

## Breakout Events Descriptions

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

### **1 A Level Psychology: Gender Bias in Psychology**

Rosie McGinley – Head of Curriculum Psychology

This workshop will focus on EDI, with a particular focus on gender bias.

The session will include:

- An update on the EDI activity undertaken by AQA Psychology
- Marking activities
- Resources available to support an integration of EDI into your delivery
- An introduction to the new gender bias resources available from AQA
  - Women in Psychology
  - Gender Bias: research methods
  - Gender Bias: issues and debates

Please bring a device to the session.

### **2 OCR Psychology Forum**

Nicola Heath, OCR Psychology Subject Advisor

Find out about the latest news from OCR and our plans for the refreshed A Level specification

### **3 WJEC/Eduqas forum**

Helen J. Kitching, CPsychol, FBPsS, Eduqas teacher and tutor

Come along and chat about all things WJEC/Eduqas

### **4 Teaching A Level and GCSE Research Methods through practical work**

Tim Lawrence - Edexcel Psychology Subject Advisor, and an experienced teacher of AQA A Level psychology

The session will explore practical ideas for managing, monitoring and assessing students' own psychological investigations. Research methods is a key part of any psychology course, and can easily become an uninspiring trawl through a large volume of content. Limited teaching time to deliver content-rich courses means that practical psychology is often neglected, but it has the potential to engage students deeply in the subject and prepare them for challenging exam questions if we can make it work!

### **5 ASD in girls**

Dr Claire Russ, University of Kent

A clinical/practical session; including a refresher on what ASD is and how it can look different in girls (and in what way/what signs to look out for) and a research update.

### **6 A Brief History Trauma: From Freud to Neurology**

Dr Chris Nicholson, University of Essex, Department of Psychosocial and Psychoanalytic Studies

What is trauma and what contribution did Freud make to understanding it? The word 'trauma' is used very casually in everyday social discourse, but is also subject to heated debate. In this talk, I will review the key questions about the

nature of 'trauma' by presenting a brief history from early Greek conceptions, to 'railway spine', to Freud's *Studies in Hysteria*, to shell shock in WW1 and contemporary neurological perspectives. I will show that Freud's original concept has more in common with modern neurology than we might expect.

## **7 Offering effective student enrichment activities for psychology students**

Helen Neary - University of Chichester

Helen will share her experience of co-ordinating a wide range of enrichment activities offered to level 3 students. These have provided positive opportunities to enhance their psychology knowledge and skills beyond specification requirements. There will be time for attendees to share their own ideas and/or experiences of great trips, guest speakers, etc, during the workshop too. Helen works at University of Chichester and has responsibility for offering outreach events for schools and colleges. She will explain the value of working with your local university to boost student enrichment activities without too much extra work!

## **8 Artificial intelligence: boon or threat to teaching**

Matt Jarvis, Chartered Psychologist and Certified Learning Technologist

We are on the brink of a paradigm shift in education as AI becomes capable of taking on many teacher tasks. If we as teachers don't take a lead in harnessing AI for our purposes, we may find AI either treated primarily as a threat or eventually replacing us altogether. The main aims of this session are to equip you with a basic theoretical understanding of AI and what it can do, and to demonstrate a range of practical ways AI can make teachers' lives easier and more interesting. We will examine AI-powered tools designed to minimise planning and marking time, while also exploring the possibilities for using AI to extend the range of dynamic and engaging classroom activities. We can also discuss issues around student plagiarism, and I will offer some practical advice. BTW I did ask ChatGPT to generate this blurb but the result was rubbish, so there's no need to panic about being replaced just yet!

## **9 Gamification & Themed Lessons**

Amy Halsall, Chair ATP

Inspired by the work of John Meehan & Michael Matera, this workshop will showcase how you can apply gamification principles and themes to your Psychology lessons to improve student engagement. Most examples of activities and resources shown during the workshop will relate directly to the OCR GCSE Psychology specification but can be applied to other qualifications. Be sure to bring your smart phone / digital device to fully participate in some of the activities.

## **10 'A guide to exam success (and success generally)'**

Cara Flanagan, author

Cara will draw on her extensive experience of examining and writing to talk about how to do well in exams. Topics will include why students should do more research methods and less evaluation, develop better exam strategies and learn about what makes people successful. The session will focus on the AQA specification but will be relevant to all exam boards.

