Postgraduate & Early Career Researcher/Academic Workshop – Education

Psychology Education beyond the Lecture.

This workshop will explore the contemporary challenges of meeting the educational demands of the modern learner, with particular emphasis on how we can help communicate knowledge of Psychology to others. In a world where teaching and educational skills are becoming increasingly important for careers both within academia and beyond, we will look at what is possible beyond the traditional didactic lecture. During the three talks of this session, we will examine how to successfully bring psychology to the wider public with public engagement events, the importance of such events, and the skills necessary to teach non-specialists outside of the classroom. We will then explore the experience of developing a large-intake psychology module which is open to non-psychology students, with focus on the challenges of teaching a large and diverse student population, and the development of module assessment, including innovative group assessment. Finally, we will turn to educational environments, where we will introduce the concept of ‘the flipped classroom’, showing how they can be used to promote student-directed active learning. The use of (freely available) personal response system apps and how they can be incorporated into teaching to engage learners with interactive contact will also be demonstrated.

The aim of this session is to help delegates think about their teaching approaches and to encourage the development of skills necessary for effective, interactive and engaging education. It will end with a general discussion and Q&A.

Engaging the Public with Psychology

Victoria Simms
Email: v.simms@ulster.ac.uk
Affiliation: Ulster University

Abstract

Public engagement is becoming an increasingly important aspect of an academics role. These engagement activities are used to encourage widening access, research dissemination and as corporate responsibility. In this interactive session we will explore some aspects of public engagement, exploring ideas of how to communicate your research findings to a wider audience.
Tailoring large first year psychology modules for non-psychology students

Suzanne Guerin
Email: Suzanne.Guerin@ucd.ie
Affiliation: UCD School of Psychology University College Dublin, Ireland

Abstract

The study of psychology at third level education is often marked by large groups, particularly in first year. Psychology is also a popular subject for external or non-psychology students taking optional or elective modules. The diversity evident within the student profile in large first year modules can raise challenges engaging students. This paper describes an ongoing project examining the delivery of a large introductory module to a group of psychology and non-psychology students. PSY10090 Introduction to Applied Psychology draws topics within applied psychology such as aggression and bullying, self-esteem and cheating in sport to examine the contribution of psychological research to society. Key skills include critical thinking, reflection, evaluation of research and group work and a central focus is on supporting students to become confident consumers of research in the media. The presentation will discuss the development of the module, the nature and aim of assessment and also discuss feedback on the module gathered through routine student feedback surveys. A particular emphasis is placed in the use of a group assessment to promote interaction between students and active engagement with the material.

Engaging Your Students: Flipped Lecturing and Personal Response Systems

Paul Wilson
Email: p.wilson@qub.ac.uk
Affiliation: Queen’s University, Belfast

Abstract

Personal response systems using hardware such as 'clickers' have been around for some time, however their use is often restricted to multiple choice questions and they are therefore used as a summative assessment tool for the individual student. More recent (and completely free to use!) innovations such as ‘Socrative’ have removed the need for specialist hardware, instead utilising web-based technology and devices common to students, such as smartphones, tablets and laptops. While improving the potential for use in larger classrooms, this also creates the opportunity to pose more engaging open-response questions to students, who can 'text in' their thoughts on questions posed in class. The ‘Flipped-Lecture’ paradigm requires students to do their content-learning in their own time, in advance of the 'lecture'. Armed with their learning, students can then participate in interactive tasks and benefit from personal contact with a lecturer in class, as opposed to the traditional passive-listening lecture activity. This is an ideal opportunity to use Socrative and allow students to practice their critical thinking skills with formative feedback. I will demonstrate the use of Socrative within an undergraduate psychology curriculum which aimed to encourage interactive engagement with course content using real-time student responses and lecturer feedback.

N.B. If you’d like to see Socrative in action during this session, you can download the app to your smartphone/tablet by downloading the “Socrative Student” app from your app store.