Collaboration for the Psychology Teacher

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Aims:

- Identify promising methods/media for collaboration
- Suggest key purposes for collaboration
- Stimulate discussion about who should collaborate, using case studies for illustration.
“Connected learning…is realized when a young person is able to pursue a personal interest or passion with the support of friends and caring adults, and is in turn able to link this learning and interest to academic achievement, career success or civic engagement.”

- Ito et al. (2013, p.42)
Methods and media

- Social media, especially Twitter & Facebook
- Blogs and other websites; podcasts
- Conferences and more informal gatherings
- Research groups
BBC Prison Study (Reicher & Haslam, 2006) Early Days and Conflict

Posted on October 4, 2015 by annabel987

The BBC Prison Study (known as The Experiment) was a series broadcast on BBC in 2002. Produced by Steve Reicher and Alex Haslam, The Experiment involved 15 men (each selected at random to be either “prisoner” or guard) staying for 8 days in a simulated prison and explored the social and psychological consequences of putting people in groups of unequal power. Moreover it examines when people accept inequality and when they challenge it. Stages of the experiment included early days, conflict, order, rebellion and tyranny.

Alex Haslam says:
October 6, 2015 at 9:35 pm

I agree with FirthJ — this is a really clear summary, and very well put together. I particularly appreciate the effort you have gone to to get to grips with the details of the study and the theory. Respect.
Get teaching ideas/resources wherever you are with the #UKEdChat app - out soon. Updates via ukedchat.com/email
#interleaved-practice

This is the very beginning of the #interleaved-practice channel, which was created by bryankenfound on March 25th. Purpose: This is the place to talk about different ways to interleave curriculum, including different testing schedules throughout the semester. (edit)

+ Add an app or custom integration    ▾ Invite others to this channel

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March 25th

bryankenfound 4:16 AM
joined #interleaved-practice

bryankenfound 3:56 PM
set the channel purpose: Space to think about interleaved practice.

bryankenfound 3:58 PM
Question(s) to ponder:

1. Should the tests interleave previous topics within the tests? If so, how do we accomplish this?
2. How many restudies would be needed and after which period of time?
3. If we gradually increase the retention interval should we then gradually decrease it again nearer the exam? (edited)
Why collaborate?

For students:

- **Cognitive**: development of cross-curricular knowledge helps build schema knowledge and establish long-term learning (Bjork, 1994).

- **Social**: social constructivist and connected learning (Ito, 2013) theories suggest that learning is more effective when linked to our own social/cultural experience. Motivating too?
Why collaborate (cont’d)

For teachers:

- **Professional learning**: extending our subject knowledge and teaching skills.

- **Build capacity**: developing international networks can stimulate new research and promote better teaching practices, and support psychology as a subject.

- **Save time**: don’t reinvent the wheel!
“there has been a resurgence of interest in the methodology of (collaborative) professional enquiry... as part of a wider movement towards the development of teacher professional learning communities”

- Drew et al. (2016, p.94)
“Education is threatened on a global scale by forces of neoliberalism, through high stakes accountability [and] privatization… causing inequity, narrowing of the curriculum and teacher deprofessionalization on a truly global scale.”
Who should collaborate?
Case studies.

1. Within school/college
2. Between school and local institutions
3. Teacher networks for resource/idea sharing
4. International networks
1: Within school

- Colleagues from different departments have come together to launch a school research centre.

- Activities include:
  - Professional reading
  - Pedagogy discussion group
  - Staff research guidance
  - A research conference

- Students encouraged to write interdisciplinary research papers and can also collaborate with teachers.
2: Local institutions

- ‘Social theory applied’ project with school + 2 Glasgow universities.

- Collaborative work on memory and learning

- Many academics would love more ‘outreach’ and we can also benefit.
3: Teacher networks

- Resourcd.com database.
- Email network of psych teachers in Scotland.
- More formal networks (e.g. SERA early career research network).
- Conferences, newsletters and events.
Case study 4: International

- Blogging as homework and assessment. Personalised themes.

- Potential for international element to learning - regular feedback from international peers!
“Students’ interests and peer interactions… become an integral part of the learning experience… [rather than] a threat to the teacher’s authority.”

– Davis & Fullerton (2016, p.110)
We are social animals!
Conclusions

- Growing trend throughout education
- Internet and new media allow increased opportunities
- Students benefit from interdisciplinary approach, but curriculum flexibility/time needed for more open-ended projects
- Research focus and collaboration can also build teachers’ professional skills
- **Question**: how can we incorporate national/international communication on a regular basis to enrich the learning experience…?
References


Image sources

Slide 5: https://annabelpsychology.wordpress.com

Slide 6: https://twitter.com/ukedchat

Slide 7: www.facebook.com

Slide 8: https://lsworkgroup.slack.com/messages/general/files/


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