

Breakout Events Descriptions

Please note the numbers on the left correspond to the session number on the breakout programme.

1 - AQA A-Level Psychology: Guidance for teachers new to the specification.

Rosie McGinley, AQA Qualification Manager

This workshop will provide guidance to teachers who are new to the AQA A-level Psychology specification. The session will include:

- AQA specification guidance
- resources to support you.
- mathematical requirements guidance
- research methods and practical activities guidance
- mark scheme guidance and application.

There will be a focus on some frequently asked questions, in addition to some short marking exercises. Please bring a device to the session.

2 - Practical Strategies to Manage Exam Anxiety Post Covid

Lucinda Powell, Changing States of Mind

Next year will see an unprecedented situation where students sitting A levels will be sitting public exams for the first time. Everyone gets anxious before exams but with no prior experience and such a disrupted couple of years this year group are likely to face additional challenges. This workshop will look at practical ways that you can support students to manage their nerves by building in practical calming strategies, utilising techniques from Sports Psychology and helping students to understand the psychology behind anxiety. This is not just for Psychology students but is aimed at supporting all students and will give you resources to help other teachers in your school.

3 - An introduction to ICM Level 2 Award in Psychology

Dr Lizzie Gauntlett, ICM & Matt Jarvis, Psychologist and Learning Technologist

ICM are launching an innovative Level 2 Award in September. The course covers social psychology, biopsychology and conducting research. ICM are providing a unique set of interactive multimedia on-line materials to allow for blended delivery by a non-subject specialist. Dr Lizzie Gauntlett from ICM will talk through the qualification and its assessment, and Matt Jarvis, the Psychologist and Learning Technologist who developed the interactive materials, will demonstrate their use.

4 - Delivering Counselling skills to psychology students

Viv Louizos & John Graves

As one of the very few schools and colleges offering professional training courses to full time "A" level students, we will share our experience of over 20 years. We offer two CPCAB (Counselling & Psychotherapy Central Awarding Body) Level 2 vocational courses to our Psychology students. These are very similar to equivalent courses offered to adults embarking on their first steps towards a career in the helping professions. Although they don't carry UCAS points, we have found that university admissions officers are very impressed that applicants have undertaken these courses and they have enabled students to be offered a place on Psychology and related degrees with slightly lower offers than usual.

The courses are skills based, and provide a very useful application of the theory and concepts covered in "A" level Psychology, to real world interpersonal communication.

This session will explain the requirements, nature and content of the courses. We will bring some student portfolios to show you, and we will be happy to answer any questions you may have. We can also offer mentoring to new tutors, if you would find that helpful.

We also offer L2, L3 and L4 courses in Counselling and Life Coaching to adults in the evenings (including, over the years, many of our "A" level Psychology teaching colleagues), and would be happy to answer any queries about those too.

5 - Towards understanding student transitions in the time of COVID-19

Prof. Jeremy E. Niven, School of Life Sciences

Abstract: The transition from further to higher education is one of particular upheaval for many students. For some students, they can be separated by substantial geographic and potentially social distances from family and friends, which may place considerable strain upon these relationships. At the same time, there is an expectation that they form new social networks, adjust to new living conditions, and learn within a new educational environment. The COVID-19 pandemic and accompanying lockdown affected these transitions, but how it has done so remains unclear for UK students. The SITUATE project at the University of Sussex attempts to understand the effect of transition from further to higher education on students' mental health and wellbeing, exploring demographic and psychosocial factors through a longitudinal quantitative survey accompanied by interviews with students. It considers these factors in the context of the COVID-19 pandemic. This interactive session will outline our early findings from both quantitative and qualitative aspects of the project before asking the audience to consider and discuss their experiences of their own transitions and of those they have observed.

6 - Do you want to get into writing

Cara Flanagan, Southwest Conferences

Cara will chair a panel of authors, publishers, bloggers, you tubers will tell you how they got started and what you can do to get your foot in the door. You never know, this session may change your life.

