Perspectives on psychology education, convened by T. Machin & J. Cranney, 2nd Australian Psychology, Learning and Teaching Conference, September, Melbourne.
- \*Morrissey, S., Cranney, J., & Kennedy, B. J. (September, 2019). A comparison of the psychology program accreditation systems in Australia and Aotearoa New Zealand. Paper presented in the symposium ICOPE: International Perspectives on psychology education, convened by T. Machin & J. Cranney, 2nd Australian Psychology, Learning and Teaching Conference, September, Melbourne.
- \*Cranney, J., Psychological literacy in undergraduate psychology education and beyond. Paper presented in the symposium Psychological Literacy: Theory, research and practice, convened by T. Machin & J. Cranney, 2nd Australian Psychology, Learning and Teaching Conference, September, Melbourne.
- \*Cranney, J., & Morris, S. (September, 2018). *Psychologically literate self-management curricular strategies*. Talk presented at the Second Australian Psychological Society Congress, September 27-30, Sydney.
- \*Cranney, J., & Morris, S. (November, 2018). Why should student self-management, success and wellbeing be a curricular concern in the higher education context? Paper presented at the *Talking About Teaching* Conference, Christchurch, NZ, November 29-30.
- \*Cranney, J., Morris, S., Levy, N., & Mellish, L. (October, 2018). *Career development learning in a capstone course*. Paper presented at the UNSW Sydney Learning and Teaching Forum, Sydney, NSW.
- \*Cranney, J., & Morris, S. (January, 2018). *The psychological science of self-management*. Poster presented at the National Institute for Teaching of Psychology, January 3-6, St Petersburg Beach, Florida.
- \*Morris, S., & Cranney, J. (2017, November). *Outcomes of a Psychological Science of Resilience course: Supporting students to thrive*. UNSW Learning and Teaching Forum, November 1, Sydney.
- \*Cranney, J. (2017, July). Student success in large undergraduate subjects: A pilot study embedding self-management development. Paper presented at the STARS Conference, Adelaide, July 4.
- \*Cranney, J. (2016, September). Facilitating psychological literacy in psychology education and training. In S.Morrissey & J.Cranney (Chairs), *Innovation in psychology education and training: Opportunities, barriers and solutions*. DPRET Forum conducted at the First Australian Psychological Society Congress, September 13-16, Melbourne.
- \*Cranney, J., Nithy, V., Morris, S., & Baldwin, P. (2016, July). Facilitating psychological literacy through evidence-based self-management strategies in Australian undergraduate students. In J.Cranney (Chair), *ICOPE*:

*Facilitating psychological literacy in diverse contexts: Session 2.* Symposium conducted at the 31<sup>st</sup> International Congress of Psychology, July 24-29, Yokohama, Japan.

- \*Morris, S., & Cranney, J. (2014, January). *Flipped classroom delivery of a unit on the science of student success.* Poster presented at the 36th Annual Conference of the National Institute for the Teaching of Psychology, St. Pete's Beach, FL, USA.
- \*Cranney, J., & Morris, S. (2014, September). *Flipped classroom delivery of a unit on the science of student success.* In S. Morrissey (Chair), Recent advances in curriculum design in the Australian context. Symposium at the 49<sup>th</sup> Annual Conference of the Australian Psychological Society, Hobart, Australia.
- \*Cranney, J., Morris, S., & Spehar, B. (2012, September). *The role of capstone experiences in scientific literacy, employability and global citizenship.* Paper to be presented at the 47th Annual Conference of the Australian Psychological Society, Perth, September 27-30, 2012.
- \*Cranney, J. & Morris, S. (2012, July). New developments in psychological literacy. In J. Cranney (Chair), *Psychological literacy as a global outcome of undergraduate psychology education.* Symposium conducted at the International Congress of Psychology, Cape Town South Africa.
- \*Cranney, J., Morris, S., & Spehar, B. (2012, July). The role of capstone experiences in scientific literacy, employability and global citizenship. In J. Bryan & R. Ranzijn (Chair), *Innovations in developing graduate work-readiness capabilities.* Symposium conducted at the International Congress of Psychology, Cape Town South Africa.
- \*Cranney, J., & Morris, S. (2012, July). Psychological literacy and global citizenship. In V. Karandashev (Chair), *Globalization of Psychology Education: Challenges and Promises.* Symposium to be conducted at International Congress of Psychology, Cape Town South Africa.
- \*Cranney, J., Morris, S., Spehar, B., & Botwood, L. (2012, May). *From National Standards to Capstone Courses: Challenges in Designing Standards-Based Assessment.* Poster presented at the Learning and Teaching Forum, UNSW, May 11, 2012.
- \*Cranney, J. (2011, October). *The aims of UG psychology and curriculum renewal.* Forum presented at the 46th Annual Conference of the Australian Psychological Society, Canberra, October 4-8, 2011.
- \*Cranney, J. (2011, October). Introduction to psychological literacy. In J. Cranney (chair), *Innovative learning, teaching and assessment strategies for psychological literacy.* "How To" Session conducted at the 46th Annual Conference of the Australian Psychological Society, Canberra, October 4-8, 2011.
