Abraham, C. 243
Abrami, P.C. xii
academic career see career
access
courses 9
inclusivity 34–6, 40
tertiary education 5, 6, 8, 9
accountability 187, 235
accreditation 7, 265
see also qualifications
action points (feedback) 196
activation process 76
active learning 28, 85, 108, 109, 115,
118, 119–25, 152
admission requirements 9, 265
affective computing 252
age (of non-psychology students)
255–6
Ainsworth, S. 88
Aitkin, M. 113
Akhurst, J.E. 45, 224, 227
Allchin, D. 85
Allen, M.J. 37, 43
Allin, L. 230
American Psychological Association
143, 205, 243
American Psychologist 143
analogies 77
analysis
conversation 178
discriminant function 144
discursive psychological 177, 178
factor 144
loglinear 144
meta-analysis 147, 201
undergraduate research 175, 177–8
anatomy 245
ANCOVA 145
Anderson, J.R. 126
ANOVA 141, 144–5, 152, 154,
156, 182
anxiety 30, 40
mathematics 148
social 88
statistics 138–40, 146, 147–51, 156
APA-style research report 205
Apprentice, The 56
apprenticeship model 114, 170, 218
Armor, D.A. 92
Armstead, P. xiii
assessment 67, 109, 112–13, 185–207
application of psychological
knowledge 91
authentic 200
competence-based 200, 222–4,
234, 235
criteria 196–8, 204–5
different purposes 187–8
feedback and 25–6, 91, 115–16, 179,
187, 190–3, 204, 205, 206
assessment (Cont’d)
formative 91, 188–90, 194, 197, 198, 200, 201, 206
importance of 186
in large groups 25–6, 206
for learning 189, 190–8
methods 198–203
non-psychology students 259–60
peer 25–6, 191, 192, 198, 200–1, 206
portfolio 200
practices (development) 188
psychology of learning applied 125–6
qualitative research 177–8
quantitative research 177, 178, 179–80
reliability 189–90
research 186–7
self-assessment 25–6, 200–1
student dissatisfaction with 187
summative 126, 186–7, 191, 198, 200, 201
technology use 201–3
undergraduate research project 165, 177–81
understanding (functions of) 188–90
validity 189–90
writing, thinking and 203–6
Assessment Experience Questionnaire 191
Assessment for Learning Centre for Excellence in Teaching and Learning (Northumbria University) 191
Assessment Plus project 204–5
Association des Enseignantschercheurs en Psychologie des Universités 17
Atkinson, R.C. 12
Atkinsonova, R.L. 12
attention deficit disorder 30
audio feedback 26
authentic assessment 200
authoritative parenting/teaching style 111–12, 113
authoritative student-centered curriculum 105–6
adjustments related to 108–10
content/topics 107–8
establishment of 107–13
plan for 114–27
teaching methods 110–13
wider relevance/uses 127–8
authority, ethics and 40–2
authorship/authorial identity 205–6
autonomous learning 26–7
Bad Science (Goldacre) 135–6
Baddeley, A.D. 88, 90
Bagdonia, A. 11
Bahrick, H.P. 89
Bain, J. 187
Baird, L.L. 199
Bandura, A. 92, 219, 269
Bannister, F. 30
Banyard, P. 155
Barak, M. 122
Barber, L. 63
Barker, M. 35
Bartz, A.E. 154
Baumrind, D. 112
Baxter-Magolda, M.B. 66, 68, 92
Bayly, M. 126
Becker, B.J. 146
Becker, L. 219
behavioural issues (large groups) 24–5
Behavioural and Social Sciences Teaching in Medical Education 242
Bem, J. 13
Benassi, V.A. 76
Bendel-Simso, P. 119
Benjamin, L. 122
Bennett, C. 89
Index

