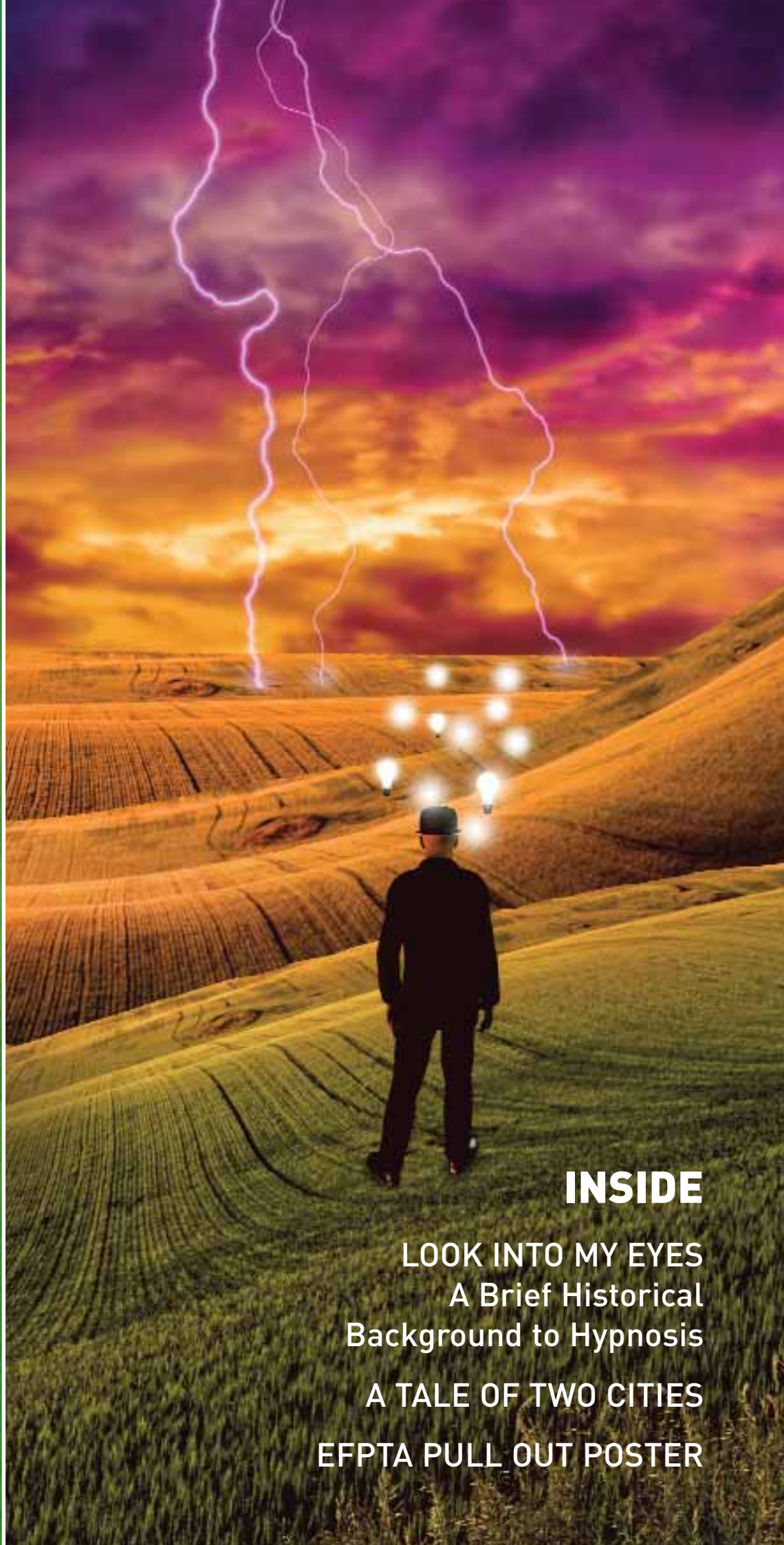


ATP TODAY

The Magazine of the Association for the Teaching of Psychology

January 2011



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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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FROM THE EDITOR

Welcome to 2011. A new year of new opportunities, new challenges and new adventures. Well done on surviving the first (and in my opinion always difficult) term, it's all plain sailing from here. (Well perhaps not quite that easy but I remain hopeful.)

Don't forget (in the few weeks when we all promise to be

organised, make profuse use of our new shiny diaries and have planned with military precision, every lesson and event, personal and professional for the next month) that the ATP conference this year is going to be spectacular, so book early to avoid disappointment.

You also may notice that I have included a letters page combined with a Twitter page. This is a new feature so feel free to send me your letters or favourite tweets at laura.rudd@franklin.ac.uk

Laura Rudd, laura.rudd@franklin.ac.uk



FROM THE CHAIR

Happy New Year to you all! I trust you had a restful and enjoyable Christmas after a gruelling and tiring autumn term. Added to our usual stresses at that time of the year, was the earliest severe weather in memory. Whilst we all welcome a snowy duvet day, the

impact of lost teaching days will be felt for sometime yet.

Fortunately, or unfortunately, depending on your point of view, North Warwickshire was not badly hit, so no snow days for me! Hopefully, January exams went well for you and your students, so now it's full steam ahead for the summer exams (does it never end!!!).

Here at the ATP we are busy making plans for our one-day event

in Doncaster in March (www.theatp.org for further details) and the Annual ATP Conference in July (www.atpconference.org.uk), hopefully I'll see you at one (or both) of these events, they will be excellent and, as always, great value for money, so book your place early.

I'm sure you will agree that Laura has done a great job with this edition of the magazine; please support her by contributing articles or even just ideas for articles. We would really like to get a letter page up and running, so if you feel inspired to comment on any of the articles, please email Laura.

Have a very productive Spring term and try not to work harder than your students!

Deb Gajic
d.gajic@sky.com



MEMBERSHIP UPDATE

PAYMENT: Full Members

Paypal and Standing Order are our preferred payment methods for all new and existing Members, as they enable us to keep our running costs down. If new Members, or PayPal

Members, want to pay by Standing Order, they will need to email me for a form. Although we are trying to phase out cheque payments, it is still possible to pay by cheque for the time being – please email me.

The annual membership fee is £25.00 by PayPal and Standing Order, £30.00 for cheque payment (to reflect the extra administration costs involved).

PAYMENT: Students

This has been increased from £5.00 to £10.00 from January 2011. To qualify for student membership you must be on a full-time recognised PGCE/PG course for teaching psychology.

Paypal Difficulties

We've had some hiccups with the new system of PayPal annual renewal payments.

If your card details stay the same, PayPal will remind you that your annual subscription is due, ask if you want to make the payment, and then they will renew your subscription automatically.

However, if you've changed your card details, for any reason, PayPal cannot make a subscription payment until you have reauthorized them to do so with new card details. This means re-registering on the site as a new member and going through the full PayPal payment system again. Apologies for this, but it is a problem with the PayPal system which is out of our control.

Alternatively, you could take out a Standing order to pay your subscription. Please email me for a form.

Accessing The Website

Please visit the ATP website www.theatp.org to keep up to date with current events. To access the entire site you will need to register as a member. To register, the invitation code is 'atpmember'. You will then be sent a password which you can change into something more memorable.

Membership Numbers

Each Member has a Membership Number. It is not possible to access this on the website, sorry. However, your Membership Number will be with your postage details on the front of the magazine envelope, and, also, on new member welcome emails and renewal emails.

Email Address and Change of Details

Please make sure the details we have about you are correct, in particular please make sure (send me an email) we have an up to date email address for you since this is the easiest way of contacting you if we need to. If you move house or work and your details change, please let me know.

In particular, we have no emails for many long-term Standing Order members: please ensure we get your email address.

New Members

In order to improve the services to our Members, we would like our membership to grow. If you know any psychology teachers – colleagues and friends, who may want to join, please encourage them to join and give them our website address: www.theatp.org.uk

Membership Queries

If you need to speak to me/contact me regarding any other membership query, please ring me or email. Best wishes for 2011.

Wendy Wood, Membership Secretary
membership@theatp.org
wendywood@blueyonder.co.uk
Tel: 0191 2650304

FOUR THINGS YOU CAN DO WITH PSYKITS

Psykits are available from Uniview and are an excellent resource pack which can be used for a number of settings. There are a number of Psykits available but this review is focusing on the Visual Perception Psykit. The pack comes with: 3D glasses, 3D photographs on CD, Optical Art cube, Optical illusion jigsaw, Mind Altering spinner discs, Distortion goggles, Chocolate eyeballs, scissors and a perceptions CD containing worksheets, resources and activities which can be used to support learning in lessons. The pack can be used in a variety of teaching settings and would be particularly useful for those who teach perception within their syllabus. This pack is a handy resource which can be 'dipped into' when you want to introduce something or reinforce it and are available at £49.00.

Below is a list of suggestions in which you can use a Psykit. They are only suggestions so feel free to alter them as you see fit.

1. Taster days – These resources can be used if you have taster days for students. Simply disperse the resources out onto separate tables and have the class move around the room in groups.
2. Open Evenings – Similar to that of the Taster days although you can demonstrate their effectiveness on parents, carers and prospective students.
3. Lesson on Cognitive Psychology – Comes equipped with a CD to be used in conjunction with lessons and has PowerPoints which have already been created by Dr Julia Russell.
4. Stress reliever – Can be used to alleviate the stress of your staff members in the department in various ways. The glasses can be placed on two staff members and get them to roll the ball to each other (of course they will miss). Alternatively hide the ball in your office and get a staff member to find it using the goggles (might want to move sharp objects).

