

FEBRUARY 2021

ATP TODAY

The Magazine of the Association for the Teaching of Psychology



HIGHLIGHTS

ATP International Teachers' Conference 2021
Teacher Tech Tips - OneNote
In Memory of Paul Humphreys

We welcome contributions and letters from readers. Please send your correspondence to the Editor. The Editor reserves the right to edit and/or amend all articles submitted. **The views expressed by contributors to the magazine are their personal views, and publication does not mean that those views are endorsed by the ATP or the publisher.**

ATP Today is published three times a year. The next edition of the ATP Today will be published in May 2021 (31st March 2021).

Published by The Association for the Teaching of Psychology c/o The British Psychological Society, St Andrews House, 48 Princess Road East, Leicester, LE1 7DR.

All correspondence, and the copy for future editions should be sent to the Editorial Team, Helen Kitching for the February edition (helenkitching@gmail.com), Punam Farmah for the June edition (pfarmah@hotmail.com) and Laura Quaife for the October edition (ljvincent22@hotmail.com).

Please send correspondence, and submissions, as a Word document. Photographs should be supplied as jpegs and as separate files not embedded into Word documents.

The General Data Protection Regulation (GDPR) (Regulation (EU) 2016/679) is a regulation by which the European Parliament, the Council of the European Union and the European Commission intend to strengthen and unify data protection for all individuals within the European Union (EU). In line with this directive the ATP would like to remind you of our data protection policy.

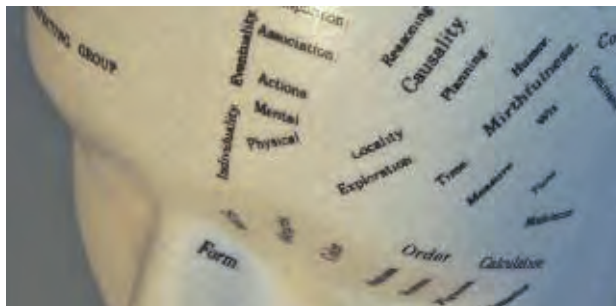
Data Protection

By joining or renewing your membership of the ATP you are agreeing to us sending you occasional emails, you can unsubscribe from this at any time by emailing us: atpmembershipmail@gmail.com The ATP store data about our members for the purposes of administration only. We will usually only contact you to send you the materials that compromise our membership benefits (for example, magazines), or with information that is relevant to our members (for example, information about conferences, or changes to our membership teams and conditions). On a very occasional basis, we may contact you to remind you to renew your membership, to update our records, for the consultation or to evaluate our services to our members. If you prefer not to be contacted for these purposes, please let us know. We will never pass information about you on to other agencies organisations except where necessary to deliver our services to members. If you would prefer us not to contact you by email, please contact us at: atpmembershipmail@gmail.com

Design, print and publication:
Warwick Printing Company Ltd
Caswell Road
Leamington Spa
CV31 1QD
Tel: 01926 883355
www.warwickprinting.co.uk

© Copyright to Warwick Printing Company Ltd. ISBN 0305-7607

CONTENTS



© KM Sands/Fotolia

3 From the Chair

3 From the Editor

ATP NEWS

4 EFPTA – looking forward to 2021!

5 ATP Virtual CPD event 7th November 2020

6 ATP Scotland: Update

6 From the BPS

7 ATP International Teachers' Conference 2021
9th-10th July 2021 University of Sussex

9 In memory of Paul Humphreys

TEACHING AND LEARNING

12 OneNote to Rule them All...

14 Using Pedagogical Theory in Psychology Teaching

FEATURES

15 The Experience of COVID-19 Restrictions on
Education in India

17 What Role does Nature/Nurture Play in Determining
Gendered Behaviour?

19 Decision-Making at a Time of Crisis

21 The Psychology of Confession Evidence

STUDENT CORNER

23 The Growing Interest of Vaping in Young People

24 Why is Freud so Important in Psychology and Why
do we Teach his Ideas?

25 Visual Neglect

NEWS & REVIEWS

24 Book Reviews

25 Notices



Scan the QR code to get to the ATP
Facebook page... see you there!

**PLEASE MAKE SURE WE HAVE THE CORRECT
EMAIL ADDRESS FOR YOU.**

www.theatp.uk



FROM THE CHAIR

It seems we have grown used to all the necessary precautions in schools over the last term and all teachers have done the most amazing job in continuing to educate our young people. The last time I wrote we were coming to the end of an initial 3 week 'lockdown period' and moving into –the 'Rule of Six'. Much of course has changed since then and continues to change at least weekly and often daily. By the time you read this, we will have thought about and prepared for the mass Coronavirus testing of students only then to be plunged into another national lockdown with exams cancelled again. Although we still don't know when our lives can return to normal, the fantastic work done by scientists around the world means we do have light at the end of the tunnel with the COVID-19 vaccines.

What the summer of 2021 holds in store is very uncertain. The Government had appeared fixed on running exams in England. However we now wait for directions from Ofqual that must somehow create a level playing field (where have I heard that phrase before?!) for students and how their grades will be assessed. We can only wait to see how our teaching and our students' learning will be affected in the run up to the summer. We can only hope that things will be better than last year and of course the ATP will be lobbying and consulting on behalf of you and your students.

With ever-changing requirements and expectations it is more important than ever that we have continued access to education support networks. The ATP continues to work very closely with a number of organisations, most notably the BPS, to support you and your students with resources, CPD webinars and access to world class conference speakers. We are

also starting in 2021 an exciting collaboration with Mathematics in Education and Industry (MEI) to not only support you in your teaching of the maths and statistics requirements of the psychology specifications but to also provide resources for your students and to raise their awareness of the importance of statistics in psychology research. In conjunction with MEI, we will aim to provide free CPD sessions, webinars, podcasts and other resources - so look out for more information about this in the coming months. Of course we also have the ATP website that holds an increasing number of high quality resources for you – visit the site and have a look.

In further support of psychology teachers, I was delighted that we were able to hold our second online CPD event in November with contributions from Phil Banyard, Matt Jarvis, Helen Kitching and Claire Tilley from the BPS. All the sessions were really informative and thought provoking. As I write, Helen Kitching is planning the 2020+1 conference which we very much hope can be face to face. It will still be at the University of Sussex and the dates are Friday 9th - Saturday 10th July 2021. There will be two full days of conference with a choice of 3 keynote speakers, 49 breakout events plus wine reception, gala dinner and entertainment. As always it will be fantastic CPD and a chance to recharge our teaching [and glasses] - we hope to see you at the 50th anniversary conference! See the ATP website for more details.

Finally, let's continue to support each other to teach our fantastic subject whatever the circumstances.

Stay healthy and safe.

Jock McGinty



FROM THE EDITOR

It has been a pleasure to guest edit the Spring term edition of ATP Today and it means I have come full circle, as my first role when I joined the ATP committee in 2004 was newsletter editor. However, the 2004 version was much less professional, my big innovation was to introduce images and pictures! What has not changed is the focus on Psychology teaching and the quality of the articles from members, it is still very much 'for the teacher, by the teacher'.

Obviously, 2020 has been a tough year for all of us, so as you would expect there are a couple of articles about the challenges that COVID-19 has given teachers, including one from India. Although, it has been difficult, teachers have risen to the challenges and developed lots of new skills this year which will be beneficial to their teaching in the future. We also have some great articles from Amanda Clark's students at Churcher's College, which gave me hope for the future in these dark times.

In October we unfortunately lost a stalwart of the ATP, Paul Humphreys. For those of you who did not know Paul he was a true psychology pioneer. He started teaching psychology in 1972 as part of the A level pilot at Kidderminster FE College. He went on to become a senior examiner, author and an avid supporter of the ATP and psychology teaching in general. Such was his popularity that we were inundated with obituaries which are published in this edition. It was wonderful to hear so many wonderful memories and I am sure it will be a great comfort to his family and friends to read them.

I hope you enjoy reading this edition and I will be inspired to contribute to the next edition which will be authored by Punam Farmah p.farmah@hotmail.com

Let's hope for a much better 2021.

Deb Gajic

CPsychol, AFBPsS
d.gajic@sky.com

EFPTA – *LOOKING FORWARD TO 2021!*

Update from the European Federation of Psychology Teachers' Associations

Following the horrors of 2020, it's good to look forward to better things in 2021: the EFPTA 2021 conference will be held on 15th-18th April – if you haven't yet registered, please visit www.efpta.org and sign up! It will be either fully online or hybrid, depending on pandemic restrictions. Either way it will be hosted by the Slovakian psychology teachers' association, led by Lenka Sokolová, who is also current EFPTA President

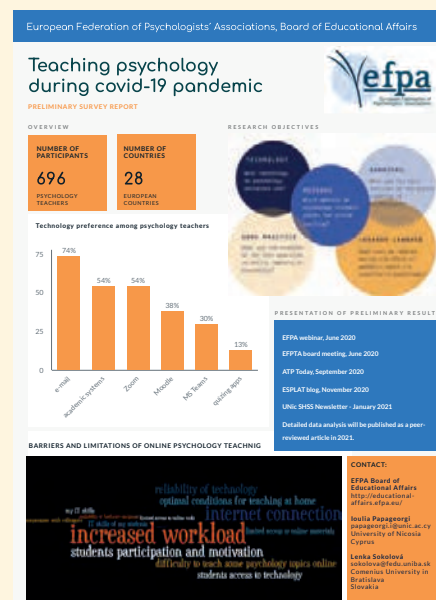
Of course, it will be disappointing if it is – once again – not possible to hold an in-person event in Bratislava as originally planned for April 2020. However, there are compensations: a virtual event enables many more of us to take part, from far and wide! Conference-style online platforms have improved greatly in a short space of time; now virtual events can offer an experience that is very nearly as good as the real thing, including new types of interactive activities. Another advantage is that it can be easier to source good speakers, as giving a talk online is a much more modest commitment in terms of both time and cost, compared to travelling to a distant destination to give a lecture in person. That said, as a seasoned conference-goer, I have to confess there is nothing quite like the excitement of a large event such as the ATP and EFPTA conferences. Let's hope these things will become possible again soon!

Despite the pandemic, EFPTA has been very busy in 2020: members have taken part in numerous projects such as research into online teaching <http://www.efpta.org/home/index.asp?SID=12#58> (with participants from many European countries), a joint project on stress in psychology teaching (members from Czechia, Scotland, Slovakia) and collaborative online observation of psychology teaching by members from England, Finland and Slovakia. As for contributions to events, these include a webinar talk for the European Federation of Psychologists' Associations (EFPA), and presentations to a conference hosted by the university in Rostov-on-Don. Members have had chapters published in the book *Teaching Psychology Around the World*, <https://www.cambridgescholars.com/>

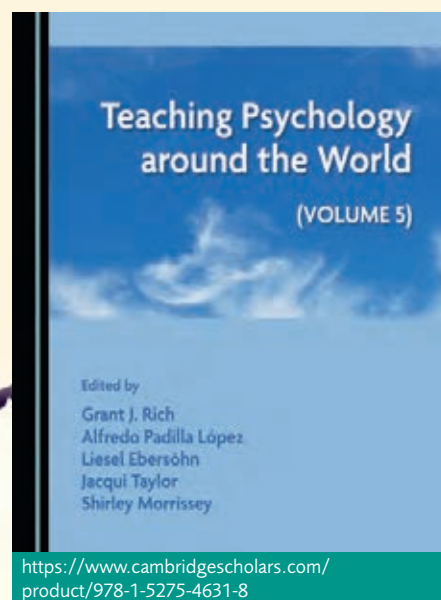
product/978-1-5275-4631-8 and we were invited by the European Society for Psychology Learning and Teaching (ESPLAT) to submit a blog for their website <https://www.esplat.org/post/online-teaching-of-psychology-during-covid-19-a-survey-by-the-efpa-board-of-educational-affairs>. Some of these projects have come about via our active participation in the Board of Educational Affairs (BEA) of EFPA. You can read about all of our activities in the super, re-launched EFPTA Newsletter 2020! <http://www.efpta.org/home/index.asp?SID=12#59>

For 2021, as well as the conference we have much to look forward to: a series of webinars is planned, with the first one in early March – look out for more info! Meanwhile, we are talking to psychology teachers in potential new EFPTA member countries, including Austria, Croatia, Latvia and Norway. Since its inception in 2004, the building of strong links amongst teachers across borders has always been key to EFPTA's work. It is very disappointing that the UK has taken a retrograde step in deciding to leave the European Union, especially for young people who are being deprived of the fantastic opportunities for study and training in 27 EU countries via Erasmus. In contrast to the UK government perspective, EFPTA naturally values and promotes collaborative relationships amongst European colleagues; this is for the ultimate benefit of our students, and we are committed to ensuring that these relationships continue to flourish.

For info on all EFPTA activities, and how you can get involved – research, collaborative projects, presentations etc – see www.efpta.org.



<https://www.esplat.org/post/online-teaching-of-psychology-during-covid-19-a-survey-by-the-efpa-board-of-educational-affairs>.



[https://www.cambridgescholars.com/
product/978-1-5275-4631-8](https://www.cambridgescholars.com/product/978-1-5275-4631-8)

2021

2020

ATP VIRTUAL CPD EVENT

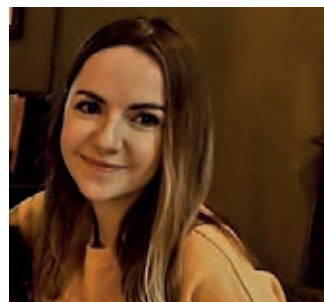
7th November 2020

What a fantastic CPD event that was! A proper pick me up at these difficult times. Proceedings began with a half hour "chat session" which was great. It was wonderful to see old friends and new faces, and to see teachers new to the profession using discussion to get advice from seasoned colleagues. The event was launched by Matt Jarvis discussing, "The use of technology in the classroom". This could not have been a more timely, or a more useful session. Matt provided us with a raft of tools and ideas to enable us to make far better use of technology to support learning both virtually and within classroom lessons. He reminded us that we need to keep student learning at the heart of our on-line lessons, showcasing a range of interactive options that ensure it is the students that do the work even during virtual lessons. Matt demonstrated a number of techniques where teachers can monitor progress in real time. Always the wordsmith, Matt introduced many of us, I'm sure, to two new words. Synchronous (real time) and asynchronous (non real time). He discussed the relative merits of both types of technology and encouraged reflection on the fact that asynchronous lessons allow the students to work at their own pace and can be far less exhausting for teachers. The session was both inspiring and practical, despite Matt's prediction that the accelerated use of technology by teachers has heralded the end of snow days!

