

ATP TODAY

The Magazine of the Association for the Teaching of Psychology

JUNE 2018



inside

PSYCHOLOGY FOR EVERYONE

PERCHANCE TO DREAM?

GENDER BEHAVIOUR

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.**

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

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Front Cover: Internal Recurrence series. Interplay of human profile and fractal colors on the subject of inner reality, mental health, imagination, thinking and dreaming © agsandrew/Shutterstock



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www.theATP.org



FROM THE CHAIR...

Welcome to the June edition of ATP Today. There is so much to look forward to over the next few months. The next round of linear examinations are upon us and I am sure you will all be feeling relieved when they are over and our students can move on to the next stage of their academic development.

Our July conference is also just around the corner. We are up at Leeds University this year from 6-8 July. This year, we have four internationally renowned keynote speakers all talking about fascinating subjects:

- Professor Graham Hitch: "Fifty years on from the modal model of memory: Some things old some things new"
- Professor Daryl O'Connor: Title: Karôshi: Effects of Stress on Health and Wellbeing
- Dr Zaheer Hussain: Cyberpsychology: examining the impact of technology on human behaviour
- Professor Jonathan Glazzard: Anxiety, Depression and Agency: Exploring the issues of Teacher Mental health

As well as our usual 40+ breakout sessions focusing on teaching and learning, mental health and wellbeing and examination board sessions. I am sure there will be something for everyone, including the opportunity to meet and socialise with like-minded teachers of psychology.

This will be my final message to you as Chair, after five years in post and having been out of teaching for two years I am now stepping down, though I hope to remain on the committee for a further year to help with transition for the next Chair. It has been a privilege and a pleasure to be part of this incredible professional association. I have enjoyed representing all the ATP members at various BPS and examination board meetings and lobbying for psychology to be fully recognised as a science at pre-tertiary level, but it is now time to pass the mantle on.

I wish you all the very best in the future.

Helene Ansell
ATP Chair



FROM THE EDITOR...

When you read this edition of the magazine, it will be early June. As I type, it is still May (royal wedding weekend!) and I have enjoyed a lovely warm and sunny Saturday at Leeds University looking at the amazing spaces we will be experiencing at the conference. I hope you can make it! It's not too late to book. See page 4 for details of how to win a free place. Helen Kitching has been working her magic and we're in for a fabulous 3 days.

We have a lovely mixture of interesting features and teaching & learning contributions, which I hope you will enjoy reading and find useful in your own classrooms. There are also dates for diaries with the popular annual ATPS CPD day in September which is at a slightly earlier point this year. Also, a lovely informative

account of the recent EFPTA conference. Next one is in Bratislava, so plan ahead and pencil it into your future diary for 2020.

If you fancy a good holiday read there are two book reviews on page 26; one exam board specific and one for everyone.

I, like many of you am coming to the end of my teaching and looking ahead to examinations, willing the students to revise and stay focused to ensure they achieve. I've done my best and it is now over to them.

I look forward to seeing many of you at conference next month, my favourite way to end the academic year.

Laura Quaife
Editor

36th ATP ANNUAL

WIN!

A FREE PLACE AT THE ATP ANNUAL CONFERENCE 2018

We are delighted to launch a competition sponsored by Illuminate Publishing.

For those of you who are unable to get a place funded by your school, Illuminate Publishing are sponsoring one free place.

**Illuminate
Publishing**

TO ENTER

Please post on our facebook page or tweet on either of the addresses below, one paragraph stating what you love about the Illuminate Publishing psychology books.

It should begin 'I love Illuminate books because...'

@IlluminatePub @atpconference @theatp

www.facebook.com/groups/90829847282/?ref=group_browser_new

Once you have done that please send your tweet to the ATP. Only tweets sent to:- membership@theatp.org will be entered.

This is a full conference package worth £355 Includes en-suite B&B accommodation 6-7 July, lunch from Friday-Sunday, evening meals on 6-7 and refreshments. Competition closes 14 June 2018.

CONFERENCE

LEEDS

6 - 8 July, Leeds University 2018

Not long to go now until Conference. It's still not too late to book your place!

If you have not been to the ATP Conference before, now is the time to try. It is best value-for-money Psychology CPD you will find. With countless opportunities for networking, meeting your exam board representatives, seeing world-renown keynote speakers as well as a packed programme offering a vast array of 40 breakout events to choose from, you'll be spoilt for choice!

Our breakout topics this year will include:

- Flipped learning
- Mental Health in schools
- Extending higher ability students
- Supporting Lower ability students
- Exam technique
- Teaching Psychological problems on the new GCSE 1-9
- Teaching EPQ
- Making and improving resources
- A Year in the Brain
- The Nature of Consciousness
- Mindfulness
- Psychological literacy
- New to teaching Psychology
- Teaching Statistics
- Supporting Student Mental Wellbeing Through the Transition to University
- Brain Box – brain games in a box, supporting these topics: cognitive, perception and research methods
- Exam anxiety
- Making use of internet research in teaching and learning

To book your place, go to www.kc-jones.co.uk/atp2018 – Find us on Facebook (The ATP: The Association for the Teaching of Psychology) and Twitter #atpconference2018 We look forward to seeing you at conference!

PROGRAMME: ATP CONFERENCE LEEDS 2018

Friday, 6 July, 2018 Inset One

- 10.00** Arrival, welcome and registration, Michael Sadler building
- 10.30** Session one (there will be a choice of two workshops for the CPD day, all delegates are welcome to join in if they arrive in sufficient time)
- 11.30** Session two (there will be a choice of two workshops for the CPD day, all delegates are welcome to join in if they arrive in sufficient time)
- 12.00** **EXHIBITION OPENS:** publishers and educational suppliers from around the UK, Parkinson court
- 12.30** Lunch
- 13.30** **CONFERENCE OPENS:** introduction and welcome. Michael Sadler Building, Rupert Beckett lecture theatre
- 14.00** **KEYNOTE:** Professor Graham Hitch, The Tim Gregson-Williams Memorial Lecture.
Sponsored by Hodder Education and Psychology Review. Michael Sadler Building, Rupert Beckett lecture theatre
- 15.00** Breakout Events (1)
- 16.00** Refreshments
- 16.30** Breakout Events (2)
- 18.45** 'Getting to know you' for newcomers & anyone else who's come alone, or simply anyone wants to join in, Storm Jameson foyer
- 19.15** Pre-dinner wine reception. **Sponsored by Leeds Psychology Department,** Parkinson court
- 20.00** Evening meal and entertainment, Woodhouse Suite, University House

Saturday, 7 July, 2018 Inset two

- 7.30** Breakfast (7.30 - 9.00am, Refectory North)
- 7.55** Guided meditation meet, Dining hall
- 9.00** Breakout Events (3)
- 10.15** **KEYNOTE:** Professor Daryl O'Connor, Michael Sadler Building, Rupert Beckett lecture theatre
- 11.15** Morning refreshments
- 11.45** Breakout Events (4)
- 12.45** Lunch
- 13.45** **KEYNOTE:** Dr Zaheer Hussain
- 15.00** Breakout Events (5)
- 16.00** Refreshments
- 16.30** ATP Annual General Meeting, Rupert Beckett lecture theatre
- 18.45** Wine Reception. **Sponsored by Hodder Education and Psychology Review,** Parkinson court
- 19.30** Gala Dinner and entertainment. **Sponsored by AQA,** Woodhouse Suite, University House

Sunday, 8 July, 2018

- 7.30** Breakfast (7.30 - 9.00am, Refectory North)
- 9.00** Breakout Events (6)
- 10.00** **KEYNOTE:** Professor Jonathan Glazzard, Michael Sadler Building, Rupert Beckett lecture theatre
- 11.00** Morning refreshments
- 11.30** Breakout event (7)
- 12.30** Looking to the Future, Michael Sadler Building, Rupert Beckett lecture theatre
- 13.15** Lunch
- 14.00** **CONFERENCE CLOSES**
- 14.05** Go home inspired for a new academic year!

Please note: this is a draft programme and may be subject to change



Psychology for

The value of psychology edu

European Federation of Psychology Teachers' Associations (EFPTA) Conference 13-14 April

In her opening address the President of EFPTA, Harpa Hafsteinsdóttir, highlighted one of the major aims of EFPTA as the promotion of psychology as a mainstream school subject across Europe. Another is to share knowledge and experience of psychology teaching at pre-university level. The EFPTA conference brought together like-minded people from 13 nations: Iceland, Denmark, Sweden, Finland, England, Scotland, Wales, Slovakia, Russia, Luxembourg, Germany, Austria and The Netherlands. During the conference delegates had the ideal opportunity to talk with, and learn from all these fantastic teachers and keynote speakers and workshop/symposium presenters.

Old friendships were renewed and strengthened, and new friendships forged during the wide range of activities on offer. Connections were made that will result in collaborative projects across Europe bringing together psychology teaching and learning for the benefit of students. We found that as a group, psychology teachers have so much to give and learn from each other!

Wednesday, 11 April

EFPTA conference trips also allow you to dip a toe into the culture of the host country and city and so I decided to travel two days early to do some sightseeing. Having never visited Iceland previously I was excited, if a little bleary eyed with an early 4am start, as I waited at Luton airport. Three hours later I was making my transfer from Keflavík airport to Reykjavík in rain and low cloud – a bit like Luton really!

Thankfully the weather relented sufficiently for me to spend my first day in Reykjavik visiting the Hallgrímskirkja Church that dominates the skyline. A flying visit to the Harpa Concert Hall and Conference Centre was followed by visits to the ice caves and fantastic glacier exhibition at the Perlan Centre and the National Museum to get a feel for Icelandic

geology, culture and its influences. The evening was spent catching up with EFPTA friends and sipping gently on a £10 pint – Iceland is beautiful, interesting, fascinating – and expensive!

Thursday, 12 April

A sightseeing trip had been organised for us to the Golden Circle route of Thingvellir National Park where a rift valley marks the crest of the Mid-Atlantic Ridge and the boundary between the North American tectonic plate and the Eurasian. Our second stop was at Gullfoss (Golden Falls) to see the spectacular Hvítá river as it rushes down into a wide curved 'staircase' that abruptly plunges in two stages, 11 metres and 21 metres, into a crevice 32 metres deep. Our final stop was at the geothermal area in Haukadalur, which contains the geysers Geysir and Strokkur. Though Geysir has been mostly dormant for many years, Strokkur continues to erupt every 5–10 minutes which was spectacular. Our evening meal was fantastic local fish and it was great to be able to share experiences of our day and to look forward expectantly to the conference itself that began the next day.

