



**Reykjavik**  
**14<sup>th</sup> April**  
**2018**



# **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](mailto: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](mailto:helenjkitching@gmail.com)

**3:** Plenary discussion: good practice highlighted and ways forward.

- Dr Julie Hulme, [j.a.hulme@keele.ac.uk](mailto: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**

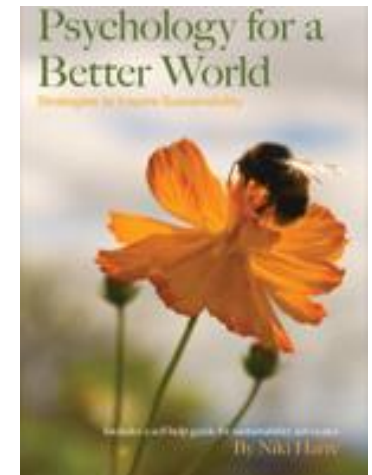
# What is psychological literacy?



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

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

**Dunn (2008):** “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

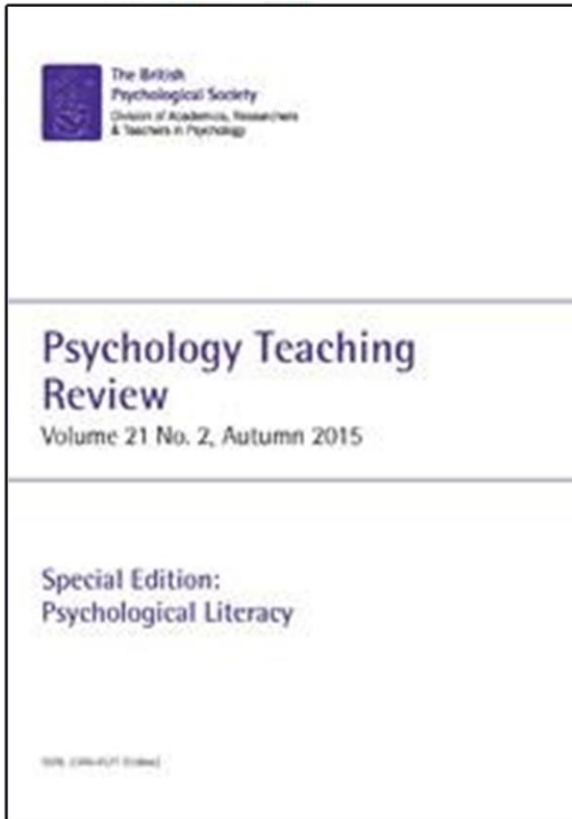
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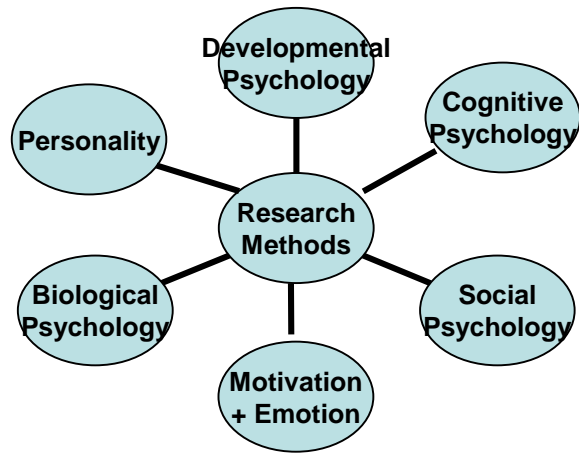


## 2. The Compendium: Features of Case Studies

# 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)

The image shows a detailed curriculum grid for Bournemouth University. It is organized by year (Year 1 to Year 6) and semester (Semester 1 to Semester 2). The grid lists various modules, their types (e.g., Parallel, Sequential, Elective), and credit values. The grid is color-coded to distinguish between different categories of modules.

# 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

## PRESENTATION SKILLS

Name: \_\_\_\_\_

SKILLS	Initial class	Final class	Yr 10, 11, 12 (individual)	Assessment
<b>Content:</b>				
Relevant facts				
Logical structure				
Relevant facts				
Logical structure				
Relevant facts				
Logical structure				
<b>Delivery:</b>				
Clear and concise				
Engaging				
Confident				
<b>Appearance:</b>				
Neat and tidy				
Appropriate dress				
<b>Equipment:</b>				
Use of equipment				
Use of equipment				
Use of equipment				



