We’re back

Welcome to the third issue of our newsletter. We rejoice at a year anniversary for the newsletter, through many trials, tribulations and true grit. In celebration of this fact, we are focussing on Keele Psychology’s longest serving member of staff, Prof. Jim Hartley. Prof. Hartley has been with us over 40 years, and in that time has produced a staggering 350 research articles and been involved with the publication of 17 books. This newsletter fortuitously coincides with the publication of his latest book Academic Writing and Publishing: A Practical Handbook. Not only this, but Jim also shares with us his personal history and thoughts (see In the Spotlight) and some of his latest research, which has important implications pertaining to student self-report!! In addition to this we have a number of research reports focussing on learning and education, a subject which is very close to Prof. Hartley’s Heart (ouch!!) We also have the three research groups report on all their activities over the last 6 months, as well as a breakdown on all activities in the Centre for Psychological Research here at Keele.

(Ode to Spring) we would like to welcome two new members to the School of Psychology, though admittedly very junior positions….baby Imogen and baby Daniel. Congratulations to both Andrew Knipe and Alan O’Donoghue on their beautiful children. Sadly, as with every coming, there is a going, as we say goodbye to Dr. Tracey Elder who has left to move to London. We wish Tracey all the best in her new position.

Upcoming bits and bobs…

As is normal for this time of year, as the teaching season winds down, there are a multitude of conferences and symposiums. Keele is no exception and staff at the centre have been involved in two conferences—details are in the newsletter.

That’s it for now, enjoy the summer and we’ll be back in the Autumn.

Eds.
Bridging the Gaps –
The effects of parent and teacher musical expectations on primary school children’s musical identities
by
Geraldine Leighton
and Alexandra Lamont

The connections between music taught in the home, pre-school and the early years of primary school need to be better understood in order to gain a fuller picture of children’s musical abilities, motivations and the development of positive musical identities (cf. Leighton, 2003).

Recently we started a project that compares two different primary school contexts, one where music is at the centre of the general curriculum from ages 3-11 and all pupils sing and learn musical instruments, and another following a more traditional National Curriculum/extra-curricular tuition approach. Both schools have a multicultural intake and are situated in deprived city environments.

The two case studies provide different perspectives by comparing 1) views held by pupils, teachers, and parents and 2) children’s interest in and experience of music at home and at school. Measures include pupil questionnaires for pupils in Years 3-6, teachers and teaching assistants; pupil focus groups from Years 4 and 6; interviews with teachers and parents; and observation of school musical activities.

Preliminary analysis in the ‘music-orientated’ school (School 1) indicates that pupils are overwhelmingly positive about music, with 81% wanting to learn another instrument. Unsurprisingly, teachers also rated music as very important, although teaching assistants were less positive. Further data analysis is ongoing and results will be available at the conference. Analysis will focus on aspects of children’s developing musical identity and engagement in music, including cultural influences. The attitudes of teachers and parents, together with video data of classroom music and pictures drawn by the children, will also be analysed.

This project, supported by a small grant from SEMPRE, began last year with School 1. We were not able to find a suitable comparison school the same year, but have now begun the second phase of the project in School 2. The data collection should be finished shortly.

We have had a spoken paper presentation about this project accepted for the EDCPM 2008 conference at Roehampton, London in September.

References
Action Learning and action research

by
Gaby Jacobs, Michael Murray and John Hegarty

Over the past year we have introduced two new final year modules: Psychology, health and social action and Ecopsychology. We thought it useful to illustrate from these projects the potential of integrating action research into our teaching.

In both of these modules we have tried to introduce new forms of active learning to promote greater engagement by the students. A core part of the modules was working in small groups on a project in the community. This was supported by lectures and seminars. The aim of the projects was to develop a research project that contributes to health and well-being of communities in the Stoke-on-Trent area and to take action towards an ecologically friendly campus university respectively. The assessment consisted of a combination of reflexive essay, group research proposal, and group/poster presentation. Both modules were evaluated very positively by the students.

The Psychology, health and social action students designed a variety of projects. These ranged from a study of breast feeding to a study of placement support for users of the Beth Johnson Foundation. Two of the projects were keen to use various arts-based techniques to work with communities. One planned to use ‘photovoice’ as a means of working with clients of a local addiction centre and another planned to use video to work with youth in a Stoke neighbourhood. All of the research plans were presented at a very successful mini-symposium which was attended by representatives of the various agencies.