Friday, 13 April

For me, Friday started with a two hour EFPTA Board meeting – it's not all glamour and travel you know! However, as people arrived at the Nordic House for the conference, the ice was broken amongst delegates with an Icelandic ice-breaker followed by the opening welcome from EFPTA President Harpa Hafsteinsdóttir and then a really interesting keynote by Aldís Guðmundsdóttir on 'Why is psychology so fascinating?' Her personal reflections on a career as a psychology teacher gave us a super point at which to start to think how we could build our own careers and further our teaching. There

Board members left to right: Joe Cocker (UK), Morag Williamson (Scotland), Lenka Sokolová (Slovakia), Teija Jokinen-Luopa (Finland), Renate Schrempf (Germany), Dorothy Coombs (UK), Jukka Oksanen (Finland), Helena Haranen (Finland), Harpa Hafsteinsdóttir (Iceland), Jock McGinty (England & Wales), Raisa Chumicheva (Russia), Anna Reznichenko (Russia), Jackie Moody (Luxembourg), Wolfgang Augustin (Germany), Mette Eggertsen (Denmark)





JOCK MCGINTY • EFPTA representative England, Wales
and Northern Ireland



Everyone cation for young people

2018 Reykjavík, Iceland.

followed a series of short updates on psychology teaching and projects from around Europe that included 'Seeing is believing: Teachers' professional vision and challenging classroom situations' by Lenka Sokolová and Miroslava Lemešová from Slovakia. They reported that teachers, both experienced and trainee, often feel anxious when faced with disruptive, challenging behaviour, and their project using eye tracking technology aims to trace how teachers can effectively identify, interpret the causes and intervene when this happens. It was also absolutely fantastic to listen to two of Harpa's students speak about what psychology means to them and their experiences of the subject so far; very impressive young people. The evening was spent chatting, making friends, eating more fantastic fish and sipping more expensive beer!

Saturday, 14 April

Saturday's full programme began with a choice of five workshops ranging from 'Future-focused peer tutoring program in secondary and tertiary education' in Slovakia to 'The Learning Brain' with Guy Sutton and 'Ethics and teaching sensitive issues' with Evie Bentley. Our second keynote presentation came from Phil Banyard, Associate Professor and Head of Psychology at Nottingham Trent University. For a variety of reasons too uninteresting to go into here, Phil gave his keynote in a nearby church without PowerPoint and used a variety of resources to explain his topic of 'Everything you know about psychology is wrong: myths and stories in psychology' to the audience for whom English was not their first language. Presenting in church was a first for Phil and a great success; I must admit to having to stop myself addressing him as 'His Holiness' for the rest of the trip, something Phil was particularly pleased about!

Before lunch of more delicious fish – I like fish – an 'Open Space' session allowed delegates to chat and get to know each other informally, something that colleagues at previous conferences had asked for, and it worked well. Two more wide-ranging workshop sessions followed that included topics such as 'Sharing activities between school and higher education to promote psychological literacy in students' by Jacqui Taylor, Julie Hulme and Helen Kitching, and 'How behavioural psychology can help young people learn' by Rebecca Sharp from Bangor University who had flown in directly from Nepal to tell us about the gamification of learning and how to survive the zombie apocalypse!

Saturday evening was spent at the conference dinner held at Bryggjan Brugghús a brewery bistro in the port area of Reykjavik – good fun and a lovely way to sign off the conference and my trip to Iceland.

Sunday, 15 April

Buying gifts and travel home ready for work on Monday!

A huge thank you to Harpa Hafsteinsdóttir and her team in Iceland who helped deliver such a great conference and I am already looking forward to the next EFPTA conference to be hosted by Lenka Sokolová and the Slovakian psychology teachers' association in 2020, in Bratislava.

To find out more information about the work of EFPTA or if you want to take part in collaborative projects, contact your England and Wales representative Jock McGinty mcgintya@watfordboys.org or Morag Williamson in Scotland moragwill@aol.com. If you teach psychology in Northern Ireland, we would be delighted to have your participation in EFPTA, so please get in touch!




ATPS

 Association for the Teaching of Psychology
Scotland

Saturday, 15 September 2018

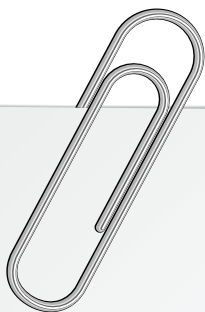
ATP Scotland annual CPD day, Perth – put the date in your diary!

This year we are holding the ATPS CPD day at a slightly earlier point in time than our previous events, so that members can get together as soon as possible after the start of the 2018-2019 academic year. Given the ongoing major changes in the NQ Courses, naturally this will be the main focus of the event: how did the first year of the new National 5 work out for you and your students? how do you feel about starting to teach the new Higher?

The day will again be held in the A.K. Bell library in Perth – a venue that has proved very popular with members for

several years now. The programme will be practitioner-led, and will include a keynote speaker, updates and participative workshops, with the emphasis on discussion and sharing of experiences and ideas.

Please put the date in your diary now, and share the info with your colleagues – there are still some psychology teachers out there who don't know about the ATP/ATPS and the support and CPD opportunities we offer! Keep your eye on www.theatp.org for details on the programme and how to book your place.



NOTICE OF AGM 2018

AND CALL FOR NOMINATIONS TO COMMITTEE

NOTICE TO ATP MEMBERS

The 2018 Annual General Meeting of the Association for the Teaching of Psychology will be held at 16.30 on Saturday, 7 July 2018 at Leeds University, during the Annual Conference. All Members are welcome to attend. Please consider seeking election to ATP Committee – see www.theatp.org for full details and to download a nomination form.



CORRECTION IN PREVIOUS ISSUE

February ATP Today 2018 issue correction: The image on page 17 was incorrectly labelled as John Cooter.

It should have read: Richard Burnett of Mindfulness in Schools Project

AWARD GIVEN FOR ***promoting psychology***



congratulations

Bootham School's Head of Psychology, Harriet Ennis, has been given an award by the British Psychological Society (BPS) for Public Engagement, largely in recognition of her work with the York Independent State Schools Partnership (ISSP) in promoting the subject. Psychology is a challenging science and Harriet has been teaching it to stretch able students as young as 11 and to a wider Bootham community audience. The York ISSP is recognised as the best of its kind in the UK, having delivered over 5,000 opportunities for enrichment to 'able and interested' students since its inception in 2006. Harriet runs Psychology master classes, a Psychology summer school and collaborated on a residential ISSP course in

the Lake District teaching Psychology skills for success, well-being and peak performance. She also presents public lectures as part of Bootham School's Recital Room lecture series and as part of the Activities programme at Bootham, she runs 'Psychology experiments for Seniors' once a week.

A Level psychologists also recently entered The University of York's research competition and won. Students designed their own research, collected and analysed their data and presented it in the form of a scientific poster. Harriet believes there are a wide variety of opportunities to explore the nature of humanity within this lively STEM subject.

***Warmest
congratulations
to Harriet, from
everyone at the
ATP!***

YOUR THOUGHTS ON THE RECENT EXAMINATION

As the result of the changes to the Psychology specifications in 2017 plus the move from modular to linear examination your committee thought it would be interesting to seek the views and options about these changes from our Members.

The aim of these surveys was to find out how teachers were managing the changes and what their main concerns were. These results are now in which means that we can use the findings to tailor our in-house CPD and to express any concerns highlighted at the various examination board and BPS meetings that Committee Members attend on our Members behalf.

Consequently, twice last year The ATP committee sort Members views, via two survey monkey questionnaires on the new specifications in England and Wales. I have to thank you most sincerely for your honest and detailed responses, which have been gratefully received by one and all.

The two questionnaires asked questions such as:

- Do you teach GCSE? If not, would you consider teaching this qualification in the future?
- What A Level specification do you teach?
- Were student numbers up or down from previous years?
- What have been the biggest challenges over the first two year linear papers?
- Were there any changes to the number of candidates opting for psychology in your school/college?

The questionnaires were sent out in April and then September and the results consolidated. Both questionnaires were extremely well received and we had a fantastic number of responses representing just over half of our membership and for this we are extremely grateful. We have indeed used and shared the information received with examination boards and the BPS but also in our meeting with OFQUAL in November.

In this article I am feeding back to you a general overview of the results with a focus on the comments made on the main issues and concerns. As promised these have been duly passed on to the respective Examination boards and used in discussions at an OFQAL meeting that some of the

committee attended in November 2017.

In total we received over 200 responses to the questionnaires and the data collected has made for interesting reading. It was sad to see that very few responders are either teaching or intend to teach GCSE Psychology, even with the advent of the new specifications and the advantages of potential A Level students having some knowledge of Psychology beforehand. However, it was heartening to hear that 20% of responders were suggesting that they would consider teaching GCSE Psychology in their schools in the near future.

For A Level 72% of responders were

using AQA, 11% OCR, 11% Pearson and 3% Eduqas. IB and other qualifications had few if any responders. A considerable number of teachers did indeed enter their students for the first AS in 2016 however; both your questionnaire data and the JCQ data have suggested that there has been a huge drop in the number of candidates entering this qualification. JCQ figures suggest a drop of over 44,000 entries. When asked if responders had noted any changes to students numbers since the reformed A Levels the results showed some variances and these can be seen below. It should be noted that 35.5% of you suggested a drop in numbers while 54.4% of responders

Are there any changes to numbers of students choosing Psychology in your institution, since the reformed A Levels were introduced?

