

JUNE 2022

ATP TODAY

The Magazine of the Association for the Teaching of Psychology



HIGHLIGHTS

JOIN US?

FLIPPED LEARNING

JIM FALLON: NATURAL BORN KILLER

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

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

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

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

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

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

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

www.theatp.uk



FROM THE CHAIR

Welcome to this edition of the ATP Today magazine and my last as Chair as I will not be seeking re-election at the conference. However, I will be staying on the committee and supporting whoever is elected as the new Chair. I have been elected as Vice-President of EFPTA and so will be turning my attention to that role.

We hope that you have had a relaxing Easter and may even have been able to get away and travel somewhere this year! Of course this year we are able to focus our students on actual exams and they have had the advance information given by the awarding bodies to help guide their revision. I know that many will really welcome this and although some may have wished for even more guidance, every little helps. I have been delighted how many of you have attended the online CPD we have produced this year. Our on-going project with the Advanced Maths Support Programme has delivered another 12 sessions of Maths for Psychology and my thanks go to Cat Van Saarloos from AMSP in supporting this with the ATP. Watch this space for more information on Autumn 2022 sessions. Additionally, we have designed and delivered what I hope will be the first of more CPD sessions for

trainees and ECT's in Psychology and my thanks to all those on the ATP committee who delivered and supported this.

We of course have our ATP International conference in July to look forward to. This year the conference is at the University of Warwick with fantastic keynote speakers again. To give you a flavour, they include Niamh Stock from the University of Glasgow. Niamh is Head of the School of Psychology and Neuroscience and will be speaking on diversity in learning particularly with gifted learners. Also Dr Bo Kelestyn from University of Warwick will be speaking on 'What does it mean to innovate in your teaching and learning? Lessons from design thinking.' Of course there will be the ATP wine reception and a chance to catch up with colleagues and share your thoughts. If you haven't yet booked your place, please do register quickly. There are details on the ATP website, our Facebook page and Twitter.

It just leaves me to wish you a successful remainder of the year.

Best wishes
Jock McGinty



FROM THE EDITOR

I am back editing the ATP Today magazine sooner than usual as we no longer have the fabulous Punam Farmah in charge of this Summer time issue. I hope I have done her justice with this issue.

We have lots more of the conference illustrations by Dr Paul Fisher Davies in this issue, I couldn't choose which to leave out as they're all brilliant so I've included them all. If you were there at the conference in 2021 they will serve as a comforting reminder of the event and if not then they give a super feel of the conference and may be enough to entice you this year. Also included are some interesting contributions from students, a real accomplishment and treat for them to see them writing in print. We always welcome student contributions and the field of what they could write about is wide so please do approach Helen Kitching or myself if you have a student who is keen to contribute in the future. Some of the most useful articles we include are those from a teaching and learning perspective and there are some take away resources in the Ace the Exam piece which the author has kindly shared. In addition, the Flipped

Learning article provides a worked example so you can really see how the process could work in your teaching. The features this time are thought provoking and timely; thoughts on whether psychology education has a public health role and how psychology interacts with climate change. I hope you're able to take time out on a sunny morning or afternoon to digest the magazine and enjoy it!

Best wishes
Laura Quaife
ATP Today Editor

ATP Scotland: UPDATE

Following our webinar in November 2021, ATPS is planning a further event during 2022. The theme is not yet decided but may be influenced by the major national developments which are ongoing in the school curriculum – see below. We expect to again work jointly with the British Psychological Society (Scotland). ATPS' engagement with the European Federation of Psychology Teachers' Associations (EFPTA) also goes from strength to strength: ATPS member Simon Robinson gave a presentation on the SQA Mental Health and Wellbeing course to a Europe-wide webinar in February, and at his Edinburgh school he is hosting Danish teacher and EFPTA President Mette Eggertsen on an Erasmus+ visit to Scotland in May. Mairi Rice is taking over as EFPTA Scotland rep from Morag Williamson (Morag remains on the EFPTA Board as Secretary).

In Scottish schools, "normal" exams for 2022 are going ahead; the contingency plans in case of renewed tightening of covid restrictions are still in place but not currently deemed necessary. National 5 and Higher level exams took place on the 10th May. We, here at ATPS, wish all the candidates the very best of luck and hope that their results reflect the hard work they have put into their studies, especially during another turbulent year. I am certain that I am not alone waiting anxiously for the results on

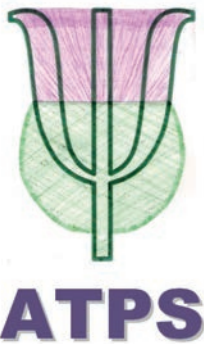
the 9th August. It will be interesting to see what adjustments have been made, in terms of grade boundaries etc, bearing in mind our S6 pupils, in their final year of school, have never sat an official exam. The SQA has also notified schools and colleges that the modifications to courses put in place for Covid-19 are to remain in place for 2022-2023.

The Muir Report on Scottish education was published in March, and major national changes will be implemented in 2024 based on its recommendations. The two main education agencies, SQA and Education Scotland, are to be replaced by three new bodies: a qualifications and assessment body, a national agency for Scottish education, and an inspectorate. A fundamental aim according to the Report is to create a system that "genuinely empowers teachers and practitioners and where learners' voices, experiences, perspectives and rights are central to decision making." The current system sees curriculum as narrowly focused on content, neglecting pedagogy.

Some key messages from the report and responses to it are: the structure of the education system does need changing but that is not enough – cultural change is also needed; the new bodies must not be "monoliths" as at present, characterised by hierarchy, bureaucracy, lack of trust,

and centralised control; they should give teachers a prominent role (rather than being dominated by civil servants with little or no experience of education); as well as involving teachers, education expert Prof Mark Priestley of Stirling University says the new bodies will need "wider expertise ... for example in educational research and theory. This combination of experience and expertise is manifestly limited in existing agencies".

In sum, this major overhaul of Scottish education lays the groundwork for setting out anew what the purposes of education should be, and designing a system that will enable fulfilment of those purposes. As Priestley says, we need "a system more grounded in educational purposes and principles, and one that genuinely serves the interests of children and young people". Whether this will be achieved in practice remains to be seen.



MAIRI RICE, ATPS

EUROPEAN PSYCHOLOGY TEACHERS COME TOGETHER IN PERSON AGAIN!

Since early 2020 all EFPTA Board meetings and events had to be held online due to covid, but in-person meetings have started again! The Board met on 29-30th April, in Odense, Denmark, hosted by the Danish psychology teachers' association. ATP Chair Jock McGinty attended in person in his role as England/Wales rep, and Morag Williamson (ATP Scotland rep) participated via Zoom. The Board made plans for meetings and events later in 2022 and in 2023; we also very much hope that we can hold a live conference again in spring 2024, which will

be the first since Reykjavik 2018. Look out for details of our future events!

Meanwhile, EFPTA has continued to be very active despite the pandemic. In February 2022 we held a webinar on the theme of young people's mental health and the role of psychology teachers. About 50 people from 16 countries took part, and psychology teachers from both the ATP and ATPS – Jock McGinty and Simon Robinson respectively – as well as from other European countries, contributed presentations. Many thanks to all ATP members who took part! You'll find

a report of the event and presentations here: <http://www.efpta.org/home/index.asp?SID=12#64>.

At the recent Board meeting, elections for the four Officer roles were held: Lenka Sokolová of the Slovakian psychology teachers' association, who had been President since 2019, handed over the reins to Mette Eggertsen of the Danish association. Congratulations to Jock who has now become EFPTA Vice-President! He takes





member associations, you are welcome to attend Board meetings as a guest /observer, so please contact Morag (ATPS) or Jock (ATP England & Wales) if you would like to attend a meeting, in person or online. You can also sign up to our mailing list from the homepage (www.efpta.org) – just one or two messages per year, mostly about events.

Finally, don't forget that not every European country is an EFPTA member (yet!), so we are always on the lookout for potential new member countries. Let us know if you have European psychology teacher contacts in such countries (check the list of member countries here <http://www.efpta.org/home/index.asp?sid=2>)



MORAG WILLIAMSON

ATP Scotland representative to the European Federation of Psychology Teachers' Associations

over that role from Mette; Morag continues as Secretary. Further good news is that new President Mette is visiting Scotland on an Erasmus project in May, and we are pleased that ATP Scotland members are helping to arrange school visits and meetings. At the meeting, we also said goodbye and thanks

to ATP member Jackie Moody, who has been the EFPTA Luxembourg rep for several years. She received a Viking warrior (a model, not a real one!) as a token of our appreciation.