Claire Tilley was understandably a little anxious at having to follow Matt's wonderful session. She had no reason to be. Claire is head of workforce education, training and standards at the BPS, and she was the bearer of great news. On reflection her session was again, "of the moment," like the new American president elect, Claire spoke of collaboration, reaching out, and an exciting future. In recent months the ATP have been working more closely than ever with the BPS, and Claire was able to outline several fantastic new initiatives. Such as, free BPS membership for psychology students, the launching of the free psychology toolkit, which Claire explained was an ongoing initiative, and that they will continue to increase and update the resources. She reported on the availability of student ambassadors, apprenticeships and the exciting concept of careers across the lifespan. It was also lovely to hear that the BPS continue to conduct research on what more they can do, to develop a working partnership and to promote psychology in the community.

Our third speaker, Helen Kitching, gave a detailed presentation on evidenced based revision strategies, and in doing so presented to us with a truly comprehensive smorgasbord of the revision options available to teachers today. For example, Podcasts with a twist, interleaving, the Leitner box technique, mind maps, The Cornell method as well as old reliables such as use of examiners' reports and spaced repetition. This was an invaluable session for anyone new to teaching, but even for an old hander such as myself, it was a great opportunity to be reminded of all the tried and tested revision techniques at our disposal. The geeks amongst us, I'm sure, will enjoy having a look at the psychological evidence behind the different strategies that Helen offered up for our consideration.

And to our final speaker. "Decolonising the curriculum" was the topic chosen by Phil Banyard. Yet again a subject matter that has



never seemed more pertinent to the moment, despite its fundamental and timeless importance. Typically, Phil prompted far more questions than answers. The session was basically a journey, through a quagmire of the issues and barriers surrounding the legacy of colonisation, for our nation, and for western dominated psychology. It seems we are so far away from answers, that Phil was compelled to inform us that, his own university feels that the point we are currently at is best described as "Pre decolonisation". A key theme was the role of myth making in masking the truth of widespread institutional racism. Phil took his life in his hands by using the current stories of two national treasures; Captain Tom Moore and Marcus Rashford in order to examine their relationship with the mythmaking business. Bringing us back on point, Phil identified key areas of psychological research that are firmly rooted in issues related to British and western European, historical world dominance.

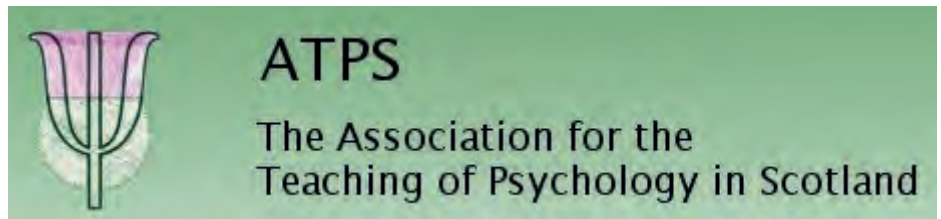
Throughout every session those chat functions were extremely busy, demonstrating everyone's full engagement with all the speakers had to give us. This has definitely ramped up my anticipation for our Sussex conference next year, and with 97% of delegates rating the event as 8 out of 10 or higher, I am sure we will all be registering early for the next CPD opportunity. Our generous delegates donated £640 to our chosen charity Macmillan, which was amazing and far exceeded our target of £200.



HELEN GIBB

ATP Scotland: UPDATE

Like the rest of the UK, Scotland has had a turbulent year with regard to the teaching of Psychology. Firstly, 2020 exams were cancelled and teachers' predicted grades were discredited. However, through a directive made by Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney, the SQA then changed the previous approach to certification and instead awarded candidate results based solely on the estimates provided by schools and colleges. National 5 exams were cancelled for 2021 and more recently the decision to cancel Higher and Advanced Higher exams was made. The SQA had published guidance and advice for awarding grades at National 5 level and we are currently waiting for similar information to be published in regard to the Higher. Although there was a big push a number of years ago to reduce teacher workload, it is unfortunately looking as if marking that would be completed externally, will this year, fall on the teachers. However, there may be a silver lining to every cloud. Could this be the opportunity where the



Scottish education system reviews what future assessment may look like, and creates a system that puts Scotland in the forefront of doing something that little bit different? Should we be following in the footsteps of university assessments, for example, viva voce examinations where our students are allowed to display their knowledge, understanding and application of our subjects orally, or papers that allow students to think creatively rather than 'rote learn' how to analyse a piece of research? Whatever the outcome, let us hope that this is the time where Scotland does something dramatic and ground breaking with our current exam system and uses the chaos that Coronavirus has caused to really make a difference to our

young people.

During the autumn many ATPS members and other Psychology teachers have joined a new online subject group for Psychology set up by Education Scotland, offering CPD and networking. And meanwhile, ATPS team members continue to work with the BPS Scotland pre-tertiary working group. The joint group will reconvene in the new year to discuss next steps in the midst of an educational landscape that has changed rapidly and dramatically, and is still changing.



MAIRI RICE

FROM THE *BPS*

A New Year brings changes and the Chair of ETB Juliet Foster has stepped down to take on a new role. Thanks to Juliet's great leadership, a lot has been achieved within the past year, we have our ETB strategic plan now agreed and it will appear shortly on the BPS webpages, the outcomes for the ETB working group Helene Ansell has led on pre university psychology education continue to grow (<https://www.bps.org.uk/who-we-are/education-and-training-board/teachers-toolkit>) and our working group on undergraduate psychology education is meeting with a range of stakeholders in the New Year to consider how we continue to evolve this stage of our education provision.

As we wait for the appointment of a new Chair I am taking on this role in an interim capacity and I was delighted when invited to write this short piece for you. I come from a family of teachers and I am a developmental psychologist primarily interested in the application of psychology in schools, but essentially like each of you my passion is around education, how we can guide, inspire and include. On Christmas eve

when I was feeling probably the most burnt out I have ever felt in my 25 year career, a previous student emailed to say she had just completed her clinical training, got her first clinical post and wanted to tell me she always remembered something I had taught her during her undergraduate days and would be carrying it into her practice. It was a good reminder that one class/one lecture at any level of education can make a difference and that what we do as educators matters to people and their practice.

Educators at every level have been tested to breaking point in the past nine months, we have been asked to upskill and adapt with little to no education or training ourselves in these technological pivots and yet still we rise to the challenge. This has often been at immense personal cost but to me the key to our successes across the past months has truly been each other. Coming together as educators with a passion for psychology to share resources, knowledge and experience has made the impossible possible. In thinking about what the key message from the ETB is at the start of this new year it has to be



this - collaboration. We are all working to the same ends to ensure that those we teach are as prepared as possible to be the kinds of psychologists future generations will need on these constantly shifting sands so let's help each other out.

Please feel free to contact me directly if you have ideas on how we can best do this – Niamh.Stack@glasgow.ac.uk



NIAMH STACK

ATP INTERNATIONAL TEACHERS' CONFERENCE 2021

9th-10th July 2021 *University of Sussex*

Dear members,

We are looking towards July 2021 with hope and patience and keeping everything crossed that we will be able to hold our conference face-to-face. Whilst we may still not be able to hug, we will certainly have lots of excellent CPD, celebration and drinks!

Planning goes on as normal for conference, with keynote speakers and workshops and exhibition being arranged. Bookings are open at <https://www.delegate-reg.co.uk/atp2021/registration>

If for any reason the government says that we are not permitted to hold the conference due to Covid-19, we will not be postponing again, but will instead hold a two-day virtual conference. This will have as many elements of our face-to-face conference that we can squeeze in, including plenty of networking opportunities.



KEYNOTE SPEAKERS



**Professor
Edmund Sonuga-Barke PhD,
King's College London**

Edmund Sonuga-Barke is

currently Professor of Developmental Psychology, Psychiatry and Neuroscience at the Institute of Psychology, Psychiatry and Neuroscience, Kings College London. He is Honorary Skou Professor at Aarhus University School of Medicine, Denmark. He is Editor in Chief of the Journal of Child Psychology and Psychiatry. His research focuses on improving the lives of children and adolescents with neuro-developmental disorders such as ADHD. To this end, his work aims to develop new therapeutic interventions by employing basic developmental science

approaches to study the pathogenesis of such conditions, their underlying genetic and environmental risk and resilience sources and their mediating brain mechanisms and developmental and mental health outcomes. Since 2005 he has been PI of the English & Romanian Adoptees Study.

Prof Sonuga-Barke is a Fellow of the Academy of Medical Sciences (2016) and The British Academy (2018). Since 2018 he has been included in the Clarivate list of "most influential scientific minds" in Psychology/Psychiatry for the high impact of his work.

What are the implications of the English and Romanian Adoptees (ERA) study for our understanding of neuro-developmental disorders?

Neuro-developmental disorders such as ADHD and autism are strongly familial and heritable - with the later, in particular, being interpreted as pointing to their predominantly genetic origins. Environmental influences are at best considered to play a marginal role in moderating these influences as part of a broader pattern of gene-environment interplay. At the same time, we have recently shown that risk for neuro-developmental disorders is also substantially elevated in individuals exposed to extreme deprivation experienced in non-familial institutional settings. For instance, in the English Romanian Adoptees (ERA) study, adults exposed as young children to between 6 and 43 months of extreme



deprivation in the Romanian orphanages that existed at the time of the fall of the Communist regime prior to their adoption, displayed a 7-fold elevation of risk for ADHD. An effect that is extremely hard to explain in terms genetic factors. In this talk, I will describe the ERA study, as a unique natural experiment, and review its key clinical, neuropsychological and brain imaging findings. I will explain how the study has provided new insights into early environmental influences on neuro-development and mental health – especially as these relate to neuro-development. By so doing I will raise the question of where environmentally "caused" neuro-developmental conditions fit into current conceptualisations of the condition.



Professor Sophie Scott, University College London
Professor Sophie Scott FMedSci FBA is Director of the Institute for Cognitive Neuroscience (UCL), and Head of the Speech Communications Group. She did her PhD at UCL between 1990-1993 and worked at for the Medical Research Council between 1993-1998, before returning to UCL to take up a series of Wellcome Trust Fellowships. Her research interests include the neural basis of vocal communication - how our brains process the information in speech and voices, and how our brains control the production of our voice. She is also interested in how we express emotion in our voices, especially laughter.

The science of laughter

Laughter is a very common non-verbal expression of emotion. Often associated with amusement and humour, laughter is more commonly produced for purely social and communicative reasons; within communicative settings it can be used in highly complex and nuanced ways. In this talk I will explore the evolution, acoustic and neural origins of laughter, and explore some of the complexities of its use in interactions. I will also discuss some of the ways that laughter can help - and occasionally hinder - communications.

If you are interested in running a workshop, please do not hesitate to email me at:
helenjkitching@gmail.com
Take care, stay safe and we really hope to be able to welcome you to Sussex in July. If not, we hope to see you virtually.
Very best wishes on behalf of the committee
Helen J. Kitching, CPsychol, AFBPsS
ATP Conference Organiser

DRAFT PROGRAMME	
FRIDAY 9TH JULY 2021	
09:00	Registration & refreshments
10:00	Conference opens - Jubilee Lecture Theatre
10:30	Keynote - Professor Edmund Songu-Barke - Jubilee Lecture Theatre
11:30	Breakout One (choice of 7 workshops)
12:30	Lunch & exhibition
13:30	Breakout Two(choice of 7 workshops)
14:30	Breakout Three (choice of 7 workshops)
15:30	Refreshment break & exhibition - ATP 50th Anniversary cakes!
16:00	Breakout Four (choice of 7 workshops)
18:00	Getting to know you - TBC
19:15	Wine reception - Bramber House
20:00	Gala dinner & entertainment - Bramber House
SATURDAY 10TH JULY 2021	
07:30	Breakfast - Bramber House dining room
07:55	Morning meditation/mindfulness. Meet in the dining room
09:00	Breakout Five (choice of 7 workshops)
10:00	Refreshment break & exhibition
10:30	Keynote TBC Jubilee Lecture Theatre
11:30	AGM
12:00	Breakout Six (choice of 7 workshops)
13:00	Lunch & exhibition
14:00	Breakout Seven (choice of 7 workshops)
15:00	Refreshment break & exhibition
15:30	Keynote TBC Jubilee Lecture Theatre
16:30	Plenary
17:00	Conference closes

In memory of PAUL HUMPHREYS

Paul and I were friends for nearly 50 years, having first met at Kidderminster College of Further Education (KCFE) in 1972. Paul was one of the pioneer teachers of A-level Psychology and I was amongst his first cohort of students. I have such fond memories of his classes. He was an inspirational and skilled teacher, gently nurturing us along with real professionalism and persistence yet always full of fun. He went on to become a hugely important driving force in Psychology examining, teaching and writing and much of its success today is down to him.

Paul made me fall in love with Psychology and encouraged me to study it at university. I haven't gone quite so far as to join him in having a psi symbol tattooed on my wrist, but it could still happen! After university, I trained to teach, thinking that he had set such a great example of how to do it. As I settled into my first Psychology lecturing job at Filton College in Bristol, Paul was starting his stellar examining career with the AEB in A-level, O-level and, later, AS and GCSE Psychology. He would visit my college to give talks to my students and to speak at the teachers' conferences that we held there, at times barely covering his own expenses. Paul was always so warm and upbeat at these events. He loved an audience and it loved him. He had a gift for immediately putting everyone at ease and getting them chuckling at his mischievous humour yet, at the end of the day, he never failed to leave the job well done.

