

# APS Conference 2013

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## Learning and Teaching Symposium

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# Majoring in psychology – is it worthwhile?

- There is a growing recognition that graduates from a 3 year degree in psychology are questioning the value of such degrees
- Is it OK to offer so many undergraduate places in psychology in the absence of sufficient professional training places?

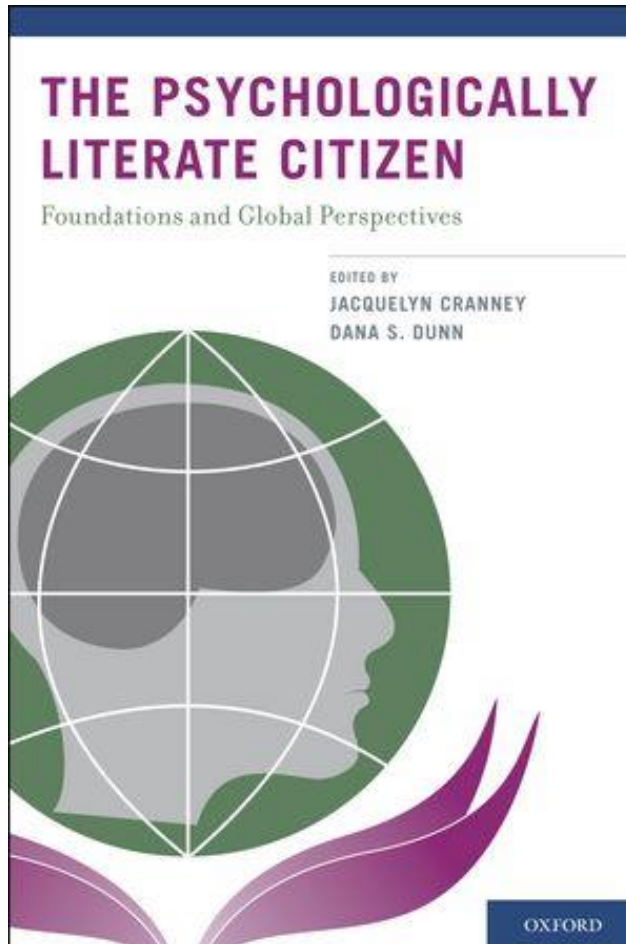
## Student Lifecycle (Lizzio 2011)

- a framework to guide an integrated response to our students' experiences and outcomes across the years of their degree program from entry to graduation and beyond

## Aim of Griffith approach

- To enable students to understand what they are gaining from a psychology degree,
- to apply this knowledge to their own lives and
- to exit with as *psychologically literate citizens*

# Psychological literacy



- <http://www.psychologicalliteracy.com/index.php/resources>

# Psychological literacy

psychologically literate citizens “use their knowledge of psychology to problem-solve in ethical and socially responsible ways that directly benefit their communities”

(McGovern, 2010, Cranney & Dunn, 2011)

# How does the student lifecycle work?

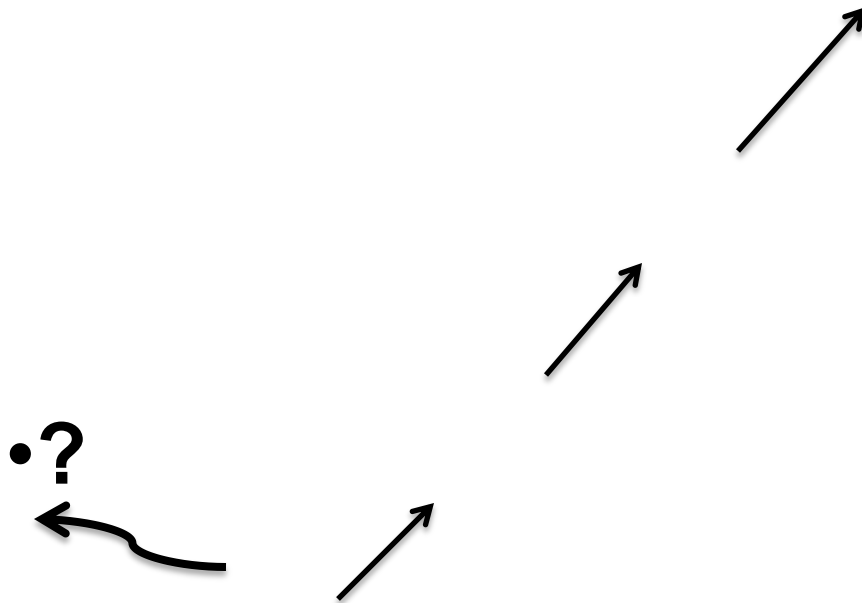
A developmental model of the evolution of student *identity*.