Bennett, S. 28, 30
Benson, J. 139, 146
Beresford, P. 267
Berk, R.A. 148
Bessant, K.C. 139
bibliographies (compilation) 108
Biesta, G. 6
Biggs, J.B. 24, 31, 67, 186, 197
biochemistry 245, 248–9
biology (misconceptions) 73
Biruski, D.C. 11
bisexual students 34–6
Bjork, R.A. 88, 89, 90, 91, 92, 93, 116, 126–7
Black, P. 190, 193
Blalock, H.M. 139
Bligh, D. 24
blogs 23, 204
Bloxham, S. 190, 197, 199, 201
Board of Scientific Affairs (BSA) 143
Boekaerts, M. 92
Boice, R. 25
Bok, D.C. 115
Bologna Process 2–6
Bone, D. 10
Bonner, S. 92
Bonwell, C. 115, 121
Boud, D. 25–6
Bower, G.H. 88
Boyd, P. 197, 199, 201
Brace, N. 155
Bridges, G.S. 145
British Association for Counselling and Psychotherapy 70
British Psychoanalysis Council 70
British Psychoanalytic Society 70
British Psychological Society 17, 57, 70, 107, 147, 243, 265
Division of Clinical Psychology 222
ethical code 41, 221
National Occupational Standards 200
postgraduate education 214, 221, 228, 230–1, 234
Psychology Postgraduate Affairs Group 47
statistics (in curriculum) 134, 135, 140–1
Student Members’ Group 37
TOPTOP (now PEOG) 241
Britt, M.A. 155
Broadbent, D.E. 30
Brooke, C. 42
Brookfield, S. 84–5
Brown, A.L. 89
Brown, G. 186
Brown, J.S. 218
Brown, L.T. 55
Brown, S. 186, 199, 201, 202
Bruner, J. 68
Bryant, J. 148, 150
Brysbaert, M. 12
BSc career fallacy 56–7, 61
Buckland, R. 203
Burgess, S. 233
Buriel, R. 111
Buskist, W. 12, 114, 117, 233
Butler, A.C. 88, 115–16
Butler, C. 35–6
calculations (teaching statistics) 154–5
Capaldi, E.D. 12
career
academic, tertiary education and 5
choices of psychology graduates 60–1
development theory 67
career (Cont’d)
    personal development plan 45, 64,
    65, 66, 67, 268
    portfolio 59–60
    preparation (lecturer role) 23, 43–5
    psychology as (misconceptions)
    56–60
    see also employability
Carini, R.M. 267
Carlson, N.R. 12
Carnot, M.J. 89
Caroll, J. 31
Carr, J.E. 115, 121
cartoons (statistics teaching) 148, 153
case management 224
case studies 96
Castelló, M. 204
Centre for Academic Integrity 29
Centre for Lifelong Learning at Work
    and Home (LLWHC) 87
Centres for Excellence in Teaching
    and Learning (CETL) 45
Cepeda, N.J. 90
Cerbin, W. 78, 95
Chamorro-Premuzic, T. 63
Chance News 142
Charlton, J. 30
cheating 24, 155
    plagiarism 29, 187, 205–6
Chew, S.L. 56, 76, 77, 91, 93
Chi, M.T.H. 88
chi-square 144
Chickering, A. 115, 127
Chinn, C. 90
Chism, N.V.N. 84
chocolate techniques (statistics)
    152–3
Christie, M.A. 115
Chu, J. 121
Clancy, J. 246
Clark, M.C. 88
Clarke, V. 35
classroom demonstrations 123–5
Clay, S.L. 76
Clement, J. 77
clinical psychology 231
clinical work (misconceptions) 69–71
closed problem (coaching) 168
co-writing 202
Cocking, R.R. 89
cognitive behavioural therapy
    69, 71
cognitive development 66, 68, 83,
    123, 203, 256
    of postgraduates 216–22
cognitive disequilibrium 90, 91
    cognitive dissonance 77
    cognitive psychology 252
cognitive skills 64
Cohen, J. 144
Cohen, R.L. 88
collaboration 115, 118, 121, 199, 202,
    203, 206
    joint courses 15
    work-based 216–17, 225, 227–30,
    234
Coltrane, Robbie 55
commercialisation of higher education
    6, 111
communication
    computer-mediated 252
    of enthusiasm 116–17
    of high expectations 116
    technology (access) 215
    community groups 215
    ‘community of practice’ 218
    competence-based assessment 200,
    222–4, 234, 235
    competence-based training 222–4,
    234, 235
    competencies
        -based recruitment 63
        cognitive skills 64
    employability profile 63–4
employer requirements 64–6
generic 63–4
independent practice (EuroPsy project) 8, 16
misconceptions 63–6
personal capabilities 64
subject-specific (Tuning process) 7–8
competency matrix 223–4
countermediated communication 252
computer-assisted technology 202
computers/computations
based feedback 192
human computer interaction (HCI) 252
statistics 146, 154–6
computing students 250–2
concept-related humour 149
concept maps 88
ConcepTests 76–7
conditional probability 142
confidence interval 144
confidentiality 221, 226
‘confusion of the inverse’ 142
Conners, F.A. 138–9
Consortium for the Advancement of Undergraduate Statistic Education (CAUSE) 147, 149
constructivist approach 186, 194, 199, 203
contiguity effects 88
continuing professional development (CPD) 58, 59–60, 170, 172, 215, 224
see also lifelong learning
controversial topics 42–3
conversation analysis 178
conversational model of learning 85
Coolican, H. 155
Cooper, C.D. 122
Cope, M. 168
coping skills (postgraduate students) 219
Corcoran, K.J. 29
‘core psychology curriculum’ 242
Cornwall, M. 26–7
Cortazzi, M. 84
Council of Europe 3
counselling 69–71
course content
delivery issues (non-psychology students) 254–9
material adaptation/presentation 257–8
non-psychology students 253–9
coursework 253
assessment 187, 189, 193–4, 198–9
essays 198–9
Cousin, G. 96
Cracker 55–6
craft knowledge, application of
to assessment 91
to individual differences 92–3
in lectures 88–9
in seminars/group work 90
craft skills 177
Craig, N. 31, 33–4, 38, 39, 40
Craig, S.D. 90
Cramer, D. 155
Crawley, M.J. 156
credits (ECTS) 2–3, 15
criminal profiling 55–6
critical thinking 113, 117, 202
demonstrations to promote 123–5
skills 29, 76, 78, 91, 124, 217
Crook, C. 187
Crosling, G. 36
cross-cultural relationships 32–3
crosstabs procedure 153
cube model (competency development) 224
Cull, W.L. 90
cultural diversity 84
<table>
<thead>
<tr>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>cultural traditions 83</td>
</tr>
<tr>
<td>culture/cultural differences</td>
</tr>
<tr>
<td>cross-cultural relationships</td>
</tr>
<tr>
<td>32–3</td>
</tr>
<tr>
<td>international students 31–4</td>
</tr>
<tr>
<td>in pedagogy 33–4</td>
</tr>
<tr>
<td>student mobility and 10</td>
</tr>
<tr>
<td>Cummings, N.A. 215</td>
</tr>
<tr>
<td>curriculum 105</td>
</tr>
<tr>
<td>accreditation 7, 265</td>
</tr>
<tr>
<td>in Europe 11–15</td>
</tr>
<tr>
<td>guiding factors (authoritative student-centered) 106, 114–28</td>
</tr>
<tr>
<td>hidden 246, 249</td>
</tr>
<tr>
<td>non-psychology students 242–59</td>
</tr>
<tr>
<td>statistics 134–58</td>
</tr>
<tr>
<td>UK-centric 31–2</td>
</tr>
<tr>
<td>cut-and-paste plagiarism 29</td>
</tr>
<tr>
<td>Dalgaard, P. 155</td>
</tr>
<tr>
<td>Dancey, C. 155</td>
</tr>
<tr>
<td>Daniel, D.B. 111, 113</td>
</tr>
<tr>
<td>D’Apollonia, S. xii</td>
</tr>
<tr>
<td>data collection (qualitative research) 175, 177–8, 179</td>
</tr>
<tr>
<td>Davies, P. 36, 247, 248</td>
</tr>
<tr>
<td>Davis, B.G. 90</td>
</tr>
<tr>
<td>Davis, S.E. 117</td>
</tr>
<tr>
<td>Davydov, V.V. 83</td>
</tr>
<tr>
<td>Dearing Report 34, 45</td>
</tr>
<tr>
<td>DeCesare, M. 139</td>
</tr>
<tr>
<td>declarative knowledge 218–19, 220</td>
</tr>
<tr>
<td>deep learning 85, 92, 199</td>
</tr>
<tr>
<td>defining principles (QAA-identified) 135, 136–7</td>
</tr>
<tr>
<td>DeGrandpre, R.J. 30</td>
</tr>
<tr>
<td>Deimann, P. 12</td>
</tr>
<tr>
<td>demonstrations, classroom 123–5</td>
</tr>
<tr>
<td>Dempster, F.N. 88, 89</td>
</tr>
<tr>
<td>Dennis, I. 180, 189</td>
</tr>
<tr>
<td>Denton, P. 26</td>
</tr>
<tr>
<td>descriptive statistics 72, 153</td>
</tr>
<tr>
<td>designing (learning environment) 86–93</td>
</tr>
<tr>
<td>‘desirable difficulties’ 126–7</td>
</tr>
<tr>
<td>de Visser, R. 243, 244, 254</td>
</tr>
<tr>
<td>DfES 45</td>
</tr>
<tr>
<td>DiBattista, D. 91</td>
</tr>
<tr>
<td>DiCarlo, S.E. 255</td>
</tr>
<tr>
<td>Didaktik approach 83–4, 86</td>
</tr>
<tr>
<td>‘digital immigrants’ 28</td>
</tr>
<tr>
<td>‘digital natives’ 27–8, 29, 68</td>
</tr>
<tr>
<td>Dilthey, W. 75</td>
</tr>
<tr>
<td>Diploma Supplement (Bologna Process) 3</td>
</tr>
<tr>
<td>directed learning 166, 174</td>
</tr>
<tr>
<td>Disability Discrimination Act (1995) 38</td>
</tr>
<tr>
<td>disabled students 38–40</td>
</tr>
<tr>
<td>Discovering Statistics Using SPSS (Field) 144, 147</td>
</tr>
<tr>
<td>discriminant function analysis 144</td>
</tr>
<tr>
<td>discursive psychological analysis 177, 178</td>
</tr>
<tr>
<td>discussion boards 194, 202, 252</td>
</tr>
<tr>
<td>distance learning 122, 174</td>
</tr>
<tr>
<td>distributed practice 126</td>
</tr>
<tr>
<td>Dittman, M. 39, 40</td>
</tr>
<tr>
<td>diversity, student (benefits/challenges) 23, 27–30, 36–7</td>
</tr>
<tr>
<td>Dolinsky, B. 153</td>
</tr>
<tr>
<td>Donnelly, F.A. xii</td>
</tr>
<tr>
<td>double-marking 178–9, 189–90</td>
</tr>
<tr>
<td>Dozier, C.L. 115, 121</td>
</tr>
<tr>
<td>‘Dr Fox effect’ xii, xiii</td>
</tr>
<tr>
<td>Dracup, C. 189</td>
</tr>
<tr>
<td>Draper, S. 24</td>
</tr>
<tr>
<td>dual relationships 41, 221–2</td>
</tr>
<tr>
<td>‘dumbing down’ 109</td>
</tr>
<tr>
<td>Dumoulin, F. 12</td>
</tr>
<tr>
<td>Dunkin, M.J. 85</td>
</tr>
<tr>
<td>Dunning, D. 91, 93</td>
</tr>
<tr>
<td>Dweck, C. 218</td>
</tr>
<tr>
<td>Dyck, J.L. 152</td>
</tr>
</tbody>
</table>
Index