Paul encouraged his colleagues to get into examining, so I joined him in that and later we worked together in teams of Chief and Senior examiners, turning up to hotel conference rooms to set exam papers together or to standardise marking. These were happy times spent working long days with colleagues we really valued. Afterwards, we enjoyed down-time together in the evenings when, once again, Paul was the life and soul of the party. He could reduce us to tears of laughter in no time – such a great antidote to a hard day's work.

In time, Paul and I, along with Mike Cardwell and Anthony (Ant) Curtis, were invited to form the editorial team for a new magazine called Psychology Review and so we began writing and editing together. Paul brought his trade-mark professionalism and energy to this new venture and stayed with it for far longer than I did. He was hugely valued by the staff at Philip Allan, the publisher. As always, it was a



pleasure to work with him but, mainly, it meant that we were in touch with each other regularly, which was the most important thing for me.

When Paul retired, I don't think any of us noticed a change in how busy he was but he, Ant and I still found time to meet up regularly. We would have a catch up in Bristol or Bath (somewhere serving vegan food for Paul of course) and spend a few hours enjoying each other's company. When we met, it was as if we hadn't been apart at all and we would just take up where we left off. Sadly, a back-injury Paul had in the gym just before the first lockdown in March 2020 put paid to the most recent meeting, I had planned with him. We were going to an event to commemorate the 140th anniversary year of KCFE (Kidderminster College of Further Education), but actually it was just a good excuse to meet. Fortunately, we had been able to see each other properly before that. Having introduced me to Psychology and nurtured my entire career, Paul, always the generous mentor, had kindly agreed to discuss with me whether I should retire. (I didn't!) We met in Kidderminster and had coffee in a place right next to the new KCFE building, which seemed particularly fitting. Our parting words that day were ones of deep affection and appreciation borne out of a long and lovely friendship for which I will always be grateful. I will miss him so much.

A dear friend once said to me that the best we can hope for is to leave the world a better

place for having been in it. Paul's contribution to Psychology is awe-inspiring and there is no doubt that he has left that particular world so much better. Through it he touched the lives of literally thousands of students and colleagues with his abundant enthusiasm and creative energy. Perhaps more importantly, he has been a real force for good amongst his friends. He only had to walk into a gathering to make everyone smile and his memory will be treasured by so many simply for the kind, funny, generous, loyal and forgiving person that he was.

On the first day of the November 2020 lockdown, I was privileged to be among the mourners at Paul's funeral and to share in saying goodbye to him alongside the family that he adored. We had been asked to wear something red as a tribute to Paul's beloved Liverpool FC. A number of people were wearing Liverpool scarves and, as the intensity of 'You'll never walk alone' swelled at the end of the service, I looked across the social distance to my colleague of over 40 years and work-husband, Mike Cardwell. I could sense that, along with the other scarf bearers that day, he was fighting the urge to lift to lift his scarf aloft. If only he had, everyone else would have followed and how Paul would have loved it.

Alison Wadeley

(Paul's favourite ex-student, or so he said.)

Memory of Paul

I first met Paul in 1976 when he was teaching psychology at Kidderminster College. I had introduced A level Psychology at Herefordshire Technical College and Sixth Form College. We had applied to do so earlier but did not make the initial restricted list of 25 centres of which Paul's was one. Starting with little in the way of resources or experience therefore, someone suggested that I contact Paul who had been teaching A level since 1971. I met Paul and the first impressions have stayed with me throughout his life and our friendship.

Paul's enthusiasm was the first thing that struck me. In the first instance this was for the teaching of psychology but as the years have gone by I have seen it in action in so many of Paul's interests and campaigns. Not afraid of controversy he told me recently about joining Extinction Rebellion. If he took something on he would give it his all. At the time of his death he was helping people with addiction problems.

I was in his team for the A level Oral Exam and these were occasions when his enthusiasm for the subject and his professionalism were abundantly shown. There were occasions for example when one of the team would give a particular answer a mark way above or way below the group average. Paul gently hid his shock and

demonstrated his tact and brought about a consensus.

We made early attempts to use computers in our teaching. This goes right back to the Sinclair ZX81 launched in 1981 and then the Sinclair Spectrum. Anyone remember them? It was hit and miss stuff. A program would have to be loaded via a cassette tape and might take 5 or 10 minutes to load. If it failed you simply had to start again. Much frustration but it was fun when it worked. It could be used for example in memory experiments and presenting illusions like Muller-Lyer with appropriate measurements.

In the early days Paul organised a residential course for A level students at Chester College of Education with the help of another ATP stalwart, Louise Higgins then a lecturer at Chester. My students joined his for this and I mention it because it demonstrated that his teaching was not restricted to contact hours, he regularly found innovative ways to promote the cause.

When I organised the ATP conference it was always a pleasure to know that Paul would be there in his examiner capacity. His sessions were always witty and encouraging. He came across as a natural on stage.

In later years we met a few times a year. We lived about 30 miles apart and so met at one of two very pleasant towns, Tenbury Wells

or Ludlow. However that changed when we thought it would be great to produce some kind of history of A level and the ATP while some of the key players were still around. Once again Paul exhibited his customary enthusiasm and attention to detail. A highlight of this was meeting and having lunch with Professor John Radford at the Wellcome Trust in London. John Radford had come up with the idea of A level Psychology in 1967! Thanks to Rick Jackman and Illuminate Publishing ATP members received a smartly produced booklet about the history of A Level Psychology and the ATP.

On a personal level Paul several times demonstrated his kindness by coming over to Leominster to support something that I had organised. So I remember a "can do, will do" kind of person, the sort of person you knew would help or advise if he could. And I remember much laughter.

Joe Cocker

Oh, and I nearly forgot my debt to Paul for introducing me to Batham's Bitter,
<https://bathams.co.uk/pubs/>



Memory of Paul

I first met Paul at my first teaching post, back in the 1990s at Filton College in Bristol. I soon realised how fortunate I was working with the Chief Examiner at that time, Mike Cardwell, and also the Chief Coursework Moderator, Alison Wadeley, back in the days when there really was coursework making up 20% of the final A-level grade. Mike and Alison asked Paul to travel down from Worcester to give a talk in our lecture hall and students were asked to kindly lob in some coins to cover his travel costs (no detailed form filling on learning outcomes or risk assessments seemed to be in evidence here – only a 'show' that had students laughing and crying in equal measures at Paul's seemingly endless jokes). Paul enjoyed reading out amusing comments from students on the classic Milgram, Asch and Zimbardo studies (including all of the different ways that Milgram could be spelled including Milligram and Milgrim – the latter of which may have attracted limited AO2 credit as 'basic evaluation' in those days (now

AO3). As a young teacher, I didn't realise how psychology could be that much fun! I always enjoyed psychology, and knew that this was to be the subject for my lifetime study even as an impressionable A-level student, but here was a Senior Examiner showing how this subject really should be enjoyed. Our lifetime friendship sealed in an instant, we went on to deliver Easter intensive revision workshops together at Westminster University over many years (with SEC Masterclasses) and of course most of the entire volume of Psychology Review (which began in a classroom at Filton College 27 years ago with Volume 1 Issue 1) had Paul's DNA right through most of the years that he was associated with it. We even co-wrote an article on Romantic Love which Paul insisted that I took the fee due to personal reasons. They say that 'age shall not weary them' as we grow old but Paul's many gifts over the years of our wonderful friendship was that his manner and enthusiasm never seemed

to age as we all aged. His jokes and humour was razor sharp right up to his last year and this was coupled with a humility and passion for life (not just psychology) that only those who knew the real Paul ever got to see. I think we got on so well not just because of our shared passion for football (he was of course a lifetime Liverpool fan and I was a lifetime Leeds United fan – he would always congratulate me when we had an unexpected good result). It was not even that we both started a PhD but sadly didn't achieve it (hence his annual Christmas cards addressed to Dr Curtis or Prof Curtis as a half-open window of how our lives might have been). Nor the fact that our personal lives were similar in many ways. For me it was Paul was probably one of the most loyal friends that I have ever had the fortune to meet. A friend who 'had your back' in good times and in not so good times. As Chief Examiner, he would always write 'A model examiner as ever' on his feedback sheets when I was fortunate to

become a Team Leader – I still keep these feedback sheets for rainy days. Paul was also a lifelong supporter of the ATP and helped me in so many ways when I was fortunate to be editor during most of the 1990s. In recent years he was able to promote Psychology Review at the annual meetings and also nurture and support new teachers into the teaching profession. More recently, his voluntary work with people with alcohol and other addiction problems was, in Paul's words, 'one of the most rewarding and insightful things I have ever done', including his years teaching in further and higher education. This was the mark and the character of the man, doing good work, quietly but with purpose and meaning. But by far for me the funniest memory of Paul was in the winter years of our friendship. We

used to meet up with Alison (Wadeley) 2 or 3 times each year in Bath for a veggie lunch and on one of his last visits we missed the last train from Temple Meads back to Worcester, such was the conversation that you would never want to end. As the train pulled out of the station we both knew that we had to 'race the train' in my Mazda MX-5! To see the train speed ahead of us along the M5 travelling North and then slow down as it had to call into stations along the way, filled our car with tears of laughter that I will never forget. As we made it into Gloucester station, we knew we had won our 'train-race' with just seconds to spare and Paul made it safely home. For months afterwards Paul nicknamed my car 'twin exhausts', something I never realised my car had, but then Paul always was more observant than me.

Well Paul, it looks like you have made it home again, but this time to an even more special destination. God must have wanted not only a special psychologist but a truly unique and original human being in heaven early to take you there as he did, arguably well before your time. Your laughter, your passion, your humour, your sense of fair play, dignity and 'seize the day' approach to living and to life reminds me so much of the late Robin Williams in Dead Poets Society. We are all going to miss you Paul for the rest of our days, but take comfort in knowing that you touched our lives in so many amazing ways, and made us all better people through knowing you.

Anthony Curtis

Memory of Paul

News of any death always involves some degree of shock and disbelief – even when it is expected. When the death is totally unexpected and the cause 'out of character', the shock and disbelief are far more marked. Paul's death in October 2020, fell surely in that latter category.

Certainly, in recent years (and possibly throughout his adult life), Paul was a regular gym-goer and his default dress code was jogging bottoms and trainers and appropriately casual tops. It was as if he was constantly on the ready for some gym-time whenever the opportunity may arise. He always displayed great energy – both physical and intellectual. He had an ever-ready store of anecdotes, many Psychology-related, which he clearly loved sharing. He could switch in a second from a belly laugh to a serious, even intense, mood (which itself takes great concentration and mental energy). There were times, when he made that switch, that he teetered on the brink of making me doubt just how complete – not how sincere – it was. This was part of his charm, an almost boyish love of the jovial, the ridiculous, the slapstick: as serious as he wanted and needed to be, there was always the danger of the levity taking hold!

That 'tension' was evident not just in informal social encounters but when Paul was giving a talk/lecture as Chief Examiner (or distinguished ex-Chief Examiner). Sometimes he just could not help himself – any opportunity to make a joke was seized with both hands. While he was sometimes seen as going a little too far down that road, to those

who knew him well it simply revealed the warm, fun-loving, human being that he was. It was also, I think, a way in which he showed that he saw students as 'equals': humour is a great leveller and he never took himself too seriously (some might say, not seriously enough) as an authority figure or 'wise man'. At the same time, I think he was quite ambitious and fought quite hard – but always fairly – for the things he aspired to. I first met him in the late 1980s, when he was a team leader on a training/briefing day for A level Oral Examiners (when students had to present ten practicals which they were questioned about in a face-to-face session with an external visiting examiner). The next occasion was a training day for the then new AEB Psychology GCSE (Child Development), for which he was Chief Examiner. Although I'd been teaching A level for ten years or so, I remember being rather nervous when I decided to chat to him about the GCSE – and about my forthcoming A level text. We subsequently met frequently at AEB/AQA examination and standardization meetings, usually in London or Bristol, and at ATP Conferences.

He was one of the greatest supporters of my writing endeavours right up to this year and we worked together on two publications, first (in 1993), the Study Guide written to accompany the second edition of Psychology: The Science of Mind & Behaviour and second, Challenges in Psychology (1997), which we co-wrote with one of his then colleagues at Worcester College of Higher Education, Bianca Petkova. Paul was Chief

Examiner (and 'Reviser') for the AEB A Level during that period. The latter was very much Paul's idea and the dedication ('To all those courageous enough to challenge 'the truth') indicates very clearly Paul's approach to mainstream Psychology. Disappointingly, the book didn't receive the recognition that I think its originality at the time merited.

Famously, Paul had co-authored Understanding Psychology (1981) (with Cliff Dobson, Malcolm Hardy, Steve Heyes, and Ann Humphreys) written specifically to cover the up-and-running AEB syllabus (as well as the forthcoming Joint Matriculation Board/JMB syllabus). At that time, Paul was Lecturer in charge of Social Sciences at Kidderminster CFE.

Paul was always a great supporter of the ATP and co-authored in 2019, with Joe Cocker, a booklet tracing ATP's history and its relationship with A level. Future generations of Psychology teachers – as well as current members – will be grateful to Paul and Joe for charting how we got here!

As life-long supporters of our respective football clubs, we shared many a text, email, or face-to-face conversation about the beautiful game. I'm so glad that Paul was able to celebrate Liverpool's victory in the Champions League Final in 2019 (albeit at the expense of Tottenham Hotspur); I didn't begrudge him that then, let alone now! The icing on Paul's footballing cake was Liverpool winning the Premier League title in 2020.

I'll miss you, my friend!

Richard Gross

ONENOTE TO RULE THEM ALL...

The digital notebook that you never knew you needed, OneNote is your new tool for organising your schemes of work, departmental handbooks and even your students. This app is about to become your precioussss...

Picture it, not in Sicily, 2005: my PGCE course tutor jokingly comments that I "must be sponsored by Xerox." Little did he know the extent of my organisational obsession. Dear reader, I had filled my workroom with colour-coded lever arch files for every unit storing the paper and acetate resources, as well as the floppy disks. As the years passed and the OHPs disappeared into obsolescence, along with the various incarnations of the required syllabi, I found myself relying on memory sticks. This was to be my downfall. Not once, but twice I lost work due to broken storage devices. Now in the golden age of cloud storage, I can once

again indulge in my love of colour-coding and categorisation, safe in the knowledge that all my resources are easily accessible, shareable and editable. Welcome to the ONEderful world of OneNote.