7 - The Psychology of Pink

**Evie Bentley, M.A.(Oxon), C.Biol., MRSB, APA
Qualified, CRB checked, highly experienced teacher and tutor**

A little journey through some of the psychological research on the colour PINK with perhaps some novel ideas. They might include how PINK can help you run faster, or how seeing PINK changes your visual processing. A bit of psychosocial history is involved, plus a decolonised study into PINK, and there's a very simple, health and safety ready class practical into the expectation involved in PINK.

Do come along, lots to discuss and lots of smiles involved.

8 - It's not what you do, it's the way that you do it. That's what gets results

Helen J. Kitching, BSc, MSc, PGCE, FBPS, CPsychol

Helen is an experienced psychology teacher, tutor (Eduqas) and author and editor. She is a Fellow of the British Psychological Society and is Chair of the Division of Academics, Researchers and Teachers (BPS) and Chair of the Standing Committee on Psychology in Schools and Colleges.

This workshop will focus on empirically-based revision techniques and how to encourage students to becoming independent learners to help them transition to university and beyond.

9 - AQA Psychology Teachers Forum

Rosie McGinley, AQA Qualification Manager

Join a conversation about AQA Psychology. The session will be an opportunity for discussion and the sharing of ideas, with other teachers and the AQA Head of Curriculum (Psychology)

The session will also gather feedback from you on themes related to the AQA Psychology specifications, including:

- Equality Diversity and Inclusion
- Support from AQA.

10 - How to Boost your grades at A level

Harriet Ennis, Bootham school

A workshop focussed on 'High Impact' Strategies (Mastery, Feedback and Meta-Cognition). I aim to give you ways to slot grade boosting practices into your day-to-day teaching without a major overhaul. Take away worked examples to help students tackle key question types (application/research methods/evaluation) and some hinge questions, ready to use to help students with their misconceptions.

11 - Live Science for School Pupils! Getting actively involved in ongoing psychology research

Dr Ashok Jansari, MA, DPhil, CPsychol, AFBPsS Goldsmiths, University of London

Live Science is a way for the general public to be involved in science as it is happening. So, I am developing Live Science for School Pupils to bring alive the topics that they are studying by participating in university level research. They get to see that science is constantly evolving, contribute to professional-level research and hopefully learn something about themselves.

In this session, I will go through three areas of my research which relate to topics that are taught to students at school:

- **Memory & Dementia:** This project shows how thoughts about memory consolidation and forgetting have evolved over the decades to allow us to try to understand dementia.
- **Executive Functions:** This project uses the Jansari assessment of Executive Functions for adolescents (JEF-A©) which is an ecologically-valid measure using non-immersive virtual reality to explore the development of higher order functions during adolescence and to see how these relate to the maturation of emotional regulation.
- **Face Recognition:** This project is exploring the issue of false memories which is an area that is of importance in forensic psychology due to misrecognitions. While false memories for words has been thoroughly studied, there have not been any studies on false memories for faces; this study is exploring this in both healthy participants and those with prosopagnosia which is a rare neuropsychological deficit in face recognition.

Each of these studies is ethically approved by Goldsmiths, University of London and can either be done online (Memory & Dementia and Face Recognition) or remotely via zoom. In this workshop, I will review these studies and discuss how school teachers can work with me to get their pupils involved in Live Science

12 - Tackling the taboo: the epidemic of boys' educational underachievement, as experienced in an A-Level Psychology class

Scott Pilkington, BA (Hons), MA (Oxon), MSc, MBPsS PGCE Student, University of Sussex

This seminar addresses the taboo surrounding boys' academic underachievement, together with examination of strategies used this year in the classroom and e-learning to promote engagement and achievement of male A-Level Psychology students in a U.K. secondary school where girls are outperforming boys in Psychology and across all other subjects.

This seminar invites debate about the difficult to talk about issues surrounding boys' comparative underperformance, with an open look at a range of different approaches towards boys' interventions found in educational literature, and reflects on practical application in a diverse and co-educational modern British classroom.