Interested in finding out more about EFPTA, maybe thinking about getting involved? As a member of the ATP/ATPS, which are EFPTA

FROM THE **BPS**

Dr Pirashanthie Vivekananda-Schmidt



I'm an occupational Psychologist with over a decade of experience working in training and assessment within medical and healthcare education. Joining the education and training board is an exciting opportunity to contribute through the experiences I have gained in the last decade and influence the shape of training

of psychology through the different boundaries across psychology.

In my core role I develop the curriculum areas of professional values ethics, leadership and human factors education. Professional values and ethics are core to building professional identity. One opportunity I see to strengthen the professional identity for psychologists is strengthening the transition between school, undergraduate and postgraduate training. It would also be timely to invest into improving the alignment between training at these various levels and the current challenges humanity is facing at a global level. This will positively contribute to the sense of capability psychologists of different specialities face in the workplace.



Dr Mark Sergeant



I am a Principal Lecturer in psychology at Nottingham Trent University (NTU). I've been a university lecturer for 20 years and have helped build NTU into the biggest psychology department in the country. We have over 3000 students across our courses!

I was delighted to join the Education and Training Board of the British Psychological

Society (BPS) this year. I'd like to explain a little bit about why I joined and how I can help with their amazing work.

I am a Committee Member of the Division of Academics, Researchers and Teachers in Psychology (DARTP), which promotes psychology at all levels of education, and I Chair the Conference and Events Committee, which leads on outreach events. I am proud to have led the redevelopment of the flagship Your Future in Psychology and Careers in Psychology events which support students at all levels of their education in psychology. I have always ensured that these events celebrate individuals from a diverse range of backgrounds as well as promoting and non-traditional psychology careers.

A lot of my work is based on helping students successfully navigate their educational journey in psychology. I'm particularly motivated to help students from all backgrounds access education as I believe that psychology is for everyone. As part of this, I'm really looking forward to working with the Education and Training Board on their Pre-University strategy; continuing to support all students in their journey in psychology!

THE ASSOCIATION FOR THE TEACHING OF PSYCHOLOGY INTERNATIONAL ANNUAL CONFERENCE 2022

8-9th July University of Warwick

We are heading to the beautiful leafy campus of the University of Warwick this year for our annual conference. Situated just outside the city of Coventry, the university is accessible by car and rail. Buses go to the university from Coventry and there is a taxi rank just outside the station. A taxi costs around £11. Why not arrange to meet with other delegates and share a taxi?

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Sponsors for this year's conference so far are: Hodder Education, The British Psychological Society, The Division of Academics, Researchers and Teachers in Psychology (BPS), Eduqas, AQA, University of Warwick Psychology department. We are always extremely grateful for our sponsor's support.

We have got a fabulous line up for this years' conference.

Our Keynote speakers

Dr Niamh Stack, University of Glasgow

It takes a village to raise a gifted child.

There is an old proverb which says that it takes a village to raise a child. The premise being that a child has the best chance of having all their needs met if the parents, schools and wider community take an active and collaborative approach to supporting each child's development. Within any educational context, teachers are faced with a diverse group of young people with a range of abilities, experiences, personalities, challenges and strengths. As an individual educator, with their own strengths and limitations, it can be a challenge to support this range of diversity among learners. This is particularly true for gifted young people who can have a complex set of needs. Within this talk I will argue that by working collaboratively with families, community partners and gifted young people

themselves educators can exponentially increase the resources and skills available to support them and the gifted young people in their care in an inclusive way that provides challenge for different ranges of ability.

Dr Bo Kelestyn, Associate Professor at the University of Warwick and Innovation Consultant at Sprint Valley

What does it mean to innovate in your teaching and learning? Lessons from design thinking.

Innovation in teaching and learning, particularly in the pandemic and post pandemic world, is expected. But it does not happen by chance. There is a need to understand and pinpoint the ways in which we can co-create innovation within the enabling constraints we are working in.

Design thinking, as a way of thinking and doing things differently, can help us reframe this challenge into opportunity. It presents new possibilities for the teaching community. With its multiple touch points to psychology, it has the potential to reinvent what and how we teach and inspire ourselves in the process of

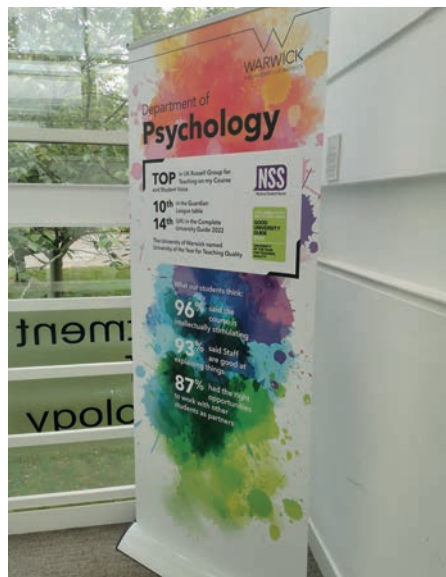


inspiring the next generation of psychologists.

In this keynote, we will explore design thinking as a tool and a mindset. Used by some of the most successful organisations worldwide it builds on multiple concepts from the discipline of Psychology. Together we will uncover practical steps in which you can embed its principles into your teaching and learning innovation, as well as your personal and professional development.

Professor Barbara Wilson

Prof. Barbara Wilson OBE is the founder of the Oliver Zangwill Centre for Neuropsychological Rehabilitation in Ely, Cambridgeshire. She was awarded an OBE for her work in brain injury rehabilitation over 40 years for "medical rehabilitation". She was a clinical psychologist and is now retired. She was shortlisted for a Lifetime Achievement Award in the NHS70 Parliamentary Awards in 2018 for her dedication to brain injury rehabilitation. She is well known for her longitudinal research on Clive Wearing.



Event Programme

Our conference programme is subject to change at any point before or during the conference itself. We are unable to accept responsibility for changes made which are outside of our control.



Thursday 7th July

Timing and location TBC	Fringe event (timing and location TBC)
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Friday 8th July

9:00 AM - 10:00 AM	Registration
10:00 AM - 10:30 AM	Conference Open
10:30 AM - 11:30 AM	Dr Niamh Stack, Physics lecture theatre
11:30 AM - 12:30 PM	Breakout 1 - choice of workshops
12:30 PM - 1:30 PM	Lunch sponsored by Warwick university psychology department and exhibition
1:30 PM - 2:30 PM	Breakout 2 - choice of workshops
2:30 PM - 3:30 PM	Breakout 3 - choice of workshops
3:30 PM - 4:00 PM	Refreshment Break
4:00 PM - 5:00 PM	Breakout 4 - choice of workshops
6:45 PM - 7:15 PM	Getting to know you
7:15 PM - 8:00 PM	Wine reception sponsored by Hodder
8:00 PM - 11:59 PM	Gala Dinner sponsored by the BPS, Chancellor's room

Saturday 9th July

7:30 AM - 7:55 AM	Breakfast Rootes restaurant
7:55 AM - 9:00 AM	Morning mindfulness walk. Meet in the dining room
9:00 AM - 10:00 AM	Breakout 5 - choice of workshops
10:00 AM - 10:30 AM	Refreshment Break 2
10:30 AM - 11:30 AM	Prof. Barbara Wilson, PLT The Tim Gregson-Williams memorial lecture
11:30 AM - 12:00 PM	AGM
12:00 PM - 1:00 PM	Breakout 6 - choice of workshops
1:00 PM - 2:00 PM	Lunch sponsored by AQA and Exhibition.
2:00 PM - 3:00 PM	Breakout 7 - choice of workshops
3:00 PM - 3:30 PM	Refreshment Break 3
3:30 PM - 4:30 PM	Dr Bo Kelestyn. PLT
4:30 PM - 5:00 PM	Plenary
5:00 PM - 5:01 PM	End of Conference

The Mike Stanley memorial Sponsored place for NQT/PGCE students

Each year we offer a sponsored place at conference to an NQT or PGCE student. If you are interested in being considered, please write a maximum of 200 words saying why you would like to come to conference. The winner will also be required to write a

short article for ATP Today magazine about their experiences at the conference. The deadline for entries is Wednesday 15th June. Please email our Chair Jock McGinty at mcgintya@watfordboys.org

Workshops

We have an exciting and wide-ranging programme of workshops already planned. However, if you are interested in running a workshop at conference please contact me at helenkitching@gmail.com as soon as possible. If you have not booked your place yet, the link to our booking agents is: <https://www.delegate-reg.co.uk/atp2022/>

We look forward to seeing you at conference. All the best on behalf of the ATP committee
Helen J. Kitching, FBPsS, CPsychol
Conference Organiser

ATP FREE ONLINE CPD FOR **TRAINEE AND EARLY CAREER TEACHERS**

On Saturday 19th March 2022 the ATP held a very successful online event for trainee and early career teachers. The interruptions caused to teacher training by the pandemic had made the need for an event like this even greater than usual.

