

Breakout Events Descriptions

Please note the numbers on the left correspond to the session number on the breakout programme.

1 AQA A level: Developing responses in research methods

Amanda Morris – AQA exam board session

In this session we will consider difficulties students have with answering research methods questions using feedback from last year's exam. To explore the issues, we will use students' responses and consider ways that they can be improved. This will then produce a number of strategies that can be employed in the classroom to increase student performance.

2 Eduqas: Invigorating students' psychological imagination - Differentiation in the classroom

Louise Steans, Eduqas teacher

This session is designed to provide you with practical ideas and activities that stretch your most able students, whilst still catering for your D/E grade students. The session is non-board specific and hopes to inspire all teachers in how to energise their A Level cohorts.

3 Edexcel: GCSE Psychology

Dawn Collis, Edexcel

This session provides an opportunity to discuss issues that have arisen with the first set of students through the new GCSE specification. In particular, there will be time to reflect on effective delivery of the specification content, and how to prepare students for examinations.

4 Retrieval practice for learning

Jock McGinty, Chair ATP, Watford Grammar School for Boys

When we think about learning, we typically focus on getting information INTO students' heads. As teachers we might show videos, encourage note taking or provide review sheets, even occasionally lecture. Our students often study by re-reading their textbooks, highlighting information, and reviewing their notes. The focus is on getting information IN, with the hope that it sticks. But what if, instead, we focus on getting information OUT of students' heads?

In this interactive workshop, Jock will explore strategies with you for long term learning where we focus students on OUTformation

5 Maths requirements at A Level: Removing the fear factor

Deb Gajic, CPsychol, AFBPsS. Deb is now an independent educational consultant, having retired from full time teaching and a Chartered Psychologist. She is passionate about teaching and regularly runs training workshops

Many students and even some teachers have an irrational fear of maths. This is a significant barrier to success at A Level, as at least 10% of the overall assessment of psychology will contain mathematical skills equivalent to Level 2 or above. This workshop will look at the maths requirements at A level and suggest practical strategies and activities to take away the fear factor and enable students (and teachers) to face their fears and excel.

You will take away proven strategies and resources will be available on the ATP website www.theatp.org from this workshop.

There will be plenty of opportunities to share good practice. for teachers of Psychology, as well as working with major awarding bodies.

6 Sponsored by DART-P: Delivering A-Level Psychology in a multicultural, multi faith environment.

Claire Barker, Committee member, Division of Academics, Researchers and Teachers, British Psychological Society

All schools face their challenges. Teaching in a relatively small independent boarding school is no different. Within our senior school of approximately 700 students we have representatives from 24 countries, speaking a total of 15 different languages (as their first language). Many of our students are bilingual or multi lingual, several speak at least 4 languages fluently. At the other end are students who arrive in the country with very little English. This can create practical problems in the classroom in terms of teaching.

Language is only one element of culture, albeit a fairly important one. Culture is defined as the characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts and so on. The issue of faith and religion can also be problematic. As a school with a strong Methodist ethos, some topics in psychology seem a long way from their key principles. Add in to the mix the difference religions represented in the school then this can be a theological minefield.

During this workshop, we will discuss some of these issues and try to work towards practical ways of dealing with them.

7 Stress in Teaching: 'What can schools do to reduce Teacher Stress & Mental Well- Being?'

Trevor Dunn Cambridge University (Eastern Education & Development Society)

75% of teaching staff in schools & colleges experienced symptoms stemming from their work including; Depression, Anxiety, and Panic attacks. (Charity Education Support Partnership, 2017). Teachers have taken a total of 1.3 million days leave for stress in the past 4 years. (Lib Dem Research, 2018). This talk will present findings from teacher's responses to the question of what can, and should schools be doing to reduce stress & mental well-being, from a sample of over 80 teachers, and will introduce you to ways of helping you maintain better levels of mental health within your school, and teaching for the next academic year.

8 New to teaching Criminology?

Katherine Oldershaw, Wilberforce Sixth Form College

Are you thinking about teaching or preparing to teach WJEC Level 3 diploma in criminology? The course is proving to be very popular with students. This session will provide you with an overview of the course including content and how it is assessed. There will also be hints and tips on how to plan the course and deliver content.

