

ATP TODAY

The Magazine of the Association for the Teaching of Psychology

JUNE 2015



inside

REFLECTIONS ON THE NEW HIGHER
PSYCHOLOGY COURSE

WE THINK BETTER ON OUR FEET

FIND SOMETHING DIFFERENT

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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All correspondence, and copy for future editions, should be sent to the Editor, Dorothy Coombs
dorothycoombs21@gmail.com

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www.theATP.org



FROM THE CHAIR...

Welcome to the June edition of ATP Today. I hope you really enjoy reading it and find the articles and reports interesting and useful. As we head towards the examination season those of you in England and Wales will be pleased to know that all four of the new A Level specifications have been accredited by OFQUAL, and I expect that most of you will be well into planning for the autumn term and the introduction of the many changes due to be implemented.

Earlier this year, and in response to demand from psychology teachers both north and south of the border, we published new ATP guidance on ethics in student practicals, which can be found on our web-site: www.theatp.org. Feedback on this guidance has already been positive, and we welcome further comments and suggestions. You will see that we have included a FREE hard copy with this magazine.

This year the Annual Conference takes place between 10-12th July, at Lancaster University, and Helen Kitching, our conference organiser, is doing a fantastic job. She has secured four excellent Keynote speakers and the draft program is now available for viewing on both the ATP Conference and booking websites. Our AGM will take place on 11th July 2015, 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 are a conference delegate or not.

Building on the success of our one-day CPD events in recent years, Saturday 7th March saw the latest event, hosted by Watford Boys' Grammar School. Topics discussed during the day included Psychology Applied Learning Scenarios, (Pals) and ways to approach the new style exam questions. While some of the discussion was about the anxiety relating to the new specifications, soon to be introduced in England and Wales, everyone had a most enjoyable and purposeful day. There are further CPD days planned, the first of which will be in Perth, Scotland on 3rd October 2015. Keep an eye on the website for further information.

I am pleased to announce that we now have three new committee members, Clare Deavall, Jock McGinty and Andy McCarthy. Clare will work in Membership (recruitment) and support for NQTs and non-specialist teachers. Jock McGinty's role will be linked to CPD and courses at the National Science Learning Centre. Andy's role will be to offer support to our members on research methods and statistics, across all the new and existing specifications.

I look forward to seeing many of you at the conference.

Helene Ansell



FROM THE EDITOR...

You will have noticed that this edition of ATP Today comes with a free copy of the Association's new Ethics Guidance booklet (2nd edition). We hope you will find it helpful and welcome feedback as it will be revised on a regular basis.

I am pleased to be able to include a significant number of articles on Teaching and Learning (which is, after all, what we are all aiming to do well!) and a variety of items from around the world. Olga Zvereva describes how the parents of kindergarten children in Russia are benefiting from the intervention of psychologists and Sarah Best tells us about how she set up a 'Psychology Club' at her school in Vietnam.

Of course there are the more familiar items too: news from ATP, ATPS and EFPTA includes reports of recent events

and information about future conferences in Perth, Prague and Lancaster.

Daisy Best is a good friend who I have known since she was a little girl. Now she is a successful counsellor with her own practice in North Yorkshire. Find out what she did on the way in the Careers section.

Finally, I am hoping that I might persuade someone to take over from me as Editor in the 'not too distant' future. I would like us to work together on the October edition and to support him or her on the next (Feb 2016). It is a great job that can be done in your own time, but it does require you to be a good speller! So, what are you waiting for? Contact me if you think you might be the right person for the job.

Dorothy Coombs
dorothycoombs21@gmail.com



ONE-DAY CPD EVENT SATURDAY, 7TH MARCH 2015

Our latest one-day CPD event took place on 7th March 2015 at Watford Boys' Grammar School and it was well attended, with 35 delegates from across southern England. The 'by the teacher for the teacher' focus meant that the event gave teachers the opportunity to network and share good practice.

Feedback was overwhelmingly positive with all delegates rating the organisation of the event as outstanding or good. Deb Gajic should be credited for her excellent organisation and management of bookings and we would like to thank Watford Boys' Grammar School for providing the venue free of charge. This obviously helps to keep the cost of the event to a minimum.

The day took the same format as the previous event at Teesside University: four one hour interactive workshops, with breaks for coffee, lunch and networking. The now traditional ATP raffle caused

the usual post-lunch excitement, and we must thank OUP, Uniview and Daydream Education, as well as our own Jock McGinty, for providing prizes.

Thanks also to AQA, Pearson and Glyndwr University for items in the delegate pack.

The four workshops included how to use applied psychology learning scenarios, a systematic approach to evaluation, ideas for practical work in psychology and how to approach the new style of questions in the revised specifications. Feedback on all four workshops was overwhelmingly positive.



Here are a few comments:

"Very nice venue, loved cake, biscuits and lunch"

"Very pleased"

"Friendly service and useful"

"Great value for money"

"Great to have a location accessible to people in Midlands/Eastern England let's have more in future"

"Really helpful to discuss issues with colleagues"

Some positive suggestions for future events included:

"I would have appreciated more discussion, although I know it's difficult in a short time"

"More new spec stuff"

"Making links with Departments in HE"

"I'd really like to see sessions in the future about new developments in psychology"

"More opportunities to move around and talk to other participants"

So it appears that the day was another wonderful success, so watch out for details of future event(s), the first of which will be in Perth, Scotland, in October.

A DATE FOR YOUR DIARY!

ATP Scotland CPD event, Saturday, 3rd October 2015, Perth

Our October CPD event has now become a popular tradition so ATPS will hold another CPD day for psychology teachers on the first Saturday in October, this time in Perth. The new Psychology NQs are now well underway, as 2014-15 has been the second year of National 5 and the first year of the new Higher.

Invited contributors include senior psychology staff and examiners from SQA, College Development Network and Education Scotland, as well as speakers on mandatory and option topics. Workshops will be teacher-led and interactive, with an emphasis on teaching and learning strategies and assessment issues.

Could YOU offer a workshop?

We hope to see you there as delegates enjoy sharing their experiences and ideas at our events, and supporting fellow teachers. Debate can be lively so if you haven't yet attended an ATPS day, do come along this time!

Further details of the venue and booking will soon be available on the ATP website www.theATP.org or contact Morag on moragwill@aol.com for more information, to offer a workshop or suggest speakers/topics.

The delegate fee will, as usual, be very affordable and terrific value for money for what will be high-quality subject-specific CPD.



ATP CONFERENCE 2015

10th-12th July, Lancaster University

Conference is nearly upon us and we are booking up really quickly this year, so don't wait to get your booking in!

Workshops

All of the exam boards will be running workshops to help support you in implementing the new specifications, most of which will be repeated to give you a choice of which day or time to attend. Please note, this is just a small taste of what we will be offering.

AQA	Delivered by
Get ready to teach the new AQA AS and A level Psychology	To be confirmed
Using AQA AS and A level Psychology resources to inspire learning	To be confirmed

Eduqas/WJEC	Delivered by
'Margaret Floy Washburn is one of the Best' To provide support to those about to start teaching the new 2015 specifications in terms of advice on making choices about content to teach	Elin Angharad (Psychology Subject Officer EDUQAS/WJEC)
'Positive Psychology where next?' To ensure a continuation from Graham Mitchell's keynote	To be confirmed

OCR	Delivered by
Providing support for component one	Mark Morley-Souter
Providing support for component two	Jock McGinty
Providing support with research methods	Andy Gilbert, OCR Subject Officer

Pearson/Edexcel:	Delivered by
Delivering the deliver the new AS and A levels in Psychology	Christine Solari-Brain

Other workshop include:	Delivered by
Neuroscience 2014-2015: The Year In Review	Dr Guy Sutton
Is there a criminal brain?	Dr Guy Sutton
What is a human?	Harriet Ennis
Teaching Research Methods: legacy and new specifications (Sept 2015)	Andy McCarthy
The new maths skills and research methods requirements	Cara Flanagan
Sunflowers, Sanity and Psych teachers	Punam Farmah
New Specifications for September 2015: Approaching new style exam questions	Deb Gajic
Mathematical requirements in the New Specifications for September 2015	Deb Gajic
Differentiation: 10 practical strategies	Emma Shakespeare
Applying for QTLS status: tips for a successful application	Helen Kitching

Sponsorship

We are very grateful to our sponsors who help us keep the prices low for you:

Hodder Education Saturday night wine reception and Tim Gregson-Williams Memorial Lecture

WJEC/Eduqas Saturday night Gala Dinner

Uniview who are sponsoring a full conference place yet again: see back cover for details!

University of Lancaster Friday night wine reception

AQA delegate bags

OCR workshop

Pearson (Edexcel) Workshop

Division of Academics, Researchers and Teachers of Psychology (BPS) workshop

The ATP look forward to welcoming you to the conference

Helen Kitching, ATP Conference Organiser





NOTICE OF AGM 2015 AND CALL FOR NOMINATIONS TO COMMITTEE

Notice to ATP members: the 2015 Annual General Meeting of the Association for the Teaching of Psychology will be held during the Annual Conference, at 16.30 on Saturday 11th July 2015, at Lancaster University, Lancashire.

See www.atpconference.org.uk for details

We are delighted to enclose our new booklet of ethics guidance for you!

