

ATP TODAY

The Magazine of the Association for the Teaching of Psychology

JUNE 2016



inside

CRITICAL THINKING SKILLS
HISTORY OF THE ATP
RESTORATIVE PRACTICES



FROM THE CHAIR...

Welcome to the June edition of ATP Today. We hope you really enjoy reading it and find the articles and reports interesting and useful. We also hope that this year has not been too stressful for those of you coming to the end of teaching the new A level specification.

In March this year the ATP held yet another successful CPD event, this time at The Chetwynd Centre in Stafford. A full report is included on page 8 but I am delighted to say that it was a hugely successful day with workshops on Curriculum Planning, Growth Mindset, Maths requirements and a specification discussion session. My thanks must go to all those who contributed to such a successful day and especially to Deb Gajic our event organiser.

This year's Annual Conference is on the 8, 9 and 10 of July at Sussex University and Helen Kitching, our Conference Organiser, is doing a fantastic job organising our four exciting Keynote speakers and many varied

workshops/breakout sessions. The examinations boards will all be present and there will be an exciting exhibition area where you will be able to look at many psychology resources to help with your teaching. The draft program should be available for viewing on the ATP Conference (<http://atpconference.org.uk>) and booking websites. Our AGM will take place on the 9 July 2016 at the conference and it would be good to see lots of ATP members there. This meeting is open to all members regardless of whether you have attended the conference or not.

Many of our members went along to the EFPTA conference in Prague in April and had a wonderful few days learning how psychology is taught in other countries as well as meeting new colleagues from far and wide. The next EFPTA conference in 2018 will be in Reykjavik, do visit their website for more details.

I look forward to seeing many of you at our conference in July.

Helen Ansell



FROM THE EDITOR...

Spring is finally here and I am writing this having put together my first ever edition of ATP Today. As you know, you've been in the very safe editorial hands of Dorothy Coombs, with Helen Kitching guest-editing the February publications over recent years. I decided to have a go at editing as Dorothy has been very open about her intentions to step down as Editor. Indeed, in June 2015 she invited members to contact her if interested. How do I feel now I've done it? Well, I can honestly say that I have enjoyed it much more than I thought I would. It's rewarding and satisfying and Dorothy was right, you can fit it around the 'day job' (or 'jobs' in my case as a full time teacher in a busy sixth form college and mother to a toddler). If you are interested in having a go, please do feel encouraged to contact Dorothy or me.

Like many of you I am experiencing the familiar anticipation of exams, and by the time you read this the majority of students in England and Wales will have taken their

AS exams. So, you're nearly there! Just the final push for A levels and Scottish Highers and then the summer (and conference) looms large.

Although the conference is fast approaching, and by the time you settle down to read this edition of ATP Today, it will be June, it isn't too late to book your place. See what the conference has to offer on pages 4 and 5. It really is the best value CPD and not to be missed. There is a call for nominations for the AGM on page 5 so why not consider joining the ATP Committee. I was so impressed with the organisation and enthusiasm of the committee members when I went to my first ATP conference, that I ended up joining! This edition is full of a wide variety of articles that I hope you will find interesting and stimulating. There are too many to mention here so I will just let you read on and discover for yourself.

Laura Quaife

ljvincent22@hotmail.com

ATP CONFERENCE 2016

8-10 July, University of Sussex



We are counting down the days until the next ATP Conference. Have you booked your place yet? Accommodation is limited this year so don't leave it too late!

It really is the best value CPD available with representatives from all the major exam boards, a wide range of breakout events from exam board updates, teaching and learning ideas, to the latest research and everything in between! We offer a friendly, supportive atmosphere with plenty of opportunities to network.

A Taster of what's to come...

Friday

Arriving – whether coming by car or train, do make sure you come to the right university! We are at University of Sussex (Brighton University is just the other side of the railway line). If arriving by train, take the exit on the ticket office side and walk down the slope and through the underpass. The university is on the other side.

The conference officially opens at lunchtime but we do have a limited choice of CPD workshops on from 10.30 am, which you are more than welcome to attend.

The afternoon includes our first keynote, the brilliant Professor Tom Ormerod, as well as two breakout events, where you will have a choice of workshops to attend.

In the evening, Deb Gajic will be hosting her legendary 'getting to know you' session. This is for newcomers but everyone is welcome to attend.

The wine reception is being kindly sponsored by the University of Sussex and you will have the opportunity to meet with Professor Ormerod, Head of Psychology at Sussex as well as other members of staff.

We will have a buffet dinner followed by entertainment (TBC).

Saturday

Why not start the day with a bit of mindfulness and relaxation?

Meet me at 7.55 am after an early breakfast for a quiet walk and contemplation.

We have two fabulous keynote speakers on the Saturday, Dr Suzanne Shultz, University of Manchester, sponsored by ASAB, in the morning and Emma Woolf, sponsored by Hodder Education, in the afternoon.

There are three breakout events on the Saturday with a choice of up to 23 different sessions to attend!

Our AGM takes place at 16.30 pm in the lecture theatre. Please do attend and find out more about what we do.

We have another wine reception, kindly sponsored by Hodder Education. This year our Gala Dinner is kindly sponsored again by WJEC (Eduqas). Our entertainment will be a casino and disco. Feel free to dress in your finest (optional) and try your luck at Roulette or Blackjack! We are only playing with 'fun' money, which we will provide, but there will be some prizes! If the casino isn't your 'thing' then dance the night away at our disco – or do both!

Sunday

On Sunday, we welcome our final keynote speaker, Dr Guy Sutton. For those of you who haven't seen him yet, he's definitely not one to miss. There are another two breakout events, with a choice of up to 11 sessions to choose from.

Exhibition

We will have a wide range of exhibitors this year, from the exam boards and publishers to psychology materials. Please make sure you spend time visiting the stands.

We look forward to welcoming you to conference!

Best Wishes

Helen Kitching, ATP Conference Organiser



BREAKOUT EVENTS

Here's just a very small taster of what's to come....

1) Mathematical requirements in A level Psychology

DEB GAJIC, THE POLESWORTH SCHOOL

Within the new 2015 A level Psychology specifications 10% of the marks available will be for assessment of mathematics (in the context of psychology) at a Level 2 standard or higher. Lower level mathematics may still be assessed, but will not count towards the 10%. This new requirement is a concern for many teachers; either because they are worried about how to support lower level students or not confident about their own subject knowledge in this area. This workshop aims to demystify maths, change negative mind sets and provide practical and fun ways to teach this in the context of Psychology. This workshop has been updated to reflect experiences from the first year of teaching.

2) Teaching Research Methods through mini-practicals

DEB GAJIC, THE POLESWORTH SCHOOL

The new specifications all require that students have some experience of practical work. There is no doubt that sometimes teaching research methods can be a bit dry. Mini practicals are an excellent way to enthuse students with this important aspect of psychology. We will go through some tried and tested examples that I use in my own classroom and share ideas and good practice. We will discuss strategies to fit practical work into a very content heavy scheme of work. I'm passionate about practical work and really believe that it is the only way to teach research methods. As the old Chinese proverb says: – 'Tell me, I'll forget. Show me, I may remember. But involve me, and I'll understand.'

3) Active teaching ideas for AQA A level Psychology

DEB GAJIC, THE POLESWORTH SCHOOL

This workshop will cover AS – Components 1 and 2 (Year 1) of the AQA NEW specification. The focus will be on teaching. You will be given innovative and active ideas for delivering these components to students effectively. Strategies for making the content accessible to lower ability students and stretch and challenge for the more able will be discussed. We will also look briefly at the new assessment requirements and how to ensure students can access top grades. Upgrade your lessons from 'good' to 'outstanding'!

There will be an opportunity for sharing good practice and discussion.

4) Psychology and Fiction

DR RAJ PERSAUD

Psychology is a popular subject but this has a lot to do with the representation of psychology in popular media eg fiction, TV and film – series like 'Wire in the blood' and 'Cracker' continue to draw young people to the subject just as ER draws young people to choose medicine. The problem is that when young people start to study the subject formally they discover to their dismay that the science of psychology is very different from its fictional representation. Is there a way of using gripping fiction to help continue to draw young people to psychology and enthuse and encourage them to study the subject? Dr Raj Persaud who has a degree in psychology and has written a new thriller (see the review on page 25) with a psychiatrist and a psychologist as the two main characters debates the issue.

5) Psychological interventions to promote pro-environmental behaviour: some optimism, some cautionary notes!

DR PAUL SPARKS

Various psychological interventions that have been employed to promote people's pro-environmental behaviour will be outlined. Some notes of caution about the feasibility of widespread application of these techniques are then introduced. Issues addressed will range from replicability problems, bright-siding, moral licensing and temporal discounting, through to concerns about the real-world impact of intervention strategies.

6) Self-Regulation and Academic Success

DR ELEANOR MILES

Self-regulation is the ability to control thoughts, feelings and behaviour. This ability predicts happiness and success across most areas of life, but especially academic achievement; it is perhaps an even more important predictor than IQ. I will give an overview of research on what we know about self-regulation and how to improve it, which will be relevant both for teaching Psychology and also for understanding how to help your students succeed.

7) An Introduction to Mindfulness

HEATHER TAYLOR AND JENNY GU

This session will provide a brief overview of mindfulness and how mindfulness practices have been applied to educational and clinical settings. It will be led by Heather Taylor and Jenny Gu, mindfulness researchers at the University of Sussex. As well as providing a summary of the latest research on mindfulness, there will be opportunity to participate in formal and informal mindfulness meditation practices.

8) Peer relationships in childhood and adolescence: An interface between developmental psychology, group processes and mental health

PROF ROBIN BANERJEE

In this presentation, Robin will speak about his research at the interface of developmental, social, educational, and clinical psychology, with a particular focus on the context of peer relationships at school. The session will involve a consideration of the social-cognitive factors involved in children's peer interactions, links with individual differences in emotional functioning and mental health, and the role of the wider school and community context.

(please note the programme may be subject to last minute changes that are outside the control of the organisers).

ATP CONFERENCE 2017
7-9 JULY
KEELE UNIVERSITY

**SAVE
THE
DATE**



European Federation of Psychology Associations (EFPTA) Conference

EFPTA is the federation of national and regional associations of psychology teachers in schools and colleges in European countries. Members are mainly involved in teaching psychology at lower and upper secondary levels, to school students aged c.13-19 years. The federation's aim is to promote pre-university psychology education in Europe by facilitating co-operation amongst psychology teachers, including supporting members in establishing national teachers' associations in countries where such bodies do not yet exist. See www.efpta.org for more information.