We devised a programme which reflected things that Early Career Teachers (ECTs) and trainees usually have issues with. Rebecca Leong spoke about behaviour management drawing on her extensive experience of working in SEND schools and gave some fantastic advice and strategies to employ in the classroom. Aletia Hagedorn talked about differentiation, which is especially relevant at the moment as adaptive teaching is a key feature of the early career framework. Jess Pye gave some excellent advice about teaching the skill of extended writing, something that many students struggle with. Finally Michelle Satchwell and I focused on managing your workload and achieving that all important work/life balance. The key takeaway point was to be a 'good enough' teacher. After every session we allowed time for discussion in breakout rooms, this is something that our delegates really appreciated and goes some way towards replicating the important networking aspect of face-to-face training which can be lost in online events. All the presentations and resources for this event can be found on our website.

Feedback on the event was excellent, with all delegates saying that they had a very positive experience.

'Online convenience, friendly speakers who were motivating and provided a lot of hints and tips to take into my own teaching.'

'I particularly enjoyed being given advice on how to differentiate, specific examples such as changing seating plans according to activities. sometimes having mixed ability seating arrangement sometimes set ability is an interesting concept.'

'I really enjoyed the breakout rooms which gave me an opportunity for discussion with other delegates.'

We hope to hold more online events in the future and would love to hear your views



For the Teacher by the Teacher

**CPD for Psychology ECTs and trainee teachers
Saturday 19th March**

Programme

9:30- 9:35 Introduction – Deb Gajic

9:35- 10:05 Behaviour Management – Rebecca Leong

10:05- 10:15 Break out groups

10:15- 10:45- Differentiation- Aletia Hagedorn

10:45- 10:55- Break out groups

10:55- 11:25- Extended Writing (AQA specific) – Jessica Pye

11:25- 11:35- Break out groups

11:35- 12:05- Managing your Workload – Deb Gajic & Michelle Satchwell

12:05- 12:15- Break out groups

12:15- 12:30 – Plenary

To book your place email: atpmembershipmail@gmail.com

on what you would like to see on future programmes. Finally, if you found this useful, you will love our annual conference. Don't forget to book your place.



DEB GAJIC, CPsychol, AFBPsS
Treasurer & CPD Organiser



ATP INTERNATIONAL CONFERENCE 2021

50TH
ANNIVERSARY

Celebrating over 50 years
of Teaching Psychology

FOR THE
BY THE
TEACHER,
Teacher!

HELLO and WELCOME
to a FACE-to-FACE
conference!

JOCK
McGINTY

It would have been 50 years
LAST year - now it's OVER 50!
It's taken a LOT to get
a conference underway
under COVID.

HELEN
KITCHING

We
made
it!

THANKS to all
our SPONSORS
and EXHIBITORS!

- We can MEET
and SOCIALISE!
- SIGN UP for
workshops!



I think we're
ALL ZOOMED-OUT...!
Have a FAB CONFERENCE!

ORGANISER



The Science of LAUGHTER?

KEYNOTE 2



PROFESSOR SOPHIE SCOTT



There's a lot of work on FEAR - very little on LAUGHTER!

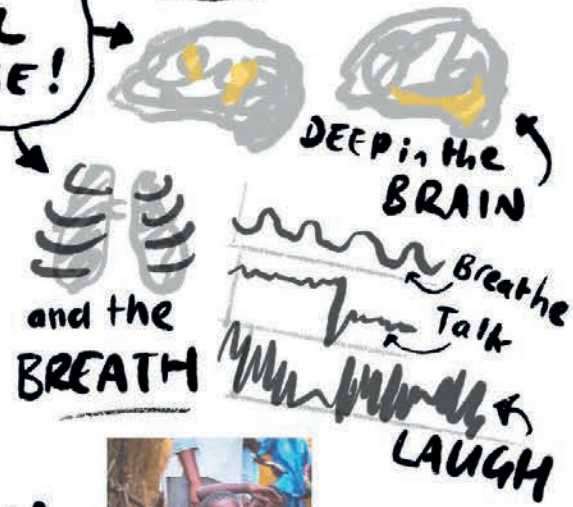
Why's it so FUNNY?

Why don't we take it SERIOUSLY?

LAUGHTER is more like an ANIMAL CALL than LANGUAGE!

It's UNIVERSAL!

EMOTION is EVOLUTIONARY
DARWIN - EKMAN
There may be more than 6 ... and they may be "FAKED"



CROSS-CULTURAL studies are HARD to do - we explored NAMIBIA.

LAUGHTER is especially general!



ANIMALS PLAY and SIGNAL that they are playing.

LAUGHTER is NEVER NEUTRAL

Laughter is often NOTHING to do with JOKES - we laugh SOCIALLY in talk...

There's SPONTANEOUS vs COMMUNICATIVE laughter... Controlled

BUT laughter MAKES jokes FUNNIER... esp. SPONTANEOUS LAUGHS!



But it TAKES TIME for children to LEARN this...

De-STRESS!



LAUGHTER makes things BETTER!

DECOLONISING the PSYCHOLOGY CURRICULUM: How does that make you = FEEL? =

KEYNOTE 3

SARAH ATAYERO



I'm a director at BiPP Network - promoting Black & Minority Ethnic representation in psychiatry and psychology...

COMPASSION: AN ACTION more than an EMOTION!

So what is **DECOLONISATION?**

A **STATE** withdrawing from colonial occupation... Freeing of **MINDS** from colonial THINKING

THESE ARE GENERAL DIFFERENCE.

NOT "Diversity"... "inclusion"

RACISM is **SYSTEMIC**. THE SYSTEM

Who's in the room? Who's heard? How is **BUILT?**

RACE is a SOCIAL construct. **POGM:** People of the

WHY **DECOLONISE PSYCHOLOGY?**

GLOBAL MAJORITY!

White as NORM...?

Racist/eugenic UNDERPINNING...

BLM - TRAUMA - HEALTHCARE

"The Welfare Trait" ???

The SPECIFICATION

WESTERN THERAPIES or "Westernised, eg 'MINDFULNESS'"

Research cohorts: W.E.I.R.D.! (American white uni & students!)

HOW

"**OBJECTIVE**"?

MALAYSIA:

#Rhodes must FALL

PROBLEMS NOW:

The **ATTAINMENT GAP** lower uni grades! - ↓

TRANSFORMATION NOW!

Why leave the task to the **MARGINALISED** students?

GOOD PRACTICE:

UCL: #Why is my curriculum WHITE?

COLLECTIVE ACTION:

Tell the TRUTH

WEIRD

LOBBYING

ASK STUDENTS

BREAKOUT 1 PRACTICAL STRATEGIES to Manage EXAM ANXIETY

POST-COVID

LUCINDA POWELL

Year 11 and 12 will sit A LEVELS as their FIRST Public EXAM!

Young people may not know that the symptoms are OK... **EXCITEMENT!**

ANXIETY
Mind racing - Dizzy
Normal! - light headed
Nausea - hard to swallow



ANXIETY is MANAGEABLE!

How could you **EMBED** teaching about anxiety? Problems?



CONTROL CONTROLLABLES!
Avoid AVOIDANCE!
How have previous students coped?
How do you react?

STUDY SKILLS KEY!

How do you **REVISE?**

UNHELPFUL THINKING STYLES:

JUMPING TO CONCLUSIONS

ALL-OR-NOTHING

WAYS to MANAGE:

3 DEEP BREATHS

FEET SEAT HANDS

LOOK AHEAD

Anticipate Problems!



LEARN to BREATHE

Write your WORRIES Then THROW IT AWAY!



BREAKOUT

3

66 Can't help FALLING in LOVE"

Introducing the SCIENCE of LOVE



15
DR
STEVEN
TAYLOR



LOVE is something we're all fascinated in and INVOLVED in...

RELATIONSHIPS - ADDICTION - ISSUES

There is a NEUROSCIENCE of LOVE...

Why do we fall in love?

What's HAPPENING in our BRAIN?

LONGER PERIOD of child rearing!



EVOLUTION:
The need to focus on a PARTICULAR Mate ...

THE BRAIN

x3! =  = TRIPLES in SIZE →



Researchers studied STUDENTS in LOVE

DOPAMINE!

PAIN CENTRES fire LESS
PLEASURE CENTRES fire MORE!

ADDICTION:
HELEN FISHER



Love is LITERALLY an ADDICTION.

SEROTONIN

GOES very low...
ANXIETY + OBSESSION...