## **11 Why can't I focus?**

Mairi Rice

Teacher of Psychology and Computing Science, Clifton Hall School, Edinburgh  
Vice chair ATP, Committee member ATPS, Scottish representative EFPTA

The average American college student switches task once every sixty-five seconds. The median amount of time they focus on any one thing is just nineteen seconds. The average adult working in an office stays on one task for only 3 minutes. It appears that our collective ability to pay attention is rapidly shrinking. What are the factors that are harming our focus? And more importantly what can we do to get it back?

## **12 The Weird and Wacky Wonders of Comparative Psychology!**

Evie Bentley, Sussex Science Tutor, [sussexsciencetutor@gmail.com](mailto:sussexsciencetutor@gmail.com)

Examples and discussions of research into animal behaviours and perhaps linking findings to human behaviours. Including an octopus example, wayfinding, disgust, and because it's me choosing OF COURSE Corvids!

## **13 Has the penny dropped? Using metaphor and analogy in the teaching of psychology.**

David Foster, Priory Academies

Many of the ideas and concepts in our teaching are quite abstract in nature, causing some students difficulties in their understanding. This practical workshop will consider how we might use methods to help students concretise more difficult concepts. It will focus both on elements of course content and ideas linked to the process of learning.

## **14 How to raise grades, engage learners, reduce your workload, get students to contextualise and more...**

Helen J. Kitching, CPsychol, FBPsS, Head of Psychology, Gildredge House.

Helen is a Chartered Psychologist and Fellow of the British Psychological Society. She is past Chair of DART-P and SCoPESC and is a CPD presenter, author, editor ATP Today and Eduqas/WJEC tutor. She has organised the ATP conference for the past 10 years.

Join me on an eclectic journey through the things I've learnt through trial and error and research based, during my long teaching career. The workshop will be chock full of ideas to engage your learners, help to get them to think and work independently as well as practical teaching and learning tips and resources and ways to bring joy into your teaching.

## **15 Behaviour management**

Deb Gajic – Independent Educational Consultant

Deb was previously head of Psychology at The Polesworth School and is a Chartered Psychologist. She now works as an Independent Educational Consultant working for major awarding bodies and publishers, as an author and trainer, and as a tutor (to both students and trainee teachers). 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.

Whilst working with trainee teachers a major concern is always behaviour management. I tell them that their knowledge of psychology is their superpower! This workshop is not just for trainee teachers or ECTs, we all have

or have had that one class whom we struggle with. In this workshop we will consider how the principles of behaviour modification and positive psychology can be used to improve behaviour in your classroom. There is no magic bullet or panacea, but we will share lots of ideas which will make your classroom environment a more positive, productive and inclusive place for both you and your students.

There will be lots of opportunities to share good practice.

## **16 How to get published**

Cara Flanagan, author

A panel of publishers, authors and (possibly) Youtubers will tell you how they got going with a new source of income. Most of them will tell you that the panel will tell you they got started by coming along to this annual session. Come along and gather some useful tips.

## **17 'Schizophrenia' Beyond the Medical Model**

Stefan Marianski, Freud Museum

Sigmund Freud didn't think it was possible, but today many psychoanalysts work with patients with a diagnosis of schizophrenia. This workshop will introduce an approach to schizophrenia that problematises the dominant medical model and introduces a radical alternative grounded in psychodynamic principles.

## **18 EDI Forum**

Deb Gajic & Aletia Leong

This is discussion-based workshop to share ideas about EDI in the classroom and the curriculum. The outcomes will form the basis of an article for ATP Today

## **19 Mastery updated**

Sam Shaw

3 years of trialling a mastery curriculum in A level research methods...is this the end of the road? Lessons learned, what could I do? What was unrealistic? What will I keep? What would have made it better?

## **20 TBC**

## **21 Teaching biopsychology**

Deb Gajic, Independent Educational Consultant

Students and some teachers find biopsychology tricky. We will look at strategies to demystify biopsychology and make it accessible for all of your students.

Changing mindsets so biopsychology becomes one of their favourite topics instead of their least favourite. We will use pedagogical theories such as dual processing, adaptive teaching and threshold concepts too.

There will be lots of practical examples shared which are relevant to all specifications and the opportunity to share good practice.

## **22 Using Technology to enhance your Teaching**

Amy Halsall, ATP Chair

A whistle-stop tour of how you can use Microsoft Office programmes and apps like Flip, Canva and others to enhance your teaching and make life a little easier. You will see how to use Microsoft Teams to effectively set up a class team for your course, how Excel can be used to create an interactive dashboard for analysing your student data with ease and how OneNote could become your class' online exercise books so you never again have to carry heavy bags of books for marking! You will be introduced to Flip (formally known as FlipGrid) for

video work, Canva for creative visual products and self-marking quizzes like Quizizz, Microsoft Forms, Blooket and Kahoot!