Other kits available are Non-Verbal Communication PsyKit (Ref:1650), GCSE Brain PsyKit (Ref:1601) and AS/A2 Biopsychology PsyKit (Ref:1602). Check out Uniview on www.uniview.co.uk or call 0151-625-3453 for more information.



PRESS RELEASE AN INNOVATIVE NEW WAY TO TEACH PSYCHOLOGY TO YOUR GCSE, AS AND A2 STUDENTS

Psychology lessons in a box, is the excellent new concept brought to you by resource specialists Uniview Worldwide. Save time and money delivering curriculum specific lessons in a fun and interactive way that will really stick with your students.

With academic content created by Uniview subject consultants Dr Julia Russell and Victoria Carrington, all PowerPoint lessons and activities have been formulated to fit within the GCSE, AS and A2 specifications across all exam boards. Months of preparation and research also mean each kit is designed to include everything you need along with full instructions to save you time.

Due to their phenomenal popularity and feedback, Uniview have recently launched the fourth in this new series of psychology kits. Current PsyKits in the series include subjects Visual Perception, Non-Verbal Communication, GCSE Brain and AS/A2 Biopsychology. Each box contains an in depth PowerPoint presentation, designed to use within your lessons. This is ideal to deliver digestible information to your students with facts, key studies and classroom activities. Several practical activities are also included in each kit to ensure you engage with your students such as models, puzzles, games, and classroom rewards. The mixture of practical and academic content make these best selling resources ideal for Open Days, club meetings and presentations as well as lessons.

Utilise our knowledge and experience to deliver unique and memorable lessons that will really stick with your students.

Future productions include several new PsyKits covering relevant subject areas, along with mini PsyKits branded at PsyKittens to include a more concise resource at a lower cost. Kittens due to be born in the new year!

Information

- PsyKits are exclusive to Uniview Worldwide in collaboration with Dr Julia Russell and Victoria Carrington.
- All kits available to purchase for £49.00 (excluding VAT). Contents value over £100 per kit.
- Kits currently in production include Psychology Club Starter PsyKit, Gender Differences, Stress and Research Methods.
- Extra images and sample kit available on request.
- Web link and full contents list available:
www.uniview.co.uk/acatalog/ActivitiesPsyKits.html

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PUBLISHING...

Since the academic year started, I've had three things published in magazines, and have a few more in review for either academic journals or other professional magazines. I'm certainly not the best writer, and nor am I terribly experienced (as an NQT); the publications can be explained by a combination of luck, cheek and effort. This article describes some of the things you might want to consider if you'd like to publish, and how you might go about actually getting it done.

Why bother?

There are various reasons you might want to publish. Seeing your name in print is quite nice, particularly when you know someone else might be reading your work. More importantly though, publishing might support professional development. This might be because it provides evidence for something – that you've engaged with other professionals, for example. It might also be because the writing experience itself is beneficial, both of itself in terms of writing ability, and also as an aid to help your thinking process particularly regarding innovative ideas and policy statements or responses. Of course, having publications might well look good on your CV. This is particularly significant if you think you might leave school-based practice for other positions (or even sectors), and especially for those people considering academia as a career route or further study.

Another important reason to seek publication is to share practice – while all good schools encourage this, particularly successful ideas could and should be spread to other schools; one means to do this is via publications. On a related point that is particularly pertinent to professional publications, sometimes publication is a means to add our voice to a group either in support or – perhaps more likely unfortunately – dissent at some policy or statement.

Where can I publish?

Some professional magazines have regular sections for contributions, depending on what you want to publish, these offer one outlet. Of course, these magazines may also accept contributions that are relevant to the association and its membership. Another place to look is your own subject areas. I teach psychology, philosophy and sociology, and am aware of publications in all three which would publish contributions from teachers. All subject areas are likely to have similar publications. It is also possible that you could publish in more academic journals, in particular if you can do some active research in your area. It's worth getting in touch with journal editors if you have an idea but you're not sure where to go with it. Increasingly, you might also want to look at which blogs report on things you're interested in. For example, the psychnews blog would welcome well-considered good contributions relevant to anything interesting going on in teaching – including innovative teaching ideas.

When can I publish?

Journals will probably have specific deadlines for submissions. For education, there are some key considerations including when

you'll be free to write the articles, when key policy and news (eg exam results) items come out, and so on. In order to manage your time, you'll want to know if your submission target has specific deadlines, and work to ensure you'll be able to get your work submitted with time to make corrections.

Ethics

If you're doing empirical research, you'll need to consider the ethics of your research. The British Educational Research Association (BERA) has guidelines which you might like to look at including fairly standard requirements to maintain confidentiality, protection from harm, informed consent and the corollary – avoidance of deception and the requirement for debrief when such occurs. However, even if you're not doing empirical research, you should still consider the impact of your work. In particular, even positive stories might have an impact on institutions and individuals in them – so keeping others informed seems sensible.

Finally...

Bear in mind that colleagues will be interested. They might have questions (so be prepared to answer them), and – particularly early career people like me – even if it's light-hearted, you might have to put up with a bit of teasing. Also bear in mind that they're a valuable resource for talking about ideas, and checking over proofs prior to submission. All in all, think about why you want to publish, and how to achieve that – if you want your voice out there, send a letter or write a brief piece; don't spend too long on it. If you want active research, then be prepared for a bit more of a haul, and work out how you'll manage that.

Simon Knight





LOOK INTO MY EYES

A brief Historical Background to Hypnosis

Trevor P Dunn

President International Association
of Psychodynamic Psychotherapists

The scientific study of hypnosis began with Franz Anton Mesmer (1734-1815). The term 'mesmerism' came from his name before the use of the term 'hypnosis' and his technique was to be known as 'animal magnetism'. He believed that he could realign the magnetic fields of the sick person which would result in a cure. His work was eventually investigated by the Royal Commissions and they concluded that there was no substance towards the idea of magnetism.

It was James Braid (1795-1860), a Manchester surgeon, who coined the terms 'hypnotism' and 'hypnosis'. He used eye-fixation techniques onto a bright object to bring about mesmeric phenomena and so-called cures. However, it was the work of J M Charcot (1825-1893) head of the neurological clinic at the Salpetriere in Paris who gave hypnotism its scientific forum. He discovered that patients who had been subjected to hypnosis exhibited neuromuscular reflexes in response to specific types of stimulation, and maintained that he could distinguish three stages of hypnotic phenomena notably, lethargy, catalepsy, and somnambulism, known collectively as 'major hypnotism'. Charcot's research resulted in hypnotism gaining scientific respectability. However, his work was later questioned by H Bernheim (1837-1919) professor of

medicine at the University of Nancy. He maintained that Charcot's so-called stages only occurred in patients who had been previously led to expect them. Pierre Janet (1859-1947) explained hypnosis in terms of the functioning of 'dissociated' streams of consciousness. He maintained that the process resembled psychological states such as hysterical fugue and multiple personality. At around this time, interest emerged into both the clinical and experimental nature of hypnosis, and the work of C L Hull (1884-1952) was very influential. Hypnosis became part of a tool with psychoanalytic therapies and perhaps the most accomplished in the field of modern-day hypnosis was Milton H. Erickson (1901-1980) who established his own school of psychotherapy which was directly influenced by the use of hypnosis.



'State' and 'Non-State' Approaches

The main controversy in modern day hypnosis is the 'state' versus 'non-state' debate (Sheehan and Perry, 1976). According to Spanos (1986) this debate concerns the relationship between hypnosis consisting of 'special processes' at work or the result of 'natural' social psychological explanations. However, both approaches maintain the capacity to engage in an 'active imagination' and/or 'fantasy' mode which are linked towards the hypnotic responsiveness of the individual. The higher your level the more responsive you become to hypnosis (Spanos and Barber, 1974; Fellows, 1986).

The 'State' Approach

This approach maintains that hypnosis is an altered state of consciousness, and that whilst in this state the individual responds involuntarily and can experience behavioural effects in an unusual way. There is some variation within current state theories, however they all share this common statement of effects. Hilgard and Hilgard (1983) believe that activities such as dreaming and sleepwalking are related to hypnosis in that they involve lack of awareness with regards to brain states.

Hilgard's 'neo-dissociation theory' (Hilgard, 1974, 1986) is held by many theorists today who support the state approach theory. This approach sees consciousness as being split along a vertical axis, therefore there are multiple systems of control but they are not all conscious at the same time. Therefore the 'state' of hypnosis can allow us to tap into these different systems and either bring them in or take them out of conscious awareness. Similarly, Bowers (1984, states: 'much of what transpires in hypnosis does indeed involve active efforts to achieve the suggested state of affairs, but the experience of effort is dissociated from consciousness'. Meares (1960) formulated an approach known as 'atavistic theory'. He maintained that whilst in hypnosis the individual engages in regression of their mental functions to a primitive level and therefore they accept suggestions and ideas without criticism. This might explain the witness/victim who recalls a stressful or emotional experience via Forensic hypnosis, because Meares further states that the mechanism which keeps unpleasant material repressed ceases to function, thereby allowing the individual to release/re-call repressed material. Gruzelier, Allison and Conway (1987) present evidence which supports the notion of a neuropsychological understanding of hypnosis in relation to levels of habituation. They found that susceptible subjects engaged in faster habituation under hypnosis. Similarly,

evidence is offered from physiological research in relation to hypnotic blocking of the visual evoked potential. This suggests that there could be an electrophysiological correlate of hypnosis because hypnotic suggestions affect the electrical activity of the visual pathways of the brain in a similar way to actual stimulus absence (Watts, Wherlock and Davies, 1987). This area of research which is ongoing, could prove to be most interesting in relation to eyewitness testimony, because it adds support for the notion that we might only 'perceive' and 'recall' what we think rather than the actual reality of the given situation if subjected to hypnosis.