Dye, L. 226
Dzubak, C.M. 30

Ebbinghaus, H. 92
Edmond, W.J. 155

education
  tertiary (in Europe) 4–5, 6, 8, 9
  see also curriculum; psychology education
educational role-play 226
Edwards, K. 200
Edwards, R. 85

effect size 143, 144
Eisenberg, N. 111
Eison, J. 115, 121
Elander, J. 196, 197, 200, 222

emotional distress 70
emotional responses 43

employability 58
  employer requirements 64–6
  professional psychology and 15–17
  profile (competencies) 63–4
  qualifications and 15–17, 187
  of students (lecturer role) 23, 43–5

enactment effect 88
engineering students 250–1, 252, 253, 254–5, 256, 260
Enhancing the employability of psychology graduates 45

Enlightenment 75
enquiry-based learning activities 200
enthusiasm, communication of 116–17

Entwistle, N. 67, 85, 198
Enyedy, K.L. 228
epistemological reasoning 66, 68, 72, 74, 75
Epstein, D. 34
Epting, L.K. 148
equity (in tertiary education) 5
Erasmus grants 10
Erikson, E. 66

estimating Statistics (ESTAT) 155
Ethical issues in clinical supervision (video/DVD) 222
ethics 40–2, 117, 221–2, 226

Europe
  ECTS 2–3, 15
  EFPA 1, 16
  EHEA 1, 2–10, 18
  employability (comparability of qualifications) 15–17
  ENIC 15
  ENQA 7
  psychology curriculum 11–15
  psychology education (support/training) 17–18
  European Association for Quality Assurance in Higher Education (ENQA) 7
  European Credit Transfer and Accumulation System (ECST) 2–3, 15
  European Federation of Psychology Associations (EFPA) 1, 16
  European Federation for Psychology Teachers’ Associations 17
  European Higher Education Area (EHEA) 1, 2–10, 18
  European Ministers of Education 2
  European Network of National Information Centres (ENIC) 15
  European Network for Psychology Learning and Teaching 18
  European University Association 3, 4
EuroPsy project (European Certificate in Psychology) 8, 16
evaluation research 96
evidence-based approach 71, 94, 205, 226
evidence-based teaching 43, 243, 247, 248, 266, 267–8, 271
evolutionary theory 73, 150–1
Evolving Essay Project (London Metropolitan University) 204
Ewan, C. 246
examinations 34, 126
assessment method 189, 198–9
multiple-choice 198, 199, 202, 260
see also qualifications
excellence (teaching) 45
excuse documentation form 120
expectations
high (communicating) 116
of students 271
experience, work-based 215, 228–30, 234
experimental design 253
‘expert opinion’ 267
‘expert’ tutors 232
expertise (postgraduate students) 216, 219, 220
eye contact 24
Eysenck, H.J. 69

