Lectures:
The Welcome Lecture will be available online on Thursday 10th September at 12 noon. Pre-recorded lectures will be available at the same time from Monday, September 14th. Lectures will be published on Mondays, Wednesdays, Thursdays, and Fridays.

Workshops:
Engagement with workshops is compulsory and these begin in Week 2. These will involve a mix of online lectures and interactive sessions (held online and in-person; alternative arrangements will be made for those unable to attend in-person sessions). You will be informed of a workshop time in Week 1.

Workshops are held at the following times (Note: final workshop times TBC):
Mondays: 10-12pm, 2-4pm, 4-6pm; Tuesdays: 9-11am, 11-1pm, 2-4pm.

Each workshop will include some face-to-face engagement either online (through Microsoft Teams) or in-person (room TBC). These interactive sessions will begin at 10 minutes past the hour and finish 5 minutes to the hour.

Textbooks:
All essential readings are available electronically through the library, but you will find a list of the main textbooks below. We recommend two texts for social psychology lectures (see below), but you only need one (i.e. Group processes OR Social Psychology: Revisiting the Classic Studies). See the PS1001 Reading List for more detail.

OR

We really look forward to meeting you!
Teaching Ethos: it’s a journey, not a destination…

... and we believe that we are on this journey together. Teaching and learning are two sides of the same coin. We believe that the responsibility for your education is shared: you do your bit and we do ours. Together we can create an environment that will support and foster your academic growth. Specifically, we want to help you develop your autonomy and your feeling of competency and help you to see the ways that psychology and neuroscience relate to your personal goals and aspirations. While a degree certificate is worth many things, we believe that an education is worth even more and through your educational experience, in partnership with us, we want you to master a variety of skills that will be valuable to you for the rest of your life. We believe that we can achieve this, if we work in unison.

Example considerations for students

- Plan your time to fit play into your work schedule
- Reflect on your choices and alternatives
- Read, try & check rather than simply ask
- You can’t do it if you don’t try
- Take note of feedback to consolidate strengths
- Identify and be able to articulate all facets of your learning
- Find relevance of your study to your future plans
- Talk with and respect your peers and staff
- Provide constructive feedback to staff

Example considerations for staff

- Reduce external pressure and increase student ownership
- Maximise student choice wherever possible
- Encourage discussions and debate
- Optimise level of challenges/tasks
- Make progression explicit
- Provide positive and constructive feedback
- Stress importance/value of each module
- Show openness to student feedback
- Be involved with student concerns & aspirations
- Availability to students

Maximal learning

- Personal Autonomy
- Feelings of Competence
- Relatedness to you

Active learning
- Choice
- Reflection

Ability/Skills
- Knowledge base
- Assessment

Personal goals
- Common curriculum
- Module culture