Workshop:
Sharing Activities from Pre-tertiary and Higher Education to Promote Psychological Literacy in Psychology Students

Jacqui Taylor, Helen Kitching & Julie Hulme

Organised by the BPS Division of Academic, Researchers & Teachers in Psychology (DART-P)
Sponsored by the BPS Research Board
Workshop Plan

1: Curricular and non-curricular activities which develop psychological literacy in HE.
• Assoc Prof Jacqui Taylor, jtaylor@bournemouth.ac.uk

2: Activities inside and outside of the classroom which develop psychological literacy in pre-tertiary teaching.
• Helen Kitching, helenjkitching@gmail.com

3: Plenary discussion: good practice highlighted and ways forward.
• Dr Julie Hulme, j.a.hulme@keele.ac.uk
1: Curricular and non-curricular activities which develop psychological literacy in HE.

Dr Jacqui Taylor, Bournemouth University, UK
Dr Julie Hulme, University of Keele, UK
What is psychological literacy?

Cranney and Dunn (2011) define psychological literacy as the *adaptive application* of psychological science to meet personal and societal needs.

McGovern et al. (2010) refer to the *graduate attributes* (knowledge, skills, attitudes) or learning outcomes of the undergraduate psychology degree.

Dunn (2008) describes psychological literacy as "a critical thinker, someone who welcomes intellectual exchanges dealing with questions or problems linked with behaviour ... an amiable skeptic, but nonetheless insightful and reflective about their own and others' actions."
A common theme = psychological literacy in action

- Psychological knowledge / skills are for **taking action**, helping others and improving the lives we lead
  
  ...but how can we design and assess activities?

1. Compendium to collate case studies
2. Features of case studies
3. Summary and further work
1. Compendium background

Requests at psychology conferences, publications and through professional networks

18 case studies from Universities in the UK

Available [http://eprints.bournemouth.ac.uk/22906/](http://eprints.bournemouth.ac.uk/22906/)
2. The Compendium: Features of Case Studies
Categorised case studies to allow easy comparison of different approaches

- Topic area
- When it takes place in curriculum (core, elective or optional)
- Teaching / learning activities
- Assessment strategies
- Learning outcomes / attributes
Topic areas:

Mental Health
Social Psychology
Developmental / Educational Psychology

Research Methods, Psychological Enquiry, Psychology in Everyday Life

Occupational Psychology, Employability, Placement, Work based learning, Volunteering and applied psychology, Peer Assisted Learning (PAL)
Where and when in the curriculum:

Mainly level six (final year u/g) and elective
Only six studies within core units (level 4 + 5)

Many outside curriculum
- voluntary / extra-curricular activities

-> students could proceed through a degree without exposure to psychological literacy-focussed units
- misses potential value to all students
Teaching and learning activities:

- Enquiry-based learning / PBL
- Work experience
- Design intervention in groups
- Critique of media reports
- Peer mentoring
- Volunteering
- Research apprentice volunteers
- Peer-assisted learning
- Placement year (often not formally assessed)
Assessment methods:

Reflection on work experience
PDP plan
Case study from group work
Evaluate intervention
Written critique of media reports
Media article
Reflective portfolios
Prepare bid for service contract
Propose intervention
Reports for different audiences
Case study and change intervention

Regular logs and poster

Report + group presentation
Pecha Kucha
Learning outcomes / attributes:

McGovern et al (2010): Important to define the attributes of psychological literacy that activities are designed to address

9 attributes that psychology graduates should display:
(1) having a well-defined vocabulary and knowledge of the subject matter of psychology
(2) valuing the intellectual challenges required to use scientific thinking and the disciplined analysis of information to evaluate alternative courses of action
(3) taking a creative and amiable sceptical approach to problem solving
(4) applying psychological principles to personal, social, and organizational issues in work, relationships, and the broader community
(5) acting ethically
(6) being competent in using and evaluating information and technology
(7) communicating effectively in different modes and with many different audiences
(8) recognizing, understanding, and fostering respect for diversity
(9) being insightful and reflective about one's own and others' behaviour and mental processes
Majority of case studies address attributes 4 and 9: employability and reflection

Attributes 1 and 6 covered in most case studies in a subsidiary way: relating to subject matter and evaluation of information

Surprisingly attributes 5 and 8 rarely featured: on ethics and diversity

Roberts & Gasson (2015) identified two attributes not included by McGovern: global citizenship and a ‘supporting and caring’ attribute = key motivator for many students and occupy voluntary, part-time work and personal lives