We adopt a *stage-responsive* approach that will encourage:

- Better student engagement and learning
- Stronger links between staff and students
- ↑ number of satisfied and effective graduates

**Will this improve the PL of our graduates, and assist them to gain meaningful employment?**

•STUDENT LIFECYCLE




- TRANSITION TOWARD UNIVERSITY



•STUDENT LIFECYCLE

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Joining &  
Engaging

Committing &  
Preparing

Clarifying &  
Choosing


Aspiring &  
Exploring

• **TRANSITION IN**

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• TRANSITION TOWARD

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Building on  
Success

Working for  
Early success

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• TRANSITION THROUGH

Joining &  
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• TRANSITION IN

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• TRANSITION TOWARD

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Partnering & Continuing

Focusing Future Success

• TRANSITION UP

Building on Success

Working for Early success

•TRANSITION THROUGH

Joining & Engaging

Committing & Preparing

• TRANSITION IN

Clarifying & Choosing

Aspiring & Exploring

• TRANSITION TOWARD

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Partnering & Continuing

Focusing Future Success

• **PROFESSIONAL IDENTITY**

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Building on Success

Working for Early success

• **GRADUATE IDENTITY**

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Joining & Engaging

Committing & Preparing

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• **STUDENT IDENTITY**

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Clarifying & Choosing

Aspiring & Exploring

• **POTENTIAL STUDENT IDENTITY**

What is the identity of a 3 year  
psychology graduate in Australia?

Do academics care?

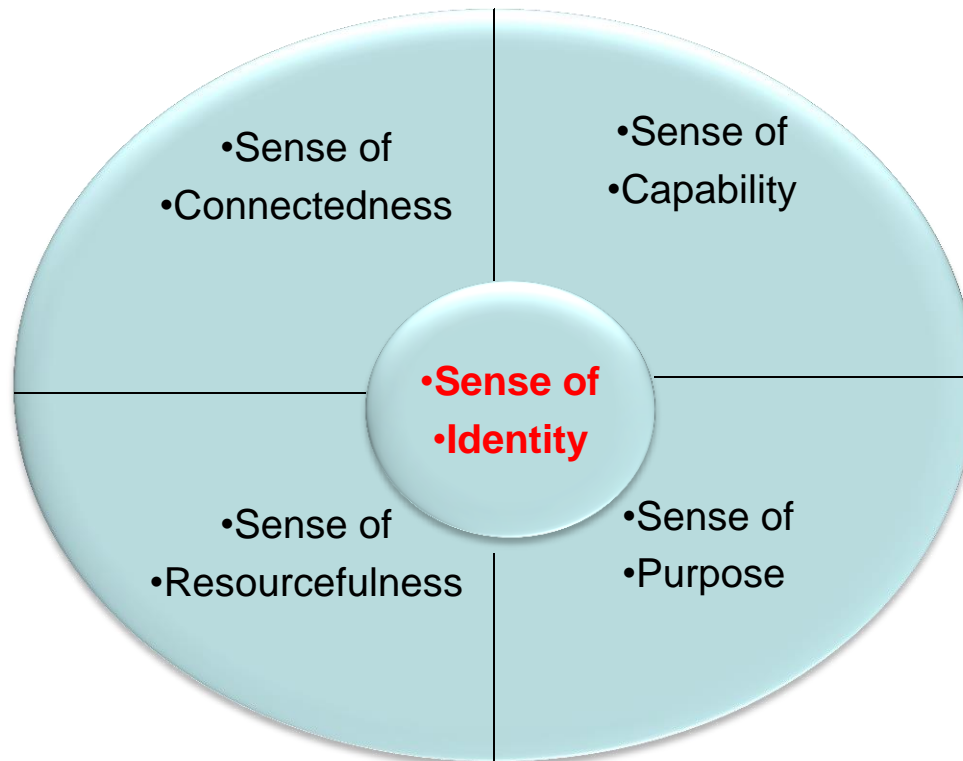
Are students getting what they sign up  
for?