9 Implementing 'Mastery' in the Psychology Curriculum

Sam Shaw, Shiplake College

Traditional teaching keeps time spent on a topic constant and allows pupils' 'mastery' of curriculum content to vary. Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. *Education Endowment Foundation*

Looking at how mastery can be effectively implemented in a content heavy and time restrained curriculum.

10 Flipping Biopsychology!

Nick Serifin, Newcastle under Lyme College

Ever wanted to try flipping but worried about the time needed to create the resources involved? In this session Nick from the YouTube channel psych boost will give a range of techniques and resources for embedding Biopsychology knowledge in the classroom from notes. Includes a free copyable student pack for the first 25 early birds on the room! Will also include suggestions on flipped teaching more generally such as ensuring student engagement in the process.

11 Choosing the appropriate statistical test

Hugh Coolican, retired Principal Lecturer and Honorary Teaching Fellow of Coventry University and also the author of Research Methods and Statistics in Psychology (2019, Routledge).

This workshop will do what it says on the can. We will run through the three criteria for selecting an appropriate test, probably pick up a few points of interest along the way (e.g. experiments can use correlation) and then we'll spend some time (well, you will) looking at possible research scenarios and deciding what would be the appropriate significance test to use. Questions about tests will be welcomed and, I hope, usefully answered. Tests covered will be: chi-square, sign test, Mann-Whitney, Wilcoxon, t tests (related and unrelated), Pearson's and Spearman's correlations, noting that not all specs include the parametric tests.

12 So where does self-harm come from?: An evolutionary suggestion.

Evie Bentley, Sussex Science Tutor www.sussexsciencetutor.co.uk

Brief outline: Self harm is a real issue, a problem because it is both hidden and very present especially in young people. What is understood about this problem, and are there any clues from other animals?

13 Leicester University:

1. Understanding the developmental consequences of premature birth: What teachers need to know

2. What visual illusions reveal about how our minds work

**1. Professor Samantha Johnson, Professor of Child Development
Department of Health Sciences, University of Leicester**

Two to three children in an average sized primary school class are likely to have been born preterm. Increasing preterm birth rates coupled with improved survival rates means that many more preterm children will enter the education system in the coming years. An understanding of how premature birth affects children's development and learning is needed to assist teachers in providing appropriate support for these children. This presentation will review research being conducted here at the University of Leicester into the long-term outcomes of children born preterm and the effects these have on their attainment at school.

**2: Dr Tamara Gheorghes, Teaching Fellow, School of Psychology,
University of Leicester**

Accurately perceiving the trajectory of a moving object is important, as it helps with anticipating its future position (e.g., avoiding a potential danger), interacting with the object (e.g., catching a ball), and identifying the object (e.g., the flight of a bird). Throughout everyday activities, the human visual system tends to perform well at this task, but in specific situations it may fail

and produce a visual illusion. Such illusions are not mere curiosities - they expose the underlying mechanisms of visual processing...

14 Happiness and the Wisdom of Groundhog Day

Dr Steven Taylor, University of London & shortcuts tv

Why study happiness? For more than a century, psychologists have been studying

pathology and human misery, but when Yale psychologist, Laurie Santos, devised a short Happiness course for her students, 1 in 4 Yale students signed up for it, making it the most popular course ever in the University's 400-year history.

So, what have psychologists been finding out about happiness and well-being? Could we apply it to our own lives and actually become happier? Can we help to make those around us happier and maybe create happier classrooms? In this Workshop, Dr Steve Taylor will use extracts and observations from the classic film Groundhog Day to answer some of these questions.

15 AQA GCSE: Developing skills in your students

Dr Tracey Elder, Head of Curriculum AQA

In this session, we will look at how to develop examination skills in your students through the use of targeted activities. We will also explore the common errors that students make and strategies to help them avoid making these mistakes. We will also examine student responses to understand how to mark, and improve upon, them.

16 OCR GCSE: Reflections and sharing best practice of GCSE

Psychology

Lucy Carey, Subject Advisor OCR

A discussion forum with OCR Psychology Subject Advisor allowing you to explore how do you: bring the content to life?; support the learner preparing for the assessment? In terms of teacher reflections – how do you further develop your understanding of the assessment and what extra support and guidance do you need.