The Ecopsychology students decided to study two topics of interest to students: paper recycling, and the value of being at a green campus (Keele). The recycling project showed that students wanted to recycle more, but found the facilities inconvenient. When the students provided a box for students to put their paper in, and went round knocking on doors to tell students about it, the amount of paper recycled increased dramatically. The green campus study teased out specific ways in which students valued living in a green, pleasant campus. Both projects have already had an effect on campus policy, which is a key goal of action research.

Based upon these modules we were delighted to have a symposium accepted for the BPS Qualitative Methods in Psychology Section Inaugural Conference at the University of Leeds in September. The title of the symposium is Doing Action Research in Psychology. Besides ourselves, this will include presentations by two of our students – Avril Buchanan and Rachel Coyle who went on to do action research projects for their dissertations. We were delighted when Avril was awarded the prize for the best poster presentation on her dissertation.
Although I have been teaching and researching for over forty years it is still possible to make mistakes. This year I discovered what I should have known already. This is that some students cheat when they are asked to report on the marks that they obtained in previous examinations and assessments.

I discovered this this year when working with Nicola Hickton on her P3 project. We wanted to collect information about students’ previous marks, and to relate these to seating preferences in lectures (Hickton, 2008).

So we asked the students to agree on their consent forms to let us have their marks for two previous examinations. However, to encourage them to record these faithfully, we also asked them to agree that we could check their reported marks with their actual marks taken from the university record.

130 students attended the lecture where the questionnaire on seating preferences was handed out. 26 of them declined to give us their permission to check their self-reported marks against the official ones, and 60 students said that they could not recall one or other of the marks that we requested.

![Fig. 1 The effects of levels of performance on differences between the actual and self-reported examination marks](image)

However, full data were available from 42 students (12 M and 30 F) for the first exam, and 40 students (10 M and 30 F) from the second. The first exam had been taken 12 months, and the second one, 8 months before our study.
When we made the comparison we were so surprised by the results that we decided to use only the official data in Nicola’s study. (This actually showed very little: more men preferred to sit at the back and more women at the front, but there was no clear relationship between seating preference and academic performance.)

Why were we surprised? Well the data in Figure 1 speak for themselves. These show for both exams that students with 1st and 2.1 level marks (labelled the ‘higher marks’ group) were quite accurate in their recall of their examination marks. The middle group (with 2.2 marks) showed some evidence of overestimating their scores. The bottom group (with 3rd class marks) exaggerated them even more! My colleague Lucy Betts carried out the appropriate statistical tests and assures me that, for both sets of examination scores, the students with the lower exam marks inflated them significantly more than did the students with the middle and higher marks, but that there was no significant difference in this respect between the marks of the middle and higher groups.

Of course I should have known about this possibility before since there are previously published papers on the topic (e.g., see Kuncel, Crede and Thomas, 2005). These papers do indeed report that students typically distort self-reported marks and grades in an upward direction, that the effect is more pronounced among students with lower marks, and that there are sometimes sex differences in the results, but not always.

But what are the implications for supervising student projects? Clearly students should be advised that such self-report data are unreliable, and should be dropped, or supplemented by better measures. Tutors must make sure that this is done. Meanwhile I am wrestling with the problem that several other students in my special option in the past have relied solely on self-report data and, indeed, that occasionally we have published the results...

References


NB. This article has a Flesch Reading Ease score of 50. This is much higher than that 30 or less found for most scientific papers. It is achieved by using simpler words, shorter sentences, and writing in a more conversational manner....
Keele Psychology Research

Centre for Psychological Research Report

The past semester has been a very busy one for staff. Three of our colleagues (Mark Tarrant, Martin Rowley and Maggie Robson) are off on research leave. We can expect some details of their activities in the next issues. Not to be outdone staff at Keele continued to be involved in a large amount of research activity – writing grant proposals, collecting data, preparing papers for publication and giving presentations.

We are delighted that several staff have been successful in recent grant applications (Further details below). Other staff have submitted grant applications to a wide range of agencies including the Economic and Social Research Council, the Leverhulme Foundation, the Wellcome Foundation, the Parkinson’s Disease Society and the Experimental Psychological Society. Further details will be given in our next issue.

In addition, we were delighted to welcome a series of exciting speakers to our seminar programme organized by Gaby Jacobs. Some details of the speakers are given below. For those who missed out on these seminars never fear, Gaby is already putting in place another exciting programme for next year.

