**University learning: (mostly) Beyond behavioural management**

While many of you may not have just left School, it is important, both in your development as a Psychologist and Citizen, that you can reflect on how different these two institutions are.

There are many differences, but one I would like to focus on is that teacher training has a very strong focus on behavioural management, which is not the case for academics. [Note, we still expect people to be courteous and respectful in lectures and workshops].

Please read this document which give a brief outline of what behavioural management involves. <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary>

[TASK: LIST EVERYTHING THAT YOU SEE IN THE DOCUMENT THAT COULD BE RELATED TO PSYCHOLOGY].

[empty box for input]

[TASK: Pick one psychological aspect that you have flagged up] Describe what psychological process you think might be involved. What makes it psychological?]

[empty box for input]

[TASK: Search for this concept on Google Scholar or PubMed]. Provide the APA REFERENCE FOR THIS ARTICLE BELOW].

[empty box for input]

[TASK: Optional reflection: What do you think are the flaws in using behavioural management in Schools?].

[empty box for input]

One of the big differences between University and School is that we want you to play an active role in shaping the norms and values of the School of Psychology and the University of Plymouth. Transitioning from a School-like institution, where many students feel values are *imposed,* rather than negotiated, can be a big shift for many when they enter University.

Here are some questions to help guide this process. It can be hard (or feel pointless?) answering these questions when coming from a School-like institution because it feels like there is not right or wrong answer. Many of the unique problems encountered at University involve dealing with situations where there is no right or wrong answer. You might only be able to find right answers for you. E.g., what to do after Uni, should you do a placement year, etc). [Full disclosure: There are also still many things to studying Psychology for which there are right and wrong answers, location of the hippocampus in the brain, referencing academic journals]

[TASK: What, if any, values should Psychology have? Feel free to interpret this question in any way that you like. You may decide to put this question into an AI engine to get you started, but please try to think about your own view on this. Note, that although you might have contempt for these kinds of questions, it is remarkable how many candidates at job interviews can become unstuck by these questions. And even if you completely reject the demands of capitalism entirely you’ll still need to talk about values to your revolutionary cadres. ]

[empty box for inputs]

[TASK: What, if any, values should Psychology STUDENTS have?]

[empty box for inputs]

[TASK: Concretely, are there any ways that these values will impact your behaviour over the coming years?]

[empty box for inputs]

Quick Fire MCQs – Here, there are some right and wrong answers!

1. Although using the DLE forum should be the first place you seek such information, when emailing your personal tutor about a module-specific issue you should include:
2. Netflix password
3. Module Code (e.g., PSYC425).
4. Skull emoji
5. Filled-in Psychopathy checklist questionnaire

If A – Thanks, I had Better Call Saul; B- Yes!. C: milleni(lol)s say no, D = No, this would violate many principles.

1. When emailing an academic you have not had any personal contact before you should begin the email with:
2. “Oi you!”
3. Dear Mrs/Sir
4. Academic title (e.g., Dear Dr or Prof)
5. Dear PsychologyMcPsychologistFace

A – “Get out of my pub” , B) Not at School any more. C) Correct. D) Minimum Effort.

1. You book a meeting with your personnel tutor (or other academic) for a certain date but then realise you cannot make it at that time. What do you do?

A) Wait for them to contact you and then apologise

B) Send an email as soon as possible to indicate that you cannot make it or, if it was booked on the DLE, cancel the appointment online.

C) Go full ghost mode- refuse to engage in any forms of communication.

If

A – No, please contact the person you are meeting with at the nearest available opportunity.

B – Yes!

If C

No, please contact the person you are meeting with at the nearest available opportunity.

Shutting down communication can often be used as a form of emotional regulation. This might be necessary in some situations, but there should be no need to do this with academics and you should reflect on why you feel the need to not communicate.

Read more about the psychology of ghosting across different types of human relationships.

<https://www.proquest.com/docview/2519434971?pq-origsite=primo&parentSessionId=fBC%2BKykW2WjCMhgzGTeb3Qs2cqagLkvRNw%2BbKiPUlMU%3D&sourcetype=Scholarly%20Journals>