The 'Non-State' Approach

In general, the non-state theorists reject the notion that an altered state of consciousness is unique to hypnosis (Sarbin and Cole, 1972; Barber, Spanos and Chaves, 1974; Wagstaff, 1981; Spanos, 1982). Most non-state theorists maintain that there is no evidence to support that there are unique physiological indicators of being in hypnosis (Barber, 1969; Sarbin and Slagle, 1972). Even when evidence is reported, Spanos maintains that this could equally apply when a person

HYPNOSIS BECAME PART OF A TOOL WITH PSYCHOANALYTIC THERAPIES AND PERHAPS THE MOST ACCOMPLISHED IN THE FIELD OF MODERN DAY HYPNOSIS WAS MILTON H. ERIKSON (1901-1980) WHO ESTABLISHED HIS OWN SCHOOL OF PSYCHOTHERAPY WHICH WAS DIRECTLY INFLUENCED BY THE USE OF HYPNOSIS.

is in state of relaxation and/or eye closure (Spanos, 1982). The non-state approach was explained by Spanos (1986) as follows; 'hypnotic behaviour is a purposeful, goal-directed action that can be understood in terms of how the subjects attempt to interpret their situation and the self-presentations they attempt to convey by their actions'. Similar views have been held by White (1941) whilst Sarbin (1950) maintains that hypnosis is simply based on 'role theory'. More recent views such as Wagstaff, explain the process whereby the subject responds to the hypnotic requests (based on previous experience and/or understanding of the situation) and by employing the use of active imagination. Should the subject fail then they will resort to their current behavioural patterns. The success or failure of the hypnotic experience will therefore depend upon the level of the 'belief' that the subject holds (Wagstaff, 1981, 1986). Perhaps Wagstaff is correct when he states that the reason why we have been unable to find the essence is that there is no single explanation of all hypnotic phenomena (Wagstaff, 1981). The problem for researchers (and practitioners of forensic hypnosis) is that they can never be certain if an individual is hypnotised or not). Therefore the unresolved problem is whether hypnosis is a special state or not. Sheehan and McConkey (1982) maintain that the 'state' and 'non-state' views will eventually converge until the differences concern purely the use of language, rather than the postulation of different processes.

By taking all of these points into consideration Naish (1986) offers the following characteristics which represent the general views of researchers within the field of hypnosis:

1. 'Hypnosis' describes a situation in which subjects are likely to produce behaviour that they believe to be appropriately 'hypnotic'.
2. The behaviour is frequently unusual, but never unique.
3. Hypnotic behaviour is produced for a variety of reasons.
4. In some subjects, the outward behaviour (including verbal descriptions of subjective impressions) is a result of the unusual experiences achieved.
5. Subjects generate their own unusual experiences, by employing appropriate information-processing strategies, which result in altered cognitions.
6. A given hypnotic effect can be achieved by a variety of cognitive styles.

The Current Use of Forensic Hypnosis

The current position of the use of forensic hypnosis in the United Kingdom has been determined by a Home Office Circular. However, it fails to state why guidelines for its use are necessary. The conclusion from this document reads as follows:

The risks and disadvantages associated with hypnosis are such as to suggest that its use in police investigations is unlikely to be significant. The Home Secretary is aware that the final decision on whether to use hypnosis in a particular case rests with the Chief Officer of the force concerned. Before a decision is taken to use hypnosis however, the Home Secretary hopes that serious consideration will be given to the risks to the witness and the strong likelihood that evidence obtained under hypnosis will be both unreliable and inadmissible in court (Home Office, 1988).

The situation in the United States is that there is not an agreed-on position with regards to the admissibility of hypnotic testimony. Guidelines have been developed by Orne (1979) but the position changes from State to State in America. However, the Federal Bureau of Investigation (FBI) openly admits to the use of hypnosis for investigative purposes providing that the witness or victim gives their consent. It's also been reported by Kirby (1984) that in America over 1,000 police have been trained to hypnotise witnesses. In the UK its use is undertaken by the police but actual figures are hard to come by. Israeli police make extensive use of hypnosis and reports from Australia suggest that the police began using this method in the early 1960s (Bateman, 1980).

Summary

Therefore, although there is still no universal agreement on 'what is hypnosis', there are still plenty of opportunities for further research, in particular, to the 'state' approach and its influences within forensic psychology. We need to be clear about what constitutes a 'hypnotic state' and if this increases one's memory and/or levels of confabulation when compared to other so-called 'non-state' perspectives.

Trevor P Dunn – (td301@cam.ac.uk)

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ACTIVE LEARNING... PGCE STYLE!

While completing our PGCE in psychology we have had the opportunity to learn and put into practice many different active learning strategies and activities. At the ATP conference we ran a session in which we gave teachers the opportunity to learn about and trial some of the activities that we have found work particularly well in the teaching of psychology. This article expands on these ideas and also includes some further active learning activities.

Warm up

Show your students that they cannot do two things at the same time in which case they need to listen...

Lift your right foot off the floor and move it in clockwise motions. Now lift your right arm and draw a number '6' in the air at the same time. You should notice that this task is impossible to do as your foot wants to turn anticlockwise!

Human Bingo

Get your students moving around the room, questioning and assessing each other's knowledge...

Each student is given a bingo card which contains the same eight questions. Students are required to walk around the room asking each other the questions. When they find another student who can answer one of the questions they write that student's name

underneath the question. The first student to get eight different people's names on their bingo card shouts 'bingo'. The teacher then goes through the eight questions on the card and checks that the eight different people can answer the questions correctly. If all eight students answer the questions correctly then the student to whom the bingo card belongs 'wins' the game. However, if any of the eight students cannot answer their question, the game continues until another student has completed their bingo card and all of their eight named students have correctly answered their questions.

The Relay

A fun way to learn and recap material...

Each group has a set of large cards and some Blue-Tack. The team must sort through the cards and put them in order. The cards are to be stuck onto a designated area of wall in the correct order as quickly

as possible. Only one student is to leave the group to stick up a card at any one time. Students must take it in turns to stick a card onto the wall. This ensures that all students are involved in the task.

The first group to have all cards stuck on the wall in the correct order 'wins' the task. If a group has the order incorrect, ask them to rethink the order rather than telling them which cards are incorrect.

In the conference the example of the 'HPA and SAM bodily responses to stress' was used to get students to understand the order in which the bodily responses occur for chronic and acute stressors. There are many other topics that this strategy could be used for, for example: the aim, procedure, results, conclusions and evaluation of core studies; reasons why particular statistical tests are appropriate; and key term definitions. This activity could be used as a plenary, a revision activity and much more!

Reliability and Validity via an Intelligence test

Help your students to understand the difference between reliability and validity through a fun task...

Students are to work in pairs and measure the circumference around their heads (from the tops of their ears). They are to record their results in centimetres and repeat this three times.

When the class is nearly finished, write the scoring on the board:

- 58cms or above = very intelligent
- 51cms to 57cms = quite intelligent
- 50cms or below = not very intelligent

Then question the test in terms of reliability and validity. For example, is this test reliable? Yes, because we are consistently getting the same results – well you should be! Is this test valid? No, because it doesn't actually measure our intelligence – even if you did score 58cm or above!

You could further the task by getting students to apply their knowledge to a study. For example, draw a continuum on the board, labelling one end of the continuum 'low external validity' and the other end 'high external validity'. Students are to write their name on a Post-it note and stick it on the continuum depending on where they think the study falls in terms of external validity. You can then use students' names to find out why they put their Post-it notes on particular parts of the continuum.

The tree of knowledge

Get your students assessing their learning and knowledge...

Start a display on the wall with a tree trunk and branches. Have plenty of leaves cut out to stick onto the branches using Blue-Tack. The idea is that as lessons progress the tree will gain more and more leaves. This can be done in a variety of different ways:

- Each student could write one thing they have learnt at the end of each lesson on a leaf and stick it onto the tree.
- A traffic light system could be used with red leaves representing something students need additional help with, orange leaves representing something about which students feel they have an average understanding, and green leaves representing something about which students feel they have a good understanding. This could then help inform teachers' planning of future lessons.
- The branches of the trees could be used to represent the aims, procedure, results, conclusion and evaluation of core studies. Each student could write on a leaf what they have learnt in accordance with each branch of the tree.
- At the end of a topic students could work in small groups to write as many facts as they can remember from the topic onto

their leaves and stick them onto the tree. To add a competitive edge there could be a time limit and the group with the most correct facts could 'win'!

This activity can be adapted in many different ways to help students assess their knowledge!

Pass the Parcel

A fun way to assess knowledge and recap material...

This activity uses the game 'pass the parcel' to assess students' factual and evaluative knowledge. Within each layer of the parcel, along with two sweets (or other small prizes) include a factual and an evaluative question on two separate Post-it notes. Sit the students in a circle and play some music. When the music stops the student holding the parcel opens a layer. The two Post-it note questions are given to the two students sitting either side of the student who unwrapped the parcel. If the students can answer their questions they win their sweet, however, if they cannot answer their question, the student who unwrapped the parcel can attempt to answer the question and win the sweet. If there is still no correct answer then the question can be opened up to the rest of the class! Repeat the process until all layers of the parcel have been unwrapped. This activity can be used as a plenary or as a way to make revision sessions more active.