The guidance applies to psychology students' practical research activities, whatever the specification, whatever the topic, and whatever the assessment requirements. Teachers and students must, of course, observe the BPS Code of Human Research Ethics (2010), as well as their school/college policies and legal requirements which may be relevant to practical research, but until now there has been no guidance tailored specifically for psychology students and teachers in schools and colleges; this is what the new booklet is intended to provide. Supervising student research tasks is a serious responsibility, and we hope this guidance will be of use as a form of peer support to assist

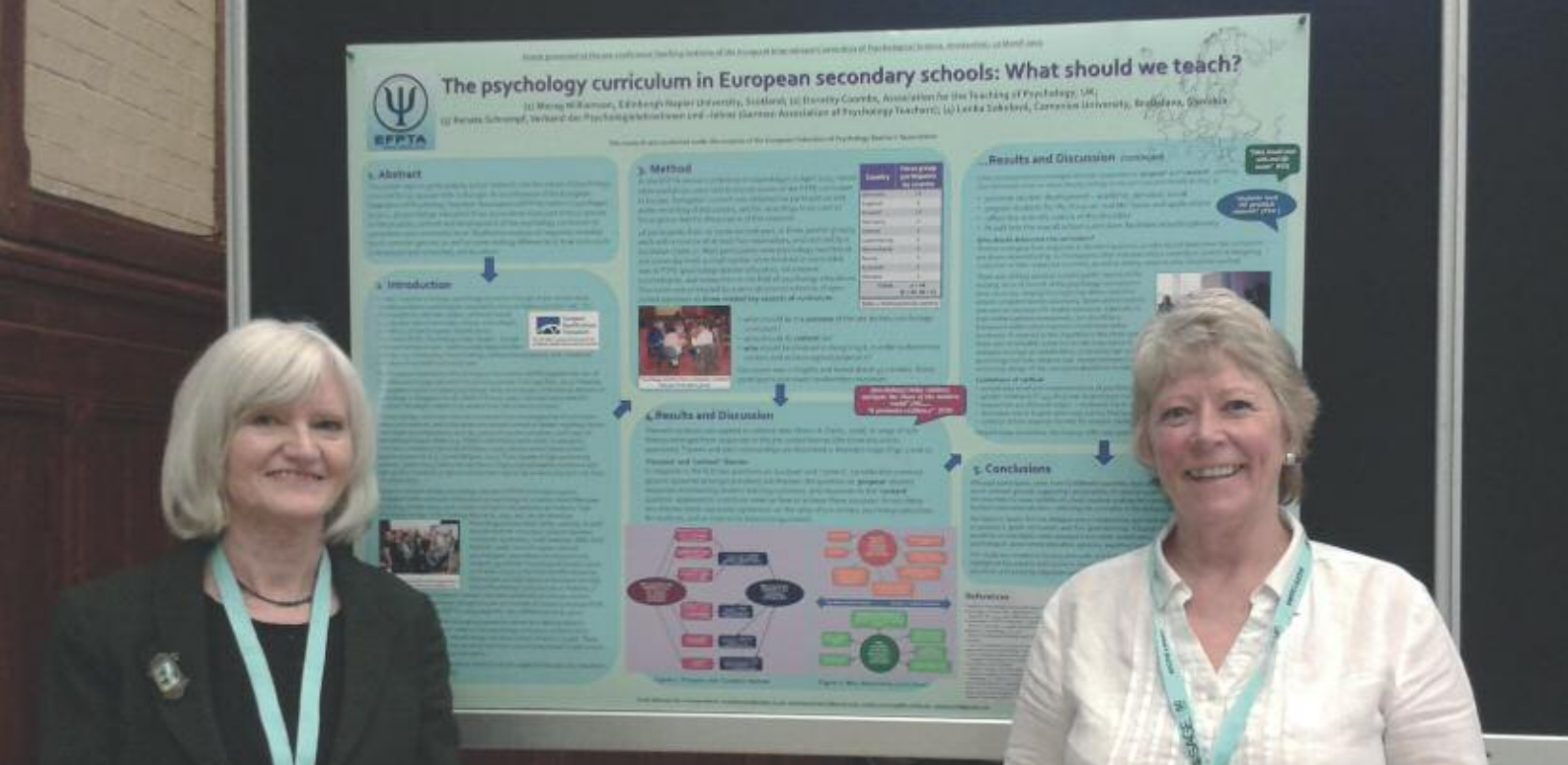
you in making judgments on ethical matters in your students' research activity, in order to minimize risk and thus avoid potentially serious consequences of unethical practice, for yourselves and others.

Key features of the guidance include a section on special issues relating to research using online communication, and a handy checklist of DO's and DON'Ts for students.

The guidance is also available on the ATP website www.theATP.org. You may have received the original version of the guidance earlier this year (via a Members' email or the website); we asked everyone for feedback, and as a result the version now included with this magazine is the updated '2nd edition' (changes are minor). Please continue to send your comments via the website (or direct to moraghwill@aol.com), as we intend to review and revise the guidance regularly. You are free to re-print the document for educational purposes, but please acknowledge the source.

We encourage awarding bodies and other educational organisations to include a note and link in their psychology specifications and other publications and teaching materials, referring teachers to this guidance as well as to the British Psychological Society's ethics guidance www.bps.org.uk

Morag Williamson, May 2015



EFPTA RESEARCH POSTER AT THE INTERNATIONAL CONVENTION OF PSYCHOLOGICAL SCIENCE

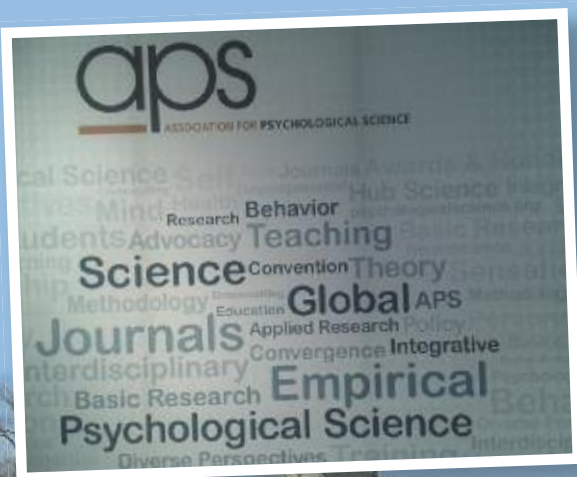
MARCH 2015, AMSTERDAM

Research by the European Federation of Psychology Teachers' Associations (EFPTA) was presented at the ICPS-2015 conference in Amsterdam on 12th March. Findings from focus groups of psychology teachers from 10 European countries, on the pre-tertiary psychology curriculum its purpose, content, and how / by whom it should be determined were presented in the form of a research

poster by Morag Williamson (Scotland) and Dorothy Coombs (England & Wales). The other members of the research team were Renate Schrempp (Germany) and Lenka Sokolová (Slovakia). The poster session formed part of a special 'Psychology Teaching Institute' event at the conference, organised by the Association for Psychological Science (APS).

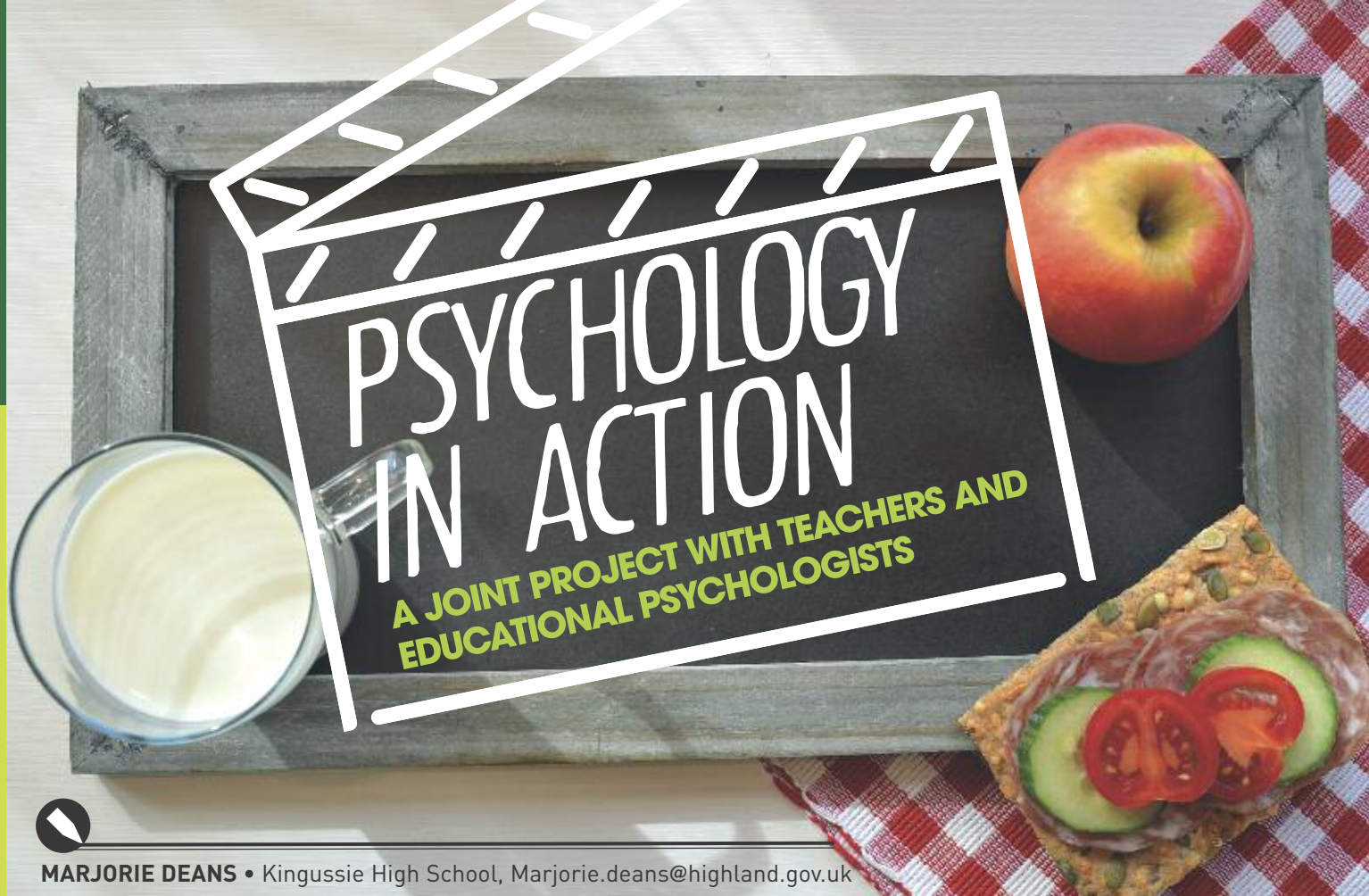
Psychology education was also the focus of a round-table session, a 'Teaching Forum' hosted by the APS Teaching Fund, in which Dorothy and Morag also participated. This was the first international psychology conference to feature a teaching theme in which pre-tertiary psychology was included. As well as disseminating research findings, the EFPTA representatives were able to raise awareness of pre-tertiary psychology more generally amongst psychology educators from many countries.