Combatting HIV/AIDS

Ian Lubek (University of Guelph, Canada) spoke on Community health capacity-building in Cambodia: Multi-sectoral, research driven interventions (2000 – 2007) for HIV/AIDS, Alcohol abuse, workplace violence and trafficking! Ian has bee to the fore in developing a community based programme of action research to combat HIV/AIDS and other issues in Cambodia for several years. His work has been extremely innovative and has attracted substantial interest. Further details of his work can be found at the website http://www.psychology.uoguelph.ca/research/lubek/cambodia/index.html

Corinne Squire (University of East London) spoke on Problems and possibilities of narrative research: the case of HIV support. Corinne is Co-Director of the influential Centre for Narrative Research at UEL. Recently she published a book about her work on HIV/AIDS entitled HIV in South Africa.

Psychologists for social change

Ian Parker (Manchester Metropolitan University) spoke on Psychologisation. Ian is well known both nationally and internationally for his work in critical psychology. This year he published his most recent volume entitled Revolution in Psychology

Carolyn Kagan (Manchester Metropolitan University) spoke on Community psychology, arts and wellbeing: Evaluation of participatory arts projects. Carolyn is a leading figure in developing a social-community psychology in the U.K. She is currently Director of the Research Institute for Social Change and Well-being at MMU.
More seminar speakers

Simon Hunter (University of Strathclyde) spoke on Psychological adjustment of bullied children.

David Hiles (De Montford University, Leicester) spoke on Heuristic inquiry: Research personal significance.

Liz Robinson (Warwick University) spoke on Trust in speakers: Children’s identification of unreliable individuals.

Davide Bruno (University of Southampton) spoke on Recognition memory and metacognition.

As one of our former PhD students, we are also pleased to report that Davide starts a postdoctoral position in the Department of Psychology at the University of Massachusetts in September 2008. He will be working with “Signal Detection Theory” Guru Neil Macmillan and Caren Rotello on Recognition Memory Modelling of words and faces on a National Institute of Health Grant. Congratulations Dr Bruno!

The times they are a changing

Gerry Markopoulos (University of Megdeburg, Germany) spoke on Recognition failure of recognisable words: Brain activity during the encoding and retrieval of context–bound and context-free stimuli.

Another former PhD student! The new look Gerry and members of the Cognitive Section enjoyed a night out in Newcastle....
News from the Applied Research Group

Gaby Jacobs recently received a major award in collaboration with Gabriela Misca, Research Group on Families, Community & Society and School of Criminology, Education, Sociology and Social Work. The award of £239,695 is for a 70 month research project entitled ‘An Evaluation of Progress and Outcomes in a Recovery Programme for Children Who Suffered Abuse and Neglect’. The research, funded by SACC Ltd., will employ a combination of cross-sectional and longitudinal designs aiming to quantitatively and qualitatively assess the developmental adjustment and progress of a sample of children who suffered abuse and neglect and are going through a residential recovery programme (pre-, mid- and post- intervention assessment design). The research starts on the 1st June 2008. For further information about this project, please contact the Principal Investigator, Dr Gabriela Misca, g.m.misca@keele.ac.uk

CALL-ME

Michael Murray was very pleased to recruit two staff and two PhD students to the New Dynamics of Ageing (NDA) Social engagement among older people project. This project is now known by the acronym CALL-ME (Community Action in Later Life – Manchester Engagement). Further details are available at our website http://www.keele.ac.uk/research/lcs/csg/callme/index.htm

Neuropsychology and care farming

Nicky Edelstyn was awarded 2 Nuffield Undergraduate Research Bursaries for £1400 each. The first was for a project looking at “the Relationship between memory and staging in Parkinson’s Disease”. The second is investigating “Visual Hallucinations in Parkinson’s Disease”. Nicky’s PhD student, Paul Jenkinson, has submitted his thesis, entitled ‘Self awareness of Action: A cognitive neuropsychological study of anosognosia.’ Clinical supervisor: Dr Simon Ellis, Consultant Neurologist, UHNS, and second supervisor: Dr Richard Stephens. We wish Paul every success in his viva.

The two PhD students are Amanda Crummett who will be supervised by Michael and Gaby Jacobs, and Sharon Middleton, who will be supervised by Tom Scharf and Roger Beech. These new staff and students are located in the new Moser Centre.

