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## Reporting on online, remote and bi-modal delivery of psychology teaching

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**Editorial: Reporting on online, remote and bi-modal delivery of psychology teaching.**

**Gillian Hendry**

Another issue of PTR amidst the pandemic. At the time of writing this editorial, we are approaching the one-year anniversary of life in the UK officially being in 'lock down'. There is, however, light at the end of the tunnel, and hopefully by the time you read this, society will have some semblance of normality again.

But what about education?

The landscape of teaching and learning has changed considerably over the past year. While 'zoom' was once a verb used to detail the speed at which a Friday afternoon's workload was undertaken, it is now more conducive to the portal into work. This brings me to the focus of this current special edition: reporting on online, remote and bi-modal delivery of psychology teaching.

There has been an explosion of research in the past year focusing on teaching and learning during Covid-19, looking at the likes of online pedagogical strategies (Ferdig et al., 2020), managing the conversion of face to face courses to an online modality (Ortiz, 2020), supporting students (Bao, 2020; Daniel, 2020), and digital teacher competence (König et al., 2020; Mishra et al. 2020; Verma et al., 2020). This issue of PTR, however, explores the online teaching of psychology specifically, and we have an array of articles for you to enjoy.

To begin, Dr Kantaris brings us a consideration of how to support students during this unsettling time, questioning what it will take for them to 'ride out' the impact of COVID-19 on their work efforts. The paper highlights the importance of communication from the academic institution, support from the supervisor, having a Plan B, looking after mental health, and managing expectations as ways in which we can offer our support to students during these unusual times.

Next, Madeleine Pownall and colleagues report findings from two studies investigating subject choice as predictors of undergraduate attainment and academic preparedness in Psychology. Results show, interestingly, that in general, mathematical-based A-level subjects but not psychology A-level more effectively prepare students for some of the academic skills required to succeed in a psychology degree (although studying psychology at A-level prepares students well for subject-specific content).

Dr Muse et al. detail an exploration of a blended e-learning approach for teaching statistics within undergraduate psychology. The e-learning activities were found to be valued by students and staff due to the interactive and flexible approach to learning they offered. The authors note that the blended strategy offered an opportunity for students to develop intrinsic motivation to learn statistics, and that social support from peer networks and 'live' tutor feedback facilitated deeper learning.

Dr Eman reports on practice in a technologically developing 'female students' university in Pakistan in terms of shifting from face to face learning to online teaching, research and internship. The author reflects on their experiences in terms of lecturing and class participation, classroom resources for student engagement, class discipline, internship and theses supervision, challenges to online assessment and international research collaboration and professional development,

concluding that although there is evidence that students have adjusted to the online system of learning and career development, there are still challenges to consider in terms of problematic surroundings, technological issues, and lack of real time interaction with teachers and peers.

Focusing on students' understanding of psychological literacy in the UK undergraduate curriculum, Dr Harris and colleagues demonstrate that although students are mostly unaware of the term 'psychological literacy', they generally do understand, recognise, and value its attributes. In a second paper, Dr Harris and team investigate students' perceptions of online lecture delivery, detailing that students enjoy both the structured nature of live sessions and the flexibility of recorded lectures, suggesting a preference for a hybrid approach to online learning, though noting that of more importance is lecturing style.

In addition, we have three book reviews in this issue, also focused on online learning. Firstly, Angus Lloyd Bean and Dr Megan Bean have reviewed *Best Practices for Administering Online Programmes*. Dr Dely Elliot has reviewed *Essentials for Blended Learning (2ⁿᵈ Edition)*, and Dan Xing has reviewed *A Pocket Guide to Online Teaching: Translating the Evidence-Based Model Teaching Criteria (1ˢᵗ Edition).* My thanks go to them for their insightful comments.

I would like to take this time to formally welcome Dr Wendy Sims-Schouten and Dr Louise Taylor (Bunce) to the PTR Editorial team. Dr Sims-Schouten is a Reader (Associate Professor) in Childhood Studies and Director of Postgraduate Studies in the School of Education & Sociology at the University of Portsmouth, researching in the areas of mental wellbeing of children in care, care leavers and children from disadvantaged and marginalised communities and bullying and childhood obesity. She is the coordinator of the Mental Health in Childhood & Education (MICE) Hub at the University of Portsmouth and Associate Editor for the Journal of Social and Political Psychology, as well as Editorial Board member for the Journal of Psychological Therapies. Dr Taylor (Bunce) is a Principal Lecturer for Student Experience at Oxford Brookes University. She has taught psychology for over 15 years, and for the last 4 years has taught social work students developmental psychology and research methods. Her research focuses on educational issues relating to inclusion, identities, and wellbeing in higher education.

Additionally, the planning for the 2021 (online) DART-P conference is well under way. The conference theme is: Sharing best practice; the future of psychology and evidence-based teaching. The submission deadline has been extended to the 19ᵗʰ of May, so please do think about sharing your work with us. Please see the BPS website for more details.

Finally, I would like to thank the PTR team (Rebecca Stack, Karen Goldsmith, Wendy Sims-Schouten, and Louise Taylor) for their support with this issue, in addition to the team of reviewers who continue to offer excellent feedback, ideas and advice on the papers we receive. Please do continue to send original research articles, practice exchange pieces, letters to editors, reviews etc. to our mailbox: ptr@bps.org.uk. You can also follow us on Twitter: @PsychTeachRev.

Dr Gillian Hendry, PTR Guest Editor

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