Are you interested in collaborating on research into pre-tertiary psychology? Please contact Dorothy: dorothycoombs21@gmail.com or Morag: moragwill@aol.com



The next EFPTA conference is going to be held in Prague, April 8-9th 2016.

We will be releasing details soon so keep an eye on the web-site www.efpta.org



MARJORIE DEANS • Kingussie High School, Marjorie.deans@highland.gov.uk

The thought provoking article in last June's issue of 'ATP today' made some interesting observations about the possible wider role of psychology teachers in schools.

It prompted me to share my experience of an area of school development with which I am involved, in addition to my role of Principal Teacher of Additional Support Needs and teacher of psychology in the senior school.

Recent developments within 'Curriculum for Excellence' in Scotland have emphasised the importance of personal support for pupils, and several areas of Health and Wellbeing have been identified as being the responsibility of all teachers. These include Mental and Emotional Wellbeing, Social Wellbeing, Physical Wellbeing, some features of planning for choices, changes and relationships and some features of physical activity. Ongoing evaluation seeks to identify views of stakeholders in evaluating the success of the wellbeing initiatives across the school.

As a psychology teacher I have a particular area of interest in a whole school approach to meeting outcomes in the area of Health and Wellbeing. There is a place for positive psychology approaches which enhance pupil wellbeing and which have the potential to raise the ethos, aspiration and attainment across the school.

In developing materials for the recently introduced 'personal development time' for pupils within our school, I have been

involved in a joint project with Highland Council Psychological Services on a 'Ways to Student Wellbeing' Publication. This has followed on from the successful Highland Council Psychological Service publication of 'Ways to Staff Wellbeing' launched last year. This publication by Highland Psychology Service was forward thinking in its bid to help staff across all education sectors think about the importance of and ideas for their own wellbeing in the workplace.

Both books are framed around five areas of wellbeing: Social Wellbeing, Emotional Wellbeing, Physical Wellbeing, Security and Comfort and Positive Self identity. This joint project has allowed the Educational Psychologists with a strong psychological depth of knowledge in practical educational settings to work alongside classroom based practitioners. Skill sets of both are utilised to develop class activities for use in personal development time.

While activities have a base in psychological perspectives utilising activities in areas such as growth mindset, self concept, memory skills, study skills, emotional literacy and self-efficacy etc, the activities are designed in such a way that they can be accessed by teachers with no psychology experience.

As a psychology teacher I have a particular area of interest in a whole school approach to meeting outcomes in the area of Health and Wellbeing.

The aim for the personal development time is to have a balance across all five areas of wellbeing. It is non prescriptive and teachers can choose to use those activities they feel most comfortable with. While psychological perspectives underpin the activities it is recognised that not everyone feels comfortable delivering content in all areas. Indeed it is recognised that further training in the area of coaching and mentoring would be particularly useful in the area of ongoing learning dialogues with tutor groups and this would be another area of joint working with our psychological service.

We are fortunate in Highland to have a good and practical working relationship with our Educational Psychologists and the joint project demonstrates that teachers of psychology are uniquely placed to promote psychology across whole school initiatives.



SIMON ROBINSON • Leith Academy, Edinburgh

I'm liking the new Higher course. I decided to take the plunge last August as I knew that this summer I will have to work with faculty colleagues to bring my main subject of biology on stream in our school, at higher and advanced higher levels. Working on my own, like many other psychology teachers across Scotland, I can only deal with one new course at a time.

REFLECTIONS ON THE NEW HIGHER

PSYCHOLOGY COURSE

All new courses have three units. For Higher Psychology, the Individual Behaviour unit introduces the mandatory topic of Sleep, Dreams and Disorders. This is new to Higher Psychology but it has been part of the A level specifications in England for quite some time. This means there are a wide range of resources already available and which can easily found on-line to support teachers and learners, even if the existing Higher text books don't have it. If you are going to buy a text for yourself or get past papers for questions, be careful to get the full A level copy and not just AS level version which won't have Sleep in it. For my optional topic I decided to re-use one of the old Section A topics, as I have materials that only needed tweaking to make them ready for the new course. I created file divider cards for the candidates to use so that they easily recognise their mandatory and optional topics because exam questions will only obliquely refer to the optional topic as 'another topic which you have studied'.

Early on I recognised a number of benefits that the new qualification provides. In the past when candidates have not done well in their 'prelim' there has not been an option to switch them to Intermediate 2, due to curriculum content differences. With a little planning, the new Higher allows struggling candidates to still achieve a National 5 as now the content is streamlined and similar. Delivering only the Biological, Cognitive and Psychoanalytic approaches allows me to change a candidate's exam entry from Higher to National 5 so that every student has the chance to achieve a graded outcome this year from my S6 class.

The familiar, and popular, topic of Conformity & Obedience is present as the mandatory content of the Social Behaviour unit. Existing materials from the old course were easily edited for use to support student learning. A range of optional topics are possible and it is very much a personal choice about which one to teach. I opted to use one that matches well with what students should already know from Conformity & Obedience and was also supported by the set of old Higher textbooks which I continue to use. Developing materials for the new topic did take me longer than I expected, and a fair amount of summer and other holiday time was needed but I think I've cracked it just in time for the last topic!

Much of the content of the Research unit is familiar from the old

course. However, the exam assessment is different, with fewer questions that are more generic, allowing candidates to gain more marks. I recommend careful scrutiny of the exemplar exam papers for the contrast, though using past-paper questions from Intermediate 2 and old Higher Research sections lets students really get to grips with what they can consider including in their answers. Many of the assessment criteria for the Research Investigation are also familiar with a reduced total of 40 marks. However a major change is that this is now worth a substantial 40% of the final grade, so plan accordingly!

The old 'NABs' have been replaced with assessments that allow candidates to demonstrate their knowledge and understanding in more creative ways that take off the pass-fail pressure. This can be in a more creative manner than the old closed book NAB and my candidates have quite enjoyed completing them. I have opted to use the suggested task for the Research unit as this allowed me to revise the topic late on in the course, after candidates had also got their experience of the Research Investigation to draw on as well. However, plan your assessments carefully with your verifier before you use them to ensure that all of the assessment criteria are achievable.

The old Highers were always considered as a two-term dash. While there is never enough time for any course, I do feel that the new structure is more manageable. So what might I do differently next year? I'll still start with a few weeks in June to introduce, and cover, the three Approaches which can be referred back to during the course. I'll spend less time on Sleep than this year and aim to start the Research Investigation in late November. And I'll continue to meet with, and email, local colleagues for advice and support in delivering what I now know to be a positive improvement for studying psychology in Scotland.

Simon Robinson is a Chartered Teacher at Leith Academy, Edinburgh and has taught Psychology in England and Scotland across 17 years.

Editor's note: It will be interesting to find out how other teachers in Scotland feel about the new Higher psychology course I welcome your feedback for future editions.

PSYCHOLOGY CLUB

AT THE ABC INTERNATIONAL SCHOOL, HO CHI MINH CITY, VIETNAM

SARAH BEST • Head of Humanities/Social Sciences and Teacher of Psychology and Sociology

In my school we are required to organise a weekly after-school club that can allow students to participate in something outside of the normal constraints of the teaching curriculum. Whilst I wondered for some time about what to offer, like something sporty or 'crafty', I kept coming back to the idea of a 'Psychology Club'.

The overarching rationale behind my thinking was that I wanted to introduce new students to the subject. Much like sociology, psychology is only offered at A Level in my school so this would enable GCSE students to come along, as well as Sixth Form students who had not taken the subject as an option (although from a first glance at the register I was pleased to see that some of my existing students had also chosen to attend).

By introducing the club I wanted to demystify, and address, some fairly common misunderstandings relating to the subject of psychology. Since I started teaching psychology some years ago I have been asked certain questions time and time again, such as:

- Is psychology a science?
- What do you actually do? Or... Don't you just 'do' experiments?
- Isn't it all just common-sense? (Something also fired at me about my other subject, sociology).
- What kind of jobs can I get with an A Level in psychology?
- Will you teach me how to read peoples' minds?

The latter is, perhaps, the most common!

When students are making decisions about what subjects to select at A Level, they are often pulled in many different directions:

- They may receive advice from teachers they are familiar with, who encourage them to stick to traditional subjects
- They may already have a rough idea of future career choices (work vs university/college for instance)
- And let's not forget the influence of their peers and parents who may not have considered psychology as a suitable choice of subject.

This can result in subjects that are only offered at A level being viewed as less viable options. What this also means is that it does not provide as many opportunities for one to spread the word about the benefits of studying psychology.

With the introduction of a psychology club I hoped not just to provide something interesting and to allow students to experience something different, but also to help them to see that much of the content is directly relevant to their own lives. I am passionate about what is covered in the A level course, and I always try to ensure that the key studies and theories are accessible to all students, but there are times when I wish things could be more flexible, aspects altered or added. Moreover, shortage of time is a significant factor in any

course and it is likely to be the case that you don't have time to fit in things like a demonstration/re-enactment or making a video of a key study. This is where I feel the club can fill the gap, allowing some creative freedom and providing a refreshing break from exams, exams, exams....

Of course, as with any extra-curricular activity, thoughts turn to the amount of planning it might take, the hours preparing resources, and so on, and this is why I decided that a blog could be used, managed overall by me but run by the students. On the days of the club itself, discussions of research can be carried out and may involve practical work. In turn, these can be explored in greater detail and developed by the students using textbooks, journals and the internet. Students can then for instance write a review of a particular study, film a demonstration or create a quiz for the blog. The result is a content-driven forum that enables students to take ownership of the blog's appearance, structure and the material posted although all within reason and carefully monitored!

The club opened its doors in January 2015, to Year 11 and 6th Form students, and following an initial discussion with students about the sorts of areas of interest within psychology, we settled on Perception (specifically Optical Illusions) and also Memory: a good topic to get them thinking about memory-improvement strategies just in time for their GCSEs and A Levels!

On 'club-days' I deliver a short introductory 'lesson' on a specific theory and related models, albeit in a differentiated form, and then students are able to investigate areas further for themselves. The perception topic was by far the more popular of the two, as the group were able to produce their own illusions with many taking photos that were subsequently uploaded.