What are the implications of student lifecycle thinking?

1. Students' identities, needs and expectations *evolve and mature*.
2. The *markers* they use to judge 'quality' correspondingly change.
3. Effective programs are responsive to and facilitate *student maturity*
4. The *domains of evolution* are reasonably predictable and amenable to intervention

# One roadmap.....

## The 'Five-Senses' of Evolving Success

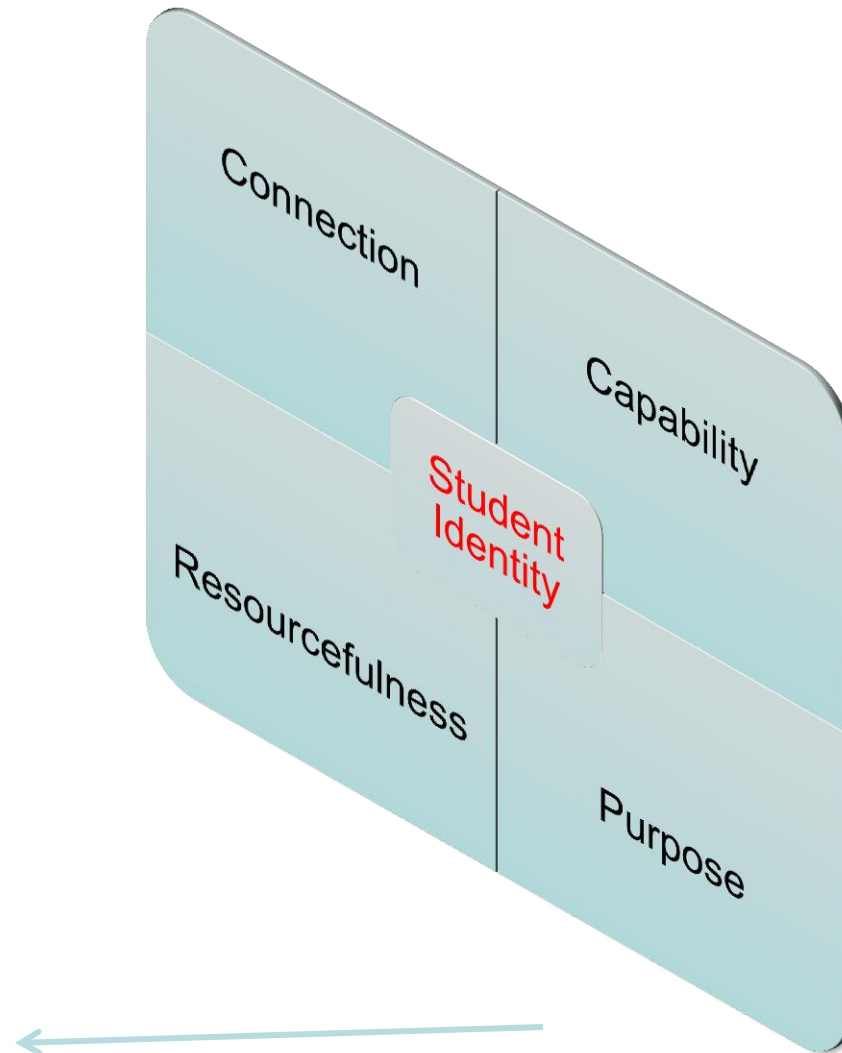