The conference took place in the Ganimed Centre, Prague, which proved to be an excellent venue in every way. Dr Guy Sutton, Dr Iva Stuchlíková and Alena Nohavová, gave Keynote presentations of clear relevance to delegates' professional needs and interests. A varied range of workshops and short presentations was provided, led by practising teachers, focusing on sharing good practice in pre-tertiary psychology teaching and learning, and included discussion sessions and opportunities for collaborative projects and networking. As you can see from the photos, the now legendary 'Active Classroom' workshop had teachers building neurons, completing brain jigsaws and drawing story-boards of famous studies in psychology. All great ways to get to know each other!

Psychology student teachers from several countries were provided with an opportunity to develop their own European network, by means of two scheduled programme slots, and there

were short presentations ranging from the similarities between teaching and stand-up comedy, to what the International Baccalaureate can offer students in the way of 'International-Mindedness'.

Special thanks go to Bangor University for providing two workshop facilitators, Fay Short and Tracey Lloyd, and to Europlat who offered a workshop on psychological literacy, prepared by Julie Hulme and Jacqui Taylor.

All the work involved in organising events like this is done voluntarily by board members. The delegate fee for EFPTA events has always been set at a low level (80 euros for the one-and-a-half-day Prague conference, 60 euros for students), to encourage participation by student teachers and teachers from less advantaged countries, but these fees

do not cover the costs of holding such an event. It is anticipated that we will have 'broken even' thanks to the financial support of Palgrave Macmillan and Uniview Worldwide (who kindly provided lots of 'goodies' for the prize



Psychology Teachers'

8-9 April 2016 – Prague

draw, as you can see!). We were also grateful for the support of a number of national teachers' associations who made donations, including £100 from the ATP.

The Prague conference was attended by over 90 delegates from 14 different countries*, making this the biggest and most inclusive event for psychology teachers in Europe, and we have had very positive feedback in our on-line survey. If you would like to know exactly what you missed, you will find the programme on the EFPTA web-site.

Dorothy Coombs and
Morag Williamson
ATP/ATPS representatives

* Austria, Czech Republic, Denmark, England, Finland, Germany, Iceland, Luxembourg, Netherlands, Russia, Scotland, Slovakia, Spain, Wales.



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in Europe***

Plans are already underway for the 2018 conference which will be held in Reykjavik, Iceland. Information will be posted on the website soon (www.efpta.org).

Proud Uniview winners





STAFFORD ATP CPD EVENT

5 MARCH 2016

Following feedback from our Annual Conference, the demise of Awarding Bodies CPD (almost all now web based!) and the exorbitant cost of CPD with other external providers, we now run our own one-day events annually.

The ATP always runs events by the teacher, for the teacher and as such the focus was very much on teaching, learning and assessment at a grassroots level, in the classroom. To this end, the event was hosted at The Chetwynd Centre, Stafford (which is where our lovely Chair Helene Ansell works) and with ATP committee members running the whole event. We had 16 delegates from all over the country, clearly indicating a large demand for this type of event especially as delegates were giving up their own free time on a Saturday and many even funded themselves! Our aims were fulfilled in that many delegates commented on the warm, friendly welcome they received and the supportive environment that we created. Overall, feedback was extremely positive, 80% of delegates rated the organisation of the day as 'outstanding' and the other 20% rated it as 'good'.

The day was organised into four, one hour interactive workshops with plenty of breaks for coffee, refreshments and networking. Workshops included Dirty, Sticky curriculum planning, Growth Mindset, Maths requirements in the new specification and a chaired discussion on experiences of year one of the new specifications.

Over a light buffet lunch, courtesy of Marks & Spencer's, delegates had the chance to network and reflect on the morning's experiences. As is tradition, we had the ATP raffle; delegates were given a ticket when they registered. Special thanks to all the publishers who generously donated prizes, these included books and DVDs, psychology novelties, Easter eggs and wine. The raffle created a lot of excitement, with every delegate winning a prize.

Delegates and workshop leaders left feeling exhausted, but inspired. The day was a great success, as evidenced by the wonderful feedback we received. We will be running another event

in March 2017. Please let us know where you would like that to be based as we do try and rotate around the country. Although, I was amazed by how far people were prepared to travel for this event. The next event is already planned for October in Perth, Scotland. Book early to avoid disappointment! Finally, if we can do all this much in one day, imagine how fantastic the Annual Conference at Sussex will be!

Deb Gajic (CPsychol, AFBPsS)

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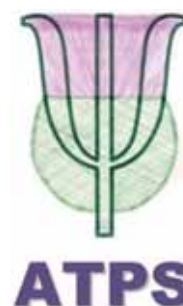
**2017 DATE AND VENUE
FOR THE NEXT ONE DAY
CPD EVENT COMING
SOON – CHECK
WWW.THEATP.ORG
FOR DETAILS**

NOTICE OF AGM 2016 AND CALL FOR NOMINATIONS TO COMMITTEE

Notice to ATP Members: the 2016 Annual General Meeting of the Association for the Teaching of Psychology will be held at 16.30 on Saturday, 9 July 2016 at Sussex University, Brighton, during the Annual Conference. All Members are welcome to attend. Please consider seeking election to ATP Committee – see <http://theatp.org> to download a **Nomination form**.



News from ATP Scotland



MORAG WILLIAMSON

RECENT DEVELOPMENTS IN PSYCHOLOGY EDUCATION IN SCOTLAND

We were delighted to see the number of new members who joined as a result of our CPD event in Perth last October! (See the full report in the February 2016 edition of 'ATP Today'). And no wonder, as these are interesting times for psychology teaching in Scotland, with the implementation of the new SQA NQ courses continuing to present challenges. On the plus side though, the first ever PGDE course for Psychology is due to start at Strathclyde University in August 2016, and new policy guidelines for pre-tertiary psychology education are about to be published by the BPS. These developments should support the work we do and promote professionalism in teaching our subject; they should also help improve general awareness and perception of psychology as a valuable and indeed essential element of the education of all young people.



EFPTA 2016 CONFERENCE, PRAGUE

Two ATPS members took part in this highly successful and enjoyable event (see full conference report on page 6): Jonathan Firth provided a workshop, and I myself was involved in its organisation (I am currently the ATPS representative on the EFPTA Board). It was a very interesting and sociable event, and many delegates also took the opportunity to combine the trip with a holiday in Prague.

The next EFPTA Conference will be in 2018 – look out for more information!



New ATPS Working Group

Following a call to members over recent months for expressions of interest in joining the ATPS core team, a new Working Group has been formed, comprising five members who, by the time you read this, will have met for the first time in May, in Stirling. If any other member is interested in joining the Working Group, please get in touch with me or ATP Chair Helene Ansell (contact details are inside the back cover).

THE NEXT EVENT IS ALREADY PLANNED FOR OCTOBER IN PERTH, SCOTLAND. BOOK EARLY TO AVOID DISAPPOINTMENT!

MORE EXCITING NEWS:

Our annual CPD event is planned for the now traditional first Saturday in October, again in the A.K. Bell library in Perth which proved so popular last year. The format is likely to be similar – a keynote talk plus workshops, with the emphasis on discussion and active participation. Do you have ideas on what to include in the programme? Get in touch! It may seem a long way ahead, but time flies, so put the date – Saturday, 1 October 2016 – in your diary now! And of course, tell your colleagues about it – there are still some psychology teachers out there who don't know about the ATP/ATPS and the support and CPD opportunities we offer!

LET'S GET DOWN AND DIRTY:

DIRECTED, IMPROVEMENT AND REFLECTION TIME

D.I.R.T time

Dedicated
Improvement and
Reflection
Time



DEB GAJIC • Head of Psychology, The Polesworth School, CPsychol, AFBPsS

Marking and assessment is the bane of all teachers' lives. I'm sure that your school or college, just like mine, has recently implemented new assessment policies.

These can seem overly prescriptive, time consuming and at times utterly pointless! However, meaningful feedback is vital if our students are to make progress and ultimately achieve their full potential.

Our school policy involves the use of the acronyms WWW (what went well) EBI (even better if) and ACT (action). This year, alongside the introduction of the new A level specifications we have introduced DIRT (Directed or Dedicated Improvement and Reflection Time). This encourages students to really think about the comments we have written and take meaningful action upon them.

We are teaching the new AQA specification which is broken down into six AS topics, at the end of each topic the students are given a formal assessment; a mini mock. Obviously, students are doing other exam style questions too, but it is the end of topic formal assessments that we have focused DIRT on.

The formal assessments are marked and comments are written at the end of the work using the WWW, EBI, ACT format. Although, the WWW and EBI are personalised, the ACT is always the same:-

'Complete corrections in green pen and read the specimen answers'.

Before work is given back to students we prepare a PowerPoint going through each question, outlining common mistakes, necessary corrections and specimen answers. When the work is given back to students we spend about 20 minutes on DIRT. Students are firstly given a few minutes to read through our comments. We then go through the PowerPoint with students making their corrections as we go along. Students are then given specimen answers which we have written. Actually, writing these specimen answers has made us really get to grips with the mark scheme, so doubly beneficial. To ensure they read these thoroughly they will be given a task relevant to the most common mistakes made eg highlight all the key terms used, highlight evaluation, highlight application etc. DIRT lends itself to differentiation, some students need to completely re-do their work while others just make a few corrections. There is also an opportunity for peer mentoring, by pairing up students who have only a few corrections to do with less able students to help explain the process.

Alternatively, high achieving students can be given the mark scheme rather than a specimen answer and encouraged to work out from the mark scheme what they can do to further improve.

In order to check students have completed these tasks we walk around the classroom whilst they are working and more substantial re-drafts are collected in when completed, usually the next lesson.

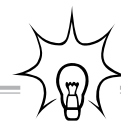
DIRT is now also a standing item on the agenda of every departmental meeting. We spend time thinking about the resources we have used and lessons we have taught and how they could be improved for next year. Time is then allocated to actually making these changes.

So far, so good. Students do seem to have a better understanding of how to answer examination questions and what is required to achieve top marks. We do feel that the time invested in DIRT will pay off. In the school book trawls the Psychology Department assessment has been rated as outstanding and on a recent governor's visit, they too were very impressed. But, obviously the proof will be in the results in August. Wish me luck!