The club and subsequent blog are still in their infancy but the group have had creative control over its appearance and design, and one of my Year 13 students, SuHyeon Kim, offered to upload content and help appraise the group's work as part of her co-ordinator role. This is what she said when I asked her to comment on the site's development:

"I helped establish the Internet blog to display our work and to provide some simple explanations of interesting things about different topics. I used a free platform for the blog's site and it allows





Sarah's blog – <http://psychologyabcis.weebly.com/>

me to control much of the design. I have also asked some students to help with this.

"Even though the delivery of deep psychological ideas has not been our main goal, we have received much interest and excitement in the areas covered so far.

"This understanding has gained momentum and is demonstrated on the blog with pictures, articles and examples of our own experiments. Through creativity and teamwork the group have been able to successfully carry out experiments using guidance from myself and our teacher"

To see what we have been up to, check out:
<http://psychologyabcis.weebly.com/>

Sarah Best
(Head of Humanities/Social Science and
teacher of psychology and sociology)
<http://sarahbesty.com/>

12 Formative strategies to progress in lessons

1 OBSERVATION TOP TIP – HAVING A NOTE BOOK FOR EACH CLASS, WITH A PAGE FOR EACH LEARNER, WILL ALLOW YOU TO LOG VERBAL FEEDBACK.

Gain Information (Feedback from Learner to Teacher)

Watch/listen to learners working to establish what they know.

Decide whether intervention/modification is needed

Is anything being done incorrectly/ineffectively? Is more challenge needed?

Intervene/modify (Feedback from Teacher to Learner)

Use the data collected to adjust instruction to meet student needs (verbal feedback/pair with a learner who can share their knowledge).

Re-gain information (Feedback from Learner to Teacher)

Re-observe following intervention to see if progress has been made/further intervention is required.

2 STUDENT CONFERENCE

Gain Information (Feedback from Learner to Teacher)

One-to-one conversation with learners to check their level of understanding.

Decide whether intervention/modification is needed

Has the conversation revealed any issues?

Intervene/modify (Feedback from Teacher to Learner)

Ask the group a question to see if they have the same issue. If so, intervene at class level. Spend time with the learner supporting them, or pair with a peer for support.

Re-gain information (Feedback from Learner to Teacher)

Return for a follow-up conversation following intervention.

3 QUESTIONING-WHOLE-CLASS RESPONSE HINGE QUESTION

Gain Information (Feedback from Learner to Teacher)

Present learners with a multiple choice question. Two of the four answers should be predictable misconceptions about a designated concept, principle, or process. The other two should both be possible answers. All learners have to answer (mini-white boards/corresponding number of fingers). Ask those learners who gave a correct answer to explain their thinking (tests accuracy of understanding).

Decide whether intervention/modification is needed

Are misconceptions present?

For how many learners?

Intervene/modify (Feedback from Teacher to Learner)

Pair/group learners based on mixing those who have detailed understanding and those with misconceptions. Peer-teaching.

Teacher delivers in a different way if the vast majority hold misconceptions, challenging the few who do hold accurate understanding with a different task in order to differentiate.

Re-gain information (Feedback from Learner to Teacher)

Re-ask a similar hinge question following intervention.

4 FLIP CHECK

Gain Information (Feedback from Learner to Teacher)

On a mini white board/piece of paper:

(Side 1) Based on our learning so far, list a big idea that you understand and word it as a summary statement.

(Side 2) Identify something that you do not yet fully understand and word it as a question.

Decide whether intervention/modification is needed

Are the questions all similar or different?

Intervene/modify (Feedback from Teacher to Learner)

If all different, allow learners to pair-up and use each other as resources to answer questions with summary statements.

If all have a similar question, is teacher instruction on a whole-class level required?

Re-gain information (Feedback from Learner to Teacher)

Write a summary statement that answers the original question.

5 ENTRY SLIP

Gain Information (Feedback from Learner to Teacher)

As learners enter, give them a slip/have them hand one they completed for homework into you. They note down, three things they learnt last lesson, two things they found interesting and one question they need answering today.

Decide whether intervention/modification is needed

What questions need answering?

Intervene/modify (Feedback from Teacher to Learner)

Address the questions throughout the lesson.

Re-gain information (Feedback from Learner to Teacher)

Learners answer the question they had in a plenary/mini-plenary.

6 EXIT SLIP

Gain Information (Feedback from Learner to Teacher)

The last five minutes of the lesson is given over to learners completing the exit slip (as above).

Decide whether intervention/modification is needed

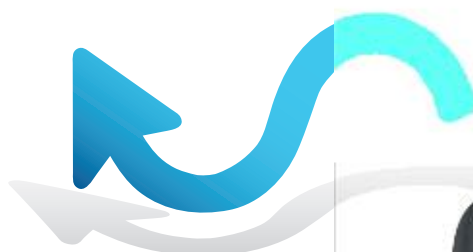
What questions need answering?

Intervene/modify (Feedback from Teacher to Learner)

Plan your next lesson in response to the questions.

Re-gain information (Feedback from Learner to Teacher)

Hand learners their slips back as they enter the room. Give them opportunities throughout the lesson to answer the question.





7 CO-OPERATIVE GROUP WORK

Gain Information (*Feedback from Learner to Teacher*)

Each learner writes a question/something they are struggling with from the lesson at the top of a sheet of A3 paper.

Decide whether intervention/modification is needed

What questions need answering?

Intervene/modify (*Feedback from Teacher to Learner*)

Organise learners into groups with different questions. Each member of the group has 90 seconds to write a response to each question, before passing it on to the right. They continue until they get their original paper back. Provide time for them to study the responses.

Re-gain information (*Feedback from Learner to Teacher*)

Select learners to explain what they now know.

8 3-MINUTE PAUSE

Gain Information (*Feedback from Learner to Teacher*)

At various points, learners stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience and identify any areas for clarification.

Decide whether intervention/modification is needed

What needs clarifying?

Intervene/modify (*Feedback from Teacher to Learner*)

Create an activity to address / integrate into the next development activity.

Re-gain information (*Feedback from Learner to Teacher*)

3-minute pause – what has been clarified? What has since been introduced? What connections can you make? What needs clarifying?

9 QUIZ

Gain Information (*Feedback from Learner to Teacher*)

Assess every learner for factual information, concepts and discrete skill. There is usually a single best answer.

Decide whether intervention/modification is needed

Peer – or self-mark answers. Which questions are learners getting wrong?

Intervene/modify (*Feedback from Teacher to Learner*)

Deliver a learning experience to address a question.

Re-gain information (*Feedback from Learner to Teacher*)

Re-quiz based on this specific area.

10 FOUR CORNERS

Gain Information (*Feedback from Learner to Teacher*)

Students choose a corner based on their level of expertise of a given concept etc. subject.

Corner 1: The Dirt ROAD (There's so much dust, I can't see where I'm going! Help!!)

Corner 2: The Paved ROAD (It's fairly smooth, but there are many potholes along the way)

Corner 3: The Highway (I feel fairly confident but have an occasional need to slow down)

Corner 4: The Interstate (I'm travelling along and could easily give directions to someone else)

Allow learners time to discuss with peers why they have placed themselves there.

Decide whether intervention/modification is needed

How many learners are in corners 1 and 2? What about 3? Is this accurate? Question learners in corner 4 to ensure that their self-assessment is accurate.

Intervene/modify (*Feedback from Teacher to Learner*)

Put learners in corners 1 and 3 together and those in 2 and 4 together. 3 and 4 peer-tutor 1 and 2.

Re-gain information (*Feedback from Learner to Teacher*)

Students re-choose a corner following peer-tutoring. Ask questions to check accuracy of self-assessment.

11 MUDDIEST POINT

Gain Information (*Feedback from Learner to Teacher*)

What is the muddiest point so far this lesson? Learners write down or verbalise response.

Decide whether intervention/modification is needed

What are learner's findings difficult? Is it all or some? Is whole-class intervention required? Is additional support for a few learners needed?

Intervene/modify (*Feedback from Teacher to Learner*)

Address the issue either on a whole-class or needs-based level.

Re-gain information (*Feedback from Learner to Teacher*)

Ask learners to write down/verbalise why the muddiest point is now clearer.

12 GOLDEN NUGGETS

Gain Information (*Feedback from Learner to Teacher*)

Throughout the lesson, learners note down 'golden nuggets' (key short and sharp bits of information that are important, which they previously didn't know). They review these at the end, order them in terms of importance and then share them with peers to debrief.

(This could be yellow post-it notes, a work sheet, their own paper etc).

Decide whether intervention/modification is needed

Are all golden nuggets accurate?

Has anything really important been missed?

Intervene/modify (*Feedback from Teacher to Learner*)

Address the issue either on a whole-class or needs-based level.

Re-gain information (*Feedback from Learner to Teacher*)

What is the most important aspect of today's lesson?

THE PiXL PROCESS

Creating Personal Learning Checklists (PLCs) in Psychology



Education today is all about progress, and although attainment is obviously still important, evidence of progress is king.

So the questions are: how do we measure, and track, progress and what do we do when insufficient progress is being made?

Following the demise of 'levels' at key stage 3 our school has decided to use the PiXL system. PiXL 6 is the 6th form version of this. At the moment we are only piloting the 6th form version and psychology has been at the forefront of this, but we will be implementing it in all subjects from September.

Central to the PiXL process is the concept of fine grading. Instead of predicting student a grade C, for example, a student might be predicted a C1, C2, or C3. A C1 represents a strong C, which could convert to a B, C2 a sound C and C3 a marginal C, which could go down to a D. These fine grades allows us to predict with much more accuracy and to identify which students are not at their minimum or target expected grades (MEG & TEG) and intervene as necessary. I tend to think of these in terms of C+ and C-, but that just shows my age!

PiXL aims to raise attainment through targeted intervention. To this end, personalised learning checklists (PLCs) are generated. For psychology, we did this by using the main bullet points on the specification and adding some skills-based statements too. The main challenge in designing these PLCs is to include enough detail so that they are meaningful, but not so much that they become unmanageable.