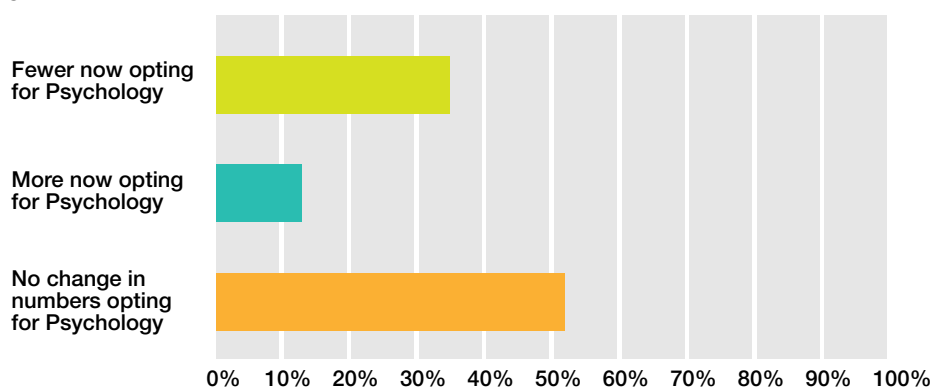


Figure 1

The biggest challenges in the first two years of the new specifications April 2017

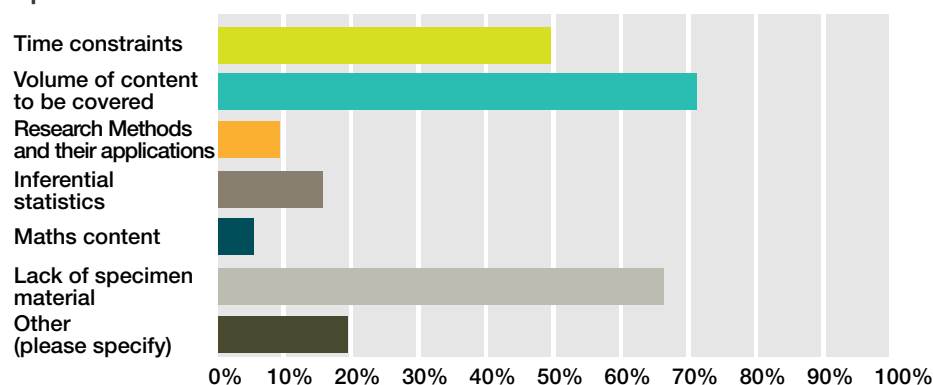


Figure 2



CHANGES IN ENGLAND AND WALES

suggested no change at all and a small number of responders suggesting a small increase.

In April the biggest concerns that were identified are seen in figure 1 however, there was very little difference between the April and September responses in relation to this questions. By far the greatest concerns were the volume of content, lack of specimen materials and time constraints.

These issues were verified in the September survey (figure 2) with issues

relating to the content still the biggest concern: Content 71% (73%), Lack of specimen material 71% (58%) and Time constraints 67% (65%) (bracket figures are November results).

These comments and the many more not given here show quite clearly the main concerns that all responders have identified, each being mentioned numerous times. All the English examination boards have gratefully received the feedback I have sent them in relation to these two

surveys and I know that much of this has been passed up-line for further consideration. So I am hopeful that at least some of your comments, concerns and issues will reach appropriate people and be acted upon. However, the 'other comments' box shows that there have been some interesting developments in the requirements for entry on to psychology A Level in some Centres which has impacted the caliber of students opting for our subject.

A selection of the issues/concerns, challenges and changes to teaching experienced in the first full two years of the reformed A Level

Issues and Concerns	Challenges	Changes to teaching	Other comments
Too much content. The specimen papers were not like the actual exam. Grade boundaries suggest huge differences in difficulty and adherence to mark schemes across the boards. Why coursework is still not accepted when students will have to carry out empirical research at degree level. Huge expectation for the nominal 16-18 year old. It seems that A Level students are being expected to perform like undergraduates almost from the word go. Expectations for extended responses seem unclear and unrealistic in time given.	Lack of clear guidance from the board for levels based marking. Lack of clarity in terms of marking requirements. Not enough model answers provided by exam board. The number of extended answers that candidates are expected to produce in each paper. Contradicting textbooks and major typos. Understanding what the exam board want and expect in terms of AO1 and AO3 particularly. Lack of clear guidance from the board for levels based marking. Just getting through all the content in such a restricted time.	More essay practice. We've changed the order of content doing some year 2 modules in the first year, and vice versa. Increased lessons for improving exam based assessments with emphasis on flipped learning for less challenging units of work. Trying to not over teach. Teaching more research methods earlier, refining essay skills. I will be spending more time teaching exam technique. Removing the fun teaching ideas that may take longer. Going back to a more traditional form of teaching.	Fewer students eligible and opting for Psych at our school, as we have increased the entry requirement to B in Biology/ Additional science after too many students struggled and then dropped the subject in the first year (when it was C grade requirement for science). We are seeing a higher caliber of student no longer dismissing this subject as an easy option that lacks the respect of universities etc so that is good. Unfortunately, the weaker students are struggling to get above a C grade no matter how hard they work. Think the new spec requires more natural affinity for science and, as they hoped, it requires more than regurgitation and memorisation. That is good thing, but may mean a reduction in numbers overall, as its difficulty feeds through to younger students.

Perchance to Dream OR MYTHS, LEGENDS AND SCIENCE

Why do we dream? Do we need to dream? What is the meaning of dreams? A brief look at ideas, beliefs, theories and research about dreaming could start with ancient civilisations.

In ancient Egypt (3100-320 BCE) there were trained 'dreamers' who we might think of as seers or shamens. Dreaming was regarded as a special form of seeing, and these people were involved in devising state plans such as making important state decisions and planning battles.

In Europe the ancient Greeks (776-338 BCE) and Romans (753 BCE-476 CE) held beliefs that dreams combined predicting future events and receiving visitations and messages from the dead. And long before this, the Yellow Emperor of China who ruled in the third millennium BCE wrote a manuscript called the 'Classic of Internal Medicine'. This is still important in Taoism and states that as we begin to dream our souls leave our bodies for the dream world. The dreams we experience are of two types. One is just a re-hashing of what we have experienced whilst awake. But the other type reflects our own personal physical health and is experienced when Yin and Yang (negative/female and positive/male factors) become unbalanced. Interpreting the latter type can guide a person back to the optimum balanced state, (Veith, 2002).

In the Western world the equivalent work on dreams was the 'Oneirocritica' or the 'Interpretation of Dreams', written in

Ephesus by Artemidorus who lived in the third century CE. He was known as a soothsayer, and three volumes of this work deal with symbolism in dreams, based on superstitions, myths and various ancient Greek rites. A fourth book seems to have been a response to criticisms and includes saying that dreams should be interpreted for each person individually, because the meaning could not be applied more widely as he argued that a dream was individual to the dreamer.

The last book consisted of accounts of dreams to help Artemidorus' son, for whom the books were written, to learn and practise dream analysis. This book had a vital influence on subsequent thoughts on dream interpretation though it was only published for the first time in English in 1644, and went into 24 editions during the next century, demonstrating the interest and demand.

However, and this is a big however, I have not been able to discover whether or not Sigmund Freud read Artemidorus' book. According to Moss (2009), although Freud did read some of this work, it was in a German translation and the more sexually sensational content had been omitted by the "prudish translator", including several references to dreams overtly involving incest – which Freud's own thinking would not be recallable except in imagery. It does seem likely, though, that Freud did read the European ancients on dreaming, for example Plato, who wrote in the 5th century BCE:

"When the gentler part of the soul slumbers and the control of reason is withdrawn; then the wild beast in us, full-fed with meat or drink, becomes rampant and shakes off sleep to go in quest of what will gratify its own instincts. As you know, it will cast away all shame and prudence at such moments and stick at nothing. In fantasy it will not shrink from intercourse with a mother or anyone else, man, god, brute, or from forbidden food or any deed of blood. In a word, it will go to any length of shamelessness or folly."

Still, modern Western psychological explanations of dreaming could be regarded as starting with Freud, who produced his theory of suppression and symbolism on the basis of his own



Dream interpreting is popular in China, and the most famous reference for dream interpreting is the book 'Duke of Zhou Interprets Dreams'.

am? ENDS,



EVIE BENTLEY • www.sussexsciencetutor.co.uk

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thoughts. Freud's one-time student and co-worker, Carl Jung, had a different view on dreams as shown in this quotation:

"The dream has for the primitive an incomparably higher value than it has for civilized man. Not only does he talk a great deal about his dreams, he also attributes an extraordinary importance to them, so that it often seems as though he were unable to distinguish between them and reality. To the civilized man dreams as a rule appear valueless, though there are some people who attach great significance to certain dreams on account of their weird and impressive character. This peculiarity lends plausibility to the view that dreams are inspirations".

Jung's view developed further, being a fluid work-in-process, and after 60 years of working he wrote "There is no rule, let alone a law, of dream interpretation, although it does look as if the general purpose of dream is compensation. At least, compensation can be said to be the most promising and most fertile hypothesis."

He suggested a process of individuation where dreams

integrate the conscious and unconscious mind, and also confirmed the view that the significance of a dream is wholly personal.

Plenty of research shows that these bizarre dreams are likely to occur in REM sleep, but that there are also, in Type 4 slow wave sleep very mundane dreams which are not well recalled.

The alternative and more modern theories to Freudian and Jungian analysis have focused on evolution and on brain processing, though I find it fascinating that there are in these theories echoes of thinkers of long ago.

Perhaps a starting point is New Scientist's "Sleep Stats" which state that:

- 33% of dreams contain bizarre elements impossible in everyday life
- 5-7% of the population can function normally on 4 hours' sleep 9 hours of nightly shuteye is best for adults

So why the bizarreness in dreams? Plenty of research shows that these bizarre dreams are likely to occur in REM sleep, but that there are also, in Type 4 slow wave sleep very mundane dreams which are not well recalled – is this because they are boring? do we actually need to dream? Classic research answers this with experiments showing that people deprived of REM sleep by being woken up

every time they entered that state attempted to go into REM sleep increasingly the more they were deprived.

So we need REM sleep. Next question, why? Recent research is starting to give answers. It seems that there is a vital link between REM sleep and creativity and learning, strong enough to suggest that the powerful and bizarre REM dreams are needed for us to realise our potential. This clearly has an impact on normal conditions when dreaming sleep, or just sleep, is difficult. Those with babies or young children often experience broken sleep, and this means they lack the normal amount of REM sleep. Taking many types of drugs or using an alarm to wake early can also have a negative impact on REM sleep, i.e. dreaming. Worse still, Hooper (2018) explains links between poor REM sleep and various metabolic disorders, Type 2 diabetes and depression. This latter isn't a personal surprise as when I experienced a period of clinical depression many years ago and was unable to work for a few weeks, the anti-depressant drug prescribed by my GP was very effective as well as bringing on weeks of really vivid and extraordinary dreams.

The problem is that going short of sleep and hence of REM dreams seems to build up to a level where we become vulnerable. And since about 60% of the UK population sleeps for less than 7 hours nightly we might be in the middle of an epidemic of sleep and REM sleep deprivation.