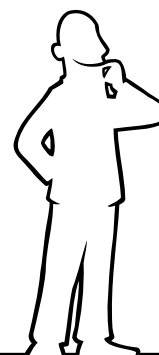


CLARE DEAVALL



Using Threshold Concepts in Curriculum Design: Planning for the Light Bulb Moments

When faced with a new specification which needs to be planned whilst still teaching, assessing, and preparing students for upcoming exams, it is often our fallback position to follow the bullet points in the spec in the order they are written.



However, this does not take into account the different starting points of our students, not only at the onset of the course but at the beginning, middle and end of each lesson. We all long for the 'light bulb moment', when it's obvious that an individual has made a big leap forward in their understanding. I came into teaching to pass on my knowledge and passion for a subject that shapes our understanding of what it means to be human. My argument is that this cannot be done by just 'following the spec'.

For the first ten years of my 15 year teaching career, I followed the specification. It was scary as a new teacher to think I could design a more coherent order in which to teach topics than the exam board and then as I grew more experienced I fell into the 'if it ain't broke' mode of thinking. After all, my results were good and my students enjoyed the subject with over half the cohort each year going onto study psychology at university. Over the last few years I started to play with other techniques such as flipped learning and spiral learning and became convinced that I could give my students an even better experience of the subject. I wanted to shape lessons to create opportunities for students to grasp the big picture; to deeply understand those concepts and ideas that are the foundation of the topic being studied. In other words, I wanted them to become psychological thinkers and not just A level students. It was then I came across the idea of 'threshold concepts' proposed by Meyer and Land and the blog by Alex Quigley, an English teacher from York (www.huntingenglish.com) to whom I give thanks. These gave me the research foundation on which to base the redesign of my curriculum planning.

So what are threshold concepts?

"A threshold concept can be considered as akin to a portal, opening up a new and previously inaccessible way of thinking about something. It represents a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress."

Jan Meyer & Ray Land (2003), 'Threshold Concepts and Troublesome Knowledge: Linkages to Ways of Thinking and Practising within the Disciplines'

Meyer and Land through their research into Teaching and Learning in Undergraduate courses introduced the term based on what was seen as high quality learning that enabled students to see 'things in a new way'. They defined the characteristics of a threshold concept which are summarised below:

They are transformative. Once student grasps the 'threshold concept', it changes the way a student thinks about that subject.

It is also highly likely to be troublesome for the student. It may seem counter-intuitive, or at best, really difficult to grasp. Yet, once understood, it can make subsequent learning feel more intuitive or 'easy'. It's the 'I get it now' moment after some time of not getting it!

It is irreversible. Once grasped, the student would find it difficult to unlearn. This takes their thinking and learning onwards.

It is integrative. That once learned the concept helps unify and bring together aspects of the subject that may not have appeared related to the student. In other words, it makes the synoptic links obvious. It may completely shift the view that the student has towards the subject.

A very quick video clip illustrates what threshold concepts are:

<http://tinyurl.com/prnwcw9p> (2.25-3.30 mins).

An important thing to recognise is that as teachers we sometimes find it frustrating that our students are struggling with areas that we consider to be easy. Remember though that this is because we have already passed through the threshold whereas they haven't.

How do we apply this to the curriculum?

Alex Quigley suggests four big questions when redesigning curriculum:

- What are our 'threshold concepts'?
- What outcomes will best ensure the focused and repeated study of these

'threshold concepts'?

- What assessment criteria will best evidence student understanding?
- How can our curriculum design make understanding these concepts easier?

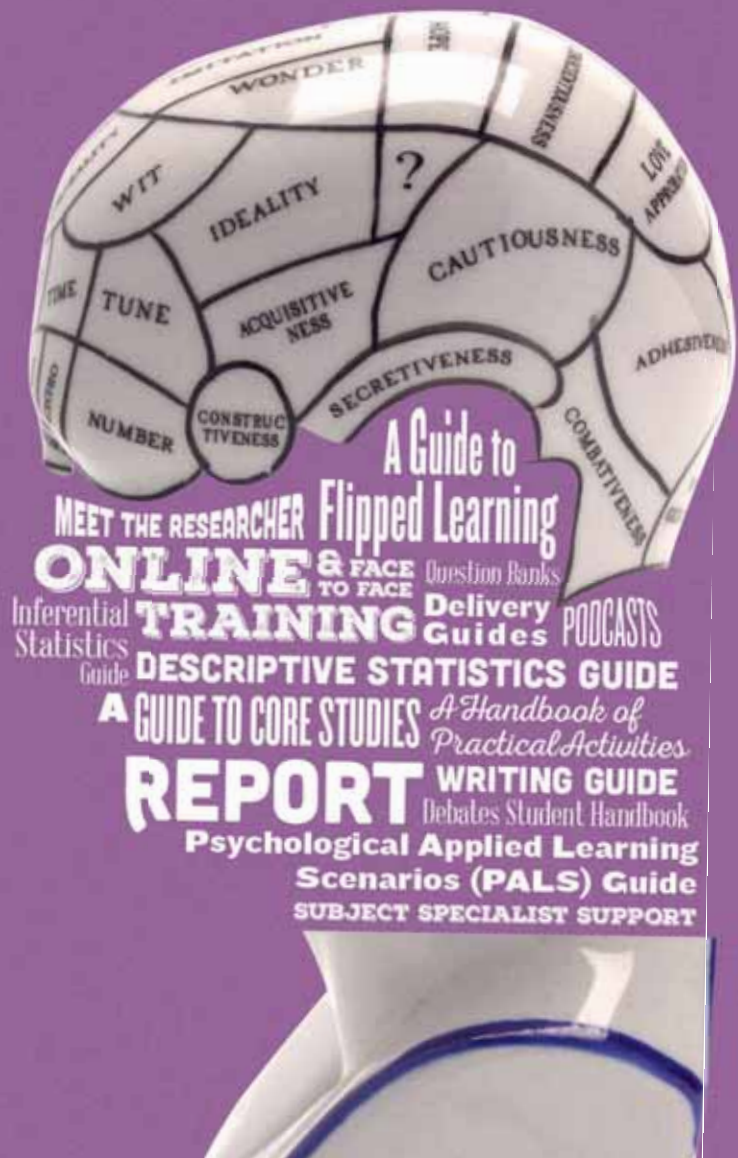
I began by looking deeply at the specification and breaking it down into content, based on concept rather than topic. For example, the memory topic cannot be fully understood without understanding that cognitive psychologists view the brain and the functions and processes of it like a computer with drives, stores, and programs. This concept is not stated on the specification however once students grasped this then they far more easily understood the different models of memory, explanations of forgetting, use of the cognitive interview etc as they could apply the concept to their future learning. Adding this in at the start paid dividends to their later understanding. To ensure they understood the threshold concept, I use connection tasks in the lessons that relate back to the concept but ask students to apply it in a different way. I assess them not just on exam style questions but through questioning relating to the concept. This constant reinforcement and feedback loop allowed students to grasp the complex more easily, and allowed me to truly use AfL to plan future lessons. My students told me that they felt more confident about the subject, and happily felt more prepared for the exam as they knew they understood the content deeply so were less likely to be thrown by the questions they faced. My results last year were the best I had ever had, with 25% of students gaining an A or A*, with very high progress against target scores. Doing it differently and changing my thinking worked. Certainly a light bulb moment for me.

I urge you in this time of designing a new curriculum to think about doing it a bit differently. Think about what students need to understand and not just what they have to know to pass. Your students will thank you for it in the end and your classroom will have more 'light bulbs' than Blackpool illuminations!

WE'RE HERE TO SUPPORT PSYCHOLOGY

We are committed to supporting you as you teach our GCSE, AS and A Level Psychology qualifications. We've listened to what you've told us and worked hard to ensure you have everything you need to teach our qualifications, from free teaching and learning resources to Subject Specialist guidance and advice. We also have a range of CPD training courses and events on offer.

With all this support, you can focus on delivering exciting and engaging Psychology lessons to your students.





MANDY THOMPSON • Ex teacher, trainer and advocate of restorative justice

RESTORATIVE

To confirm that you work in secondary education is guaranteed to provoke a number of responses, from “I couldn’t do that” and “You must have the patience of a saint” to “Oh, the youth of today....” It seems that we have lost faith in the ability of our young people to behave appropriately, hold a conversation without a phone in their hand or to communicate in a written form that is not ‘text speak!’

I thoroughly enjoyed my time in education, initially as a teacher of Physical Education and then as a Deputy Head Teacher. Working in Middlesbrough brings complicated challenges associated with the demographic of the town: high unemployment and the benefit culture, low social mobility, poor literacy levels and unstable family homes means a school has many needs to address, not least that of raising educational aspiration. Sometimes, these needs get in the way of learning and result in conduct that is disruptive and beyond the social norms of the school community. Punishment is the institution's response and this tends to come in the form of detentions or exclusion from school.

The imposition of hardship in response to misconduct is our natural response. The expectation is that if someone has done something wrong, they deserve to be punished. Without going into the many theories of punishment, in the school context, this translated into ever increasing periods of exclusion for a child. Escalating the punishment did nothing to support the child to change

the behaviour for which the punishment was administered in the first place. In fact, it served to exacerbate the issues as the child would increasingly miss lessons and feel resentment against the school and the staff. In order to operate successfully in any community, each member must understand their responsibilities, their contribution and their accountability to that community.

In searching for a way to support behaviour change, I came across restorative justice. This is a term that is known to more people these days. It has been enshrined in the legislation of each member state of the European Union since November 2015, which stipulates that every victim of crime should have access to restorative services. Working restoratively means working WITH people, not doing things TO them, or FOR them. A needs-driven philosophy, it puts relationships at the centre of the solution in any conflict. It creates the space for respectful, truthful dialogue between the parties involved, leading to a resolution owned by the participants.

Facilitating discussions in this way enables each party to hear, first-hand,

the narrative of the other; the reasons behind their actions; their understanding of the circumstances. Maintaining, repairing and rebuilding relationships in this way in school gave young people a voice, meant they were listened to without judgement and enabled the staff to develop a deeper understanding of the young person's point of view. Outcomes included a more cooperative, productive culture, improved academic results and reduced staff absence. Many schools, children's homes and children's services organisations see the benefits, and work in this way to support the development of empathy and responsibility in their community members.

Victims of crime feel just like our students felt. After a crime is committed, the state takes over and victims are sidelined. Their wishes are not considered, no-one hears of the impact the crime has had upon them and their families. Restorative justice gives victims that voice and also helps offenders to understand the impact their actions have had upon others.

