

**Erin Barker**, *Concordia University*  
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Child externalizing problems are a stressor affecting parental sleep quality. Parental respiratory sinus arrhythmia (RSA) reactivity to stressful marital interactions may create additional stress, exacerbating sleep problems. Individuals reporting more child externalizing problems and having partners with greater RSA reactivity to a marital interaction task experience the worst sleep quality.

(Personality/Emotion Psychology, Social Psychology - Stress and Coping)

**V-043 Adaptation of the Teaching Styles Analysis in a sample of primary school teachers in Greece**

**Eleni Zenakoux**, *Harokopio University of Athens*  
**Eleni Zouka**, *Harokopio University of Athens*  
**Katerina Maridaki-Kassotaki**, *Harokopio University of Athens*

The present study examines the construct validity of the Greek version of the Teaching Style Analysis (TSA) by recruiting 250 primary school teachers. The results have shown that TSA assesses 6 components of teaching styles naming professional characteristics, teaching methods, management techniques, classroom environment, lesson planning and pupil individual needs.

(Methodology - Learning)

**V-044 An Empirical Cross-Cultural Study of Metacognition During In-Class Examination**

**Mariana Veiga Chetto Coutinhox**, *Zayed University*  
**Justin J Couchman**, *Albright College*  
**Alanood Almansoori**, *Zayed University*

The present study examined monitoring accuracy during real, in-class examination. Emirati and North American students gave confidence ratings for their answers in an exam and then estimated the grade they were likely to earn. Confidence ratings were significantly correlated to performance, and were more predictive of performance than overall judgments.

(Cognitive Psychology - Learning)

**V-045 Are memory and language brothers in arms when learning new words?**

**Tânia Fernandes**, *Universidade de Lisboa*  
**João Ferreira**, *Universidade de Lisboa*  
**Ana Raposo**, *Universidade de Lisboa*

We examined whether schemas assist word learning. Spoken new words were presented along orthographic or semantic contexts. Whereas after 1-week lexicalization occurred for new words in orthographic context, memory for new items was readily available regardless of context. It seems that schemas do not assist lexicalization, they rather hinder it.

(Cognitive Psychology - Learning)

**V-046 College Students are Persistent in Learning Tasks, But Not Efficient**  
**Jeffrey T. Coldren**, *Youngstown State University*  
**Annina Brendel**, *Youngstown State University*

Two experiments examined college students' persistence in discrimination-learning tasks. After solving an initial task, participants showed high persistence in problems that were either easily mastered or non-solvable. Such performance is maladaptive as it ignores the lack of progress, and suggests the need to explore processes involved in learning self-regulation.

(Cognitive Psychology - Learning)

**V-047 Determinants of structure learning in a sequential prediction task**  
**Pedro Cardoso-Leite**, *University of Geneva*  
**Paul Schrater**, *University of Minnesota (USA), Department of Psychology and Computer Science*  
**Robert Goldstone**, *Indiana University (USA), Department of Psychological and Brain Sciences*  
**Shawn C Green**, *University of Wisconsin-Madison (USA), Department of Psychology*  
**Daphné Bavelier**, *University of Geneva (Switzerland), Department of Psychology and Educational Sciences* *University of Rochester (USA), Brain and Cognitive Sciences*

We present a new paradigm to investigate structure learning or the ability to abstract shared structure across tasks. Using an individual differences approach, we highlight key factors contributing to structure learning. In particular, higher education level best predicted structure learning.

(Cognitive Psychology - Learning)