- \*Cranney, J. (Chair). (2011, October). *Building the capacity of undergraduate students.* Symposium conducted at the 46th Annual Conference of the Australian Psychological Society, Canberra, October 4-8, 2011.
- \*Cranney, J. (2011, August). Psychological literacy as a transformative global perspective. In D. Dunn (Chair), *Should psychological literacy be the primary outcome of undergraduate education?*, Symposium conducted at the 119th Convention of the American Psychological Association, August 4-7, Washington D.C., USA.
- \*Cranney, J. (2011, August). National standards for psychological literacy and global citizenship. In B. Oliver (Chair), *Networking in standards-related projects ALTC workshop*, August 11, 2011, Sydney, Australia.
- \*Cranney, J., Morris, S., & Jeong, J.M. (2011, July). *Positivity strategies as part of the first-year psychology curriculum.* Poster presented at the 2nd World Congress on Positive Psychology, July 23-26, Philadelphia, USA.
- \*Cranney, J., & Morris, S. (2011, July). *Psychological literacy and adaptive cognition in a first-year university curriculum.* Poster presented at the 34th Annual International HERDSA Conference, July 4-6, 2011, Radisson Resort, Gold Coast, Australia.
- \*Cranney, J., Morris, S., & Jeong, J.M. (2011, April). Psychological literacy and adaptive cognition. In J. Cranney (Chair), *Psychological literacy and global citizenship: Why should psychology educators care?* Symposium conducted at the American Education Research Association Annual Conference, April 8-12, New Orleans.
- \*Cranney, J. (2011, March). National standards for psychological literacy and global citizenship. In C. Ewan (Chair), *LTAS and Tunings Seminar*, August 11, 2011, Sydney, Australia.
- \*Cranney, J., & Morris, S. (2010, July). *Hard science and soft heads: Critical and creative thinking in the context of first year group research projects.* Symposium paper presented at the 27<sup>th</sup> International Congress of Applied Psychology, July 11-16, Melbourne.
- \*Cranney, J., Trapp, A., Sarwono, S., McCarthy, S., & Skinner, N. (2010, July). *Global perspectives on undergraduate psychology education: Should we be changing our game?* Forum at the 27<sup>th</sup> International Congress of Applied Psychology, July 11-16, Melbourne.
- \*Martin, F., Provost, S., Cranney, J., & Nosworthy, V. (2010, July). Resources to support quality tertiary learning and teaching of psychology in Australia. In V. Karandashev (Chair), *Towards Providing Global Teaching Resources for Quality Psychology Education*, Symposium conducted at the 4<sup>th</sup> International Conference on Psychology Education, Sydney. Retrieved 23 December, 2010, from <http://icope2010.psy.unsw.edu.au/program/Martin%20et%20al.pdf>
- \*Provost, S., Mellish, L., & Cranney, J. (2010, July). *Disciplinary perspectives of Australian high school teachers.* Paper presented at the 4<sup>th</sup> International Conference on Psychology Education, July 8-11, Sydney.
- \*Cranney, J. (2010, July). Introduction. In J. Cranney (Chair), *Psychological literacy and global citizenship: Why should psychology educators care?* Symposium conducted at the 4<sup>th</sup> International Conference on Psychology Education, Sydney.

- \*Cranney, J., Vojdanoska, M., & Newell, B. R. (2009, October). *The Testing Effect: The role of feedback and collaboration in a tertiary classroom setting*. Paper presented at the 2009 International Society for the Scholarship of Teaching & Learning Conference, Bloomington, Indiana.
- \*Cranney, J. & Morris, S. (2009, October). *Hard science and soft heads: Critical and creative thinking in the context of first-year group research projects*. Poster presented at the 2009 Society for the Teaching of Psychology Best practices Conference, Atlanta.
- \*Cranney, J., Martin, F., Mellish, L. (2009, September). The undergraduate fourth year from the educators' perspective. In F. Martin & J. Cranney (Chairs), *Undergraduate Curriculum and Good Practice: Fourth Year*. Symposium conducted at the Annual Conference of the Australian Psychological Society, Darwin.
- \*Martin, F., Cranney, J., & Varcin, K. (2009, September). The undergraduate fourth year from the students' perspective. In F. Martin & J. Cranney (Chairs), *Undergraduate Curriculum and Good Practice: Fourth Year*, Symposium conducted at the Annual Conference of the Australian Psychological Society, Darwin. Retrieved 3 September, 2012, from <http://icope2010.psy.unsw.edu.au/program/Martin%20et%20al.pdf>
- \*Cranney, J., Provost, S., Martin, F., White, F., Cohen, L., & Katsikitis, M. (2009, January). *Models of education and training in psychology*. Poster presented at the 31<sup>st</sup> Annual Conference of the National Institute on the teaching of Psychology, January 3-6, St Pete Beach, Florida.