After leaving education, I took up a post with Prison Fellowship, a Christian organisation whose volunteers work with prisoners in a variety of ways. Their flagship programme, Sycamore Tree, is a six-week programme that helps offenders do just that. Delivered in prison by Prison Fellowship volunteers since 1998, the course explores how restorative justice works. Each week, the learners explore such issues as taking responsibility, the ripple effect of crime, apology, forgiveness and making amends. The course culminates in each learner making a symbolic act of restitution, witnessed by their peers, members of the community and a victim of crime. The



PRACTICES

in Schools and Prison

Restorative justice gives victims that voice and also helps offenders to understand the impact their actions have had upon others.

latter's contribution is central to the course. In week three, a crime victim is invited in to share their story: the crime itself, the circumstances, the impact. The victims who participate report that they benefit immensely from sharing their story. It helps them to come to terms with what happened, to find closure and to continue on their journey to healing. In the same way that an offender would hear the victim's narrative in a restorative justice encounter, the learners begin to recognise the personal nature of crime. As the course progresses, modelling restorative

principles, the learners begin to develop empathy for their victims. As they work with the Christian volunteers, they begin to feel valued and respected, that they have a contribution to make and, for the first time, many realise they are important enough to have an impact upon others.

For the last year, I have had the immense pleasure of training around 200 volunteers to deliver Sycamore Tree. Like the course, the training models restorative principles as well as the nature of the activities undertaken by the prisoners. Working WITH volunteers in

an inclusive, participatory way enables them to come close to the experience of their learners, making them all the more effective as they work to support positive change in prisoners' lives.

Sycamore Tree is a powerful rehabilitative intervention. It inspires prisoners to believe they can have a different future, instilling hope and optimism in their ability to do things differently. If you would like to find out more about Prison Fellowship's work including its Sycamore Tree programme you can do so at www.prisonfellowship.org.uk

Caroline Lewis, a mature student who is about to graduate, reflects on the value of Higher Psychology, and her college Access course, in her transition to university and her progress through the degree programme.

HIGHER PSYCHOLOGY WAS INVALUABLE!

I read with interest your article on the new Higher Psychology in Scotland in your October 2014 edition, and I am concerned that the format has been changed under Curriculum for Excellence. As a mature student, now about to graduate, the 'old' Higher Psychology proved invaluable.

I myself returned to education in 2011 after a substantial absence of more than 25 years. I embarked on an Access to Humanities programme at my local Further Education College in Scotland. The course consisted of Intermediate 2 Maths (similar to GCSE level) and four SQA Highers which included Psychology. On successful completion of the course I gained entry to University to study an Honours degree in Social Sciences and I shall soon graduate with a BA (Hons). Looking back, I can honestly say that if it weren't for the grounding I received at College, I would definitely not have made such a good transition from college to university. I would also say that the Access programme was actually harder work and more challenging than my first year at university, because of the intensity and delivery of the programme.

Looking back, I can honestly say that if it weren't for the grounding I received at College, I would definitely not have made such a good transition from college to university.

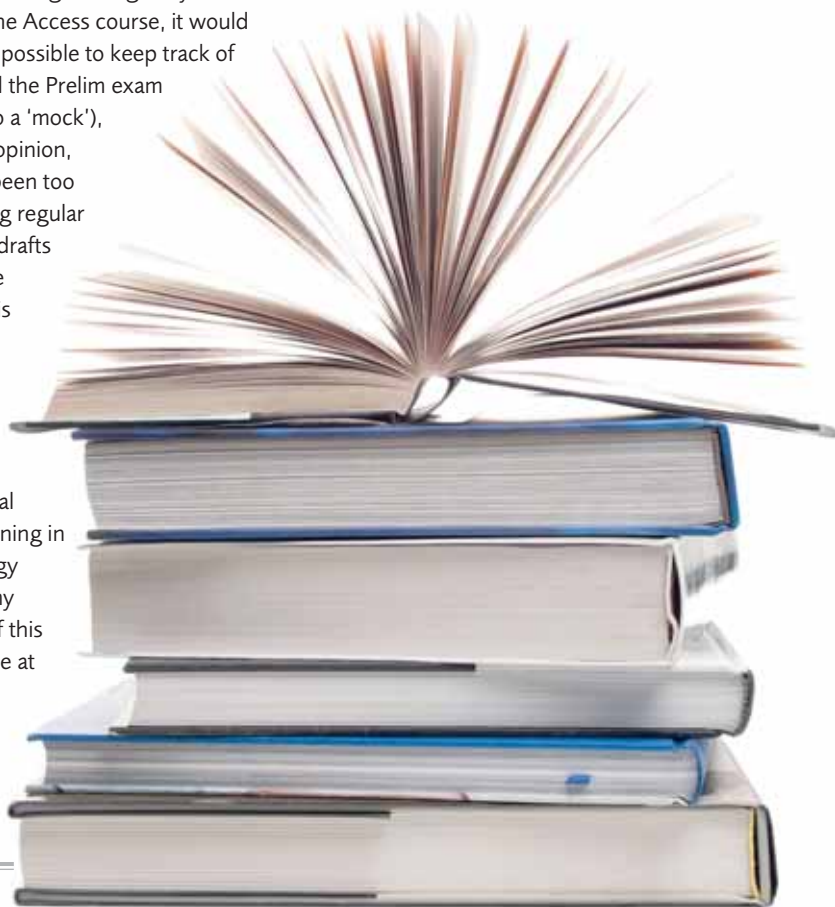
In my experience, Higher Psychology was an excellent basis for studying the Social

Sciences at university. It included crucial topic areas such as cognitive, developmental, and social psychology as well as individual differences, and the assessed practical Research Project especially proved invaluable when doing a group project in my first-year research methods module at university; without the Higher project under my belt I would not have known where to start. As a result of the learning process, excellent feedback and collaborative teamwork which formed the basis of the Higher Psychology project, I knew exactly what to do in the first-year module and our group received the highest mark. Quite an achievement.

This brings me to other points highlighted in the article – feedback and teamwork. Without the positive and detailed feedback given regularly throughout the Access course, it would have been impossible to keep track of progress until the Prelim exam (equivalent to a 'mock'), which in my opinion, would have been too late, as getting regular feedback on drafts and formative assessments is essential for good proactive learning. Teamwork is another crucial aspect of learning in the Psychology Higher and my experience of this was invaluable at University, where students are

expected to maintain and develop working relationships; around 50% of the modules require groupwork and collaboration with others. This is also a vital skill for the workplace.

To sum up, overall I found my Access course to be a very rewarding and enriching experience and gave me not only the groundwork, but relevant and detailed learning strategies for my university career. The Higher Psychology course was invaluable and was delivered in a way that was creative, stimulating and motivating. Therefore I am concerned at the recent changes under Curriculum for Excellence, since, according to your article, it appears that many aspects which I have found to be beneficial, may have been lost.



CAROLINE LEWIS

The origins of pre-tertiary psychology and the Association for the Teaching of Psychology in the UK



JOE COCKER

1967

John Radford suggests Psychology teaching started

1969

Final report received by BPS

SOON AFTER REPORT...

JR approached by AEB to chair a committee with a view to developing A level

1970

ATP founded

1971

First A levels set

1978

ATP AGM took place in London

John Radford suggests that Saturday, 18 February 1967 is a candidate for the date when it all started. The Council of the BPS met on that day and noted a recommendation from the BPS Education Section Committee that "a Working Party be set up to enquire into the desirability and possibility of teaching psychology in schools." (note schools not FE). John says that the BPS, contrary to what has sometimes been suggested, was actively involved from the beginning. Paul Humphreys, however, notes that there were misgivings in University Psychology departments, and other places, on the grounds that the subject demands a level of maturity beyond what could be expected of the average 16-year-old, and worse: it might "lead to morbid introspection, perhaps actually increasing the incidence of some disorders".

One of the determinants for its introduction seems to have been the fact that some psychology was already being taught in schools and colleges as part of liberal studies or similar courses. The question was, should it be examinable? The "Schools Council" was the important body here, although this was anomalous as the greatest interest in teaching psychology was in the FE sector.

The final report was received by the BPS on 8 February 1969 and, soon after, John Radford was approached by The Associated Examining Board (AEB) to chair a committee with a view to developing an A level. Things must have developed quickly because the first A levels were set for summer 1971. Only 25 centres were allowed to take part, for a trial period of six years. It would be interesting to know the names of these centres, but when John tried to get this information from AEB's successor, AQA, he was unable to do so, and ruefully concluded that "either they do not know whether they have the records and are not prepared to find out, or simply that they will not answer question."

We do know that one of the first centres was Kidderminster College of Further Education, and the ATP Newsletter of Autumn 1998 published a letter which John Radford sent in February 1970 to over 100 people/institutions who had made inquiries about the A level, including Kidderminster CFE. It would be interesting to know the list of centres because, in the early days, A level Psychology was mainly taught at FE level, despite its origins being focussed on school teaching. When I heard about this in the early 70s I badgered my Head of Department at Herefordshire College of Technology to offer A level Psychology, but we had to wait until the six years was up, and offered it for the first time for examination in 1977.

John was the first examiner and, because there was an oral exam on practical work and statistics before the written exams, there was actually a 'first ever' student who took an A level Psychology exam. He can narrow this down to one of three girls from what was then the Thomas Mills High School at Framlingham, Suffolk. Assuming that she was 18 she would be around 64 now. Wouldn't it be great if we could trace this first student, or even one of the first three!

John also relates how teachers asked him for advice, which he

tried to supply. He says that he felt that the AEB rather frowned on this, considering that Examiners should examine and nothing else, an issue which has become controversial several times since.

John says that he founded the ATP with James Breese in 1970. It was then concerned with psychology teaching at any level, and only later came to be primarily concerned with pre-degree teaching. At this juncture, viewpoints differ on how the ATP became the organisation that it is today. Two versions appear in 1998 ATP Newsletters.

John and some colleagues in Higher Education, especially the late James Breese, formed the ATP in 1970, basing it on ideas from a recent seminar. The founding members saw the ATP as being primarily concerned with teaching, rather than with the level of teaching, such as A level.