But what about the majority of people who are not suffering from disorders or taking drugs? The problem is that going short of sleep and hence of REM dreams seems to build up to a level where we become vulnerable. And since about 60% of the UK population sleeps for less than 7 hours nightly we might be in the middle of an epidemic of sleep and REM sleep deprivation.

Part of this build-up of missing REM sleep could be self-inflicted as many of us don't exactly prioritise sleep, possibly because we've been told many times that the main benefit of sleep takes place in the first two or three periods of deep sleep when, for example growth hormone is released for physical growth and repair. Rubin Naiman at the Arizona Center for Integrative Medicine in Tucson says we really are dream-deprived: *"We know that sleep occurs in approximately 90 minute cycles, and that the proportion of REM sleep actually increases with each cycle so that by the end of the night we would be having the longest period of REM sleep, perhaps even almost the whole 90 minutes"*.

So broken sleep or waking by an early alarm is depriving us of the bizarre, improbable and impossible dream narratives. Naiman even asserts that loss of dream sleep is 'an unrecognised public health hazard'. What hazards are these? It seems that lacking REM dreaming sleep is associated with problems in learning, in memory and in creativity. And although much of this work has been done in mice, not humans, it is worth considering that if the effect in rodents is that some of the brain activity generated in REM sleep goes to the hippocampus and that deprived of this sleep the mice were not able to consolidate memories of the tasks done the previous day, do we want to be

like this too? Similar disruptions to hippocampus activity in waking or non-REM sleeping mice showed no such effect.

The Old Wives' advice when faced with a problem or decision is 'Sleep on it'. And this saying may have been distilled from generations of experience, because what we now know is that human creative ability is measurably increased after a period of REM sleep, far more than after a quiet rest or a non-REM nap. Perhaps one effect of REM sleep is to promote thinking sideways, creatively, looking for the unusual or unexpected, could the bizarre dreams we recall be side effects?

On the other hand, results of dream research at Harvard Medical School suggest dreams have specific functions probably to do with emotions. The brain digests input from the previous day, assesses the emotional effect of experiences and possible future actions, so we start the new day better able to deal with life. Naiman goes further, suggesting that REM sleep also helps us to recover faster from emotional traumas and problems. Most of us know only too well that heartache or heartbreak disturb sleep, may make it fragment or even be impossible, and there is evidence that this slows or stops recovery. One piece of research looked at dream diaries of women who were depressed after a painful divorce. Those who reported more negative dreams about their ex-spouses actually recovered better than those reporting fewer such dreams. Maybe the negative dreams helped them process the painful emotions and move on. This internal psychotherapy, as Naiman calls it, builds on previous research which demonstrated more measured activity in the brain's emotional areas after REM sleep, especially if the dreams have been unpleasant. Furthermore, other research shows REM sleep both strengthens emotional memories and lessens the associated emotional tension.

Finally, a last word about REM sleep. Alcohol seriously reduces the amount of REM sleep, even a single unit will prolong deep, slow wave sleep, cutting down on REM sleep. Whilst there isn't yet enough empirical data on humans regarding the amount of dreaming and REM sleep people are getting or not getting, and no real ideas on how to operationalise this, perhaps we might consider doing away with the alcoholic nightcap, just as we have done with the one for the road; and sleep on it. Sweet dreams!

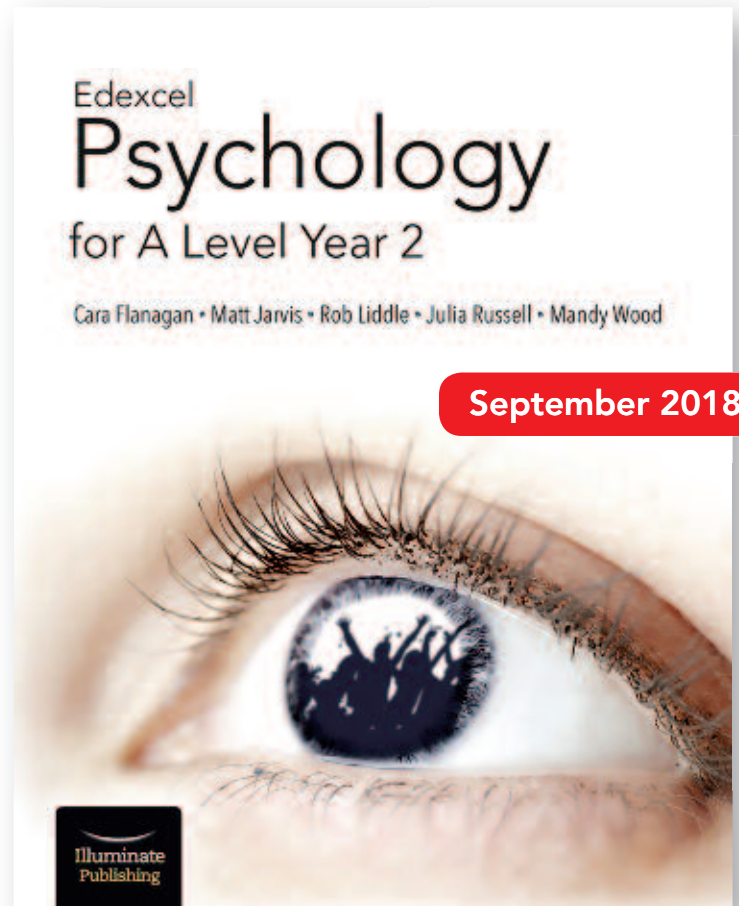
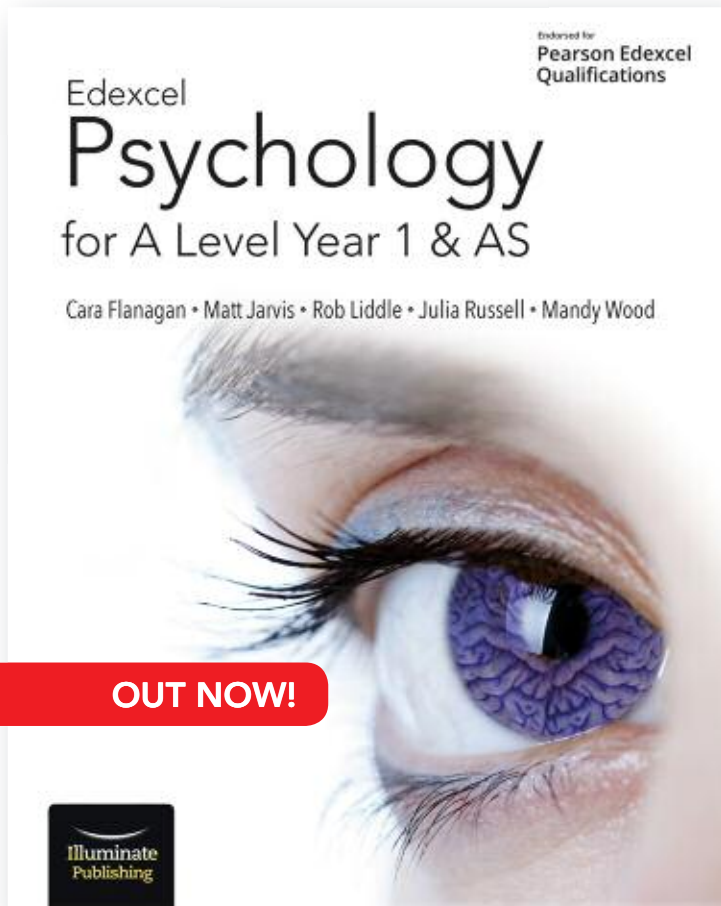


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RELEVANT TO A LEVEL GENDER MODULES

Although the words 'gender' and 'sex' may at first appear to be interchangeable, they do in fact have quite separate meanings. In simple terms, 'sex' is a biological descriptor, which infers male or female based on physical observations such as gonads, chromosomes and genitalia.



IS GENDER A SOCIO-C OR A BIOLOGICALLY D

On the other hand, 'gender' refers to the subjectively felt, observed, and expressed behaviours appropriate to biological sex. Gender is often referred to in terms of concepts such as 'masculinity' and 'femininity'. This expression of behaviour can also be viewed in terms of how a person thinks or feels and whether they view the world through 'rose' tinted glasses (a feminine cognitive schema) or 'blue' tinted glasses (a masculine cognitive schema). Also, self-concept (whether you feel masculine or feminine) as a development gender based schematic processing. In simple terms it is the construction of a cognitive 'blueprint' for being masculine or feminine and by using this perception a different

world is created dependent on many factors including sex (Bem, 1981).

Early research (Money et al. 1972) tragically suggested that gender could be learned. A little boy lost his genitalia in a circumcision accident and after some basic sexual realignment was raised as a little girl. This research, which set out to demonstrate that femininity could be learned; ended with David Riemer (the sexually realigned boy brought up as a girl) committing suicide (2004) because of the realisation of what had happened to him. This of course was a single case study, rich in detail but low in generalisation. It is arguable that despite the tragic outcome of Money's research, an over emphasis on the role of biology still remains (at an extreme, the claim is that biology is the sole determinant of which specific binary gender a person develops).

If gender was innate (assigned at birth along with sex), all societies and cultures would have just two separate and distinct genders, which matched biological dichotomous sex. Anthropologists have



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Due to the associated sex differences in one's way of behaving socially, the expectancies of each sex began to separate from an early age (Eagly, 1987). The behaviour of males and females in modern society could be said to be governed by the stereotypes on each sex's social roles.

CULTURAL CONSTRUCT DRIVEN BEHAVIOUR?