17 Eduqas: Retrieval Practice in the Psychology Classroom

Katherine Cox, WJEC teacher

Retrieval Practice is gaining attention as a valuable pedagogical tool and offers up evidence based simple strategies that can be used easily in lessons. This session will give an introduction to some of the features of Retrieval Practice and explore the ways in which it can be used by Psychology teachers across all exam boards. We have tested out a number of Retrieval Practice ideas in our department and look forward to sharing many of these resources with you. The workshop will also involve discussion of the pros and cons of using these techniques and how to make it most effective

18 Training opportunities for Psychology students...and teachers

Viv Louizos & John Graves, Central Psychology and Counselling Awarding Body (CPCAB)

We will share our experience of 20 years of offering Psychology students the chance to train in counselling and helping skills and to obtain nationally recognised qualifications. Teachers and adult learners have also taken advantage of these opportunities to enhance their career prospects. We will look at how students can benefit from, and have used their qualifications in practice. The awarding body is exhibiting and will be displaying some of their resources

19 Supporting Lower Ability Students

Laura Quaife, Ashton 6th form College

This session will explore some of the theory to understand how to support our lower ability students and raise their achievement. You will have the opportunity to take away practical ideas and share good practice with colleagues.

20 Current trends in learning technology for teaching psychology

Matt Jarvis, author

Learning technology has moved well beyond hanging PowerPoints on the school Virtual Learning Environment, yet there is a huge disconnect between what is now freely available to schools and colleges and what teachers tend to know about and use. The aim of this session is to introduce colleagues to some cutting edge technologies that can enhance the learner experience and perhaps learner outcomes. These include interactive presentations, adaptive learning tools, 3D and interactive images and video, push-microlearning, self-marking prose, AI-powered chatbots and gamification tools as well as current trends in the use of social media, forms, statistical analysis and experimental simulation. Everything demonstrated here is free and requires no coding skills.

21 Leicester University

1. Enhancing our working memory for locations: effects of organisation and brain stimulation.

2. Attention Deficit Hyperactivity Disorder in Students and Staff

1. Dr Carlo de Lillo, Associate Professor, Experimental Psychologist, School of Psychology, University of Leicester

The ability to repeat back movements connecting a series of locations, or spatial span, is an important component of working memory and is measured as part of intelligence scales and neuropsychological tests. Strategies that exploit the structure and organisation of series of to-be-remembered locations can greatly enhance our working memory but the reasons why they do so is controversial. I will show how experiments with virtual reality and more traditional methods can disentangle the role of movement paths and visual organisation in the enhancement of spatial working memory. I will also present preliminary results that show beneficial effects of widely available brain stimulation devices on working memory for locations in adult humans.

2. Dr Khalid Karim, Consultant Child and Adolescent Psychiatrist and Senior Teaching Fellow, University of Leicester, Department of Neuroscience, Psychology & Behaviour, The Greenwood Institute

The diagnosis of neurodevelopmental conditions such as Autism, ADHD and tic disorders have increased dramatically over the last few years and have had a considerable impact especially on health and education systems. There has been a considerable focus on Autism, however Attention Deficit Hyperactivity Disorder is three to five times more common but often goes unrecognised and is still considered in some areas to just be an excuse for bad behaviour. Considering the current understanding of ADHD I would like to discuss what having this diagnosis really means and how it can impact significantly on both students and staff.

22 Exploring Gifted and Talented: A sea of definitions WITH a paddle.

Aletia Hagedorn, St Philip Howard School

This workshop is ideal for anyone interested in Stretch and Challenge. I will present my recent Master's research on Gifted and Talented identification within my school context: sharing various definitions, identification systems and

strategies. We will also discuss the potential impact of labelling on mental health and whether a whole school enrichment approach is preferable.

23 Quantitative skills in A level psychology

Stella Dudzic, Programme Leader (Curriculum and Resources) MEI

This session will provide teaching strategies and resources for some of the quantitative skills in AS and A level Psychology. No previous experience of teaching these aspects of the specifications is required

24 So, you would like to write (or make videos)

Cara Flanagan, Southwest Conference & author and friends!