F-ratio 154
Facebook 28, 41
factor analysis 144
fairness (for effective teaching) 117
Falchikov, N. 201
family therapy 228
Fanghanel, J. 85
feedback
application of psychological knowledge 91
assessment and see assessment corrective 226
electronic 26
good practice (principles) 194, 195–6
in large groups 25–6
prompt, importance of 115–16
quality of 192–3, 197
quantity/timing 192
rapid 127
student response 193
technology use 201–3
Feinberg, L.B. 147
Feldman, R.S. 13
female students 147, 254–5
female tutors 150
Fidell, L.S. 155
Field, A.P. 13, 143, 144, 147, 150, 151, 153, 156, 158
Findlay, K. 92
Fitz (character in Cracker) 55–6
Forbes, D.A. 206
formative assessment 91, 188–90, 194, 197, 198, 200, 201, 206
Forshaw, M. 165
Forsyth, D.R. 117
Foster, M. 33, 34
foundation degrees 8
foundation year 254
France 6, 9
France, A. 168
France, C.R. 224
Frang, J. 28
Franklyn-Stokes, A. xiii, 205
Fridlung, A.J. 12
Fry, H. 117
funding tertiary education 5, 7, 8
Furnham, A. 63
Gal, I. 135
Gale, Tony xi
<table>
<thead>
<tr>
<th>Name</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gamson, Z.</td>
<td>115, 127</td>
</tr>
<tr>
<td>Garcia-Shelton, L.</td>
<td>225, 229</td>
</tr>
<tr>
<td>Gardner, R.</td>
<td>115</td>
</tr>
<tr>
<td>Garner, R.L.</td>
<td>148</td>
</tr>
<tr>
<td>Garrett, J.R.</td>
<td>155</td>
</tr>
<tr>
<td>gay students</td>
<td>34–6</td>
</tr>
<tr>
<td>Gee, N.R.</td>
<td>152</td>
</tr>
<tr>
<td>gender differences</td>
<td></td>
</tr>
<tr>
<td>students</td>
<td>147, 254–5</td>
</tr>
<tr>
<td>tutors</td>
<td>150</td>
</tr>
<tr>
<td>general linear model (GLM)</td>
<td>144–5, 156</td>
</tr>
<tr>
<td>General Medical Council (GMC)</td>
<td>244</td>
</tr>
<tr>
<td>general skills</td>
<td>135, 136–7</td>
</tr>
<tr>
<td>generation effect</td>
<td>88</td>
</tr>
<tr>
<td>generations/generational gap</td>
<td>27–8</td>
</tr>
<tr>
<td>generic competencies</td>
<td>63–4</td>
</tr>
<tr>
<td>German Psychology Teachers</td>
<td></td>
</tr>
<tr>
<td>Organisation</td>
<td>17</td>
</tr>
<tr>
<td>Gibbs, G.</td>
<td>67, 186, 189, 191–2, 199, 201</td>
</tr>
<tr>
<td>gimmicks (in teaching statistics)</td>
<td>151–4</td>
</tr>
<tr>
<td>Glasby, J.</td>
<td>267</td>
</tr>
<tr>
<td>Glasner, A.</td>
<td>199, 201</td>
</tr>
<tr>
<td>Gleitman, H.</td>
<td>12</td>
</tr>
<tr>
<td>Glenberg, A.M.</td>
<td>89</td>
</tr>
<tr>
<td>globalisation</td>
<td>266</td>
</tr>
<tr>
<td>goal theory</td>
<td>92</td>
</tr>
<tr>
<td>Goldacre, Ben</td>
<td>135, 138</td>
</tr>
<tr>
<td>Goodbody, L.</td>
<td>230</td>
</tr>
<tr>
<td>Goodyear, P.M.</td>
<td>85</td>
</tr>
<tr>
<td>Goss-Lucas, S.G.</td>
<td>24, 25, 41–3, 117</td>
</tr>
<tr>
<td>Gosse, L.</td>
<td>91</td>
</tr>
<tr>
<td>Gough, B.</td>
<td>175, 176, 177</td>
</tr>
<tr>
<td>government initiatives</td>
<td>23, 43–4</td>
</tr>
<tr>
<td>grade inflation</td>
<td>180, 183</td>
</tr>
<tr>
<td>grades 65, 68, 180, 183</td>
<td></td>
</tr>
<tr>
<td>Graduate Basis for Chartership</td>
<td>265</td>
</tr>
<tr>
<td>Graduate Basis for Registration</td>
<td>265</td>
</tr>
<tr>
<td>Graesser, A.C.</td>
<td>88, 90</td>
</tr>
<tr>
<td>Gravestock, P.</td>
<td>40</td>
</tr>
<tr>
<td>Gray, C.D.</td>
<td>155</td>
</tr>
<tr>
<td>Greaves, F.</td>
<td>260</td>
</tr>
<tr>
<td>Green, C.D.</td>
<td>241</td>
</tr>
<tr>
<td>Green, D.R.</td>
<td>222, 226, 227</td>
</tr>
<tr>
<td>Grimshaw, J.M.</td>
<td>267</td>
</tr>
<tr>
<td>Grossi, T.A.</td>
<td>115</td>
</tr>
<tr>
<td>ground rules (sensitive topics)</td>
<td>42</td>
</tr>
<tr>
<td>grounded theory</td>
<td>95</td>
</tr>
<tr>
<td>group supervision</td>
<td>176</td>
</tr>
<tr>
<td>group work</td>
<td>90, 203</td>
</tr>
<tr>
<td>Grover, C.A.</td>
<td>37, 217, 219</td>
</tr>
<tr>
<td>Gruber, H.</td>
<td>219</td>
</tr>
<tr>
<td>Gruner, C.R.</td>
<td>148</td>
</tr>
<tr>
<td>Hunter, J.</td>
<td>269</td>
</tr>
<tr>
<td>Guide to Teaching Statistics, A</td>
<td>146</td>
</tr>
<tr>
<td>Gurung, R.A.R.</td>
<td>117</td>
</tr>
<tr>
<td>Guttmannova, K.</td>
<td>154</td>
</tr>
<tr>
<td>Haberlandt, K.</td>
<td>88</td>
</tr>
<tr>
<td>Hafferty, F.W.</td>
<td>246</td>
</tr>
<tr>
<td>Hagger-Johnson, G.</td>
<td>155</td>
</tr>
<tr>
<td>Hakel, M.D.</td>
<td>89, 115, 116, 126</td>
</tr>
<tr>
<td>Haller, H.</td>
<td>143</td>
</tr>
<tr>
<td>Hallowell, E.M.</td>
<td>30</td>
</tr>
<tr>
<td>halo effects</td>
<td>180–1, 183</td>
</tr>
<tr>
<td>Halperin, S.</td>
<td>147</td>
</tr>
<tr>
<td>Halpern, D.F.</td>
<td>29, 89, 90, 115, 116, 126, 269</td>
</tr>
<tr>
<td>Hamman, D.</td>
<td>171</td>
</tr>
<tr>
<td>Hammond, N.V.</td>
<td>87, 93</td>
</tr>
<tr>
<td>Haney, M.</td>
<td>41, 42</td>
</tr>
<tr>
<td>Hansen, S.</td>
<td>174</td>
</tr>
<tr>
<td>Hardman, D.</td>
<td>202</td>
</tr>
<tr>
<td>Harrington, K.</td>
<td>187, 196, 197, 205</td>
</tr>
<tr>
<td>Harrison, J.</td>
<td>254</td>
</tr>
<tr>
<td>Harrison, N.</td>
<td>230</td>
</tr>
<tr>
<td>Hartley, J.</td>
<td>228</td>
</tr>
<tr>
<td>Harvey, L.</td>
<td>43–4</td>
</tr>
<tr>
<td>Hasher, L.</td>
<td>89</td>
</tr>
<tr>
<td>Hativa, N.</td>
<td>85</td>
</tr>
<tr>
<td>Hattie, J.A.</td>
<td>193</td>
</tr>
<tr>
<td>Hays, J.R.</td>
<td>231–2</td>
</tr>
<tr>
<td>Hayward, M.</td>
<td>231</td>
</tr>
<tr>
<td>health care, employment in</td>
<td>16, 58</td>
</tr>
</tbody>
</table>

**Globalisation** refers to the increasing interconnectedness and interdependence of the world, leading to the development of a global economy, culture, and politics. This term is used to describe the process of global economic, social, cultural, and political development. It is often associated with the rise of globalisation as a concept, which emerged in the late 20th century and has continued to evolve in the 21st century. The concept of globalisation is often debated and contested, with some seeing it as a positive force for progress and development, while others see it as a threat to local cultures and economies.
Hulsizer, M.R. 140, 146, 154, 156

human computer interaction (HCI) 252

Humboldt, W. von 61, 66

Hume, J.G. 241

humour (in statistics teaching) 146, 147–51, 156

Hunt, M. 12

Huss, M.T. 219

Huws, N. 63

Hyland, F. 32, 33

hypothesis testing 142–3

'I-POD generation' 28

IASC 16

Ilie, A. 11

Iliescu, D. 11

illustrative research (applications)

assessment 91

individual differences 92–3

lectures 88–9

seminars/group work 90

Improving Access to Psychological Therapies programme 6

Improving Provision for Disabled Psychology Students 38, 39

inclusive practices/approach 34–6, 40

incrementalism 172–3, 177

independence (undergraduate research project) 181–2

independent learning 26–7, 106, 108, 113, 117

directed 166, 174

individual differences 67

application of psychological knowledge 92–3

psychology in European community 1–19

induction programmes 37

inferential statistics 72

information

quantity/quality/availability 29
see also knowledge

Information Anxiety (Wurman) 29

innovation
  in assessment 199, 206
  role of tertiary education 5

integrity 29

‘internal supervisor’ 228

International Psychoanalytical Association 70

international students 10, 27, 31–4

internationalisation 23, 27
  of tertiary education 5

internet 28, 30, 253, 268
  blogs 23, 204
  discussion boards 194, 202, 252
  podcasts 23, 174
  search engines 29
  social networking sites 23, 28, 41
  websites 15, 202
  wikis 23, 202–3, 204

