

# Psychology Teaching Review

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## Psychology Teaching Review

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### **PTR Editorial Spring/Summer 2022 by Dr Wendy Sims-Schouten**

Welcome to the Spring/Summer edition of Psychology Teaching Review (PTR)! I am delighted to announce that we have, once again, managed to secure an eclectic range of papers, from psychology education in the Post-Covid world, through to papers on inclusivity in an LGBTQ+ context, the impact of psychology students' academic achievement on self-esteem, and (small) group projects advancing psychology students' learning. I would like to thank the authors, as well as the reviewers who kindly gave their time to this issue, leading to some worthwhile pieces on psychology teaching in a range of settings. In addition to this, I would like to give a particular thanks to Karen Goldsmith for her outstandingly efficient administrative support, as well as Gillian Hendry for organising 3 useful book reviews. I would also like to extend my thanks on behalf of myself and my co-editor Louise to the PTR editorial board for their ongoing support for the journal.

This is my first editorial as incoming co-editor for PTR and I am excited to be part of such an important BPS journal. In my role as Deputy Director of Arts and Sciences and Associate Professor in Interdisciplinary Psychology (at UCL), I am especially excited about the application of psychology to a range of interdisciplinary areas and topics, such as the role of social psychology and psychology education in the Post-Covid world, as well as reflecting on LGBT+ inclusivity and pedagogy, the benefit of interactive group work and simulation in health psychology and the impact of psychology students' academic achievement on self-esteem. The first two papers centralise the effects of and good practices during and post-pandemic. In the paper *Pivoting in a pandemic: Promoting socially critical learning in virtual delivery of a large introductory social psychology module*, O'Connor outlines a strategy developed to sustain socially critical learning objectives within remote delivery of a large introductory social psychology module. The paper shows that despite the practical challenges of having to move from face-to-face to online teaching, for teachers of social psychology the pandemic context offered an unprecedented pedagogical opportunity to highlight both the relevance and limitations of social psychological research for tackling societal challenges. In the second paper on the pandemic, entitled *Psychology Education in the Post-Covid World*, Newstead et al. explore how well one of the major aims of psychology education namely, to train students in psychological literacy (the ability to apply psychological knowledge to everyday activities) has been achieved in recent years. They argue that the developments enforced by Covid-19 open up a range of new possibilities and that psychological literacy can benefit from these changes and conclude that much of the transmission of psychological knowledge can continue to take place online with universities becoming places where the focus is on the application of that knowledge.

The next paper entitled *Queering the Curriculum. Reflections on LGBT+ inclusivity in Higher Education* by Nodin addresses the relevance of LGBT+ inclusivity in pedagogy and the ways by which it can be incorporated into HE with examples from teaching in Psychology. The article concludes by attempting to bridge identity-based and critical perspectives to positively contribute to

LGBT+ inclusivity in HE, and by affirming the importance of joint work from universities' senior leadership and academics to achieve that aim. In the paper entitled *A Small Group Project for Undergraduate Social Psychology Students: Demonstrating the Identifiable Victim Effect*, Coulton presents a small group active learning project developed for undergraduate social psychology students. The activity involves carrying out and reporting the results of a structured test of the identifiable victim effect and provides students with the opportunity to write a research proposal, collect data, perform a basic analysis and interpretation of the data, and report their findings in written form. The benefit of interactive group work is also discussed in the paper by Khan and Pourzanjani, entitled *Facilitating teaching and learning of teratogens: Using alcohol and drug neonate simulators in Further and Higher Education*. Here the authors discuss the benefit of **interactive sessions on teratogenesis utilising neonate simulators** within lifespan development modules with Psychology undergraduates and sixth-form Health and Social Care students. **The study shows how an interactive session on teratogenesis utilising neonate simulators increases knowledge and students perceive this** enhanced understanding to be a direct result of hands-on interaction with the neonate simulators. The researchers encourage the use of neonate simulators as good practice that can be effectively incorporated into the psychology and other health-related teaching contexts to facilitate knowledge on teratogenesis. Finally, in the paper *'If I do well I feel on top of the world': Investigating the impact of psychology students' academic achievement on self-esteem* Hendry and co-authors highlight that although previous work suggests that students' self-esteem is impacted by academic achievement, it is not entirely clear why this is; in their study they aim to shed a light on this. Their key findings are twofold, namely that 1. good grades and feedback make students feel good, and poor grades and feedback make students feel bad, but such 'badness' is appeased if peers perform equally poorly, which has potential consequences for peer relationships, and 2. students value feedback in order to increase their chances of academic achievement, noting the negative impact on self-esteem when feedback is not constructive, just critical.

This issue also includes three book reviews. Firstly, a review by McNair of the book "Becoming A Critical Thinker: For your University Studies and Beyond" by Sarah Birrell Ivory, highlighting that the book provides clear and actionable steps that students can take to develop their critical thinking in a variety of learning contexts, that will be of benefit in their university assessments and to their employability. Second, a review by Rosenkranz of the book "Intercultural Competence for College and University Students. A Guide for Employability and Social Change", written by Caprice Lantz-Deaton & Irina Golubeva, concluding that the book is not only a practical guide, at its heart lies a real commitment and passion for considered and reflected social change. The aim underlying the book is to support the reader in the development process of becoming a better communicator and able to approach diversity productively and positively. The third book, which is reviewed by Hendry, is "Thematic Analysis: A Practical Guide", by Virginia Braun & Victoria Clarke. Braun and Clarke are names synonymous with thematic analysis, and the approach they have developed is undoubtedly the go-to for psychology students the world over conducting qualitative research. In her review Hendry mentions that this most recent version certainly does not disappoint on that front, and a key strength of this resource is how interactive and engaging it is. It goes over and above the typical promise that this is a book that one can 'jump in and out of' – which one can – but in addition, it offers activities, teaching resources, alerts, practice points, and a host of additional resources on the companion website.

We are excited to announce that following the current issue we will amend the categories of papers accepted to PTR, in order to make this more streamlined and have a clearer distinction between the article types. As such authors will be able to submit the following types of papers. Firstly, *Research Articles*, reporting empirical studies of up to 6000 words, presenting primary qualitative or quantitative data. Secondly, *Evidence-Based Practice Evaluations* reporting innovative teaching

practice, whether pre-tertiary, undergraduate or postgraduate, up to 4000 words. Thirdly, *Review articles*, reporting the findings of literature reviews or systematic reviews pertaining to the scholarship of learning and teaching of psychology, up to 6000 words. Fourth, *Reports* of up to 2000 words presenting thought-provoking or controversial topics designed to inform and stimulate current pedagogical debate. Fifth, *Abstracts*, i.e. current and significant abstracts related to the teaching and learning of psychology may be selected and presented, and finally *Book reviews* of up to 1000 words, which should offer fair and valid criticisms of the text.

I hope that you enjoy this issue!

Dr Wendy Sims-Schouten