"LOVE is BLIND"
Certain CRITICAL FACULTIES SHUT DOWN

BUT ALSO

The brain is trying to MAKE US fall in love!

SWEAT... HEARTBEAT

OXYTOCIN → commitment

Attachment

Empathy

MADNESS?



LOVE
FACTUALLY
The science of why we love

BREAKOUT
4
17

JOCK
McGINTY



USING ROSENSHINE'S 10 PRINCIPLES of instruction



to help students "CATCH UP" after COVID

- ① BEGIN with a SHORT REVIEW
- ② PRESENT NEW MATERIAL in SHORT STEPS
- ③ ASK a LARGE NUMBER of QUESTIONS
- ④ PROVIDE MODELS!
- ⑤ GUIDE STUDENT PRACTICE
- ⑥ CHECK students' UNDERSTANDING
"What have I just said?"
- ⑦ OBTAIN a HIGH SUCCESS rate
- ⑧ PROVIDE SCAFFOLDS for hard tasks
eg CHECKLISTS
- ⑨ REQUIRE INDEPENDENT PRACTICE and MONITOR!
- ⑩ ENGAGE Ss in WEEKLY and MONTHLY

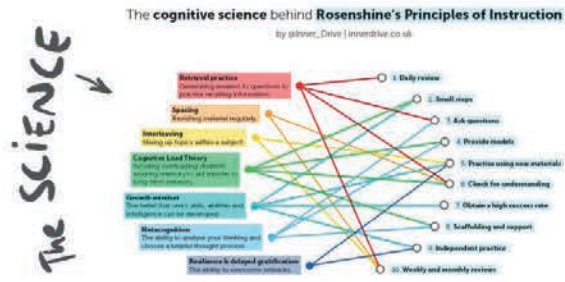
Qs help retrieval

Have I taught it wrong...?

and MONITOR!

Find 4 = REVIEW = in the news!

knowledge dumps!



BREAKOUT

23

5

Cultivating PSYCHOLOGICAL LITERACY for PERSONAL and PROFESSIONAL Development!

PATRICK ROSENKRANZ

My perspective is from UNIVERSITY teaching...

(NEWCASTLE UNI) →

Psychology GRADUATES mostly (~80%) go into CAREERS outside psychology ... They need "SOFT SKILLS"!

Does our teaching help our students LIVE in the WORLD and make it a BETTER PLACE!



HOW? PSYCHOLOGICAL LITERACY

is the ability to APPLY ψ for PSP needs

FOUNDATIONS → DEPTH → SPECIALISM
ACADEMIC SKILLS → PRINCIPLES OF PSYCH. → PROFESSIONAL SKILLS
METHODS MEANINGS

Critical Thinking!
AWARENESS!

ETHICS!

INTER-CULTURAL competence is key

PEER MENTORING

'PAL' PEER-ASSISTED LEARNING

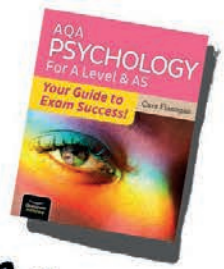
MENTORING is INTEGRATED into the course!
= 60% → 100% att.

in GROUPS
MENTEES and MENTORS both benefit!

REFLECTIVE LOG

Reflective practice is HOW we LEARN! (Dewey.)
More than CURRICULUM!





BREAK OUT
6
29

EXAM SUCCESS -

People often do better when they STOP TRYING!

CARA FLANAGAN



Not ALL students can get an A - so aiming just to GET BETTER may lead to more success...



You needn't aim for 100% ...

LESS is **MORE**!

What is **DETAIL**?

← NOT writing MORE, but more **PRECISE**...

CLARITY? Write for the **EXAMINER!**

What is **FOCUS**?

MIDDLE PICTURE - task
EXPLAIN how an independent groups study might be improved

BIG PICTURE - area of the spec

DECONSTRUCT the **QUESTION**

← **LITTLE PICTURE** - detail!

ESSAYS = RESEARCH METHODS

are about 1/3 of the **MARKS** ...

are actually the **BEDROCK** of the subject ... and **UNDER-TAUGHT!**

But **SHORT ANSWERS** could pick up grades ...

TEST RECALL not **RECOGNITION!**
old as **BACON!** (1620)...

PSYCHOLOGICAL LITERACY

READ, WATCH and LISTEN "TALK the TALK"

Be **INTERESTED** in **PSYCHOLOGY** - not just **TRYING** to get a **GRADE!**

SELF EFFICACY - remember you CAN and HAVE hit **SUCCESS!**



The boy who did **BETTER** when **ABANDONED**...

CF. BREAKOUT S session 23!

You're a great singer!

You got 89% You WRITE well!

BREAKOUT

7

The FUTURE OF THE BRAIN



32

Dr GUY SUTTON

We're going to look at the next 50 YEARS of brain science - some quite SHOCKING!



There's a temptation to put **NEURO** - in front of everything - it's **BIG NEWS!**

THE BRAIN INITIATIVE in the U.S. is revealing much... (though not a cure for **ALZHEIMER'S!**)

We still don't **REALLY** understand the **SYNAPSE**...

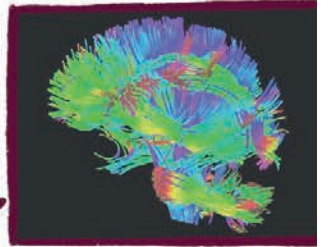
PATCH CLAMPING - **PCR TESTING**
SEQUENCING - **TRANSCRIPTION**
OPTOGENETICS - **MICROSCOPY**
= **EXPANSION 20x =**

Is **SCHIZOPHRENIA** established in **INFANCY**?
AUTISM?



BRAIN IMAGING can explore these...
Genetic miswiring

DTI
NEURO IMAGING

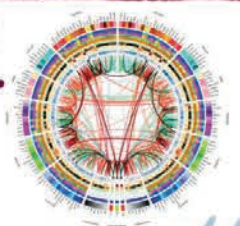


CEREBRAL ORGANOIDS



"**BRAIN in a DISH!**" (sort of...)

CONNECTOGRAM



We can **EXPERIMENT** with these - **DRUG** tests, chemistry, responses...

SARS-COV2 can be explored with **ORGANOIDS**

CANCERS - **LISSENCEPHALY** - **ALZHEIMER'S**
e.g. **GLIOBLASTOMA**

At present, they're **HIGHLY ETHICAL...**

ETHICS!
What if they became conscious?

BRAIN-COMPUTER INTERFACES...?
ONE DAY!



~ 20-30 years...

BEHAVIOURAL LIMITERS?
could be...!

UK AND EUROPE: DOES PSYCHOLOGY EDUCATION HAVE A PUBLIC HEALTH ROLE?



For nearly two years our lives have been profoundly changed by the pandemic, in so many different and often distressing ways. Of huge concern is the impact on mental health, especially amongst young people, so it's good to see several recent initiatives: the European Federation of Psychologists' Associations (EFPA) has designated mental health as a key theme for the next two years; the European Federation of Psychology Teachers' Associations (EFPTA), reflecting psychology teachers' concerns across Europe, is hosted a webinar on the topic on 19th February; ATP Scotland collaborated with BPS Scotland in a recent CPD event on the new SQA Mental Health & Wellbeing courses.

These projects show a responsiveness to "real-life" issues which is welcome. Might it be an indication of a shift in how psychologists and psychology educators perceive their roles in society?

It's interesting that "the science" has become a dominant theme in government briefings and media reporting of covid. Even

better, "the science" includes psychology; psychologists are being thrust into the limelight like never before. For example, Professor Stephen Reicher and Professor Susan Michie - both of whom have delivered keynotes at ATP Conferences - are government advisers, highly visible in the media and valued for their insights into human behaviour in these beleaguered times.

This suggests to me that our discipline is being perceived now (at last) as relevant and important, rather than dismissed as "anology" or "just theory" - indeed some psychology courses have done little to dispel this view. Now, its practical usefulness has come to the fore. Many will agree with the claim by Mair et al (2013) that a high level of psychological literacy amongst the public can be helpful in tackling major issues at societal levels. In schools, the contribution made by decades of psychology education to population-level psychological understanding is often underestimated, but there is still a way to go to ensure that everyone, including those

with political power, have a sound basic knowledge of "practical" psychology.

Whatever the issue - mental health, climate change, poverty, conflict, online abuse and misinformation, extremism - a good understanding of "the psychology" is a necessary first step towards taking appropriate action to address it. Not only that, but by applying our knowledge we can help prevent problems in the first place; see, for example, the impact of childhood deprivation research on child and family policies. In other words, psychology is a tool of public health.