If you are familiar with Microsoft software, you will be aware that each of the programmes has a slightly different look depending on the platform you are using. The original incarnation of OneNote is available online through Office 365, or as a device-based programme through Windows 10, OneNote 2016, Android and even on Apple's iOS platforms. OneNote is also available as an app within Microsoft Teams. If

you want to know the differences between the educational features of these versions, check out the comparison table at <http://aka.ms/OneNoteMatrix>

A Beginner's Guide

To start, you need to create a notebook – think of this as your lever arch file. This could be your departmental handbook or a course folder. Just as you would organise your file with dividers, you need to add sections to your notebook. The colour of the section tabs can be edited to match a theme or colour code and sub-sections can also be added. Then it's time to add pages to the

OneNote in Education

STAFF LEADERS

OneNote Staff Notebooks

- CONTENT LIBRARY**: Policies and procedures, Dates and deadlines
- COLLABORATION SPACE**: Initiatives, Lesson plan development, Professional learning communities
- STAFF MEMBER NOTEBOOKS**: SHARED ONLY WITH STAFF LEADER AND STAFF MEMBER, Professional development, Lesson plans feedback, Classroom Observations, Evaluations, Parent communication

TEACHERS

OneNote Class Notebooks

- CONTENT LIBRARY**: Handouts, Lectures
- COLLABORATION SPACE**: Group Projects, Activities, Research
- STUDENT NOTEBOOKS**: SHARED ONLY WITH TEACHER AND STUDENT, Handouts, Class Notes, Homework, Quizzes

STUDENTS

OneNote Personal Notebook

OneNote maximizes efficiency by allowing you to organize all your school, class, or personal materials into a single digital notebook.

OneNote's real-time collaboration makes doing work as a group easy on any device.

Every user can have multiple notebooks (school, class, or personal), shared or private, each with multiple sections and pages.

OneNoteForTeachers.com



sections.

Each page is essentially an infinite blank canvas, so the pages you produce can be highly varied. One of my favourites is to add a checklist by choosing the 'To Do' tag to make interactive tick boxes to track your to do list. You can also type directly onto the page or digitally ink (using a touch screen device is easiest) to draw or write onto the page. Word documents, Excel spreadsheets, Publisher files and so on can be saved to a page as a thumbnail button to open in the relevant programme or it can be printed to the page so the information is immediately visible. It is also easy to hyperlink to online content, embed that content on the page or print to page so that you can annotate the images. However, it is recommended that print to page is used sparingly to prevent slow loading and syncing times. You can lock a section with a password if you have sensitive information that you do not want to share, however, make the password memorable as it cannot be removed or forced open by anyone without unlocking it with the correct password first!

More features are being added by the Microsoft boffins as this article is being written, such as live captions that will automatically transcribe voices from Microsoft Translate, making it easier to record lectures and meetings, as well as the option to translate the voice or text into one of over 70 languages.

OneNote & Teams: the perfect partnership

A lot of schools started using Microsoft Teams in the scramble to organise remote learning and live lessons. Unfortunately, this sudden push to use Teams often without the proper training, caused some people to miss out on the many useful features of using Teams. One such feature being the built in OneNote notebooks.

In a Staff Team, a 'Staff Notebook' can be added as a tab by the team owner, which should be the head of department or member of SLT depending on the team. More than one person can be made a team owner, but that really should be kept limited. As with the original OneNote, staff notebooks can have different sections to organise and store interactive schemes of work as well as sharing important documents. Each member of the staff team has their own section that only they and the team owner can access. This is really useful for sharing the results of lesson observations, book trawls and the like, as only the recipient and the team owners can see the feedback.

In a class Team, a 'Class Notebook' can be added in the same way as a staff notebook. This notebook is created with three pre-set areas: a content library; a collaboration space; and a student area. An optional locked teacher area can also be added that students cannot even see, let alone access. This is useful for teachers to work on resources before they are shared with students through the content library or by distributing to student areas.

The content library is an area to store resources that you want your students to be able to access but not edit. This is very useful for sharing lesson resources for remote learning, as it is easy to link or fully embed a variety of media, including self-marking Microsoft Forms quizzes. Different sections of the content library can be password protected to prevent students from accessing them before you want them to. This feature has been used by innovative educators to create virtual escape rooms for students to work through tasks to reveal the password and move onto the next task.

The collaboration area is built to facilitate group work. This can easily be locked or unlocked by the team owner as needed. This

can be used by students in a way that allows them the utmost freedom, or the team owner can set up preassigned groups where only the designated students can enter. The latter is recommended to prevent silliness and sabotage [it sounds ridiculous, but a few students in my old top set Biology class enjoyed making comments and drawing things on other groups' areas].

Individual student areas are automatically populated by Teams, just like in a staff notebook. This allows students to have their own work area to store and complete work. This also means that teachers can distribute worksheets quickly and easily, as well as distributing differentiated resources without the stigma of the students being seen to have the easier or more challenging version. Even better is that feedback can take the form of typed text, digital inking, fun digital stickers, video or audio clips. Along with immersive reader, class notebooks can be a highly effective tool for ensuring accessibility for all.

Hopefully this brief introduction to OneNote will inspire you to try this versatile productivity tool, if only to save money on stationary bills! Want to become a true OneNote avenger? Find out more by checking out:

- the OneNote product page and the Microsoft Educator Centre via the QR codes;
- @mtholfen and @OneNoteEDU Twitter accounts;
- <http://aka.ms/OneNoteUltimate>
- <http://onenoteforteachers.com>



Free OneNote Training



OneNote Product page



AMY HALSALL

Teacher of Science & Psychology,
Microsoft Innovative Educator Expert
& Microsoft Certified Educator

USING PEDAGOGICAL THEORY IN *Psychology Teaching*

Teachers of psychology are uniquely placed to understand and apply pedagogical theories to their teaching. This article will focus on Cognitive Load Theory (Sweller 1988) applying it to psychology teaching.

The theory is based on the principles of the Working Memory Model (Baddeley & Hitch 1974). The basic principles are to avoid overloading a students' working memory.

There are three main types of cognitive load: - intrinsic, extraneous and germane.

Intrinsic cognitive load refers to the relative difficulty or complexity of what you are asking your students to learn. Miller's Magic 7 (1956) suggests that the capacity of short-term memory is between 5-9 items for most people, but this can be extended by chunking information together. The implication for your teaching is to think carefully about the amount of new information you will be presenting in a lesson and try to limit it to between 5-9 chunks of information.

However, more new information could be presented in a lesson if dual processing is taken advantage of to increase the capacity of the working memory. Dual processing was first suggested by Paivio (1971). This theory is further supported by Baddeley & Hitch (1974) who showed that the working memory has separate stores; the visuo-spatial sketchpad and the phonological loop. This means that presenting visual and auditory information can effectively double the capacity of the working memory. For example, when teaching the working memory model: -

- Get students to draw an annotated diagram from notes (words and pictures, dual processing)
- Add a third level of processing by asking them to explain the process to their partner, whilst tracing the pathway with their finger (tactile)
- For homework ask them to explain the model to a family member.
- Test knowledge and understanding at start of next lesson e.g. ask them to sketch diagram from memory or give an exam question

Extraneous cognitive load refers to factors outside of the task or information to be learnt which may provide a distraction.



https://en.wikipedia.org/wiki/File:Baddeley%27s_Model_of_Working_Memory.png
Creative Commons License

Sometimes the teacher can unwittingly add to the extraneous cognitive load by including information or instructions that are overly complicated and unnecessary.

A further factor is low level disruption in the classroom, this is a serious impediment to learning, and can be addressed by classroom management techniques.

Germane cognitive load is the construction of schemata and this is a desirable form of cognitive load. This is when real, deep learning is occurring.

A schema is a cognitive representation of all we know about an object, person or idea.

Piaget (1969) argues that we are motivated to learn when our existing schemata no longer allows us to make sense of the world, this leads to the cognitive state of disequilibrium.

Learning takes place through the processes of assimilation and accommodation. Assimilation occurs when we discover new information to add to an existing schema. Once this information is successfully assimilated, we have achieved equilibrium. For example, imagine you are teaching memory. You have taught many examples of simple memory experiments such as Miller's Magical 7 (1956) and students have developed a schema for laboratory experiments, they understand that experiments must have a hypothesis, an independent and dependent variable and take place in a controlled environment to control for extraneous variables. You then introduce the concept of a field experiment, such as Geiselman & Fisher (1989),

through the process of assimilation students now expand their experimental methods schema to include field experiment. They now understand that these experiments still have a hypothesis and an independent and dependent variable but take place in a natural environment increases their ecological validity.

Accommodation occurs when a student must either radically change their current schema or form a new one. For example, your students have a schema for experimental methods, but during teaching about memory you introduce research evidence from case studies of brain damaged patients. The now need to develop a new schema for case studies.

Germane cognitive load occurs when students either assimilate knowledge into an existing schema or through the process of accommodation build a new schema.

Deborah Gajic, CPsychol, AFBPsS

See <https://www.bps.org.uk/who-we-are/education-and-training-board/teachers-toolkit> for the article in full and lots more really useful resources which have been created in partnership with the ATP and BPS.

References

- Baddeley A D & Hitch G (1974) Working memory In GH Bower (Ed.) *The psychology of learning and motivation: Advances in research and theory* 8, 47–89 New York: Academic Press
- Geiselman R & Fisher R (1989) Field Test of the Cognitive Interview: Enhancing the Recollection of Actual Victims and Witnesses of Crime *Journal of Applied Psychology* 74(5):722-7
- Miller G (1956) The magical number seven, plus or minus two: Some limits of our capacity for processing information *Psychological Review* 63, 81-97
- Paivio A (1971) *Imagery and Verbal Processes* New York Holt Rinehart & Winston
- Piaget J & Inhelder B (1969) *The Psychology of the Child* London Routledge & Kegan Paul
- Sweller J (1988) Cognitive load during problem solving: Effects on learning *Cognitive Science* 12, 257-285

THE EXPERIENCE OF COVID-19

RESTRICTIONS ON EDUCATION IN INDIA

It was 6th March 2020... just another day at the evaluation centre for high school examinations. This is the government-run annual feature of our academic calendar when teachers are given duties to grade the public examinations. Like every year, I was expecting another day filled with laughter, friendly banter, and loads (*and loads!*) of work. But this particular day turned out to be a bit different. Our seating arrangements were changed, we were asked to restrict our walking spaces, and yes... masks and sanitizers made their first appearance in our life! Well... we did not realize the severity of it all back then but now as I reflect, that was the day when it hit us all... Corona virus had finally moved beyond the social, TV, and print media to enter our lives in a silent manner.

Back then, we buried the reality of COVID-19, perhaps, because we were not a part of the world or community that was dealing with the virus directly... "Oh! COVID-19 is somewhere in the world!" This is all how we felt about the COVID-19 situation then, and surely, we had no idea of the severity of it all. But slowly, COVID-19 started closing in. Sometime around mid-March, just when the clouds of anxiety, doubt,

and apprehension had started to creep in on us, an area in my city of Jaipur reported a sudden spurt of Coronavirus cases.

The day was here when there was no turning away from the fact that COVID-19 was now in our city. Our schools were still running, and Coronavirus was a topic of discussion everywhere. I had a little nonchalant attitude towards wearing masks. Whenever I saw someone wearing mask, I wondered if they were just being hypochondriacs. But now I know that they had their precautions in place at the right time.

So, March was wrapping up. And then came the news of a lockdown in the country (Well...*the first lockdown was "news", and now, till today as I write this, there have been so many that living in a lockdown has become a routine*). The first lockdown that was announced by the Indian Prime Minister was set for 3 weeks. We had heard of a lockdown

in other countries and could guess one coming for us in the future, but still, when the announcement was made, none of us were prepared. The day after the announcement was a day I had planned to conduct class assessments and review teaching materials for the next academic year. But instead, I was home. I could not work even if I wanted to as all my resource material remained in the school. But I continued to treat the situation as one with a short life and believed that it would all be back to normal in a week or two. I saw the time as a much needed break after a very hectic academic year. At the same time, I started revamping my study plans to compensate for the missed classes. But my plans remained on paper.

The COVID-19 situation did not improve. COVID-19 had hit my bread and butter. It all had now become extremely serious. Three weeks went by, and instead of going back to school classrooms again, discussions to move to an online classroom scene started everywhere. "Online classes?... Really?" Even though I am associated with an independent school, fully online work was an alien concept for me. Not just me, many of us were caught off guard. Many were not computer savvy... and even if





some were, they lacked the skills to conduct a class online. Once the discussions peaked and when we all realized that the future to reopen schools was looking bleak, we were hurriedly given a one-day training course on running classes online.

And just like that, we began our teaching journeys online. We initially struggled with the class scheduling, technical know-how, ensuring engagement, and doing all of that, we kept trying our best to befriend this new medium. The journey really began from scratch. "Can you see me?", "Can you hear me?", "I have a poor network connection!" ... these ruled the classes for the first few days. We were not only teaching our students but also their parents who sat behind their child to see how the class unfolds! There was so much to learn and unlearn for all of us. For us teachers, we felt like trainee pilots taking off on this sudden transitional flight.

But then we are teachers! We did manage to navigate the flight in the right direction. The COVID-19 crisis refused to slow down. By now, there were cases in my neighbourhood, and even in my residential building. Unfortunately, we also witnessed some deaths in the neighbourhood. There was absolutely no chance of schools reopening.

The situation was becoming grim. It had economic implications in India too, perhaps more severe. Many people lost their jobs and the crisis had the scope to continue affecting teachers as well as the students for a long time. Parents had no money to pay the school fees which also meant that the salaries for teachers would continue to suffer

massive cuts. Many contractual teachers lost their jobs. Since many of the Indian schools are private and run on school fees, many of the private schools could no longer sustain operations and they simply shut down.