13 - Taster Session: The Curious Case of Little Hans

Stefan Marianski, The Freud Museum

In this taster of one of the Freud Museum London's flagship online learning sessions, get up close and personal with Max Graf, the five-year-old child at the centre of Sigmund Freud's famous case of 'Little Hans'. Developed for A Level students, the session brings Little Hans to life through a careful examination of the case material and Freud's interpretation of it.

14 - Starters, what are they good for?

Sarah Ping

Are starters a key learning tool for A level Psychology? I discuss my research on starters in A level Psychology. The research, for my NPQML, was carried out during and after lockdown this year has provided a fascinating insight into the perceptions of starters by teachers and students as well as hard evidence for their role in improving academic performance, or not. Do the findings of current research strongly recommending low stakes testing, and largely ignores KS5, support the learning of A level students or are they just a hoop we have to jump through?

15 - Can't Help Falling in Love: Introducing the science of love.

Dr Steven Taylor, short cuts tv

Human life is built on relationships of one kind or another. Perhaps the most powerful, wonderful, and often craziest of relationships is falling in love with someone. It can be the best of times. And the worst of times. Sometimes on the same day!

But why do we fall in love? What's going on in our brains when we do? And what happens to romantic love?

Cognitive neuroscience is beginning to come up with some answers which are relevant to Biopsychology; Issues & Debates; Relationships and Addiction.

And also, to anyone who's ever fallen in love and ended up asking themselves, whatever was I thinking of?

16 - Stress in Teaching: 'What can schools do to reduce Teacher Stress & Mental Well-Being?'

Trevor Dunn BA MSc PGCE MEd CPsychol AFBPsS FHEA FRSA
Lecturer in Psychology, ARU Cambridge

75% of teaching staff in schools & colleges experienced symptoms stemming from their work including Depression, Anxiety, and Panic attacks. (Charity Education Support Partnership, 2017). Teachers have taken a total of 1.3 million days leave for stress in the past 4 years. (Lib Dem Research, 2018). This talk will present findings from teacher's responses to the question of what can and should schools/colleges be doing to reduce stress & mental well-being, from a sample of 50 teachers, and will introduce you to ways of helping you maintain better levels of mental health within your school, and teaching for the next academic year.

17 - The Future of The Brain

Dr Guy Sutton, Director, Medical Biology Interactive and Honorary (Consultant) Assistant Professor, University of Nottingham School of Medicine

This talk will focus on some of the recent key developments in various methods and technologies employed in the neurosciences and medicine. Beginning with a trip into the world of cerebral organoids ('brains in a dish'), we will consider how they are created, how they are being used to model diseases and disorders as varied as brain cancer and schizophrenia, in addition to studying the neurotropic effects of SARS-Cov-2. With use of such technologies, ethical considerations are paramount, and we will address the concerns of scientists in the field. In the second half of the talk, we will turn our attention to brain computer interfacing and neurobionics. We will highlight some recent developments, including a study in which neural signals produced by thinking about handwriting were translated into text, in real time, for the first time. Again, we will consider ethical issues associated with the use of such technologies and finish with a timeline of projected developments.

18 - BioPsych-tastic altered states of consciousness

Harriet Ennis, Bootham School

Join Harriet Ennis for a workshop exploring the topic of consciousness from the point of view of altered states, including dreams, paradoxical lucidity, out of body experiences, hallucinations and hypnotic trance. This workshop is sure to refresh and stimulate your thinking, and leave your wondering mind full of wonderful questions.

You will also get some great slides for teaching biopsychology and neuro-imaging to take away and some top tips for well-being.

19 - Edexcel 2022 exams/catching students up discussion space

Hosted by Helen Gibb

This forum space is designed to allow Edexcel teachers to get together and discuss how the year has gone and work together for strategies to support current year 10 and 12 students in catching up.

20 - Using Rosenshine's 10 principles of instruction to help your students 'catch-up' after COVID

Jock McGinty, Chair of the ATP

In this interactive workshop, Jock will show you how to apply Rosenshine's 10 principles to your classroom with a specific focus on helping your students to catch up on what they have missed during the COVID-19 pandemic. We will use applied scenarios in teaching psychology to show you how Rosenshine's principles can be used set against the supporting background research.