Gaby was also invited by the Royal Society for the Promotion of Health to participate in a strategy meeting (on 3 April in London) on theory and evidence in Health Promotion Practice. We discussed the state of theory in practice, evidence-based research (and its problems and limitations) and the marketing of Health Promotion in the UK. There were representatives from universities, Directorates of Health Promotion and the Social Marketing Centre of the NCC.
Musical tastes

John Sloboda and Alex Lamont were delighted to welcome a film crew from PBS (US Public Broadcasting Service) in connection with a documentary series entitled "The Music Instinct". They were filming the work of music psychology researchers at Keele.

Alex Lamont has been awarded £20K to conduct an evaluation of the Staffordshire Performing Arts’ new project on Music Partnerships.

Karen Wise received the Young Researcher’s Award from the European Society for the Cognitive Sciences of Music (ESCOM) at the 9th International Conference of Music Perception and Cognition 6th Triennial Conference of ESCOM in Bologna, Italy in 2006. The paper was recently published in Musicae Scientiae.

Night at the Opera

Several members of the music research group participated in a recent performance at the Keele Chapel.

They included Alinka Greasley (Lead violinist), Alex Lamont (violin); Geraldine Leighton (lead cellist); & Annelies van Goetham (choir).

Conferences

After the success of last year’s conference, the Nell Bridges and the Counselling group are delighted to announce their Second Counselling Psychology Conference. This will be take place in June and has an exciting programme. Further details are at the back of this newsletter.

Michael Murray has been organizing a Public Health Forum. This conference is supported by the local PCTs. It includes presentations by Chris Cullen, Gaby Jacobs and Michael besides researchers from other units in the university. In addition it involves people from the PCTs. It will be opened by Dawn Primarolo who is the Minister of Public Health. Further details at the back of the newsletter.
Keele Psychology Research

Applied Group Publications


http://www.lulu.com/content/1550518.


**Academic writing**

Our most active researcher Jim Hartley recently released his latest book. It is entitled *Academic Writing and Publishing: A Practical Handbook* and is published by Routledge. The aim of this work is to show academics (mainly in the social sciences) how to write and publish research articles. Its aim is to supply examples and brief discussions of recent work in all aspects of the area in short, sharp chapters. It should serve as a handbook for postgraduates and lecturers new to publishing. The book is written in a readable and lively personal style. The advice given is direct and based on up to date research that goes beyond that given in current textbooks. For example, the chapter on titles lists different kinds of titles and their purposes not discussed in other texts. The chapter on abstracts instructs the reader on writing structured abstracts from the start.

**Not lost in translation**

Michael Murray was pleased to see the publication of *Health Psychology: Theory, research, practice* textbook (co-authored with David Marks and others) in Spanish. This follows the release of a Chinese edition. A Japanese and then an Indian edition should be out later this year. He has also signed a contract with Sage Publications for a third edition of this popular textbook.

**Applied Group Presentations**


Karen Wise gave an invited talk in the Music, Mind and Brain seminar series organised by Lauren Stewart at Goldsmith’s, University of London in April. The title of her talk was *Exploring singing skills in the ‘tone deaf’*.

John Sloboda and Karen Wise gave an invited talk to the University of Hertfordshire in March last year. Their talk was entitled called *Tone deafness and other musical deficiencies: developing a comprehensive diagnostic battery*. 
Keele Psychology Research

Health Psychology and the Arts

Michael Murray and Ross Gray (Toronto) recently co-edited a special issue of the Journal of Health Psychology devoted to Health psychology and the arts. This took over two years from inception to publication and they are delighted with the final version.

The online community arts network www.communityarts.net described it as ‘a treasure trove of information for those interested in arts approaches to healthcare.’

The special issue includes 15 articles by experts from countries around the world. Titles include:

- “Theatre of the Oppressed and Environmental Justice Communities: A Transformational Therapy for the Body Politic”;
- “Telling My Story: From Narrative to Exhibit in Illuminating the Lived Experience of Homelessness among Older African American Women”;
- “Expanding Health Literacy: Indigenous Youth Creating Videos”;
- “Love Stories about Caregiving and Alzheimer’s Disease: A Performative Methodology”;
- “Using the Arts in Teaching and Learning: Building Student Capacity for Community-based Work in Health Psychology”;
- “The Impact of Participation in Performing Arts on Adolescent Health and Behaviour”;
- “Playing in the Mud: Health Psychology, &the Arts.