Many people fancy producing materials for teachers/students. This is your chance to find out what it is like to produce educational material (textbooks, articles, youtube programmes) and you might even sign up for some commissions. A panel of authors (e.g. Cara Flanagan), video producers (e.g. Nick Serifin) and publishers (e.g. Illuminate) will entertain you with stories of how they got into writing/video presenting/ publishing, and what the pluses and minuses are.

25 Body Perception

Anna Horwitz, University of York

Since finishing teaching, I have completed my masters and worked as a Research Assistant in the body lab at the University of York's psychology department.

This session is for those of you who are interested in body perception, body image or body image disturbances. It is not directly relevant to any syllabus but as many of our students are prone to body dissatisfaction the research that I've been involved in might be of interest to you. I won't be offering ways of solving the body dissatisfaction epidemic amongst teenagers (that's not a simple task) but I will discuss areas of current interest in body image research and potential areas for future research.

26 False Confessions

Jock McGinty, Chair of the ATP

Recent DNA exonerations have shed light on the problem that people sometimes confess to crimes they did not commit. This workshop will draw on police practices, laws concerning the admissibility of confession evidence, core principles of psychology, and case studies such as Kitty Genovese to summarize what is known about police-induced confessions.

We will look at suspect characteristics, interrogation tactics and the phenomenology of innocence that influence confessions as well as their effects on judges and juries. We will also consider recommendations for the reform of interrogation practices and the protection of vulnerable suspect populations.

27 Pavlov's Dogs and lolly pops: Integrating Practical Research Methods into your teaching

Helen Kitching, CPsychol, AFBPsS. Head of Psychology & Mental Health Lead Gildredge House School

Join me for a session on integrating practical research into your teaching. Find out ways of making research methods come alive, without eating too much into your teaching time. You will have access to the materials as well as a real data set that you can use with your students. Come along and share your ideas as well.

28 GCSE Psychology Forum

Chaired by Helen Ansell, CPsychol, Past Chair ATP

This is an opportunity for GCSE teachers from all exam boards to get together to share resources and teaching ideas and ways of supporting learners.

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Amanda Morris – AQA exam board session

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33 Developing Students' Non-Cognitive Skills using the VESPA Model

Steve Oakes is a researcher, Associate Director of Education at AQR International

"While cognitive ability reflects what an individual can do, it is non-cognitive factors that reflect what an individual will do." Chamorro and Furnham (2004)

"Good character education is good education.... we need to take character education as seriously as we take academic education." Berkowitz and Bier (2005)

Too often as teachers we find ourselves ascribing disappointing student progress to cognition. We might label young learners 'weak' or diagnose their performance in terms of their intelligence; 'they aren't capable of this work',

'they're not bright enough to grasp this'. But there is a growing body of research that suggests something very different; that successful students approach their studies with a specific set of behaviours, skills and attitudes and that despite not differing cognitively from their peers they can significantly outperform them. In short, academic success can be as much about character as it is about intelligence. In this session, Steve will explore key principles of non-cognitive skill development, share tools and strategies for effective coaching and intervention, and discuss strategies for embedding a culture that focuses on the development of non-cognitive learning skills at KS 4 and 5. The model developed by Steve Oakes and Martin Griffin is VESPA. This refers to a pupil's: vision; effort; systems; practice and attitude.

About me: Steve Oakes is a researcher, author, associate lecturer in Psychology at MMU and associate Director of Education at AQR International, where he leads the work on mental toughness in education. Prior to his current position, he was the Assistant Director of Sixth Form at The Blue Coat School in Oldham where for each of the last five years, progress measures placed AS and A level students in the top 10% nationally. He is the author of The A Level Mindset (2016), The A Level Mindset Student Handbook (2016) and The GCSE Mindset (2017), The Student Mindset (2018).

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37 Edexcel: A level

Dawn Collis, Edexcel

This session provides an opportunity to discuss issues surrounding the A level Psychology specification. In particular, there will be time to reflect on how students can be encouraged to read and interpret exam questions, and construct answers that meet examiner expectations.

38 WJEC/Eduqas: Retrieval Practice in the Psychology Classroom

Katherine Cox, WJEC teacher

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39 Cognitive-behavioural therapy for Asperger syndrome and high functioning individuals

Dr George Varvatsoulis BA (Hons) BSc (Hons) PgDip MTh MA MSc PhD QTS PGCertHE CPsychol BABCP Accredited CBT Practitioner BPS Supervisor CSci FHEA Expert Witness

According to the Adult Psychiatric Morbidity Survey (APMS), the number of autistic spectrum individuals in the UK in 2011 was 700000, of which high functioning ones (Asperger) were 48-56%. It was noted that the ratio of autism/high functioning adults in the UK between females and males was 5:1.