21 - Trauma-informed education: purpose, efficacy and implications

Aletia Hagedorn, PhD Researcher, University of Bath

Many studies document the effects of childhood trauma indicating a negative impact on behaviour, health and educational outcomes (Felitti et al., 1998; Holmes et al., 2015; Spinazzola et al., 2005). Trauma exposed children are more likely to experience mental health issues (Cicchetti, 2016; Taillieu, Brownridge, Sareen, & Afifi, 2016; Trauelsen et al., 2015), are at higher risk for substance abuse (Anda et al., 2008; DeBellis, 2002; Ducci et al., 2009; O'Connell et al., 2007), behavioural issues (Cohen & Mannarino, 2008) and physical health disorders (Bellis et al., 2014; Danese & Tan, 2014; Suglia et al., 2018). Furthermore, children's trauma-acquired mental health problems, cumulatively contribute to significant barriers to academic achievement and attainment (Aber et al., 2011). These findings suggest the cumulative effect of trauma extends far beyond childhood and into adulthood (Quinn et al., 2016). This indicates the acute vulnerability of this population and suggests a need for intervention.

The aim of this session is to briefly review existing research on trauma-informed practices (TIP) in schools. Themes discussed include the need for TIP in schools, strengths and limitations of current interventions and possible barriers, with implications for future research.

22 - AQA Psychology Teachers Forum

Rosie McGinley, AQA Qualification Manager

Join a conversation about AQA Psychology. The session will be an opportunity for discussion and the sharing of ideas, with other teachers and the AQA Head of Curriculum (Psychology)

The session will also gather feedback from you on themes related to the AQA Psychology specifications, including:

- Equality Diversity and Inclusion
- Support from AQA.

23 - Cultivating Psychological Literacy for Personal and Professional Development (DART-P sponsored workshop)

Patrick Rosenkranz, School of Psychology, Newcastle University, Committee member of the Division of Academics, Researchers and Teachers in Psychology

Psychological literacy as a framework of graduate attributes can aid in articulating how an educational programme in psychology may meet the differing needs of its students. In order to prepare students for their chosen professional pathways, a programme needs to not only teach the core knowledge and skills of psychology, but also work with students on how this knowledge can be applied to life in the 21st century. In the undergraduate programme at Newcastle, we have synthesised various stands of activity into three modules that are designed to address aspects of psychological literacy development at appropriate stages in the curriculum. We aim to support students to apply their growing competence in psychology to their own studies (Year 1), their understanding of the principles of psychology (Year 2) and their professional development and employability (Year 3).

Students have the opportunity to reflect on their growing abilities and experiences in areas such as critical thinking, intercultural competence, entrepreneurial engagement and ethical behaviour while also working on their own professional and personal development. We aim to support students to discover the most appropriate and relevant application of their psychology degree for their own lives and then aid them in taking the right steps to realising these insights.

In the workshop, I will briefly discuss our method of approaching this in our teaching at Newcastle. Then, through discussions and brief activities, we will think of ways of designing learning activities that suit the needs of your students in your local context.

24 - Is part-time work a barrier to attending high-status universities?

Vladislav Grozev, PhD candidate in Psychology, Sussex University

In the past decade, an increasing number of university students in the UK are combining their studies with part-time employment. However, this is more prominent in post-1992 and newer, urban universities rather than older and more research-focused universities. This could mean that students are choosing lower-ranked universities out of necessity or desire to work rather than maximising their financial future. Therefore, in two studies we wanted to find whether factors related to being employed at university make students less likely to apply to research-intensive (higher ranked) universities.

In study 1, which employed a survey design, we found that if sixth-form students would have more financial concerns if they did not have a job, then they chose lower-ranked universities. Similarly, if sixth-form students anticipated that they would have more academic concerns if they had a job, then they also chose lower-ranked universities. In study 2, and also in study 1, we found that if sixth-form students perceived that there were more employed students at higher-ranked universities, they were more likely to apply to those

universities regardless of their GCSE grades or levels of parental education. Anticipated financial or academic concerns did not make students choose lower-ranked universities, however.