New journals: Subjectivity

Michael has been asked to join the editorial board of two new journals

Subjectivity (previously the International Journal of Critical Psychology) is an exciting and innovative interdisciplinary journal in the social sciences. Re-launched by Palgrave Macmillan in 2008, it examines the socio-political, cultural, historical and mate-

rial processes, dynamics and structures of human experience. The journal aims at a re-prioritization of subjectivity as a primary category of social, cultural, psychological, historical and political analysis. It wishes to encourage a variety of interdisciplinary engagements with this topic in theory as well as empirical research, and, accordingly, to advance the potential of

engagement with subjectivity/subjectivities as a locus of social change and a means of political intervention. Further details are available at http://www.palgrave-journals.com/sub/index.html

New journals: Arts & Health

Arts & Health (published by Taylor & Francis) provides a pioneering international forum for the publication of research, policy and best practice within the interdisciplinary field of arts and health. This fast-emerging field has developed in response to international interest regarding the multifarious ways in which the arts contribute to health, wellbeing, social inclusion and healthcare practice across a range of settings. The field has become an inter- and multidisciplinary arena for those concerned with research, policy and practice initiatives, including artists, health care professionals, community workers, and researchers in the public, private and voluntary sectors. Arts & Health takes a broad-based approach in examining uses of the arts in public health, health promotion and health care. Members of the Society for Arts in Healthcare receive the journal as a benefit. Further details are available at http://www.tandf.co.uk/journals/rahe
Members of the Cognitive Group have been very busy on both the research but also on other fronts. Particularly noteworthy was the high representation of Keele staff and students at the recent meeting the Experimental Psychology Society in Cambridge. The next meeting at Liverpool also promises to have a high representation of staff from Keele.

Sue Sherman was awarded a Nuffield Undergraduate Research Bursary for a project on “False Memory and Brand Names”.

Andrew Rutherford was delighted to sign a contract with Wiley for a second edition of his textbook entitled ANOVA and ANCOVA: A GLM Approach which is published by Wiley Publications.

Alcohol hangover

Richard Stephens has been awarded a period of research leave in the latter part of 2008 by the Institute of Life Course Studies. A major part of this will be for Richard to spend several weeks working at the Transport Research Laboratory (TRL) in Wokingham to conduct collaborative research using their state of the art £1.5M driving simulator. This will be in collaboration with Professor Andrew Parkes of TRL. A key objective will be to carry out a study examining effects of alcohol hangover on aspects of driving performance. Richard has been awarded a Wingate Foundation Medical Research Travel Grant of £876 in support of this work.

Never again

Kaz Brandt has been busy writing papers and grant proposals. But she has also had time to run in her second marathon, at the Flora London Marathon 2008, knocking 28 minutes off her personal best time. Although she crossed the finish line and swore “never again”, she was only 45 seconds off from doing it in under 4 hours and plans to be back next year for a sub-4 marathon! She raised £703 for Cancer Research UK!
Keele Psychology Research

Cognitive Group Publications


Cognitive Group Presentations

**Brandt, K. R.** Investigating Manipulations of Facial Processing on Subjective Experiences. Paper presented at the Cambridge meeting of the Experimental Psychology Society, April 2008. The paper attracted a lot of discussion which was good since there were many other people there also presenting work on face recognition.

**Jones, L., & Wearden, J.H.** Click trains and the rate of information processing: Does speeding up subjective time make other psychological processes run faster? Paper presented at the Cambridge meeting of the Experimental Psychology Society, April 2008.


**Kaz Brandt** has had a paper accepted at 19th International Conference of Psychology in July in Berlin with Sandra Sunram-Lea.


**John Wearden,** Greg Goodson and Pavlos Filippopoulo have been invited to attend a workshop in Clermont-Ferrand in June on timing processes.
News from the Social Group

With two members of the Social group currently on research leave things might seem quiet but there remains lots of activity some of which we mention below. We also look forward to reading the research leave reports from Mark Tarrant and Martin Rowley in our next issue. From the sounds of it they have lots to report.

The group were delighted to welcome Raff Calitti who will be working as a research associate on Mark Tarrant’s project on whether perspective taking, a technique used to improve or ameliorate negative inter-group evaluations, is a ubiquitous process or is restricted to certain individuals within a group (i.e., low identifiers). Raff has held a number of postdoctoral research positions at Sussex University and Swansea University.