In this workshop, we will focus on high functioning autism with regards to the cognitive-behavioural therapy (CBT) treatment. We will discuss about assessment, diagnostic inventories, constructing a case formulation according to the CBT paradigm with an example, and therapeutic interventions that are employed so that individuals to learn how to deal with the symptomology of high functioning autism.

Symptomology treatment for high functioning autism according to CBT is not only about the symptoms, but it offers practical elements of engagement as well, in order cognitive functions to be brought onto a balance with coping strategies about emotions and new activated behaviours. A relapse prevention plan will also be suggested before completion of sessions.

Finally, there will be distributed a short story with a few questions to the attendees of this workshop, relevant to the theory of mind exercise, which I use for my clients to identify the elements of high functioning autism that need more attention in clients' individualised treatment.

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41 Current trends in learning technology for teaching psychology

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42 A Year In Neuroscience

Dr Guy Sutton, Director, Medical Biology Interactive & Honorary (Consultant) Assistant Professor, University of Nottingham School of Medicine

In this lecture, we will take our annual trip through some of the recent developments in the world of neuroscience. We will cover research ranging from developments in our understanding of synaptic function during sleep (and a surprising new role for cerebrospinal fluid) to the potential role of gut bacteria in anxiety; from the ethics (and functional reliability) of wearable brain devices to the introduction of holographic optogenetic brain stimulation. We will finish with some of the incredible advances in neural decoding. Over the past few years, research has been driving forward the possibility of converting thoughts, as measured by EEG-based technologies, to sound. We will explore where things stand today with reference to a series of ground-breaking papers published in 2019. Be prepared to be amazed and concerned in equal measure!

43 OCR A level: Inferential Statistics for the non-mathematician

Ellie Jenkins, OCR

Teaching and learning strategies with practical ideas to use in the classroom. This session will look at common student misconceptions and fears about statistics in Psychology and practical top tips on how to deliver this element in an engaging and practical way.

44 Bluffers guide to perfect essays

Cara Flanagan, Southwest Conferences & author

This session is mainly targeted at the AQA exam but may be relevant to other exam boards. I will consider ways to perfect essay-writing such as scaffolding, writing with clarity, jettisoning AO1, honing advanced discussion skills (AO3) and producing applied answers. The session will also invite teachers to share their own ideas of how to enable students to be better essay writers.

45 Person-centred counselling: Teachers, students and talking therapies.

Punam Farmah, Author, Counsellor

As a teacher of Psychology and now a trained counsellor, I am able understand the impact of mental in the classroom from two very different aspects of a spectrum. This session will outline the nature of Person-centred Counselling as an off-shoot of Humanistic Psychology. There will a reflection on talking therapies as a means to supporting mental health and how we as teachers can be mindful of supporting the students in the classroom and ourselves. Whilst teachers are not making a diagnosis-neither do person-centred therapists-it's important to understand the support that is available and the potential impact it could have.

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47 Top tips' for exam performance, including meta-cognition in practice

Harriet Ennis, Bootham School

I will share practical ideas to boost exam performance. You will get resources to take away and use instantly! I teach AQA but most of these are relevant to any board.

48 The Psychology of Jokes and Humour

Trevor Dunn Cambridge University (Eastern Education & Development Society)

Man is a zealous pursuer of laughter and humour. However, he does not know nor does he really care to know why humour gives him so much pleasure. Young children have no difficulty in responding to humour with laughter, but throughout the ages, philosophers, behavioural scientists, and now psychologists are trying in vain to understand it. There is also the issue today of humour (in particular jokes) crossing all boundaries of society for example, in relation to sex, class, religion, politics and race, which further adds to the difficulties explaining this topic. This talk will present aspects relating to theories and research methods which try to explain humour and will also include jokes, which are not presented to offend the audience, but are merely given to demonstrate the complexities of humour. Attend this talk with an open mind and go away feeling uplifted for the rest of the conference.

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