## 5 Senses of success

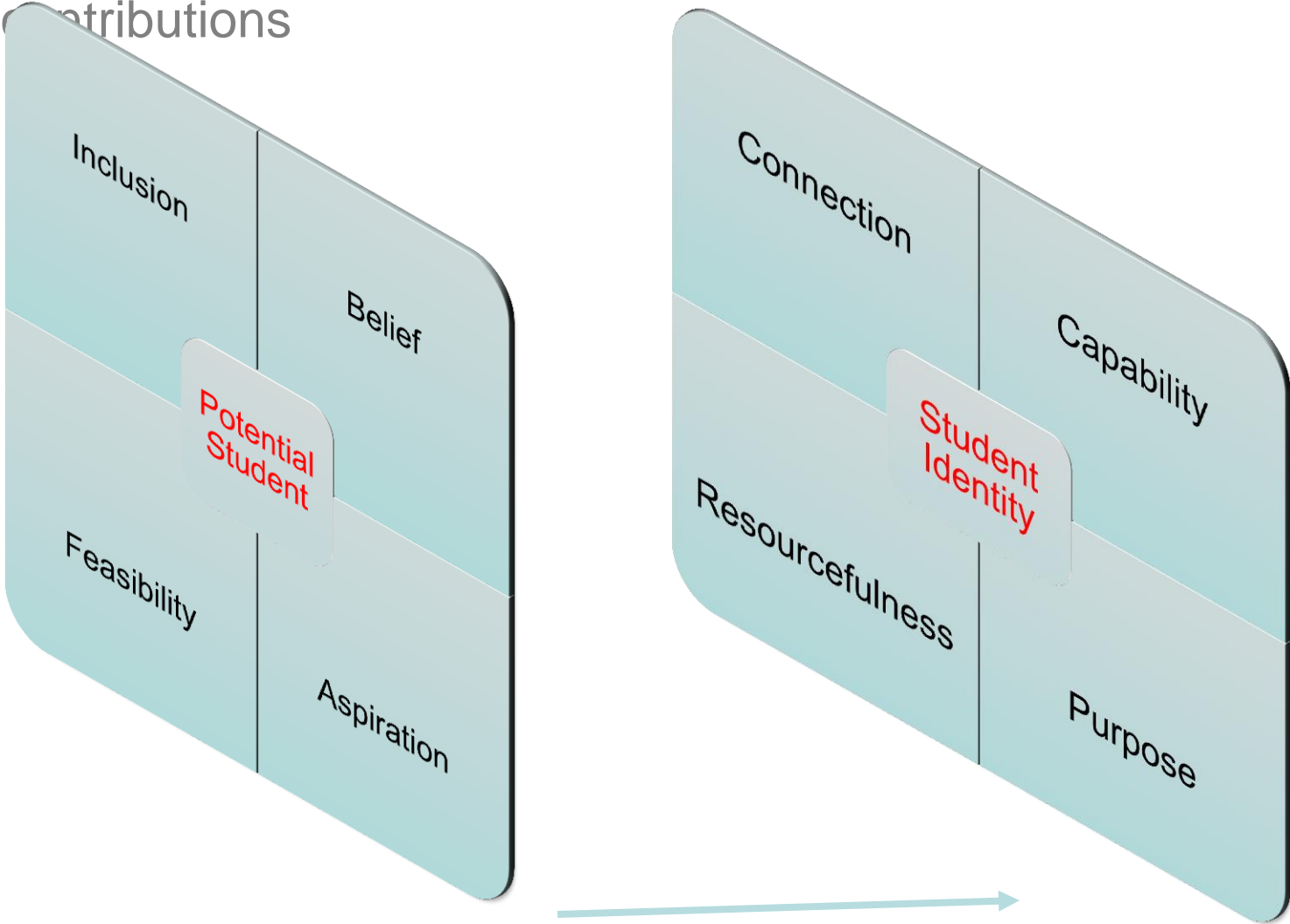
- Sense of capability – developing your sense of efficacy, knowledge, proficiency and mastery
- Sense of purpose – why study psychology, what do you hope to be able to do with this degree?
- Sense of resourcefulness – we will help develop your sense of resilience
- Sense of connection – with fellow students, work in teams
- Sense of identity – as a psychology graduate