The situation is more painful for the marginalized and underprivileged populations. I engaged in conversations with my milkman and domestic help on the phone. It was upsetting to know that education had abruptly stopped for their children. After the conversations, I could sense that if not their children, there could be many others who would end up leaving education completely. Instead of school, they will be forced to support the family financially. Girls could be married off at even younger ages. All of this will have a long-term impact on the social fabric of my country as the situation is widening the gap between the haves and have-nots.

Furthermore, COVID-19 impacts on schools in India which have even more serious concerns and these are survival concerns! In India, school is not just for education. We are a developing country where basic needs like food can be a luxury for some. Most schools in the rural areas of the country provide mid-day meals to children. Families with struggling incomes send their children to school with the hope that the children will not only get an education, but also food. With schools shut, one can only imagine the plight of these children and families now.

Is everything okay with the middle-class students? Not really! For instance, some of the students in my school are not able to



DR RAJSHREE TEWARI

Bharatiya Vidya Bhavan's Vidyashram

attend classes due to the lack of ownership or access to laptops, mobiles, and internet connection. Every Indian house does not have an internet connection at home, a personal mobile phone, or a laptop. So, attending classes is not as easy for these students as well. Imagine a house that has a parent who is a teacher and his two children who need access to these resources at the same time for their online classes. I see this happening with many of my colleagues. To get some catharsis, we keep sharing our stories of struggles with this chaos, inflated internet data bills, and reduced salaries.

And this is just the surface that I have touched upon. The psychological impact that this calamity has had on all of us is devastating indeed. How long can a child be confined to home? How long can we protect them from our own growing anxiety and uncertainty? How long can these abnormal circumstances be observed as "new normal"? No friends, no hugs, no sharing recess meal boxes, no new faces... it can be frustrating!

Have I painted a very bleak picture? Well, they say, every cloud has a silver lining! Though this cloud is too dark, it also has a few bright spots. The COVID-19 pandemic has forced us to step down from the treadmill of life and engage in introspection. We can see our natural environment coming back to life. Families are spending much more time together. Long forgotten hobbies have found a place in our life again. As far as education is concerned, it has acted as a wake-up call. We have finally moved out of the "chalk and talk" phase. Even the hardcore rigid sceptics are now open to trying out new models of teaching. No government policy in non-pandemic times could have done this in such a short time. Probably we needed a major shake-up in our education system. Surely, there are major issues. But whenever there is a big change, it comes with its teething troubles. Maybe, we are closer to overcoming them soon. The human race is resilient after all. We have survived world wars, nuclear holocaust, unforeseen natural disasters, and pandemics before! This time too shall pass.

After a few years, hopefully, we will be sharing stories of "Coronavirus-times" with our grandchildren and how we fought the pandemic and emerged as winners. But let us never forget the fact that some of us did pay a heavy price in this story!

What role does nature/nurture play IN DETERMINING GENDERED BEHAVIOUR?

Are we genetically male or female or do environment experiences contribute? What is the impact on personality, intelligence and cognitive abilities in general of gender? These are key questions that are often asked when trying to determine whether gender is determined by nature or nurture.

The quote below seems to present the question that many are seeking to answer. How do men and women differ?

Tell me how does the other sex of your race differ from yours?'.....'I saw your pictures of them. The women looked like pregnant Gethenians, but with larger breasts. Do they differ much from your sex in mind behaviour? Are they a different species?'

No. Yes. No. Of course not, not really but the difference is very important. I suppose the most important thing, the heaviest single factor in one's life, is whether one's born male or female. In most societies it determines ones expectations, activities, outlook, ethics, and manners – almost everything..... It is extremely hard to separate the innate differences from the learned ones. Even where women participate equally with men in the society, they still after all do all the childrearing.....' 'Equality is not the general rule then?....'

Ursula.K. LeGuin
The Left Hand of Darkness (1969)

While this is a fascinating question it is one that has raised many controversies; different has hardly been considered equal and many cultural stereotypes have only served to widen the view that men and women are different, often projecting men as more intelligent, logical courageous, mature, and moral than women and this has led to feminists being suspicious of research related to

sex differences as it could be claimed that they only reinforce the existing stereotypes. Statistically, measures have been made in respect of height, intelligence and personality to assess the normal distribution of these traits. For example Lippe (2005) carried out a study in California that found the average height for men was 69.5 inches and for women was 64.5 inches with a standard deviation of 1.73 between the two, which matched the normal distribution projection for male/female height.

Personality traits are often considered to be internal factors that are partly determined by experience and partly by heredity and biology, which in turn influence the person's characteristic patterns of thoughts, feelings, and behaviour. Traditionally there are five main human personality traits (Wiggins 1996), extraversion, agreeability, conscientiousness, neuroticism and openness to experience; within each of these are many sub traits or facets that create somewhat broader labels. Feingold (1994) found the largest sex differences in extraversion and agreeability, with the sub trait in extraversion, assertiveness, being much more evident in men than women and the agreeability sub trait, tender mindedness, applying more

to women than men. This work is supported in the recent research of Costa, Terracciano and McCrae (2001) who also found evidence to suggest that men were more assertive than women and less tender minded. Moffit, Caspi, Rutter & Silva (2001) carried out a study using 18 year old boys and girls born in a one year period in New Zealand, and found that females tended to score highly on self-control, harm avoidance, traditionalism, stress reaction, and social closeness while males scored highly on aggression, alienation, achievement and social potency. This supports much of the evidence above and does seem to suggest that any differences in the specifics of personality could be real and predictable in terms of outcome. Could this then be due to either nature or nurture? Do we socialise our children into masculine – feminine behaviours or are they programmed to act differently?

What of other behaviours?

As with personality it has been suggested that there are social behaviours where such sex differences may also be evident; social psychologists have investigated behaviours such as aggression, helping behaviour,



conformity, group behaviour and cognitive abilities.

Aggression: various meta-analyses have found small sex differences that tend to favour men particularly in cases where the experimental studies investigated unprovoked aggression. In a meta-analysis of more ecologically realistic work, using self-report, peer reports, teachers' reports of aggression, evidence collected indicates that sex differences in aggression was larger than in other studies. Other differences indicate that females are much more likely to use indirect aggression (gossiping, bitching, ostracizing someone from a social group) than males though the difference was small and not likely to be significant and mainly occurred during adolescence.

Helping behaviour: Most of the studies analysed have tended to assess emergency helping behaviour and as a result varied sex differences have been seen across the various studies. Eagly and Crowley (1986) found that males will help more than females particularly if they are being observed and are far more likely to be helpful to women in need than men especially in public places. One view of this is that men wish to be seen as chivalrous. Alternatively, such helping behaviour could be motivated by a desire to be seen as heroic. In contrast, Taylor (2002) suggests that women look after others more than men do which is seen in a number of ways; women nurture children, give social support to those in their social networks and care for the sick and elderly more than men do. Is this due to nature or nurture or both?

Conformity: General evidence seems to suggest that women are more conformist than men and that this is strongest when in face to face situations where individuals have the direct presence of others to exert pressure to conform. This is often seen in teenagers who may all dress alike and listen to the same music genre' or members of specific faith groups who all passionately express the same beliefs.

Group behaviour: Behaviour can be divided into either task focused or emotion focused, but the question is do men and women differ in the amount of task/emotion focused behaviours that they demonstrate? The research seems to indicate that men are much more likely to engage in task focused behaviour than women while women will engage in more emotion and social-emotion focused behaviours than men. Men may

appear to be more autocratic and focus on getting the job done, while women will manage people more effectively and are good at reducing tension taking a more democratic approach.

Cognitive abilities: the general view is that there is little evidence to suggest that there are any meaningful sex differences in intelligence. However, it has been seen that men do seem to perform better than women on tests of mathematical ability, while women do better on tests of verbal ability. Other cognitive variances can be seen in men's improved ability on visual-spatial tests though spatial memory was less than women.

Does this then affect the approach that boys and girls take into the learning situation? Plomin (1998) found in his Colorado project a 70% correlation between verbal and spatial ability skills suggesting that genetics did overlap these skills. Further evidence from the Colorado project suggests that genes associated with cognitive ability may also play a role in academic performance and achievement in primary aged school children and this was the case irrespective of the different categories of achievement, thereby implicating genes for cognitive ability being the same as those involved in achievement.

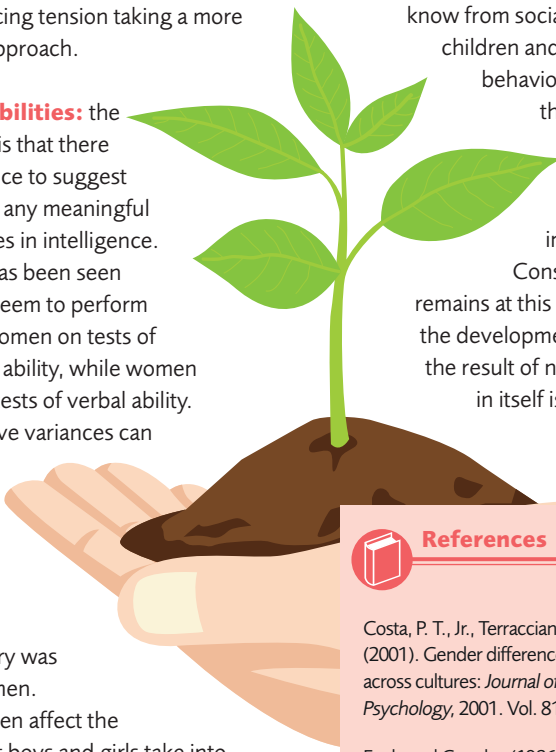
Lippe R.A. 2005 suggests other differences in cognitions that seem to appear in various other aspects of behaviour such as:

- Boys being more likely than girls to suffer mental retardation, reading disorders, autism, Tourette's, ADD and other behavioural problems
- In adolescence and adulthood, men are more likely to partake in excessive use of drugs and alcohol
- Men are more likely to experience sexual disorders and personality disorders such as schizophrenia
- Women are more likely to show mood disorders such as depression and anxiety disorders, Dissociative Identity disorder, phobias and eating disorders

There is evidence to suggest that biology does contribute to sex differences and also differences in masculinity and femininity. There is also evidence to show a correlation

between testosterone levels and people's social behaviour and may be implicated in gender specific behaviours. Equally we know from social learning theory that children and adults will model their behaviour from those around them and that they will also be influenced by social media, celebrity as well as immediate family.

Consequently, the question remains at this time; how much of the development of our gender is the result of nature or nurture? This in itself is the basis of a whole new article.

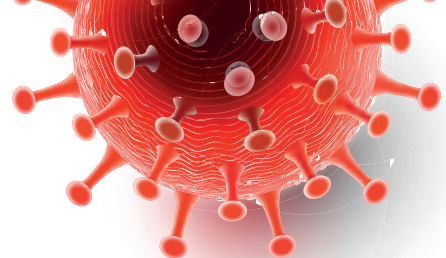


References

- Costa, P. T., Jr., Terracciano, A., & McCrae, R. R. (2001). Gender differences in personality traits across cultures: *Journal of Personality and Social Psychology*, 2001. Vol. 81. No. 2. 322-331
- Eagly and Crowley (1986) in Lippe. R. A (2205) *Gender, nature and Nurture. Second edition.* Lawrence Erlbaum Associates. Mahwah New Jersey 2005
- Epel et al (2004) in Rutter, M 'Genes and Behaviour Nature-Nurture Interplay Explained,' Blackwell publishing. 2006 Chapter 10
- Feingold. A (1994) in Lippe. R. A (2205) *Gender, nature and Nurture. Second edition.* Lawrence Erlbaum Associates. Mahwah New Jersey 2005 p13
- LeGuin U. K (1969) *The Left Hand of Darkness. Ace Book. USA 1969*
- Lippe. R. A (2005) *Gender, nature and Nurture. Second edition.* Lawrence Erlbaum Associates. Mahwah New Jersey 2005
- Moffit, Caspi, Rutter & Silva (2001) in Lippe. R. A (2205) *Gender, nature and Nurture. Second edition.* Lawrence Erlbaum Associates. Mahwah New Jersey 2005 p15
- Plomin (1998) *The genetics of cognitive abilities and disabilities.* Scientific American, 00368733 May 1998 Vol 278. Issue 5
- Taylor. S (2002) in Lippe. R. A (2205) *Gender, nature and Nurture. Second edition.* Lawrence Erlbaum Associates. Mahwah New Jersey 2005 p20
- Wiggins J. S. (1996) www.csulb.edu/~kmacd/JCCP5.PDF



HELENE ANSELL
CPsychol



DECISION-MAKING AT A TIME OF CRISIS

The covid-19 pandemic has caused drastic changes to the way we live and, regrettably, loss of life and livelihoods. Warnings of the threat from such a global pandemic, notably by Bill Gates in 2015, went unheeded, and governments have had to be reactive to the arrival of the virus in their country. This article looks at some factors that have contributed to the unfolding story of the pandemic.

GROUPTHINK

The UK Government and devolved authorities quickly set up advisory bodies and enacted legislation to respond to the arrival of covid-19, anticipating the havoc it could cause to NHS services. However, there has been growing questioning of the strategies employed and their timing, and various decisions have been criticised as being 'too little' or 'too late'.

In 1971 Irving Janis introduced '**groupthink**' as a model for analysing the effectiveness, or otherwise, of decision-making within groups at times of stress. This moved away from decision-making as an individual process, and instead focused on the social dynamics involved when making decisions as a group.

Based on study of ill-fated historical interventions, such as the 1961 Bay of Pigs invasion, which went ahead despite contrary

evidence or opinions, the groupthink model gave a number of **antecedents** relating to the group as well as symptoms of this flawed process, leading to the characteristic ways that the decisions were arrived at.

Thus, instead of engaging in an objective and evidence-based appraisal of the information available, decision-makers were influenced by the interactions within the group, prominent among these being the need to maintain and convey a sense of consensus. Other factors included the way the group was kept insulated from other influences and the type of leadership, as well as the degree of cohesiveness among group members. As a result, members of the group tended to overestimate the value of the group's processes and decisions, and effectively avoided or downplayed any contradictory or challenging opinions or information.