The results of this line of research reveal that if students think that many university students are employed at high-ranked universities then they are more likely to apply to these universities. Telling students that more and more students are employed could be key to getting them to apply to higher-ranked universities. However, it is also vital that we ease any academic and financial concerns about working at university.

25 - Fiction and Flix, when PsychStix

Mandy Wood

Mandy is a textbook author, trainer, tutor and an ex-head of psychology. She started the PsychStix Facebook group during lock-down as a place to come together with friends old and new across the international psychology community.

The pressure to help your students to achieve top results can be stifling as the humidity of remote island (flies buzzing in your ears), management's new-speak edubabble as blinding as 'the fog' (the clank and whirl of the machine impossible to silence), while the isolation of working in a one-person department can lead to feelings of isolation and detachment if not anything quite as audacious as reanimation!

In this workshop, Mandy explores psychological themes, issues and debates in three novels/films, "Lord of the flies", "One flew over the cuckoo's nest" and "Frankenstein" and how they can be translated into engaging enrichment activities to stretch and challenge your students. Breaking down the artificial borders between school subjects, Mandy shares details of historical, political and philosophical times in which these novels were written in order to understand the psychologies of the authors and the messages they wished to share.

26 - Understanding facial posture as a means of emotional expression: A case study in the light of CBT (cognitive-behavioural therapy) approach

Dr George Varvatsoulis (CPsychol) Practical Theology, Cognitive-Behavioural Therapy, Psychology of Religion, Evolutionary Psychology

Abstract: This case study is a partial replication of an original experiment by Strack et al. (1988). It will examine the understanding of the facial feedback hypothesis. For this experiment, participants were asked to rate the funniness of a cartoon after completing tasks using only their lips or teeth to hold a pen, thereby facilitating a smile or a frown. In addition to that, there have been discussed cognitive-behavioural therapy elements on the presentation of emotions following physical reactions. It was a between-participants design in which respondents were asked to complete a questionnaire in the lips or teeth condition to generate emotional states of physical reaction required to underline cognitive precipitants. In this study, a within-participants correlational design was also conducted between extraversion and altruism to consider the possibility whether these two variables could relate to funniness or not. To test that participants were asked to rate the humour of a far side cartoon. The results did not confirm the hypothesis that those in the teeth condition rated the cartoon funnier than those in the lips condition meaning that facial reaction does not necessarily imply respective emotional states due to cognitive elements, such as awareness and attention, which posit reason as a more important factor than emotions. Discussion of the results in line with physiological and cognitive aspects and their implications to future research had also been carried out.

27 - Eduqas 2022 exams/catching students up discussion space

Hosted by Helen Kitching, MSc, CPsychol, FBPS

This forum space is designed to allow Eduqas teachers to get together and discuss how the year has gone and work together for strategies to support current year 12 students in catching up

28 - Wasps, Hamsters and Us

Evie Bentley, M.A.(Oxon), C.Biol., MRSB, APA, Qualified, CRB checked, highly experienced teacher and tutor

I loved it when we taught more comparative studies, and animal behaviours and links to our behaviours are fascinating and usually engaging for our students. So here are a few animal studies that link to parts of today's psychology teaching and which give novel (to me) insights into the behaviours of paper wasps, hamsters, mosquitos, dogs and more. Do come and share interests in comparative psychology!

29 - Exam success - people often do better when they stop trying

Cara Flanagan, Southwest Conferences

I have just published a book on AQA Exam Success (see it at the Illuminate stand), but most of the advice applies to all exam candidates. I collected tips from teachers and students and will give you my top 10 lessons for life and exams.

