

Editorial for Special Issue, PTR

Dr Lateesha Osbourne and Dr Wendy Sims-Schouten

Hello and a very warm welcome to the Special Issue on “Equality and Inclusion in Psychology Teaching” edition of Psychology Teaching Review (PTR). We are thrilled to announce that we have secured an eclectic range of papers from critical discussions on the psychology curriculum, through to reflections on LGBTQIA+ students’ experiences of an online Pride group. We would like to thank the authors and reviewers, who generously gave their time to this issue, ensuring a plethora of impactful articles focusing on equality, diversity and inclusion in psychology teaching.

We would like to give special thanks to Chrissie Fitch for leading the Book Review section and Julie Spraggon for her exceptional administrative support skills, we really appreciate your efficiency and patience.

This is my first-ever editorial, and I am delighted to be the Guest Editor for this Special Issue on Equality and Inclusion in psychology teaching, in collaboration with Wendy Sims-Schouten. As an organisational psychologist and Diversity, Equity, and Inclusion (DEI) consultant and trainer, I am pleased to be part of such an important Special Issue and journal. I am particularly excited too about the range of topics covered, with papers reflecting on; students’ sense of belonging and connection to the curriculum, how pedagogy influences the awarding gap and student confidence, experiences of co-designing modules with students and eliciting their feedback, and the transformational role of psychology education in the ‘Post-Covid’ world.

The first two papers highlight racialised experiences and the need to tackle the awarding gap. In the paper Embedding Student-Centred Active Learning Environment with Upside-down Pedagogies in teaching practice: What Works for Psychology?; Premkumar and colleagues explore and evaluate the implementation of SCALE UP (Student-Centred Active Learning Environment with Upside-down Pedagogies) on a psychology module. The paper shows that while the grades did not change on the module, redesigning seminars around tasks for students to complete in mixed ability groups, saw students appreciate authentic interactions and growing confidence in expressing their views across contexts. The second paper entitled, Identifying the barriers to inclusion and belonging experienced by students and alumni in Higher Education, sees Nevin et al use mixed methods to explore the role of culture and race-ethnicity in students’ sense of belonging. The result of their questionnaire found that, ethnicity and/or race did not influence students’ sense of belonging, experience of the curriculum or microaggressions. However, students’ culture and race-ethnicity were consistently reported as factors associated with experiencing obstacles in academia and microaggressions. During focus groups, current students and alumni highlighted that the prevailing nature of microaggressions, from peers and staff, and the Eurocentric curriculum had an impact on their sense of inclusion and belonging.

The next paper is entitled, *“It's such a wonderful space and I just love being part of it so much”*: LGBTQIA+ Student experiences of attending a psychology department led online

Pride group during the Covid-19 pandemic. In this work, Jim et al explore the experiences of LGBTQIA+ students who had attended one or more virtual Pride group meetings. The authors contribute to previous literature by presenting positive experiences of LGBTQIA+ students who felt a sense of belonging and a safe space within the Pride group meetings. The paper concludes by challenging previous literature which suggested that the creation of specific spaces for LGBTQIA+ students could lead to further othering, and instead affirms the importance of safe spaces for students and staff.

In the paper Inclusive pedagogies for learning the Psychology of Equality, Diversity, and Inclusion, Ravenhill et al co-designed with students a final year undergraduate module, Psychology of Equality, Diversity, and Inclusivity. The module employed inclusive pedagogies to explore how a range of EDI issues affect particular groups of people (e.g. Race/Ethnicity in Higher Education, LGBTQ+ Psychology, Inequalities Online, Intersectionality). Student feedback indicated that individual lectures were received positively, with notable praise for the novelty and scope of the topics covered. Students particularly enjoyed the room for debate and the high level of engagement throughout the lectures. Some students highlighted their keenness to pursue careers within the field of EDI as a result of studying on the module.

The importance of reflecting on pedagogy is also discussed in Bunn et al's paper, "I was a lump of clay that got moulded through this experience": Transformative Educational Experiences and the Online Pedagogy of Care. The overall aim of the project was to gather data on the lived experiences of graduate alumni students who had completed the largest and most successful online course at the institution. The findings inspired an account of the transformative educational experience of studying online and are interpreted through the emerging theory of the online pedagogy of care.

The final paper of the Special Issue is entitled "How does the curriculum contribute to the experiences of belongingness in higher education?" by Bates et al. Here the authors present a critical discussion about how the curriculum contributes to the sense of belongingness within Higher Education (HE), and how the ongoing aim of decolonisation needs to incorporate a more consistent intersectional lens with the curriculum within psychology. The discussion reveals that there are several key ways in which curricula and decolonial research can contribute to belonging: 1) communication of what (who) is important; 2) consideration of student learning needs; 3) appreciation of course content that is salient to students; 4) demonstration of alignment with a wider range of philosophical approaches; 5) promotion and celebration of cultural differences which allow students to be themselves; and 6) inclusion of a wide range of factors within teaching that contribute to belonging, for example the importance of place.

This issue also includes four book reviews. Firstly, a review by Johnson of *A Student's Guide to Open Science: Using the Replication Crisis to Reform Psychology* written by Charlotte R. Pennington. Johnson highlights that the book moves beyond theory to provide clear and tangible advice to students and researchers who want to adopt open science practices. Further, the book is praised for sharing mistakes researchers have made, reinforcing a key message put forward by the author throughout the book that

credible open science requires researchers to feel as though they can admit to previous errors in research and self-correct.

Second, a review by Ahmed of the book *Building Your Career in Psychology* written by Marie S. Hammond and Peggy Brady-Amoon. The review notes that there is a distinct difference between *Building Your Career in Psychology* and other books of a similar vein with adopting a holistic approach to diversity and autonomy, thus honouring each reader's personal journey without imposing prescriptive formulas or one-size-fits-all solutions. The review concludes that the book stands out as a career book with an emphasis on individual agency; it transcends the confines of a traditional textbook, serving as a roadmap to success in both career and life.

The third book is reviewed by Kay Kempers, is *Effective Teaching Strategies for Dyscalculia and Learning Difficulties in Mathematics: Perspectives from Cognitive Neuroscience* and co-authored by Marie-Pascale Noël & Giannis Karagiannakis. This book is praised as a timely addition to the current literature on dyscalculia and treats the subject with sufficient depth and detail more often afforded to the more well-known, dyslexia. The review concludes, this book will be useful to mathematics teachers keen to understand dyscalculia, to educational psychologists and SENDCOs wanting to learn more about intervention strategies and mathematics, and to researchers and academics wanting a thorough grounding in these topics.

Finally, Caffyn reviews *A Biopsychosocial Approach to Health* written by Rachel C. Sumner. The review concludes that the author has thoughtfully collated her expertise and knowledge to create an insightful book that will instil curiosity and positively influence our future practitioners. The book captures the intersection of biology and psychology, and all the facets of health that are touched by it. Creating engagement and immersion in heavy topics can be difficult, but Sumner has done this with ease.

We hope that you engage thoroughly with this issue and happy reading! As always, please do not hesitate to contact the editors with ideas about future contributions and papers.

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