see also online activities

interpretative phenomenological analysis 177, 178

intrinsic motivation 43

IPDIPS 38

IRS Employment Review 63

isolation (international students) 31–2

Ispas, A. 11

James, W. 241

Jansen, P. 243, 250, 257, 258, 260

Jennings, R. 228

Jerkovic, I. 11

jingles (statistics in) 150

JISC 26

Johnson, D. 39

Johnson, D.W. 90, 119

Johnson, G. 57

Johnston, B. 186, 187, 188

joint degrees (Bologna Process) 3

Jones, T.B. 121

Jory, S. 228

Joun, D. 255

Journal of Statistics Education, The 146

Kalat, J.W. 13

Kansanen, P. 83, 84

Kanz, J.E. 226

Kaplan, R.M. 149

Karandashev, V. 11

Karpicke, J.D. 91, 116

Kaschak, M. 89

Kastner-Koller, U. 12

Kellum, K.K. 115, 121

Kelly, K.G. 116, 121, 224, 227

Kennedy, G. 28

Kerr, S.T. 83

Kim, U. 84

Kimmel, A.J. 41

Kinderman, P. 222

King, A. 110, 111

Kinnear, P.R. 155

Kinney, N.E. 122

Kirschner, P.A. 92

Kitchener, K.S. 41–2, 46

Klafki, W. 86

Klatzky, R.L. 108

Klein, D.M. 156

Klein, S.P. 267

Klettke, B. 88

Knight, P. 43–4, 186

knowledge 68, 72, 84, 86, 186
  craft 88–93
  declarative 218–19, 220
  economy 58
  procedural 218–19
  psychological (design of learning environment) 87–93
  role of tertiary education 5
  scaffolded 90

see also education

Knowles, M. 217

Kohlberg, L. 66

Kopp, B. 95
labour market, tertiary education and 5, 6
Laing, C. 37
Laming, D. 189
Lammers, W.J. 220
Landau, J.D. 205
Landauer, T.K. 91
Langridg, D. 155
Langendyk, V. 91
language skills (of international students) 10, 31, 33
Lantz, C. 24, 25, 44, 45, 63, 234
lap dancing study 150–1
large groups of students
assessment (specific issues) 206
challenges of teaching statistics 151–4
teaching (issues) 23–6
Latak, K. 11
Laurillard, D. 85, 87, 186
Lave, J. 218
Layer, G. 37
Lea, M. 196
learning
active 28, 85, 108, 109, 115, 118, 119–25, 152
apprenticeship model 114, 170, 218
approaches (effect of context and experience) 83–4
assessment for 189, 190–8
autonomous 26–7
deep 85, 92, 199
directed 166, 174
distance 122, 174
enquiry-based activities 200
independent 26–7, 106, 108, 113, 117, 166, 174
lifelong 6, 10, 59–60, 63, 87, 215, 224
meta-learning 67
observational 226
passive 87, 89, 110, 123, 125
problem-based see problem-based learning
psychology of (applied to assessment) 125–6
self-regulated 194, 201
technology used (to facilitate) 201–3
time on task 116
learning environment 111, 147
designing 86, 87–93
virtual 23, 37, 202, 232–3, 234
learning outcomes
assessment 200
postgraduate programmes 224
projects 167, 181
learning style 28, 171, 173
non-psychology students 256–7
lecturers
role/influence 43–5
sensitive topics (approaches) 42–3
–student relationships (ethical issues) 40–2
–student relationships (postgraduate) 220–2
–student roles/rules 117–19
taking responsibility for methods 93–6
uninvolved 112, 114
see also teachers; tutors
lectures
application of psychological knowledge 87, 88–9
average size (first year) 11, 13
see also curriculum
Index

legislation/legal regulation 15–16
Lemkau, J.P. 243
lesbian students 34–6
Lesser, L.M. 147, 149, 150
Levenstein, A. 135
Levi, A.J. 25
Levy, G.S. 116
Levy, L. 12
LGBT students 34–6
library use 29
Lieb, S. 217, 219
Lietaer, G. 16
life experiences 256
‘life skills’ (statistical ideas) 141–2
lifelong learning 6, 10, 59–60, 63, 87, 215, 224
see also continuing professional development (CPD)
Lifelong Learning Programme
Erasmus grants 10
Likert scale 153
Lillis, T.M. 204
Lindblom, C. 172–3
linear model 144–5
Linn, M.C. 90, 116, 126
Lisbon Convention 3
Litva, A. 243
‘lived experience’ 34, 230
lively examples 153
LIWHC 87
logistic regression 144
loglinear analysis 144
Loizou, A.T. 88
Lomas, L. 111, 113
London, K. 155
London Metropolitan University
204
loneliness (of international students) 31–2
Longhurst, N. 201
Longman, D.J.A. 90
Lönn, S. 142
Lorenzo, G. 28, 29
Love, K.M. 170
Lucas, S.G. 220, 221
Lujan, H.L. 255
Lunt, I. 16
Lusher, J. 197
MacAndrews, S.B.G. 200
Maccoby, E.E. 112
McDaniel, M.A. 88
MacDonald, R.G. 24
McDowell, L. 190, 199
McElroy, H.J. 233
Mcgann, D. 200
McGoldrick, P. 245, 246
McKeachie, W.J. 90
Maclellan, E. 187
McTighe, J. 91
Magliano, J. 88
make-up examination (application form) 120
Maki, R.H. 89
Makinen, S. 11
Makkreel, R. 75
Malcolm, J. 155
male students 147, 254–5
male tutors 150
Maltby, J. 155
Mann, S. 10
MANOVA 141
Mansell, H. 250
Marjanović Umek, L. 13
marking
double-marking 178–9, 189–90
projects 178–81, 183
Marsh, E.J. 91
Martin, G.N. 12
Martin, J.A. 112
Marton, F. 24, 67, 198
massed practice 126
materialism 75
Index

mathematics
  anxiety 148
  use of (misconceptions) 71–2
Mathieson, I. 241
Matlin, M.W. 94
Mayer, R.E. 88
Mayhew, J. 242, 243, 254, 258–9
Mayo, J. 242, 259
Mazur, E. 76
MCQs (online) 122
mean 144–5, 152–3
media, misconceptions and 55–6
Meehl, P.E. 158
Melluish, S. 200
Melton, A.W. 89
mental health
  difficulties (students with) 38
  problems 70, 123–4
  sector employment 16, 230, 231
Mental Health in Higher Education 231
mentoring 183, 200
  supervision and 219, 224–8, 231, 234
meta-analysis 147, 201
meta-learning 67
metacognition 92, 93
Metcalfe, J. 90
Meyers, C. 121
Michie, S. 243
Miles, J.N.V. 143, 153, 155, 156, 158
'millennials' 28
Miller, C.M.I. 186
Miller, G. 150–1
Milne, D.L. 226
Minitab 154
misconceptions/myths (around psychology) 32, 54–79, 270–1
  correcting/tackling 76–8
  media and 55–6
  professional psychologist careers 61–7
  psychology as career 56–60
  psychology graduates (career paths/choices) 60–1
  psychology as subject 69–76
  of teachers 67–8
mixed model ANOVA 144
mobile phones 23, 24, 142
mobility (student/staff) 10, 15
moral judgement 66
Moran, D.R. 121
Moreno, R. 89
Morgan, B.L. 153–4
Morreale, S. 115
Morris, M. 254
motivation 92–3
  intrinsic 43
  postgraduate students 217–18
  statistics and 138, 139, 140, 146, 147, 151
  to study (non-psychology students) 256–7
Mowforth, G. 249, 250, 254
'muddling through' 172–3, 174
Muehlboeck, J.S. 155
Mulhern, G. 140
multi-stage assignments 193
multidisciplinary teams 215, 227, 228–9
multiple-choice examinations 198, 199, 202, 260
multitasking 28, 30, 68
Murphy, R. 190
Murray, B. 121
Musek, J. 13
myths see misconceptions/myths (around psychology)
Nakonečný, M. 12
Nanda, J.P. 148
narrative enquiry 96
Natfulin, D.H. xii
National Assessment of Adult Literacy 140
Index