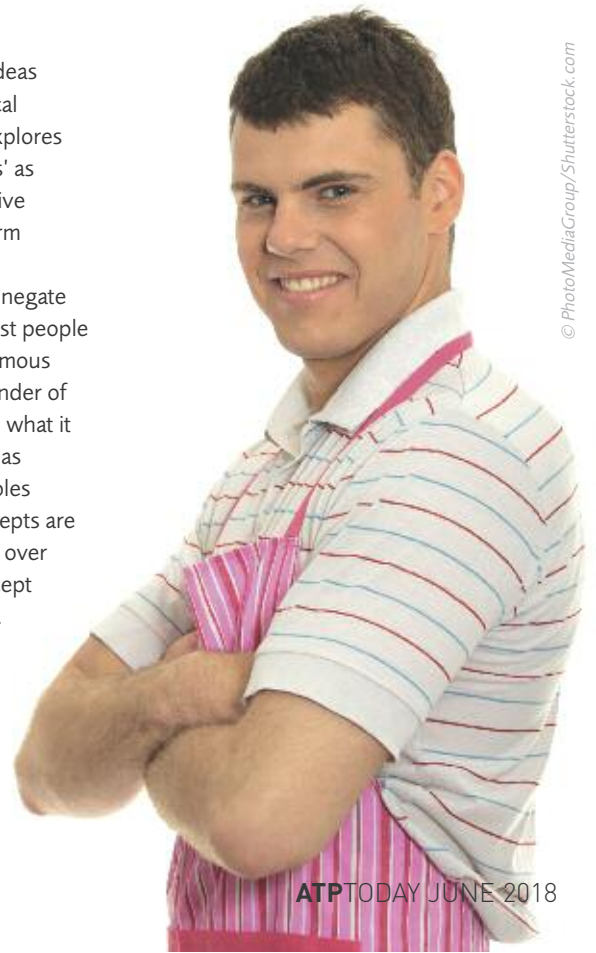
long studied cultures around the world and have demonstrated that many cultures have more than two discrete genders. A classic example is 'Berdache' found in Native American Indians (including Aztecs and Incas). They traditionally had four genders. These were Male, Female and Two-Spirited: male and female mixed with one gender being dominant (Gilley, 2006).

Gender might be thought of as performance; for example, it could be said that it is what you do at a certain time, rather than universally who you are. Butler (2004) argues that everyone puts on a gender performance. However, when one chooses to act differently to the gender norms (the dichotomous perceptions and understanding of femininity and masculinity), our identities and genders do not necessarily portray one's authentic inner 'core' self but instead the dramatic effect (instead of the cause), of our public performance (Butler, 2004).

The concept of self-identity being almost free-floating – not connected to an

'essence' but instead to a manifest performance – is one of the main ideas raised in 'Queer Theory'. This radical approach to alternative sexuality explores concepts such as 'innate queerness' as a construct essential for an alternative gender type to become a social norm (Adam, 2000).

Such concepts of gender do not negate biological classifications of sex. Most people believe sex and gender are synonymous (even psychologists refer to the gender of participants!). In the last fifty years, what it means to be a 'female' or a 'male' has significantly changed. As gender roles change, it is clear that gender concepts are constructed by society and change over time (socio-crypto amnesia: we accept new values and forget past values). However, as biological sex is a constant, it seems arguable that only the societal values underlying gender are changeable constructs (Butler, 2004).



In conjunction with socio-cultural construct perspectives, it is important to mention 'sex role stereotyping' and the extent to which it impacts society. Role theory acknowledges an historical separation between male and female. For instance, according to this theory, a female should aspire to be a housewife/mother and a male should aspire to work and provide (Eagly, 1987). Due to the associated sex differences in one's way of behaving socially, the expectancies of each sex began to separate from an early age (Eagly, 1987).

The behaviour of males and females in modern society could be said to be governed by the stereotypes on each sex's social roles.

The behaviour of males and females in modern society could be said to be governed by the stereotypes on each sex's social roles. For instance, to be able to conform to the expectations, males have established traits which manifest masculinity, such as the importance of being assertive (Eagly & Wood, 2000), and this has played a significant role on future generations as boys are taught to defend themselves and be more aggressive, to align with their more instrumental role. Conversely, females cultivate traits, which manifest more expressive behaviour, inhibiting their aggression (Eagly & Wood, 2000). Via the socialisation processes, each gender learns different qualities as well as skills, which will facilitate their social roles.

Contrary to social role theory, there are gender differences in personality, how we self-construct who we think we are. These base values, and emotions are more pronounced in North America or European countries relative to Asian and African

countries (Guimond, 2008). Because there is a difference between West and East it is arguable that this is a learned value, reinforced by a basic difference in predominant family systems (homogeneity assumed). That is, the West with its 'Nuclear Families' places a high value on independence whereas the East with its 'Extended Family' system places a high value on the group and conformity to group norms. It is arguable that the group norm in many Eastern cultures is submissive and subordinate for females. Furthermore, social role theory cannot explain all gender differences, especially in relation to mate choice and sexual jealousy (an argument sourced from sociobiology). For example, unlike males, females tend to prefer mates who demonstrate the potential to have a high salary (power/status) and general evidence of ability to provide. (Wiederman & Allgeier, 1992). Social role theory might predict that a female who assumes a low status role might exhibit this preference, perhaps to overcome her own limitations in power. However, this preference persists even when the female earns significantly highly compared with male earnings (Wiederman & Allgeier, 1992). Instead, some of these findings are more

aligned with evolutionary 'sexual selection' theory (e.g. Trivers, 1972). That is, women need to be more discriminating with partners because of the limited number of potential offspring they can raise and cultural responsibilities for child-rearing.

In simple terms, it is arguable that biological sex starts the process of gender identity. Then parental (or 'significant other') role modelling reinforces and modifies a predisposition towards masculinity or femininity. This is followed by wider socialised 'positive regard' that develops a gender schema within the reinforced predisposition. Gender schema creation leads to constancy and related action appropriate to how a specific culture views gender appropriateness (Morrison & Shaffer, 2003).

So, in answer to the question, is gender a socio-cultural construct or a biologically driven behaviour, it is arguable that biology has an initial impact, but it is socialisation based on social norms or changing social norms that determines the end-product. If this was not the case, then it would be hard to justify the inter-gender and intra-gender differences, which are so apparent when comparing one society or culture with another.



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“COMING SOON AT A CINEMA NEAR YOU, THE UNFINISHED STORY OF A NATION THAT DECIDED TO GO IT ALONE. HOW WILL IT END? NOBODY KNOWS.”

PSYCHOLOGY IS LIFE, LIFE IS PSYCHOLOGY.

TREVOR DUNN • Consultant Psychologist tdp@cantab.net

The Psychology of Brexit

We are all very lucky in that by teaching psychology we can apply the concepts, issues and debates, to everything that is current within the media. However, if we apply the goals of behaviour as being; Describing behaviour, Explaining behaviour, Predicting behaviour, and Controlling behaviour, then when we apply this to Brexit we most certainly have our work cut out. This was a time when a nation was allowed to vote and the government at the time, led by David Cameron felt that it was in the bag, in that the nation would do the right thing and vote to remain. However, the outcome (for a vast amount of reasons) such as; too many foreigners in the country, paying into a club and getting very little back, fed-up of E.U. laws, had enough of the Tories, wanting independence etc, etc, but not one clear issue that every voter agreed on who voted to leave. What's more, no clear idea or plans in place to how this new revolution will take place, and currently it's being led by a party that wanted to remain!

CONFORMITY – This topic allows us to some extent, to apply the principles of Informational social influence and Normative social influence, but falls far short in trying to understand the real/absolute reasons why people voted to leave.

MEMORY – This topic would seem to suggest that the influence of media and opinion polls together with false news, can play a major role in our final decision making.

ATTACHMENTS – Again, attachment theory can be applied in relation to 'feeling at one' by being part of the European Family, and allowing use to form multiple attachments with our allies.

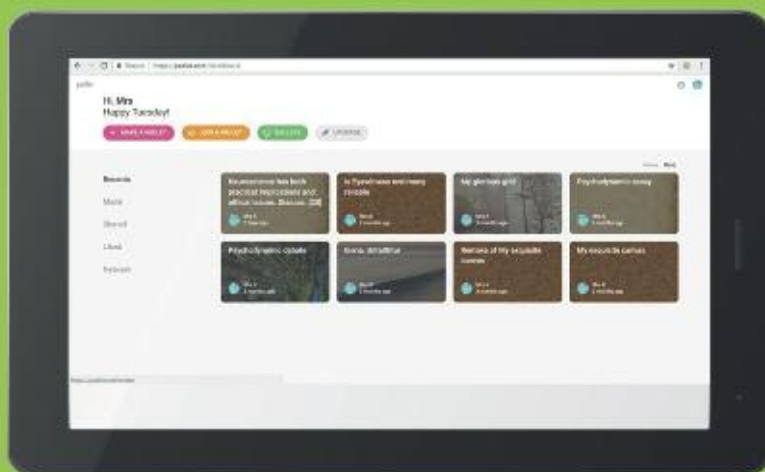
SOCIAL LEARNING THEORY – most certainly influences our voting behaviour through such concepts as; identification and vicarious reinforcement, and plays a major role in explaining cultural differences in behaviour.

THE PSYCHODYNAMIC APPROACH – is clearly evident in Brexit, because of the mass influence that our unconscious mind plays in our decision making.

THE HUMANISTIC APPROACH – Everyone likes to buy-in to the idea that we have 'free-will' and when it comes to a major decision like Brexit, then it is there for everyone to see.

PSYCHOPATHOLOGY – What is Normal? We can see how issues such as 'Cultural relativism might influence behaviour, and if 'Might is Right' then surely we can question this with regards to Brexit. Why? Because if we are to believe current media hype and polls, if we had the chance of another vote, then the result may possibly be to Remain.

Only time will tell if the decision to leave will have major benefits to the nation, but for now you can start to encourage your students not to see Brexit as a being a bore, but to understand that psychology plays a major role in behaviour, including theirs.



HELEN J. KITCHING • Head of Psychology, Gildredge House School

Padlet:

Collaboration *in*

I've been looking for ways for my students to collaborate together on planning their debate essay (I teach the Eduqas specification and each of the five approaches in year 12 has a debate such as 'The ethics of Neuroscience' for the biological approach which is examined by a 20 mark essay in year 12 and a 24 mark essay in year 13).

As part of their transitional skills towards university, I like them to look on-line for current research into whichever debate we are studying. Whilst I scaffold this early on, as they learn the skills on how to create an effective argument and learn how to search online (I always recommend Google Scholar or the links that the subject officer collates each month from our Facebook page), as they get more proficient, I expect them to work together proactively.

I discovered Padlet and whilst it's not perfect, it does offer a way of students working together to produce an essay.

HOW TO CREATE A PADLET

It is free and easy to sign up to Padlet. Once you've signed up, you can get started straight away in setting up your first Padlet.

You simply click the pink box and it gives you the different options for what sort of Padlet you would like to make.

I usually use the 'wall' or 'grid' pattern as this seems to work best for what I want it to do but I suggest you have a play around with it to see what works for you.

Now you've chosen your Padlet you can rename it i.e. Mrs K's Year 12 Ethics of Neuroscience debate' or something equally catchy. You can also add a description, which ideally would be the title of the essay that the students are working on. If you really want to make it look 'fancy' you can also change the background.