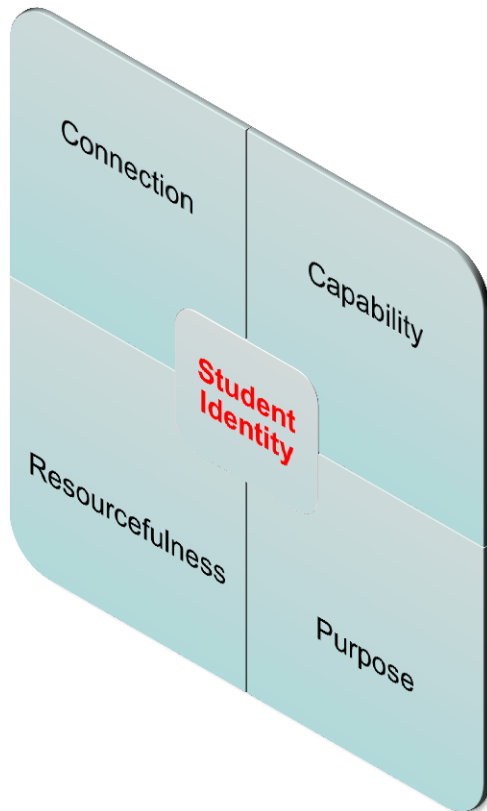
# Student Lifecycle: Evolving identities, needs and contributions



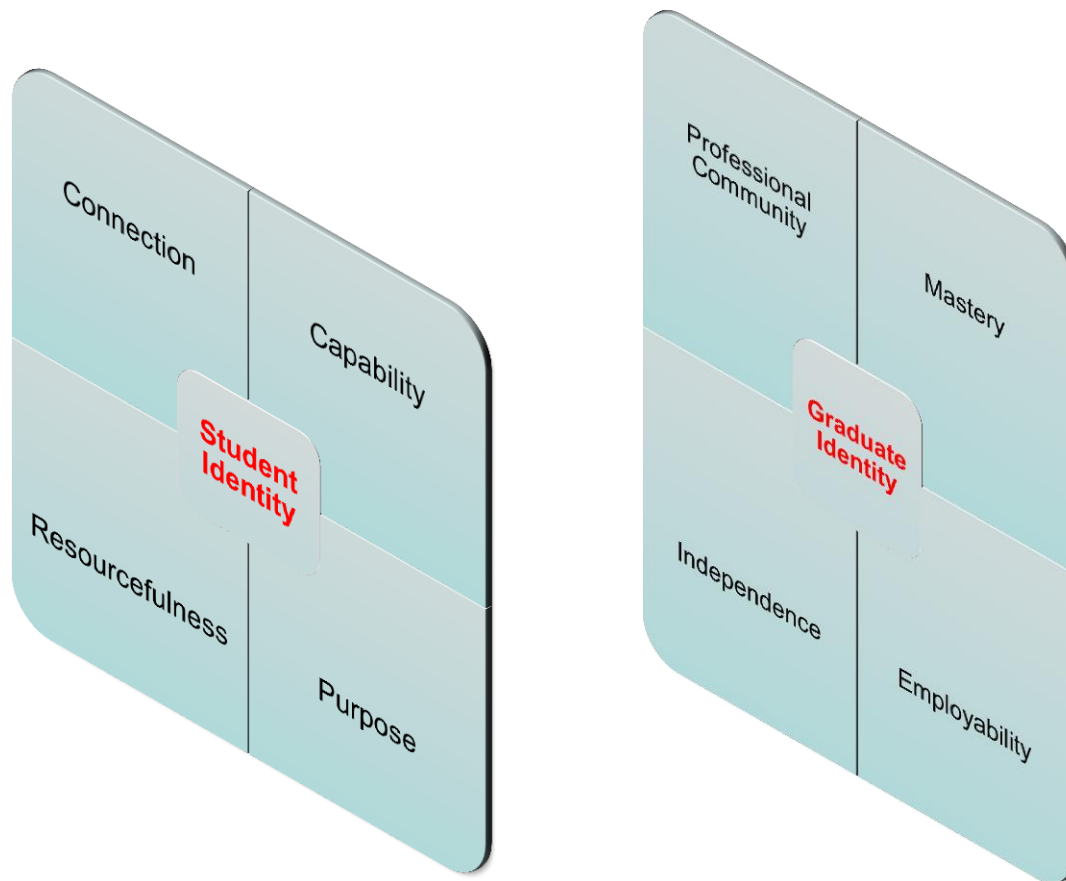
# Student Lifecycle: Evolving identities, needs and contributions



