Pedagogical & Delivery Overview

General FUN

Practical first.

Flipped stats

Evidence suggests that a flipped approach to teaching statistics significantly improves student performance (across a range of metrics) at the mean and throughout the achievement distribution, while controlling for baseline student characteristics (**sathy2020?**) (see tables 13.3 & 13.4 - specifically Anxiety, preparedness and under-represented minority status).

Assessments

> **i** assessment types
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> Blog
> Podcast
> Website
> Posters
> Information Packs (**macandrew2002?**)
> Portfolios (or ProcessFolio)
> Interview (and self-reflection)
> Clinical Assessment
> Skills assessment
> Oral Examination (mock job interview)
> Self and Peer evaluation
> Literature Review (with or without annotations)
> Annotated Code
> Computational documents (Lab Reports)
> Design and Proposal (Pre-registration)
> Data analysis (Results section)

"Authentic assessment" (**archbald1991?**) refers to assignments that are designed to reflect the skills that students will practice in their careers and other life experiences after graduation (Gulikers et al., 2004), looking beyond traditional assessment such as closed-book exams and traditional formats of academic essays (Macandrew & Edwards, 2002). The impact of employing Authentic Assessments range from increased engagement and satisfaction through to heightened employability skills (**sokhanvar2021?**)

Projects

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Gulikers et al., 2004), looking beyond traditional assessment such as closed-book exams and traditional formats of academic essays (Macandrew & Edwards, 2002). In general psychology, for example, authentic assessments may include the explicit development of scientific inquiry skills, such as a practical research report (Halonen et al., 2003). Or, for more applied facets such as clinical psychology, this may also include formulation of case studies or engagement in mock practitioner dialogues (Villarroel et al., 2018). Previous examples of authentic assessments designed to foster and assess psychological literacy include asking students to write letters to non-psychology audiences (Cranney, 2013), critical evaluation of media materials (Halpern & Butler, 2011), written reflections of volunteering (Hadlington; as cited in Taylor & Hulme, 2015), and research project interviews (Turner & Davila-Ross, 2015). All of these examples are designed to encourage a psychologically literate approach to psychology content because they encourage communication with non-experts and application of psychology content (Hulme, 2014).

Indeed, central to the notion of psychological literacy is the effective communication of psychology in practice (Trapp et al., 2011). Therefore, a psychologically literate education should encourage students to communicate their knowledge in clear and accessible ways. With this in mind, here, we propose that blog writing may also be an effective assessment for capturing and promoting students' psychological literacy. Blog writing inherently aligns with the agenda of psychological literacy because it aims to communicate often complex psychology knowledge in an accessible way (Jolley et al., 2016; Lin et al., 2007).

Primary Citation (**pownall2023?**) Blogs, which are a web-based form of journal or writing platform, are a powerful tool in the wide dissemination of information in the modern media mix - relevant to current students (Richardson, 2006) .

Blog writing is thought to offer the opportunity to take different perspectives in writing, develop a more critical appraisal of the content, and thus can prompt higher levels of self-reflection (e.g., Frye et al., 2010; Jimoyiannis & Angelaina, 2012). Activities that encourage creative participation in the process of academic writing have been found to empower and engage students (Creme & Hunt, 2002), a core goal of a psychology education (Ishak & Salter, 2017). Therefore, blog writing promotes wider academic language learning (Murray et al., 2007) and thus complements more traditional forms of assessments by allowing a different set of skills to be assessed (Morris et al., 2013). Across the literature, studies show that students report high levels of engagement with blog writing exercises, owing to the high levels of creativity associated with this form of writing (Hindley, 2018).