National Health Service 200, 214
National Institute on the Teaching of Psychology 129
National Occupational Standards 200
National Student Survey 25, 67, 187
National Teaching Fellowship scheme 45
National Union of Students 10, 87, 91, 187
natural sciences 75
NCIHE Dearing Report 34, 45
‘net generation’ 28
networking 220
social networking sites 23, 28, 41
Newlin, M.H. 37
Newman, M. 204
Newstead, S.E. xiii, 11, 92, 189, 190, 205
Ngo, H. 255
Nicholl, H. 243, 250, 257, 258, 260
Nicol, D. 187, 194, 195–6, 202, 206
Nixon, I. 229
‘no effect’ 142, 144
no statistically significant effect 142, 144
non-expert tutors 232
non-psychology students 240–61
age 255–6
assessment 259–60
cohort (individual differences) 254–5
course content 253–4
delivering content (issues) 254–9
material adaptation/presentation 257–8
motivation to study 256–7
preconceptions 259
psychology curriculum 242–53
non-vocational degrees 57, 58
nontraditional students 27, 36–7
Norton, L. 96, 196, 197–8, 201, 232
null hypothesis significance testing (NHST) 142–3
Nummedal, S.G. 95
Nursing and Midwifery Council 244
obituaries data 153–4
objectivity 75
Oblinger, D. 28
observational learning 226
observational studies 141
Obuchenie 83
O’Byrne, K. 219
O’Connor, K. 91
O’Connor, M.C. 63
O’Donovan, B. 197
OECD 5, 6, 7, 8–9
Olde, B. 88
‘one-minute essays’ 121, 196
online activities
active learning 122, 123, 124
blogs 23, 204
discussion boards 194, 202, 252
MCQs 122
podcasts 23, 174
social networking sites 23, 28, 41
supervision 226
surveys 253
virtual learning environment 23, 37, 202, 232–3, 234
wikis 23, 202–3, 204
see also internet; websites
Onwuegbuzie, A.J. 139, 146
open-ended assignments 192
open admissions policy (France) 6
Open College Network 9
open problem (coaching) 68
Opetus 83
Ory, J. 127
Owens, R.J.Q. 116
ownership of research 182
p-value 143
Pahler, H. 91
Painter, A. 243
Index

Pallant, J. 155
parenting styles 111–13
Paris, S.G. 12
Park, C. 234
Park, Y.S. 84
Parke, R.D. 111
Parlett, M. 186
Pascoe, G.C. 149
Passer, M.W. 258
passive learning 87, 89, 110, 123, 125
Pauk, W. 116
Paulson, S.E. 113
Paulussen-Hoogeboom, M.C. 111–12
Paunonen, S.V. 63
Paxton, P. 139
Pearce, R. 32
Pearl, D.K. 147, 149, 150
Pearson, C. 35
pedagogy (cultural differences) 33–4
Peel, E. 35
peer assessment 25–6, 191, 192, 198, 200–1, 206
peer group supervision 219, 227–8
peer mentoring 200
peer observation of teaching 166–7, 183
peer review 176, 191
Pellerin, L.A. 113
performance
extremes (statistics teaching) 138–9
of lecturers 93–6
Perlman, B. 41
permissive teachers 112, 113, 118, 119
Perry, W.G., Jr. 66, 68, 90
Person, N.K. 90
personal capabilities 64
personal development planning (PDP) 45, 64, 65, 66, 67, 268
personality 252
Peters, S. 243
Peters, W. 116
Peterson, C. 116
Pham, L.B. 92
phenomenographic approaches 96
phenomenological analysis 177, 178
physiology 245
Piaget, J. 66, 68, 123
Pine, C. 245, 246
Pittam, G. 205
plagiarism 29, 187, 205–6
podcasts 23, 174
Poe, E.R. 42
Polivy, J. 12
Poole, D.A. 111
Poortinga, Y. 16
‘pop’ quizzes 126
population mean 152–3
portfolio assessment 200
portfolio career 59–60
positivism 73, 75
postgraduate psychology 213–35
admission requirements 265
changes/challenges 214–16, 234–5
cognitive development 216–22
competence-based training and assessment 222–4, 234, 235
postgraduates who teach 233–4
problem-based learning 231–2, 234
service–user involvement 230–1
supervision and mentoring 224–8, 234
virtual learning environments 232–3, 234
work-based experience 228–30
Postgraduates who Teach (PGWT) Network 234
Potter, J. 177
Poulton, E.C. 168
pre-degree courses 8–9
preconceptions (of non-psychology students) 259
Prensky, M. 23, 27–8, 30
Prentice-Dunn, S. 233
preparation (curriculum planning) 116
Primary Care Mental Health Worker (PCMHW) 214
pro-social motivators 25
probability testing 72
problem-based learning 94, 95, 110, 200
postgraduate 231–2, 233, 234
problem-solving procedures 220
procedural approach (to statistics) 72
procedural knowledge 218–19
professional psychologists (student career aims) 61–7
professional psychology, employability and 15–17
Professional Standards Framework 114
professionalism 96
prosecutor’s fallacy 142
Prosser, M. 86, 92
Pruitt, S.D. 215
psychic event (demonstration) 124–5
psychoanalysis 69–71
psychological knowledge (applications) assessment 91
design of learning environment 87–93
individual differences 92–3
lectures 88–9
seminars/group work 90
psychological principles (applications) assessment 91
individual differences 92–3
lectures 88–9
seminars/group work 90
psychology as career 56–60
content delivery 254–9
in European community 1–19
in isolation 75–6
of learning 125–6
myths/misconceptions 32, 54–79, 270–1
place of 269
postgraduates who teach 233–4
professional, employability and 15–17
regulation 265
as science 73–5
as subject 69–76
Psychology Associate 214
psychology curriculum see curriculum
psychology education curriculum (Europe) 11–15
future 269
support and training 17–18
see also curriculum
Psychology Education to Other Groups 241
psychology graduates career choices 60–1
as professional psychologists 61–7
Psychology Learning and Teaching 264
Psychology Network 40, 45
Psychology Postgraduate Affairs Group 47
psychology student employability guide, The 45
Psychology Subject Centre Subject Employability Profile 63–4
psychology teaching addressing current issues 266–8
future 265–6
to non-psychologists 240–61
supporting resources 264–5
using psychology 82–97
Psychology Teaching Review 264
psychometrics 67
psychosocial theories 92
psychotherapy 69–71
qualifications 62
credits (ECTS) 2–3, 15
employability and 15–17, 187
European context 2–3, 7, 15
EuroPsy certificates 8, 16
Index