Speed Dating

Get your students to teach each other key terms...

This activity can be done in small groups or as a class. Each student is given a piece of paper with a definition of a key term. It is important that each student has a different key term. The students are given a limited time (30 seconds – 1 minute) to learn the definition of their key term. Next sit the students in two rows facing each other (or in two circles, one within the other). Give the students a set time to teach their partner (the person sitting in front of them) the definition of their key term. Once the minute has ended, one row of students moves along to the next seat and students then teach their new partner the definition of their key term. Repeat this process until all students have been taught all of the definitions. Once this is completed you could question the students about the definitions, ensuring they have learnt and understood them. This exercise can be adapted in many different ways to get students teaching and assessing each other!

Dominoes

Get your students recapping and evaluating material...

This activity demonstrates how using dominoes can get students to draw on their evaluative skills. On one half of the domino template put the name of a study, and on the other half put the study's aim. On a second domino put some key points regarding the procedure of the study, and leave the other half blank. Repeat this procedure for a number of studies. Students are to match the name and aim of a study to its procedure and then use Post-it notes to add their evaluative points onto the blank half of the second domino. You, as a teacher, can determine which evaluative points you want the students to consider (eg ethics, advantages, disadvantages etc). Finally, the dominoes are to be put into chronological order.

This activity can be adapted in many different ways; for example, the dominoes can be modified so that they all interlink with each other, rather than having a separate set of dominoes for each study.

Helen Wilson, Gemma Stephens
and Jesh Hammerton

CIRCULAR LEARNING

as an Aid to Revision and Exam Technique

Although relatively new to the world of A-level Psychology teaching, I am all too familiar with the bittersweet arrival of 'the end of the specification' – the moment when Psychology teachers are permitted only a short sigh of relief before directing their attention towards revision and exam technique. However, if you long for an effective strategy to revise your students' knowledge and understanding, develop their exam technique, and assess their learning, you may find 'circular learning' to be a suitable aid.

Circular learning is a learning process that is highly structured and repetitive, which can be applied to all types of learning, including revision and exam technique. Within circular learning of this type there are three phases: 1. Prepare; 2. Do; 3. Review, all of which are completed sequentially, whereby mini plenaries serve to conclude and review the learning within each phase. The circular learning cycle is then repeated as appropriate. (See Figure 1)

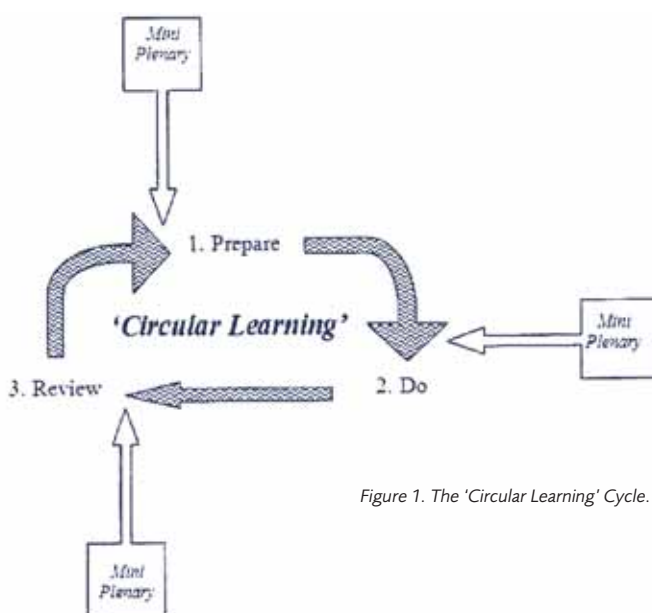


Figure 1. The 'Circular Learning' Cycle.

Now for an example of how circular learning can be applied to revision and exam technique:

Imagine that we have finished teaching a specification that culminates in an exam divided into three sections (A, B, and C), and that we wish to use a past paper to, firstly, revise our students' knowledge and understanding, secondly, develop their exam technique, and thirdly, establish a baseline of their learning and facilitate Assessment for Learning (AFL). Given this example, circular learning would be applied as follows:

1. 'Prepare': Students spend a short amount of time revising the content that you, as the teacher, know is about to come up in section-A of the past paper. Hence, this phase 'prepares' students for the 'do' phase. A mini plenary is then used to conclude and review students' revision.
2. 'Do': Students are given section-A of the past paper to 'do' in the same amount of time that they would have in the exam, and in the same conditions. A mini plenary is then used to conclude and review the section of the past paper.
3. 'Review': Students peer-assess and 'review' one another's answers, with the teacher leading them through the mark scheme and explaining/modelling how different marks are gained within the different questions. Students give their peers brief comments as to how they missed marks and award a section total. A mini plenary is then used to conclude and review the marking of the section.

The three phases above would then be repeated for the remaining sections of the past paper (B and C) until students had revised for, completed, and peer-assessed the entire past paper, hence its 'circular' nature. A final plenary would then be used for students to feed back their total marks, and for you to record and grade their marks, before letting your students know whether or not they met their target grades.

So, did circular learning allow us to achieve our aims? Yes: The 'prepare' phases succeeded in us revising students' knowledge and understanding of the specification content. The 'do' phases succeeded in us developing students' exam technique in terms of their timing skills, relative to the different exam questions and sections. The 'review' phases succeeded in further developing students' exam technique, in that peer-assessment, using mark schemes, develops students' knowledge and understanding of how marks are gained within the different exam questions and sections.

Moreover, as the teacher, you have avoided a dull revision and exam technique lesson, you have avoided having to mark a class-load of past papers, and you have established a baseline of your students' learning which can be reviewed following future assessments. But, most importantly, you were able to facilitate AFL, as your students' past paper marks/grades state 'where they are in their learning', your students know, having compared their past paper marks/grades to their target grades, 'where they need to be in their learning', and they know 'how they are going to get there' because of their peer's comments as to where they missed marks.

In my opinion, circular learning really does work.

George L Thomas

Support psychology teaching in Europe

PIN UP THE EFPTA POSTER!

You probably know that the ATP and ATP Scotland are members of the European Federation of Psychology Teachers' Associations (EFPTA, www.efpta.org). Maybe you have attended an EFPTA event – Members have found the conferences truly inspiring (the most recent ones were held in Bratislava and Seville) – or an EFPTA workshop at ATP or ATPS conferences?

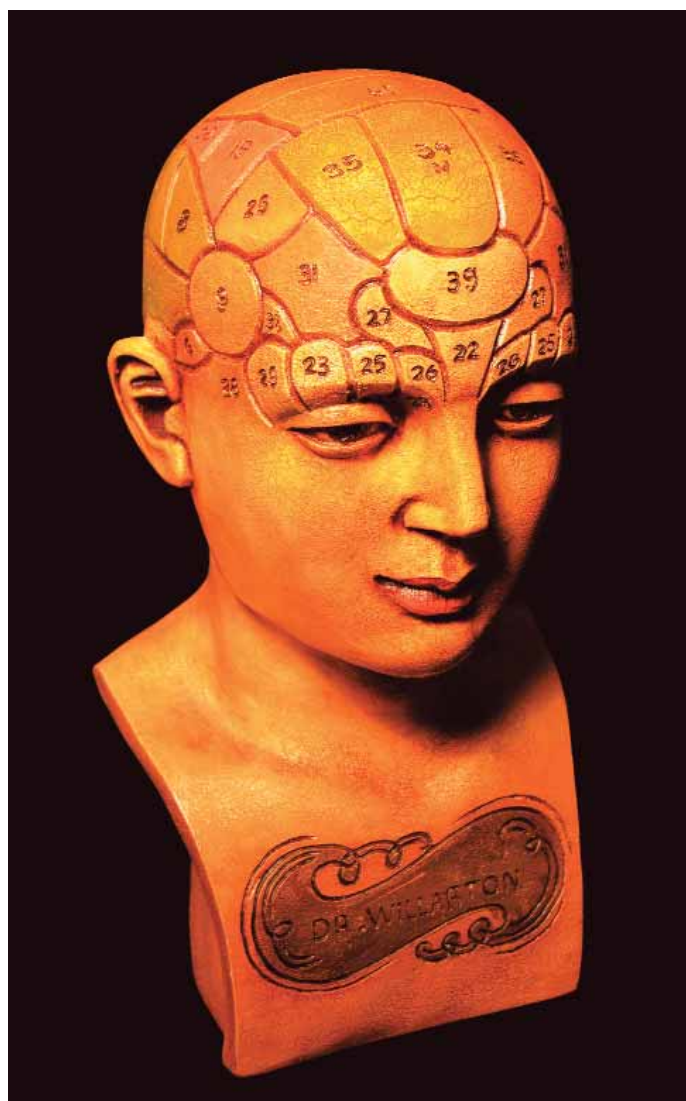
Your ATP representatives on the EFPTA Board are currently Joe Cocker, Dorothy Coombs and Morag Williamson (ATPS), and we are committed to encouraging cross-European collaboration amongst psychology teachers and students – there is so much that we can learn from each other!

Many people are unaware of the extent and advanced state of development of school/college psychology education in other European countries; a key task for EFPTA is therefore to raise awareness of the Federation and its events and activities, not just in the psychology teaching community but also in the wider educational context, including teachers of other subjects, psychology staff and students in universities, and psychologists in professional practice.