Research demonstrates students often report feeling unprepared and overwhelmed at the perceived "rules" of academic essay writing (Ishak & Salter, 2017). Blog writing should help students to overcome this pedagogic challenge, given that blogs are governed less rigidly by academic norms (Bennett et al., 2012) and typically involve more reflective, creative, and critical tone (Arslan & Aysel, 2010; Novakovich & Long, 2013). Writing in a clear and accessible way is an important transferable skill and undergraduate outcomes across subjects in higher education (Hawkey & Barker, 2004; Leki & Carson, 1994). Blog writing can, in theory, enhance these skills, given its highly reflective nature and deviance away from the conventions of academic writing with which some students struggle (Dippold, 2009; Soysa et al., 2013; Xie et al., 2008). Similarly, blog writing also provides a useful opportunity to communicate psychology content to a wider audience. Scholars have noted how traditional forms of academic psychology dissemination, such as journal articles, are typically inaccessible to a general audience, both in terms of language use and access (i.e., because they are published behind a paywall that requires institutional subscriptions; Relojo, 2017). Blog writing may thus be an important platform to mediate the relationship between science and the general public (e.g., Gardiner et al., 2018; Schmidt, 2008), which again is a facet of the psychological literacy approach (Hulme, 2014).

Blog writing as an assessment has been embedded successfully in many different academic subjects in higher education, such as in pharmacy (Dunne & Ryan, 2016), anthropology (Walker & Chatzigavriil, 2017), professional development (Shanks, 2020), and English literature (Agarwal, 2017). Indeed, given that the British Psychological Society, 2019 note in their degree accreditation standards that "critical evaluation and reflection" is a key graduate attribute for psychology programs, blog writing may be particularly compatible with psychology undergraduate content. The blog approach to writing has been promoted through BPS-led initiatives, such as the Voices in Psychology program (Sutton & Pownall, 2018, 2019). This also extends to the American Psychological Association's guidelines for undergraduate psychology majors (2013), who too stress that scientific inquiry, critical thinking, and communication are among the core goals of a psychology degree.

Moreover, research shows that blog writing prompts critical thinking and reflection (Chretien et al., 2008; Novakovich, 2016). For example, Novakovich (2016) investigated whether there are differences in the quality of writing generated through in-class workshops between the use of traditional methods compared with blog writing. They concluded that blog writing fostered more complex literacy skills, which is echoed by other empirical studies (e.g., Alsamadani, 2018; Febianti & Wahyuni, 2019).

However, there are also some challenges in implementing blogs as an effective assessment format. For example, students often have little to no previous experience of blogging which can impede engagement with it as an assessment (Kerawalla et al., 2009). Similarly, Kerawalla et al. (2009) warned that blog writing as an assessment in higher education should be grounded effectively in the course materials; without an effective sense of purpose, blogs as an assessment can be perceived as lacking clarity about their function, audience, and tone. Therefore, the expectations of blog writing should be made clear to students. Given the necessary alignment with subject-specific degree outcomes, blog writing may be best understood through a lens of psychological literacy, given that this approach encourages psychology students to apply their knowledge to daily life (Cranney et al., 2008, 2012). Therefore, we propose that blog writing may provide a useful opportunity to allow students to apply their psychology content in a critical, creative, non-conventional way.

> **ℹ Blog Rubric example**
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> Scientific Blog marking rubric
> Below are the grading criteria for the assessment of the science blog. The profiles give an indication of typical performance at each class band, and clearly permit some variations upwards
> or downwards while remaining in the same class band. These descriptions should be taken as
> indicative rather than prescriptive. Seven key attributes of written work are considered when
> assigning marks, with some (e.g., 'accuracy') clearly more important than others:
>
> 1. Accuracy (i.e., is the material reported accurately?)
> 2. Appropriateness for general audience (i.e., is key content well defined and explained, could a
> 3. non-specialist follow the argument)
> 4. Application to question (i.e., is the material used effectively in the assignment)
> 5. Evidence (i.e., are claims supported by relevant evidence and/or theory from the literature?)
> 6. Argument (i.e., is there a convincing line of argument through the work?)

7. Critical evaluation (i.e., is the material presented evaluated fully?)
8. Structure and coherence (i.e., is the answer well-structured with good flow between points?)
9. Presentation (i.e., is the clarity of expression good)

See accompanying website for Rubric or go here https://osf.io/rgf8t