The first step in the PiXL process is diagnosis. We take a two-pronged approach, asking students to self-assess themselves against the PLCs and also using teacher assessment from formal tests. Understanding is measured on a simple three point scale: Green, Amber, Red. (see figure 1).

When the PLCs have been completed, the information is transferred to a centralised spreadsheet. The spreadsheet is conditionally formatted, so that entering 1, 2 or 3 automatically changes the cell to the relevant colour. By examining the spreadsheet you can identify two vital elements which enable intervention to be targeted:

- The specific individual learning needs of each student in the target group which can be addressed through small group intervention
- The topics which need to be taught to whole groups. This may be because they have yet to be taught or because they have been taught but not learned.

This diagnostic process leads to the next step in the PiXL process which they call therapy. In most schools and colleges this will be known as intervention. Using the colour coded spreadsheets enables the teacher to see what needs to be addressed through whole class revision sessions, what could be addressed in small focus groups and any individual needs which can be addressed in 1 to 1 sessions.

The next step in the PiXL process is testing. This enables the teacher to see if the intervention has been successful and whether or not red and amber can now change to green. In other words learning insecurities have been made secure, the spreadsheet is then updated. The whole PiXL process of diagnosis-intervention-testing can be repeated as many times as necessary throughout the year.

Throughout this year we have found the PiXL process to be useful in identifying intervention groups, if somewhat unwieldy. Next year we plan to break the process down into topics, rather than whole components (exam papers). We have put the PLCs at the front of each topic booklet and students will complete them as they go along. This will mean that teachers have less PLC information to input into the centralised spreadsheet at any one time. It also means that intervention can commence at the end of each topic, rather than waiting until the end of the component. Hopefully, this more timely intervention process will be much more beneficial to students.

For more information on the PiXL process see their website: <http://www.pixl.org.uk>

Deb Gajic, The Polesworth School

PiXL aims to raise attainment through targeted intervention. To this end, personalised learning checklists (PLCs) are generated.

Social Influence	GREEN	AMBER	RED
Types of conformity: internalisation, identification and compliance			
Informational and normative social influence			
Asch (factors: Group size, unanimity and task difficulty)			
Zimbardo – Conformity to social roles			
Milgram – Obedience			
Dispositional explanations for obedience – The Authoritarian personality			
Explanation of resistance to social influence – Social support and locus of control			
Minority influence, consistency, commitment and flexibility			
Social influence and social change			

Figure 1. Please indicate your level of understanding of each topic covered so far (Green = understand well, Amber = not sure about, Red = don't understand at all).



THE CONCEPT OF NOT HAVING ONE'S OWN DESK OR SEATED WORKSPACE DID SEEM A LOT LIKE AN EXERCISE IN ECONOMY, SAVING MONEY RATHER THAN HELPING PEOPLE WHO ARE WORKING.

But this study does suggest some real benefits for students, in this case primary age ones given a standing desk at which they could stand, or sit on a stool. The researchers measured engagement by on-task behaviours such as answering a question, raising a hand or participating in active discussion, and non-engagement by off-task behaviours like talking out of turn.

Almost 300 children were followed for one school year and the findings are impressive. Not only were previous research findings confirmed, that standing for class burned 15% more calories per unit time for normal weight students and 25% more for overweight

students, but engagement rose by 12%.

Some of this improvement could be a result of standing breaking up the monotony of sitting, and perhaps by the greater brain activity of maintaining balance whilst standing. But the findings do show a real reduction in negative behaviours including disruptive behaviours, and an increase in attention.

One of the researchers, Mark Benden says "Considerable research indicates that academic behavioural engagement is the most important contributor to student achievement. Simply put, we think better on our feet than in our seat."



We think better on our feet!



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DR EMMA DUNMORE • Head of Psychology, Harrogate Grammar School, ecd@harrogategrammar.co.uk

Psychology at the cu

A ONE DAY CONFERENCE FOR

We held our fifth biennial A level psychology conference on 3rd March 2015 when we were joined by researchers from a range of different fields of psychology. Here are summaries of four presentations written by year 12 students. This is followed by a set of top tips for organising your own one-day conference. We were honoured that Professor Vicki Bruce (Newcastle University) agreed to come to the conference as our keynote speaker.

FACTS AND FALLACIES ABOUT FACE PERCEPTION AND MEMORY: IMPLICATIONS FOR EYE WITNESS TESTIMONY AND THE USE OF CCTV IMAGES.

Professor Vicki Bruce illustrated the importance of the structure and momentary changes of our faces in our day-to-day face perception. She explained how newborns, just 48 hours old, show selective recognition of key figures. When their olfactory perception was removed through the smell of a new fragrance, the newborn babies would stare for longer at their mother's faces than the faces of other people in the room. This suggests we have an instinctive focus on faces for recognition and identification. What was particularly interesting was a study, conducted in the University of Newcastle, where people were more likely to donate money to a coffee donations box when there was a face paired with the notice compared to a control pattern. This suggests that even pictures of faces can manipulate our actions, and this has practical implications in metro stations where a pair of eyes might be paired with a warning sign to deter people from standing too close to the edge of the platform, reducing the risk of injuries.

Although we are able to see the resemblance between faces, we are less skilled at identifying people from faces themselves, for example in identifying a criminal from a picture of a face. This was applied to eye witness testimony, where 70% of cases have included misidentifications. Studies have found a low percentage accuracy in identifying the correct person through a composite sketch of their face. The process of retrieving individual features of a criminal's face from memory is unnatural as we tend to perceive the face as a whole. This also explains why pictures of two different faces distorted together can be disturbing to look at as the brain finds it more difficult to process. Professor Bruce concluded by explaining 'EvoFit' – a system providing the witness with a screen of 'whole faces' – each will differing slightly from the other. The eyewitness can select the face they think resembles that of the criminal the best, and the system will generate more whole faces based on this selection, eventually narrowing down and hopefully providing an accurate representation of the criminal. This system focuses more on our ability to see the resemblance between faces as opposed to recalling individual features of a face from memory, and could hopefully improve the accuracy of the use of eyewitness testimony in the justice system.

Michael Clarkson

We were most grateful to Dr Mark Wetherell from Northumbria University for talking to us about the role of the ethics committee in psychological research and about his work on stress.

THE PSYCHOBIOLOGY OF STRESS

This talk consolidated what we had learnt in lessons and was a great way to revise how the sympathetic nervous system works and its effects the body. On top of this, it was useful to focus more on how cortisol reinforces the fight or flight response, and how it increases cells' sensitivity to adrenaline and noradrenaline.

My knowledge was furthered by seeing the effects of long-term stress on sleeping patterns. It was interesting to learn that due to high levels of cortisol in chronically stressed people, they have trouble sleeping as their cortisol levels remain high during the day instead of gradually lowering as they would in someone who is healthy. Cortisol levels are also high in people who take drugs like ecstasy. Ecstasy can heighten cortisol levels by up to 800%. Over a prolonged period of taking ecstasy there is a high risk of over activation of cortisol meaning people's memory can be impaired, their sleeping patterns can be ruined, and they can suffer from anxiety and depression.

Dr Wetherell's stress talk was not only interesting, but useful to my A Level psychology learning. It was a great way to revise some key facts about stress and its effects on the body and I enjoyed listening to such an experienced psychologist.

James Shuffley

Ellie Willard told us about some very recent research that she has been carrying out at Leeds Beckett University, based on the experiences of people who struggle significantly with maths and numeracy.

NUMBER SENSE FOG: WHY SOME PEOPLE CAN'T DO MATHS

This talk was given by Ellie Willard on the topic of dyscalculia. People who suffer from dyscalculia have difficulty with understanding the maths that they encounter, both in the classroom and in everyday life: for example people who have dyscalculia may struggle to count change, so may pay for everything in notes. They may also struggle to tell the time and even to perceive numbers at all. Ellie Willard's research mostly focuses on primary dyscalculia, where sufferers struggle with arithmetic and maths, and in her research she found that 3-6% of the students she examined had this form of dyscalculia. She also noted that findings on gender differences in people with dyscalculia vary, but that she found more females suffered from the condition than males. In order to help sufferers she suggests that intervention is necessary in order to help alleviate problems, and this can be achieved through awareness, age-appropriate materials to help people with dyscalculia and funding given to schools to help students with the condition.



ting edge: A LEVEL STUDENTS.

Furthermore, she suggests that more research is needed in order to fully understand and help sufferers of dyscalculia both in school and everyday life.

Danny Mears and Francesca Wheeler

The final talk of the day was on a topic of interest to most adolescents online social networking, by Dr Sally Quinn from the University of York. Her findings were surprising to some of the teachers in the audience!

EARLY ADOLESCENT ONLINE SOCIAL INTERACTIONS AND FRIENDSHIPS

Dr Sally Quinn spoke about how online social interactions can affect the friendships of early adolescents. I found it very interesting to find out about the two theories related to online social interactions and friendships. One theory, the displacement hypothesis, is that online social interactions have negative impacts on the friendships of early adolescents. This is due to online social interactions taking early adolescents away from face to face social interaction. The second theory is the stimulation hypothesis, which states that social networks are another way to communicate, so they benefit early adolescents. Valkenburg et al's study supports the latter hypothesis and found that online social interactions can increase the closeness of friends which is good for friendships. This study was done on a Japanese social networking site.

Walther's hyper-personal theory is useful in understanding how online social interactions can increase the closeness of friends. When communicating online you are able to think about, and edit, what you say before you send a message, because it is 'asynchronous communication'. Asynchronous communication leads to more self disclosure, which is when friends share more of their intimate thoughts and feelings. This improves friendship quality, which in turn increases someone's wellbeing. Therefore Walther's hyper-personal theory supports the stimulation hypothesis.

Dr Quinn did a study on how group-belonging correlated with the use of social networking sites. They found that older boys who had a more intense use of social networking sites had a higher sense of friendship belonging. Whereas less use of social networking sites was associated with a lower sense of friendship belonging. They found that early adolescents, especially boys, had better self-disclosure skills, due to them using online social networking to practise these skills. This may be due to boys using social networking sites on group levels such as gaming sites, which makes them feel like part of a group.

In conclusion, all this evidence supports the idea that social networking is good for early adolescents especially for their friendships and sense of belonging.