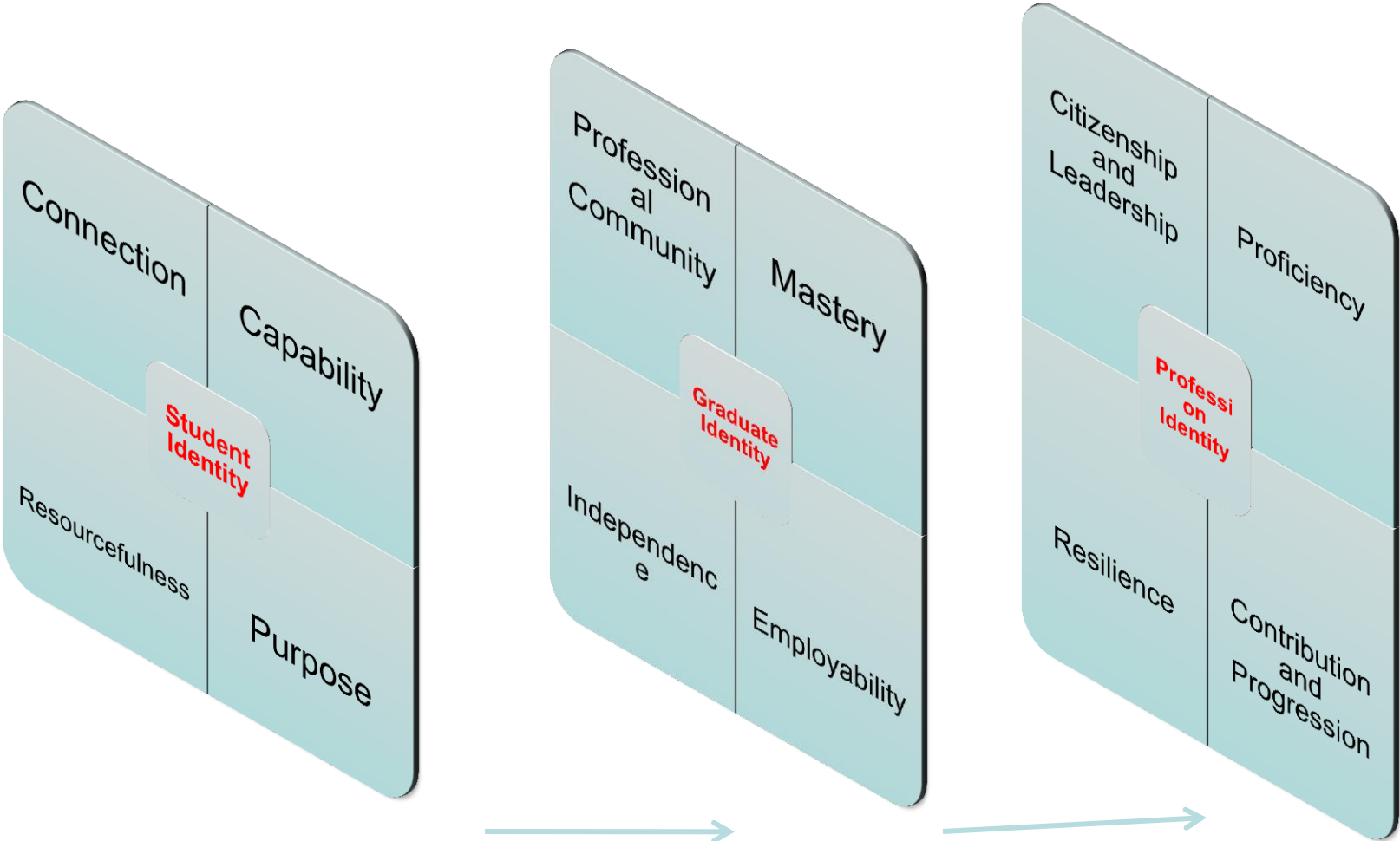
# Student Lifecycle: Evolving identities, needs and contributions



