## Pre-tertiary psychology education (PTPE) – a bibliography.

If you make use of this bibliography to inform your research or any written reports, articles etc, please acknowledge the assistance of the European Federation of Psychology Teachers' Associations, <u>www.efpta.org</u>.

Banister, P. (2003). Impact of post-16 qualifications on the undergraduate curriculum: Views from heads of psychology departments. In C. McGuinness (Ed.) *Post-16 qualifications in psychology*. Leicester: British Psychological Society.

Banyard, P. (2008) Whose psychology is it anyway? Psychology Teaching Review, 14:2, 3-6

Barber, T. (2009) What can psychology do for young people? *Psychology Teaching Review*, 15:2, 2-11.

Betts, L., Elder, T., Hartley, J. And Blurton, A. (2008) Predicting university performance in Psychology: the role of previous performance and discipline-specific knowledge. *Educational Studies*, 34:5, 543–556.

British Psychological Society (2013) *Briefing paper: the Future of A-level Psychology.* BPS, Leicester. <u>http://www.bps.org.uk/system/files/Public%20files/inf209\_a\_level\_web\_final.pdf</u>

Conway, M. and Banister, P. (2007) High-quality science A-level: Good for students, universities and the discipline. *The Psychologist,* 20:10, 608-609.

http://www.thepsychologist.org.uk/archive/archive home.cfm/volumeID 20-editionID 152-ArticleID 1253-getfile\_getPDF/thepsychologist%5C1007conw.pdf

Cooter, J. (2011) Teaching teachers about psychology. The Psychologist, 24:7, 477 [letter]

Diseth, A. (2007) Approaches to learning, course experience and examination grade among undergraduate psychology students: Testing of mediator effects and construct validity. *Studies inHigher Education* 32: 373–88.

Forbes, D., and Thompson, K.(2006). First level students' expectations versus subsequent perceptions of the reality and the extent to which these predict performance. Paper presented at Psychology Learning and Teaching Conference, York St John University College, York, June.

Green, S. (2005). Pre-HE psychology. Paper delivered at the Future Directions in Teaching Psychology Conference. Royal Society, London.

Green, S. (2007) The cookbook approach: A recipe for disaster? The Psychologist, 20: 610–11.

Haworth, G. (1994). Psychology teachers and continuing professional development: ATP survey 1994. *Psychology Teaching 3*, 31–38.

Hirschler, S. & Banyard, P. (2003). Post–16 students: Views and experiences of studying psychology. In C. McGuinness (Ed.) *Post-16 qualifications in psychology*. Leicester: British Psychological Society.

Huws, N., Reddy, P. and Talcott, J. (2005) Predicting university success in psychology: are subject-specific skills important? *Psychology Learning and Teaching*, 5(2), 133-140.

Jarvis, M. (2003). Survey of psychology teachers' views on continual profession al development. In C. McGuinness (Ed.) *Post-16 qualifications in psychology*. Leicester: British Psychological Society.

Jarvis, M. (2004). The rigour and appeal of psychology A-level. Education Today 54, 24–28.

Jarvis, M. (2006). Teaching post-16 psychology. Cheltenham: Nelson Thornes.

Jarvis, M. (2011) Defending the honour of psychology A-level. The Psychologist. 24:9, 674-675.

Linnell, M. (2003). Second year undergraduate psychology students: Views on their study of post-16 psychology. In C. McGuinness (Ed.) *Post-16 qualifications in psychology*. Leicester: British Psychological Society.

MacAndrew, S. (2008) 'There's a place for us' – and our graduates – in the workplace. *Psychology Teaching Review*, 14:2, 32-34.

Mair, C., Taylor, J. and Hulme, J. (2013) *Psychological Literacy and Psychologically Literate Citizenship*. Higher Education Academy, York https://www.heacademy.ac.uk/resources/detail/subjects/psychology/psychological-literacy

Morris, P. (2003). Not the soft option. The Psychologist 16, 510–511.

Popovic, N. (2008) Psychology for all. Psychology Teaching Review, 14:2, 43-45

Roe, R. (2011) Psychology: A Contribution to EU Policy Making. Presentation by President of the European Federation of Psychologists' Associations to the European Parliament, Brussels, 9<sup>th</sup> November. <u>http://www.efpa.eu/psy-and-europe/psychology-a-contribution-for-eu-policy-making</u>

Rossi, M., Keeley, J. & Buskist, W. (2005). High school psychology and student performance in the College Introductory Psychology Course. *Teaching of Psychology, 32*, 52–54.

Rowley, M. (2008) 'By the end of the course all students should know...': Setting coherent aims for the teaching of psychology in school, college and university. *Psychology Teaching Review*, 14:2, 51-54

Rowley, M. and Dalgarno, E. (2010) A-level psychology teachers: Who are they and what do they think about psychology as a subject and a discipline? *Psychology Teaching Review.* 16:2, 54-66.

Smith, M. (2010) A-level psychology: is there a way forward? Psychology Teaching Review. 16:2, 33-37.

Toal, J. (2007) Teaching A-level psychology: Myth and reality. Psychologist 20: 612–13.

Toombs, S. (2004, Summer). Writing, arguing and evaluation – The perspective from higher education. *Psychology Teaching*, 36–38.

Trapp, A. (2009) Round Table: Promoting links between pre-tertiary and higher education in psychology. BPS Annual Conference, April.

Trapp, A. (2008) It is not what we teach but the way that we teach it. *Psychology Teaching Review*. 14:2, 55-57.

Trapp, A., Banister, P., Ellis, J., Latto, R., Miell, D. and Upton, D. (2011) *The Future of Undergraduate Psychology in the United Kingdom.* British Psychological Society, Association of Heads of Psychology Departments, and the Higher Education Academy Psychology Network.

Walker, K. (2010) Explaining the popularity of psychology at A-level. Psychology Teaching Review. 16:2, 45-53.

Williamson, M., Laybourn, P., Deane, J. and Tait, H. (2011) Closing the Gap: an exploration of first-year students' expectations and experiences of learning. *Psychology Learning and Teaching*, 10:2, 146-157.

FIRST YEAR EXPERIENCE / EXPECTATIONS / TRANSITION (not exclusively psychology-related)

Clegg, S. and Bufton, S. (2008) Student support through personal development planning: retrospection and time. *Research Papers in Education*, 23:4, 435-450.

PRE-TERTIARY EDUCATION AS PREPARATION FOR HIGHER EDUCATION (non subject-specific)

Kotecha, B., Inge, N. and Leighton, P. (2010) Can the new A-level curriculum meet the demands of higher education? *The Law Teacher*, 44:2, 195-217.

Mehta, S., Suto, I. and Brown, S. (2012) *How effective are curricula for 16 to 19 year olds as preparation for university? A qualitative investigation of lecturers' views.* ARD Research Division, Cambridge Assessment. April.

Ofqual (2012) Fit for purpose? The view of the higher education sector, teachers and employers on the suitability of A levels. Ipsos Mori Social Research Institute. <u>http://www.ofqual.gov.uk/files/2012-04-03-fit-for-purpose-a-levels.pdf</u>