In an article entitled "Power to the People, or "They came from the North" Paul Humphreys details the events of 1978 which others have called a "revolution". The ATP AGM took place in London. A group of A level teachers clearly felt that there was an HE bias in the ATP and decided to attend the AGM. They hoped to outnumber the current committee when it came to a vote, and so it happened by seven votes to six. John Radford and his colleagues were clearly upset at the way things were done. John felt, in particular, that the secretary, James Breese, who had done so much preparatory work for the A level, had been ousted without due recognition. John resigned as Chair but was persuaded to continue. From then on the ATP changed its focus to, specifically, pre-tertiary level.

More recently John has said, magnanimously, that he is glad that, in Paul Humphrey's words, the ATP "was never the same again: no healthy organisation should be".

Please contact Joe directly if you have any information which could contribute to the history of the ATP and or the Psychology A level: joegcocker@gmail.com



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'Power to the People', or 'They came from the North'

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Letter from John Radford replying to the above article: ATP Newsletter Autumn 1998

The Origins of the ATP – 1970. A letter from Professor John Radford from West Ham College of Technology to Kidderminster College of Further Education, received on 28 February 1970

'Forty Years On ...'

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ATP Conferences

Development of critical

Employability research shows that the primary expectation both academics and employers have of students is to demonstrate critical thinking skills and a positive attitude to professional growth (e.g. Pegg, Waldock, Hendy-Isaac & Lawton, 2012).

IN PSYC

The sought-after product of these is a graduate student who contributes to the advancement of society, is able to provide creative solutions to core problems faced at the local and global level, and is adaptable to a fluid work environment. I would argue that critical thinking skills are desirable not only because they make our students employable, but primarily because they make them better scientists or practitioners, able to make responsible and morally sound decisions. We might not be able to teach critical thinking, as I know many of you are muttering under your breath, but we can at least facilitate it. Importantly, many of our students seem to engage their meta-cognitive abilities (thinking about thinking) automatically and with great fluency. And yet, their abilities do not always develop into fully-fledged critical thinking (CT), which challenges us as educators.

Not surprisingly, students find defining CT just as difficult as we do. They ask for clarification on what is being asked when they are told to critically analyse, and on how this process differs from offering an opinion. For the purpose of assessing the effectiveness of CT pedagogy within my department, I focused on the meta-knowing abilities proposed by Kuhn (2000). She provides a very useful guide to approaches that enable students to become evaluative critical thinkers by progressing through four levels of epistemological knowing, from Realist to Absolutist to Multiplist to Evaluative thinkers. The three types of meta-knowing theorised by Kuhn are meta-strategic, meta-cognitive and epistemological knowing. Meta-strategic knowing monitors and reflects on strategy use, addressing self-monitoring questions such as, 'am I making progress', and 'is this strategy working'. Meta-cognitive knowing reflects declarative knowledge, being able to express what one knows and how one knows it. Finally, epistemological knowing is concerned with questions about the nature of human knowledge, such 'how does anyone know' and 'what do I know about my own knowing'. The type of meta-knowing most difficult to achieve, is epistemological knowing. It is the most fundamental underpinning of critical thinking, but if it is not achieved it stifles meta-knowing progress.

I extended Kuhn's model to hypothesise and assess how critical thinking develops across those four levels in undergraduate students using the cognitive concept of mental phase transitions based on brain plasticity (Konstantinou and Cohen, 2014). Numerous studies point to the ability of the adult brain to formulate new connections and reorganise itself as a direct consequence of learning a new skill or a new body of knowledge (May, 2011). So the adult human brain is assumed to demonstrate plasticity rather than being static. The reorganisation of the cortex is hypothesised to give rise to qualitatively new ways of thinking because the brain goes through a phase transition (Ramachandran, 2011). Think of a more familiar case of phase transition: a liquid may become gas upon heating to the boiling point, resulting in an abrupt change in quality. Water is qualitatively, even perceptually, different from steam, but it is still made of the same stuff. The ability to think critically, I propose, emerges through such a process following the accumulation of the small, gradual changes to the brain due to learning. The brain then reaches its boiling point if you will, and qualitatively different thought patterns appear with meta-knowing and thus, critical thinking abilities at their core (Konstantinou and Cohen, 2014).

Mental phase transitions can be facilitated for students to progress

through the 4 levels within epistemological knowing, Realist to Absolutist to Multiplist to Evaluative thinker, to achieve the skill most crucial for CT (Konstantinou and Cohen, 2014). I focused on the first three levels and compared implicit vs explicit teaching and assessment methods across two modules. I hypothesised that students in a freshman module (equivalent to A level or IB) would be at the first level of epistemological knowing, Realism, because research shows that many young adults are operating at this level. Realism is characterised by the belief that knowledge comes from an external source and that it is certain. Students at this level believe that assertions are copies of external reality, and reality is directly knowable. They read textbooks and articles as the source of the truth. They would not challenge theories, nor see the value in CT. Learning at this level is based on cause and effect associations and largely dependent on reinforcement. Students expect to be rewarded for learning the readings by rote and are reluctant to offer evaluations of what they learned. Sounds familiar, right?

What can educators do to help them progress to the next level, Absolutism? Educators would need to facilitate a mental phase transition. Exposure to increasing amount of complex information would proliferate connections in the brain. This sets the stage, but is not enough because we are looking for a qualitative rather than just a quantitative change in thinking. We need to teach these Realist students how an Absolutist thinks to encourage a transition à la Vygotsky's Zone of Proximal Development. We should expose them to evidence that some theories are not correct, challenge the theories and reveal the possibility of false belief. Exposure to evidence, which contradicts theories, would allow them to use their new knowledge in new ways to form associations between concepts not previously associated and facilitate a mental phase transition.

I further hypothesised that our students in the sophomore module (equivalent to first year UK University) would be at the Absolutist level since they had considerable exposure to the above teaching strategies. Absolutist students believe that assertions are facts rather than copies of reality, and can be correct or false representations of reality. They start to see the usefulness of CT, if only to compare assertions with reality and determine their truth. They begin to be aware of the sources of their knowledge and use strategies to evaluate them. They demonstrate complex and even sophisticated knowledge but still do not see this knowledge as a set of judgments rather than facts. They become more adept at meta-language about the skills they need to acquire. The same teaching approaches of increasing amounts of reading and writing would provide the basis for the next mental phase transition, to the Multiplist level. For a qualitative change to take place, we need to teach them how a Multiplist thinks. They should engage with how theories develop, the zeitgeist that gave rise to them and how theories can change given evidence. This would allow students to see that theories cannot just be put into a right or wrong box, but can be complementary to each other, and that more than one theory can be used to explain a single phenomenon. They should be exposed to an ever increasing number of strategies for theory and evidence evaluation such as hypothesis testing, qualitative and quantitative research methods.

I tested these pedagogical approaches to facilitating phase transitions between the first three levels of CT. I predicted that

critical thinking skills

PSYCHOLOGY STUDENTS



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The American International
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students would benefit from instruction and assessment promoting CT skills above their current levels, because these would qualitatively change the way they think. The Realists (Foundations of Psychology module) were instructed and assessed according to the Absolutist level of knowing. The Absolutists (CHIPS module) were instructed and assessed on the Multiplist level of knowing. I predicted that all students would show the benefits of instruction and assessment by scoring higher on a CT test at the end compared to the start of the term. Explicit rather than implicit instruction and assessment of CT would further contribute to the development of these skills. Explicitly discussing and assessing the skills that students are trying to develop would allow them to achieve the meta-language that can be used to express these skills. The Absolutists (CHIPS) received explicit teaching and assessment of CT, while the Realists (Foundations of Psychology) received implicit teaching and assessment of CT. In the explicit CT class, students were taught how to analyse psychology journal articles using CT questions and discussions in class. More importantly, they took two open-book exams promoting CT skills where they had to reflect on the sources of their knowledge, attempt to synthesise theories/findings from different knowledge domains and use strategies to evaluate them. In the implicit CT class, articles were discussed and critically evaluated in class without explicit discussion on CT strategies, while the exam promoted primarily facts-learning and required limited CT. These types of teaching and assessment are appropriate for the level of the module, so students in the implicit CT condition were not disadvantaged by the study. The students in both classes were measured on CT skills at the start and the end of the term using the Psychological Critical Thinking Exam (PCTE) by Lawson (1999).

As can be seen in Table 1, the results showed a significant improvement, over the term, of psychological CT ability in the explicit rather than the implicit class. The scores for both classes were rather

low but comparable to previous studies using the PCTE. Despite the small sample size and the low scores, the effect sizes were modest to strong allowing discussion of the explicit approach as a way to facilitate educational gains. More importantly, the results revealed that only the explicit CT instruction and assessment increased scores in the PCTE. In both the explicit and the implicit class, students were taught and assessed based on the next level of CT. Students in the explicit rather than the implicit class were instructed and assessed, while discussing and sharing a common aim with the lecturer: to become more accomplished critical thinkers by transitioning to the next level. As such, they saw the value of thinking in new ways and how the assessment was encouraging them to learn while they write using these new ways of thinking. Therefore, they became better at critical thinking by actively reorganising their own mind, as they deliberately focused on their own thinking, integrated motivation and intentions, strategised and made long-term behavioural plans about how to develop their thinking.

As you can imagine, both students and educators can pose limitations to mental phase transitions. Students will need to engage with the material presented to them, complete the assignments and do the readings. More importantly, I would suggest, the educators must provide opportunities for explicit critical thinking and be critical thinkers themselves. If we ourselves have not achieved the higher critical thinking levels then we most certainly cannot teach or facilitate them. This facilitation requires continuous re-evaluation of teaching methods, innovation and time investment in preparing class materials and assignments. Having critical thinking skills as a desirable learning outcome in our course outlines is not nearly enough. Nor is our presence as role models in the classroom. Teaching critical thinking requires our commitment and time in addition to our research pursuits and ever increasing administration loads. If we want our students to become critical thinkers, and indeed critical world citizens, then we need to ourselves engage in critical thinking instead of just wishful thinking.