Who is best placed to make use of this tool? Psychology teachers, of course! We come back to George Miller's famous exhortation to "give psychology away" (1969), and the more recent notion of psychological literacy. Both inherently emphasise psychology's real-world problem-solving potential, whether for the wellbeing of oneself or society. School psychology courses should therefore place strong emphasis on real-world practical application of psychology to the big issues of our time. Because our young people need all the help they can get.



References

Mair, C., Taylor, J. & Hulme, J.A. (2013). An introductory guide to psychological literacy and psychologically literate citizenship. York: Higher Education Academy. Retrieved 05 December 2021 from <https://bit.ly/3lnnKIF>

Miller, G. (1969). Psychology as a means of promoting human welfare. *American Psychologist*, 24, 1063-1075.

Useful links

European Federation of Psychology Teachers' Associations (EFPTA) - www.efpta.org

Scottish Qualifications Authority: Mental Health and Wellbeing award - <https://www.sqa.org.uk/sqa/83453.html>



MORAG WILLIAMSON,
retired psychology teacher and academic

THE PSYCHOLOGY OF CLIMATE CHANGE

With so much evidence of depleting natural resources, toxic waste, climate change, irreparable harm to our food chain and rapidly increasing instances of natural disasters, why do we keep perpetuating the problem? Why do we continue marching at the same alarming beat?

Yehuda Berg

Is it too late? Is it even worth trying to fix the climate? Are we doomed to an unlivable planet? Why bother? It's the governments' fault. It's big corporate business's fault. It's all about greed and profit margins.

Headlines like these don't help the situation. Such negative focus leads to discouragement and disengagement. This further results in a sense of powerlessness – 'there's nothing we can do about the problem', resulting in apathy. However, this is a real problem that will not go away and it's getting worse every day instead of better. Indeed, many scientists predict that stress, anxiety, depression, and PTSD will increase as climate change's physical impacts accelerate. Therefore, a situation of 'helplessness' is a real problem.

The climate risks at 1.5C will result in a 100% flood increase, 9% of the world's population (700 million people) will be exposed to extreme

heat waves at least once every 20 years. Global warming results in consistently lower yields and lower nutritional content in tropical regions. Sea-levels rise which will expose millions of people to risks and the world is currently not on track to slow this down. The outcome of COP26 in Glasgow in 2021 resulted again in plenty of talk but very little action, which means that even if targets are achieved, we shall see a global temperature rise by 2.4C by the end of the century.

Issues within psychology are:

- How we all perceive and respond to climate change.
- Making positive use of social networks and communities.
- Talking about social diversity.
- Addressing issues of denial.
- Focusing on mental health.

Talking about decision making from the top to the bottom – International, National, Community, Individual, Household behaviour & Individual behaviour.

The role of education is vital during early childhood to make children aware of their planet and to allow for discussion in their homes and schools to take place. We have seen the impact of the snowball effect from the single voice of Greta Thunberg but regardless of her intent, it is up to our world leaders and corporations to be taking action because we are all stakeholders. Psychology can present us with clear examples relating to motivated cognition, denial,

group identities, attitude change, social influence, and conformity, but these need to be applied on such a scale never before witnessed in human nature. With denial, it is easier to blame others or create doubt that a problem exists than to accept the obstacle and become part of the solution. Behaviour and attitudes towards climate change is also linked to our cultural values and consumer behaviour. Many people are unwilling to abandon their personal comfort and lifestyle consumption habits in the name of climate change. For example, how many of us will be flying off on our summer holidays this year?

What is the role of Psychology Teachers?

We need to address our individual habits and behaviour and make changes in our daily life. This may be hard to achieve and maintain, but we all need to start somewhere.

We need to discuss this with both our colleagues and students at every given opportunity to see what changes they are making.

We need to get students to engage more with climate issues, and encourage them to sign petitions, undertake summer voluntary projects, write to MPs, and encourage changes to be made in their school or college and in their local environment, and to look further into the ways in which psychology might also help us all to achieve this.



References

Yehuda Berg. Available at: <https://www.inspiringquotes.us/author/8453-yehuda-berg/page2> (Accessed: 21st April 2022)

Recommended Reading

The Psychology of Climate Change. By Geoffrey Beattie & Laura McGuire (2019).

Psychology and Climate Change – Morality and Personal Agendas. By Gavin Cook (2021).

Psychology and Climate Change. Human Perceptions, Impacts and Responses. By Christie Manning (2018).



TREVOR DUNN,
Chartered Psychologist (Lecturer in
Psychology, Cambridge Regional College)



JIM FALLON: *NATURAL BORN KILLER?*

On November 13, 2020, Peter Sutcliffe died after refusing treatment for Covid-19. Known as the Yorkshire Ripper, Sutcliffe was convicted of the murder of 13 women and the attempted murder of seven others between 1975-1980. At no time did he show any remorse for what he had done.

What made Sutcliffe, and others like Ted Bundy (30 murders confirmed), Pedro Rodrigues Filho (70 murders confirmed) and Luis Garavito (138 murders of street children confirmed), the people they became? Were they natural-born killers, or did something happen to them that turned them into serial killers?

Neuroscientist Jim Fallon had few doubts. Psychopathic killers were born, and he believed he was beginning to find the evidence to prove it. We talked to him about this when he visited London.

It wasn't me; it was my brain.

Lawyers had been sending Fallon brain scans of convicted murderers in the hope that he could prove there was something wrong with their brains that made them unable to resist the urge to kill. After several years, Fallon was beginning to see a pattern. To test this objectively, he set up a blind trial. Colleagues sent him 70 brain scans: some of people with a clinical diagnosis, such as schizophrenia or depression, some of people with no diagnosis and some of convicted killers. Fallon successfully identified all the 'killer brains' in the sample.

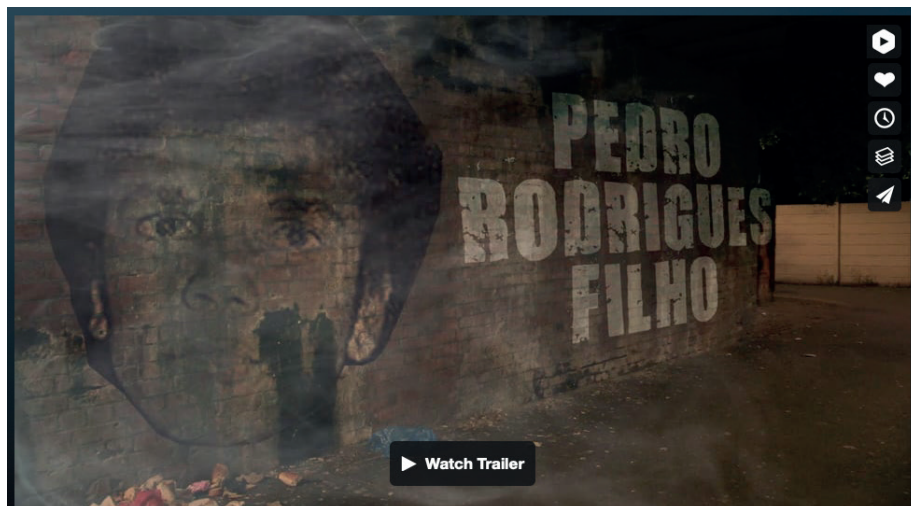
'They all had one thing in common,' he says, 'a loss of function in the orbital cortex, above the eyes, which is the circuit that codes for ethics, morality, conscience, and when that's gone, or doesn't develop, not only does a person have no sense of morality but they also have little control over their impulses.'

But Jim Fallon was in for an unpleasant surprise.

Me too?

Fallon had arranged PET brain scans for ten members of his own family as controls for a project he was conducting on genetic vulnerability to Alzheimer's disease. Looking through these scans one October afternoon, he was shocked to find one that looked like, in his words, 'the worst serial killer brain'. When he broke the code, he found he was looking at a scan of his own brain.

'I get the joke,' smiles Fallon. 'You know, I'm



Psychology: Jim Fallon: Natural Born Killer? HD

The film Jim Fallon: Natural Born Killer can be viewed at: <https://vimeo.com/ondemand/fallon>

studying serial killers and I've got a brain that looks just like one. You can't make this stuff up. The real things that happen in your life are often quite strange.'

There was more to come. Fallon had also had his family's DNA examined as part of the Alzheimer's project. When he checked them, he found they had normal, balanced combinations. Except for one.

'One had all of these markers that were really high risk for violence,' says Fallon. 'And, of course, it turned out to be me again. Now, it became a bit more serious, because I had both the brain pattern and the genetics that were very consistent with a really bad news killer, a psychopath really.'