With this aim in mind, Dorothy and I have produced an information poster (reproduced on pages 14-15 overleaf, which can be displayed by any ATP Member, and other European psychology teachers, at conferences and CPD events, and in our schools and colleges. In its electronic version, the poster is a pdf file, and the idea is that any Member can get it printed in a large format and display it – naturally, this is what we would like you to do, to spread the word as widely as possible! It is colourful and attractive, and will grace any classroom, staffroom or corridor wall – please obtain the poster and make full use of it.

You can get the PDF file of the poster by contacting the Secretary (in the 'Committee' section of the website) or by emailing moragwill@aol.com – it is best printed (in landscape orientation) on A1 size high-quality paper, for which a large format inkjet printer is required – your reprographics department may have this equipment, otherwise use a commercial printshop, though this will be more expensive. A2 size will also work; the fonts will be smaller but still easily legible. It is also possible to print copies in black and white or colour as an A4 handout from a normal printer, for copying and distributing to colleagues/delegates at an event; the print will be very small but still readable.

Morag Williamson
ATPS



EFPTA - the European Federation of supporting pre-university psychology education

What is EFPTA?

EFPTA is a federation of national and regional associations of psychology teachers in schools and colleges in European countries. Members are mainly involved in teaching psychology at ISCED levels 2 - 4, to school students aged c.13-19 years.

Aim: To promote pre-university psychology education in Europe by facilitating co-operation amongst Psychology Teachers' Associations.

History of EFPTA: The Federation was established in March 2004 in Helsinki, and became an Affiliate of EFPA in July 2009. Two events /meetings are held every year in European cities. Every member of each member association is entitled to attend all events.

EFPTA Board: The Board (or Committee) includes representatives of all member associations.

EFPTA members: Members comprise teachers' associations – Denmark, England, Finland, Germany, Iceland, Italy, Netherlands, Scotland, Slovakia - and individual members and affiliated organisations (in Austria, Belgium and Spain)

National psychologists' societies support EFPTA: EFPTA receives support from member countries' psychologists' associations, including Suomen Psykologiliitto (Finland) and the British Psychological Society (UK). Modest financial support is also provided by educational institutions in various countries.

Links with EUROPLAT: EUROPLAT conferences are organised by the Higher Education Academy Psychology Network (UK). HEA / EUROPLAT's focus is on university level psychology education, but the network also supports pre-university teaching.

Website and Newsletter: You can keep up with EFPTA activities via the website - www.efpta.org – which includes the Newsletter.

EFPTA research

An EFPTA online survey of pre-university psychology education in nine European countries in 2009 found:

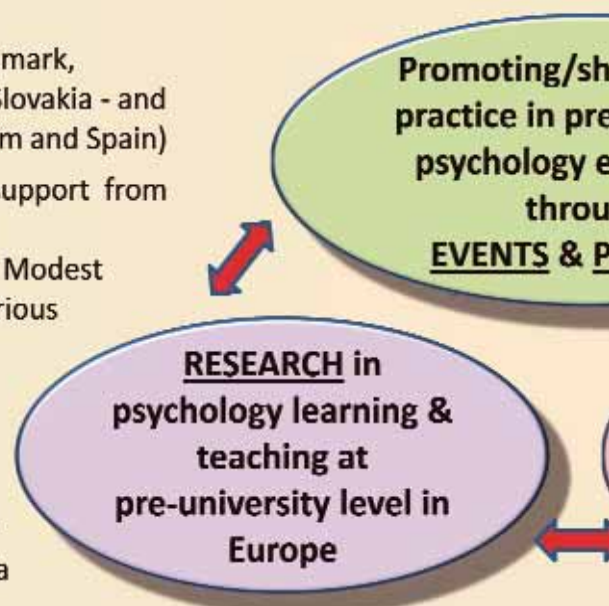
- All responding countries teach 15-19s (ISCED 3-4), but under-15s (ISCED 2-3) are taught psychology in only three countries - Finland, Germany, Scotland
- Students typically have 2 - 5 hrs of classes per week
- A wide variety of assessment methods is used
- Psychology courses are mostly academic, but some are vocational, or form part of a personal wellbeing course
- Almost all countries teach cognitive, developmental, social psychology & individual differences, plus research methods & practical research skills.



The formation of EFPTA celebrated aboard the HMS Cocker (centre) pioneers

Jari Honkala (left), founder, receives a commemorative certificate from the British Psychological Society

Three main areas of focus



Some key issues :

- In many countries, psychology is not taught. Should it be taught to ALL young people?
- Where psychology IS taught, in what form? (as in most countries currently)
- Teacher qualifications vary between countries. How to ensure that psychology teachers are well-trained?
- Should psychology be taught from a young age or at a more suitable age to start?
- Should a pre-university psychology qualification be a prerequisite to gain entry to a university psychology degree?



Are YOU a pre-university psychology teacher? Are you a psychology teacher for pre-university psychology? Do you want to join EFPTA? Join EFPTA! Contact us: see www.efpta.org, or

Psychology Teachers' Associations: Education in schools & colleges across Europe



EFPTA in March 2004 was
Helsinki-Tallinn ferry. Joe
led EFPTA's development

President of EFPTA
commemorative quail from the
Society, Scotland 2009



of EFPTA activity

Sharing good
pre-university
education,
through
PROJECTS

Debating /
campaigning on ISSUES
in pre-university
psychology education

School students
present their research
project to EFPTA
delegates, Dortmund 2006



2004	March - Helsinki & Tallin: psychology teachers from England, Finland and Scotland met and established EFPTA November - Cambridge: Election of Board; Seminar with teachers from six European countries
2005	April - Copenhagen: Seminar November - Barcelona: Conference; 60 delegates from 10 countries
2006	April - Amsterdam: Seminar November - Dortmund: Conference
2007	March - Reykjavik: Conference November - Bologna: Conference
2008	March - Cardiff: Seminar October - Helsinki: Seminar
2009	April - Edinburgh: Conference October - Seville: Conference
2010	April - Bratislava: Conference October - London: Seminar



Delegates let their hair
down at a traditional
ceilidh, Edinburgh 2009

EFPTA projects – examples:

- Teacher and student exchanges – eg Denmark / Scotland
- Student collaboration online, on practical research activities – Iceland / England
- Student contributions to events & Newsletter
- Visiting speakers at national association events, including Germany / Scotland, Finland / Scotland
- Contribution by teachers from several countries to a book on pre-university psychology teaching – Italy
- Numerous new contacts / networks across Europe, online or in person, eg for specialist interest groups.



Trainee Psychology
teachers from Dortmund
gained workplace
experience at a school in
England, mentored by
Dorothy Coombs (2007)

Is there a psychology teachers' association in your country? Do you train
and want to promote pre-university psychology education in your country?
email hans.reynierse@hz.nl.

ATP ANNUAL CONFERENCE 2011 BY THE TEACHER, FOR THE TEACHER

The Annual Conference for the ATP is taking place this year at the University of Hertfordshire from 8-10 July, 2011. As always it is the one-stop-shop for psychology Continuing Professional Development (CPD). It receives unrivalled feedback and provides a unique opportunity for psychology teachers to develop their professional practice and catch up on the latest developments and publications.

Why the conference?

I think this conference offers something extra to your standard CPD event. It was set up nearly 30 years ago by a group of psychology teachers, for psychology teachers. Since then it has run every year and in 2012 will celebrate its 30th birthday. It is not run for a profit (just as well if you see the balance sheet) but to be the focus of the community of psychology teachers. Many teachers have made their first CPD presentation at the conference and gone on to make regular appearances at this and other events. Other teachers have met publishers and authors and been inspired to go into the writing game themselves. Contacts are made with colleagues around the country and resources are shared. Mostly, teachers come along at the end of the academic year and leave the conference refreshed and inspired to prepare for the new year.

Throughout the last 30 years the Exam Boards (as was) or the Awarding Bodies as they are now called have always turned up, provided breakout events and keynote speakers and engaged with the conference. This has allowed teachers to offer feedback, both positive and negative, and to have an input into the development and delivery of assessments. The exchange has been beneficial for both sides of the debate.

We have titled this conference 'By the teacher, for the teacher' to try and capture the spirit of the conference. This spirit of sharing and cooperative working has taken a new form most recently in the excellent psychexchange, and we are delighted that the psychexchange team will again be at the conference and making a big contribution.

Star names

This year we have an even more exciting programme than usual. We are delighted to welcome as our special guest and keynote speaker Professor Elizabeth Loftus – yes THE Elizabeth Loftus. We are very grateful to Cara Flanagan and *South West Conferences* who have made this possible. Professor Loftus will be with us for much of the conference and will deliver a keynote talk on Saturday, 9 July.

We will also have an exciting and innovative presentation from Peter Lovatt from The University of Hertfordshire, or Doctor Dance as he is commonly referred to (see the weblink). This is another session not to miss.

Workshops and seminars

We offer a wide range of seminars and workshops that are put on by teachers, local university lecturers, examination boards and publishers. Among the highlights for 2011 we have:

- *Guy Sutton* (MBI Consultants) on Mind and Brain in the 21st century. Guy presented an excellent workshop last year and he will offer two more this year, on how to teach issues of neurology and brain science on our psychology courses.
- *Karen Duffy and the PGCE students from Manchester Metropolitan University* on active learning strategies. A fixture in the programme each year for the freshest new teachers to show their tricks and enthusiasm.
- *Roy van den Brink Budgen* on critical thinking. Roy is another popular fixture on the programme and each year he brings new material on how to encourage thinking skills.

There will be over 60 breakout events from Awarding Bodies, the Psychology Department at the University of Hertfordshire, experienced teachers and authors.

The variety of the events is unrivalled at any other event for teachers of psychology. We would also argue that the quality is also unrivalled, but that is for others to judge.