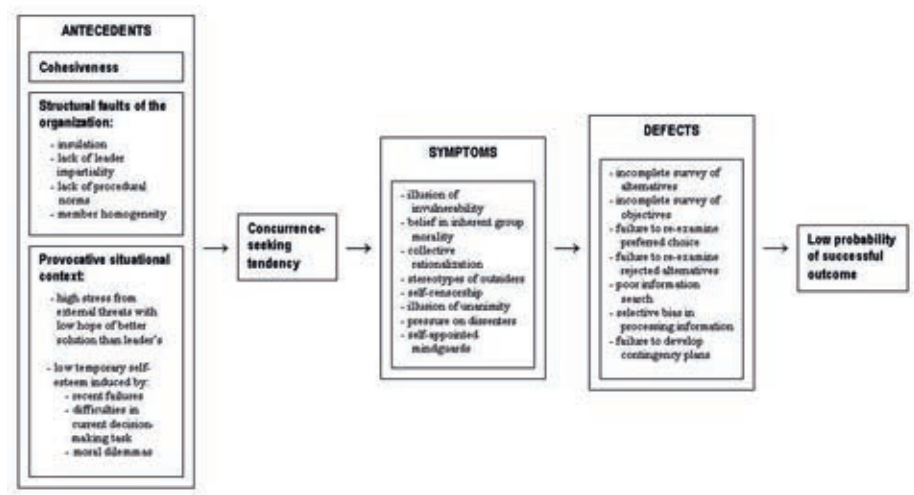
Packer and Ungson (2017) provide a thorough

critique of the model. This includes the nature of cohesion among group members, comparing identification with the group with other possibilities, such as the desire to reduce uncertainty (as with informational social influence) and the wish to reduce any discomfort and social fall-out caused by disagreement between group members (which can be related to normative social influence).

One important point is that what may appear as a poor decision in one sphere may be due to having made a rational, informed decision in another. Thus, a decision cannot be evaluated in isolation, but instead it requires fuller appreciation of the wider context; this need to balance and negotiate conflicting demands ultimately defines the role played by politicians and their advisers. One example is the continued support for the economy while implementing a 'lockdown' strategy on health grounds.

It is not fair to suggest that the various forums for guiding the UK through the crisis have been victim to groupthink. However, there are a number of strategies, such as the early suggestion that facilitating 'herd immunity' was desirable, that appear to have been rushed and limited in scope (Anderson et al, 2020).

SCHEMATIC OF THE GROUPTHINK MODEL



RELIANCE ON 'THE SCIENCE'

A key theme in the way information was presented to the public was the reassurance that decisions were based on 'the Science'. This stressed the credibility of the advice and reflects the high value given to 'scientific' information within Society.

However, this idea of what is 'scientific' is open to discussion. For example, the overuse of the word 'unprecedented' in the early stages

of the crisis reinforced the fact that this was a novel situation and so it became apparent that there was, of necessity, a 'try it and see' approach to some of the strategies. This also led to comparisons with the strategies implemented abroad and the criticism that maybe some measures, such as stricter lockdown conditions, could have been implemented sooner.

Another aspect is the assumption that Science can provide 'The Answer', and anything that is decided in the name of Science has the necessary justification. However, the scientific advice still had to be viewed through the political 'lens' in order to fit within the wider context and this required some degree of pragmatism. Nevertheless, the tone of the messages, with their doomsday scenarios, has been criticised for being unduly damaging to the public's perception (Parris, 2020).

Significantly, a group of illustrious scientists and medics set up an alternative to the Government's own Scientific Advisory Group for Emergencies (SAGE) in order to provide a different interpretation, and contingent advice, for the data that was available on the spread and consequences of infection with covid-19 (see Independent SAGE website).

The credibility of the Government's messages was damaged by news stories that high-profile individuals had chosen to act in ways that contravened the advice given to the population; further criticism followed when the Government was seen to condone at least one of these breaches of its advice. These individuals had broken the consistency of the messages and punctured the image of social cohesion – 'we're all in this together' – which the Government relied on for compliance. This was further compounded by the differences in approach and advice given within the different countries of the UK.

On Newsnight, Professor Reicher explained how such transgressions could have both a positive effect (in that people who did not identify with these individuals would want to be seen to be doing the 'right' thing and follow advice) and a negative effect (by undermining the Government's message, this created an 'us' and 'them' mentality). He also considered the influence of the media, commenting on how the biased reporting of incidents, such as the large crowds at beaches, could give the impression that more people were doing this than actually were and how this could impact on social norms.

INDIVIDUAL DECISION-MAKING

We all make decisions on a daily basis as to how we follow Government advice, from how many people from other households we meet with to the wearing of face coverings. The Health Belief

Model (HBM) was developed by Becker (1974) to understand why individuals did not use available health services, and has been applied to a wide range of health-related issues.

The HBM suggests that the likelihood of an individual engaging in a particular health behaviour will depend on their perception of the threat posed by the current situation and their evaluation of the effectiveness of the recommended course of action (Rodham, 2010). It identifies a number of factors that together determine the individual's engagement with the desired behaviour and these are relevant to the current situation.

One factor is the **perceived susceptibility** to the condition and much of the focus has been on vulnerability at certain ages.



Thus, it was quickly established that people over the age of 70 should practice social isolation, as well as younger people with other risk factors, but the corollary to this is that young people, in particular, were deemed to be less at risk and this may have lowered their perception of susceptibility. Media reports drew attention to the increased number of raves taking place in some parts of the country.

Another issue linked to susceptibility is ethnicity, with members of the Black, Asian and Minority Ethnic (BAME) community at increased risk of serious infection with covid-19; there is ongoing debate as to the reasons for these differences along ethnic lines.

Another factor is the perceived severity of the condition, and there was dissonance created between the reporting of rapidly increasing number of deaths related to infection with covid-19, as well as the risks of NHS services being overwhelmed and the need to provide Nightingale hospitals, and the reassurances that, for most people, contracting the infection would not be life-threatening and similar to having 'flu'.

The other factor is an evaluation of the **perceived costs and benefits** of adopting the health behaviour, where 'costs' does not only refer to financial impact, but can include the effects of social isolation and decreased contact, and concern has been expressed about the risks to mental well-being. Thus, in the initial lockdown, people were encouraged to

exercise even if this meant leaving the home; similarly, with wearing face coverings, people are encouraged to practise this for the benefit of those around them and not just for their own safety.

The Government quickly saw the value in establishing frequent contact with the public in order to reinforce their message, and their daily bulletin provided an opportunity to keep presenting the **'cues to action'** to reinforce engagement.

The covid-19 pandemic has brought about deep and far-reaching effects across society. The Government has had to call on experts in psychology and behavioural science in order to 'sell' the advice and ensure that social constraints were adhered to. This requires a fine trade-off between personal liberty and public safety and more draconian measures (as employed in other countries) might have met more resistance, and therefore proved unproductive. However, what is evident is the need for transparency and clarity when informing the public and encouraging them to adopt new behaviours for their safety and that of those around them.



BIBLIOGRAPHY

Anderson, RM et al (2020) 'Covid-19 spread in the UK: the end of the beginning?' *The Lancet Online*, [https://doi.org/10.1016/S0140-6736\(20\)31689-5](https://doi.org/10.1016/S0140-6736(20)31689-5)

BBC News online, 27th October 2020. 'Covid has thrived on racial discrimination, says Baroness Doreen Lawrence', <https://www.bbc.co.uk/news/uk-politics-54697714>

Becker, MH (1974) 'The Health Belief Model and personal health behaviour', *Health education Monographs*, 2: 324-508.

Gates, W (2015) 'The next outbreak? We're not ready' TED2015.

Janis, IL (1971) 'Groupthink', *Psychology Today*, November, 43-6: 74-6.

Newsnight, BBC2, 27th May 2020. Interview with Professor S. Reicher.

Packer, DJ and Ungson, ND (2017) 'Group Decision-Making – Revisiting Janis' groupthink studies', in Smith, JR and Haslam, SA (eds.) *Social Psychology – Revisiting The Classic Studies*, 2nd ed. London: SAGE, pp.182-200.

Parris, M (2020) 'Scientists have turned our brains to jelly', *The Times*, 13th June.

Rodham, K (2010) *Health Psychology*. Basingstoke; Palgrave Macmillan.

www.independentsage.org.uk



VICTOR ROCCA

The Psychology of **CONFESSSION EVIDENCE**

Within criminal and forensic psychology, evidence as a burden of proof has been full of controversy, in relation to the methods used to obtain it. Judicial decisions are made based on the veracity of the testimony (Novo & Seijo, 2010). The credibility of the testimony is judicially assessed by two variables: reliability and validity. Reliability relates to the source of testimony (e.g., statement taken by the police) and validity relates to relevance to the actual case. (Arce, Forina & Frago, 2000).

Police in the USA estimate that the incidence of false confessions is low, around 5% of innocent suspects confessing (Kassin et al, 2007). In contrast, Gudjonsson's (2010) review of the research found that 12 to 24% of prisoners report having falsely confessed, while 1 to 14% of individuals in the community report having falsely confessed. Most of these confessions involved murder or rape but also apply to less serious crimes, with 21% of cases being sentenced to death. Confessions that look real can be false, even if they are corroborated by informants and forensic science. In the USA, but not in many other countries, the police are allowed to lie to suspects.

Confessions

A voluntary false confession is a self-incriminating statement that is offered without external pressure from the police. In criminal law, confession evidence is a prosecutor's most potent weapon, so potent that McCormick 1972, stated that "the introduction of a confession makes the other aspects of a trial in court superfluous". However, the big question that remains to be investigated within both law and psychology, is 'why confess'? In America in the 1950s, Charles Linbergh's baby was kidnapped and more than 200 people confessed. Why might this be the case? Sometimes the goal is to protect a friend or relative or to have a pathological need for fame, acceptance, recognition, or self-punishment. Radelet et al. (1992), for example, described one case in which an innocent man confessed to murder to impress his girlfriend and another case in which a woman pleaded guilty just to

cover up the fact that she was actually having extramarital sex at the time!

Psychological research has attempted to look at many reasons including:

1. Was the suspect's statement authentic?
2. Was this the result of paid informers?
3. Was this due to pressure from police officers?
4. Was the statement voluntary?
5. Was the suspect coerced during interrogation?
6. Was the suspect intellectually competent to understand what was going on?
7. Was the suspect of sound mind?
8. Was the suspect anxious, fatigued, or in a state of heightened suggestibility?

Although there is no simple test, in general, a confession is excluded if it was elicited by any of the following:

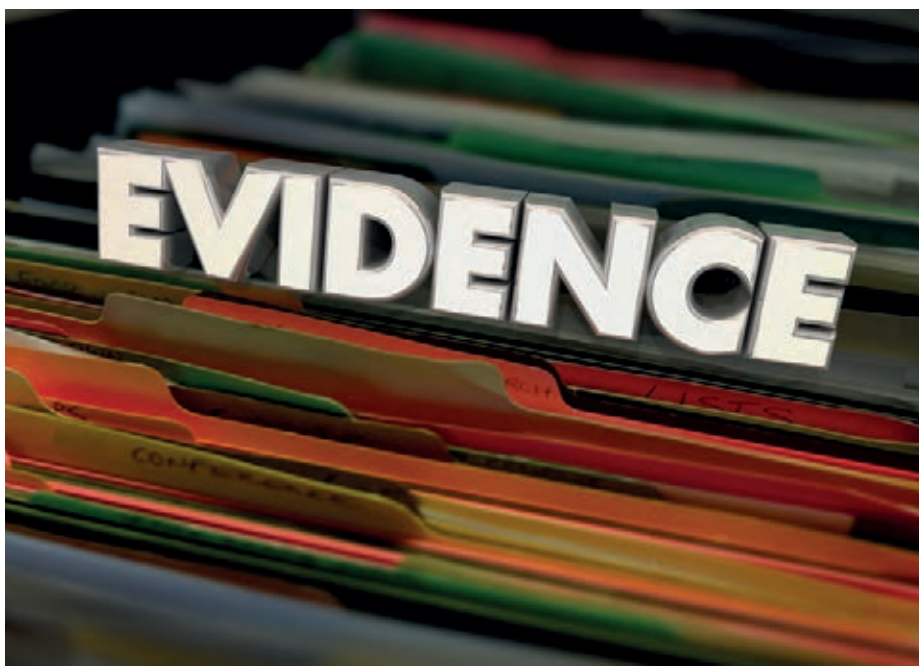
1. Brute force.
2. Prolonged isolation.
3. Deprivation of food or sleep.
4. Threats of harm or punishment.
5. Promises of immunity or leniency.
6. Not informing them of their legal rights.

Social Influence

Therefore, we can see that both dispositional and situational factors contribute to false confessions, and the pages of legal history are filled with stories of coerced false confessions. We can also see how the roles of compliance and internalization play their part in false confessions. Compliance was observed in Asch's (1956) studies of conformity and Milgram's (1974) research on obedience to authority. With regards to internalization, this was exhibited in Sherif's (1936) autokinetic studies on the formation of group norms and in Moscovici's (1985) research on minority influence.

Individuals who are characteristically predisposed to exhibit compliance in social influence situations may be particularly vulnerable in this regard. To test this hypothesis, Gudjonsson (1989) constructed a self-report instrument to measure individual differences in compliance (e.g. "I give in easily to people when I am pressured" and "I tend to go along with what people tell me even when I know that they are wrong").





He then administered the test to 20 criminal suspects who refused to confess and 20 who confessed to the police but later retracted their statements. He found that "confessors" had higher scores on this measure than did those who refused to capitulate (Gudjonsson, 1991). The majority of the 125 false confession cases reviewed by Drizin & Leo (2004) involved murder or rape and occurred after lengthy interrogations: 84% lasting longer than 6 hours, and 50% lasting longer than 12 hours. Although false confessions can occur in less serious crimes as well (Redlick, Kulish & Steadman, 2011). Further analyses of false confessions also appear to relate more to youths, suspects with a history of mental illness, and those of low intelligence, suggesting that these individuals are more suggestible and affected by interrogative pressure. (Meissner et al., 2015).