His major research interests are in social and health psychology, with a particular focus on current social issues. Within this, he researches group processes and inter-group relations. He has also conducted research examining the psychological barriers to exercise, and overeating behaviour. His past research has mainly considered the role of implicit cognition (i.e., implicit attitudes and/or attentional biases) in influencing behaviour.

Developing trust

Ken Rotenberg has been awarded £7,500 by the British Academy for a project titled Developing Measures of Trust Beliefs and Trustworthiness in Children from Japan and the United Kingdom. Ken will be collaborating with Atsushi Sakai (University of Yamanashi) and Kazumi Maeshiro (Seisen Jogakuin College). Lucy Betts from the Division of Psychology at Nottingham Trent University is also a collaborator. This is believed to be the first attempt to link the research on trust beliefs and trustworthiness in children carried out in Japan to that carried out in the UK. The general purpose is to develop, and validate, measures of trust and trustworthiness in children that span across Japanese and UK cultures. Atsushi Sakai (University of Yamanashi) is also contributing a chapter to a new book that Ken is editing for Cambridge University Press entitled, Interpersonal Trust during Childhood and Adolescence.

Ken has recently joined the ESRC Post-Graduate Grants Review Committee.

Bullying in childhood

Claire Fox has been developing a series of projects with colleagues both in the Centre and elsewhere. More details next issue.

Claire’s PhD student, Becky Hale is busy setting up focus groups with parents of children involved in bullying. This is an exciting and innovative project, which is presenting quite a few challenges for Becky in gaining access to parents.

Social Group Publications


James Hartley joined the academic staff in the then new Department of Psychology at Keele in 1964. He progressed through the ranks to become full professor in 1990, and was Head of the Department from 1982–92. Jim has authored/co-authored/edited 17 books and published over 350 papers. His latest book, Academic Writing and Publishing: A Practical Handbook, was published by Routledge in May. There will be a reception in the School of Psychology to launch this book and to congratulate Jim on his many achievements. Recently Jim sat down with Michael Murray to reflect upon some of his achievements.

**MM:** I wonder if you could share with us how you became interested in psychology?

**JM:** I started studying psychology 50 years ago at the University of Sheffield. I intended to study French at university, but I managed to fail my A-level French exam, and Sheffield University was the only university that would accept me to study for a General Degree (in English, French, History and a fourth subject). My father said that I might be interested in Philosophy or Psychology as the fourth topic. So I read around these areas, and greatly enjoyed Hans Eysenck’s little Penguins (Sense and Nonsense in Psychology, Fact and Fiction in Psychology). Then, when visiting Sheffield at an Open Day, I found that the psychologists – as represented by Peter McKellar and Geoff Pilkington - were a great deal livelier than were the philosophers…. I thus started studying for a general degree in four subjects but found that I could transfer to single-honours psychology in the second year, provided that I did well enough in it… I did, and I have never looked back!

**MM:** What did you do then?

**JM:** After completing my first degree I decided to continue in Psychology at Sheffield by doing research. At that time Harry Kay obtained a grant to set up a research team to work on programmed learning. I decided that it would be good to join this team as a PhD student – so I would not be on my own and could benefit from the group activities. After receiving my PhD I took up an assistant lectureship at Keele, under the headship of Ian Hunter. I could never get him to tell me or advise me what I should lecture on, so eventually I decided to lecture on learning. In those early days there were about five academic staff, with around 20 students in the first year… There was no money or equipment, so we did our research in the local community.

**MM:** How has your research developed?

**JM:** I carried on with my research on programmed learning, and then I expanded it to study skills in general, and then to the typographic layout and design of instructional materials in particular. Here I worked with Peter Burnhill, a highly gifted typographic designer at Stafford College of Further
Inside Story Headline

Education.

In the last ten years or so I have focused more on academic writing, and particularly on the uses of new technology in this respect, but I have kept my interests in learning, typography, writing and studying. New technology has and will continue to affect all of these.

MM: You are still an extremely active researcher. What advice would you give to a junior colleague?