We mapped attributes to case studies (core/subsidiary)

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www.bournemouth.ac.uk
3. Summary and further work
Summary

Need to embed and assess psychological literacy throughout the degree in HE
- all areas and levels
- not just optional or employability units

Consider reflecting on / assessing activities outside of curricula

Need to evaluate effectiveness of activities
- pre and post measures
1. Research on measurement
   - Online questionnaire

2. Activities
   Symposia on Psychological Literacy (to submit to ESPLAT2019, EFPTA2020)
   ICOPE Network
Our Resources

Websites:
Psychological Literacy: a compendium of practice
http://eprints.bournemouth.ac.uk/22906
Prof J Cranney
http://www.psychologicalliteracy.com/

Publications:
Mair, C., Taylor, J. & Hulme, J. 2013. *An Introductory Guide to Psychological Literacy and Psychologically Literate Global Citizenship.* HEA.
2: Curricular and non-curricular activities which develop psychological literacy in pre-tertiary psychology

Helen J. Kitching, CPsychol, AFBPsS, Vice Chair Teaching, DART-P (BPS)
Excerpts from a British Psychological Society Education Policy briefing document: The Value of Psychology

• Psychology provides learners with a unique set of skills. Transferable skills and scientific literacy must be made explicit to the learner and promoted.

• Courses in psychology should enhance the psychological literacy of students and allow them to distinguish evidence from opinion.

• It is important that, as a discipline, we maintain our commitment to providing a challenging, rigorous, inclusive and diverse curriculum that serves the needs of our students and provides them with skills and knowledge that they will value throughout their lives.
How to encourage students to see beyond the curriculum

• Read more widely – Sign up to BPS Research Digest
  http://bps.us11.list-manage1.com/subscribe?u=ef6b58887f03b7e6e6ae5b2b9&id=b626c035bb

• Use as an opening starter once a week – students take it in turns (maybe 3 or 4 report each week) on a piece of research that has caught their interest – how does it apply to their everyday lives (if it does).

• Encourage students to bring in newspapers with headlines suggesting key lifestyle changes – find the research it is based on and compare what the findings actually said
52% of 775 surveyed...said mental ill health identified by GP

Professor Jonathan Glazzard, Leeds Beckett University
• Mental Health days in school
• Time to Change – Time to Talk Day
• https://www.time-to-change.org.uk/
Integrating psychological literacy into the curriculum

- Stress and well being
- “How to make stress your friend”
- Kelly McGonigal 4.29 – 6.45
- https://www.youtube.com/watch?v=RcGyVTaXEU
- Do we assess an event as a challenge or a threat?
- Reappraising Stress Arousal Improves Performance and Reduces Evaluation Anxiety in Classroom Exam Situations
BPS Code of Ethics and Conduct (2009) – Integrating them into everyday life

• respect
• competence
• responsibility
• integrity
Positive psychology – Mindfulness, Gratitude journal

Facebook page – Whole School mental health and wellbeing
Reliability

Integrating everyday life – validity of BUZZFEED tests – Ellen

https://www.youtube.com/watch?v=INncQ_K9Ksw
Bystander Apathy

- https://www.youtube.com/watch?v=z4S1LLrSzVE
- Phil Zimbardo
  The Heroic Imagination Project
- https://www.youtube.com/watch?v=mWQq0E8ENSc
Other Ideas…

• Brain gym – i.e. doesn’t work
• Learning styles – i.e. research show they make no difference to learning
• Revision – empirically based ideas to improve learning
3: Psychological literacy Plenary

Dr Julie Hulme
Chair of BPS-DART-P
Hulme & Kitching (2015) – psychology in the UK is becoming more applied, increased emphasis on psychological literacy. Does this apply across Europe/internationally? At all levels?

Taylor & Hulme (2015) – categories of case studies. Is psychological literacy easier to fit with some curriculum areas, assessment methods, levels of study etc, than others?

Time and content coverage vs student-led learning? How are students prepared?

Often linked with employability and citizenship – how do we manage the

(cultural?) values associated with this? Should we try?

Giving psychology away (Banyard & Hulme, 2017) – ethics and tensions?

What do YOU do? And what would you LIKE to do?
Thanks to the **British Psychological Society** for sponsoring our attendance at the EFPTA 2018 conference to deliver this workshop.

European colleagues are welcome to join our Division of Academics, Researchers and Teachers in Psychology (DART-P) for further networking, conferences and continuing professional development opportunities.

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