TYPE OF INSTRUCTION AND ASSESSMENT			
Time of Testing			
	Implicit (FP)	Explicit (CHIP)	Total
Pre-exam	.16	.28	.22
Post -exam	.18	.40	.29
Total	.17	.34	.26

Table 1. Proportions of Scores as a Function of Time of Testing and Type of Instruction and Assessment



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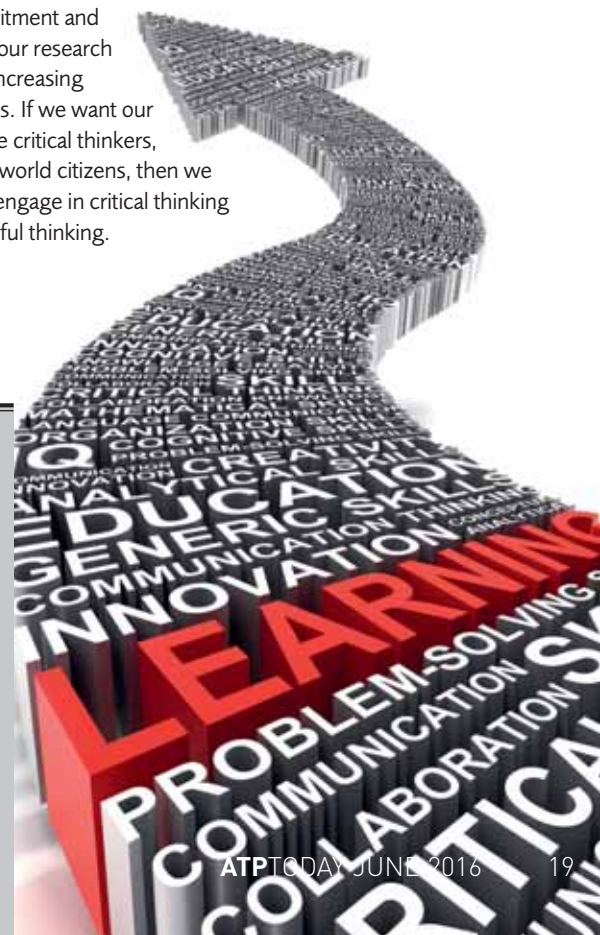
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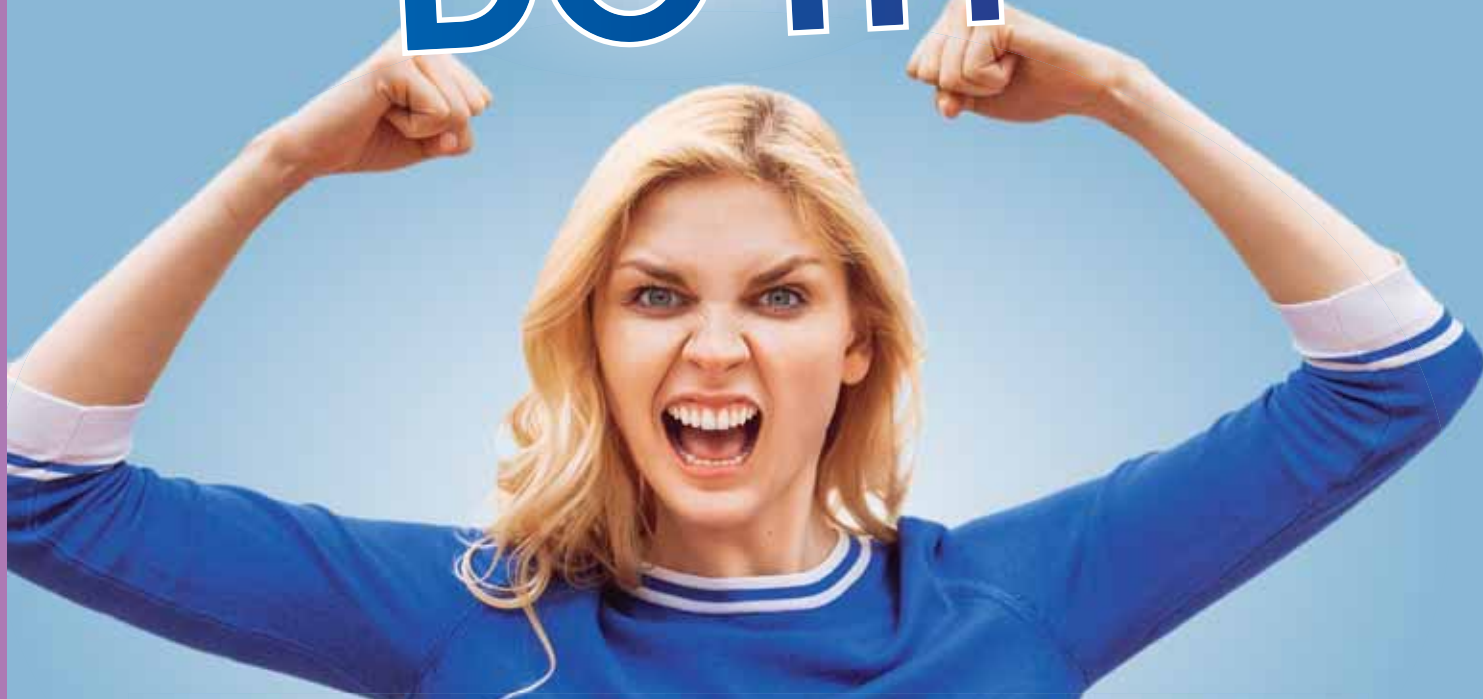
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Female Psychology students' self-efficacy and implicit attitudes may be limiting their career prospects

Do they think they can **DO IT?**



WE CAN:

- ✓ **Model confidence and comfort with Maths skills**
- ✓ **Ensure students know about famous female psychologists like Loftus, Jahoda, Ainsworth**
- ✓ **Provide the opportunity to meet inspiring current female researchers**
- ✓ **Insist they speak in class, and coach them in debating and presenting skills**
- ✓ **Challenge traditional career thinking and encourage broader exploration.**

I returned to university in 2011, joining a cohort of 120 Psychology undergraduates and a dozen other mature students. During this fascinating two-year period, I expanded my feminist consciousness, enjoyed the argument between Simon Baron-Cohen and Deborah Cameron (see references), and entered into Facebook fights with some provocatively or unconsciously sexist undergraduates. My frustration at the timidity of the (83% female) undergraduates developed with time, from "I'd better keep quiet and let someone else have a go" passing through "Stuff them, I'm going to answer questions anyway" to "What the hell is going on?" And I explored the underlying issues in my empirical project, reaching some interesting conclusions.

My supervisor, Dr Magdalena Zawisza,

had developed a paper-and-pencil Implicit Association Test to measure implicit gender attitudes. Implicit Association Tests (IATs) were developed to measure attitudes that participants are unwilling or unable to report. If you're not familiar with these you can try some online at <https://implicit.harvard.edu/implicit/takeatest.html>. They can be very revealing. Private attitudes may not match publicly acceptable egalitarian norms, so explicit measures of attitudes to women are affected by social desirability. This means that gender stereotyping shows up more in implicit tests. Magdalena's IAT gets participants to categorise target words (traditional vs non-traditional women) and attributes (pleasant vs unpleasant words) (see figure 1). Participants learn the categorisations, then have 25 seconds to

tick a page of boxes. There are two versions, the attribute words being swapped over in the second; a higher relative error rate on the second version indicates implicit preferences for traditional women's career roles (see figure 2).

I collected data for Magdalena during a summer internship in 2012 (Zawisza *et al.*, 2015), and decided to explore this area further for my empirical project. Previous research showed that women sometimes struggle to imagine themselves in non-stereotypical roles. My research question was: Would women's career self-efficacy (their belief in their own ability to successfully carry out particular occupations) be related to their implicit stereotyped attitudes? I used Magdalena's IAT and a career self-efficacy (CSE) scale,



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LEFT	RIGHT
Non-traditional women	Traditional women
businesswoman carpenter pilot soldier builder	housewife childminder secretary midwife librarian
Pleasant	Unpleasant
love terrific joy good happy	evil poison vomit hatred bad

Figure 1

Non-traditional woman Pleasant	Traditional woman Unpleasant	Non-traditional woman Pleasant	Traditional woman Unpleasant
o	housewife o	o	businesswomen o
o	love o	o	poison o
o	childminder o	o	carpenter o
o	evil o	o	good o
o	businesswomen o	o	soldier o
o	terrific o	o	evil o
o	soldier o	o	childminder o
o	poison o	o	love o
o	carpenter o	o	builder o
o	vomit o	o	hatred o
o	secretary o	o	librarian o
o	joy o	o	o
o	midwife o	o	housewife o
o	hatred o	o	vomit o
o	pilot o	o	o
o	bad o	o	happy o
o	builder o	o	secretary o
o	good o	o	terrific o
o	librarian o	o	midwife o
o	happy o	o	bad o

Figure 2

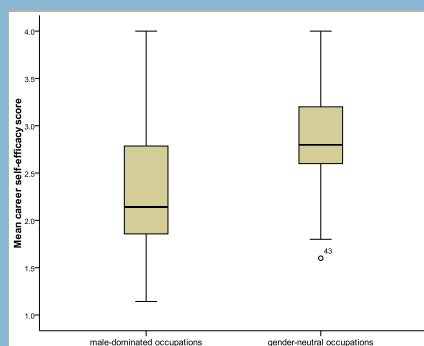


Figure 3

Facebook page, I asked whether anyone found this offensive, hoping to encourage some reflexivity. A vigorous discussion ensued, with many young women seeming to be oblivious to the sexualised male power message of this slogan, and both male and female students personally attacking me for not getting the "joke". Having an 18-year-old daughter just off to University made this even more worrying for me. And recent research supports my discomfort; even the observation of sexist behaviour has a negative impact on females' self-esteem and career aspirations (Bradley-Geist, Rivera & Geringer, 2015).

Meanwhile, back to my data. The positive correlation between IAT scores and CSE-male but not CSE-neutral supported my hypothesis, that implicit attitudes to women in professional roles are associated with women's beliefs about their own competence to take on these roles. And many did not feel very competent; CSE-male scores were significantly lower than CSE-neutral scores (see box-and-whisker plot, figure 3).

What does this say about my target population, Psychology students? Although girls feel less competent than boys for STEM subjects, girls report higher self-efficacy for social, education and health-related careers, which is one reason they choose Psychology. Minimum entry requirements for Psychology at my local university were 260 UCAS points (CCDc at A level), with GCSE Maths grade C. Many students had undoubtedly experienced challenges in Maths or Science at school, and were distressed by the statistics in the degree course. Could the unexpectedly STEM nature of the course be negatively impacting women's self-efficacy?

Does career self-efficacy matter?

Research shows that women's self-efficacy has a lasting effect on their lives. Girls are catching up with boys in Maths and Science at school but still shunning careers in STEM subjects (often better paid, with a higher status), suggesting that self-efficacy is the limiting factor. Even women graduating with the same grades have lower CSE than men, which impacts their salary and career status three years later.