Hannah Ibbetson

TOP TIPS FOR ORGANISING YOUR OWN CONFERENCE

- 1 Approach researchers at local universities who work in areas of interest to your students and / or approach researchers that you remember being really good lecturers on your own psychology degree. I have always found researchers to be very helpful and willing to speak. Do not be afraid to approach famous researchers, they are just as helpful and will often recommend another speaker if they are not available.
- 2 Give your speakers a strict time limit for their talk (no more than 30 minutes including questions). It is worth giving your speakers an idea of the sort of topics that the students will have covered already. Remind speakers that students generally enjoy talks that are as interactive as possible.
- 3 Have no more than four speakers in the day. Our conference started at 9.30am and finished by 3.00pm.
- 4 Build in some interactive exercises that require students from different schools to work together. We included an exercise where students worked as an ethics committee to evaluate a research proposal. Students also witnessed a 'prison riot' that broke out in the conference (with the aid of the drama department) and they were set the challenge of using their knowledge of psychology to improve conditions in the fictional prison.
- 5 Start planning your conference and inviting speakers at least six months prior to the conference.
- 6 As soon as you have two speakers who have agreed to attend then invite other local schools.
- 7 Offer refreshments to all the students tea/coffee and biscuits mid morning and a buffet lunch. This means that you do not 'lose' students to the shops at lunchtime and it gives a real conference feel. Factor the refreshments into the cost of the conference.
- 8 If possible offer to pay travel expenses to your speakers and factor this into the cost of the conference.
- 9 Try to keep the conference cost to a minimum (no more than £15 per person). We just charge internal students for the cost of the lunch because it is compulsory for our internal students to attend, whereas external students pay slightly more.
- 10 Identify students to help at the conference by registering students on arrival, helping speakers to load up their power points, serving refreshments, writing conference summaries, asking questions and so on. Remind them that they can mention their involvement in the conference on their UCAS applications!

Please feel free to contact me if you would like any further information or advice.



HELEN KITCHING • CPsychol, AFBPSs, QTLS

FIND SOMETHING Different

WORKING TOWARDS A SMOOTHER TRANSITION TO HE

I was talking to a colleague in Higher Education at a recent transitions event run by the Division of Academics, Researchers and Teachers in Psychology (DART-P) of the BPS.

We were discussing the sorts of things students really struggle with when they start their undergraduate course at university. She told me that she asks the students to go and research 'something' to present to the class at the next seminar but the students want to know: What topic? Which book? What page? It got me to thinking about my own students and how often, when we are doing a topic and I ask them to find me something in their textbook, they often ask me 'which page?' My general reply is 'I don't know', not because I genuinely don't know, but because I want the students to be able to use an index or a contents page and find out for themselves, only to watch the lower ability students struggle and rely on the higher ability students to find the page for them.

I thought that I would take this one step further, based on my discussions, and try to get all the students to act more independently. As we were about to start looking at the cognitive interview, I asked my students to find an article on-line about the cognitive interview. I told them they couldn't use Wikipedia (apart from using the reference section to find an article) and I explained in detail the conversation I had had with the university lecturer and my rationale behind the task. I asked the students to find something different, something interesting about the cognitive interview to present to the class. They also needed to know who the article was by, a date if possible

and a link to where they found it (not quite APA referencing but a start!).

In the next lesson I asked the students to show me what they had found. The vast majority had managed to complete the task but I was disappointed to find that every single student, bar one, had gone to Google, scrolled down to the next article after Wikipedia and printed that off. They had 'failed' the task.

I explained again, that I wanted them to find something different and interesting, and not just go for the easy option, to research and look at a variety of sources and bring the one that they found most interesting. I also took the opportunity to introduce them to Google Scholar (something I will do first next time).

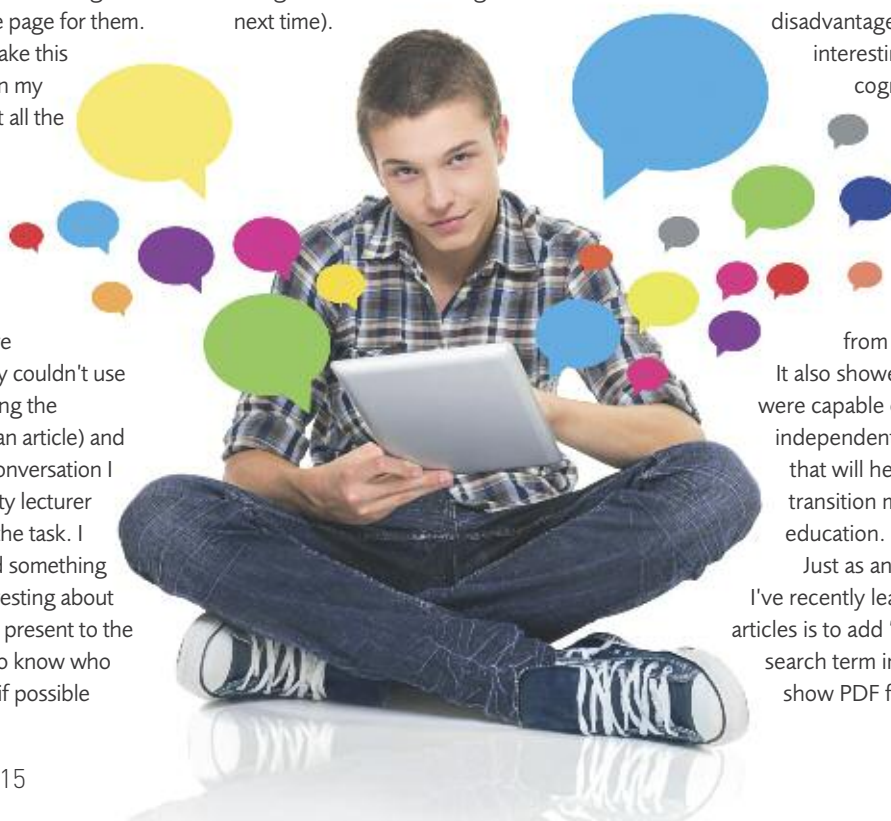
The following lesson I waited with some trepidation to find what they had brought with them but I was pleasantly surprised. They had all stepped up to the mark and found something different only a couple of students had got the same article and even they were able to give me different information in their summaries.

We went around the class and they verbally summarised the key points of the articles they had brought and I wrote these on the board, whilst the rest of the class copied them down. At the end of the lesson we had a board full of information about the cognitive interview. Between them, they had managed to get all the key aspects, research-based advantages and

disadvantages and some other interesting snippets about the cognitive interview. We had also discovered who the key researchers in this area were, and how many years they had devoted their career to investigating it. It made a change

from just using the textbook. It also showed the students that they were capable of researching independently and using the skills that will help them to make the transition more smoothly to higher education.

Just as an end note, another way I've recently learnt of searching for articles is to add 'Filetype:pdf' after your search term in Google and it will only show PDF files.





A PASSION FOR DEVELOPING THE INDIVIDUAL, THOUSANDS OF MILES FROM A BALI BEACH;

the journey of a Counselling Psychologist



DAISY BEST • Programme Director for the Doctorate in Counselling Psychology, Teesside University

During a visit to a university psychology department when I was in the sixth form, I decided that I wanted to be a psychologist. I wanted to make a difference, to help other people 'grow' and to give something back to society after my life had, thus far, gone so very well. My route into Counselling Psychology is as unique as the journey of all who travel into the field of applied psychology.

Following the completion of my psychology degree at Liverpool John Moore's University, I worked as a care assistant with adults with learning disabilities before gaining work as an Assistant Psychologist with the same client group. Around twenty years later, I am a Chartered Counselling Psychologist, the Programme Director for the Doctorate in Counselling Psychology at Teesside University and have established my own private practice after a number of years of working in the NHS.

Counselling Psychology was first recognised by the British Psychological Society (BPS) and, became a Section, in 1982 before becoming a Division. It was firmly rooted in the realms of the subjective, phenomenological experience of clients, as in psychotherapy and counselling, whilst keeping one foot firmly within psychology as a scientific discipline. This continues to be the case as counselling psychologists maintain a scientist-practitioner stance, contributing to evidence based practice and practice based evidence as well as having knowledge and understanding of at least two therapeutic approaches. Therapeutic work is therefore underpinned by the knowledge and application of research, ethics and psychological theory whereupon the practitioner maintains a reflective stance.

There are two routes into counselling psychology within the UK; the BPS Qualification in Counselling Psychology and the Doctoral route, provided by one of the 13 Universities in the UK. I studied the Qualification and am now Programme Director for the third longest running course in the UK, so I have gained an informed understanding of both routes. The former is a very flexible route, in that it enables the trainee to work whilst studying (providing that the work is counselling related) and, as with both routes, the trainee is required to undertake 450 hours of supervised clinical practice so the work needs to be clinically relevant. The Qualification also allows the trainee to develop working knowledge in the therapeutic modalities that they prefer and to study over a longer period of time than might be possible on a taught Doctorate.

With the taught Doctorate (certainly at Teesside University), trainees are provided with support to find placements, (both within the third sector and through our contact within the NHS) and the teaching is delivered by a team of Chartered Psychologists (unlike the Qualification where they need to source their own formal learning). Those studying for a Doctorate also have the advantage of being awarded with a Doctorate on successful completion in comparison to the Qualification Route.

For both training routes, emphasis is placed upon self-awareness and the development of reflexivity. Trainees are required to engage in

40 hours of personal therapy. Often (and I was one of them!) trainees can begin their own compulsory therapy with the idea that they don't really have much to say, but this usually changes as they gain more experience with clients and begin to develop a deeper awareness of their own defences, struggles, anxieties and fears. I often tell students that they might not think they need therapy until they have settled into the course and then they wonder how they could ever manage without it! Yalom (2001) stated that an understanding of our own feelings can provide us with access to the feelings of our client and thus enable us to form a meaningful connection with them.

Engaging in personal therapy, training in two therapeutic orientations and placing emphasis upon the therapeutic relationship are some of what distinguishes Counselling Psychologists from our Practitioner Psychologist siblings. Furthermore, our formative training in psychology, emphasis upon research and our training in two therapeutic orientations sets us apart from many of our Psychotherapy/Counsellor colleagues.