CPD day tickets

This year we are going to run two one-day CPD events in parallel with the conference. This will offer another route for teachers to benefit from the many events that occur at the conference. The CPD day programmes are shown in brief opposite and will be available on the website in more detail later in the year.

The basic plan of the CPD day tickets is for one keynote speaker (on Saturday it will be Elizabeth Loftus) plus three breakout sessions, plus access to the main conference facilities such as the exhibition.

Do you want to contribute to the conference?

The conference is always looking to support new presenters and to provide opportunities for teachers to share their experience and to develop their presentation portfolio. I aim to reply to all offers though I noticed in this year's feedback that someone believed I hadn't taken up their offer. This must have either been an oversight on my part or a failure of my email system – I like to blame the latter.

Presentations at the conference can be by yourself or with someone else. They can be brief presentations for a symposium on research or on the practice of teaching. More commonly, presentations take the form of a one-hour breakout event and this can be on how to deal with some aspect of the course such as how to make cognitive psychology interesting, or a more general aspect of teaching such as how to boost inclusion. Presentations on issues of equal opportunity are particularly welcome.

More information and booking

The website will go live early in the New Year and we will email you about that. The information will include details of the speakers, and also of the CPD events. The full programme of breakout sessions will be finalised much nearer the time.

You will be able to book via the website and the booking will be handled again by the conference office of the British Psychological Society.

Phil Banyard, Nottingham Trent University

Weblinks

ATP Conference website
www.atpconference.co.uk

Dr Dance
www.dancedrdance.com/default.aspx

University of Hertfordshire, Psychology
www.herts.ac.uk/courses/schools-of-study/psychology/home.cfm

OUTLINE CPD DAY PROGRAMMES

Friday, 8 July 2011

Inset Event 1

DEVELOPING PROFESSIONAL PRACTICE IN THE TEACHING OF PSYCHOLOGY

- 10.00 Arrival and Registration
- 10.30 **Session one:**
Choice from
(a) teaching research methods
(b) using digital technologies in the classroom
- 11.30 **Session two:**
Choice from
(a) new teachers' event
(b) using digital technologies in the classroom
- 12.30 Exhibition opens: publishers and educational suppliers from around the UK
- 1.00 Lunch
- 2.00 **Session three:**
KEYNOTE
- 3.00 **Session four:**
Choice from
(a) Higher order thinking
(b) Dealing with issues of diversity
(c) Teaching statistics for psychologists
(d) Seminar on issues raised by keynote speaker
- 4.00 Refreshments
- 4.30 **BONUS** Optional session five from the programme of breakout events

Saturday, 9 July 2011

Inset Event 2

TEACHING PSYCHOLOGY: 'NOT FILLING A BUCKET, BUT LIGHTING A FIRE'

- 10.00 Arrival and Registration
- 10.15 **Session one:**
KEYNOTE
- 11.15 Morning Refreshments
- 11.45 **Session two:**
Choice from
(a) Awarding Body event (AQA, OCR, Edexcel, WJEC),
(b) Teaching research methods
(c) Mind & brain in the 21st Century
(d) Active learning
- 12.45 Lunch and access to Exhibition: publishers and educational suppliers from around the UK
- 1.45 **Session three:**
KEYNOTE: Elizabeth Loftus
- 3.00 **Session four:**
Choice from
(a) Awarding Body event (AQA, OCR, Edexcel, WJEC),
(b) teaching research methods
(c) Mind & Brain in the 21st Century
(d) Active learning
(e) Seminar on issues raised by Elizabeth Loftus
- 4.00 Refreshments
- 4.30 **BONUS** Optional session five:
Electronic resources jamboree with Psychexchange





DON'T WORK HARDER WORK SMARTER!

ATP CPD EVENT

Saturday, 5 March 2011

The ATP is running a CPD event which is open to all teachers of Psychology. The aim of the day is to provide high quality, low cost CPD for Psychology teachers.

The day will consist of interactive workshops given by experienced teachers and examiners on a variety of topics relevant to all teachers of Psychology. There will be plenty of opportunity to network with like minded professionals.

The exact programme is still to be finalised, but will contain workshops on the following:

- Using new technologies to support teaching and facilitate learning;
- Developing Reflective Learners- increasing students' understanding of how to improve work;
- Developing Independent Enquirers- equipping psychology students with the basic skills required to succeed in HE.

The event will be held at:-
The McAuley Catholic High School
Cantley Lane
Doncaster
South Yorkshire
DN3 3QF

The nearest train station is Doncaster and the school is 10 minutes away from junction 3 of the M18.

The cost of the day is £65. Refreshments and a light lunch will be provided. The day will begin with registration and coffee at 9.30am and finish at 3:30pm. Please book your place early to avoid disappointment.

Please pay the £65 delegate fee via PayPal, on the website www.theatp.org – In order to qualify for this bargain price you must be a member of the ATP. Please join via www.theatp.org, if not already a member, before registering for the Event.

Any queries please contact:- eshakespeare@mcauley.org.uk

LETTERS & EMAILS

Welcome to the new letters & emails page which is going to be a new feature in the magazine. Each edition, we will publish letters and emails from members and give you the chance to reply to them. Please feel free to submit any letters or emails to me at laura.rudd@franklin.ac.uk. You can ask anything: from ideas for activities in your lesson to how to deal with issues at work. I've started the ball rolling with the question below so please send me your ideas to post in the next edition.

QUESTION

What's a good starter activity for an introduction to social science lesson in Psychology, GCSE or AS or Access?



Tweet of the month

Twitter (www.twitter.com)= A social networking site where people update their profile to tell others what they are doing. There are many famous people now using Twitter such as Stephen Fry and even the Psychology world is making good use of Twitter. This is a great resource which can be used to include links and pictures of activities on what you are doing or any particular research you like.

This edition's 'Tweeter of the month' goes to THE BPS Research Digest which is run by Dr Christian Jarrett. I enjoy reading this newsfeed and often refer my students to it for extra research, particularly on research stories of interest. Christian can be found on Twitter using either this link <http://bps-research-digest.blogspot.com/> – or typing in BPS research Digest into the find someone link on the top of twitter. Some examples of recent news links from the Digest include information on men and depression as well as Special issue spotter 2011 which has a selection of articles from the world's journals.

I saw this posted recently and it made me laugh and so in this spirit of the twitter, here's the tweet (Thanks Chris Hallam who got this from Chris Evans Autobiography).

"Growing old is mandatory. Growing up is optional"

Got a favourite Twitter person you like to follow or have seen a quote you think is particularly useful or even funny? Please send all submissions to me at laura.rudd@franklin.ac.uk



A tale of two cities WHAT LIES BENEATH?

Amanda Wood

This term I have visited two incredible European cities on school business. First, I went to Krakow in Poland along with 14 other UK psychology teachers; our objective was to update ourselves on modern research into destructive obedience and to discuss the necessary considerations for taking pupils on trips overseas. During this three-day conference, we visited Schindler's Factory, where there is now an outstanding museum and the former camps at Plaskow, Auschwitz and Birkenhau. Two weeks later I headed for Berlin for a three-day International Baccalaureate conference, where our lectures were run by John Crane, Deputy Chief Examiner and coincidentally an expert in the psychology of genocide. On Friday evening, we were taken on a walking tour of the city, including some key sites including the Reichstag building, Brandenburg Gate, Hitler's Bunker and The Memorial to the Murdered Jews of Europe.

Phillip Zimbardo, the mastermind behind the infamous Stanford Prison Experiment, took to the witness box in 2004, to defend the depraved actions of Chip Frederick, an American military

policeman, one of eleven soldiers who faced charges including dereliction of duty, cruelty, maltreatment, assault, battery and indecent acts against Iraqi prisoners in Abu Ghraib, Bagdad. He argues that the soldier's behaviour resulted from situational factors and not a monstrous or evil disposition. How could he be sure? Because, in 1973, in an experiment he now regrets, he observed 12 ostensibly healthy young Americans fashion their own form of tyranny in the mock prison he created in the basement of one of America's most respected universities.

The last time I spoke of this, I was walking down Wilhelmstrasse 70, in central Berlin; moments earlier, we'd stood hugging ourselves in the crisp evening air, a footstep from the American embassy. Our shadows towering before us anchoring us to the moment, as the autumn sun set behind the Brandenburg Gate. As a tiny child, my mother reminds me how appalled I used to be by this 'non-me', that would not let me go, jumping and shouting in a desperate attempt to escape the shadow.



The 'bier bikes' trundle by, cargoes of inebriated young men, on another stag weekend, Turkish football fans brandish their flags in anticipation, Germany v Turkey, the Euro 2010 qualifier. With bated breath, more than one of us wonders whether the mood will be so jolly later. Despite a 3-0 victory for Germany, the streets of Berlin remain uncannily still for much of our visit.

We've turned a corner, the shadows have departed. Next stop is the British embassy. Armed police mill authoritatively and here the words unspoken are of the increased security alerts. A day earlier, American citizens travelling in Europe had been advised to 'exercise caution' and Britain had raised the threat level from general to 'high' for citizens travelling in Germany and France. We smile as slowly each of us reveal how our respective mothers have called us to voice their fears regarding the imminent trip.

One more block and we had arrived, the Memorial to the Murdered Jews of Europe; an awesome landscape in the truest sense of the word: 4.7 acres devoted to 2,711 slabs of featureless grey stone, rising and falling, like row upon row of dominoes waiting to be displaced. Like a vulture, I love to pick over the facts presented by any speaker passionate enough to capture my attention, and our guide was certainly that, but here, I couldn't listen. Conscious thought was sliding away yet again. Soma took over; and though I felt bound to listen through politeness, my body had set off into the maze, I was compelled like all those iron filings, drawn in.