What can be done about it?

Role models are effective in enhancing CSE beliefs, even more so if students actually meet them. In my first A level teaching job I

ran an experimental design competition, in which the finalists were awarded prizes by an enthusiastic current researcher, who talked about her memory research. See below for other suggestions.

But even in a university department with brilliant female Research Fellows and explicit teaching about gender stereotypes, a final disappointment made me gasp. The (83% female – did I mention that?) psychology students elected four representatives, who were ... all male! As Magdalena (who was module leader for Gender Psychology) said, "Did we really not teach them anything about gender issues??" It turned out that no females had stood for election. I suggest this also is a self-efficacy problem, interacting with pressure from societal gender norms of not being pushy.

All of this has given me a powerful motivation (I am happy to be a pushy woman!) to encourage my female sixth form students to take every opportunity to practise speaking up, taking risks, having opinions, leading. This is the time for them to learn to conquer their (innate or societally-determined) reticence. Experiences of feeling powerful can protect them from the harmful effects of negative stereotypes (Van Loo & Rydell, 2015), and we can provide these experiences, to help them prepare for the challenges that face them at university and beyond.



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which I updated from a published version. I included seven male-dominated careers (CSE-male), interspersed with five gender-neutral careers (CSE-neutral), making a 12-item four-point Likert scale.

While I was busy analysing data, I was dismayed by the behaviour of a male student who wore this T-shirt (see above) for an assessed presentation to his (83% female) peers. On the Psychology students'

PSYCHOLOGY IN

of the

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CLASS A

Class A was given a PowerPoint presentation which outlined the basic principles of each approach and were instructed to take notes and given the opportunity to ask questions and seek further clarity. This was followed by showing a YouTube music clip (Amy Winehouse – Rehab) and then asked to investigate both her childhood and events leading up to her death, to see how one or more of these approaches might explain her lifestyle choices.

THIS GROUP FOUND THE TASK HARD

STUDENTS PRODUCED TWO EXAMPLES

EXAMPLES RELATED TO BEHAVIOURAL APPROACH



It is an incontrovertible fact that children do develop. What is not clear is the process or mechanism of development.

A biological explanation can be advanced to support the theory that development is in stages.

Unlike some animals that are born with a fully developed brain, humans are born with a brain that continues to grow after birth. In order for the child to be able to complete tasks, certain areas of the brain need to develop. For example, the development in the prefrontal cortex is associated with development in children's successful performance on Piagetian tasks (Siegal, 1998).

Bruner (1960) feels that Piaget's model is useful but limited, and the extensions that

he suggests reveal the limitations of Piaget's general approach. It appears that whilst Bruner is seeking external reference for Piaget's concepts, Piaget is content with internal consistency as a criterion of the validity of his system. Furthermore, Piaget did not consider social factors to play a major role in the development of the intellect, whereas Vygotsky maintained that intellectual development can be advanced in some individuals by further training, and can be assessed in terms of what the child can do when given adult help, Vygotsky (1962).

As teachers, we constantly need to question our assumptions and reflective practices. For Dewey, there are three essential aspects to reflective action, namely; Open-mindedness (to consider alternative viewpoints), Responsibility (why we are doing what we are doing in the classroom) and Wholeheartedness (whereby as teachers we continually strive to look at the way we teach and the impact this has on our students. Dewey sums up teacher reflection as;

AND OUT *classroom*

CLASS B

Ten minutes at the end of the lesson on the History of Psychology, the group were given a handout to read for homework on the basic principles of three approaches in Psychology; namely Biological, Behavioural, and Cognitive, together with instructions to access the internet and find all the information that they could about the life and times of the singer Amy Winehouse. Suggestions such as Wikipedia, Fan Club sites etc. were given as examples to point them in the right direction. They could also watch YouTube clips and interviews, however all of this was to be completed before the start of their next lesson the following week. Finally, they were instructed to place all this into a file and save this on their iPads which the school had distributed to them, or to make hand written notes.

Reflection emancipates us from merely impulsive and routine activity... enables us to direct our actions with foresight and to plan according to ends in view of purposes of which we are aware. It enables us to know what we are about when we act. (Dewey, 1933, p. 17).

Schon (1983) refers to reflection as being either; reflection-on-action (when we think and plan, and what occurs before and during a lesson) whilst reflection-in-action (refers to situations when we change our teaching/plans in response to unexpected reactions from students).

In relation to undergraduates (and this can equally be the case for sixth form students) Biggs suggests that a problem-based approach (PBL) is;

...a very good example of aligned teaching. In PBL, the aim is to produce graduates who can solve professional problems, the main teaching method is to get the students to solve professional problems, and the assessment is judging how well they have solved them. There is alignment throughout. (Biggs, 2002).

Psychology in Action

This double lesson was part of the Approaches in Psychology topic area, which forms part of the new AQA A Level Psychology specification. In this instance, this applied to two groups within the lower sixth studying psychology for the first time at AS/Year One level. The lesson objectives from this session were as follows:

- To understand the basic concepts of three approaches in Psychology. Namely, the Biological approach, Behavioural approach, and the Cognitive approach.
- To apply one or more of these approaches towards explaining the behavioural/personality traits relating to the singer Amy Winehouse.
- To explain to students that there are no right or wrong answers.

Class A

This group was given a PowerPoint presentation which outlined the basic principles of each approach and were instructed to take notes and given the

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**EXAMPLES RELATED
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opportunity to ask questions and seek further clarity. This was followed by showing a YouTube music clip (Amy Winehouse – Rehab) and then asked to investigate both her childhood and events leading up to her death, to see how one or more of these approaches might explain her lifestyle choices.

Class A Outcomes

- To see how much each student can demonstrate examples of behaviour related to the set scenario using one or more examples from the three approaches.
- To see how they present their evidence to the rest of the class. (Eg presentation skills, verbal clarity, understanding of their chosen approach to the task set, examples given etc.).
- To see what resources they used to find out about the life and times of Amy Winehouse.
- To complete a past exam question on Approaches in Psychology.

Class B

Ten minutes at the end of the lesson on the History of Psychology, the group were given a handout to read for homework on the basic principles of three approaches in Psychology; namely Biological, Behavioural, and Cognitive, together with instructions to access the internet and find all the information that they could about the life and times of the singer Amy Winehouse. Suggestions such as Wikipedia, Fan Club sites etc. were given as examples to point them in the right direction. They could also watch YouTube clips and interviews, however all of this was to be completed before the start of their next lesson the following week. Finally, they were instructed to place all this into a file and save this on their iPads which the school had distributed to them, or to make hand written notes.

Lesson objectives

- The group was informed that they would be sent via email a PowerPoint presentation outlining the three approaches.
- They would make their own notes (for future revision) and have the opportunity to ask questions at any point about the three approaches.
- They would then start to apply and produce examples from their materials on Amy Winehouse which might explain her childhood and adult behaviour/lifestyle choices.

Outcome

- To present their individual findings to the rest of the class for discussion.
- To complete a past exam question on Approaches in Psychology.

Why choose this task?

Aspects of prior learning relate to what students bring into the class with them, which includes both previous education and interests. Therefore one of the best ways of getting to know your students is by seeing what images and interests they share. Performance levels therefore, are dependent upon this (Higgs, 1988). Cornwall (1988) also states that by providing students with a clear framework for autonomous learning, which includes setting clear goals and providing the necessary materials and support, can only result in the long-term students becoming more independent learners. Research also suggests that students are both able to multitask and make use of information technology (Frاند, 2000; Oblinger, 2003). By choosing 'music' as stimulus material, this relates to most student's levels of interest and can be clearly related to the topic of psychology.

Findings

Group A found this task hard and on average produced two examples, and all

Aspects of prior learning relate to what students bring into the class with them, which includes both previous education and interests. Therefore one of the best ways of getting to know your students is by seeing what images and interests they share.

these related to the Behavioural Approach, for example, how peer-pressure within the music industry led to her world of drink and drug use, relating to Conditioning/Rewards. Group B on average produced five examples, and they came from all of the three approaches. They also scored significantly higher on the past exam question. Although this was a small sample, based on two groups, all of them had no prior knowledge of the subject and had only had two weeks of lessons in Psychology before being set this task. I have carried out a number of such tasks using this method, and the findings consistently demonstrate that the role of independent learning, results in better understanding of the subject matter for the majority of students (if they understand the instructions and do the work!). Some may see this as taking a risk in the classroom, and by introducing such a task early in their studies, it provides the teacher with a clear indication of each individual student's ability.

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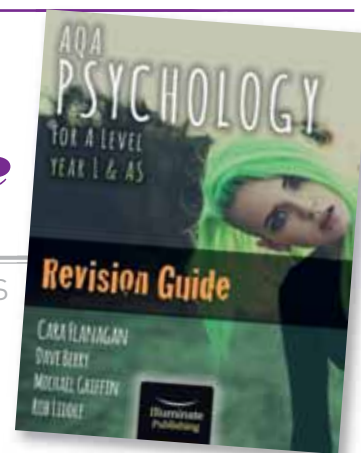


BOOK *reviews*

AQA Psychology for A Level Year 1 & AS – Revision Guide

DEB GAJIC • Head of Psychology, The Polesworth School, CPsychol, AFBPsS

Cara Flanagan, Dave Berry, Michael Griffin, Rob Liddle
Illuminate Publishing
ISBN-13: 978-1908682444



This book is the eagerly awaited companion to the popular 'green haired girl' and also complements the revision app (available for Android and Apple devices).