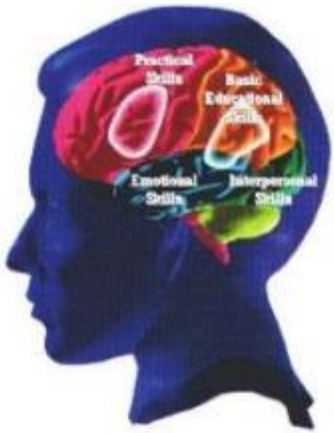
Regular logs and poster



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



# We mapped attributes to case studies (core/subsidiary)

	1. Knowledge of subject matter	2. Evaluate alternative courses	3. Seeptical approach	4. Apply in work, relationships, community	5. Acting ethically	6. Using / evaluating information and technology	7. Communication	8. Diversity	9. Reflection
Brunsdon	x	<b>x</b>	x	<b>x</b>		x	x		
Cachia et al	x	x		<b>x</b>					<b>x</b>
Cachia	x	<b>x</b>		<b>x</b>		x			
Elcock & Jones	x		<b>x</b>	x	x	<b>x</b>	x		
Griffin				x	x		x	<b>x</b>	<b>x</b>
Hadlington	x			<b>x</b>					<b>x</b>
Hill		x	<b>x</b>	<b>x</b>			x		
Hughes				<b>x</b>	x		x	x	<b>x</b>
Kent & Skipper	x	<b>x</b>		<b>x</b>		x	x		x
Maunder	<b>x</b>			<b>x</b>			x		x
Mayer et al	<b>x</b>			x	x	<b>x</b>			
Pauli et al	x				x		<b>x</b>		<b>x</b>
Reddy	x			<b>x</b>		x	x		<b>x</b>
Rosenkratz	x				x		<b>x</b>		<b>x</b>
Smith & Morton	x	<b>x</b>	<b>x</b>			x			
Walker	<b>x</b>			<b>x</b>					x
Watt	x		<b>x</b>	<b>x</b>		x			x
Weinberg	x		x	<b>x</b>	<b>x</b>				

**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



### 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



## Further Research / Activities

# 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:

Hulme, J. (2015). Psychologically Literacy: from classroom to real world. *The Psychologist*.

Mair, C., Taylor, J. & Hulme, J. 2013. *An Introductory Guide to Psychological Literacy and Psychologically Literate Global Citizenship*. HEA.

Taylor & Hulme (2015). Introducing a compendium of Psychological Literacy case studies. *Psychology Teaching Review*, 21(2), 25-34.



## **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.

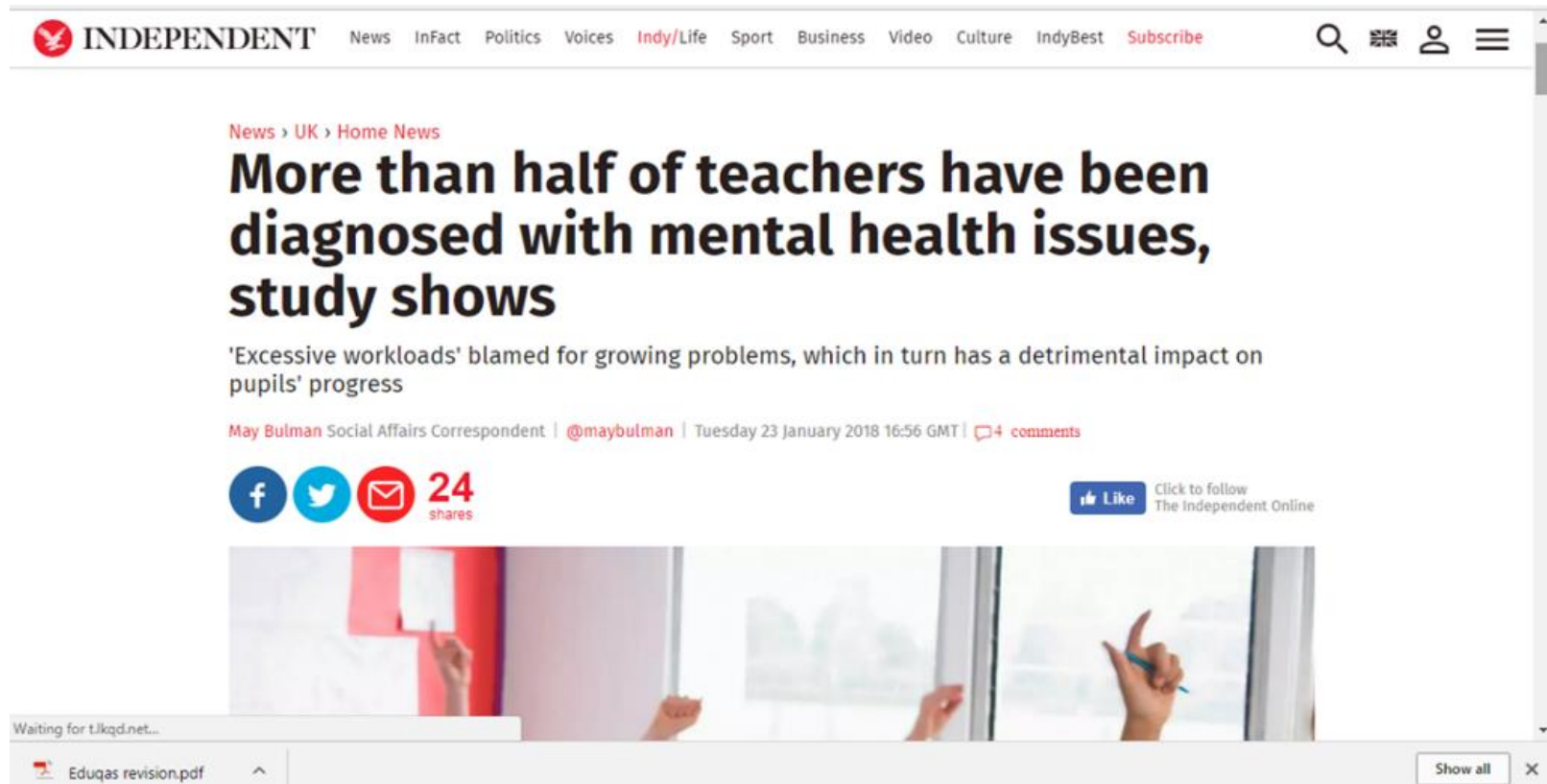
# How to encourage students to see beyond the curriculum