If Fallon's research was right, and he was sure it was, then why wasn't he a killer? The only explanation seemed to be that while a brain abnormality and genes linked violence were necessary causes of psychopathic aggression, they weren't sufficient. There had to be something else. And for Fallon, this 'something else' may have come from childhood. Maybe his happy and secure childhood had protected him from 'a bad throw of the genetic dice'? This led him re-think some of his long-held ideas. Perhaps neuroscience didn't have all the answers after all?

'To all my colleagues I was like Mr. Genes,' smiles Fallon, 'genetics control everything. But it was like the joke's on me. I had to say I was wrong. And that was really enlightening. And

because I was wrong, I really had to study it more. How was I wrong? And you know I got a fix on that.'

The unholy trinity

For Fallon, there are three necessary ingredients that, when they come together, can produce psychopathic killers.

The first is a loss of function in the orbital cortex which can leave people incapable of ethical decision-making and also make them less able to control their impulses.

The second is inheriting genes, such as the MAOA gene, that predispose a person to aggression and violence.

And the third is having a childhood devoid of love, affection, and care that fails to protect people from their latent psychopathology. Peter Sutcliffe, Ted Bundy, Pedro Rodrigues Filho and Luis Garavito all had troubled or abusive childhoods.

We began by asking whether there really are natural-born killers. It seems the answer is yes and no. Better to say that there are natural-born potential killers. Whether that awful potential is realised would seem to depend on environmental influences and, in particular, the love given, or denied, in early childhood.



DR STEVE TAYLOR,

Shortcuts tv



TOP TIPS TO ACE THE EXAM!

1 Do you read examiner reports?

I get it, you are busy with homework and revision and making time to trawl through examiner reports ends up at the bottom of the 'To do list'! However, my advice would be to move this to the top of your list!

Why? These are the people who will be marking your exam papers, therefore knowing what they are looking for will help you improve your own answers.

But don't just 'read' them though! Print them all out (or ask your teacher to!) and with a highlighter and a red pen go through it making notes on what students who got into the top mark bands were doing and how students lost marks.

Then simplify it, marking a list of the top tips you learnt from them. Stick it on your wall and refer to it whenever you are answering exam questions. For example, if you know that students don't engage with the stem enough in application questions and lose marks, you can focus on practising this to ensure you do!

2 Practice papers

An obvious one, but practice really does make perfect.

The more questions you see and get used to answering the better you will become at them. I know that whenever a teacher mentions 'peer marking' in lessons students often roll their eyes!

However, learning to mark is an essential skill that will help you improve on your own exam technique. The more you practise using mark schemes to mark your own or others work, the more you understand the demands of each question. It also helps clarify how each question is weighted in terms of A01, A02 and A03 and

helps you enhance your answers by meeting them.

I know many students who walk around with their precious revision cards but struggle to apply this knowledge to the exam. Time to put the cards down and start answering some exam questions!

3 Research methods, research methods and more research methods

As a psychology tutor, the main topic students say they find the hardest is research methods. For some reason, revision for research methods is not a priority. Why??

IT IS THE MOST IMPORTANT TOPIC! Research methods is not like other topics, it can crop up in any section, on any paper.

Make it a priority. Set yourself aside 10-15 minutes each week just to practice answering exam questions or ask your teacher if they can incorporate more research method exam practice in lessons. Whenever you come across a study ask yourself some simple questions about the study. What is the sample, design, hypothesis? (This will also help you when it comes to evaluation too) One of things students struggle with the most is application to the research scenario. It is a skill that needs time and practice.

4 Time yourself

Whenever students come to me with a handful of essays and exam questions they have completed at home, my first question is "Did you time yourself?"

Writing under exam conditions is very different and can negatively impact performance in many ways. You cannot do a lot

about that, but you can get used to answering exam questions and writing essays in timed conditions. I would not waste time writing an essay at home if you don't time yourself and shut your textbook. Anyone can get an A when writing an essay like that!

The exam board suggests 1.25 minute per mark. Therefore, when completing exam practice look at the number of marks available and set your timer. You can then see how much you can realistically write in the time available and if you have met the AO's correctly. For example, have you written too much description (A01) and not enough evaluation (A03)? Getting your timings right is essential and you will find your grades will go up as a result of doing everything under exam conditions.

5 Know your command words

All of the above tips will help you learn this. If you know that: 'Explain the WMM (Working memory model)', only requires you to describe and not evaluate and that 'Explain one limitation of the WMM' requires you to not just identify but explain why it is a limitation; will save you time and guarantee you fully answer the question without losing marks.

Equally learning that an 8-mark, evaluation question is only worth 3 (description) A01 marks and 5 (evaluation) A03 marks safeguards you don't spend all your time writing a fabulous description with a tiny bit of evaluation at the end. Recognising the importance of each command word and what it demands of you is key to aching any exam.

This is a handout that you can give to your psychology groups to help them improve their exam skills. Many students spend hours and hours revising the content but fail to work on developing their exam technique. Although content is important, if they can't apply or use their knowledge under exam conditions then their exam results will suffer as a result.

This handout is something you can refer to during lessons and can create whole

lessons based on developing these skills. For example, introducing a weekly 10-15-minute slot to focus on research method questions or timed practice exam papers. Or print off some exam reports and in groups ask students to go through them, feeding back to the class what they have learnt. Get your students used to using mark schemes to mark theirs or other work as this will help them see where marks are lost and how certain questions are weighted based on command words.

When giving this out, go through each point and ask pupils to rate themselves in terms of their proficiency and how much time they spend cultivating each skill. This enables students to see what they need to focus on and helps you to see where the gaps are.



KATHERINE LOCKIE,

MCS Teaching in Psychology. Teacher/tutor & consultant



FLIPPIN' MARVELLOUS

HOW CAN FLIPPED LEARNING TRANSFORM YOUR CLASSROOM?

What is flipped learning?

Traditional classroom learning involves students gaining new knowledge *during* lesson time within the supportive classroom setting. This is then followed by asking students to complete various homework tasks aimed to consolidate and practise applying this new knowledge, by completing exam questions for example. However, flipped learning seeks to spin this on its head. Flipped learning involves students gaining new knowledge *before* the lesson as a homework task. This is then followed by using the supportive classroom setting to consolidate and practise applying new knowledge. When adopting flipped learning, the classroom setting is now a chance to deepen student understanding, apply newly learnt concepts and complete problem-solving activities with the help of the teacher (Advance HE, 2020).

What impact will flipped learning have on my classroom teaching?

Here are some reasons why you might want to move away from traditional classroom learning and embed flipped learning into your teaching:

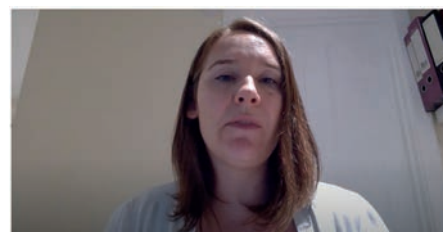
- **Learner-centred** – Traditionally, the teacher provides information. In flipped learning, it is the learner who is actively involved in their own instruction. The teacher shifts from being the giver of information and the learner gets freedom to decide where and when they learn, in a way that suits their learning best.
- **Active learning** – Traditionally, the classroom is an environment of instruction. In flipped learning, the classroom is transformed into an interactive setting that gives students opportunities to apply concepts and engage creatively with the subject content in a more enjoyable way.

- **Deeper learning**– Traditionally, the classroom is the home of lower-level learning like remembering and understanding. In flipped learning, the lower-level learning happens before the class and the classroom is now the home of application and analysis in a learning community of peers and the teacher.
- **Specific feedback** – Traditionally, the teacher has limited opportunities for feedback in lessons. In flipped learning, the teacher can easily spot knowledge gaps while students are doing hands-on work. They can address them there and then rather than waiting for a test a week later to see what has not been understood.

How do I actually do flipped learning successfully?

Dunn (2014) has created a handy 6 step guide to doing flipped learning successfully.