The layout will be familiar to students and teachers as it follows a similar format to the book, using double page spreads for sub-topics and lots of brightly coloured graphics. It has some useful additions to the main book which make it a very worthwhile buy. For example, there is lots of useful information about exam technique, assessment and key skills at the beginning of the book, which will help

students to maximise their results. There are also examples of marked answers, so that students can begin to understand how marks are allocated and what is necessary in a good answer. In the rear there is a glossary so students can check their understanding of key terms. I particularly liked how each double page spread is laid out. Half of the page is A01 and the other half A03, this will be very helpful for my students as I'm focusing my revision around planning possible 12 (16 for A level) mark answers for each bullet point on the specification. My thinking being that

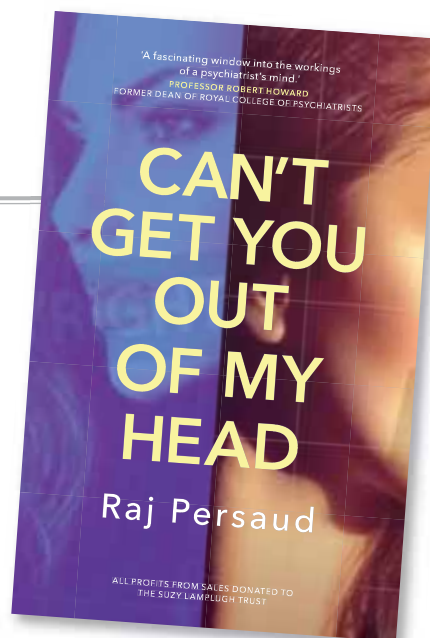
if students know 12 marks worth of information they can then apply this to shorter questions. I'm sure, like me, you have now run out of specimen material for students, so the practice exam questions on each double page spread are a godsend. Double bonus in that you can download answers too
<http://tinyurl.com/hkq67mr>

I've recommended this book to my students and know the keen and eager ones will buy it. They will find it particularly useful as we already use the digital version as our class text.

Can't Get You Out of My Head

HELEN KITCHING • CPsychol, AFBPsS, Gildredge House School

Raj Persaud
ISBN-10: 1781324484
Published by Silverwood books. November 2015
ALL PROFITS FROM SALES DONATED TO THE SUZY LAMPLUGH TRUST.



'Can't get you out of my head' is a psychological thriller, consisting of two stories that run in parallel. At first they seem very different in pace and tone, but as the book progresses the two stories begin to diverge. The common thread throughout the novel is young psychiatrist, William James, who specialises in the psychology of stalking. It follows him, as he is recruited by the Foreign Office, to join a unique police protection unit dedicated to apprehending stalkers. As part of the unit, William desperately attempts to prevent the murder of a government minister at the hands of her stalker. The story quickly

picks up the pace as the pressure is on to prevent disaster. The parallel story follows the winner of a talent contest, who has become a notorious rock star, and the race to prevent her stalker attacking her when she takes to the stage for the largest charity concert in history. The novel takes a number of unexpected twists and turns and finally ends on a cliff-hanger, leaving the reader eager for more answers. The book is a gripping page-turner that keeps you guessing to the very end (and beyond!). I am looking forward to reading the next novel in the series. For a psychology student, the novel gives

an insight into the world of stalking, referring frequently to psychological theory and real life case histories. It also raises some of the issues based around the differences and similarities between psychologists and psychiatrists. It is well worth considering adding it to an extended reading list for students.

THE INTELLIGENCE OF SHERLOCK HOLMES and Other Three-Pipe Problems Psychological Studies of the Great Detective and his companion Dr John H Watson



DOROTHY COOMBS

John Radford

Emeritus Professor of Psychology, University of East London

First published by Sigma Forlag International 1999.

Revised e-book published by Stepney Green Press 2015.

Kindle / Amazon ASIN B0173HF03O

ISBN 978-0-9554451-1-4. £6.47

The names of Sherlock Holmes, the Great Detective, and his invaluable companion Dr John H Watson, are more famous than ever, a century after the last of their sixty adventures appeared in print. More stories featuring them constantly appear, some seeking to emulate the original versions as closely as possible, some freely adapting the characters to suit modern times, modern media and modern audiences. They are seen in books (text and graphic), stage plays, films, TV, ballet, opera, poetry, song, and cartoons both animated and strip. A 'deerstalker' hat and a curved pipe are symbols recognised world-wide.

Outside Baker Street Station in London there is a life-size statue of Holmes, and around the corner the Sherlock Holmes Museum regularly has a queue of visitors. Together, they are surely unique for a fictional character. (Holmes himself would be surprised, and if he sought his old lodgings he would find only a dull office block where 221B should be; the Museum is a good half mile away).

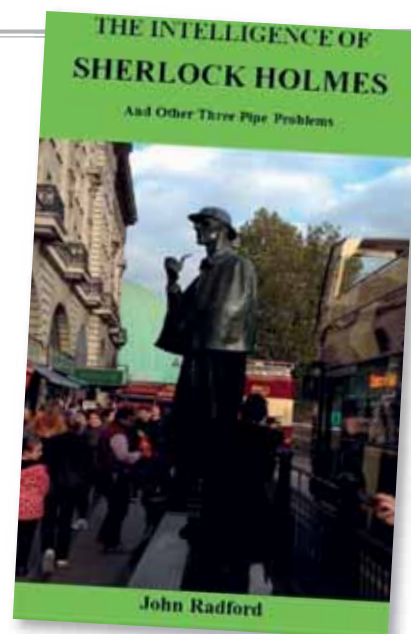
This is the revised second edition of the first book to consider Holmes and Watson from the point of view of modern scientific psychology. Their personalities and abilities are analysed by psychometric methods. Holme's remarkable knowledge and reasoning powers are explicated, and the psychology of their extraordinary hold on the public imagination, unmatched by any other fictional characters, is discussed and explained. They really seem to have taken on a life of their own, akin in many ways to the heroes of legend and folklore.

The author, while recognising that

Holmes and Watson are the creations of Arthur Conan Doyle, in this book, for the most part, plays the Sherlock Holmes 'game' of treating them as real people born in the middle of the 19th century, in the reign of Queen Victoria, living through the apogee of the 'Empire on which the sun never sets', and on into the 20th century and the Great War of 1914-18. This allows him to explore both the personalities and behaviour of Holmes and Watson, and the real world in which they 'lived'. It is what S. T. Coleridge identified as crucial to poetry and, one might say, all the arts. That is, a willing suspension of disbelief'. In any case, it cannot be denied that, whether as fact or as fiction, the Great Detective and his companion and chronicler remain unique, both in what they are (or were) and in their continuing fame and influence.

Some of the many questions raised in the book would challenge students to think 'outside the box':

- Just how intelligent was Holmes, and how can we assess his IQ?
- Was Watson the loyal but dim-witted bumbler, as he is often portrayed?
- What really happened when Holmes met Professor Moriarty, 'the Napoleon of Crime', at the Reichenbach Falls?
- Did Holmes anticipate the revolutionary theories of Sigmund Freud, and did the two ever meet?
- Did Holmes and Watson really live permanently together? Were they secretly gay?
- How good a scientific psychologist was Holmes?



- Why did Watson suffer from acute depression?
- Did Holmes manifest a rare psychiatric disorder?
- How can we account for the seemingly ever-growing popularity of Holmes and Watson?

The author, Dr John Radford, is a distinguished psychologist, Emeritus Professor at the University of East London, where he led the development of one of the largest departments of Psychology in the UK. He was the initiator of Psychology as a GCE A level subject (see Joe Cocker's article in this magazine) and oversaw its growth to one of the most popular subjects. He is a Chartered Psychologist, and a Fellow and Honorary Life Member of the British Psychological Society (founded in 1902), which gave him its first ever awards both for Distinguished Contributions to Teaching Psychology, and for Lifetime Achievement in Psychological Education. He is a Fellow of the Royal Anthropological Institute and of the Royal Society of Arts, and a member of the Sherlock Holmes Society of London. The first edition of this book has been translated into Japanese, and various others of his into Finnish, Hebrew, Korean, Portuguese, Serbo-Croat and Romanian.

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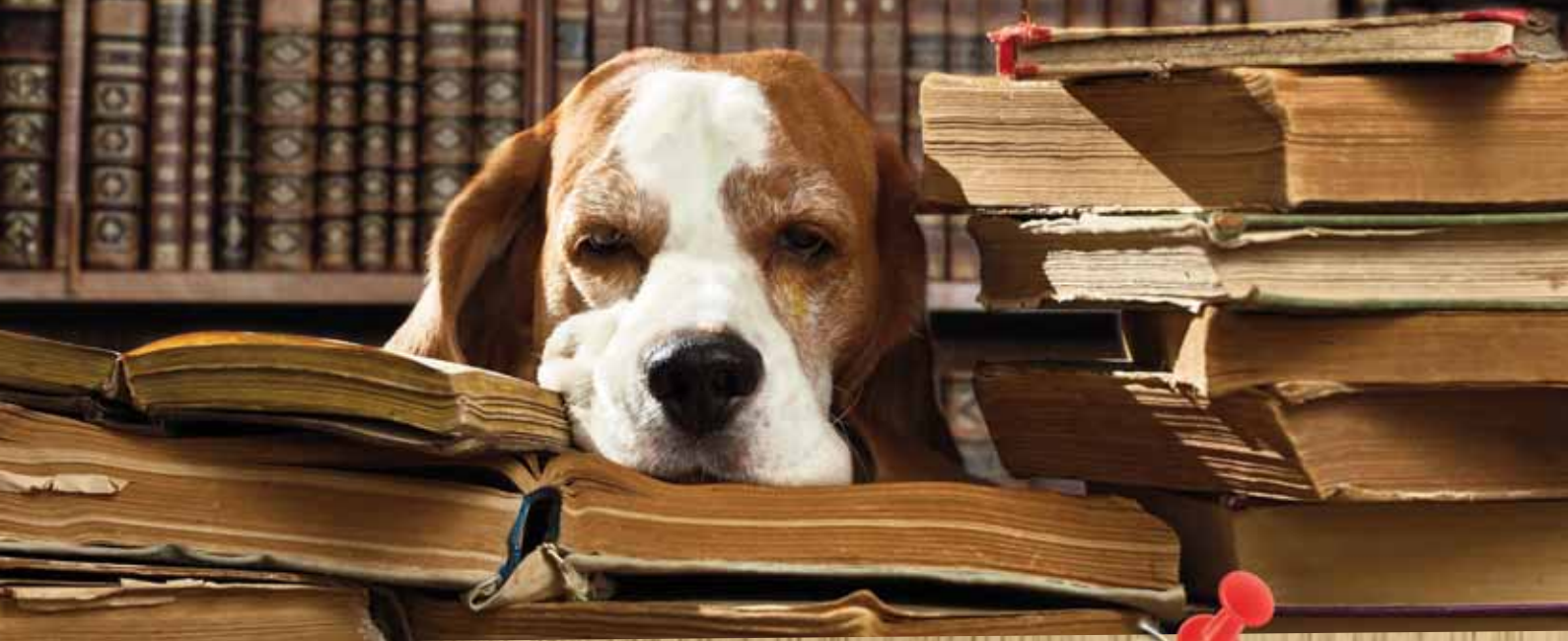
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