JM: Here are a few ideas:

- Find a research group that is working on something of interest to you and become part of it.
- Keep several irons in the fire – if you get tired with one topic you can turn to another for a while, and then return later.
- If you find anything unexpected and interesting – follow it (a dictum from B. F. Skinner).
- Read a lot, and examine how it is written. What makes text effective? What are the characteristics of readable writers?
- Write a lot – possibly something every day.
- Collaborate with colleagues that you get on well with - not necessarily in the same department or university.

- Publish a lot – and don’t give up when a paper is rejected – consider the objections, respond as best you can, and someone will publish it somewhere. Ensure that your research interests inform your teaching somewhere in the course.

MM: Over the years I am sure that you have seen many changes in psychology. I wonder could you mention a few of these.

JM: Academic psychology has grown enormously as a discipline since I started in the 1960s. But I don’t know that it has changed that much. British psychologists are interested in collecting evidence to support their findings and conclusions, but the methods, techniques and the tools that we use have got more sophisticated. There is a greater interest in using mixed methodologies than before. However, the general public still seems to know little about psychology, and it is rare to find a television program on the topic with a psychologist as presenter, although this has started to happen. Indeed, the need for evidence and objectivity seems even further away than ever, with opinions expressed on e-mail taken to be newsworthy by the media.

MM: How do you see future developments?

JM: There seems to be a lot more of everything, but perhaps student numbers studying psychology have reached a peak. I think there is a need for more men in the discipline – I see no reason why the sex ratio should not be 50:50 (in most disciplines, not just psychology). Psychologists, too, still need to share their expertise with others, and we may see more of this because there are now so many more of them.

New technology will revolutionise teaching and learning. It currently allows students (and researchers) much greater access to the literature, but care needs to be taken to ensure that it is used to facilitate ‘deep’ rather than ‘surface’ learning. New technology in the future will negate the need for universities as buildings and centres of expertise as we currently know them.

Don’t give up when a paper is rejected

MM: Thanks very much Jim for your insights. Perhaps I should let you back to completing that paper.
2nd Annual Keele University Counselling Psychology Conference

Conference theme: “CROSSING BORDERS”

13TH JUNE – 15TH JUNE 2008

Following the success of the inaugural Keele University Counselling Psychology Conference in 2007, the theme of this year’s conference “Crossing Borders” is inspired by growing concerns about numerous divisions in counselling. The conference will give space for exploration of ways to cross these borders.

Keynote Addresses:

Professor Kim Etherington PhD
“Bridging therapy and research”

Kim is Professor of Narrative and Life Story Research at The University of Bristol, Fellow of BACP, and BACP senior accredited counsellor and supervisor. Alongside her private practice Kim co-ordinates, tutors and supervises dissertations on the MSc in Counselling and undertakes doctoral supervision and research at University of Bristol. She has published seven books and many journal papers, especially in the field of trauma, abuse and health.

Dr Lynne Gabriel PhD
“Crossing Borders: relating across complex roles, relationships and cultures”

Lynne is Head of Postgraduate and Post-experience Counselling Studies at York St John University. She chairs BACP’s Professional and Ethical Practice Committee and, until recently, chaired their Supervision Forum. Her research areas include relational, cross-cultural, global and research ethics. She is widely published and is currently exploring the concepts of Boundary Riders, Process Sentinels and Ethics Warriors as metaphors for helping practice.

*Both Kim and Lynne will also take part in a ‘Round Table’ discussion on the conference theme*

Saturday Evening Conference Dinner with Storyteller Fiona Collins

Further information is available from:
Margaret Reynolds: 01782 583538; m.a.reynolds@psy.keele.ac.uk
Jo Gravano: 01782 583578; g.gravano@psy.keele.ac.uk

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Tackling health inequalities through research and practice

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Dr Rashmi Shukla, West Midlands Regional Director of Public Health
Dr John Middleton, Director of Public Health, Sandwell PCT
Professor Jennie Popay, Professor of Sociology and Public Health, Lancaster University
Professor Mim Bernard, Professor of Social Gerontology, Keele University
Professor Rachel Davey, Professor in Physical Activity for Public Health, Staffordshire University

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Keele Psychology Research

Keele Psychology Research is produced twice a year by staff at Keele University.

This issue was put together by Greg Goodson, Michael Murray, Sue Sherman and Annelies van Goetham.

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We’re on the web
http://http://
www.keele.ac.uk/research/lcs/research/prc.htm

Congratulations

Alan O’Donoghue became the proud father of a baby boy who they have called Daniel

Andrew Knipe is the proud father of baby girl Imogen.