Once you've done that, then you click 'next' and it then allows you to add contributors. I normally give them access to 'write' which means they can add information but cannot change other people's.

You add contributors by adding their email. This should send your students through a notification and a link to join the Padlet. Ideally, it is easiest if they can work on a laptop or a tablet but I have had students add information using their phones. As they add the information, you will see it come up on the screen in 'real time' as they type. They will also see what everyone else is adding.

As the author of the Padlet, you have full editing rights so you can amend what your students have written. You can also change the order of the different blocks of information – this is really useful, as once your students have added all their research, you can discuss with them which order you would put in it to create the essay.

When I get to this point in the lesson, I usually have the Padlet projected on a screen but if for any reason you cannot do this, Padlet allows you to all be looking at the same thing but from different devices – so you could potentially run this as a remote lesson.

LESSON IDEAS

You can work collaboratively with the students to add in the information that binds the essay together. I have given my students phrase and vocabulary sheets for conjunctions and compare and contrast words/phrases to help them start to construct the essays. You can be adding this in, with their input – you are both able to add blocks of information as well as editing what the students have written – and in this way build up the essay together.

You can discuss aspects of constructing a good essay, such as

It is free and easy to sign up to Padlet. Once you've signed up, you can get started straight away in setting up your first Padlet.



Make a padlet



the Classroom

how much information from a study they actually need to include, this is especially important if they happen to know one study in great detail. For example, in the Eduqas specification, they do Loftus and Palmer as their classic study but their debate is 'The reliability of eyewitness testimony' and so they are often tempted to write about the Loftus and Palmer study in far too much detail, meaning that they end up with depth but little breadth in their essay. This is where Padlet works really well because you can edit it as a class and they can also see how to edit it down to just the key facts that actually make the point about reliability of EWT.

It is also really useful for when students are learning the essay skills because you can add the AO3 content in collaboratively as this is somewhere where students tend to struggle at first, as well as ensuring the essay 'flows' from paragraph to paragraph.

When students become more adept at the essay skills, you could set up a number of different Padlet's and let the students work in small groups of three or four giving them more control over the essay structure. You can change the settings within Padlet to allow students to edit other's work. You do this before you 'invite them' by changing the setting from 'can write' to 'can moderate'. You could appoint a group leader to do the moderation (in the same role that you did previously) with input from the others in the group) or you could give them all moderation rights – which will work as long as they sit together and discuss the changes.

When students are more confident in their essay writing skills, you can just use it to gather the research information for the basis of an essay – maybe setting each student a different part of the argument to find evidence for, which could be done in class or for a homework assignment. You then check the evidence to ensure it is

appropriate, then when the students are more confident with essay technique, set them to planning their own essay from the evidence that has been gathered, choosing which order, what AO3 points, how to tie all the evidence and more importantly, link it to the essay title. This then becomes their essay plan and students then write the actual essay under timed conditions.

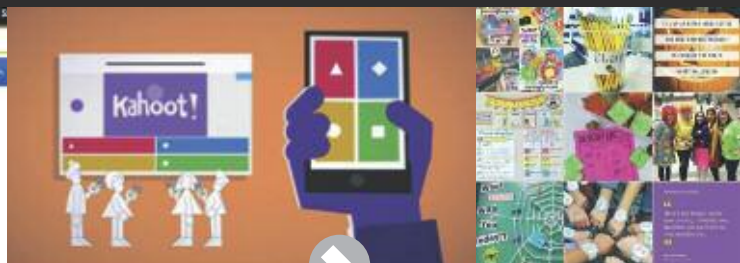
The best thing about using Padlet is that it is so flexible in its use. You can go beyond essay construction and maybe use it to get ideas for general class discussions about things like 'is psychology a science' or 'holism vs reductionism'. Having ten minutes for students to put ideas on the Padlet that is projected to the class, as a starting point for a discussion can be a really helpful idea to get a quiet class talking. It's also then accessible to students for their revision. It's also great for demonstrating how to include AO2 content in an essay or a research methods answer, for example.

DRAWBACKS?

Are there any drawbacks? Well, it can be a pain if you have large numbers of students, to have to input all of their emails each time – however it does start to remember them, so once you've put them in the first time, you should only need to start typing the beginning of their email for it to pop up. (there may be an even quicker way but I haven't found it yet).

You can't see everything on the screen at the same time if you have lots of evidence. However, that would really be the same for most programmes but it can be a bit annoying to have to keep scrolling up and down.

Having said that, I would recommend it as an easy to use, collaborative tool to help scaffold student learning.



DANIEL WILSON

APP USE IN THE CLASSROOM

SHOULD WE BE FIGHTING PHONE USE?

In the 2018 classroom the smartphone has become a point of near constant contention. Depending on who is asked phones can be described as a barrier to learning or an exceptional teaching learning and assessment tool. Possibly the only universal statement we can make is that the smartphone has altered the education landscape. The question worth asking is on what side of the fence are you on? And why?

I myself teach full time and as such I am privy to the effects of smartphones on young people. My personal experiences are very much a mixed bag. For every learning success I have had through the use of student's smart devices I have also had the soul destroying experience of being ignored by someone scrolling through social media or playing on games. The instant gratification and enjoyment that can be gained through smart devices can be tempting for our students and can definitely have a negative effect on learning. However, when you look at the statistics it is clear to see that these devices are a part of cultural change and human behaviour. The education sector may be behind on this social curve, however there are simple and effective ways we can incorporate these devices into our session time; which can also yield outstanding results.

The statistics highlight the wholesale nature of these changes. In 2017 it was found that 96% of 14-18 year olds were in possession of a smart device. Generation Z (born between 1994 and 2010) on average engage with three smart devices a day, normally a computer, tablet and smartphone, however smart watches are a growing market. Around 30% of people in this age group are connected to the internet for at least 10 hours a day. Smartphones are not fidget spinners, they are in our classroom for good.

An entry level route to the use of smartphones in session can be camera use. My students are used to the task of taking pictures of the whiteboard to document homework, revision tasks or notes for the next lesson. However, the education market is flooded with innovative, easy to implement apps that can improve your sessions. The phone can become your friend.

INSTAGRAM

Instagram has quickly become one of the most popular social media formats worldwide. Instagram is particularly popular with young social media users. Instagram can be used as an outstanding tool for rote learning allowing your students to quickly access content. The phone app allows for one click upload, with features for uploading photos, videos and polls. Once your learners have followed your account you can present them with images, facts, exam questions and other tidbits to aid learning.

KAHOOT!

My favourite assessment tool! Kahoot is an interactive quizzing app which allows students to answer questions via their smartphone. Questions are displayed on the board, with each answer assigned a

colour. These colours appear as buttons on learner's phones. They are then rewarded points for both selecting the right answer and for the speed in which they do so, creating outstanding competition. Upbeat music is played throughout the quiz, really helping to stimulate and create energy. Assessment data is generated instantly allowing you as a teacher to track and assess individuals, checking for holes. Excellent used a starter to sharpen up, or a plenary to assess. Give it a go, it's free and students can download the app or access it via the website. Unfortunately, as a teacher you can't make the quizzes using the app, you will need to do that via the website. It's quick and easy to create them and you can set time limits on how long students have to respond, it is set at a standard 20 seconds but a 10 second window forces them to concentrate and focus more. Many Kahoot quiz creators choose to make them public, so there are thousands to choose from and yours are easily shared with colleagues as long as you have their Kahoot username. Some of my students have made their own as revision activities and we've played them in class. I've yet to meet a student who doesn't love a Kahoot quiz. www.kahoot.com to create and www.kahoot.it to play.

STUDIOUS

Studious whilst perhaps not as fun as Kahoot, or as social as Instagram, is an outstanding tool for organisation and study. As homework diaries and planners have become less contemporary for young users, we can incorporate phone or tablet use to help our learners structure their learning time. Studious allows learners to create individual sections for each of their subjects. They can then set dates and times to undertake specific tasks (homework, revision), Studious will then set a push notification to remind the student that it is time to work.

EVERNOTE

As much as we try to incorporate innovation and technology in our sessions, there will always be a need for some form of note making. As a student I was guilty of note taking on scraps of paper that would end up in the bottom of my bag, never to be seen. Evernote, a note taking platform used widely in the corporate sector can eliminate this problem. Evernote can be used on tablet or smartphone and allows you to take notes via type or stylus. However, where the technology really comes into play is within the built in functions. With a camera enabled you can upload images to Evernote, where you can annotate, highlight, zoom and select. You can upload video content both that you have created or found on the internet. You can also record audio to embed into your notes, allowing learners to revisit session time. Evernote really helps to make notes come to life.

Although it is easy to lament the hindrances caused by phone use in our sessions, with a change of outlook and a few handy tips you could really reap the benefits of the smartphones in our student's pockets.



Early days – the beginning of A Level psychology and of the ATP

A Level Psychology was first taught in 1969, next year therefore will mark the 50th anniversary.

A few years ago Paul Humphreys and I discovered that the BPS has an archive of materials relating to the establishment of A Level Psychology and of the Association for the Teaching of Psychology. These date from the beginnings in the late 1960s until around 1986. These are now housed in the Wellcome Trust Library in Euston, London.

Paul and I have amassed a collection of materials dating from 1986 and these have also now been transferred to the Wellcome Library. They include a nearly complete set of newsletters from 1986 until 2016. Plus, a set of ATP Annual conference programmes from the first conference in Liverpool in 1983 until the present. A few more recent ones are missing but we can hopefully locate copies of these. For a number of conferences detailed "Proceedings" were produced and they are included in the collection.

To access these Archives you need to become a member of the library but this is easy and free. Visiting the archive is quite an experience in itself.

Professor John Radford was the key figure in the introduction of pre-tertiary GCE Psychology when he was a Dean at the then West Ham College of Technology. The BPS and others had been concerned that psychology was being taught in schools and colleges as part of liberal studies but that the teaching was unregulated. John Radford

brought together parties interested in the teaching of A Level psychology and this was the beginning of the ATP. Early problems included those of people who considered secondary level psychology teaching inappropriate on the grounds that potential students would lack sufficient maturity. Universities were concerned that some students would arrive to study psychology with an A Level qualification whereas others would arrive without. There was also the problem of teaching qualifications. Some teachers had qualifications relevant to the subject and others not. For those without such qualifications the ATP became a lifeline.

