**EuroPLAT**
European Psychology Learning and Teaching

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The Psychological Literacy Compendium: an overview of practical activities

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Plan of Workshop

1. Introduction
2. Overview of compendium: features of case studies
3. Exemplar case studies
4. Sharing ideas / experiences
5. Further work and request for case studies
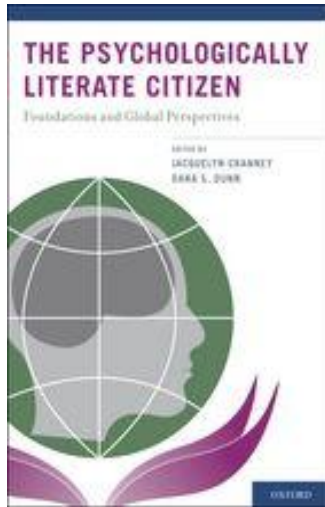
1. What is psychological literacy?

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, not just about facts
- Beyond employment, individuals, communities and society in general can benefit from the ethical, scientific and critical approach adopted by Psychology graduates
- Psychologically literate people can use what they know about psychology to solve home-based, local, civic, national and global matters by looking to data instead of personal opinion
- Psychologically literate students write and speak well, possess research, information literacy, and technology skills, and collaborate well with others

...but how can we design and assess activities?

2. The Compendium: Overview / Features of Case Studies

Compendium of Practice = full versions of 18 case studies

available online at http://eprints.bournemouth.ac.uk/22906/
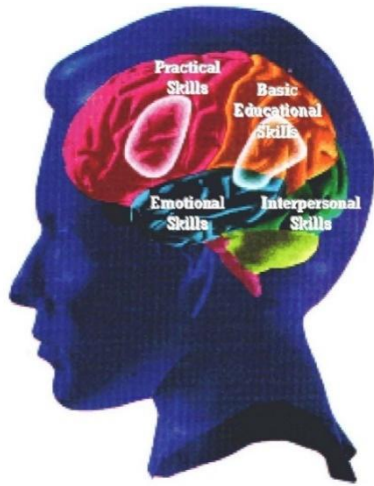
Categorised to allow easy comparison of different approaches

Categories:

- Topic area

- When activity takes place in curriculum

- Whether core, elective or optional

- Teaching and assessment strategies

Topic areas and level:

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, Experiential learning), PAL

Mainly at level six (final year undergrad) and elective, some voluntary extra-curricular. Only six case studies within core units.
 -> students could proceed through a degree without exposure to psychological literacy-focussed units - misses potential value to all students

Teaching and learning activities

Transferable Skills: Learning, IT, Self management, Critical thinking, Communicating, Teamworking, Career management, Numeracy, Information handling

Enquiry-based learning / PBL

Work experience
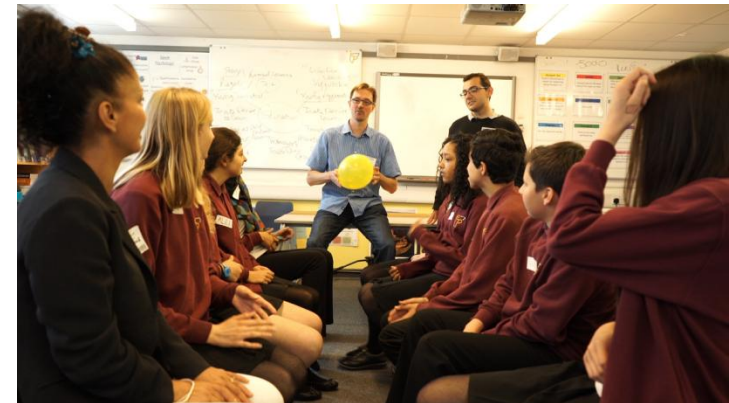
Design intervention in groups

Critique of media reports

Peer mentoring

Volunteering

Research apprentice volunteers

Peer-assisted learning

Placement year

Assessment methods

Transferable Skills: Learning, IT, Self management, Critical thinking, Communicating, Teamworking, Career management, Numeracy, Information handling

Pecha Kucha presentations

Reflection on work experience

PDP plan

Case study from group work

Evaluate intervention

Written critique of media reports

Media article

Reflective portfolios

Powerpoint presentation

Group prepares bid for service contract

Report + group presentation

Regular logs and poster presentation

Propose intervention

Reports for different audiences

Case study and change intervention

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 study activities

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

Majority of case studies address 4th and 9th attributes: employability and reflection

Some attributes covered in most case studies in a subsidiary way: 1st and 6th attributes, relating to subject matter and evaluation of information

Surprisingly some attributes rarely featured: 5th and 8th attributes on ethics and diversity
- need for these in the revised addition of the Compendium

Two attributes not included in McGovern's attributes need to be added: global citizenship and a 'supporting and caring' attribute (key motivator for many students)

3. Example Activities to Engage Students with Psychological Literacy

Case study and change intervention

Students are supported through lectures and discussions to apply theoretical models of psychology to improve wellbeing in a work-place of their choice.

Adopt the role of an organisational consultant, and reflect critically on the relevance of psychology in the real world of work.