Step	Purpose	Example from a flipped classroom
1. Plan	Work out what topic you want to make a flipped video for, including key learning objectives, and put together a plan	Students need to learn about experimental designs. They must know what an experimental design is, and they must know the difference between the three experimental designs
2. Record	Record a video or a voice-over of yourself which students will watch ahead of your lesson. It must include all of the content you want covered from the topic you have chosen. Make it interesting and engaging so that you can say 'Would I want to watch this?'	Record a video explaining the experimental designs. To make it engaging, it will use an example throughout: does calorie intake impact concentration? https://youtu.be/Zfpl_l0eA50
3. Share	Share the flipped video with your students and explain that the content of it will be used in the next lesson. Share it on your VLE, for example, and be clear what you want students to do during and after watching the video (e.g. make notes, complete a quiz)	The video will be shared with students. The student's homework task is to watch the video and make notes on the video content. They will also have a 10-question multiple choice quiz to complete on the content of the video. They are given a week to complete this and it must all be done before the lesson
4. Change	After seeing the flipped topic, the students have now changed to learner-centred teaching	Students have completed the flipped learning and are primed when they walk into the lesson on experimental designs with the new knowledge
5. Group	Explore the topic further in small group/pair discussions. Give each group tasks and goals to work towards	Check understanding by asking groups to explain the experimental design used in 10 psychological studies. Check application by asking groups to demonstrate the different experimental designs by making animated videos (e.g. Stopmotion)
6. Regroup	Get the class together and share each group's work. This is a chance to ask questions, offer opinions and generate discussions	Check application by discussing with the class the standardised procedure for specific experimental design for 4 novel research questions



Record a video explaining the experimental designs. https://youtu.be/Zfpl_l0eA50

the points displayed in text format as well as audio it can help with structuring their notes and tricky spellings of terminology. It is also handy for teachers who do not feel comfortable having their face on a video as it is audio only. Top tip to try this out: design a PowerPoint presentation with all the chosen content, select Record and then From Beginning to record audio. Then click Export, Create a Video and then upload the saved video onto a platform like Youtube

Read text - A final suggestion is for the teacher to provide text for students to read. This can be from a textbook, a newspaper article or blog, for example. This has the advantage of being quicker for the teacher as the text already exists. However, the teacher is not in complete control of the content, terminology use or the examples used so some of the lesson time may be dedicated to giving more bespoke examples or clearing up any gaps which were not addressed by the text. **Top tip to try this out:** the teacher could annotate the text, redact irrelevant parts or give additional examples and provide this modified version to their students

How do I begin flipped learning?

Start small. Teachers should select one lesson to flip and learn from this experience. Over time, flipped learning can then be refined so it works for the teacher and the student. Good luck and have fun tinkering with flipped learning!



AMANDA CLARK,

Psychology teacher at
Churcher's College, Hampshire

The key to success flipping is to be organised so the flipped material is prepared by the teacher, shared with students and reviewed in the classroom. Here is a summary of his steps with a worked example from a flipped classroom

What formats can I use for flipped learning?

Any format where students learn new knowledge before the lesson will be acceptable for flipped learning. But every classroom, student and teacher are different – with various levels of motivation and access to technology. Below are three suggestions for how a teacher may choose to format their flipped content, each with its own benefits and pitfalls.

Video lecture - One format is for the teacher to record a video of themselves giving a

'lecture' on a topic. This has the considerable benefit of giving the teacher control over the content of the video so students will walk away with knowledge on the chosen content. Students also get to pause and rewind the video at their own leisure to make sure they have understood the points and they can go at their own pace. However, videos can be 'boring' for the students if the teacher doesn't make it engaging and some teachers do not feel comfortable videoing themselves.

Top tip to try this out: the teacher could record themselves using a webcam and upload the video onto a platform like YouTube so the link can be shared with students

Voice over- Another format is for the teacher to record a PowerPoint presentation on a topic, with a voice over. This has the same benefits and pitfalls of recording a video lecture but because students can see



References

Advance HE (2020). Available at: <https://www.advance-he.ac.uk/knowledge-hub/flipped-learning> (Accessed: 22nd April 2022).

Dunn (2014). Available at: <https://medium.com/@jdunns4/the-6-step-guide-to-flipping-your-classroom-d721878f85c1> (Accessed: 22nd April 2022).

THE STIGMA AROUND MENTAL ILLNESSES

What is stigma?

Stigma is a negative and often unfair social attitude towards a person or a group of people. Stigma towards those with mental health conditions refers to society placing shame and often discriminating against those with mental illnesses. In 2007 the British Journal of Psychiatry suggested that stigma consists of three parts: ignorance (lack of knowledge), prejudice and a level of discrimination towards those with mental illnesses, (Thornicroft et al., 2007).

A cognitive psychologist would suggest that prejudice is due to our mental schemas of each mental condition. Schemas are packages of information that we store about a particular topic. Our schemas are based on expectations and stereotypes, and so negative thoughts and opinions can become part of our schemas for that specific mental illness, leading to discrimination due to our expectations of how the person may act. It is clear that our schemas on particular topics have changed over time. Many of our schemas are moulded around what the majority of society considers 'normal'. Mental illnesses may cause an individual to act outside of what is deemed 'normal' and therefore the individual's behaviour is less understood by society - leading to ignorance and the formation of a negative schema on that illness, which may lead to discrimination.

The effects of stigma

Stigma from the rest of society (social-stigma) can induce and increase the stigma that a person may put upon themselves (self-stigma). This can lead to feelings of guilt and shame, as well as leading individuals to isolate themselves

from the rest of society. Discrimination can also lead to unemployment, and may also increase the risk of developing another mental illness, such as depression. A good example of this is the widely accepted association of violence with those who are diagnosed with schizophrenia. This stereotype may make it harder for those with the condition to be employed (disability discrimination). The truth is, those with schizophrenia are up to fourteen times more likely to become a victim of violence compared to those without a mental illness (Brekke et al., 2001 and Walsh et al., 2003).

In 2003, the Sun newspaper reported on the former world heavyweight champion boxer, Frank Bruno, after he was sectioned into a psychiatric ward. The headline was titled 'Bonkers Bruno Locked Up'. The unjust headline uses the adjective 'bonkers' which reinforces the expectation that those with mental conditions are crazy. The use of the phrase 'locked up' carries negative connotations of prisoners, suggesting that Bruno is responsible for his maladaptive behaviour and therefore at fault of his own mental illness. The effect of the headline goes far because those who viewed the newspaper who may not have a negative schema towards schizophrenia now associate 'bonkers' with the illness, and it is through these experiences in which the schemas are built.

Challenging the stigma

One of the problems is our use of language around mental illnesses. Our language develops as a result of what we hear around us, hence the different accents in different areas of a country. As soon as we start using derogatory language towards those with mental illnesses it can quickly be passed on and used by those that may not necessarily know their impacts. For example, an individual diagnosed with schizophrenia may feel as if their illness defines them. This can be due to language such as 'They are a schizophrenic', rather than expressing that they suffer from schizophrenia. This then becomes part of the problem of differentiating between physical and mental illnesses. A person with a viral infection would never be referred to as 'They are a viral infection' - everyone would agree that this is grammatically incorrect. The problem is many may not realise that defining someone by their mental illness is belittling, due to the institutionalisation of the language.

Stigma is also hard to challenge due to its deep

roots in history. Before the 1400s, mania and other mental conditions were thought to be the work of evil spirits and demons, and so mental illnesses were immediately misunderstood and so stigmatised from that point onwards. The most effective way for these negative beliefs to be challenged is for those who have experienced ill mental health to speak out about their experiences. However, this seems like much more of an ideal than a reality. Although there have been improvements in mental health awareness, many still feel ashamed and embarrassed to speak out due to the self-stigma imposed on themselves, and the fear of judgement and prejudicial assumptions. This creates a vicious cycle of stigma that cannot be broken due to the pre-existing stigma. To fight against the prejudicial assumptions, it takes the bravest and most courageous people to try and provoke understanding through a personal insight of their illness, but until society as a whole learns what it truly means to empathise with others, we cannot create a mutual societal understanding about the concepts of mental health. Although there are many educational campaigns running to try and educate people on mental illnesses, it is near impossible to understand how one feels with the condition until they have experienced something similar. It is for this reason that empathy should be central to the educational campaigns, rather than just factual based information.



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PHOBIAS: CAUSED BY GENES, CONDITIONING OR MALADAPTIVE THOUGHTS?

Classified as an anxiety disorder, phobias are extreme irrational fears. Some are relatively common like arachnophobia (a fear of spiders), however others like globophobia (a fear of balloons) are much rarer. When a phobic person is confronted by their phobia, they can undergo extreme distress and even panic attacks, possibly experiencing physical reactions such as sweating, abnormal breathing, a loss of balance and nausea. Because of this, phobic individuals often aim to avoid their phobias at all costs. Depending on the phobia, this can have an extremely negative impact on their life, driving people to completely alter their daily routines in order to avoid an irrational fear. For example, those who suffer with agoraphobia (a fear of open spaces, or places in which escape may be difficult, such as busy supermarkets) may avoid leaving the house altogether.

The biological approach would suggest that phobias are a product of genes. This is supported by Solyom et al (1974) who's research discovered that 45% of phobic patients had at least one other person with the same phobia in their family history. It has been suggested that certain phobias may be adaptive. This suggests that genetically determined predispositions to phobias can be inherited. Seligman (1971) said that humans need less input in order to learn associations to prepared stimuli than non-prepared stimuli. This is biological preparedness. In the past, people developed fears of things that would otherwise harm them like heights. These phobias allowed them to survive and pass on these genes to their offspring. This could explain why people have a greater tendency to fear things that have been around for a long time such as spiders, than more recent inventions such as cars.