Despite various misgivings the AEB launched a trial A Level program beginning in 1969 with the first examinations in 1971. A small number of centres mostly (not all in the London area) were licensed to enter candidates and the trial lasted for six years. It was clearly a success and the subject was then offered nationally. In the early days the teaching was mostly in FE establishments.

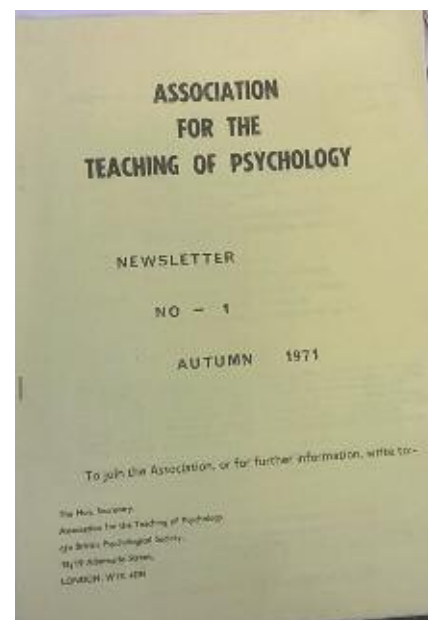
John Radford is happily still with us and taking an active interest in ATP history and has written several pieces in ATP newsletters over the years. In the early days the ATP was run predominantly by HE teachers. Later this changed to a preponderance of FE teachers. A number of names stand out from those years including those of Louise Higgins and Paul Humphreys.

Paul and I have thought about producing a commemorative booklet with brief sections

on early days, Exam Boards, the beginnings of the ATP, The ATP Committee, the growth of the subject, the problem of teaching qualifications, the annual conference and other events, the acceptability of A Level Psychology by universities, the various versions of the newsletter and so on. It could also feature key figures in the growth of the subject. Some funding would be needed but we could explore possible sources.

All ideas, suggestions, memories will be very welcome and it would be good if we could produce something celebrating 50 years in time for the 2019 annual conference.

The first ATP newsletter in 1971



Duncan Hatcher 1942 - 2017

Duncan taught Psychology at the Forest of Dean College for many years and is remembered with great affection and admiration by many staff and students some of whom paid tribute to him at the celebration of his life which took place after the funeral. He was also an ATP Committee member and was Chair from 1997 to 1999. He assisted in the running of the annual conference and produced detailed Conference Proceedings from 1994 to 1997. These can now be inspected in the ATP Archives which are house in the Wellcome Trust Library, Euston Road, London.

Duncan had earlier been a youth worker in London before becoming a teacher. He lived for many years in the village of

Parkend in the Forest of Dean with his wife and four children. He greatly loved the Forest and its wildlife, especially birds on which he was quite an expert.

Duncan was very widely read and a visit to his house meant negotiating piles of books. He was also a great fan of music; classical and modern. He was fond of travel and it was a great pleasure to travel to Peru with him and his wife Martita a few years ago. He was also a talented artist and had a number of exhibitions. Added to all this he took an active interest in sport. My memories are of a great 'all-rounder', dedicated to his students and to promoting the teaching of Psychology.

Joe Cocker



LEWIS MURRELL

A Research Methods Summer Dream

THE BENEFITS OF COMPLETING SUMMER RESEARCH

As you are no doubt aware, research methods is a large part of the psychology A Level. In the AQA specification it is worth at least 48 marks in Paper 2 in the final A Level examinations. As a student this means that studying for this aspect of the course will take a long time, and as a teacher I appreciate that teaching will take a long time. So having the chance to be able to do practical work is restricted by the content of the course. Completing practical experiments is encouraged and emphasised in order to gain a deeper understanding of research methods, but the sheer amount of content of the course restricts this slightly. To help us understand research methods my teacher encouraged us to complete a summer research project in between finishing year 12 and starting year 13. From this, I feel lucky that I have had the chance to be able to do my own research project, which I believe has helped me understand research methods a lot more and increased my confidence in tackling research methods questions. I highlight this as other students around the country may not have that chance and therefore miss out on a great opportunity.

My summer project involved developing my own full experiment including recruiting and using participants as well as writing up all of my research at the end into a large psychological report. My project was about 'The effect of noise level on a person's memory recall ability'. The aim was to find out whether environmental noise would affect the participants ability to recall words from a memory test. Personally, I felt quite nervous about this as I was mainly wondering how I would get my participants. 6th form students have more important things to worry about (exams, revision deadlines etc) than partaking in an experiment, and so this was my worry. Also, since I had never done a summer project before, I was nervous about how I would write up this large psychological report since it was something that was so new to me.

Originally, I was going to use six participants, however due to unforeseen circumstances, they were unable to participate. Therefore, I used four participants throughout the study, all who were 17 years old and 6th form students, and they had to recall lists of words from two separate groups of words, in which each group of words were used in a different condition. For example, one group of words were used in the noisy environment, while the second group of words were used in the quiet environment. I predicted that there would be a significant difference in the participant's ability to recall information when situated in a quiet environment setting, compared to being

situated in a loud environment setting with my independent variable being the noise level in the surrounding environment, and the dependent variable was the amount of words that the participants were able to recall. However, I found that was little difference in the participants' memory recall in the conditions. This was a surprise to me as I expected a large difference in results. As there did not seem to be a difference in the results I had to reject my experimental hypothesis and accept the null.

This project had a large impact on my research methods skills, as I feel I can write about research methods more confidently as doing the project allowed me to get a 'hands on' aspect of the topic. It means that when my teacher speaks about the terminology in class I am able to relate this to my own project. Recently we have also been working on designing a study questions and I was able to use my own experiences to help me structure these answers. Therefore, it has benefitted me largely doing this. During my research, I was pleased at the fact that I developed a strong method section, as I felt beforehand that I was usually not detailed enough writing about the method of a study, yet during my project I was quite meticulous in what I wrote about.

Overall, I believe that my partaking in a summer project will help me immensely for the future. Particularly due to the fact that I can write that I did my own psychological experiment in my personal statement for university. If I could give any advice to students and teachers unsure about whether to do this or not, my advice would be to have a go. Although time constraints can be a huge factor it is hugely beneficial from my own experience. So, if you can give it a go, why not?



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Capgras syndrome – an overview

My personal interest

In studying psychology and biology at A Level and developing a keen interest in the subjects, I have explored many research areas and have become primarily interested in behavioural neuroscience.

I came across Capgras syndrome while reading Ramachandran's 'phantoms in the brain', ultimately amazed at the fragility of the structure and function of the human neural system and the impact of any changes to it. This is particularly the case in psychopathologies which not only have drastic effects on the patient, but their peers too.

I find Ramachandran's neural explanation of this condition particularly interesting, linking to topics in A Level psychology such as localisation of function and plasticity within the brain. Having extensively researched the syndrome and its causes, I now have a greater understanding of neural mechanisms and have been inspired to further question similar topics. What would happen if the connections in the brain were not only damaged, but reorganised such that emotions may be misattributed to an individual? Could it be a possible explanation for apparent 'random' crime, where a spouse may hurt their loved one as a result of a rewiring in the brain which evokes an emotional response anger and violence instead of love and care?

I will continue to investigate such debates, and progress in my learning of the extensive discipline that is psychology.

Introduction

Named after Joseph Capgras, the French psychiatrist who first described it, Capgras syndrome is classified as a delusional misidentification syndrome, a class of delusional beliefs that involves the misidentification of people, places, or objects. It is therefore characterised as the irrational belief that a familiar person or place has been replaced with an exact duplicate, an imposter (Ellis, 2001; Hirstein and Ramachandran, 1997) and hence concerns the absence of differential autonomic activity to familiar faces

compared with unknown faces (Ellis and Lewis, 2001). This is in contrast to patients with prosopagnosia, who cannot consciously recognise previously familiar faces but display autonomic or covert recognition in response to them.

This delusion is sometimes seen in, and so is thought to be linked to people who have dementia (Förstl et al, 1991), hallucinatory schizophrenia (Christodoulou, 1997) or bipolar disorder (Silva et al, 1989), or where there has been some type of brain injury or disease (Weston and Whitlock, 1971).

Causes

From the psychodynamic perspective, the Capgras delusion is generally characterised by marked feelings of ambivalence with a misidentification delusion toward family members or friends (Berson, 1983). The feelings of ambivalence are suggested to be as a result of the Oedipus and Electra complexes in individuals, and hence are motivated by sexual jealousy towards the opposite sex parent. The misidentification delusion is therefore the primitive ego defence mechanisms providing a way to cope with the conscious/unconscious hostile impulses directed toward their loved ones, by minimising the guilt experienced with anger and aggression (Silva et al, 1987). However, there are issues with this explanation such that the oedipal impulses suggested cannot adequately explain all cases of this disorder, markedly those in which the emotional detachment is directed at a family pet or non-human creature (Hirstein and Ramachandran, 1997).

With this explanation having largely been discredited, it is now generally agreed that the Capgras delusion has a more organic basis (Young et al, 1993). It was hypothesised that patients might have damage to the system that produces the

automatic emotional arousal to familiar faces (Ellis and Young, 1990; Ellis et al, 1997), hence a double dissociation of prosopagnosia. Evidence for this explanation comes from other studies measuring galvanic skin responses (GSR) to faces – a patient with Capgras delusion shows reduced GSRs to faces in spite of normal face recognition (Hady et al, 2000).

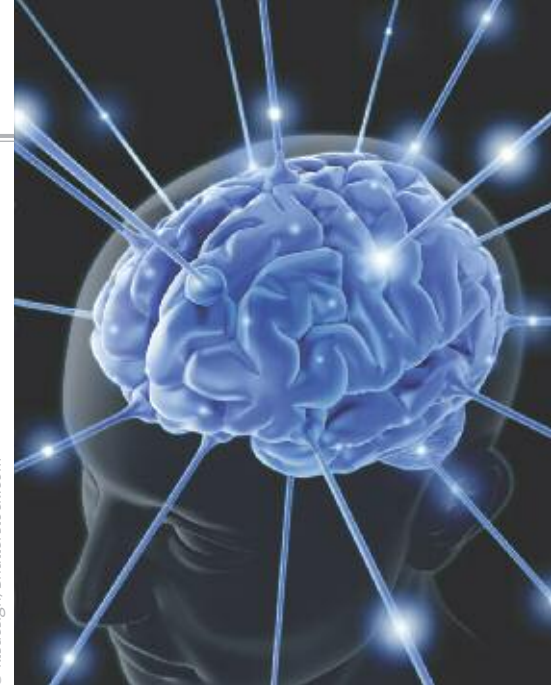
Similarly, it is also suggested that the origin of the disorder is as a result of damage to the connections between the brain area where faces are recognised, and the area involved in emotions. More specifically, the disconnection between the amygdala and the inferotemporal cortex (Ramachandran, 1998). The latter two examples can be used to explain the presence of the condition in sufferers of brain injury and neurodegenerative diseases, suggesting perhaps a physical aetiology.

