

Mark Jellicoe - Curriculum Vitae

Education and Qualifications

Award	Awarding Body	Dates	Result
Ph.D. Candidate	University of Liverpool (UoL)	2015 – date	Completion due 2019
BSc (Hons) Applied Psychology	Liverpool John Moores University (LJMU)	2012-2015	First Class - BPS Undergraduate Prize Winner 2015 (Best Overall Performance) / Highest Dissertation Mark (86%)
Certificate in Accounting	Chartered Institute of Public Finance and Accounting (CIPFA)	2007	Pass
Diploma in Accounting	CIPFA	2008	Part pass (incomplete)
NVQ 2 - 4 in Accounting	Association of Accounting Technicians	2003	Pass

Areas of Research Interest

My research interests are strongly influenced by individual differences, particularly in relation to self-regulatory behaviours that promote successful learning outcomes. Allied to this, I also take a strong interest in Cognitive Neuroscience and Positive Psychology.

Work and Research Experience

September 2015 to date – Part-time Demonstrator / Ph.D. Candidate - School of Psychology, University of Liverpool (UoL) I hold a statistics demonstrator and academic advisor position in the undergraduate psychology programme at the UoL. Associated with this, I am pursuing a part-time Ph.D. in the area of self-regulated approaches to learning in undergraduate populations. I lecture on the first two years of the undergraduate programme on adaptive strategies towards learning including goal setting, mindset, goal orientations and self-efficacy. As part of a Psychology at Work module, I recently developed a research connected coursework assessment, actively involving students in critically reflecting on self-regulatory strategies from theoretical and personal perspectives.

Summer 2014 - Research Internship - Academic Enhancement Unit (LJMU) This research internship, undertaken from a student perspective, investigated how trends in student level data captured by BlackBoard could be explained by individual differences research. The research was funded by a bursary from BlackBoard. The resulting report made recommendations to BlackBoard about how learning analytics data could be used to support learning and teaching.

Autumn 2013 / Spring 2014 - Research Assistant Work Placement - Dr David McIlroy, LJMU This qualitative research examined the role of assessment, feedback and target setting in the context of student self-efficacy. As part of this work I led a focus group of second year students and jointly facilitated focus groups for a first year group. Data were analysed using an approach similar to grounded theory. Key themes were developed and a draft measure produced. I presented the results of the work placement at the LJMU Teaching and Learning Conference in 2014, receiving very positive feedback. In addition, the presentation and resources developed were disseminated across the programme to assist students in their approaches to academic study.

Summer 2013 - Research Assistant Internship - Dr Susan Giles As part of this multifaceted research role, I was part of a team of researchers collecting data from coroners' files to contribute to a longitudinal study of suicide in Liverpool between 2000 and 2009. During this time, I took responsibility for co-ordinating and training the second wave of researchers to collect data. This role involved networking with HM Coroners' Office to schedule work. I also produced a literature summary on suicide clusters, following a thorough literature search. Unfortunately my involvement ended due to structural reorganisation and relocation of HM Coroners' offices. However, this work gave me a tremendous

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insight into the work of a forensic psychologist and invaluable research skills. As part of this work I also attended an accredited two day 'Mental Health First Aid' course.

Paid work - prior to joining LJMU I had a career in local government holding various finance roles. These ranged from junior to senior management positions. The skills acquired through my work, including numeracy, data analysis, report writing amongst others have supported my more recent academic endeavours.

Skills

I possess high level numeracy and literacy skills. I have full working knowledge of the latest versions of SPSS for data analysis purposes and have been learning R in my spare time. Within my final year project, I was keen to learn higher level data analysis skills and therefore was trained to use AMOS to test structural models. My career in Local Government administration prior to the undergraduate programme enabled me to use the Microsoft Office suite of programmes to an advanced level.

Posts of responsibility

PGR / Athena Swan Representative, Institute of Psychology, Health and Society, UoL – September 2015 to date

Applied Psychology Undergraduate Course Representative 2012 - 2015.

This post involved networking with students and feeding back comments, concerns and compliments to programme leaders and academic boards of study. I worked proactively in this role, improving the programme by assisting in redeveloping modules and assessment approaches used. In recognition of my work as Course Representative, I was nominated and shortlisted from more than 700 course representatives in the 'Amazing Course Rep' category of the Liverpool Student Union Amazing Teaching awards in 2013 and 2014. In addition to the formal role, I have informally mentored junior colleagues in relation to course / assessment requirements. This role has been extremely rewarding as a result I would be keen to explore similar opportunities in any future studentship.

British Psychological Society (BPS) Undergraduate Student Representative 2013 – 2015

As part of this role I have been invited to speak at the Level 4 student induction to promote the society, to discuss life as a psychology student and introduce the role of the course representative. This intervention increased the take up for the course representative role in both years I have been involved.

Publications

Forsythe, A., & Jellicoe, M. (2018). Predicting gainful learning in Higher Education; a goal-orientation approach. *Higher Education Pedagogies*, 3(1), 82-96.

Jellicoe, M., Forsythe, A., & Dawson, L. (in preparation). The acquisition of productive knowledge and attitudes through learning

Conferences

Jellicoe, M., & Forsythe, A. (2018) Promoting agentic learning: Embedding the use of feedback in future learning. HEA STEM Conference 2018: Creativity in Teaching, Learning and Student Engagement. Newcastle, UK, 1 February 2018: Higher Education Academy.

Awards

Faculty of Life and Health Sciences (UoL), Sir Alistair Pilkington Award for Learning and Teaching 2017-18