- \*Cranney, J., Jones, G., Morris, S., Starfield, S., Martire, K., Newell, B., & Wong, K. (2008, October). *Critical reading and writing (CRW) in first-year psychology: Mass screening and targeted assistance*. Paper presented at the UniServe Science Conference, Sydney. Retrieved 23 October, 2008, from <http://www.usyd.edu.au/su/SCH/pubs/procs/2008/165.pdf>
- \*Cranney, J., & Turnbull, C. (2008, September). *Graduate attributes and undergraduate psychology*. Paper presented at the 2008 43<sup>rd</sup> Australian Psychological Society Annual Conference, Hobart.
- \*Cranney, J., Turnbull, C., & Provost, S. (2008, July). *Graduate attributes and the future of undergraduate education and training*. Poster presented at the Psychology Learning and Teaching Conference, Bath.
- Cranney, J., Watts, K., & Varcin, K. (2008, March). *Emotional responses and emotional regulation predicted by positive and negative trait affect*. Paper presented at the Australasian Experimental Psychology Conference, Perth.
- \*Cranney, J., Ahn, M., McKinnon, R., Morris, S., & Watts, K. (2007, September). *The testing effect and judgment of learning of classroom video material*. Paper presented at the 2007 42<sup>nd</sup> Australian Psychological Society Annual Conference, Brisbane.
- Cranney, J., McCraw, S., & Bailey, G. (2007, July). *Ventromedial prefrontal cortex (vmPFC) involvement in the extinction of conditioned freezing in rats*. Paper presented at the International Brain Research Conference, Melbourne.
- \*Cranney, J., Morris, S., & McKinnon, R. (2007, July). *The Reality of the Testing Effect: Application to the Classroom, Judgments of Learning, and Collaborative Educational Processes*. Paper presented at the International Society of Scholarship in Teaching and Learning, Sydney, Australia.
- \*Cranney, J., Morris, S., & McKinnon, R. (2007, January). *The reality of the testing effect: Application to the classroom, judgements of learning, and collaborative educational processes*. Poster presented at the 29<sup>th</sup> Annual Conference of the National Institute on the Teaching of Psychology, St. Petersburg Beach, Florida.
- Cross, S., & Cranney, J. (2006, July). *Prospective memory functioning in binge drinkers*. Paper presented at the 4<sup>th</sup> International Conference on Memory, Sydney.
- \*Cranney, J., & Morris, S. (2006, June). *Helping students to think like psychologists*. Paper presented at the Psychology Learning and Teaching Conference of the Higher Education Academy Psychology Network, York.
- \*Cranney, J., & Morris, S. (2006, May). *Strategies for developing team-work skills in a large first year psychology course*. Poster presented at the 18<sup>th</sup> Annual Convention of the Association for Psychological Science, New York.
- \*Cranney, J., Kofod, M., Jensen, L., Levin, K., & Scoufis, M. (2006, May). *Portfolio tools: Learning and teaching strategies to facilitate development of graduate attributes in a Bachelor of Psychology program*. Poster presented at the 18<sup>th</sup> Annual Convention of the Association for Psychological Science, New York.
- \*Cranney, J. (2004, November). *Graduate attributes in scientific psychology*. Invited paper presented at the Network Group Meeting of the Learning and Outcomes Curriculum Development in Psychology AUTC Project, Brisbane.
- \*Morris, S., Cranney, J., & Spehar, B. (2004, September). *Graduate attributes in first year psychology: Integrating information literacy skills, team skills and collaborative learning into the curriculum*. Paper presented at the Annual Meeting of UniServe Science, Sydney.
- \*Morris, S., Spehar, B., Cranney, J., & Huon, G.F. (2004, July). *Graduate attributes in first year psychology: Integrating information literacy skills, team skills, and psychology laboratory report writing into the curriculum*. Paper presented at the 8<sup>th</sup> Annual Pacific Rim First Year in Higher Education Conference, Melbourne.
- \*Dawson, V., Heard, G., & Cranney, J. (2004, April). *Building a supportive and effective postgraduate community at UNSW*. Paper presented at the 6<sup>th</sup> Biennial Quality in Postgraduate Research Conference, Adelaide.



- \*Morris, S., Spehar, B., Cranney, J., & Huon, G.F. (2003, December). *Integrating the development of information literacy skills, team skills and collaborative learning in first year psychology courses*. Paper presented at the Annual First Year Forum, UNSW, Sydney.
- Ledgerwood, L., Jobson, L., Cranney, J., & Richardson, R. (2002, December). *DCS facilitation of extinction: memory consolidation and contextual modulation*. Paper presented at the Australian Learning Group Annual Conference, Sydney.
- Cranney, J., McLaren, J., Solomon, K., & Richardson, R. (2000, December). *The effects of maternal deprivation on conditioned fear and prepulse inhibition*. Paper presented at the Australian Learning Group Annual Conference, UNSW, Sydney.
- \*Cranney, J. (1999, September). *Models of good practice in postgraduate research supervision*. In K.M. McConkey (Chair), *Enhancing professional and research supervision of postgraduate students*. Symposium conducted at the 34<sup>th</sup> Annual Conference of the Australian Psychological Society, Hobart.