Dr Bronach Hughes & Prof Marcia Worrell
Level 6 Experiential learning
Students volunteer to run Pyramid Clubs for children 7-14 years with early signs of mental ill health. After training, students gain experience of working with children, and reflect on impact of psychological theories in real contexts

PYRAMID CLUBS

building friendships

creating confidence

Therapeutic clubs for children and young people aged 7-14 who are shy, quiet, withdrawn or anxious.

'The children love their Pyramid Club and make it their own. Activities are planned around the children's need to interact socially with others. It is a wonderful experience to watch the group grow over the 10-week period and to see the children developing their confidence and self esteem'.
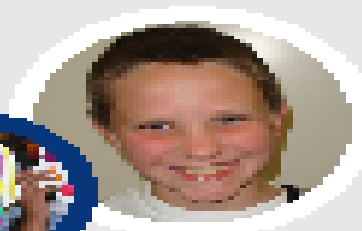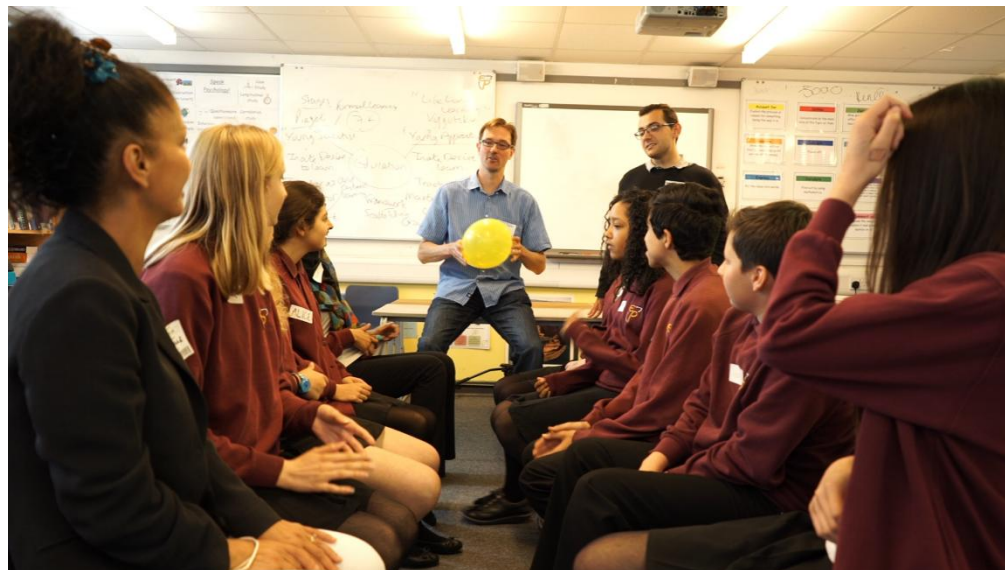
Teacher, London school

uwl.ac.uk/pyramid

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Mayer et al
Griffin
Cachia
Cachia et al

Dr Pauli & Prof Worrell
- audio clips of student
thoughts

'A key outcome of undergraduate psychology education is for students to be <u>psychologically literate</u> for the world of work' (UK: BPS and HEA)

- Many employers do not know the difference between the skills of psychology students and other students ...do your students?!

- 'Awareness of 'Psychological Literacy' shown to significantly enhance employability' (BPS / HEA)

- Awareness of how psychology affects your self and your behaviour with others is important in other areas of your life post-degree too

Ask students to reflect upon and identify psychological literacy

Students identify **where** skills and knowledge are developed

Discuss to what extent students are psychologically literate?

how you have used knowledge/skills from the psychology degree in work

examples from part-time / temporary / voluntary work experiences

Awareness is important for job-hunting, interviews, and subsequent employment

Formal + informal learning activities (consider seminars, labs, lectures, assessment, study groups):

Organisational understanding

Communication skills

Project management

Teamworking

Research and analysis

Critical thinking

Problem solving

Personal attributes

Numeracy and IT skills

For example…

	Unit	Seminar/lab	Assess	Lecture
Organisational understanding	Occ Psych	v	v	v
Communication skills	Social Psych	v		
Project management	Project		v	
Teamworking	SID/CyberPsyc	v	v	
Research and analysis	EMSA1/2	v	v	v
Critical thinking	Cognitive Psych		v	v
Problem solving	Cognitive Psych		v	v
Professional/ personal attributes	Many	v	v	v
Numeracy and IT skills	EMSA	v	v	v

4. Sharing ideas / experiences

5. Summary: further work and request for case studies

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

Need to evaluate effectiveness of activities
e.g. pre and post measures

Bournemouth University

We're producing revised 'Compendium of Case Studies' …international contributions needed!

Europlat bids for funds to set up a European Network for Teachers and Lecturers

- Conference Salzburg
 September 2017

EuroPLAT
European Psychology Learning and Teaching

Resources

Websites:
Europlat
https://www.facebook.com/Europlat/?fref=photo
Psychological Literacy: a compendium of practice
http://eprints.bournemouth.ac.uk/22906
Coming soon from Prof 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.
Taylor & Hulme (2015). Introducing a compendium of Psychological Literacy case studies. *Psychology Teaching Review*, 21(2), 25-34.
Hulme, J. (2015). Psychologically Literacy: from classroom to real world. *The Psychologist.*