Coerced-internalized confessions

Eyewitness testimony researchers have found that misleading post event information alters actual or reported memories of observed events (Loftus, Miller, & Burns, 1978). Studies also suggest that it is even possible to implant false "recollections" of words in a list and isolated childhood experiences such as being lost in a shopping mall, that supposedly had been forgotten or buried in the unconscious (Loftus 1993).

Kassin and Kiechel (1996) classify three different types of false confessions.

1. Voluntary false confession which is personally motivated, and which occurs in the absence of external pressure from others.
2. Coerced-complaint false confession in which the suspect confesses to escape an aversive interrogation, secure a promised benefit, or avoid a threatened harm.
3. Coerced-internalised false confession in

which the suspect comes to believe in their own guilt of committing the crime.

Gudjonsson however, reports that in 23 high-profile cases where convictions based on confession evidence that have been quashed on appeal between 1989-2002, were in half of these cases due to psychological vulnerability, rather than coercive or oppressive interviewing techniques. Regardless of whether the focus needs to be on police-suspect interactions, false confessions, or the reaction of evidence presented to a jury, this area of forensic psychology still needs to be researched in the future for us to fully understand the notion of innocent until proven guilty.



References

- Asch, S.E. (1956). Studies of independence and conformity: A minority of one against a unanimous majority. *Psychological Monographs*, 70(9, Whole No. 416).
- Arce, R., Forina, F., & Frago, A. (2000). Gender and juror judgement making in a case of rape. *Psicothema*, 12, (4), 623-628. Retrieved from <http://www.psicothema.com/pdf/381.pdf>.
- Gudjonsson, G.H. (2010). The Psychology of false confessions: A review of the current evidence. In G.D. Lassiter & C. Meissner's (Eds) *Interrogations and confessions: Research, practice, and policy*. Washington, DC: APA.
- Gudjonsson, G.H. (2002) *International Journal of Police Science and Management*, Oct, Vol 1.
- Gudjonsson, G.H. (1991). Suggestibility and compliance among alleged false confessors and resisters in criminal trials. *Medicine, Science, and the Law*, 31, 147-151.

Kassin, S.M. et al (2007). Police interviewing and interrogation: A self-report survey of police practices and beliefs. *Law and Human Behaviour*, 31, 381-400.

Kassin, S.M. & Kiechel, K.L. (1996). The social psychology of false confessions: compliance, internalization, and confabulation. *Psychological Science*, 7 (3), 125-8.

Leo, R.A. & Davis, D. (2010). From false confessions to wrongful conviction: seven psychological processes. *The Journal of Psychiatry and Law*, 38, 9-56.

Loftus, E.F. (1993). The reality of repressed memories. *American Psychologist*; 48, 518-537.

Loftus, E.F., Miler, D.G., & Burns, H.J. (1978). Semantic integration of verbal information into visual memory. *Journal of Experimental Psychology: Human Learning and Memory*, 4 19-31.

McCormick, C.T. (1972). *Handbook of the law of evidence* (2nd ed) St. Paul, MN: West.

Meissner, C.A., Kelly, C.E., & Woestehoff, S.A. (2015). Improving the effectiveness of suspect interrogations. *Annual Review of Law and Social Sciences*, 11, 211-233.

Milgram, S. (1974). *Obedience to authority: An experimental view*. New York: Harper & Row.

Moscovici, S. (1985). Social influence and conformity. In G. Lindzey & E. Aronson (Eds.), *The handbook of social psychology* (3rd ed., pp 347-412). New York: Random House.

Novo, M., & Seijo, D. (2010). Judicial judgement making and legal criteria of testimonial credibility. *European Journal of Psychology Applied to Legal Context*, 2, 91-115.

Perilla, J.T. & Kassin, S.M. (2011). Inside interrogation; The lie, the bluff, and false confessions. *Law and Human Behaviour*, 35, 323-337.

Radelet, M.L., Bedau, H.A., & Putnam, C.E. (1992). *In spite of innocence: Erroneous convictions in capital cases*. Boston: Northeastern University Press.

Redlick, A.D., Kulish, R., & Steadman, H.J. (2011). Comparing true and false confessions among persons with serious mental illnesses. *Psychology, Public Policy, and Law*, 17, 394-418.

Sherif, M. (1936). *The psychology of social norms*. New York: Harper.

Wrightsmann, L.S., & Kaassin, S.M. (1993). *Confessions in the courtroom*. Newbury Park, CA: Sage.



TREVOR DUNN

BA MSc PGCE Med (Cantab)
CPsychol AFBPs FHEA

(Anglia Ruskin University, Cambridge)

The growing interest OF VAPING IN YOUNG PEOPLE

The use of e-cigarettes and vapes have become increasingly popular amongst young people in contemporary society. Vapes/ E-cigarettes are battery-powered devices that function by heating a liquid into an aerosol that the user inhales and exhales. Usually, they are used as an alternative to smoking cigarettes as they often contain a variety of flavours of nicotine to choose from.

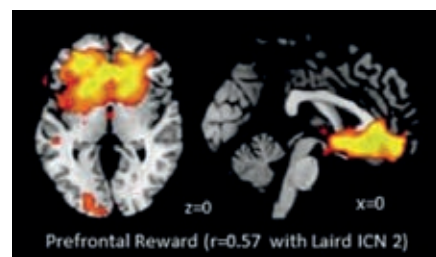
The growing interest in vaping at a young age could be explained by a number of theories. Firstly, a psychoanalysis explanation could be that vaping is an effect of fixation in the oral stage of development, which is explored by Freud in his five psychosexual stages. Freud introduces the oral stage at birth to one year of the child's development, as they gain satisfaction from oral stimulation in order to satisfy the libido. Freud explained, if our oral stimulation is disrupted at an early age it could lead to fixation, which later on in life could lead to orally fixated personalities, such as smoking or vaping. These behaviours are usually enhanced when under stress. Therefore, this could be a reason why people are inclined to start smoking or vaping at a young age as they are orally fixated.

In addition to this, the most reasonable explanation why young people start vaping is the environment they are placed in. Particularly within social circles and teenage pressures, people may feel inclined or persuaded into taking additional interest in vaping. Teenagers are inclined to experiment with things as a form of curiosity amongst their friends. Usually things like cigarettes and alcohol would take demand, however, the inclination to vape seems to be an over-riding interest in modern society. For example, according to CDC, in 2020, '85% of high school students and 74% of middle school students' who used tobacco products in

the past 30 days reported using a flavoured tobacco product during that time'. We can infer from this that the majority of young people who use tobacco use vapes and flavoured pens instead of smoking cigarettes. Although vaping appears to be of more growing interest recently, it has long been popular amongst young people, as reportedly 'E-cigarettes have been the most commonly used tobacco product among youth since 2014' (ASH 2019).

Furthermore, the environment young people are placed in at home can also influence their behaviours. If young people are around frequent smokers or e-cigarette users, they may feel more inclined to try it as they are exposed to the pleasure of it. Especially in a home environment at a young age, people may be encouraged by parents and copy the behaviours of members of their household. Ivan Pavlov would explain vaping using classical conditioning, young people could easily associate stress with a sense of relief from vaping. Using Pavlov's theory, young people form habits which can be provoked by triggers such as a certain smell. These stimuli can provoke responses such as craving and urges which are associated with the vape itself.

Another theory could be operant



conditioning, which was suggested by B.F Skinner, which explains that impulsive behaviours increase as we reward the craving. As young people become more regular vape users, they stimulate desires which need to be fulfilled more often, hence how addiction starts and is maintained.

The increase in young people vaping is a public health concern for many reasons. Young people are provided with the information that vaping is a better alternative to smoking cigarettes, and while this is true in some respects, it's still not good for you. Not only is nicotine highly addictive but it can also harm adolescent brain development, impacting concentration, memory, mood, self-control and learning. This is a particular concern in younger years of life when concentration is key in education. Additionally, vaping can cause serious lung damage and could lead to further addictive behaviours later in life. Not so appealing! E-liquid comes in many different flavours, which is another compelling factor, but the vapour often contains harmful chemicals which are released into



References

https://www.cdc.gov/tobacco/data_statistics/fact_sheets/youth_data/tobacco_use/index.htm

<https://ash.org.uk/wp-content/uploads/2019/06/ASH-Factsheet-Youth-E-cigarette-Use-2019.pdf>

<https://www.nhs.uk/live-well/quit-smoking/using-e-cigarettes-to-stop-smoking/>



HEERA RENDALL

Year 12 (lower 6th),
Churcher's College, Petersfield

Why is Freud so important in psychology and *why do we teach his ideas?*

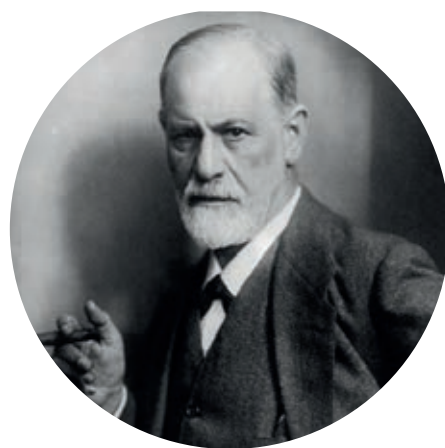
In the modern era of psychology, Freud is considered as largely outdated: if this is the case, then why are his theories still being taught at GCSE, A-level and at University level? Perhaps even more importantly, what actually was the significance of his contribution to the field of psychology as a whole?

The first reason that Freud is often considered to be 'outdated' is because of the nature of his ideas. One of the biggest problems with his approach to psychology is the fact that it simply cannot be proven wrong – he cannot be falsified, they are purely theoretical ideas. Psychologists have long wanted to debunk a lot of what is considered to be "nonsense" more recently, but this is very hard to do. The main problem, therefore, is that his ideas come with very little evidence to support them. For example, his ideas of the stages of psychosexual development, sexual frustrations with the parent (such as Oedipus complex and Electra complex) and ideas such as all women experiencing "penis envy" make it unsurprising that many feel as if valuable education resources are being wasted on teaching these outdated ideas and that they could be better spent on newer and more influential approaches to psychology.

However, Freud was influential. Whilst many of his ideas are widely considered as wrong and lacking in evidence, his ideas acted as the foundation of further research which has resulted in what we know about the human mind today. Firstly, Freud popularised the idea that people were influenced by

an "unconscious" mind which grew from experiences. This theory has today evolved into "modern attachment theory" which was pioneered by John Bowlby where researchers acknowledged the role of caregivers in the formation of future relationships and whilst the erogenous or psychosexual stages are hard to prove, it has been accepted that unremembered experiences as a child can influence you as an adult. Modern attachment theory is a highly recognised theory and is supported by evidence in its validity, for example, using the theory, researchers at Minnesota were able to predict at age 3 if a child would or would not drop out of high school with 77% accuracy.

Furthermore, Freud's contributions have indeed contributed to the development of new theories such as Bowlby's attachment theory. Arguably one of Freud's biggest contributions to psychology was the usefulness of therapies resulting from his theory. Freud's psychoanalysis otherwise known as psychodynamic therapy involves talking about unconscious feelings. The therapy has been shown to be effective which has been supported by an array of meta-analyses. A meta-analysis in 2008 looked at 23 studies that compared long-term psychodynamic therapy to short-term therapies and found that spending more time in psychodynamic treatment was generally better for personality functioning and reducing symptoms of mental illnesses. Despite this, it is undeniable that research such as this does indeed have its weaknesses – just like any research does. The meta-analyses on psychoanalysis often compared it to short-term therapies or no therapy at all. Also, the results of the studies involved in the analyses varied hugely with many finding that psychoanalysis was not helpful with others finding the opposite. Therapy is likely to need to take into account the fact that everyone is different. Different therapies work for different people depending on the nature of their mental illnesses. This certainly does justify why Freud is included



in nearly all courses – the fact these therapies are still widely used means that it is useful for students to understand where they came from and what ideas they are based on.

Regardless of the perception of Sigmund Freud's theories, there is no question that he had an enormous impact on the field of psychology. His work supported the belief that not all mental illnesses have physiological causes – he noticed that many of his patient's symptoms didn't seem to have a physical cause – and he also offered evidence that cultural differences have an impact on psychology and behaviour. His ideas cannot be falsified, but what we do know is that these ideas have been hugely influential on modern psychology. Whilst many consider him to simply be an old man with old fashioned views, his contributions cannot be overlooked. This explains why a huge emphasis is put on teaching his ideas, why he is considered one of the figureheads of psychology and how he shaped the subject as we know it.



THOMAS DENHAM

Year 13 (Upper 6th),
Churcher's College, Petersfield

Visual Neglect

What is it?

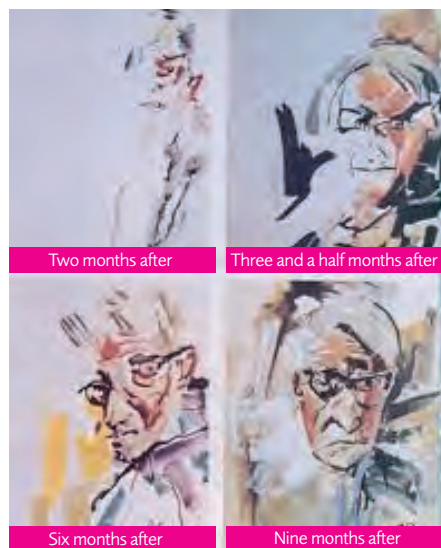
Visual neglect is a brain disorder that causes the individual to lose not only all sight of the left but also all sense of "leftness". Peggy, for example, was an elderly woman who developed visual neglect after a stroke. She showed her visual neglect in the fact that when asked to copy a daisy by researchers, she only drew the left half of the flower. This happened each time she was asked and even when she was asked to draw the same flower from memory. (Jansari, 2020)

Other cases of this peculiar occurrence were documented in Oliver Sacks' book *The Man Who Mistook His Wife for a Hat*. One of these was a woman who would only eat the right side of her meal and would only do her make-up on the right side of her face. Another was a man by the name of Dr P, who struggled to recall the buildings on the left side of a road that he regularly walked down.