As a trainee, I worked within the NHS (primary care, learning disabilities, child and adolescent mental health services and a crisis team) and the third sector (HIV and substances misuse services). As a Chartered Counselling Psychologist, I have worked within the NHS as part of a Clinical Health Psychology service. I worked with adults with chronic pain, and my Practitioner Psychologist colleagues in the team worked within diabetes, bariatric, cancer, palliative care, stroke and cardiac services. Counselling Psychologists may also work within the NHS in adult or child mental health services, learning disabilities or older adults' services. In addition, the training equips us to work independently or for private companies and, of course, some of us navigate our way into academia!

Sometimes, I wonder how it would be to stack deckchairs on a soft, sandy beach in Bali with the clear blue seas and sunshine all around me. I soon return to the present, however, where I feel privileged to contribute to the learning of others and to witness the growth and development of my clients who allow me to travel with them on their journey through life. I wouldn't do anything else... but I do like my holidays... and I've never been to Bali.

Daisy Best is the Programme Director for the Doctorate in Counselling Psychology at Teesside University, see www.tees.ac.uk and runs her own private practice, see www.northyorkshirepsychologicaltherapies.co.uk

For the BPS Qualification in Counselling Psychology, see www.bps.org.uk/careers-education-training/society-qualifications/counselling-psychology/counselling-psychology



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IN-GROUP, OUT-GROUP

THE CLASSIC RESEARCH ON IN- AND OUT-GROUPS AND PREJUDICE COMBINED ALLPORT'S (1954) AND TAJFEL'S (1979) RESEARCH TO FORM THE SOCIO-COGNITIVE THEORY OF PREJUDICE, BASED ON INDIVIDUAL PREFERENCES RATHER THAN FACTS.

The suggestion is that our preferences are part of a search for coherence within our group, as well as just making sense. When our preference becomes a belief, this belief can lead to a dispositional attribution which is unfavourable to others and then to 'a further belief... that one's own group need not be pro-social towards those others' (Bentley, 2009).

What coherence and making-sense in real life can produce the belief in an out-group being viewed as unworthy of pro-social attitudes, beliefs and actions? Looking at the situation in Europe now, and in the last century, it seems that personal economic worries easily become threats, so that we may search for people who we can label as responsible for our real or imagined woes. For example, the economic depression of the 1930s is said to have contributed to the prejudice against Jewish people and the horrors which followed.

Does this still happen, and does this dispositional belief come from hard-wiring in our brains, innate and nature rather than nurture? Clearly it does still happen here in the UK, as we see some groups labelling immigrants in a very negative way. For example as stealing jobs from UK nationals, and ignoring the facts, such as employers stating that they are employing immigrants because they have had no success in finding UK local people to fill their vacancies.

This is not just a European attitude. A 2014 study by researchers at New York University showed that when the economy declines African Americans are more likely to be seen as "Blacker" and to bear negative stereotypical features. Their findings, reported in the journal *Proceedings of the National Academy of Sciences*, suggest that economic duress may spur racial discrimination. David Amodio, the study's senior author, says "It is well known that socioeconomic disparities between White Americans and racial minorities expand dramatically under conditions of economic scarcity. Our findings indicate that scarcity changes the way that the people visually perceive another person's race, and that this

perceptual distortion can contribute to disparities." The study also suggests that these prejudices occur without people being aware that it is happening. "The study's findings point to a new challenge to discrimination-reduction since perceptual effects appear to operate without a person's awareness," adds co-author Amy Krosch. "People typically assume that what they see is an accurate representation of the world, so if their initial perceptions of race are actually distorted by economic factors, people may not even realize the potential for bias."

The study used male and female white participants. First they completed a questionnaire which assessed their concerns about economic competition between Black and White Americans (e.g. "When Blacks make economic gains, Whites lose out economically") the key questions were embedded in a questionnaire that was otherwise irrelevant to race, in order to hide the researchers' main interest.

Then the participants saw 110 computer-generated morphed faces that ranged in racial content from 100 percent White to 100 percent Black in 11 different increments. Faces were presented one at a time, in random order, and subjects were asked to identify whether each face was Black or White. Participants who believed more strongly in resource competition between Whites and Blacks had a lower threshold for identifying mixed-race faces as Black than did subjects who did not hold these views.

A second experiment was done to test the theory that economic problems were causally linked to the racial perceptions. Priming words were flashed for 20 milliseconds before each facial image was

People often make important decisions about others based on very little information.



OP
YO
NA

AND CONFLICT



EVIE BENTLEY •
sussexsciencetutor.co.uk

shown. Three sets of words were used. Economic scarcity primers included scarce, resource, sparse, limited; neutral words included fluffy, appetite, scenic, antique; and negative words unrelated to economic scarcity were also used, such as brutal, confront, odious, fragile. The findings

showed that the economic scarcity words had a clear effect: mixed race faces were identified as 'black' in 41-43% of black-feature faces in the neutral or negative primed conditions, but in the experimental primed condition faces with only 35% black features were labelled 'black'.

A second experiment was done to test the theory that economic problems were causally linked to the racial perceptions.

A third experiment identified the participants' composite mental representations of a Black person in the

experimental economic scarcity condition and in the control, neutral condition. The former was significantly more stereotypically dark-featured than the latter.

We see some groups labelling immigrants in a very negative way.

In the fourth experiment these composite faces were shown to a new cohort of white participants, randomly selected in a city park. They were told that 'people often make important decisions about others based on very little information' and that the researchers were interested in how 'deserving' a person is can be perceived just from appearance. Participants looked at the faces created in experiment three, side-by-side, and were asked how they would divide \$15 between them. They allocated significantly less money to the economic scarcity face than the control face.

The research team concluded that, "Together, our results provide strong converging evidence for the role of perceptual biases as a mechanism through which economic scarcity enhances

discrimination and contributes to racial disparities."

More recent research suggests a new model, explaining altruistic or spiteful behaviour, which could link to prejudice, and tie in with the 2014 research described above. Krupp and Taylor (2015) have an evolutionary explanation, based on their research, which found that the appearance of surrounding neighbours is an important factor in our behaviours. They say that individuals who are very similar to the rest of the group are only slightly altruistic to the other members, but are very spiteful to dissimilar others and may well go to great lengths to harm them. Whereas those who appear very different from most of the group will act very altruistically towards similar others and only slightly spitefully to the dissimilar majority. The evolutionary take on this is based on inclusive fitness theory, blood kinship, where humans and other organisms will give more help to those with similar genes or, as this research suggests, act very negatively towards those who are clearly dissimilar.

This knowledge could be so useful in improving awareness of our human ability to misjudge cause and effect. It is easy to see how the ability to strengthen in-group cohesion and increase anti-social behaviour towards out-groups could in some situations be advantageous to us, but could also lead to serious problematic attributions and behaviours such as can be seen in the UK and many other countries right now.



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PSYCHOLOGY FOR PARENTS OF YOUNG CHILDREN IN RUSSIAN KINDERGARTENS

One of the goals of kindergartens is to collaborate with the parents of the children. According to Russian legislation (Federal Law of Education in RF 1992, 2012) parents are the main teachers of their child and specialists are there to help them.



PROFESSOR OLGA ZVEREVA •

Moscow State Pedagogical University,
Russia





The Federal State Standards of preschool education were published later in 2013 and in these important documents is the article about collaboration with parents. This idea isn't new: many Russian psychologists and teachers talked about it many years ago.

In the 1970s and 1980s there was mandatory education of parents in the Soviet Union, based on a unified curriculum, so teachers in kindergartens had to teach parents how to educate their child. But this was an inefficient way because it focused on general topics of communication, and the personal experience of parents was not considered. The main way of communication was monologue.

Nowadays parents are more like 'partners' of teachers. The motto of communication with parents is 'we help parents to teach their children, and what we suggest should be interesting and useful for them'. So, in effect, psychologists influence children indirectly via their parents. Areas for action of psychologists are consultation, education, and joint activities. Communication is built on the principles of dialogue and trust, the key to good communication is 'partnership'. The teacher must take into account the needs of parents and provide appropriate psychological knowledge. According to these needs each kindergarten or school writes a special curriculum for parents and that's why it is a different curriculum in each organisation.

We always gather the opinions of parents and, as a rule, they are interested in the mental development of their children. They want to know how to prepare him/her to do better at school, how to teach him/her to read and write, but they do not tend to worry as much about moral development, positive emotions, health and mood. Unfortunately, re-education of parents is sometimes difficult!

In the kindergarten psychologists often work with parents individually, according to what they choose to do. We suggest that parents write a composition entitled 'My first day at school'. They write about their first teacher, their opinion about school life and their class mates, all things intended to stir their memories. We sow the seeds of psychological literacy about general preparation for going to school that includes physical, mental, moral development. Parents have to know about their child's motivation and intentions. Psychologists invite parents to attend lessons in kindergarten, to take part in lessons as pupils, to discuss what they have learned and how they feel. They aim to give parents useful information about their child's development using booklets, websites and handouts.

There are group consultations for parents too.

There are 'advisory points' in kindergartens and schools, for parents whose children who do not attend. Parents can always get professional help if they need it. These points are very popular because the psychologists can speak with the clients personally, 'face-to-face', taking into account their needs.

Special brochures for parents are published and they provide 'quick psychological assistance' for families. For example, there are such topics in brochures as 'Developmental stages of the child', 'How to help your child to focus on success', 'How to help your child to achieve normal mental development', 'What to do if your child is sluggish, or if your child is hyperactive', etc.

As well as having conversations with parents, psychologists also carry out measures of the mental development of children. This is carried out only with consent of parents and, on the basis of their findings, the psychologists may consult the parents.

Psychologists organise joint activities for parents and children in kindergarten. These take the form of activities such as 'The club of interesting meetings', 'Let's make acquaintance', 'Dog-show', 'Family theatres', 'Happy birthday', etc.

Of course, not all parents are interested in this program. Some of them ask many questions, attend all classes and read the recommended psychological literature but others don't show any interest in the sphere of development of the child. We encourage them to be interested in the achievements of their children, to give the good characteristic to their child, and pay attention to their problems.