30 - OCR 2022 exams/catching students up discussion space

Hosted by Jock McGinty

This forum space is designed to allow OCR teachers to get together and discuss how the year has gone and work together for strategies to support current year 10 and 12 students in catching up

31 - The Future of The Brain

Dr Guy Sutton, Director, Medical Biology Interactive and Honorary (Consultant) Assistant Professor, University of Nottingham School of Medicine

This talk will focus on some of the recent key developments in various methods and technologies employed in the neurosciences and medicine. Beginning with a trip into the world of cerebral organoids ('brains in a dish'), we will consider how they are created, how they are being used to model diseases and disorders as varied as brain cancer and schizophrenia, in addition to studying the neurotropic effects of SARS-Cov-2. With use of such technologies, ethical considerations are paramount, and we will address the concerns of scientists in the field. In the second half of the talk, we will turn our attention to brain computer interfacing and neurobionics. We will highlight some recent developments, including a study in which neural signals produced by thinking about handwriting were translated into text, in real time, for the first time. Again, we will consider ethical issues associated with the use of such technologies and finish with a timeline of projected developments.

32 - Psychology Beyond the Curriculum

Lucinda Powell, Changing States of Mind

One of the things that psychology tells us is that learning it is much easier if we have a deep understanding of the things we are trying to learn, but when there is so much to learn for GCSE and A level how can we encourage our students to look beyond the curriculum. This workshop will consider the multitude of ways that we can engage students with psychology outside of formal learning in order to deepen and broaden their understanding of the subject. From applying psychology to their own learning, to teaching the teachers, to building relationships with researchers and universities. We will look at the multitude of options as well as how to overcome potential barriers to implementing these ideas.

33 - Predictive and construct validity of A level Psychology

Vanessa Evagora is currently Head of Psychology, EPQ and Higher Education Applications at an independent boarding school and is a Fellow of the Chartered Institute of Educational Assessors. She is undertaking the Ed.D at the University of Buckingham, measuring the predictive and construct validity of high stakes assessment of

A Level Psychology is nearly 50 years old, so this is a good opportunity to review whether it is fit for purpose. As an A Level, one of its purposes has been to prepare students for university study. In this workshop, we will consider whether Psychology A Level

- Does validly predict degree level performance in the subject?
- Whether it should be able to predict future performance?
- Whether it can do so validly?

We will also briefly consider the:

- construct validity of the A Level question types, (such as multiple choice, PALS and essays).
- content validity of the specifications (such as inferential statistical tests, Harvard referencing, options).

34 - Maths in Psychology – Supporting your teaching.

Deb Gajic – Independent Educational Consultant

Deb was previously head of Psychology at The Polesworth School (an ‘outstanding’ school, where Deb was an ‘outstanding teacher’!) and a Chartered Psychologist. She now is semi-retired and work as an Independent Educational Consultant working for major awarding bodies and publishers, as an author and trainer, and as a tutor. She has been a member of the ATP committee for many years and her latest role is Treasurer, previously having held the posts of Chair, Website Editor and Magazine Editor. She is passionate about teaching and regularly runs CPD sessions for teachers, revision sessions for students and other bespoke training.

Many students and even some teachers have an irrational fear of maths. This is a significant barrier to success at A Level, as at least 10% of the overall assessment of psychology will contain mathematical skills equivalent to Level 2 or above. This workshop will look at the maths requirements at A level and suggest practical strategies and activities to take away the fear factor and enable students (and teachers) to face their fears and excel. The ATP is working in conjunction with AMSP (Advanced Mathematics Support Programme) to provide free CPD in the Autumn term and with the BPS to provide resources on the BPS Teachers’ Toolkit. There will be plenty of opportunities to share good practice.

35 - Using Themed Lessons to engage students

Amy Halsall, BSc Hons, PGCE, Microsoft Innovative Educator Expert, Microsoft Office Specialist: Expert, Based in Lancashire teacher of Science and Psychology

Inspired by John Meehan’s book ‘EDrenaline Rush’, this workshop will show you how adding a theme to your lessons can increase student engagement. Featuring practical advice on choosing your theme and how to use Microsoft tools to add the ‘wow factor’ to your resources.