I didn't need our guide to tell me that each of the blocks were individual in their dimensions and that the number signified the pages in the Talmud. I didn't need him to tell me that the architect Peter Eisenman had designed this landscape "to produce an uneasy, confusing atmosphere", "a system that has lost touch with human reason". No words are necessary here, the spaces that have been created here echo with words unspoken.

These intervening weeks have been seasoned with memories, associations appearing without warning – like a window left open, a draught sweeping along a passage. I have been struck by the recollection of a dream that I have always labelled in my own mind as my first ever dream. It bares for me an uncanny similarity to

what I experienced on a Friday in this raw and beautiful city. I was lost in an abstract landscape, in a void, whiteness with dark grey columns towering upwards above me. The dream was recurrent and it was haunting, it was accompanied by a tone or a vibration, an awful horrible sensation that affected my mouth and my ears and my skin. It is impossible to describe; we don't have the words to describe this dream. All I could sense was that the feeling might have been dislocation. This is the feeling created in the memorial.

Paths stretch ahead of you, to the left and to the right. The ground slopes upwards one moment and down the next; one moment you are doing the towering and the next, very suddenly you are all alone. If you are lost in the right or the wrong place you will come face to face with the tallest stela of all, 4.7 metres of characterless stone, no foothold. This city for me was one of contradictions of progress and stagnation, pace and stillness, opulence and austerity, shadow and light, confusion and clarity. In the memorial too, paradox prevails, there is dislocation yet direction, entrapment but also a means too of escape, should we choose it. The most poignant part of this experience? I can see through to the other side, I can walk right through and come out the other side where the evening sun will still be shining.

Two weeks prior to my trip to Berlin, I had made my journey to and from Krakow in Poland. Some of my friends had questioned me about my motive, some prior to and others since have expressed that they 'couldn't do it'. For me there was no question about not being able to do it, it never featured. One million people who perished there weren't afforded a choice about whether they could do it or not and it was and is important to me that if I am going to talk authentically to my pupils and have them listen and connect, I should speak from my experience. I wanted to touch the walls of the gas chamber, to stand beneath the gallows, against the wall. Before we seemed to have landed in Poland, we were back in Gatwick and hours later in the classroom. The working week, paced and purposeful, the rhythmic routine of never looking back, always looking forwards, means that there is seldom time to reflect, to not think, to not talk, to just be.

Figure 1



Holocaust Memorial



The merits of being abroad, but racing thoughts and realisations are a thrill and one thing that has excited me these past two weeks is the uncanny opportunity provided through recollected dreams to hear your sub-conscious talking to you. It is a rare treat indeed, for me at least. I don't tend to have many dreams and when I do, wow – they amaze me. Hotel Qubus, where we stayed in Poland is built upon the site of the Krakow ghetto, on the bank of the Vistula just ten minutes' walk from Kazimierz, the old Jewish Quarter.

The night before I went to Oswiecim, I sat bolt upright in bed, 'Someone is knocking at my door'. I opened the door and it was the hotel receptionist, "We are just informing each guest that this morning there will be no hot water in the bathrooms". "No problem", I said, "but why?" "There is barbed wire in the cistern." I don't believe it was very long until I awoke to see my room-mate emerging from the bathroom with her head in a towel. As I relayed the experience to her, I realised I had made a mistake; the barbed wire was in the 'system' not the cistern. It was a very clear message extracted from Zimbardo's take on the rotten barrel as opposed to the rotten apples that Rumsfeld emphasized in his justification of the behaviour of the American soldiers in Abu Ghraib. And as I arrived at Auschwitz, I understand that it was the barbed wire boundaries that throttled the life out of this place.

So, back at work, a rather stressful week as I try to ensure that everything is in order for the next adventure. During this time, the voices from the ghetto speak at less than a whisper, the door is closed, the tide has risen. In a matter days, I was off to Berlin, excited and with high hopes and expectations for the conference, fully present in the business of the hour, but with no anticipation of the unexpected outcomes that the trip would present.

An outstanding conference ensued and it was a one-off privilege to be taught by John Crane for three days. He is a truly inspirational teacher and colleague. But at present, the experience in the memorial described above, requires greatest analysis and once this process has reached a conclusion I shall be overwhelmingly delighted to address the conundrums arising from the conference itself such as how to structure one's schemes of work to greatest effect and which studies to select for the maximum impact!

A change of pace for me then, to return back to being, to be still, to be peaceful, to be purposeful and engaged, but also to be receptive, to listen to the past in order to settle more securely in the present and to look forward to embracing the future. Very gradually, the power of this memorial is revealing itself to me.

The greyness, the regularity, the rows and columns, provided a space where the tumbling cacophony of thoughts and images could be spilled and somehow they have begun to fall into a pattern. As every millisecond passes our environmental experiences are actively redressing the chemistry and structure of our brains. This bewitching installation has provoked and challenged me; an analysis of the language and conversations that have followed seem to have been rich with a sub-text, entwined irretrievably with my own life. I found it utterly uncanny on day three, the final chapter of our conference with John to be presented with the findings of an inductive content analysis upon the transcripts of witnesses to the Rwandan genocide, where the emergent themes were as follows: 'women's experiences revealed themes of leaving the good life behind, worrying about their daughters, feeling ambivalent about marriage and lacking hope. Men's experiences revealed themes of leaving the good life behind, having no peace in the heart and fearing the future', themes which could so easily have emerged from an analysis of Westerners' dissatisfaction with their own privileged lives. Is this time for a reality check and for us all to stop feeling sorry for ourselves or is this a message not to repress our fears for and from ourselves simply because they seem unjustified, but to face our anxieties and make changes because we, due to our political and cultural circumstances, have the freedom and the opportunity to do so.

So many connecting themes have arisen as a consequence of these two trips. Like fluttering butterflies, I want to capture them, determine whether they truly are worthy of preservation or not. I want to know whether they are examples of the same category, or sub-category and what is the core concept? Despite toiling over these themes for nearly three weeks now, the tide still hasn't quite gone out completely, what lies beneath has not been revealed in its entirety. And yet, it is arguably deluded to assume that it ever can be.

So let me indulge and exert myself, in one last dedicated effort to

find some words to communicate what latent content I have managed to decode from this odyssey of mine. Following the experience at the memorial, I debated with a colleague why this memorial is only for the Jews of Europe? Why had Berlin decided to have separate memorials for each of the targeted groups? It seemed to me that this accentuates the concept that unique human beings can be reduced to nothing more than examples of some undesirable category and thus targeted for extermination. The alternative would be that the lives of all the lost souls would be remembered together, people who were gay, people who were gypsies, people with disabilities and those who were sick. All people. Boundaries would be redrawn and common and shared humanity would be emphasised, surely this would increase the salience of a theme that could actually serve in some way to make us question our prejudices in the future.

A phrase I have been playing around with these past few weeks has been 'what lies beneath' and for many months now, 'without words'. I still have no idea particularly what either really means but they have emerged from somewhere and require attention. Presently, 'what lies beneath' may be the idea that essentially we are all cut from the same cloth and share at least at conception the same raw materials and potential. To find how two things are similar helps us to understand so much more about how they are also different and what it is that is truly unique about each example. When this is applied to people, an understanding of those unique aspects of an individual may mean that we are more able to help them to achieve their goals and also that these qualities may indeed be very special gifts that when utilised fully, can assist the individual and the group in fulfilling the greatest goals of all. The suggestion then for our children? To encourage them to court difference with excitement and delight rather than shy away from that which is initially unfamiliar.

I cannot help but ask myself at this point however, had I been a little girl growing up in Poland in the 1940s, would I too have yelled with such fervour "Goodbye Jews. Goodbye Jews"^[1] When language is removed, when we are 'without words', what remains is the same, a desire to overlay meaning onto our existence, to label and control our emotions. Perhaps when we are 'without words' we are better equipped to do this, not worse, as we are forced to find a way of communicating that we can all understand, to synchronize our behaviour through more detailed observation, to stop and allow ourselves to be guided by others and by our own emotions, to let our bodies take us along, without words, as mine did when I entered the memorial for the first time.

Over half term, I attended three art exhibitions, each connected by themes of displacement and dislocation. How uncanny you might say, that these three exhibitions that appeared so apparently randomly, unrelated to each other were characterized by one theme. Perhaps you might say that the theme has been over-written by me, very easily explained by schema theory, (that which is currently being thought about will subsequently manifest itself in every possible percept). The alternative explanation is that we have hit upon a universal human preoccupation, that lies beneath the surface for us all: the fear of displacement, the fear of not knowing where we belong or with whom and this anxiety is so common that of course it is likely to be explored with a high degree of frequency within literature, the arts, music and so on. For decades, social psychologists have pontificated on the potency of the human desire to belong and how this drive will elicit all manner of apparently irrational behaviours. Perhaps this also underpins the reason as to why the feeling of loneliness is also so powerful, it is a warning signal that we are not safe, we are not a member of a coherent group and therefore we may be at risk.