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MINDFULNESS IS A STATE OF ACTIVE, OPEN ATTENTION TO THE PRESENT. WHEN YOU'RE MINDFUL, YOU OBSERVE YOUR THOUGHTS AND FEELINGS FROM A DISTANCE, WITHOUT JUDGING THEM GOOD OR BAD.

Instead of letting your life pass you by, mindfulness means living in the moment and awakening experience. In brief, mindful acceptance gives us choices. This is perhaps best summed up by the poet Rumi, in his writing of 'The Guest House'

*This being human is a guest house.
Every morning a new arrival.*

*A joy, a depression, a meanness,
some momentary awareness comes
as an unexpected visitor.*

*Welcome and entertain them all!
even if they are a crowd of sorrows,
who violently sweep your house
empty of its furniture,
still, treat each guest honourably.
He may be clearing you out
For some new delight.*

*The dark thought, the shame, the malice,
meet them at the door laughing and invite
them in.*

*Be grateful for whoever comes,
Because each has been sent
as a guide from beyond.*

(Jalaluddin Rumi, in *The Essential Rumi*, translated by Coleman Barks, 1999)

With its roots in Buddhist philosophies this is not a new concept because it has been part of Buddhist meditation for over 2,500 years. Today it is used to help us deal with the challenges of modern life, and to make the best use of being a 'fully conscious being'. There are a range of techniques that can be used, and research from the University of Massachusetts Medical School (UMASS) reports extensive clinical findings in relation to chronic pain conditions, anxiety & panic attacks, stress relief, and substantial reductions in hostility and mood in the prison population. The development of Mindfulness-Based Cognitive Therapy (MBCT) a stress-reduction programme which empowers patients to take more control of their lives, has proven to be very successful.

Added to this, the UK National Institute of Clinical Excellence (NICE) maintain it is a very effective treatment. Findings from clinical trials indicate that it reduces rates of relapse in depressive episodes by 50%. Findings by Shapiro et al reported that mindfulness enhances the ability to maintain preparedness and to focus attention, and improves information processing ability. A study by Huppert & Johnson (2010) conducted on adolescent boys in a classroom setting, found that there was a difference in well-being related to personality variables, and 74% of the students said they enjoyed the mindfulness training and would continue with it in the future. White (2012) undertook a study with teenage girls from two schools,

What is



who met for one hour each week for eight weeks, and did 10 minutes of daily homework, resulted in both groups reporting increased levels of self-esteem and self-regulation.

Upon reviewing a total of 52 research papers, Greeson (2008) concluded that mindfulness is associated with less emotional distress, more positive states of mind, and a better quality of life. Mrazek et al (2013) found the after a two week mindfulness-training course, participants reported improved GRE (reading-comprehension scores) greater levels of working memory capacity, and a more focused mind set. Baer et al (2012) conducted a study to examine the weekly changes in self-reported mindfulness and perceived stress in participants who completed an eight week course in mindfulness-based stress reduction (MBSR). 87 adults (mean age 49 years, 67% female) completed weekly mindfulness skills and self-report assessments. The results reported that participants perceived less stress having undertaken the MBSR course, which was consistent with previous studies. Findings from research on a sample of 400 children in relation to the practice of mindfulness suggests that it can help children pay attention, build empathy and self-awareness, improve self-control and reduce stress (Black & Fernando, 2013).

A CLASSROOM EXERCISE

Our minds are often not focused on the 'present' and it is very easy to lose awareness of the present moment. By practising mindfulness techniques, this will allow us to be fully present in our life and work, and improve our quality of life. The benefits include allowing us to slow down and respond more effectively to complex situations, and to see situations more clearly without being judgemental. A basic exercise, and starter, to use with students and/or yourself, is just a simple breathing task. Get them to close their eyes, and focus on the sensations that their breath makes as it flows into and out of their body. If/when they notice that their mind begins to chase after different thoughts, get them to bring their awareness back to the sensations of the breath. Do this for 4 or 5 minutes at the start of the lesson to get them focused on the lesson.

This is also a good technique to practice in tutor group sessions and around exam time. (For a full and detailed course, complete with exercises and CD, I highly recommend Williams & Penman's text which can only help you lead a more content and stress-free life). There are also a range of mindfulness exercises which include; the body scan, walking mindfulness, eating mindfulness and physical discomfort. The Mental Health Foundation has a number of

downloadable podcasts which you might find very useful. By learning to be mindful we can focus on the present, and deal with the future when it arrives. The present moment is, in fact, life itself.

Mindfulness?

TREVOR DUNN •
BA MSc MA (Cantab)
CPsychol CSci AFBPsS
FHEA FRSA,
tpd@cantab.net

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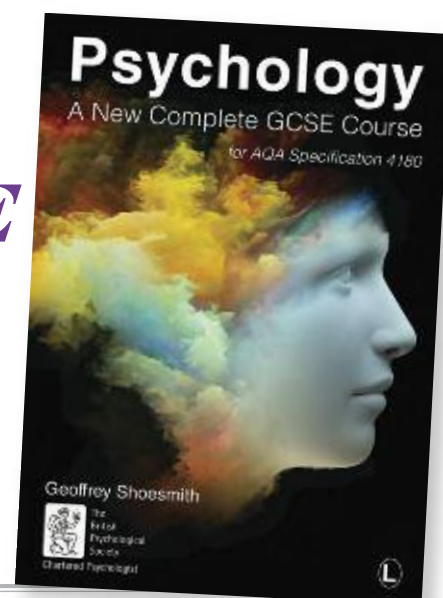
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Psychology A New Complete GCSE Course: for AQA Specification 4180

Geoffrey Shoesmith

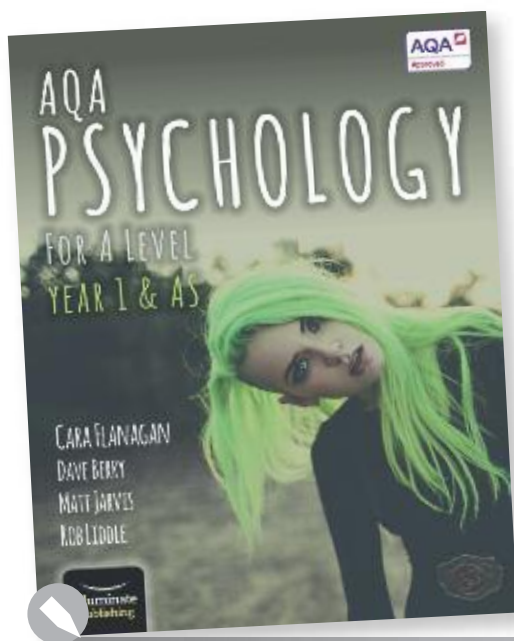
ISBN 9780718893286, 280pp. 10 black & white images, 14 figures, 23 tables



HELEN KITCHING • CPsychol, AFBPsS, QTLS

This new textbook for GCSE Psychology follows the AQA specification, written by experienced author Geoffrey Shoesmith. It provides a clear breakdown of the specification in terms of lesson planning which would be really beneficial to teachers who are new to teaching the specification. It also identifies all the main studies that learners need to know for each unit. There are tips for answering exam questions and a focus on what the examiner is really looking for. The content of the book itself is set out lesson

by lesson with concept checking throughout and answers provided at the end of each 'lesson'. The layout of the textbook is quite minimalist and makes learning clear and easy to follow with some information presented in tables for clarity. From a personal note, I would prefer a little more colour and more images but it does provide a clear, supportive framework to teach from, which can, of course, be complemented by brighter imagery from the teacher.



AQA Psychology for A Level Year 1 & AS

Cheltenham Illuminate Publishing

Flanagan C, Berry, D, Jarvis M, Liddle R, (2015)



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

I think this book is destined to be forever known as the 'green haired girl' book. Love or hate the cover (and I love it), it is certainly distinctive. All psychology teachers were eagerly awaiting the publication of the new textbooks for the new specifications for first teaching from September 2015, and this one doesn't disappoint.

The main strength of this textbook, for me, is its clear, user-friendly layout. There are links to the specification and it is made very clear what is required for just AS and what is required for year 1 of the A level. Each bullet point in the specification is covered in a two-page spread, which also includes key terms, evaluation, application ideas, links to possible practical activities where appropriate and questions to

check the student's knowledge and understanding. At the end of each chapter are multiple choice questions, sample examination questions with exemplar answers and very useful revision summaries.

I'm sure my students will love this book and feel very confident using it. Many teachers, including me, are still a little unsure about the level of detail required and I found this textbook very reassuring. Most of the content was very familiar from the old specifications and I now don't feel quite as daunted at the prospect of writing a new scheme of work and teaching resources. As a teacher I will obviously use a range of resources and textbooks to plan, but this little book is an excellent starting place.

The Association for the Teaching of Psychology Officers and Committee

Helene Ansell (Chair)

Issues and Lobbying
helene.ansell@btinternet.com
07454 282638

Laura Quaife (Vice Chair)

Website Team
Ljvincent22@hotmail.com

Morag Williamson (Secretary)

ATP Scotland representative
EFPTA representative for ATPS
moragwill@aol.com
07718 647487

Deb Gajic (Treasurer)

d.gajic@sky.com
02476 372847
07920 056937

Dorothy Coombs

EFPTA representative
BPS Liaison (Education and Public Engagement Board)
OCR Forum
Editor ATP Today
dorothycoombs21@gmail.com
07954 372 340
01287 636502

Clare Deavall

Membership (Recruitment and Support for NQTs)
c.m.deavall@btinternet.com

Helen Gibb

Conference Exhibition Organiser
helenjg@gmail.com
07939 116518

Helen Kitching

Ex Officio Conference Organiser
BPS Liaison SCOPTE/DARTP
helenkitching@gmail.com
07766 257543

Andy McCarthy

Helpline: Research Methods and Statistics
amac54@btinternet.com

Jock McGinty

CPD and NSLC Links
mcginty@watfordboys.herts.sch.uk

Harriet Riley-Ennis

Magazine Team
ennis@boothamschool.com
07531 911665

Ann Skinner

Membership Team
ASE and ASAB liaison
annskinner@blueyonder.co.uk

Wendy Wood

Membership Team
Conference Bookings
wendywood@blueyonder.co.uk
0191 265 0304
07947 606119

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