Treatments

Limited research and conclusiveness into the syndrome itself limits the availability of treatment specifically for Capgras, however there are treatments which aim to address underlying causes, and the conditions for which Capgras syndrome is most commonly associated with.

For example, dementia behaviour management can be used to reduce symptoms of the syndrome. This specifically includes Habilitation Therapy, the compressive behavioural approach to Alzheimer's disease and related dementias (ADRD) that the Alzheimer's Association finds to be a best practice (Alzheimer's Association, 2001, n.d.). Similarly, in dementia sufferers, medications like cholinesterase inhibitors, which boost neurotransmitters involved in memory and judgment, may be used.

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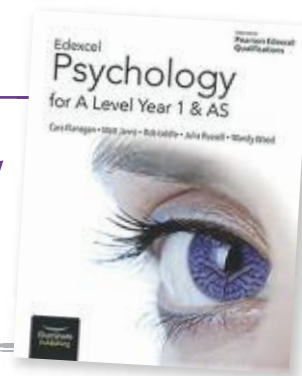
BOOK reviews

Edexcel Psychology for A Level Year 1 & AS: Student Book

Cara Flanagan, Matt Jarvis, Rob Liddle, Julia Russell, Mandy Wood.
Illuminate Publishing £25.99 ISBN: 978-1-911208-59-4



JACKIE MOODY



Anyone who is serious about wanting to achieve in EDEXCEL AS psychology must read this book. All 240 pages are bursting with all the information needed for the exam; nothing is wasted, irrelevant or ambiguous. It is a comfort to know that dedicated, expert teachers who know the Edexcel specification well and know what students and teachers want out of a textbook, have written it.

The first element of the book is dedicated to understanding the Exam and tips on writing extended essays; command words, assessment objectives and how they are broken down in marking points are clearly explained with examples. There is also a section detailing the issues and debates that are woven throughout the specification. The fact they are all in one place makes it easy to 'dip into' whenever the need arises.

Each of the five Chapters is dedicated to the five topics you need to know for the exam; social psychology, cognitive psychology, biological psychology, learning theories and research methods. They are clearly colour coded so you can go straight to the area you need. Each chapter is formatted in the same way to help in navigating your way around and organised into two page spreads. Each spread is dedicated to a specific part of that topic. For example, the social approach section for obedience has four main spreads dedicated to agency theory, social impact theory, Milgram's baseline study, Milgram's variation study. It couldn't be any easier to go directly to the area you need.

A typical main spread includes a revision summary, key terms, core content (broken down into clear assessment objectives,) study tips, stretch and challenge exercises, quick check exam questions,

references to methodology and a link to the issues and debates. It makes clear reference to the specification and what you need to know for the exam. In essence it caters for low ability students as well as the most able and talented.

One of the most challenging aspects of the Edexcel specification is to incorporate a key question and a practical, and this book has addressed both these aspects very well. Two examples are given with a detailed breakdown in how to write a good 8-mark response as well as a stretch and challenge question, study tips and exam focus questions. In addition, two ideas for practical investigations are also given for each Topic allowing the student to replicate with ease or to conduct their own and an invaluable checklist is supplied to help them on their way.

The icing on the cake is the revision summary at the end of each chapter. Succinctly put together to see 'at a glance' the areas covered, which is an invaluable resource when it comes to revision. Not satisfied with that the authors then go further by supplying a range of practice questions, answers and feedback topped off with a range of multiple-choice questions to check student knowledge.

To summarise, this textbook is a must for the classroom, the authors have succeeded in creating a comprehensive but easy to read psychology resource dedicated to the Edexcel specification, which clearly lays out what students need to know for the exam and how to achieve success. I cannot recommend it enough and I am sure that the A Level book coming out in September will not only complete the set but will be of the same caliber too.

Psychology in the Classroom: A Teachers Guide to What Works

by Marc Smith & Jonathan Firth
ISBN: 978-1-138-05969-6 Routledge

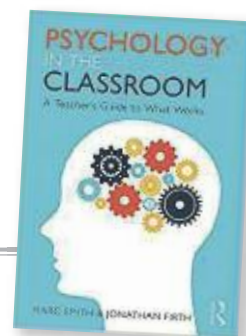
This book has been written by two experienced teachers and writers and has been designed to highlight common issues that affect students' learning and give teachers practical ideas for how to tackle them.

It covers a range of issues including: • Memory and understanding
• Creativity • Motivation • Independent learning • Resilience
• Cognition • Self-theories and mindset

What I like about this book is that it allows teachers to consider empirically-based practice within the classroom. Within each of the topics, Smith and Firth consider the issues at hand, such as Mindset, and explain the concepts behind them. This is followed by a summary of some of the empirical research that underpins the idea. Criticisms of the research are also considered, including issues such as the replication crisis. They refer, for example, to the 2015 UK randomised control trial for Mindset which failed to reach significance. Smith and Firth reflect on why this might have happened. I like this as it does give a more rounded view and opens up the opportunity for debate and discussion. It offers the teacher the chance to reflect on whether they want to integrate the concepts as part of their pedagogy by making informed decisions about what would work best for their students. Throughout the book, Smith and Firth offer a number of practical ways



HELEN J. KITCHING



of integrating the theories into classroom practice and ways of overcoming obstacles to learning. At the end of each chapter is a suggestion for further reading as well as a comprehensive list of references.

The book is suitable for all teachers in schools and colleges and would appeal to both new and experienced teachers. As a psychology teacher, the notion of having practical teaching ideas that are underpinned by empirical evidence appeals to me. Although as psychology teachers, we may well be aware of many of the concepts, I found it really useful to have them all in one place, easy to refer to, and with the evidence and practical solutions to hand.

At a deeper level, the book also addresses some of the issues surrounding school culture in general such as the concept of failure. For example, Smith and Firth address the use of target grades and how students who are 'failing to reach' will attribute this to an 'inability to succeed'. Again, the authors suggest ways to support these students. The ideas raised also give rise to the opportunity for wider debate within schools/colleges about current systems and practices which may well be hindering students' ability to thrive.

In conclusion, I would recommend this book as a useful addition to any teachers' pedagogical book collection.

The Association for the Teaching of Psychology Officers and Committee

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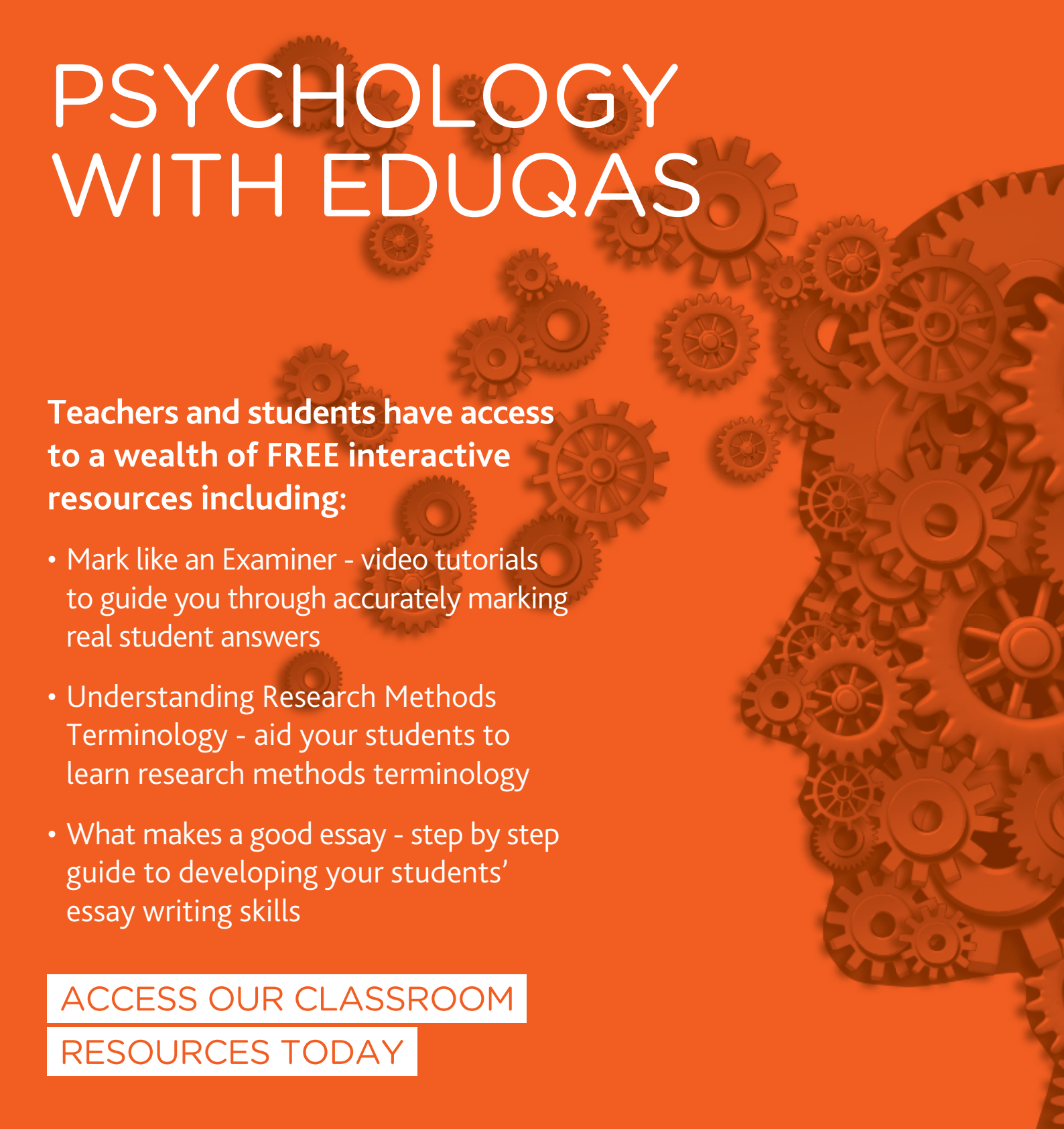
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