qualifications (Cont’d)
  joint degrees 3
  postgraduate programme 214
  recognition of 3
qualitative research 95, 147–8, 182, 253
quality
  of feedback 192–3
  of information 29
  of student effort 192
  of tertiary education 5
quality assurance 5, 197
  Bologna Process 3
  ENQA 7
Quality Assurance Agency (QAA) 134, 140, 145, 244
  Benchmark Statements 107, 265
  for Higher Education 135, 136–7
  Scotland 188
Qualter, P. 92
quantitative research 95, 174–6, 253
  assessment 177, 178, 179–80
quizzes 202
R (statistical package) 154
Race, P. 25
Radford, J. 256, 269, 270
Rafeli, S. 122
Ramsden, P. 67, 86, 186, 188, 189, 198
Rana, D. 258
Randomised Controlled Trials (RCTs) 248
  randomised experiments 141
  rapid feedback 127
Rapley, M. 174
Raymondo, J.C. 155
Re-engineering Assessment Practices (REAP) project 202
Read, B. 196
reading list (preparation) 108
  ‘recipe book’ style teaching 142–4
  recognition of qualifications (Bologna Process) 3
reflection 88, 93, 171, 177, 195, 217, 219
  developing 65, 66, 67
  self-reflection 200, 220
reflective approach 71
regression 141, 144, 145, 152
Reidy, J. 155
Reisberg, D. 12
reliability (in assessment) 189–90
Remedios, R. 92
Remenyil, D. 30
representation, lack of (international students) 31–2
research
  assessment 186–7
  illustrative 88–93
  independence 181–2
  ownership of 182
  misconceptions 71–2
  postgraduate programmes 213–35
  potential contribution 269–70
  qualitative 95, 174–8, 182, 253
  quantitative 95, 174, 175–8, 179–80, 253
  role of tertiary education 5
  self-efficacy (RSE) 170, 173
  into teaching 45–6, 94–6
resources
  available for teaching statistics 146–51
  for teaching psychology 264–5
retention 88, 90, 91, 113, 126
Rickard, H.C. 126
Rimer, S. 111, 121
Riveros, A. 84
Rivkin, I.D. 92
Roales-Nieto, J.G. 10
Robbins, S.B. 92
Roberts, G. 17
Roberts, T. 29
Robinson, A. 37
Rodolfa, E. 223–4
Roediger, H.L. 12, 88, 91, 116
roles
  influence and (of lecturer) 43–5
  lecturer–student 117–19
Rolfe, I. 246, 247, 248
Ronnestad, M.H. 219, 224, 225
Roosevelt, M. 113, 118–19, 122
Rosenberg, J.I. 218
Rosenshine, B. 90
Rubinstein, J. 28, 30
rubrics (for assessment) 25
rules, clear (establishment) 117–20
Rumsey, D.J. 138, 141
Russell, B.S. 42, 43
Russell, G. 89
Rust, C. 197, 206
Ryan, C. 206
Ryan, J. 31
Sabolik, M.A. 154
Sadler, D.R. 197, 201
Saljö, R. 24, 67, 198
Sambell, K. 190, 199
sample size 141, 142
sampling distribution 152–3
Samuelowicz, K. 187
Sánchez-Sosa, J. 84
Sander, P. 255
Sanders, L. 255
Sanson-Fisher, R. 246
SAS (statistical package) 154
scaffolded knowledge 90
Schacht, S.P. 148, 153
Schaefer, R.T. 13
Schmaling, K.B. 229
Schmidt, H.G. 121
Schneider, B. 9
Schofield, M.J. 245
Scholl-Buckwald, S. 118
Schwartz, B.M. 117
Schwartz, S. 232
science, psychology as 73–5
scientist–practitioner model 71
  Scouller, K. 199
  search engines 29
  Seel, H. 83
  Select Committee on Education and Employment (SCEE) 36
  self 67
  self-assessment 25–6, 188, 192, 193, 194, 195, 198, 200–1
  see also reflection
  self-awareness 58, 65–6, 67
  self-directed learning 26–7, 200, 231
  self-disclosure 39, 41, 42
  self-efficacy research 92, 139, 192, 219
  self-esteem 196
  self-fulfilling prophecies 92, 109
  self-regulated learning 194, 201
  self-reflection 200, 220
  Seligman, M. 269
  seminars 90, 269
  sensitive topics 42–3
  service–user involvement 230–1
  Sexton, V.S. 11
  sexual orientation 23
  LGBT students 34–6
  shallow learning approach 24, 92
  shared understandings in assessment
    (of criteria/standards) 194–8
    Shaughnessy, E.B. 13
    Shaw, S. 89
    Shepherd, J. 41
    Shiel, C. 10
    Shojania, K.G. 267
    Shulman, L. 84, 94, 95, 96
    Shute, V. 91
    significance testing 142–3
    Silbereisen, R. 269
    Silvia, P.J. 43
    Simon, D. 90
    Simpson, C. 67, 186, 189, 191–2, 199
    situated cognition 86, 90
    situated learning theory 218
Index