- 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

<http://www.leedsbeckett.ac.uk/news/0118-mental-health-survey/>

**52% of 775 surveyed...said mental ill health identified by GP**

**Professor Jonathan Glazzard, Leeds Beckett University**



The screenshot shows a news article from The Independent. The header includes the site's logo and navigation links: News, InFact, Politics, Voices, Indy/Life, Sport, Business, Video, Culture, IndyBest, and a Subscribe button. The article title is "More than half of teachers have been diagnosed with mental health issues, study shows". Below the title is a sub-headline: "'Excessive workloads' blamed for growing problems, which in turn has a detrimental impact on pupils' progress". The byline reads "May Bulman Social Affairs Correspondent | @maybulman | Tuesday 23 January 2018 16:56 GMT | 4 comments". There are social media share icons for Facebook, Twitter, and Email, with a count of 24 shares. A "Like" button is also present. The article image shows hands pointing at a whiteboard. At the bottom, there is a browser status bar showing "Waiting for t.lkqd.net..." and a taskbar with a file named "Eduqas revision.pdf".

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## More than half of teachers have been diagnosed with mental health issues, study shows

'Excessive workloads' blamed for growing problems, which in turn has a detrimental impact on pupils' progress

May Bulman Social Affairs Correspondent | @maybulman | Tuesday 23 January 2018 16:56 GMT | 4 comments

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- **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=RcGyVT AoXEU>
- Blascovich, J., & Tomaka, J. (1996). The biopsychosocial model of arousal regulation. In M.P. Zanna (Ed.), *Advances in Experimental Social Psychology* (Vol. 28, pp. 1-51). New York: Academic Press.
- Do we assess an event as a challenge or a threat?
- <http://journals.sagepub.com/doi/abs/10.1177/1948550616644656>
- 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



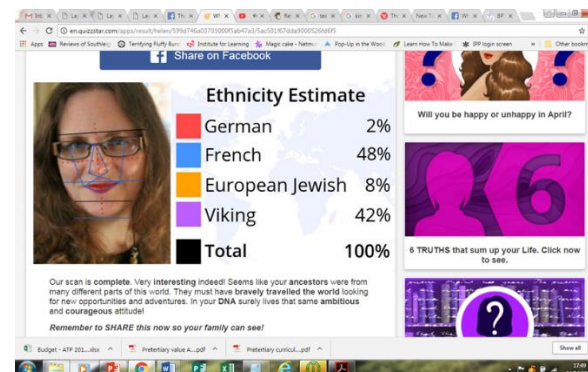
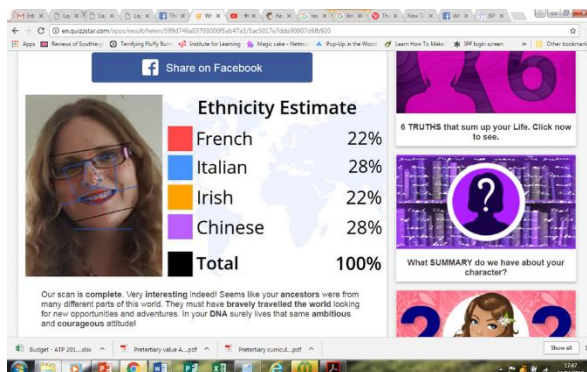
# Positive psychology – Mindfulness, Gratitude journal

**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](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



The  
British  
Psychological  
Society

## Psychological literacy Plenary - initial questions

- 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.

Email: [j.a.hulme@keele.ac.uk](mailto:j.a.hulme@keele.ac.uk) for more details

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British  
Psychological  
Society**