The art exhibitions attended deserve a much deeper exploration than time allows here, especially the work of Danish artist Nina Saunders (see figure 1) and I look forward to the time to do this at a later date. For now, I am struck by the last show that I attended, it was a tribute to over a hundred asylum seekers in the UK, all of whom had lost their lives at the hands of racist murderers or who had taken their own lives, in a bid to end their pain. It was a stark reminder that the lessons that can be learnt from ten or twenty minutes in the stunning memorial in Berlin coupled with two or three hours in Oswiecim are a fundamental experience, if we are to begin to motivate ourselves to reach below the surface and pull our children to safety, to allow us to find ourselves in order that our children do not become lost in the landscape.^[2,3]

Finally, I would like to extend my thanks to the Headmaster, Mr Priory and the bursar, Mr Kent for granting me the opportunity to visit these cities. I have been inspired to formulate and in some cases ask, a multitude of questions and provided with an opportunity to listen attentively for answers from both inside and out.

Footnotes

¹ This is a reference to a line in *Schindler List*, directed by Stephen Spielberg. A small girl stands on the pavement as the Jewish people flee their houses piled with bags and possession grabbed as they are forcibly moved to the ghetto. The little girl almost spits out the line.

² I have just written this line only to be shocked by the realisation that this is also the imagery from another dream I had in Poland. It was too sad to talk about that much, even with friends, but so fascinating in terms of how our minds work that I felt I had to hide it here in this footnote though somewhat edited: 'in the dream, Larina, my daughter had fallen into some dark, dark water, off the side of what seemed like a harbour wall. Something had blown into the water, a ball or something and she had tried to reach out and grab it, she fell into the water, and disappeared below the surface. I saw her image become less and less distinct as she sank lower into the water, I dived in, holding my breath and swam down and grabbed her. I hauled her successfully to the surface. She was wearing a little red hooded raincoat that she has, it is even in a 1940s style and I find that such an interesting match with the much talked about child in *Schindler's List* (which I watched on my return from Berlin)', the dream came first.

³ My next venture will be a re-examination of Erikson's eight stages of man; the crises described at stages six and seven are particularly pertinent at present and not least as at 34, I am on Erikson's cusp, another tantalising coincidence.

⁴ Figure 1 shows a piece sculpture which is part of a large series called 'Katy's Convoy' – it is about the displacement of civilians at times of conflict, the artist, Nina Saunders mentions Darfur, Afghanistan and Iraq as her inspiration. This piece was all the more striking given that just the day before I had discovered the remains of our own pet rabbit, in the middle of our lawn; stomach and intestines, nothing more, a fox had stolen into our garden and consumed our pet; now I was confronted with Saunders' rabbit leading a peace convoy and her fox leaving with all that it could carry.

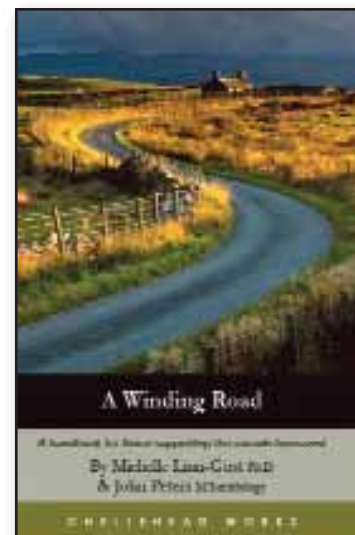
A WINDING ROAD

A handbook for those supporting the suicide bereaved

Michelle Linn-Gust PhD & John Peters M Suicidology

Chellehead Works

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The title of this beautiful book relates to the ever-changing journey that follows suicide bereavement, a journey taken by the two co-authors. Michelle Linn-Gust is the President-Elect for the American Association of Suicidology who lost her younger sister to suicide. She writes from an international perspective and is particularly interested in the importance of dog companionship after loss. John Peters will be well known to many ATP Members as a loyal committee member and conference organiser. He lost his son, Dale, eighteen years ago and has since devoted much of his time to supporting others who have been bereaved by suicide.

On the cover of this book there is a stunning photograph of Bryn y Gwynt, showing a winding road in North Wales in the sunset, and this sets the scene for what is to come as you begin to explore what lies inside. It is organised into some twenty short chapters, each written from a different perspective or about a different issue, covering 140 pages. The co-authors are joined by eight guest authors whose biographies reveal their vast range of experience, both personal and professional. They hail from all parts of the UK as well as Ireland, California and Australia and each has written a chapter from a particular point of view or area of expertise. It is striking that they all have something important to contribute, whether it be what they do or what they say to help others who have recently been bereaved.

In the preface John Peters explains that suicide bereavement has been given a very low profile in training courses because the rates of death from this cause are relatively low, at 11.1 per 100,000 in the USA and 6.8 per 100,000 in the UK. He points out that the stigma which is often still attached to suicide makes matters worse. He and his co-author write from personal experience and through this book they aim to improve the support that suicide survivors receive.

The foreword is written by Lanny Berman, PhD, ABPP who has worked as a Suicidologist for 40 years and is the President of the International Association for Suicide Prevention. He makes the point that 'Suicide happens', and that not all cases are preventable, but that in every case there will be caregivers whose role is to support those who he calls survivors of suicide. It is clear that he welcomes the publication of the book which he describes as a 'book of care-giving for caregivers'.

It is tempting to try to describe every single chapter of this book because each one makes such an impact. Themes range from world suicide statistics to art therapy, from telephone helpline support to a proactive postvention response service and from the impact of suicide on children to issues surrounding suicide in the workplace. The chapter written by John on the 'Cultural Dimension' is a fascinating look at how suicide is viewed in different societies and by different religions. He talks about cultural evolution and the dilemma faced by those who live in more than one culture at one time.

The book concludes with a chapter by Michelle on how to help someone who is bereaved, and anyone who has lost a loved one will recognise some of the practical ideas she suggests. My favourite was about the man who left a carrier bag full of paper plates on the family's doorstep when her sister died. It contained a note to say that although he didn't know them well he guessed that, for a few days at least, they would not need to worry about doing lots of washing up.

I have become very attached to my copy of this lovely book, not least because it is so beautifully produced and printed on paper of extremely high quality. The title of every chapter is accompanied by a different, full colour, photograph of a winding road and often a short poem. It is comforting to hold and to look at, as well as to read, and within minutes of being shown it, my colleague who volunteers as a 'Samaritan' had recommended it for use in their training programmes.

It occurs to me that, as a result of diminishing support for students from agencies such as Connexions, the rise in university tuition fees and the possible withdrawal of EMA, it could be even more likely that teachers will face the consequences of the loss of a member of the school or college community. This book will be a valuable source of information and every teacher should have access to a copy in their institution.

Copies can be bought from John Peters, price £10.99 (plus £1.20 p&p) – john@johnpeters.freemove.co.uk or 3 St Nicholas Close, Austrey, Warks., CV9 3EQ. Tel 01827 830480.

Review by Dorothy Coombs
Prior Pursglove College, Guisborough

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THE INTERPRETATION OF MURDER

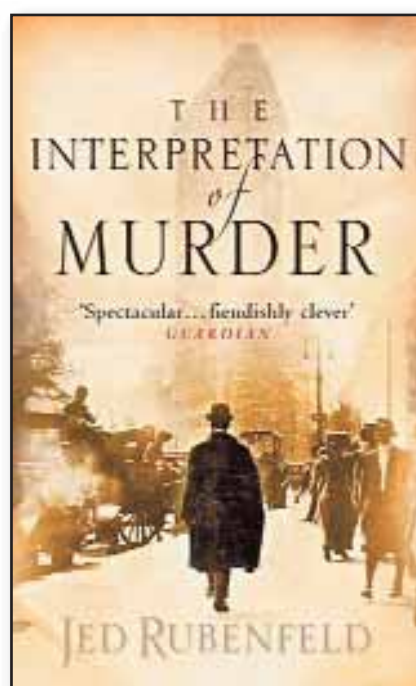
Jed Rubinfeld

£7.99

This first take on the famous Freud book (and there is a second, 'The Death Instinct') is a fictional story of Freud and murder in the USA. I have an interest in Dr Freud, exactly what is known to those who know me, but this blend of some facts and a lot of fiction is so good! It is set during Freud's trip to New York in 1909, and I had not realised how acrimonious Freud and the US medics had become. It includes the increasing quarrels with Jung and Ferenczi and shows some of Freud's unhappiness and loathing for things American. And there is much amusing content of wealthy people with, well, rather unusual sexual leanings! The writing is informed, humorous and entertaining.

I do think the book could only be truly relished by those with some knowledge of Freud, and so I would recommend at least ordering it from the local library if not from the institution library – surely anything which encourages reading and an interest in some part of psychology is, in the words of the cosmetic giant, 'worth it'.

Review by Evie Bentley





LIVERPOOL PSYCHOLOGY TEACHERS NETWORK

Leader of Psychology
Holly Lodge Girls' College,
Liverpool

The LPTN 'Liverpool Psychology Teachers' Network' is an association of teachers who deliver the AQA(A) AS/A2 Level course in and around Liverpool.

Formed in October 2008, it was originally intended as a forum for teachers working in one-person/small departments to get together and discuss their experiences of the new specification, as well as sharing good practice.

Reasons for joining the network vary from member to member – some are new teachers and/or non-specialists wishing to learn from more experienced staff, some are more experienced staff looking for fresh ideas, some use it to fulfil professional development requirements – some just like the biscuits at the meetings!

We meet once per half term at Holly Lodge Girls' College, the

school of the founder and chair Kate Robson. Members also communicate via email between meetings, to share lesson ideas and crises in the interim.

Students of teachers in the network benefited from a free revision conference in 2009 at Holly Lodge, where almost £1,000 worth of prizes from textbooks to driving lessons were given away. More events like this one are planned in the future!

New members are always welcome – the organisation is completely free to join. Email lpn@hotmail.co.uk for more information!

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