You will also be introduced to the free online training platform Microsoft Learn and the educator programmes offered to those interested in joining the U.K.'s Microsoft educator community. Remember to bring your laptop and smart phone / digital device to take full advantage of the training offered – make sure they're fully charged!

### **23 AQA Psychology Teachers' forum**

Rosie McGinley – Head of Curriculum Psychology

This is an opportunity to contribute to the conversation about AQA Psychology specifications. 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 various themes, including,

- Equality Diversity and Inclusion
- Support from AQA.
- Specification content
- Criminology qualifications.

### **24 OCR GCSE Psychology: Teaching Tricky Areas**

Ellie Jenkins, Head of Psychology at Comberton Village College

Find out about the key elements of the specification and assessment where you can focus your teaching to help students progress.

### **25 Successful Scientific Fraud – The Great Pretender and more!**

Michelle Satchwell (@mkclive), ATP Committee and Head of Department at John Port Spencer Academy

All A level specifications look at the 'Features of Science', yet we still teach some psychological studies that do not adhere to these criteria. From fraudulent results, to questionable rationales, unethical practices and replication crises. In this talk, we will look at four famous studies that question what it means to have scientific integrity and why we require a rigorous peer review process. We will begin our quest for the truth by looking at Rosenhan's (1973) *Insane in Sane Places* and how Susannah Cahalan's investigative journalism has led to his findings being disputed in her published book; *'The Great Pretender'* (2019). This has since been followed up by the *History of Psychiatry* (2023) journal article release of *'Rosenhan revisited: Successful scientific fraud'*. On our journey we will look at other psychologists who have not adhered to the scientific principles, and end by discussing the impact these studies have on Psychology and the economy.

### **26 Easy to embed interactive statistics activities for your lessons**

Cat van Saarloos and Sarah Denison, MEI

Cat van Saarloos joined MEI, a maths education charity, in 2018. Prior to this she spent 13 years teaching and leading in schools and Further Education. Her work involves delivering courses on maths in A level Psychology and creating engaging classroom [resources](#). These have been very well received and widely used. Cat is passionate about making maths accessible and enjoyable and helping students see its relevance.

Sarah Denison joined MEI in 2021. Prior to this she spent 17 years teaching and leading in schools and working as an SLE. Her work involves delivering courses

on maths in A level Biology, Geography and Psychology and supporting students with their transition to degree course containing maths. Sarah has a particular interest in ensuring students from all backgrounds have the opportunity to study maths post-16.

The ATP has been working with the Advanced Maths Support Programme to support teachers with the mathematical requirements of Psychology. Part of this work has involved the creation of interactive statistics activities which you can easily embed in your lessons without using up large amounts of course time.

You can try out one here: <https://student.desmos.com/join/nvwpg8> (this is for demonstration purposes only – don't worry about getting answers right and just type anything to get a feel for it).

In the conference session you will learn how to:

- Set the activities
- Pace, pause and give feedback
- Edit the activities so they are more personalised for your class

**\*\*\*You will need a laptop or device for this session\*\*\***

You will also find out more about our free\* Professional Development course on the maths in A level Psychology which is starting in the Autumn term.

\*due to the way we are funded, courses are free for state-funded schools and colleges

## **27 Enhancing Student Experience: A Trauma-informed Therapeutic Approach,**

Aletia Leong,

Aletia has been a Teacher and Head of Psychology Department for several years. She has a Master's which focused on Educational Psychology and recently has also been working part-time towards a PhD in Psychology, specializing in Trauma. She is passionate about wellbeing and yoga and this lifestyle influences her approach to teaching.

She is now taking up a new post as an Assistant Clinical Psychologist at CAMHS. This role brings all her skills together from education and psychology. Her work primarily investigates ways of embedding trauma-informed strategies to make teaching and learning more inclusive and centred around wellbeing. This workshop will explore applying theoretical knowledge to the everyday classroom, with practical suggestions of how to make your practice more trauma-informed.