# Student Lifecycle: Evolving identities, needs and contributions



# Student Lifecycle: Evolving identities, needs and contributions



## Layers of the lifecycle

• Program Lifecycle 

# Layers of the lifecycle

•Program Lifecycle

•Course  
Lifecycles

## Layers of the lifecycle

•Program Lifecycle

•Course  
Lifecycle

•Task

•Task

•Task



# Can we map Psychology Graduate Attributes with the meta framework of student lifecycle?

- Graduate Attribute 1:
  - Core knowledge and understanding of psychology
- Graduate Attribute 2:
  - Research methods in psychology
- Graduate Attribute 3:
  - Critical thinking skills
- Graduate Attribute 4:
  - Values, research and professional ethics
- Graduate Attribute 5:
  - Communication skills
- Graduate Attribute 6:
  - Learning and the application of psychology

What is the identity of a 3 year psychology graduate in Australia?

Are the Graduate Attributes the 'best' ones for our 3 year graduates?

Are our programs/courses what 3 year graduates need?

Are we truly developing psychologically literate graduates with a sense of purpose and mastery and with realistic employment options?

# What are we doing to foster student identity?

- Through the following:
  - » Connections with FYC, SSA, UG Program convenor, 2<sup>nd</sup> and 3<sup>rd</sup> year leaders, tutors and mentors
  - » Psychology and Life series
  - » Undergraduate student council
  - » Psychology Student Association
  - » Student subscribership of Australian Psychological Society

## Where are we up to?

- Early days
- Program review/curriculum renewal
- Developing agreed philosophy and program coherence
- Mapping Psychology Graduate Attributes and Senses of Success
- Bigger picture of AQF/ APAC Standards, Global citizen, psychological literacy/Griffith rules and regulations
- **Enlisting/encouraging staff – attitude change**

## How can we measure this?

- Survey all students across the years (end October)
- Measure the senses of success
- Measure psychological literacy
- Focus groups (in early 2014)
- Destination survey (of 3 year graduates)
- Follow up in 2014 of 3 year graduates

# Student Partnerships: Better Outcomes

Quality student-centred *relationships* in conjunction with product *quality* enhances the likelihood of students recommending our programs.

Students *identification* with their School is strongly predicted by their perceptions of the quality of their *fair treatment*.

Alumni *engagement* is predicted by the recollected quality of treatment as a student.

But.....

- Will our students be getting a decent deal?
  - Will we succeed in graduating psychologically literate citizens and help create a better society?

# Where is the data?

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Hopefully we'll be able to answer these questions next year!

See you in Tasmania!