Skelton, A. 34
skills 86, 87
cognitive 64
craft 177
critical thinking 29, 76, 78, 91, 124, 217
development (postgraduate programmes) 216, 217
general 135, 136–7
language (international students) 10, 31, 33
life (statistical ideas) 141–2
requirements 140–5
subject-specific 135, 136–7
supervisory 166–7
transferable 135, 136–7, 138, 141–2
Skovholt, T.M. 219, 224, 225
Slater, J.A. 255
Slavin, R.E. 94
Slotta, J.D. 90
Sly, L. 192
Smith, D. 12
Smith, S. 35
Smith, S.M. 220
Snyder, B.R. 67, 186
social anxiety 88
social cognitive theory 92
social constructionism 75
social constructivism 90
social networking sites 23, 28, 41
social psychology 252
of attraction/relationships 67
social sciences 75
socio-economic status 8, 10, 28, 62
sociocultural psychology 86
Songer, N.B. 90
songs (statistical material) 149–50
spacing effect 88
Spain 6
specific skills 135, 136–7
Spence, J. 206
Spiker, M. 126
SPSS 144, 147, 153, 154
staff
—student contact (encouraging) 115
see also lecturers; teachers; tutors
standard deviation 72, 145, 155
standards (assessment) 194–8
Stark-Wroblewski, K. 29
statistics 182
—anxiety 138–40, 146, 147–51, 156
descriptive 72, 153
—use of (misconceptions) 71–2
statistics teaching 134–58
—approaches (and resources) 146–51
calculations/computers 154–5
challenges of large groups 151–4
general skills 135, 136–7
problems 138–40
skill requirements 140–5
subject-specific skills 135, 136–7
tests 144–5
textbooks 155–6
Stedmon, J. 200
steering tertiary education 5
stereotypes 34, 35, 55, 56
Sternberg, R.J. 91
Stevens, D.D. 25
Stevenson, R.L. 58
Stewart, B.J. 148, 153
Stewart, D. 89
Strasser, J. 219
Street, B. 196
Striker, H.J. 40
student issues (overview)
career preparation 23, 43–5
challenges in higher education 45–6
disabled 38–40
diversity (benefits/challenges) 23, 27–30, 36–7
ethical issues 40–2
impact of changes 22–3
inclusive practice 34–6, 40
independent learning 26–7
international students 27, 31–4
large groups 23–6
LGBT students 34–6
nontraditional 36–7
role/influence of lecturers 43–5
sensitive topics 42–3
Student Life Cycle model 37
Student Members’ Group (of BPS) 37
students
age of 255–6
assessment of see assessment
student-centred curriculum see authoritative
centre learning 85, 110–11
cohort (individual differences) 254–5
cooperation among 115
curriculum planning 107–10
development theory 92
digital natives 27–8, 29, 68
dissatisfaction with assessment 187
diversity 23, 27–30, 36–7, 173–4
employability see employability
gender differences 147, 254–5
graduate career choices 60–1
ing international 10, 27, 31–4
large groups 23–6, 151–4, 206
lecture size 11, 13
–lecturer relationship 40–2, 220–2
–lecturer roles/rules 117–19
multitasking 28, 30, 68
names (learning/using) 24
non-psychology see non-psychology
students
nontraditional 27, 36–7
numbers studying psychology xv–xvi, 1, 173–4
problems encountered (in first year) 11, 14
as professional psychologists 61–7
–staff contact (encouraging) 115
tuition fees 6, 7, 9, 10, 22–3, 43
subject-specific competences (Tuning
process) 7–8
subject-specific skills 135, 136–7
subjects (curriculum planning) 107–8
successful intelligence, theory of 91
Sugar, Sir Alan 56
summative assessment 126, 186–7, 191,
198, 200, 201
sums of squares 145, 154
supervision 62–3
coaching and 168–71, 177
mentoring and 224–8, 234
peer group 219, 227–8
qualitative research projects
(challenges) 174–7, 183
skills 166–7
support groups (undergraduate
research projects) 182
support for psychology education (in
Europe) 17–18
Sweller, J. 28
Swenson, E.V. 27
Systat 154
tests 141, 144, 145, 153
Tabachnik, B.G. 155
Task Force on Statistical Inference
(TFSI) 143
Taylor, A.K. 77–8
Taylor, J. 241, 250–1, 256, 258, 260
Taylor, L. 62
Taylor, S.E. 92
teachers
–centred model 85, 110
gender differences 150
misconceptions of 67–8
permissive 112, 113, 118, 119
Index

teachers (Cont’d)
postgraduates as 233–4
see also lecturers; tutors
teaching
approaches (influences) 83–4
effective (basic principles) 114–17
effectiveness (taking responsibility for methods) 93–6
evidence-based 43, 243, 247, 248, 266, 267–8, 271
excellence 45
methods 110–13
philosophies 84–7
postgraduate students 213–35
by postgraduates 233–4
psychology see psychology teaching
‘recipe book’ style 142–4
research 45–6
sensitive topics 42–3
statistics (methods) 134–58
styles, parenting styles and 111–13
universities (of future) 268
using technology 29–30, 82–97
Teaching of Psychology 146
‘Teaching of Psychology to Other Professions’ (TOPTOP) 241
technology
‘digital natives’ 27–8, 29, 68
EVSs 24, 116, 121, 122, 123, 195, 206
facilitating learning 201–3
impact 23
multitasking 28, 30, 68
using (in teaching) 29–30
see also internet; online activities
tertiary education in Europe
access to 5, 6, 8, 9
challenges 4–5
funding 5, 7, 8
labour market and (links) 5, 6
tests (statistical) 144–5
textbooks 11, 12–13, 154, 155–6
themes/thematic analysis 178
thinking, assessment and 203–6
Thirlaway, K. 243
Thomas, J.W. 192
Thompson, R.A. 112
Three Degree Cycle 2, 3–4
time demands/timetabling 37
time management 169, 174, 215
‘time on task’ 116
Timpson, W.M. 119
Tinto, V. 68
total time hypothesis 92
Trahar, S. 31, 32, 33, 34
training 17–18, 62–3, 222–4, 234, 235
transcriptions 175, 176, 177–8
transferable skills 17, 63, 135, 136–7, 138, 140, 141–2, 182
transgender students 34–6
transition programmes 68
transparency 2, 5, 187, 197
Trapp, A.L. 31, 33–4, 36, 37, 93
Trentin, G. 202
Trigwell, K. 86, 92
Truswell, E. 89
Tuning process 7–8
Turnock, C. 230
tutors
gender differences 150
non-expert 232
see also lecturers; teachers
20-minute rule 122–3
Tynjälä, P. 199
UKCOSA 32
UKISA 31
‘unique variance’ 152
undergraduate research project 164–83
assessment 177–81
joy/value of 181–2
student characteristics 171–4
supervision (challenges) 174–7
supervision and coaching 168–71
supervisory skills 166–7

tips for practices 182–3

Undervisning 83

uninvolved lecturers 112, 114

United Kingdom

-centric curriculum 31–2

universities 2–6, 15, 190, 202–3, 268

Unterrichtsfach 83

Upton, D. 121, 122, 241, 243, 248, 250, 254, 258

Upton, P. 249

Utts, J. 141–2, 143–4, 154

Valdez, A. 89

validity of assessment 189–90

Van Broeck, N. 16

Van Deventer, V. 215

VanLehn, K. 90

VanVoorhis, C.R.W. 149, 150

Vasu, E.S. 139

Verzani, J. 155

Vincent, J.P. 231–2

virtual learning environments (VLEs) 23, 37, 202, 232–3, 234

virtual reality 23, 29

viva/viva voce (preparation for) 228

vocational degrees 57–8

Vogel, M.E. 225, 229

Von Wright, J. 88

Vygotsky, L. 66, 68, 90

Walker, P. 85

Wang, A.Y. 37

Wanless, D. 243

Warburton, N. 13

Ware, J.E. xii

websites 15, 202

Wender, K.F. 155

Wenger, E. 218

Wentzel, K.R. 113

West, C.R. 173

Wetherell, M. 177

White, F.A. 30

wikis 23, 202–3, 204

Wilbur, M.P. 228

Wilkinson, L. 143

William, D. 190, 193

Williams, A. 10

Wilson, V.A. 139, 146

Winer, G.A. 76, 77

Wingate, U. 204

Wisker, G. 228

withdrawal, early 36–7

Wolcowitz, J. 24

Woolf, L.M. 140, 146, 154, 156

work-based experience 228–30, 234

workshops 195, 197, 205, 253

World Education News and Review 6

World Health Organization (WHO) 16

writing/written work (assessment)

203–6

Wurman, R.S. 29

Wylie, J. 140

Yorke, M. 194

YouTube 124

Zakrajsek, T. 24, 25

Zakrzewski, R.F. 221

Zechmeister, J.J. 13

Zechmeister, J.S. 13

Zheng, M. 31, 32

Zillmann, D. 148, 149

Zimbardo, P.G. 269

Zimmerman, B.J. 92

Zotovic, M. 11

Zukas, M. 86

Zupančič, M. 13

zones of proximal development 90