Conversely, the behaviourist approach believes phobias are caused by conditioning. This is supported by Watson and Rayner's (1920) experiment in which they conditioned 'Little Albert' to fear a white rat by pairing the neutral stimulus of the white rat with the fear-provoking unconditioned stimulus of a loud noise. If phobias are caused by conditioning, it is possible that phobic people can be counter conditioned to stop them from being afraid, however, due to the pattern of avoidance

created by phobic people, this rarely happens.

The cognitive approach believes that phobias are caused by maladaptive, irrational thoughts. For example, being in a crowded train may cause someone to believe they are suffocating. The cognitive approach suggests that our mind contains schemas, organised packets of information that house expectations on a particular topic. The schemers for phobias may house negative views about the subject that the person is afraid of, causing them to become phobic. In order to 'cure' the phobia, a therapist can help the client change their perceptions by cognitive restructuring, this is a process in which the therapist questions the evidence surrounding their maladaptive thoughts.

Behaviourist therapies such as systematic desensitisation created by Joseph Wolpe (1958) can be used to treat phobias by combining relaxation techniques with gradual exposures to the phobia. To do this, a 'fear hierarchy' is created by the therapist and client. This is a list of phobic situations ranked in order of least to most scary. For example, someone who is afraid of heights may go from looking at a picture of a tall building, to watching a video of someone at the top of a tall building, to climbing the building themselves. They are then taught relaxation techniques, and gradually exposed to the situations. This usually takes around 6 – 8 sessions, and it is suggested that the longer the process takes the more effective it will be. This process counter conditions the client by replacing their phobia with a relaxation response.

Alternatively, Beck's cognitive behavioural therapy (CBT) is also used to treat phobias. The client and the therapist will work together to identify maladaptive thought patterns and alter them, replacing them with more realistic expectations. The client may also be asked to keep a 'dysfunctional thought diary' as homework. They will record the automatic dysfunctional thoughts they experience in the diary and give them a percentage rating as to how true they think they are. Then, they write a rational response to the thought and rate their belief in this response. Finally, they re-rate their original thought.



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INSIDE THE MIND OF **A PSYCHOPATH**



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The used term in society is psychopath but the true definition in psychiatry is antisocial personality disorder (ASPD). This is someone who shows a lack of emotional response for example having no remorse or empathy, superficial charm, poor judgement, pathological lying, manipulative and immense self-worth. Someone diagnosed with ASPD tends to be more aggressive in nature as they don't care about others.

Nature Vs Nurture

The university of Wisconsin Madison performed a study on psychopath's brains using a functional magnetic resonance image (fMRI). They found people with ASPD have reduced connections in the ventromedial prefrontal cortex responsible for empathy and guilt resulting in them being manipulative and hostile. Furthermore, they found psychopaths have a smaller amygdala, which causes a reduction in fear and anxiety, causing them to act irrationally and carelessly. Another study performed by Adrien Rein and his colleagues in 2005 using an MRI scan found that 'unsuccessful' psychopaths, have reduced grey matter (less processing done), increase in white matter (more communication between neurons) and fewer neurons. Further research performed by a neuroscientist and his colleagues who first discovered mirror neurons found they influence a person's capacity for empathy and the way we 'read' people. Therefore, many people such as Shirley Fecteau who has authored an article on psychopathy and the mirror neuron system believe that psychopaths have reduced mirror neurons.

However other research has found it can also be nurture that can lead to an increase in risk of becoming a psychopath. For example, Patterson et al 1989 and his colleagues found that neglect, ineffective parenting, academic failure, exclusion, and rejection from peers could contribute to the risk of having ASPD. Furthermore, James Fallon found that whilst looking at PET scans to find differences in murders brains and normal peoples, found he had a similar PET scan to a murderer. Eventually based on neurological and behavioural research it was concluded he had the brain of a psychopath but due to his good upbringing he became a neuroscientist. This shows

psychopathy is not just dependent on your biological make up, it is also dependent on your environment.

'Successful' Psychopaths

Hare reported that 1% of the general population are psychopaths which is around 78 million people in the world. Moreover, psychopaths make up around 3.5% of people that have been cited for senior positions in business. These are known as 'successful' psychopaths which Gao and Raine hypothesised that they have superior cognitive empathy. A study performed by Virginia Commonwealth University found that some psychopaths restrain from criminal behaviour and believe some develop a conscious impulse control overtime that leads them to inhibit a more antisocial behaviour. As a result, they become senior businessmen. However, research performed in 2017 by Wisniewski, Yekini and Omar found that companies with psychopaths as their leaders destroy shareholder value. They are often charming to people above their level in the hierarchy of the workplace but abusive to the staff below them.

Criminal Psychopaths

Criminal psychopaths have a lack of empathy and remorse for others. They act impulsive and irrationally not thinking about the repercussions of their actions. Furthermore, they are narcissistic so have complete disregard to others. Gao and Raine in 2010 claimed that psychopaths with these traits had prefrontal cortex, amygdala and hippocampus abnormalities, and became known as 'unsuccessful' psychopaths. An example of an 'unsuccessful' psychopath would be Charles Manson who was an American cult leader and was said to have carried out around 35 murders, but some of these were never tried in court. Another serial killer Ted Bundy is confirmed to have sexually assaulted, kidnapped, and murdered around 20 young women but it is said he confessed to around 30 people.

Treatment

Currently there's no cure for ADSP although multimodal therapy is used. This includes multiple approaches like psychotherapy, behavioural skills training, and recognition

of important roles of family, peers, and community to reduce symptoms This therapy works on increasing someone's capacity for empathy or to develop a conscience. However, it is believed you are born with it which makes it harder to treat as you need to change someone's brain and genes for treatment to be truly effective. Therefore, anything pharmacological that increases the function of the amygdala ventromedial prefrontal cortex would reduce symptoms.



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Ever considered joining the committee but wondered what you might be letting yourself in for?

Well, there are lots of ways to support the ATP and the committee by joining or not!

As the ATP committee we are all volunteers; teachers, retired teachers or teachers taking a break and are passionate about promoting Psychology education and supporting teachers.

Here are some of the ways you can support your ATP and committee without actually joining the committee!

- Help increase the ATP's reach on social media by regularly liking, commenting, sharing, retweeting posts on our Facebook, Instagram, Twitter and LinkedIn platforms.
- Do you have any fond or funny memories for our facebook page or want to share a quick tip for the classroom? Email Aletia Hagedorn with your idea aletiajh@gmail.com
- Deliver a workshop at the annual conference - these mainly tend to be CPD, teaching and learning focused but could focus on an area of research you're doing. Email Helen Kitching, helenjkitching@gmail.com the conference organiser for more info or to pitch a workshop idea.
- Write copy for the ATP Today magazine. We have so many wonderful contributors, many of them teachers! Helen Kitching and Laura Quaife Ljvincent22@hotmail.com are your contacts for this. They welcome articles on teaching, learning, and /or assessment, ways to support students pastorally too are often very popular articles, research based features (psychology topics that interest you will likely interest the readership too), book - fact or fiction / podcast / documentary reviews, your student contributions - have they written something as an extracurricular piece or could they write about their experience of the Research Assignment for their Higher or their EPQ. It will need referencing and we suggest APA style.

- Be a one off guest editor of the ATP Today magazine - although, it's quite addictive. With as much support as you'd like, you could edit one of the three magazines we produce each year. It's a real privilege that's also immensely satisfying and of course it could be something new for the CV.
- Suggest a new section for the ATP Today magazine. New ideas are always welcome so if there is something you'd like to see or think would work please get in touch with Laura or Helen. They're all ears!

However, if you'd like to get more involved and help contribute to the focus and direction of the committee (basically help in its smooth running, join a fabulous community of like minded people, decide how best to spend the money for the benefit of the members), then please do consider joining.

Tempted?

Joining options - the new committee is elected at the conference, an email will be going out soon to members with the nomination forms ahead of the AGM. Once the committee is elected there is still opportunity to join through co-option - you can attend a committee meeting as a guest (at the moment these are online) and see what it's all about first.

These are some of the roles which we have on the committee: membership team, magazine team, CPD, awarding body liaison, BPS liaison, website team, social media team, HE links, lobbying.



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What kind of articles are we looking for?

We are looking for a variety of articles such as:

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

Who can write for ATP Today?

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

How long should my article be?

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

Can I submit pictures?

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

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

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