## **28 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.

## **29 Demystifying Synoptic Questions in GCSE Psychology**

Mark Jones, AQA GCSE

I have been teaching Psychology now for over 20 years now and have also done various psychology related roles during that time. I am fortunate enough to be married to the wonderful Ruth Jones who also teaches Psychology: together we were two of the 5 authors of the AQA endorsed GCSE textbook and revision guides. We were also part of the team who wrote the teacher's guides for the A level and GCSE textbooks. Some of you may also know me from GCSE feedback from exam sessions I have presented over the last few years; I also delivered on the most recent curriculum connect series. Both of us are also examiners so the summer months tend to get quite busy! We are also parents of two wonderful children and so spend most of our free time entertaining (and being entertained by) them.

As the title suggests, this session will focus on helping GCSE teachers to prepare their students for the more challenging 9-mark synoptic questions that feature in both paper 1 and paper 2 of the GCSE exam. We

will look at the different types of synoptic questions asked so far and will also do some marking activities so that we can see examples of good (and bad!) answers. We will explore links we can get our students to make between different areas of the specification so that they are thinking more synoptically and will also have a go at creating our own synoptic questions. Finally, we will look at ways of differentiating our approach in GCSE Psychology so we are better placed to cater our lessons to students of differing abilities.

### **30 The Lost Boy: J.M. Barrie's *Peter Pan* & Psychoanalysis**

Dr Chris Nicholson, University of Essex

In this presentation, I will give a psychoanalytic reading of *Peter Pan*. Drawing upon other critical readings of the text and J.M. Barrie's biography to see how his peculiar childhood influenced not only the creation of Peter Pan but also the environmental setting in which he places Pan (Neverland). I will show how Freud's concepts of Libido, Latency and the Oedipus Complex, Melanie Klein's 'positions' and Winnicott's work on play and 'potential space' help us to understand *Peter Pan*. While the story has much to say about 'childhood', by conversely, it also addresses what it means to be an 'adult'.

### **31 Biopsych-tastic - Sleep and Dreams**

Harriet Ennis, Bootham School

Update your knowledge on Sleep and Dreaming, including lots of neuroscience, a dash of Freud with AI dream analysis plus some top tips and insights to improve your own altered states of consciousness. This will be mind-blowing as usual! Come and enjoy a high-octane summary of the latest research.

### **32 Artificial intelligence: boon or threat to teaching**

Matt Jarvis, Chartered Psychologist and Certified Learning Technologist

We are on the brink of a paradigm shift in education as AI becomes capable of taking on many teacher tasks. If we as teachers don't take a lead in harnessing AI for our purposes, we may find AI either treated primarily as a threat or eventually replacing us altogether. The main aims of this session are to equip you with a basic theoretical understanding of AI and what it can do, and to demonstrate a range of practical ways AI can make teachers' lives easier and more interesting. We will examine AI-powered tools designed to minimise planning and marking time, while also exploring the possibilities for using AI to extend the range of dynamic and engaging classroom activities. We can also discuss issues around student plagiarism, and I will offer some practical advice. BTW I did ask ChatGPT to generate this blurb but the result was rubbish, so there's no need to panic about being replaced just yet!

### **33 Court in Act! Is your essay writing criminal?**

Mandy Wood, Psychstix

Following a 20+ year teaching career, Mandy is now self-employed as a textbook author, editor and international tutor for boards including Edexcel, AQA, Cambridge International and IB. She is the face behind PsychStix, a thriving online community of teachers, tutors, lecturers and researchers and a long-time supporter of the ATP.



Mandy introduces her courtroom analogy as a way of introducing numerous scientific concepts and structuring group work to improve critical thinking and essay writing. With a focus on the four elements of a good story, (causality, characters, complications and conflict) she hopes the drama of the courtroom will help to make Psychology stick!

#### **34 Using freeware to enhance teaching of statistics in psychology A DART-P sponsored workshop**

Dr Robin Green, University of Leicester. DART-P committee member

It is well-known that one of the major barriers in psychology teaching both at pre-tertiary and degree level is statistics. Statistics anxiety is prevalent which blocks effective understanding of the topic. One of the major barriers for pre-tertiary education is access to statistical analysis software due to high financial costs and licenses. In recent years there have been free software packages developed by psychologists to analyse statistics without the need for institutional licenses. This provides an opportunity for pre-tertiary psychology teachers to teach statistics with these programmes as well as develop students' computer and data handling skills. This workshop will run through one example of a free statistical software package and will run through how to prepare a dataset ready for analysis, run appropriate descriptive and inferential statistics, interpreting output and creating basic figures.

#### **35 TBC**