Individuals with similar symptoms to Dr P were researched in Milan, Italy, by Bisiach and Luzzatti. They asked the individuals to imagine they were starting on the steps of the cathedral overlooking the Piazza Del Duomo and then walking towards the square. They were asked to describe all of the buildings they saw on both sides. All of the participants only managed to describe the buildings that were on their right, so they were asked to do it again but this time they were to imagine they were walking the other way. Just like before, the participants only described what was now on their right, but was on their left before. (Jansari, 2020)

Is it permanent?

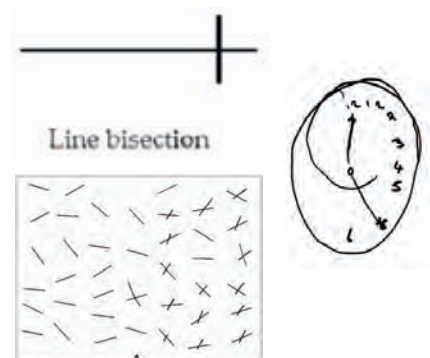
The disorder is not always permanent. Peggy never regained her experience of the left hand of the world, unlike an artist named Anton



Raderscheidt, who also developed visual neglect after a stroke. The deterioration of Raderscheidt's mind was reflected in his art, but in the months after his stroke, his mind seemed to heal as his self-portraits became more and more recognisable. (Jansari, 2020)

Other symptoms?

Patients suspected of having visual neglect will be asked to perform a series of simple tasks such as a line bisection, crossing out all of the lines presented or copying a clock. In all of these tasks, if the patient has visual neglect, they will continuously neglect the left side. In the line bisection, they will draw the half line too far to the right. For the line cancellation, they will only cross out the lines on the right, and they will only draw half of the clock. (Jansari, 2020)



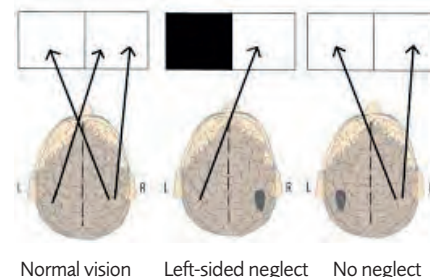
What is happening inside?

Visual neglect is caused by damage to the parietal lobe in the brain, which is responsible for the integration and coordination of sensory information. If it is damaged, it can no longer correctly process this information.

The type of visual neglect in which the individual can no longer perceive the left-hand side of the world is caused by damage to the right-hand parietal lobe (not the left as most would assume). This is because the left hemisphere of the brain pays attention to the right-hand side of the world, whereas the right hemisphere of the brain pays attention to both the left- and right-hand sides of the world. Therefore, if you damage your left parietal lobe, you will still be able to perceive both sides of the world, but if you damage your right parietal lobe, you will lose the ability to process stimuli from the left side. (Jansari, 2020)

Possible treatments/cures?

One of the most effective treatments for visual neglect is "Visual Attention Therapy". In this, the patient will take part in a selection of visual scanning tasks such as letter cancellation tasks



Normal vision Left-sided neglect No neglect

(these stimulate the type of scanning that is required for reading). The general consensus is that these therapy tasks should have a defined focus and a clear rationale, and should be undertaken for around an hour a day for at least a month.

It is also clear, however, that further research into the various sub-groups is required to determine whether visual neglect should be treated as a single disorder. In terms of completely curing visual neglect, the method of recovery is still not fully understood as it is incredibly complex. Perhaps when technology is further advanced and we have a better understanding of the intricacies of the human mind we will be able to cure this disorder quite routinely, but until then it will remain a mystery to most. (Sutton, n.d.)



References

- Jansari, D. A., 2020. Confabulation, Capgras & Cotard's: The Amazing Insights From Brain Disorders PART TWO. [Online] Available at: <https://www.youtube.com/watch?v=iVeyjhTWNWM&list=LL&index=7> [Accessed 30th November 2020].
- Sacks, O., 1985. *The Man Who Mistook His Wife for a Hat*. Simon & Schuster.
- Sutton, M. S., n.d. What is Left Neglect. [Online] Available at: <https://tactustherapy.com/what-is-left-neglect/#:~:text=The%20most%20effective%20treatments%20for,feedback%2C%20and%20is%20delivered%20intensively.> [Accessed 30th November 2020].



CHARLOTTE EVANS

Churcher's College, Petersfield

Book Reviews

Research Methods for A-level Psychology

ISBN 978 1 3983 0687 5

By Jean-Marc Lawton and Alison Sykes

Hodder Education



I was really excited to review this resource, it promises so much; photocopiable pages, exemplar data, activities ready for the classroom, including key term definitions, question sheets, student and teacher sheets to conduct mini practicals in class and a comprehensive glossary. And it didn't disappoint. The book is separated into 4 sections. The Introduction is brief but essential reading. We are all experiencing classroom

disruption with the various restrictions and it may not be appropriate to send students out into the cafeteria or social areas to collect data, but they can use the exemplar data tables until things ease up a little. Or, as the authors suggest the class can be divided into researchers and participants, this and lots of other useful and practical advice on how to use the book is included here in the first section. It's really helped me plan when and how I may make best use of the materials.

The following two sections cover experimental and non-experimental

methods with the same easy to understand formats; clear and concise definitions on the 'information sheets' are followed by a 'question practice sheet'. A 'template' including all of the sections of a report follow and they also include other considerations students must be aware of to develop full understanding of the process, for example, what the pilot study indicated and strengths / limitations of experimental designs and sampling methods. There numerous mini practical ideas which will suit a range of specifications. These include informational social influence, dependent theory of forgetting, obedience, gender difference in incidence of snake phobias, introspection, effect of emotion on perception and gender differences in healthy eating. These cover experimental, correlational and observational methods of research.

The final section is data analysis and covers everything you would expect along with the now familiar information and question practice sheets. In addition, it includes fully worked examples for the inferential tests in a step-by-step format, which will be invaluable for statistic phobic students.

Arguably, it's expensive, but it is an investment buy which will be a real time saver for any teacher. Check well know book stockists for excellent offers too! The teacher information sheets will boost your confidence and completing the mini-practicals will improve students' performance. Win, win! I thoroughly recommend it for all levels of teacher.



LAURA QUAIFE

Teacher of Psychology, Ashton 6th Form College

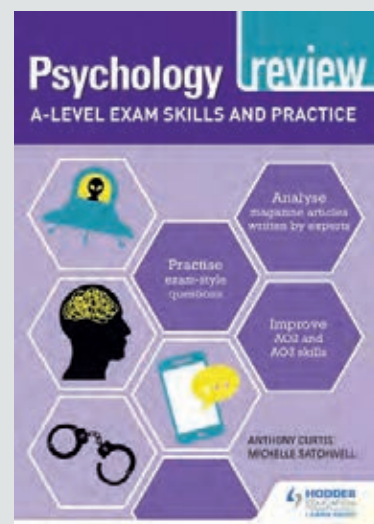
Psychology Review A-Level Exam skills and practice

Hodder Education

By Anthony Curtis and Michelle Satchwell

This student workbook has been designed to support students across all of the A level specifications to help students practice and develop their A02 (application) and A03 (evaluation & analysis) skills. It is based on articles from Psychology Review magazine. I like this aspect because the articles will have been written with students in mind and many of them will be familiar with the style of the articles. The articles are also written by a very impressive array of authors with a focus on topics that are not only covered in most of the specifications but will also engage students' interest. I don't think it matters that not all of the topics are covered by all of the specifications because it is great for students to have a wide understanding of psychology beyond the curriculum and students can engage with the different chapters in the way that best fits their specification - whether that is revision and development of skills or widening understanding and development of skills. The exam-style practice questions include top tips to remind students of the key elements to include in their answers. I particularly like the

'challenge' questions as they encourage students to engage more deeply with the articles and to focus on the A02 (application) skills that students often find so difficult. The articles and the challenge sections could also be used as part of an extra-curricular psychology club. Overall, I think this is a useful workbook that will engage students and challenge them to think more deeply and independently about topics, which is a useful skill if they transition onto university.



HELEN J. KITCHING

Who the hell is B. F. Skinner and what are his theories all about?

ISBN: 979 1 9999492 8 0

Publisher: Bowden & Brazil

Author: Tom Buxton-Cope

This book advertises itself as 'accessible', 'informative' and 'engaging' and it ticked all three boxes right from the very start. I wasn't sure what to expect from this text, but from the first page I was hooked and it didn't take me long to devour the first half with ease. The first chapter 'Skinner's Life Story' is absolutely fascinating and I'm embarrassed to admit I knew very little about him as a person and more so as a psychologist. This chapter delivers so much information and the links between some of his childhood experiences and his later well know experiments are clearly evident. I got to know Skinner, or Fred as he was known to his friends and family. The chapter explores his relationships with his parents, brother, various friendships, teachers and gives insight into how his childhood influenced some of his later work. Chapters 2 and 3 cover influences on Skinner's thinking and operant conditioning, both equally engaging. However, I was most captivated by chapter 4 'Applications of Skinner's Work' which outlines some of his innovative creations. These included the Aircrib (a baby cot, of sorts) and his Teaching Machines, both inspired by his daughters. The final chapter 'Radical Behaviourism' is a little heavier as it discusses the differences between Watson's 'methodological behaviourism' and Skinner's radical behaviourism, misconceptions of radical behaviourism and links between Skinner and Darwin.

Who is this relevant for?

I'd say anyone interested in psychology. It references so many well know points in history (and many personal ones for Skinner) which have influenced his life and work, from the early death of his younger brother, 'Project Pigeon', the influences of Watson & Rayner and Pavlov, World War II and his many publications on reinforcement and behaviourism. As an A level psychology student I would have loved it; it really is accessible and I shall be recommending it on the New Year reading list for our Year 12 and 13 students. I already have a short list of students I plan to offer it to on loan (with the obligatory quarantining of course!) If your department budget or school/college library can stretch to it then it's a worthwhile investment.



LAURA QUAIFE

Teacher of Psychology, Ashton 6th Form College

The ATP Website

www.theatp.uk is a resource to inform and support our members. If you have not had a browse recently, please do have a look. I'm always looking for suggestions to improve and add to the website in ways that members would find useful. There is a dedicated members' only area, which you will need to sign up to and then log in. When you do sign up there may be a slight delay in authorisation as we are all volunteers and have no dedicated administrative staff. It may also be necessary to email you to check membership status, this usually happens if your name is not obvious from your email address or you sign up with a different email address to the one we have on our database. Also, please do make sure we have an up-to-date email address for you so you don't miss out on important information and updates. If your email address has changed or you are not receiving updates from us, please email atpmembershipmail@gmail.com. In the members' only area you will find lots of useful resources, including resources from previous conferences and our recent CPD events.

Please do not let me know if you have any ideas on further improving our website, by emailing the above address.



DEB GAJIC CPSYCHOL, AFBPSS

Website Editor

The Association for The Teaching of Psychology Officer and Committee

Jock McGinty (Chair)

CPD, NSLC & CfSA links
EFPTA representative
mcgintya@watfordboys.org

**Mairi Rice
(Vice Chair)**

ATP Scotland Representative
mairi@tafel.co.uk

**Laura Quaife
(Secretary)**

Editor of ATP Today
secretaryatp50@gmail.com
Ljvincent22@hotmail.com
(magazine copy)

**Katherine Oldershaw
(Treasurer)**

treasureratp@gmail.com

Helene Ansell

Issues and Lobbying
Heleneansell12@gmail.com

Deb Gajic

BPS and AQA Liaison
Website Editor
d.gajic@sky.com

Helen Gibb

Conference Exhibition
Organiser
helenjg@gmail.com

Aletia Hagedorn

Facebook co-ordinator
aletiajh@gmail.com

Helpline

If you need any help please email us at
atpmembershipmail@gmail.com

**PLEASE MAKE SURE WE HAVE THE CORRECT
EMAIL ADDRESS FOR YOU.**

Amy Halsall

Twitter co-ordinator
UKpsychED@hotmail.com
Twitter: @UKpsychED

Helen Kitching

Editor of ATP Today
Ex Officio Conference
Organiser
Helenkitching@gmail.com

Mairi Rice

ATP Scotland representative
mairi@tafel.co.uk

Harriet Riley-Ennis

ennis@boothamschool.com

Sam Shaw

PGCE/PGDE/NQT
support and links
Membership
Samshaw9@hotmail.com

Morag Williamson

EFPTA representative for ATPS
BPS Scotland liaison
Moragwill@aol.com

Writing Articles for ATP Today

What kind of articles are we looking for?

We are looking for a variety of articles such as:

- Teaching & learning articles
- Lesson suggestions (activities and suggestions that have worked well for you)
- Resources that can be used by teachers or students (worksheets etc)
- Psychology research
- Current research by University Departments
- Articles of interest including current teaching issues such as transition from pre-tertiary to HE.

Who can write for ATP Today?

Anyone can write for the ATP Today magazine. We particularly welcome articles from teachers, students, researchers, university departments, university lecturers and PGCE students.

How long should my article be?

Your article can be anything from a half (approx. 400 words) to 3 pages of A4 (approx. 2400 words). Articles should be submitted in Arial font size 12.

Can I submit pictures?

Yes. We welcome photos to be included in our articles. If you want to submit them (once you have checked copyright) please attach them in your email separately and do not embed them within the article. All photos need to be taken in the highest resolution setting possible and in jpeg format.

ADVERTISEMENTS

What kinds of advertisement is the ATP looking for?

Here at the ATP, we pride ourselves on helping members to find out about the highest quality teaching resources and support available in the psychology teaching world. We are therefore keen to attract advertisements from companies/organisations that can offer goods and/or services to help us to do this, including:

- Teaching resources
- Trips and conferences
- CPD opportunities
- Exam boards
- University information.

If you wish to invite members to a future event, issue a call for papers, or other items that you may think provide a service to our members, we may be able to waive some or all of the fees for advertising. This decision will be made at the discretion of the editor. Please contact us for more information.

If you would like to submit an article, need any clarification about your article, or are interested in advertising, then please do not hesitate to contact one of the editors: Laura Quaife (ljvincent22@hotmail.com), Helen Kitching (helenkitching@gmail.com) or Punam Farmah (pfarmah@hotmail.com)